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ABSTRACT

This report on transition services for students with disabilities in Nebraska schools begins with an outline of the development of transition programming as part of special education services, noting federal legislation in this area and the importance of intra-agency and inter-agency cooperative agreements. The role of career education in the transition process and the preparation of youth with disabilities for work and independent living are examined. Employers' views on students in transition and their preparation for employment are presented. The importance of independent daily living skills in successful transition is noted. The role of supported employment is also discussed. Transition mini-grant projects in Nebraska are described, and transition programs in large and small communities are compared. Results from evaluations of the outcomes of the transition process are explained, and recommendations on transition services are offered. An annotated bibliography of approximately 40 items is included, followed by a list of resource people who will provide technical assistance for transition planning and activities. (JDD)

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## IN NEBRASKA SCHOOLS

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# **TRANSITION SERVICES IN NEBRASKA SCHOOLS**

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# Transition Services in Nebraska Schools

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## THE TRANSITION PROGRAM AS PART OF SPECIAL EDUCATION SERVICES IN NEBRASKA



Children and young adults with disabilities face the same transitions that confront all people, along with the special challenges presented by their disabilities. These young people progress through formal education, provided in kindergarten through twelfth grade, experiencing the same anxieties, joys and hopes felt by their classmates. They want to be independent, they want to express themselves, they want to do well and gain the respect of the people important to them. Their families love them; they hope, and try hard and dream for them! Their parents also have fears - both the normal concerns for the future experienced by all parents, and the special concerns for the lives of these children, challenged by their disabilities.

### Public Law Governing Special Education

In 1975, Congress enacted the federal legislation often referred to as P.L. 94-142, the Education of All Handicapped Children Act. This law requires all state education agencies to assure the provision of a free, appropriate public education (FAPE) for all handicapped children. In response to this national legislation of mandated services, Nebraska developed and implemented 92 NAC 51 (Rule 51), Nebraska Rules and Regulations for the Provision of Special Education Services, which requires that local education agencies provide a free, appropriate public education to all handicapped children, aged five through twenty-one, in Nebraska. In 1978, Nebraska mandated a free, appropriate public education to all handicapped children from birth or date of diagnosis through age 21. Since the initial development, approval, and implementation, 92 NAC 51 (Rule 51) has been revised, not only to meet changing federal mandates and national policy changes, but also to meet the changing needs of people with developmental disabilities who live in Nebraska. One of the national thrusts which is now reflected in 92 NAC 51 is the provision of transition planning as part of a free, appropriate public education for all children with developmental disabilities at age sixteen.

In 1983, Congress enacted P.L. 98-199, the Education of the Handicapped Amendments, which encouraged state and local education agencies to provide transition services. That federal law was the initial step in helping students with disabilities to make the transition from school "...to postsecondary education, vocational training, competitive employment, continuing education, or adult services." The U.S. Department of Education and Rehabilitation Services (OSERS), under the leadership of Madelaine Will, made transition a priority for all handicapped children, regardless of the severity of their handicapping condition, and created a basic model of the steps involved in developing an effective service delivery system for the provision of transition

### Definition and Philosophy

*Webster's New World Dictionary of the American Language* (1984 ed.) defines transition as: "a passing from one condition, place, etc., to another". Because all human beings make changes throughout their lives, all people experience many transitions of varying degrees of importance. Parents celebrate baby's first tooth, first smile, first word, because they realize that those "firsts" are passages, or transitions to further growth and development. The first day of school, the first day of junior high, and high school graduation all are events marked by children and families, not only because of the intrinsic significance of the events, but also because they signal future events and transitions. All of these transitions are greeted with joy and excitement because of the new challenges and potential for growth that they bring. They also are met with some fear and anxiety because transition may mark the beginning of heretofore unknown places where the demands and responsibilities are greater.



services. The Office of Education and Rehabilitation also provided special funds to support the development of transition services on the state and local levels.

An amendment to federal law was passed in October, 1990 and for the first time transition became a part of mandated services for children with developmental disabilities. The exact definition according to federal statute is the following:

"(19) The term "transition services" means a coordinated set of activities for a student, designated within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

(20) The term "individualized education program" means a written statement for each child with a disability developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include:

- (A) a statement of the present levels of educational performance of such child,
  - (B) a statement of annual goals, including short-term instructional objectives,
  - (C) a statement of the specified educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs,
  - (D) a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities<sup>2</sup> or linkages (or both) before the student leaves the school setting.
- <sup>2</sup>So in original. Probably should be "responsibilities".
- (E) the projected date for initiation and anticipated duration of such services, and

- (F) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved. In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

In 1984, the Nebraska Department of Education submitted a proposal to the Nebraska Department of Health, Developmental Disabilities to obtain federal grant funds. The Department of Education grant proposal outlined the development of a process through which educators and others could conduct interagency and intra-agency communication of information on transition and assess the status of transition services in Nebraska. As part of this initial proposal, an ad hoc committee was formed, under the auspices of Nebraska's Special Education Advisory Council (SEAC). This Ad Hoc Committee on Transition, composed of representatives from the Office of Mental Retardation, the Nebraska Department of Social Services, Rehabilitation Services, school districts, employers, and parents, serves as the



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catalyst in identifying the current level of transition services in the state. The group also provided grant awards to educators in project sites to assist local school district staff and other service providers in developing effective local transition services, and then reviewing the impact of these services on the implementation of 92 NAC 51.

Federal and state laws which govern the education of students with developmental disabilities have a central goal: to prepare students with developmental disabilities to live, work, and enjoy life as independently as possible within their chosen communities. The initial assessment of transition services indicated that in the urban areas, transition services were occurring for the mentally handicapped population (primarily, the moderately handicapped population), in large part due to the community based programs for the mentally handicapped. However, even those services were sometimes limited and inequitable due to fiscal and service options disparities and no formalized statewide transition services existed for the mildly and severely developmentally disabled populations. In response to that assessment, the grant from the Department of Health, Developmental Disabilities, was used to finance mini-grant projects for schools and Educational Service Units for the development of model projects, innovative policies and programs, or any other creative methods of assisting students with disabilities to make the transition from school to adult living.

The final component of the Ad Hoc committee's contribution to improving transition services in Nebraska was to influence the special education services in Nebraska. The revision of 92 NAC 51 in 1986-87 was a timely opportunity to make transition a vital part of the process. All Nebraska schools are required to develop an Individual Education Plan (IEP) for each student with a verified handicapping condition. The Individual Education Plan includes test results, present level of performance, education goals and measurable short-term objectives, and any other relevant medical or behavioral information. The Individual Education Plan is developed by a team, consisting of the child's teacher, the school district representative, and the child's parent.

The Individual Education Plan team meeting provides an opportunity for school officials, teachers, ancillary staff, other professionals and parent(s) to discuss the needs of the student with a disability. As part of the revision of 92 NAC 51 in 1987, transition planning was made a responsibility of the Individual Education Plan team for all students, aged sixteen years or older. As in any other content area of the Individual Education Plan, the transition plan includes a description of the present level of performance and goals and

objectives for the student's progress which are monitored and evaluated over a specified period of time. It also includes resources, both human and material, which the school, parents, and other service agencies will commit to assisting the student to meet the goals. An especially important part of the Individual Education Plan are the statements reflecting suggestions and concerns raised by parents or guardians.

Transition plans in Nebraska also must address the issues of whether or not the student will require ongoing assistance following graduation, and how all parties will proceed if the student reaches age 22 and needs such assistance.

The school's legal responsibility extends through age 21 for all students with disabilities, but who provides services for that student beyond the point at which he or she reaches age 22? Who coordinates multiple service needs?

An early start and careful planning are key elements in successful transition from school to the world of work or continued education and independent living. Students with disabilities and their families need to know what is expected of them and what they can expect from others in order to decrease the problems in obtaining further education or employment, or in independent living. Ideally, transition planning should minimize an interruption of support services and case movement into the post-secondary world.

Because Nebraska school districts exist in communities of varying sizes, populations and needs, service to students with disabilities in these districts all present different challenges. Each school district in the state incorporates transition planning into the Individual Education Plan, but each manages the development and delivery of transition services differently. As is the case with all Special Education services, transition planning is based on the current status of the student, his or her education and vocational goals, and the human and material resources available to student, family, school district, and other agency staff people. Within the parameters of state law and Department of Education rules, the local control of the Individual Education Plan development (including planning for transition) is desirable.

Such local responsibility helps to assure that educators and other agency staff people, the student with a disability, and the student's family, who are closest to and most affected by decisions, have the opportunity to help shape those decisions.



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## INTRA-AGENCY AND INTER-AGENCY COOPERATIVE AGREEMENT

Assisting any young adult to make the transition from school to further education, employment, and independent living is a complicated process. Careful planning, including goal-setting is essential to such a process; a practical review of the resources needed to achieve the goal is also a critical factor in the success of such an effort. Students with disabilities have special needs which must be considered while planning for their transitions from school to independent living. These special needs present unique challenges and opportunities. To help young people overcome barriers and to experience success requires the careful planning and use of both human and material resources.

Parents of students with disabilities devote countless hours of intellect, time, energy and money to help their children live productive and happy lives, but they, alone, cannot perform all of the necessary tasks. These students and their families need the assistance of educators and other service providers in order for them to gain academic and employment skills, daily independent living skills, and moral

support. However, the involvement of parents, educators and other professional helpers will not assist the student and his or her family to any great extent unless services are coordinated in a comprehensive and comprehensible plan of action. That is why intra-agency and inter-agency agreements (both formal and informal) are so important to a plan for transition.

In Nebraska, the State Department of Education includes professional staff with specific expertise in Special Education, regular education, curriculum, vocational education and Rehabilitation Services. Since these separate services can and are used in the transition process, the Department has developed an "Intra-Agency Cooperative Agreement for Providing Services to the Handicapped". This agreement acknowledges the importance of the coordination of all sections within the Department of Education so that each group knows the work expected of them. Personnel also learn through such a plan exactly which services are provided by other sectors of the agency and how the agency's programs fit together. This intra-agency cooperative agreement not only enables the entire agency to coordinate the services of each of its programs, but also helps to safeguard against gaps in services to school districts and to students with disabilities.

Nebraska also encourages inter-agency cooperative agreements at the local level. Such agreements unite a local school district with local offices of developmental disabilities or mental retardation, local mental health agencies or providers, local offices of Rehabilitation Services, local Educational Service Units (ESU's) and other local agencies, groups and individuals who provide services to people with disabilities. Nebraska school districts and ESUs have demonstrated considerable initiative in the establishment of both informal and formal inter-agency agreements for the provision of transition services. They also have been most eager to develop intra-district coordination among regular educators, special educators, including resource teachers, and vocational and career educators.

## CAREER EDUCATION AND ITS ROLE IN THE TRANSITION PROCESS



According to **Life Centered Career Education: A Competency Based Approach** (Revised Edition; Edited by Donn E. Brolin), "...the concept of career education was officially introduced to American educators in 1971 by the U. S. Commissioner of Education at a national conference of secondary school principals..." One might mistakenly assume that career education and the traditional vocational education are the same thing. That is not the case.

Career and vocational education differ in several basic ways. First, career education attempts to bring the formal education and work much closer together. To accomplish that goal, career education is arranged to teach the general thinking and other skills necessary for employment. Career education also is a K-12 approach that involves all sorts of educators, but does not replace any subject matter or the traditional curriculum. Career education seeks to integrate a career focus into the teaching of traditional subject matter. (Assisting students to apply the concepts of English language usage through the writing of a letter of application for a job is an example of that integration process.) Career educators view career development not as a rather sudden choice of occupations, but as a longer process which occurs in phases. Career education includes an experienced-based education component, as it helps students to develop daily living and employability skills. Examples of such general skills for life and work are grooming, money and budget decisions, cooking, cleaning, prompt arrival for work, "sticking to" a job, and many others. Finally, career education encourages schools to work closely with the families of students and with a wide variety of community resource people.

Career education programs can be developed for all students, including students with disabilities, a philosophy that the Council for Exceptional Children (CEC) embraces wholeheartedly. CEC's Division on Career Development "...defines career development for disabled individuals as the process which facilitates reasonable and satisfying life roles, such as student, worker, consumer, family member and citizen, through the utilization of teaching, counseling, and community interventions." This special interest in career education for students with disabilities has been amplified by the growing concern for the high rate of unemployment among people with disabilities. **Many more people with handicaps could be employed in at least part-time jobs, it is reasoned, if our nation would make a more concerted effort to provide career development for students with disabilities during the critical transition period in each student's life.** The Council for Exceptional Children's (CEC's) Division on Career Development "...believes that career development for disabled individuals is a sequential, life-long learning process that begins at the earliest level of education. During their educational programming, disabled students have an opportunity to learn the academic, daily living, personal-social, and occupational competencies, and specific vocational skills necessary for attaining their highest levels of economic, personal and social fulfillment." The stages of career development are:

- **Awareness**, or learning the attitudes and information that help students understand what work means in a society;
- **Exploration**, or discovering the interests, knowledge and skills necessary to perform a variety of work;



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- **Preparation**, or acquiring and practicing the attitudes and skills needed to qualify for jobs (transition process usually begins here);

- **Assimilation** (placement and followup), or obtaining a job, learning how to meet the demands of the job, maintaining a job;

- **Continuing education**, or opportunities to acquire further knowledge and skills to improve employability and job satisfaction.

Vocational educators across Nebraska, led by the Vocational Education staff of the Nebraska Department of Education, have assumed a variety of important roles in career education for students with disabilities. Vocational and

career education professionals, statewide, have created links to special educators, their programs and students, in order to provide both general and more specific information and assistance in career development. Within the Department of Education, Vocational Education staff offer continuing education, technical assistance and support to vocational educators as they create appropriate education programs in vocational and career education for students with special needs. Grants made to school districts, pursuant to the Carl D. Perkins Act, encourage the development of innovative projects in a variety of areas, including Vocational Education linkages with other programs within the general school curriculum, and expanded or new projects in career education at the local level.



## YOUTH WITH DISABILITIES: THEIR PREPARATION FOR WORK AND INDEPENDENT LIVING

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From June 1, 1990 through May 31, 1991, the Office of Special Education and Rehabilitation Services (OSERS), U. S. Department of Education, conducted a research project with important implications for young people in transition programs. The purpose is to develop an industry-special education response to "...the changing...requirements in the workplace that will further career development of disabled youth and facilitate their transition from school to work." Among other useful information, the final report will include "...creative approaches to addressing the major problems related to the changing ...workplace requirements that confront disabled youth."

Mr. Fred Bieck, Consultant in the Office of Special Education, Nebraska Department of Education, was invited to submit his professional observations and opinions for the U.S. Department of Education study. An outline of Mr. Bieck's remarks follows.

### Implications For Disabled Youth

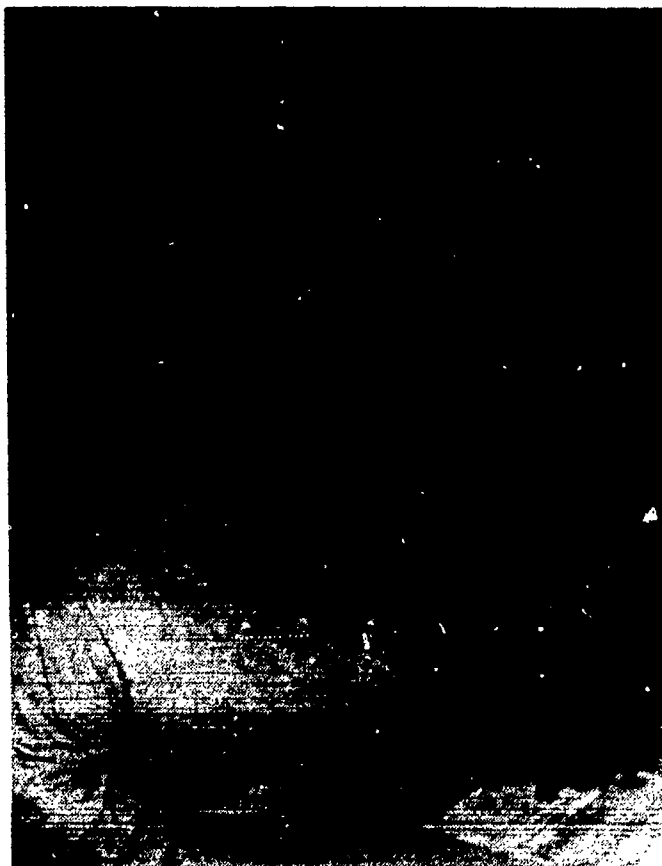
Receiving a diploma has no predictive validity for successful transition into integrated postschool life! The choices we make in life are dependent upon the opportunities we experience and the skills that are required. In order for our disabled youth to profit from their years of schooling the following should occur:

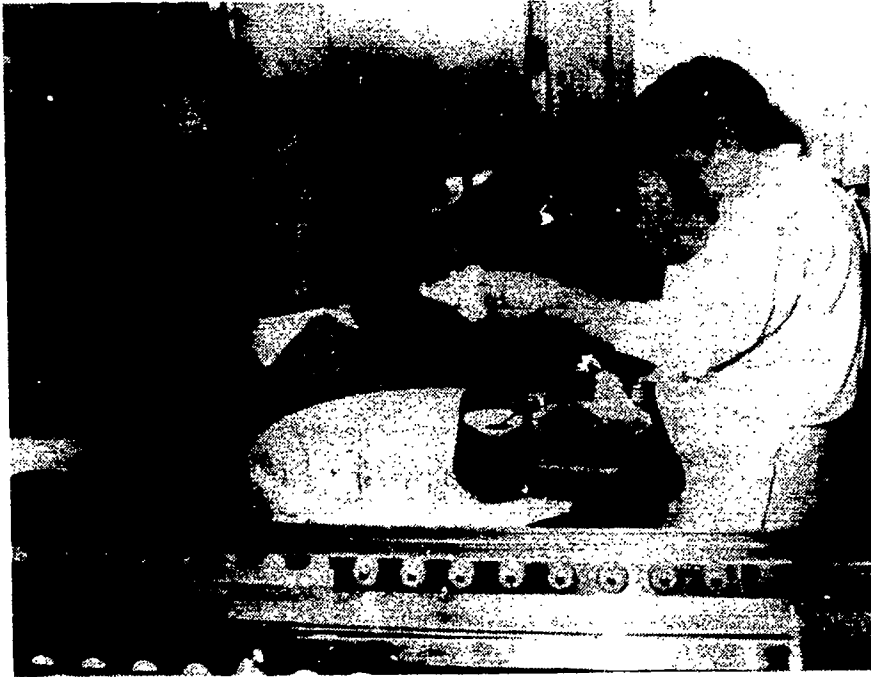
#### A. Postsecondary Education

1. Higher education training programs for prospective special and regular educators need to refocus on a **career** concept that will enhance the collaboration of efforts to serve persons with disabilities from early childhood on—the transition concept does **not** start at the secondary level!
2. Emphasis for all Departments to know the labor market trends of the local communities and the state is crucial.
3. Personnel in the marketing, accounting, philosophy, agriculture, architectural, home economics, physical education and other departments must **share** accountability for training those who will be working with the disabled.
4. Followup studies of graduates and/or "drop outs" are needed with data on students who are living adult roles so adjustments may be considered in curricula, etc.

#### B. Program Designs

1. There must be a joint effort between vocational and academic teachers to design educational programs that apply the academic skills in the context of an occupational area!
2. Community-based social skill training in integrated settings should be a priority.
3. Local service delivery systems should provide greater emphasis on life skills and flexible educational/transition plans for all students with wide ranges of needs and learning styles.







4. Provide positive "hands on" learning experiences and choices for disabled youth to encourage their feelings of self-worth.

5. A career education continuum should emphasize **motivation** in grades K-6, **orientation** in grades 7-8, **exploration** in grades 9-10 and **preparation** in grades 11-12.

6. Vocational assessments are necessary!

7. There should be at least some emphasis on entry-level skill training in task-oriented settings.

8. There must be top administrative support for transition to be a total success.

### C. Transition (School-to-Work) Needs

#### 1. Workplace Requirements

a. Employers need to made more aware of the **potential** of people with disabilities. The newly enacted Americans With Disabilities Act (ADA) will, hopefully, eliminate job discrimination!

b. School personnel must understand the needs of the **employer**, too, but keeping in mind that all employers want productivity from employees.

c. Assess the skills and limitations of students who are disabled **prior** to employment consideration.

d. A transition coordinator—and there should be one in each school district—must possess excellent human relations skills in working with prospective employers.

e. Students will need **ongoing** support by school personnel and parents after initial placement.

#### 2. Workforce Skills

a. Training must be "real" and industry-based, not simulated!

b. There must be a process for interagency cooperation and consumer input. An ongoing commitment and better utilization of existing human resources is vital.

With many of the above suggestions put into practice, our youth with disabilities should play an integral part in society and the world of work. President Bush stated that the United States must "harness the talent" of the 43 million Americans who have a disability.



## EMPLOYERS' VIEWS ON STUDENTS IN TRANSITION AND THEIR PREPARATION FOR EMPLOYMENT

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Students in transition programs across the state are often matched with employment opportunities, while they are still in school, to gain experience with the workplace and to develop the habits and practices necessary for future employability. Their job placements vary according to their interests and abilities, and the employment opportunities available in their communities and surrounding areas. As students prepare to exit their school programs, the search for employment which matches their interests and abilities intensifies.

School staff, parents, and adult service agencies make efforts to work together to help all students with a disability to find suitable employment, if work outside the home is an appropriate goal for them. Consequently, educators and adult service providers try to maintain regular contacts with prospective employers and with the business community, in general, in order to be at least somewhat familiar with the job opportunities within the communities in the area.

A number of public and private businesses have employed students with disabilities as part-time workers while the students gained valuable career exploration experience and information. Other businesses have employed students with disabilities as full-time (or nearly full-time) workers after the students exited their school programs. Some of these full-time jobs were supported employment; others were performed with minimal assistance from staff people who had worked in the business and could provide training and support. As a result of their experiences with the employment of students with disabilities, a number of Nebraska employers have useful information and special insights to share with educators and others who provide service to

students in transition from school to work and independent living. Of particular value are the comments from employers regarding the skills and abilities which students bring to the job, and the ways in which those skills could be expanded and strengthened.

An employer who supervised a student in transition working in a nursing home indicated that the student came to the job ready to work, and performed satisfactorily such duties as putting away food, baking cookies, and other kitchen-related homemaking duties. She did report, however, that she and others needed to teach the student a lot of "practical living" skills, such as how to follow the directions in a recipe, how to identify and use properly the basic kitchen utensils needed in cooking, and how to clean both utensils and the cooking area at regular intervals. She also reported that as a newcomer, the student lacked self-assurance, and she suspected that after gaining greater confidence in her own abilities, the student handled duties that she may have known how to perform all along.

This same employer also noted that the student's basic health and hygiene practices were not as good as they should have been when she first came, but that as she interacted with other employees, those practices improved immensely. She became noticeably cleaner, particularly her hands and fingernails, and she began washing her hair on a daily basis. She also began talking about grooming (washing and styling her hair, for example) with other female employees, and began to ask questions about how they styled their hair and chose their clothing. The student gradually improved her entire appearance a great deal and as she received compliments on her attire and hair style, gained greater confidence in her work-related tasks as well.

The employer reported that she believed the exposure to a wide variety of people, many of whom did not have disabilities, helped provide the student with positive role models of self-confident, well-groomed, and competent employees. It also afforded her the opportunity to earn the respect of her co-workers, and their praise for her conscientious work and her appearance were strong motivators for increased improvement. The employer indicated that the student's social skills, particularly where social conversation was concerned, were much weaker when she began than after she had been employed for six months. She emphasized that she believed the student simply needed to 'be out in the world with other people' so that she could gain the practice that everyone needs to learn how to converse with co-workers about work, social events, personal grooming, and other general topics.

A second employer supervised several students in transition in a hospital setting, as they performed the work of nurses' aides, secretaries, and food service aides. She reinforced the comments of several other employers who said they saw positive changes in the students after one month of work, and enormous changes for the better after three to six months of work. All employers emphasized the gains in self-confidence, and several mentioned that skills which seemed to suddenly emerge may always have been present, but under-utilized or not utilized at all because of the students' lack of self-assurance. They indicated that the same phenomenon is true of all employees; however, the students with disabilities seemed to improve to a much greater degree when they felt comfortable in the work setting and felt that at least a few of their co-workers liked and respected them.

Every employer interviewed indicated the strong belief that students with disabilities need expanded opportunities to practice skills, improve self-confidence, and build social relationships in **real work settings**. The students they observed made such incredible progress just by practicing skills and interacting with co-workers that all employers believed schools should make whatever arrangements possible to increase those "real world" employment experiences. Even if students could participate in programs for an hour or two a week, employers felt it was important for these young people to have the chance to learn whatever possible, and to begin learning as early as possible. Several employers indicated they understood that there might be limitations on the number of work site placements for schools to use, and that students are not all ready for placement at the same time. However, they stressed the need to involve students in the world of work and independent living as early in their school programs as possible, and indicated that they believed such early involvement would help the students immeasurably as they began employment after leaving school.

One of the employers who operates a retail sales business made some interesting observations about the students in transition whom she has supervised. Her comments seem especially worthy of consideration because they depart from those usually made about specific work tasks and focus, instead, on the interpersonal knowledge and skills that tend to help students become successful workers with greater ease. She indicated that her experience demonstrated to her that educators, other adult service providers, and parents should increase their work with students on self-esteem, interpersonal relationships, and positive attitudes toward work, in general.

She also reported that the most difficult-to-solve and long-term employment problems she had encountered among students with disabilities were those which involved how well the students accepted themselves, the acceptance level they perceived in other people, and how willing they were to **try** any task without assuming whether or not they could do it. She also indicated that such work habits as punctuality, grooming, and understanding what is expected of employees



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performing specific jobs were all important, but problems in those areas occur with employees who don't have disabilities as often or more frequently than with workers who do have disabilities.

She reported that the students in transition had more problems with self-esteem which resulted in such work-related difficulties as accepting constructive criticism and rules, without assuming those rules were unfairly applied only to people with disabilities. She also observed that students in transition had greater problems in developing good working relationships and friendships, probably due in part to lack of self-esteem, and in avoiding unreasonable fears of being dismissed from employment—again, because of lack of self-confidence. She reported that in some cases students with disabilities whose mistakes were gently corrected were almost inconsolable and fearful that one mistake would mean banishment from the workplace, forever.

This employer indicated that schools do an excellent job in preparing students with disabilities to perform work-related tasks, but suggested that educators and others should concentrate more time and energy on helping students in transition to acquire general interpersonal skills. Since she has observed the important role these skills play in actual work performance, she referred to self-esteem, the ability to accept constructive criticism, and the ability to relate to and establish friendships with other people as the 'make it or break it' skills in successful employment. She said she thought she realized how important self-esteem was to all people until she supervised students with disabilities; it was only then that she truly understood what self-confidence means to every individual.

This retail sales employer said that she believes that **much more** work on interpersonal skills should begin for students in transition at a **much earlier** age, such as in elementary school. She indicated that she knows schools work on these skills with all students at present; she simply believes they are so important that more time should be devoted to them. In addition, she emphasized that schools would help with the employment success of students in transition through the development of increased reading and listening skills, whenever that is possible. (Listening skills, she said, are particularly important if reading skills are low.)

All of the employers interviewed voiced strong support for transition activities for students with disabilities, and expressed an understanding of why the transition process is so important. They offered equally strong support for more work site placement of students with disabilities, so that actual job experiences, of greater duration and variety, would be available to them. They indicated that the way students with disabilities can experience greater success in employment was to be allowed more time to practice those skills and abilities which lead to obtaining and keeping employment, just as people who do not have identified disabilities can benefit from such practice. They also expressed enthusiasm for the students in transition whom they had supervised, and reported that they would be willing to continue to supervise and assist any students with disabilities who were placed in their businesses.



## INDEPENDENT DAILY LIVING SKILLS AND THEIR IMPORTANCE IN SUCCESSFUL TRANSITION

Throughout the transition planning process, educators, other professionals, parents and students with disabilities focus a great deal on academic progress, especially as it relates to overall career education goals. Preparation for employment, seeking a satisfying job and maintaining a good work record are often viewed by transition planners as THE goals of transition. The future independence of students with disabilities most assuredly is very dependent on learning and training for, finding and keeping a job. In addition, our society places high value on productive work and provides non-monetary rewards, such as community respect, for persons who are employed in some sort of work. Students with disabilities gain a number of intangible benefits from employment, such as self-esteem, feelings of worth and goodness, and the satisfaction of being part of a team, that are not necessarily correlated with their rate of pay.

However, jobs involve more than strictly occupational skills, and independent living includes a wide array of competencies in daily living and personal-social skills which are necessary for living and enjoying life outside of the work environment. No one is born knowing how to budget money, buy and cook food, or find and maintain a suitable living arrangement. No individual automatically knows how to choose appropriate clothing, care for his or her personal needs, converse with a co-worker or communicate feelings to others. Everyone must learn a rather long laundry list of skills simply to maintain a life of independence.

Students with disabilities learn many of these competencies through formal education and the help of parents or guardians who teach and help the students practice them at home. However, every transition plan indicates concern for these skills, and includes steps for mastery of such competencies, if students cannot demonstrate that they already have acquired the skills. Vocational educators in Nebraska and around the nation consider independent living and social-personal skills to be integral components of a successful career education program or plan for every student.

In many Nebraska communities, educators and others assist students with disabilities to obtain independent living skills through formal instruction which allows students to learn by doing, under the supervision of parents and professionals. Each community transition team develops living arrangements which best suit the students' needs and abilities and which meet the approval of parents or guardians. Programs of experience-based independent living are, of course, different in the urban communities, where sheer numbers of people, mass transit systems and basic safety measures present quite different challenges from the quieter and generally safer small rural communities. Opportunities for group homes, apartment buildings specially designed for people with disabilities, and support services for independent living vary from location to location. However, the skills needed to function independently are essentially the same, and transition plans throughout the state differ mainly in how the specific arrangements for independence can be developed and maintained. (See Mini Grant Section for Grand Island Public Schools project in Independent Living.)



## SUPPORTED EMPLOYMENT AND ITS PLACE IN TRANSITION

Supported employment is competitive work in business and industry, with co-workers who are not disabled, in which people with disabilities are provided continuing support to maintain their jobs. Supported employment enables persons with severe disabilities who previously would be in a sheltered workshop or work activities program to enter and maintain competitive employment. It is the goal of some transition plans for students with severe disabilities who require continued support to maintain competitive employment.

Supported employment is included in federal legislation governing Special Education, Vocational Education, Developmental Disabilities, and Vocational Rehabilitation. In Nebraska, intensive training services leading to supported employment are provided by the Division of Rehabilitation Services and Services for the Visually Impaired under P.L. 99-506, the Rehabilitation Act Amendments of 1986. This federal law, and related regulations, provides guidelines for supported employment activities. The federal government provides supplemental funds to all state vocational rehabilitation agencies to provide services leading to supported employment. Nebraska receives a \$250,000 supplement for supported employment. This is split between the Division of Rehabilitation Services (90%) and Services for the Visually Impaired (10%).

Nebraska Rehabilitation Services funds for supported employment serve persons who could not otherwise qualify for Rehabilitation Services programs because of their need for ongoing support. The goal for the usual client of Rehabilitation Services is economic self sufficiency, so that at the end of the rehabilitation process, the client supports himself or herself. The goal of Special Education transition programs also is as much independence and self sufficiency for the disabled person as possible, but some disabilities may present permanent obstacles to that goal. Severe handicapping conditions may prevent students from functioning completely independent of assistance in a work setting.

In supported employment, the person with a disability is first placed in a full-time, integrated, competitive employment setting (the student can work a minimum of 20 hours per week based on limitations created by their disability). The job must be permanent and must be part of an integrated environment, that is, most co-workers are not handicapped, and individuals with handicaps are not part of a work group of other individuals with handicaps; or most co-workers are not handicapped and individuals with handicaps are part of a small work group of not more than eight individuals. He or she then receives intensive training

from a job coach to learn the knowledges, skills, and behavior needed for successful job performance. After the intensive training ends, the job coach provides continuing support services so the person can keep the job.

In Nebraska, Rehabilitation Services pays a job coach for his or her services until client stability at the work site occurs (this funding period cannot exceed 18 months). The service provider must agree to use its funds to provide on-going job skill training a minimum of two times each month, in order to assure that the student is functioning well and can continue to maintain employment. The cost of supported employment services in Nebraska has averaged \$7,500 per individual. Obviously individual costs are difficult to predict as each person with a disability has unique abilities and needs. Many employment-related issues relative to those abilities and needs do not emerge until competitive employment is obtained.

Nebraska Rehabilitation Services in the Nebraska Department of Education is the primary agency providing funds for supported employment for people of school age. Staff of Rehabilitation Services with the service provider negotiates rates of reimbursement based on the costs associated with job coaching; they also assist service providers with contacts to employers in communities throughout the state to encourage them to participate in the supported employment program. The staff of local offices of Rehabilitation Services, located across Nebraska, work with local educators, other professionals, parents and students with disabilities to find and assist with supported employment opportunities for these young people.

### State Supported Employment Systems Change Grant

On October 1, 1991, the Division of Rehabilitation Services will begin its State Supported Employment Systems Change grant from the Rehabilitation Services Administration. This innovative grant is designed specifically to serve students in transition as well as those who are newly disabled by a severe condition. The latter group is primarily made up of those who incur a head or spinal cord injury, usually during the immediate post-school phase of transition. We estimate the target population to be 450 persons per year. We expect to achieve the state-wide capacity to serve them by September 30, 1994.

The Division of Rehabilitation Services will operate this as a distinct, self sustaining program and will directly provide both the intensive initial training and the on-going

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support services. Central to the success of this project is targeting the plentiful full-time, primary labor market employment opportunities that exist in most areas of Nebraska. These jobs provide adequate wages, fringe benefits, and career opportunities.

The project will use the full range of possible sources for ongoing support services. These will include support services from existing community agency sources, natural supports in the work environment, qualified volunteers (such as retired workers from a firm), and, if necessary, individual payment of support cost using a Plan for Achieving Self Support (PASS) and Impairment Related Work Expenses (IRWE).

### **Job Coach Roles And Responsibilities\***

1. Job coaches must be able to respond to the unique components of a variety of community-based work settings. Dress codes, behavior, jargon, and the particular "culture" of a worksite vary from company to company.
2. Depending upon the structure of the (supported) work service, job coaches may be responsible for developing the worksites at which the training and employment will occur.
3. Job coaches must be able to capture all the requirements and needs of a particular job; this activity is often called job analysis. Additionally, for the provision of supported work services, the analysis must include all the related and subtle skills that affect the employee's success in that job.
4. Job coaches might be required to restructure jobs to facilitate the success of a student with severe disabilities. This task requires negotiation with the employer for approval of any restructuring of work routines.
5. Job coaches must possess systematic training skills sufficient to assist students with severe disabilities, including persons with inappropriate behaviors and/or accompanying physical limitations, to perform their identified jobs successfully. These skills must include effective strategies for fading assistance to the least degree possible while maintaining acceptable worker output.
6. Job coaches must be willing to participate actively at the worksite whenever necessary to ensure the meeting of the production criterion, to relieve the worker in emergencies, and to encourage the employee with disabilities to assume gradually increasing job responsibilities.
7. Job coaches must be able to facilitate relationships between the coworkers and supervisors, and the student with disabilities. This activity might well be the most vital one for ensuring lasting success.
8. Job coaches are expected to implement strategies for the provision of training and support by coworkers and supervisors. Job coaches must strike a balance between the needs of the student with disabilities and the degree of cooperation and assistance available in each individual worksite.
9. Job coaches must provide services on an ongoing basis, for as long as necessary for each assigned worker.
10. Job coaches must be prepared to offer assistance and training for needs and skills outside the worksite such as transportation, financial assistance and resolution of family/personal problems.
11. Job coaches must communicate regularly with the employee and his or her family or residential provider and promote communication between the employer and the person's home. Effective job coaches recognize that a person's work life and life outside work are inextricably connected.
12. Job coaches must be able to "troubleshoot" problems that occur in worksites, such as production problems, the method of performing tasks, relationships with coworkers, boredom, frustration and attendance.

\* Adapted from McLoughlin et. al. (1987, pages 43-44).

## TRANSITION MINI-GRANT PROJECTS IN NEBRASKA

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Through a grant from the Department of Health, Developmental Disabilities funds were allocated for use in developing model projects, innovative policies and programs, or any other creative methods of assisting students with disabilities to make the transition from school to employment and independent living. These small pools of financial support for education innovation are distributed by the Nebraska Department of Education, in the form of mini-grants, to schools and ESUs which develop projects that satisfy the intent for innovation and the possibility of replication in other school districts or ESUs.

As a result of the mini-grants, Nebraska educators have developed some creative, interesting and successful projects designed to assist students in the transition process. Although these mini-grants represent the time and effort of a number of educators throughout Nebraska, they are by no means the only programs which serve students in transition. All of the schools and ESUs that were awarded mini-grants also operate complete programs which serve students with disabilities. The mini-grants enable school districts and ESUs to develop innovative projects for students in transition in addition to their programs of services for students with disabilities.

### Lincoln Public Schools Mini-Grant Don Sherrill, Director of Special Education

The Lincoln Public Schools has created a Transition Planning Committee, composed of special educators and other teachers and administrators in the Lincoln Public Schools. One of the major projects of this committee is the design of a Transition Planning Manual which explains the process used by the school district to help students make the transition from school to work. The manual includes information about which staff people are responsible for which parts of the transition process. School staff have developed that model for the division of labor in transition services and are conducting field tests of the model to determine its efficacy. Staff also are revising policies and processes to enable them to more effectively assist students to proceed through a reasonable and useful sequence of instruction so the progress from elementary to and through junior high school is smoother and more positive for each student. In addition, the Lincoln Public School district is developing a process for more successfully incorporating transition in the Individualized Education Plan (IEP), and are identifying community human and material resources which will assist





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in the transition process. Part of the mini-grant will be used to create a manual which includes rationale, procedures, and an evaluation process for transition planning as part of the IEP development. Inservice programs on the transition process also will be written and provided for all educators in the Lincoln Public Schools.

**Waverly, Hickman-Norris and Wilber Mini-Grant**  
**Jerry Dalton, Director of Special Education**

These school districts, working as a co-op, are developing a four-year program of activities to improve the progress of transition students from school to work and community. Part of the mini-grant project focuses on assessment programs; another section includes a survey of area school districts to determine the ways in which they operate their transition programs. Following the survey and assessment components of their grants, the school districts will create a transition handbook for the cooperative. Throughout their project, representatives from schools which are part of the cooperative effort are meeting to discuss mutually agreeable goals for the group, to utilize the suggestions of all co-op members, and to assign themselves the tasks necessary for completion of the entire project.

**Seward Public Schools Mini-Grant**  
**Bob Saf, Director of Special Education**

The Special Education Director has met with educators in the district, and with staff people in area human service agencies that serve students with disabilities. One of the goals of this mini-grant is to determine which helping professionals are able to provide the necessary support services for transition, and the levels of human and material resources their agencies are able to commit. The overall purpose of this component of the mini-grant is to coordinate existing services, so as to avoid duplication, to assure that gaps in services do not exist, and to improve access for high school students to the services they need for productive work and independent living before they reach the age of 21. In addition, the Director is conducting a survey of school districts in the area to determine the ways in which they are meeting the needs for transition services among their students. The goal of this survey is to obtain data for an overall comparison of urban and rural approaches, policies and programs for transition students.

**Omaha Public Schools Mini-Grant**  
**Geraldine Akpan, Special Education Director**

Omaha area school districts have formed a Metro Area Transition Planning Group, including representatives from six schools and the Eastern Nebraska Office of Mental Retardation, the Department of Social Services, and Vocational Rehabilitation. This group has been meeting on a regular basis to discuss programs, policies and plans and to develop coordination between the school staff and the other human service professionals who serve transition students. The group has formed four subcommittees:

- (1) Education and Inservice, to provide information and education to Omaha area school district staff;
- (2) Interagency Agreements, to formalize plans for the ways in which school districts will work with other human service agencies;
- (3) Referral Process, to develop a referral form for parent use with various human service agencies (outside of the school district) which is common to all six schools, and therefore, much more easily understood and used by the other agencies; and to develop a Directory of Resources for the metro area, for parent and educator use; and
- (4) Resource Materials, to compile the various education and other relevant resource materials for use in planning and programs for transition students.

**Educational Service Unit #7 (Columbus) Mini-Grant**  
**Mike Remus, Special Education Director and Rachel Wise, Assistant Director**

The mini-grant project has focused on the career planning and vocational elements of successful transition plans for students. In addition to conferences which promote better communication between vocational and other educators and special educators, the project has developed programs for more well-organized career exploration, career planning, vocational training, and successful placements for transition students. The career education component of the project has emphasized more detailed planning for solid academic activities for students, as part of the necessary basis for any career plans. More recently, the mini-grant has emphasized the importance of business-education partnerships as the entree for transition students into competitive work opportunities. Project staff continue to develop liaisons with Chambers of Commerce, personnel managers, and others in the business communities of the service unit area.

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**Educational Service Units #1, #2 & #8 Mini-Grant**  
**Jean Dowhower, Special Education Director**

The mini-grant was designed to provide additional inservice to northeast Nebraska teachers on transition needs and services which would include incorporation of the Individual Transition Plan (ITP) into the Individual Education Plan (IEP). This project also includes the provision of transition resources to school districts in northeast Nebraska, and the establishment of guidelines and procedures for resource teachers who work with adult service providers. Activities of the grant included an inservice program for teachers of moderately to severely/profoundly handicapped students, and a statewide conference on the entire transition process. An IEP form, which meets Nebraska Department of Education requirements, has also been developed.

**Grand Island Public Schools Mini-Grant**  
**Doug Eicher Assistant Director, Special Education**

This project has focused on the development of high quality independent living programs which include the support, planning, and services necessary to assure greater success for participating students. The Special Education program staff, working with property owners in the community, has established two apartments which are barrier-free and otherwise suitable for students with disabilities. Students who have not yet completed school, as well as those who have obtained employment, can occupy the apartments, where they receive on-site instruction in shopping for food, clothing and other purchases; preparing food; cleaning the residence; doing laundry; and other general living skills. Parents are involved from the beginning of the process, including seeking an independent living arrangement, since parental support and confidence in any plans are critical to the success of their children's transition to independent living. Currently, two young women who are in school and are preparing for employment, occupy one of the apartments. In the recent past, two other students with disabilities — one, a person with Down's Syndrome — have achieved successful independent living in the arrangements obtained and coordinated by the Special Education program staff.

**North Platte Public Schools Mini-Grant**  
**Dave Brunelle, Special Education Department Head**

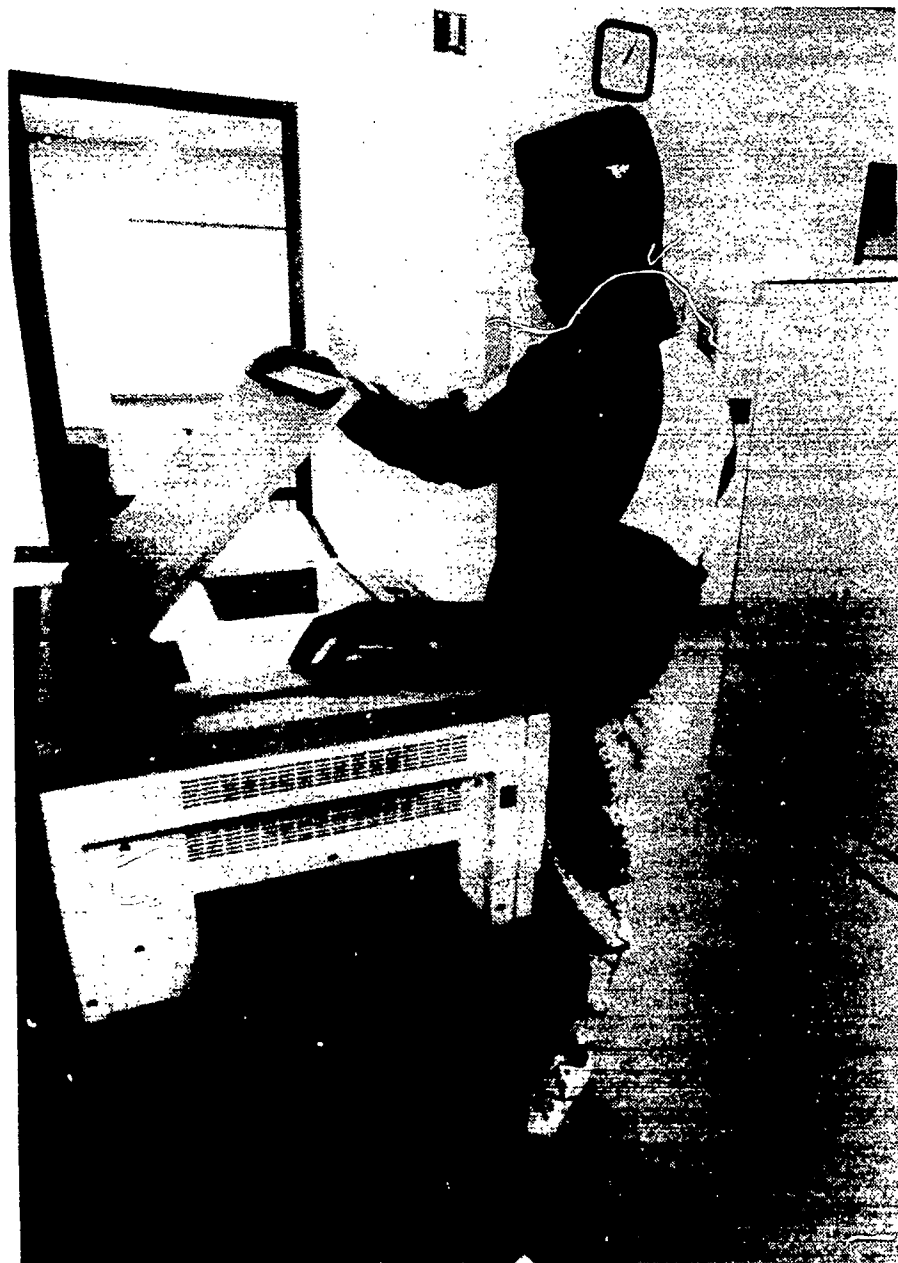
This mini-grant project includes the development of a number of resource materials for educators and parents involved with students in the transition process. These materials include a comprehensive Handbook for Transition Planning for special educators and other teachers, as well as

materials which assist parents to understand the Individualized Education Plan process, checklists and other suggestions to assist parents to become more productively involved in transition planning for their children. The Special Education Department Head has planned and hosted conferences for educators which focused on coordination of transition planning among and between educators and other human services professionals, such as Vocational Rehabilitation counselors, area office staff in the Department of Social Services, and area staff in offices of mental retardation. Future plans include broadening the geographical area for mini-grant activities, so that educators and other professionals from a larger area can coordinate planning, and share suggestions and resources.

**Educational Service Unit #9 Mini-Grant**  
**Barb Elliott, Director of Special Education and Bruce Rockey, Vocational Consultant**

The mini-grants awarded to ESU #9 have focused on several areas. One area of emphasis has been on the collection of data which reveals the effectiveness of transition plans and programs, based on the success rate of former transition students who have graduated from school. The ESU Special Education Director and staff have gathered and analyzed longitudinal data on the progress of students whose school districts lie within the ESU #9 area, with a special emphasis on whether or not these former students are competitively employed and living independently. Proposals for the improvement of planning and service delivery to transition students can then be developed from the needs indicated by the longitudinal study.

Another area of mini-grant focus has been on the development of teacher and parent training materials. The current mini-grant, operated as a project of the Grand Island Cooperative, has resulted in a parent folder and parent information materials specific to parent involvement in transition planning. The ESU #9 Director of Special Education and staff were groundbreakers in the planning and operating of transition services in Nebraska. Beginning with a federal grant, the Service Unit staff have continually increased assistance to area schools, and have made significant contributions, statewide, to the success of transition programs.



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## PARENTS OF CHILDREN WITH DISABILITIES REVIEW TRANSITION PROGRAMS ACROSS NEBRASKA

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Parents of students who are now involved in a transition program, or have completed a transition program, provide a special and important insight into the effectiveness of transition, and offer useful information for educators and other helping professionals who serve students in transition. Parents who participated in an informal phone survey for this report live in urban and rural areas, in communities ranging from cities to very small towns and farms. Their homes and school districts span the state and include a wide range of experiences and family compositions. The children of the parents interviewed had disabilities ranging from moderate retardation and developmental delay to Down's Syndrome with moderate mental retardation. Although the parents were involved in different transition programs, their observations and suggestions were remarkably similar.

Almost every parent reported that the strongest feature of his or her child's transition program was or is the school. A compelling reason for this response is that service to students with disabilities is the legal responsibility of local school districts, which are willing to provide services until the student graduates from the educational system or until he/she has completed the goals/objectives of his/her IEP. School districts are viewed by most of the parents as the reliable source of services upon which they can depend to assist them with the development of career education, specific vocational training, and independent living skills. Schools also are stable places, with predictable staffing patterns, student schedules, and general methods of operation which are familiar to parents. Several of the parents interviewed said they were much more familiar with the types of services they could expect from public schools, and were sufficiently comfortable with the Individual Education Plan development process to ask questions, offer suggested changes and make requests of teachers and school officials.

Most of the parents said they believed that their children had gained a great deal from their school programs, and had not only expanded their knowledge, but increased their skills and improved their overall social functional level. They generally felt that special educators and other school staff had made considerable effort to develop the potential of their children, and that the results were easily seen at home. However, several parents believed that the school staff performed at a higher level on academic instruction and vocational planning than on independent living and/or social skills. They expressed the hope that educators would try to incorporate more teaching and practicing of those skills in the transition programs across the state.

Two parents also indicated that while vocational or job training skills were a strong feature of their children's school programs, there was very little career planning in advance of job training. They believed that starting the transition process earlier, and not aiming for job-related skills so quickly would allow more time for their children to develop interests, express their curiosity, and try more career ideas before actual plans for job training were made. One of the parents indicated that the transition program was relatively new in her child's school district, and she felt that broader experience would help everyone to more easily adapt to the career education needs of the individual students.

Several parents indicated that they believed the vocational programs for students with disabilities had expanded and improved significantly within the past several years. One parent expressed enthusiasm for the increased opportunities for her child, and for educators and other professionals who recognized potential and opened doors for their students. She said that she could see changes in the attitudes of citizens in the community, as well, and was heartened by their increased understanding of the employment potential of people with disabilities.

A unifying theme in the comments of all parents interviewed was their concern for the future of their children after they attained the age of 21. Two of the parents interviewed indicated that their children were older than 21; two more reported that their children were 19 and 20 years old, and described their genuine concerns about the fate of all students with disabilities once they reached the age at which the local school districts no longer had legal responsibility for their education. Parents universally expressed the importance of adult service providers and agencies which will continue the support necessary to maintain the employment and independent living programs already established by the school districts.

Several parents reported that although the adult service providers were contacted to assume the assistance and support roles for their children before they attained the age of 21, the agencies responded that limited financial resources would not permit them to begin working with the new clients. They indicated to parents that the names of their children would be placed on a waiting list, and the families would be notified when an opening was available. While parents understand that resources for their children are not infinite, they expressed deep concerns that students with disabilities needed ongoing support and assistance, and might very well need crisis intervention if serious work-related or personal problems were to occur.



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Three parents indicated that they believed the school programs prepared their children to assume a job in the workplace, but since there was no adult agency caseworker available to serve their children when they reached age 21, these young people were 'sitting at home' waiting for assistance in employment and independent living. Parents who experienced these problems reported that their children seemed to lose some interest in the prospect of becoming employed; they also believed that their children lost some of their work-related and interpersonal skills as a result of disuse. All parents expressed some form of concern about what would happen to their children with disabilities after they (the parents) were no longer alive. They indicated that the school districts offered not only positive educational experiences for their children, but comforted the parents with the knowledge that another adult or group of adults, outside the family, cared for their children, offered help and support to them and their families, and had a genuine commitment to the mental and physical well-being of these students with disabilities.

The in-school and out-of-school education necessary to assist students to acquire independent living skills were topics explicitly mentioned by two parents. Both parents indicated that they were more than satisfied with the school programs for their children, and felt that career exploration, job training, and job-related education was excellent. However, they felt that their children's programs to develop and increase independent living skills needed to be as strong as the vocation-related education. Another parent reported that her child was involved in an independent living situation, but that his food choice and preparation skills were still quite weak. She believed that the school was doing an acceptable job of working on these skills, but that education in home-making, budgeting, shopping, and other daily living activities should be increased. One parent indicated that the school had helped her child to make remarkable progress,

and that she was very happy with the employment possibilities and training coordinated by the school. However, she felt that the independent living arrangement for her child should include more supervision by a local educator or other service provider in order to achieve maximum progress and to identify problems before they became overwhelming.

One parent indicated that her multihandicapped child currently receives pre-vocational instruction and is learning to perform some basic tasks in a special work setting. However, this parent is quite concerned about her child's future because she doesn't believe that he will ever reach the skill level necessary to become even partially self-supporting. She also is certain that he will require considerable help in daily living skills and routines, and feels unsure as to how and where he will live, what kind of support will be available to him, and whether or not he will receive the considerable assistance he needs to sustain daily life. She is not certain that he can thrive in a group home, which may not provide enough structure and assistance for him, and indicated that he may need to reside in a facility whose staff provide the many daily supports he will need. She reported that in talking to other parents of students with disabilities, she has found the same fears about the future, after age 21, when the school environment is unavailable and parents are gone or unable to care for their children with disabilities.

Every parent interviewed emphasized, in some form or another, the importance of coordination of services among service providers. They indicated that service plans could be developed much more easily, with much greater benefit to their children, if professional helpers would communicate, regularly and clearly, with each other and with families. One parent said she had the opportunity to attend a planning meeting for her child and was delighted at the progress made when everyone helping her child worked together, at the same place and time.





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## TRANSITION PROGRAMS IN LARGE AND SMALL COMMUNITIES

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Nebraska has more than 800 school districts, approximately two-thirds of which educate students in grades kindergarten through six or kindergarten through eight. Of the remaining districts, most are located in small communities which serve essentially rural areas. There are only two truly large, urban school districts in Nebraska, located in Lincoln and Omaha, including the metro Omaha area. A second tier of communities has populations of 15,000 or more residents and school districts which are sizable, relative to the majority of districts in the state. However, each community and school district has an obligation to educate children and young people with disabilities, in accordance with federal and state law and sound education practices. Nebraska educators, parents, and community leaders also have a genuine desire to do what is best for children, and to provide educational opportunities which are suited to the special needs and abilities of each child. Because of this diversity of size, human and material resources and population, Nebraska school districts approach transition programs quite differently.

Smaller schools in more rural areas have a special set of challenges as well as some specific opportunities for students in transition which may not exist in larger communities. Educators in smaller schools report that they have more difficulty in the job placement of students with disabilities because there are fewer businesses and industries in which to place individuals. In addition, there are fewer human resources from which to select trained staff people for job coaching and less time available for existing staff to coach students in supported employment settings. In the smaller communities there are also fewer apartments which are barrier-free and otherwise suitable for occupancy by persons with disabilities; thus, selecting a safe and truly independent living setting for students in transition is more problematic because of a smaller selection of housing.

Smaller communities DO have advantages for the location of appropriate jobs and living arrangements for students with disabilities. Employers in smaller communities tend to know virtually everyone in their home towns, and are likely to quickly understand the needs of students in transition. Home town employers also are more likely to be open and willing to try to cooperate with job placements, simply because their businesses depend on the good will of community members who are likely to respect their efforts to employ workers with disabilities. These employers also live in their small communities where public opinion plays a very large role in the social and personal success of every inhabitant. Businesspeople understand that their cooperation

with the education and employment opportunities of students in transition is an indication to their fellow citizens that they are willing to work for the betterment of all people in the community.

Although housing suitable for students in transition in small communities is not as great as the available housing in cities, landlords and other property owners are generally friendlier and have a greater personal investment in developing suitable living arrangements for students in transition. In addition, smaller communities tend to be safer for students with disabilities who are more vulnerable to break-ins and physical attacks as they are making their way to work, shopping or recreation. Neighbors in smaller communities tend to become more personally involved in the lives of those who live around them, including (sometimes especially) in the lives of persons with disabilities. Knowing and being known by one's neighbors and other citizens helps students with disabilities to feel safer and more secure, and certainly is more reassuring to the parents of students in transition. A smaller community's involvement with students can sometimes be the key factor in the support system necessary for any human being to live independently.

The major needs expressed by special educators and parents who live in small communities and work with students in transition are transportation accessible to all persons with disabilities, and a wider array of available support services for employment and independent living (such as job coaching, assistance with daily living problems of laundry, cooking, and accessible recreation and social opportunities). Most educators also expressed the need for more community education about disabilities and the need for students with disabilities to enjoy normal lives filled with work, independent living, satisfying interpersonal relationships, and recreation. Myths and misunderstandings about disabilities often form the greatest barriers to successful transitions by students to adult lives of productivity and happiness, according to many educators and parents.

In urban areas, the needs of students in transition are, of course, the same, but the methods by which these needs are satisfied differ from smaller, rural communities. Educators in Lincoln and Omaha, for example, report that there are more human resources, such as job coaches, who assist students to enter into supported employment with a greater chance of success and job permanency. However, there are also greater numbers of students who require the services of job coaches; thus, shortages of these professionals exist in urban areas, as well. Assisting students in transition to



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develop successful work behavior and to become relatively independent in their daily lives is labor-intensive work, requiring enormous amounts of time from well-trained and experienced professionals and knowledgeable parents. The need for this support system, and the time it takes to develop and operate such a system, strains already-burdened human service agencies and workers, whether they are located in urban or rural Nebraska.

Other services, such as mass transportation and its accessibility to persons with disabilities, are available in greater numbers in larger cities. However, the hours which city buses can be used, for example, may not coincide with the work and other daily living needs of students in transition. Night jobs and the need for night access to recreation opportunities are only two of the reasons why students sometimes find it difficult to move about Nebraska's urban areas because of lack of public transportation after 6:00 p.m. The cost of public transportation is a factor reported in its inaccessibility to some persons with disabilities. Costs also influence the accessibility of medical and medical-related services necessary for the continued independent living of many people with disabilities, although federal programs designed to assist with the costs of medical care and other services do help the students in transition. One need mentioned by educators and parents of students in urban areas is the need for some personal-social "helpers" who would assist individuals with disabilities to develop friendships, build support networks, and help choose suitable companions with whom students could enjoy movies, picnics, and

other forms of recreation. Again, there is a scarcity of human resources for this labor-intensive, but important aspect of the transition process, whether the needs are found in urban or rural areas of the state.

Successful transition programs are located both in large and small Nebraska communities. Urban programs which are successful provide the warmth and concern which many people think can only be found in small towns. Smaller, more rural programs find imaginative ways to "create" human and material resources where none seem to be available in order to satisfy the needs of their students. The factor which, throughout the state, seemed to be most relevant to a successful transition program was a "critical mass" of educators, other helping professionals, parents and cooperative community leaders. Human beings determined to make the transition program successful have been able to undertake and succeed in removing obstacles to progress for students, and to help them learn to become members of the community who are working at real jobs, living as independently as possible, and are developing relationships which support their self-esteem and sense of accomplishment. Most of the people who are responsible for these successful programs indicated that what they need from any level of government was assistance in removing the barriers which they have already identified (through additional financial and human resources), the commitment to public education, and the creation and implementation of sensible public policies which truly address the needs of students with disabilities.



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## EVALUATING THE OUTCOMES OF THE TRANSITION PROCESS

Educators, other helping professionals, and parents of students with disabilities have always been very concerned with the effects of their programs and support on these students. All adults involved in helping young people to learn and gain independence want their efforts to result in progress and the continued building of self-esteem for all young adults. The movement toward accountability for outcomes in education, which has gained considerable momentum during the past ten years, has focused public attention on issues which have occupied the energy of educators and parents for decades.

One problem in evaluating the results of transition, or of any education program, is maintaining contact with the students after they leave their formal education in secondary and post-secondary schools. That contact should be maintained for a sufficient length of time to actually determine both the short-term and the longer-term effects of education on students. A much greater problem is that of measuring the effects of education on the student who has concluded his or her schooling more than two years in the past. Because educators and parents agree that school programs, including transition, should work toward longer-term and lasting gains for students, school curricula are designed to help students learn major concepts, processes and general methods of problem-solving. The outcomes of those thinking skills, though essential to lifelong learning and productivity, are not necessarily immediately apparent. They also are not easily measured.

Efforts have been made in Nebraska to collect data describing students with disabilities, their success in the workplace and the community. One type of data collection used in Nebraska is the self-survey which requests young people with disabilities to report on the status of their work, independent living and social- personal outcomes. The second involves an independent research professional who collected longitudinal data describing employment and living outcomes for special education graduates.

Educational Service Unit #9 (Hastings) has conducted yearly surveys of former graduates from special education programs within their service area since 1980 (surveying 1979 graduates). Data from surveys conducted between 1984 and 1987 were analyzed and discussed in a report for a federal grant project, submitted in 1987. (**A Planning Model for the Development of Agreements and**

**Transitional Services**, Grant #G008530177, concerning the period, from October, 1985 to September, 1987, submitted on December 22, 1987.) In that survey group, most special education graduates were employed in agricultural or ag-related jobs (22.3% of jobs held), manufacturing (22.1% of jobs held), and services (32.4% of jobs held). 21% of the workers received benefits. 152 job changes emerged in the 1984-87 surveys, most attributed to "...voluntarily quitting or changing jobs..." (55.9%). 38.8% of job changes were reported as "...related to employee behaviors, primarily slowness...".

Some of the other trends revealed by the ESU #9 longitudinal study were:

- Better employment outcomes were correlated with intelligence;
- Students with specific learning disabilities or behavioral impairments "...have better employment outcomes..." than students identified as Educable Mentally Handicapped or Mentally Retarded;
- In the 1986 and 1987 surveys, more students with severe disabilities were placed in employment;
- Employment was higher for males than females; and
- Students whose families were moderately or highly involved during school had consistently better employment results than the students whose family involvement was low.

In 1986, the Nebraska Department of Education conducted a study to determine the status of former special education students with mild to moderate mental retardation. Dr. Robert D. Brown, of the University of Nebraska-Lincoln, was the research director of the study and designed his investigation to obtain information about the success of these students after they left school. The research included ninety-four students who had left special education school programs in the 1982-83 and the 1986-87 school years. Participating former students were drawn from cities and small communities throughout the state. In addition to interviews conducted with former students, "...family members, teachers, employers, case managers [and] residential assistants..." were also interviewed.

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Data collected in this study focused on five "potential influencing factors" on post secondary school success, including parental behavior and expectations, disability level, skill development, educational background and community size. The four measures of post-school success were level of independent living, social-leisure activities, personal satisfaction and vocational success. Some of the interesting results from the study:

- Almost all of the former students in the sample had received a complete education program which included community linkages. Almost all received education and career training that was "functionally focused". Transition planning between schools and employers and other service providers was limited.
- Parents had high expectations for their children, and worked more with their children on independent and social living skills than vocational skills.
- A little more than half the former students lived at home; "relatively few" lived in independent settings. Most parents and caseworkers believed the students were capable of living more independently.
- Over half of the former students worked in a sheltered environment, with minimal earnings and benefits. Again, most parents and case workers believed the students to be capable of working in more competitive settings which allowed for greater independence.
- Former students reported satisfaction with their lives, although social interactions and new social experiences, e.g., meeting new people, was limited.
- The major predictor of post-school success was the former students' level of skills. IQ level was the next most important predictor of success.
- The greater the functional basis and community focus of education, the greater its correlation with independence of job and job performance ratings. Parent behavior bore a significant relationship to independent decision-making.



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## RECOMMENDATIONS FROM THE STATE COMMITTEE ON TRANSITION SERVICES IN NEBRASKA SCHOOLS

The State Committee on Transition Services was established to assist Nebraska school districts to enable students with disabilities to prepare for and to successfully complete the transition from school to the world of independent and productive living. State Committee members have gathered information, through mini-grant reports, professional experience, contact with parents and adult service providers, and in a number of other ways, about how schools are providing transition services. Committee members also have learned about the needs of students in transition, and have developed a clearer picture of transition programs throughout the state.

The following recommendations made by the State Committee on Transition Services are based on data-gathering and committee discussions over nearly two years. They are intended as positive suggestions to improve and to build on the successful work of Nebraska educators on behalf of their students with disabilities.

### Recommendations

1. A Transition Coordinator should be identified in each school district to help educators work together for the benefit of their students with disabilities. Some Nebraska school districts may choose to identify one Coordinator who could serve a small region of several schools, organized in a cooperative. Other school districts may use a Coordinator who would provide service to all schools in an Educational Service Unit area. Many school districts already have a person or several people who are, in fact, serving as Transition Coordinators but who have not been formally identified in that capacity. Such identification can enable the school district to develop a more comprehensive program of transition services and assist other school district staff members to seek guidance and advice about their roles in transition activities.
2. A Transition Coordinator should be identified at the state level to provide leadership and technical assistance to schools serving students with disabilities in transition programs. Such a state coordinator would consult with Transition Coordinators in school districts, and would provide timely information on new practices and funding opportunities. The state coordinator would also develop statewide training opportunities or help to secure and organize training for educators and other staff people in all school districts.
3. All students with disabilities are deserving of appropriate adult services and support as they make the transition from school to the world of independent living. Such support services should include, but not be limited to barrier-free transportation, safe, accessible housing, and community activities and organizations which are inclusive of all people without regard to their special abilities or needs.
4. Local, state and regional agencies which provide services to people with disabilities should redouble their efforts to communicate with each other and to coordinate their client services. These agencies include school districts, post-secondary institutions (such as community colleges, universities), developmental disabilities programs, offices of mental retardation, mental health service providers, rehabilitation services, both public and private, and all others who offer assistance to people with disabilities.
5. Nebraska should establish a specific process in which agencies that provide services to people with disabilities have the opportunity to develop plans for inter-agency cooperation. Such a process would incorporate the work of all agencies, and would include information about specific roles, clearly defined and communicated by all, for each agency to assume. This process also should include representatives of the general public, with special attention to the consumers of services, i.e., people with disabilities and their families.
6. All school faculty and staff, including teachers, administrators, counselors and any other personnel who work with students should have completed coursework or comparable inservice in special education, with special emphasis on the ways in which all school staff can work together to provide high quality education opportunities for students with disabilities.
7. Students with disabilities who are developing the knowledge and skills to make the transition from school to community should receive skills training for work, academic enhancement as appropriate, independent living, and social and recreational pursuits. This skills training should be conducted through "real life" activities in an integrated setting.

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8. Educators and other agency staff who provide services to students in transition should establish regular channels of communication with businesspeople in their communities, and should share information and ideas at regular intervals through these channels. Schools and other agencies should regularly discuss, with representatives from the business community, the types and levels of knowledge, skills, and abilities necessary to become successfully employed.
  9. The Nebraska Legislature should enact legislation which would encourage businesspeople and other potential employers to hire people with disabilities. Such encouragement should be provided through a program of incentives such as tax credits or low-interest loans for business expansion.
  10. Education leaders at the local school district and state levels should encourage follow-up programs which maintain or reestablish contact with students with disabilities who have moved from school to community. These former students should be asked to provide information about their transitions from school to community, particularly focusing on their current employment status, current living arrangements, the education and training which proved most useful to them, and suggestions they have for the improvement of services to students with disabilities. Data gathered in this process should be provided, on a statewide basis, to all school districts and other agencies that provide services to people with disabilities.



## READ MORE ABOUT IT

This booklet describing transition services for students with disabilities was not designed as an all-inclusive document. It was intended to provide the reader with the basic information necessary to understand transition as an important part of the Individual Education Plan for every Nebraska student with a disability. The annotated bibliography which follows will allow the reader to select other books and articles which describe the education of students with special needs in greater detail. This bibliography was prepared by Dr. Dale Zikmund, Professor of Vocational Education at the University of Nebraska at Kearney. Dr. Zikmund prepared this list of resources to assist educators and families as they provide guidance and support to students with disabilities.

Many of these materials are available by contacting:

Nadine Fahrlander, Director  
Nebraska Vocational Curriculum Resource Center  
University of Nebraska at Kearney  
Kearney, Nebraska 68849

Richard Fuehrer  
Nebraska Diagnostic Resource Center  
1910 Meridian Avenue  
Cozad, Nebraska 69130

Following the annotated bibliography is a list of resource people who will provide technical assistance for transition planning and activities. Educators in the list are identified as available through an Educational Service Unit or a school district; addresses, telephone numbers, and names of contact people also are included.

Educators who wish to make use of a model for developing or expanding transition services may contact:

Geraldine Akpan, Special Education Director,  
Omaha Public Schools  
3215 Cuming Street  
Omaha, Nebraska 68131

**TITLE:** *Achieving Outcomes: A guide to interagency training in transition and supported employment.*

**AUTHOR:** Everson, J.; Barcus, M.; Moon, S.; Morton, M.V.

**PUBLISHER/DATE:** Virginia Commonwealth University/1987

**DESCRIPTION:** This book is a "train the trainer" approach. It is intended to be used by those who give workshops and inservices to train those who work with supported

employment and transition. The book outlines goals and objectives trainers must include in the areas of inservice training for transition and supported employment and presents strategies for designing inservice workshops and developing training materials. The book has seven sections that cover application principles, strategies and audio visual materials to be used at workshops as well as training in how to train specific groups. Sample activities and materials are given as well as a list of references and resource materials to further assist the trainer.

**TITLE:** *Building Self-Confidence*

**AUTHOR:** Tune, N.

**PUBLISHER/DATE:** David S. Lake Publications/1985

**DESCRIPTION:** This workbook teaches how to feel good about yourself. In each chapter examples of problems that people face are given. Problems that people face and how these problems hold them back are shown as well as steps to take to solve these problems. This book helps to show how to work with problems, not always of getting rid of the problems. Each chapter contains information using examples and highlights words to know and consumer hints. Each chapter concludes with test exercises, and the book ends with a post-test over the entire book. This book is written in easy to read and follow format.

**TITLE:** *Computer Data Entry System*

**AUTHOR:** Attainment Co. Inc.

**PUBLISHER/DATE:** Attainment Co. Inc./1989

**DESCRIPTION:** This data entry system has the goals of teaching students how to complete a realistic, work-related computer task. The system includes three levels that increase in difficulty by increasing the number of tasks that are to be done. Task sheets are included on each of the three levels and these task sheets are what the student works from to complete the task. The computer also figures a production report of the students performance on the tasks. An instruction booklet with two 5 1/4" disks are included in the system.

**TITLE:** *Consumer Skills*

**AUTHOR:** Elbaum, M.; Feldman, A.

**PUBLISHER/DATE:** David S. Lake Publishers/1985

**DESCRIPTION:** This workbook covers how to become a smart shopper. It includes when to shop, where to shop and how to get the best value for your money. The six chapters cover shopping for groceries, clothing, furniture, appliances, home entertainment, and buying on credit. The chapters contain information using examples and highlighting words to know and consumer hints. Each chapter concludes with test exercises, and the book ends with a posttest over the entire book. This book is written in easy to read and follow format.



**TITLE:** *First Aid & Home Safety*

**AUTHOR:** Napoli, T.

**PUBLISHER/DATE:** David S. Lake Publications/1985

**DESCRIPTION:** This easy to read and follow workbook will help to teach some simple first aid tips. The first six chapters cover wounds, shock, respiratory emergencies, poisonings, burns, and weather injuries. The final two chapters in this book are about home safety. These chapters are fire in the home, and electricity and gas in the home. Each chapter contains information using examples and highlights words to know and consumer hints, as well as concluding with test exercises. The book ends with a posttest over the entire book.

**TITLE:** *Food and Nutrition*

**AUTHOR:** Crow, J.

**PUBLISHER/DATE:** Educational Design, Inc./1988

**DESCRIPTION:** This workbook is designed to introduce students to the basics of food planning and shopping. The book contains three instructional sections: best food buys, nutrition, and food planning. Each section has subsections containing a learning passage, followed by review questions. The book ends with a section containing three mastery tests, one for each instructional section in the book. Answers and special notes on the lessons are given in the teacher's guide.

**TITLE:** *Getting Employed, Staying Employed*

**AUTHOR:** McLoughlin, C.S.; Garner, J.B.; Callahan, M.

**PUBLISHER/DATE:** Paul Brooks Co./1987

**DESCRIPTION:** This book provides step by step guidance in the job development, placement and training process for employment of special needs persons in an integrated work setting. The book is divided into three sections titled: Structure vs. Outcomes, Job Development and Employment Training. Also included are eighteen appendices that offer sample forms and procedures, as well as a trouble-shooting guide to help eliminate difficulties that can occur at any stage in the job placement process.

**TITLE:** *Grammar for Sentences - Books 1 and 2*

**AUTHOR:** Bledsoe, L.; Scott, C.; Orina, M; Rogoff, D.

**PUBLISHER/DATE:** Special Needs Division Globe Book Co./1989

**DESCRIPTION:** Book one of this series tells how to communicate in writing. This book tells how to write sentences and the parts of the sentence. Book two shows how to connect sentences together, how to make longer sentences, and how to produce sentences that tell more than one thought. Both books give plenty of exercises and writing practice in the techniques being taught. The books are written in a way that can be self taught and at an elementary reading and comprehension level.

**TITLE:** *Impact: A Functional Curriculum Handbook for Students with Moderate to Severe Disabilities*

**AUTHOR:** Neel, R.S.; Billingsley, F.F.

**PUBLISHER/DATE:** Paul Brooks Co./1989

**DESCRIPTION:** This handbook will help to design, implement, and monitor an individual and integrated school program for those with special needs. Impact contains a complete individualized curriculum planner including instruments for assessment, planning programming, data collecting, and decision rules. Appendices include forms for assessment and instruction, a home inventory, a school inventory, and a parent guide.

**TITLE:** *Increasing Vocational Options for Students with Learning Handicaps: A Practical Guide*

**AUTHOR:** Eagle, E.; Choy, S.; Tuma, J.; Hochlander, E.G.; Stoddard, S.

**PUBLISHER/DATE:** University of California at Berkeley/1989

**DESCRIPTION:** This document provides ways to help mainstream students with learning handicaps into vocational education. Each chapter provides guidance to a particular set of education officials: vocational education teachers, directors of vocational education, special education teachers, professional support staff, and local administrators.

**TITLE:** *Job Coaching Supported Work Programs*

**AUTHOR:** Fadely, D.C.

**PUBLISHER/DATE:** Materials Development Center/1987

**DESCRIPTION:** This book is designed to address the many roles and functions of job coaches in various employment settings. Effective techniques and procedures are presented, as well as forms to be used in employing special needs persons. Suggested uses of this book are: self-study or in-service training, reference for developing a job description for job coaches, an aid for supervisors planning to hire job coaches, and a guide for agencies seeking to establish supported work programs. This book is to be used by: supported work-oriented programs, and school system personnel who are involved with work experience or work study transitional programs.

**TITLE:** *Job Replication Package - 5 Volume Set*

**AUTHOR:** University of Wisconsin-Madison

**PUBLISHER/DATE:** University of Wisconsin-Madison/1986

**DESCRIPTION:** This five volume set has job descriptions of jobs currently being performed by disabled persons. Jobs in each volume are listed in alphabetical order and each job listed is one that is being performed by a person with a specific disability. After each job listing and the listing of what the specific disability is, a very complete description of

the job and its duties, wages, requirements, special considerations, and more follows. At the end of each volume is a section that covers a different topic in each manual. The topics range from effective job placements to strategies for partnerships for persons with disabilities. Each volume tells how to gain and use the information it provides.

**TITLE:** *Job Replication Package - Computer*

**AUTHOR:** University of Wisconsin-Madison

**PUBLISHER/DATE:** University of Wisconsin-Madison/1990

**DESCRIPTION:** This databased computer system provides information about jobs performed by persons with disabilities. Specific job descriptions are given and each job description given is performed by a disabled person. The program helps one with an occupational search, based on personal characteristics, to find possible jobs suitable to that particular person. Jobs are listed according to the DOT (Dictionary of Occupational Titles). A manual is provided to help guide one through the program, step by step, and gives pictorial examples. The manual also provides a worksheet to be filled out by the user of the program that lists personal characteristics and preferences of job characteristics.

**TITLE:** *Life Centered Career:*

*Activity Books One and Two*

**AUTHOR:** Miller, L.; Glascoe, L.; Kokaska, C.

**PUBLISHER/DATE:** The Council for Exceptional Children/1986

**DESCRIPTION:** These activity books are designed to be used in conjunction with the book *Life Centered Career: A Competency Based Approach*. These books provide planned activities to be used with elementary and secondary school students. The books are divided into the three main areas of Daily Living Skills, Personal-Social Skills, and Occupational Skills. Within each domain the activities are identified by their corresponding competency and subcompetency. Book one is primarily for adolescent or older students. However, many of the activities in the books may be used with either age group.

**TITLE:** *Life Centered Career Education:*

*A Competency Based Approach*

**AUTHOR:** Brolin, D.E.

**PUBLISHER/DATE:** The Council for Exceptional Children/1989

**DESCRIPTION:** This book focuses on three major curriculum areas that need to be infused into the educational program of special education students: daily living, personal-social, and occupational skills. Within each area activities are identified by competency and subcompetency,

tasks to be achieved, giving the objectives of the competency, strategies for achieving the competency and the roles that adults and peers can play in helping the student achieve the competency. In addition to the competencies, this book can be used for the development of an individualized education program and for student assessment.

**TITLE:** *Life Horizons I:*

*The physiological and emotional aspects of being male and female*

**AUTHOR:** Kempton, W.

**PUBLISHER/DATE:** James Stanfield & Co./1988

**DESCRIPTION:** This slide presentation is designed for sex education with special needs persons. The five presentation boxes contain education on: Parts of the body, The sexual life cycle, Human reproduction, Birth control, Sexual health. The slides contain very explicit diagrams and real life models dealing with sex education. The kit contains the script to accompany the slides. Very personal education is included as well as the emotions and responsibilities of one's body and sex.

**TITLE:** *Life School: adult classroom module*

**AUTHOR:** Fearon Education

**PUBLISHER/DATE:** David S. Publishers/1982

**DESCRIPTION:** This set of four modules is a complete learning program. The four modules cover consumer economics, health, community resources/government and law, and occupational knowledge/interpersonal relations. Each module has subsections covering different areas under the module topic. The module contains objectives, assessment materials, pre/post-tests, a teachers guide, teaching targets, teaching resources, handouts plus a manual on how to use the module. The modules' sections each have materials on the topic to be used with different reading levels for reading grade levels 1-2, and 3-4 plus materials to be used with those who use English as a second language. Pictorial examples and other examples are abundant. Following is a list of the subsections covered under each of the four modules.

Module 1: Consumer Economics

- money
- measuring
- groceries
- clothing
- rental housing
- shopping
- telephone
- restaurants
- budgeting
- checking accounts

Module 2: Health

staying healthy  
nutrition  
medicines  
children's health  
adult's health  
home safety  
first aid  
emergency  
medical care  
dental health

Module 3: Community Resources/Government and Law

Community Resources	Government and Law
health services	legal rights
recreation	voting
social security	personal documents
traffic signs	assault
public transportation	
post office	

Module 4: Occupational knowledge/Interpersonal Relations

job search	about me
job application	family
job interview	cultural differences
on the job	relating to others
workers' benefits	developing confidence

**TITLE:** *Life Skills Driving*

**AUTHOR:** Savage, J.; Morrison, R.

**PUBLISHER/DATE:** Educational Design, Inc./1986

**DESCRIPTION:** This workbook has two purposes. The first purpose is to present information needed to get a drivers license written at an elementary readability level. The second purpose is to improve their reading skills by providing structured reading exercises and activities. The first part of the learning section contains a narrative exercise. The second part is followed by two types of exercises, Work to give vocabulary practice, and Showing What You Know, a set of comprehension questions to check students' mastery. Five Review Quizzes are given throughout the book, and three final tests are given at the end that contain information likely to be on their "real" driver's examination. A teachers guide is included to give guidance and the answers to the tests.

**TITLE:** *Life Skills Reading*

**AUTHOR:** Mullins, C.

**PUBLISHER/DATE:** Educational Design, Inc./1988

**DESCRIPTION:** This workbook is designed to educate students in fundamental reading skills. The book has 36 lessons in many areas. Some of the areas are: labels, signs,

instructions, street maps, classified ads, bills, leases, indexes, financial agreements, checks, statements, and a variety of forms including job application forms. The program gives an example at the beginning of each lesson followed by a list of key words with their meanings. The lesson continues with a number of clear and simple questions that help students use the information given in the example. At the end of each of the five learning units a review test is given. Unit six contains example forms. A teacher guide is given that explains how to use the workbook and contains the answers to the questions given in the workbook.

**TITLE:** *Life Skills Reading 2*

**AUTHOR:** Mullins, C.

**PUBLISHER/DATE:** Educational Design, Inc./1987

**DESCRIPTION:** This workbook is designed to teach students how to read and understand everyday reading materials. The workbook is divided into two sections. The first consists of twenty lessons with examples in finding the main idea in paragraph, reading and understanding directions, spotting key words and others. Section two contains practice in all the skills developed in the first part of the book. Each lesson has examples at the beginning followed by a list of key words with their meanings and then a number of questions to help use the information given in the example. A teacher guide is given that explains how to use the workbook and contains the answers to the questions in the workbook.

**TITLE:** *Making a New Start: Redefining the Role of the School in Helping People with Severe Disabilities to Prepare for Life*

**AUTHOR:** New Hampshire Special Education Bureau

**PUBLISHER/DATE:** Office of Special Education & Rehabilitation Services/1988

**DESCRIPTION:** This book brings to light that the current public education does not fulfill the training that is necessary for handicapped students to obtain a job after high school. The pamphlet says that schools need to become more community based to allow students the chance to gain experience in the community and in the classroom which will prepare them for work after high school. The book includes concepts and policy recommendations of what truly constitutes appropriate education for handicapped students. An executive summary sheet of the book is also included.

**TITLE:** *Marathon*

**AUTHOR:** James Stanfield & Co.

**PUBLISHER/DATE:** James Stanfield & Co./1984

**DESCRIPTION:** The Marathon Curriculum is a complete learning guide divided into two parts: social behavior and goal achievement. The kit has two filmstrips with tape and

script to accompany the two learning parts. These parts have a workbook for each, to be completed by the student. A comprehensive teachers guide is included. The two parts are divided into twelve units and each unit has a lesson with an objective to be learned, social behaviors and vocabulary, how to use the student workbook, follow-up questions, behavior development activities, reviews, and homework. Each unit is followed by a unit review. Situation cards are also provided that describe social situations that may be problematic for students and students find answers to these. Possible solution are given in the media guide.

**TITLE:** *Me & Others Multimedia Program*

**AUTHOR:** Dennis & Almut Hooker

**PUBLISHER/DATE:** Educational Design, Inc./1986

**DESCRIPTION:** Me & Others is a program designed to teach students how to live with and like themselves and others. Students evaluate themselves and then their relationships with others examining prejudices, interactions, needs of others, and more. Contents include filmstrips on the Ideal Person and How Do They Feel? Two audio cassettes are also included entitled Relax and Fantasy Trip, and Situations for Roleplay. Works are included with activities to use with the exploration of self and others. A very complete teachers manual is also given which helps in the administration of the activities in the workbook as well as how to use the results obtained.

**TITLE:** *Medical Care*

**AUTHOR:** Haeflinger, S.

**PUBLISHER/DATE:** David S. Lake Publications/1985

**DESCRIPTION:** This workbook is written in easy to read and follow format. The book discusses how to learn about getting good medical care for a particular set of needs. The chapters cover how to find a good doctor, and how to know when to see him, how to have a physical examination, how to choose the right hospital and how to plan ahead for an emergency, how to pick a health insurance plan, how to use medicines safely, how to know if you have a problem with drugs or alcohol, and how to get help if you do. Each chapter contains information using examples and highlights words to know and consumer hints, as well as concluding with test exercises. The book ends with a posttest over the entire book.

**TITLE:** *Resources to Facilitate the Transition of Learners with Special Needs*

**AUTHOR:** Kallembach, S.C.

**PUBLISHER/DATE:** University of California at Berkeley/1989

**DESCRIPTION:** This document contains available resources relating to the topic of transitions in the form of

literature reviews, directories, resource guides, journals, newsletters, agencies, associations, organizations, centers for information/services, clearinghouses, computer-based information networks, databases, funded and other transition projects, profiles of successful projects, networking, curriculum centers, and state and national directories and personnel. An annotation is provided along with the price and ordering information whenever possible.

**TITLE:** *Staying Healthy*

**AUTHOR:** Fox, E.

**PUBLISHER/DATE:** David S. Lake Publications/1985

**DESCRIPTION:** This workbook offers ideas and tips on how to feel better, look better and live longer. Reading the chapters and answering the questions at the end of each chapter help to learn these things. The book covers why certain habits are harmful to health, how to eat right, how to control your weight, how to plan an exercise program, how to relax and handle problems, how to care for teeth, skin, hair and eyes, how to say no to cigarettes, alcohol and drugs, and how to change your attitude and habits. The book is written in easy to read and follow format.

**TITLE:** *Stepping Out Learning Pak*

**AUTHOR:** Attainment Co. Inc.

**PUBLISHER/DATE:** ordered in 1989

**DESCRIPTION:** The stepping out package is a learning kit which helps those with learning disabilities to learn to function on their own. The kit gives cue cards, videos, placemats, planning guides and much much more. Further, a curriculum resource package is included. Areas covered by the stepping out package range from shopping, cooking, looking good, keeping house, signs, to survival skills and much more. All subkits are produced to be used by non-readers and people with organization/memory problems. Following is an individual look at each of the areas covered by the stepping out program.

**Stepping Out Cues:**

This basic introduction part of the kit includes a resource file, the cue package, and three videos. The resource file has reproductions of the cue cards in the resource file. The cue package has the basic cue cards and carrying book that are described in the instruction videos provided. The videos show how to use all the cue cards in the stepping out program, in a real life drama. Individual areas than can be taught follow in the next descriptions.

**Shopping Cards:**

Shopping cards assist in carrying out routine shopping. The kit features shopping cards for food, clothing, household



products, and personal care items. In addition these cards can be used in planning purchases and in teaching product recognition. Included in the kit are 240 laminated shopping cue cards in storage boxes, pocket book to carry the cards to the store, a rub off marking pencil, and instructions.

**Silhouette Set:**

This kit contains four place setting mats and a center place setting mat to show place settings of plates, silverware, glasses, napkins, salt, pepper, sugar bowl, and napkin holder.

**Select-A-Meal:**

This kit has 144 laminated cards stored in two plastic boxes to slide into a handy pocket book that displays food preferences. The cards feature lots of choices and entrees. In addition to food, extra cards deal with practical communication skills like "may I have the check please?". Also included is an illustrated menu that shows dozens of restaurant cards under one cover, illustrated in full-color, and also has the communication phrases. An instructional book is also included.

**Look 'n Cook:**

This is a picture cookbook for people who can't read, and are just beginning to cook. Recipes are illustrated step-by-step as well as with written directions. An erasable marker is included; to cross off completed instructions. Colored tape is included to color-code measuring utensils and stove dials to match the cookbook. A lesson plan book is also included to help teach safety tips, how to use kitchen appliances and equipment, cooking terms, meal planning and nutrition. Instructions are given in the lesson plan book.

**Plan Your Day:**

This kit contains an appointment book in which entries are made by inserting card selections into the plastic pockets. The book helps keep track of important dates, holidays, times, phone numbers, even pleasure, and other information can be written right on the laminated cards with the wipe-off or permanent marker. Also is a six-months-at-a-glance cards to use for long range planning. Three levels are available to be used depending on the ability of the user. Instruction booklet included.

**Looking Good:**

This kit helps persons with disabilities to meet daily personal care needs in an easy-to-follow step by step program. 70 routine cards are included to put into a daily pocket book. Step by step pages are also included that break down further the steps of the routine cards. A video is given in a fun format to teach these skills, as well as an instruction booklet.

**Keeping House:**

This kit is a program to teach basic household cleaning and maintenance, including outdoor activities. Routine cards are included to put into a daily pocket book. Step by step pages are also included that break down further the steps of the routine cards. A video and instruction booklet are also included.

**Survival Skills Software:**

This is a home computer software system that needs an echo system speech processor to work and is designed to teach everyday survival words and signs. At the same time it introduces basic computer skills to the novice or nonreader. The software shows life situations and the learner is to match the appropriate words to the picture. Since program works with the speech processor, the learner can match the sound with the picture until he learns to read the words. The program consists of two parts, the survival words with three disks containing ten words each, and the survival signs with four disks containing ten signs on each. There is a test over the signs and the end of each disk and an instructional manual with each of the two systems. CANNOT BE USED WITH APPLE IIC, unless a cricket speech synthesizer is added.

**TITLE: *Street Survival Skills Questionnaire Kit***

**AUTHOR:** McCarron, L.; Linkenhoker, D.

**PUBLISHER/DATE:** McCarron-Dial/1983

**DESCRIPTION:** SSSQ is a package designed to provide baseline measurements in the nine areas of Basic Concepts, Functional Signs, Tools, Domestic, Health & Safety, Public Services, Time Monetary, and Measurements. The package contains the photo exams for the 9 areas, a manual, scoring forms, master planning charts and curriculum guides. Independent living skills may be formulated from the scores of the SSSQ.

**TITLE: *Supported Employment Implementation Issues***

**AUTHOR:** Barcus, M.; Griffin, S.; Mank, D.; Rhodes, L.; Moon, S.

**PUBLISHER/DATE:** Virginia Commonwealth University/1988

**DESCRIPTION:** This book contains an edited copy of the summaries of a national forum held on supported employment issues. Professionals from around the U. S. gathered to discuss five major topics: 1) systems change/conversion, 2) integration and empowerment, 3) in-state economic development and marketing, 4) long-term funding and 5) technical assistance and staff development. These topics were studied by defining the problem, describing the progress made to date on the topic, and describing the challenges



facing the topic. This book contains the summaries of the discussions as well as the names and agencies that participated.

**TITLE:** *The Community Vocational Transition Center*  
**AUTHOR:** Botterbusch, K.F.; Smith, C.A.  
**PUBLISHER/DATE:** Materials Development Center/1988  
**DESCRIPTION:** The book combines two themes. The first is vocational evaluation and assessment for the community that focuses on vocational decision making. The second part focuses on transitions of all types: from secondary school to work to changing careers. This combination of transition and vocational assessment is offered as an idea for a Community Vocational Transitional Center to be used by all regardless of age, employment status, ability, or disability. The book gives examples and possible forms to be used in such a program.

**TITLE:** *Toward Supported Employment: A Process Guide for Planned Change*  
**AUTHOR:** Gardner, J.F.; Chapman, M.S.; Donaldson, G.; Jacobson, S.G.  
**PUBLISHER/DATE:** Paul Brooks Co./1988  
**DESCRIPTION:** In the first four chapters of this book a framework for conversion to supported employment is explained. Further chapters discuss readiness and resistance to supported employment conversion, introduction of conversion to stakeholders, business enterprises involved in conversion, integration of conversion with other human service providers, and stages and costs involved in the conversion process. The conclusion explores the future of supported employment in the workplace, the educational system, and society.

**TITLE:** *Transition from School to Work*  
**AUTHOR:** Wehman, P.; Moon, S.H.; Everson, J.M.; Wood, W; Barcus, J.  
**PUBLISHER/DATE:** Paul Brooks Co./1988  
**DESCRIPTION:** This book is for those who are interested in how all variables of transition can be pulled together into a blueprint for change. The variables discussed include: development of transition plans, interagency involvement in the planning and implementation of transition plans, introduction of vocational training (as early as elementary school) paid work during the high school years, integrated vocational education programs, community-based training, and utilization of family-friend network for locating and obtaining employment. Strategies for developing and planning these variables are described in detail. Case studies and common elements of these variables in use are identified. In

addition the book provides a comprehensive description of the Individualized Transition Planning process.

**TITLE:** *Transition Issues and Directions*  
**AUTHOR:** Inacone, R.N.; Stodden, R.A.  
**PUBLISHER/DATE:** The Council for Exceptional Children/1987  
**DESCRIPTION:** This book is divided into two sections. The first section discusses the transition phases of the early education years, the adolescent years, and early adult years. Each of the three transition phases consists of planning and programming needs for both the mildly mentally retarded and the severely mentally retarded individuals. Section two presents different service groups giving perspectives on transition planning and programming for mentally retarded persons. Each group presents their own perspective on barriers, solutions and future directions of transitional service delivery.

**TITLE:** *Transitioning Persons with Moderate and Severe Disabilities from School to Adulthood: What Makes It Work?*  
**AUTHOR:** Wheeler, J.  
**PUBLISHER/DATE:** Materials Development Center/1987  
**DESCRIPTION:** This book examines variables affecting a smooth and effective transition from school to adulthood for individuals with disabilities. Chapters cover different areas of transition including: conceptual framework critical components of the transitional process, dimensions of school programs, the players and roles of transition, the outcomes of effective transitioning, common barriers that inhibit transition, and finally a case study of the transition process for an individual with moderate disabilities. The book is to teach that transition does not just happen, it has to be worked at, that there are consequences for not developing an effective transition program, and the skills needed for effective transition can be learned.

**TITLE:** *Transitions to Adult Life for People with Mental Retardation - Principles and Practices*  
**AUTHOR:** Ludlow, B.; Turnbull, A.; Luckasson, R.  
**PUBLISHER/DATE:** Paul Brookes/1988  
**DESCRIPTION:** This book offers current service systems and concepts in transition in three domains: independent living, community participation, and productive employment. This book synthesizes information from a variety of sources and perspectives. The book is intended as a "how to" book for those with mild and severe retardation and disabilities. However, physical or sensory handicaps, in the absence of mental impairments, are beyond the scope of the book.

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**TITLE:** *What's Happening to the American Family?*  
**AUTHOR:** Levitan, S.; Belous, R.; Gallo, R.  
**PUBLISHER/DATE:** John Hopkins University Press/  
1988

**DESCRIPTION:** This book examines factors that have led to the erosion of the changing family and its implications for both individuals and society. Such factors include: divorce, out-of-wedlock births, single parenthood, fertility patterns, premarital sex, cohabitation, working mothers, and changing roles of husband and wife. The final chapter discusses alternative family structures and suggests a modest policy agenda that could help secure the unraveling family ties.

**TITLE:** *Working I: Attitudes and Habits for Getting and Holding a Job*

**AUTHOR:** James Stanfield & Co.  
**PUBLISHER/DATE:** James Stanfield & Co./1986  
**DESCRIPTION:** This video kit contains two videos that cover grooming for men and women, being on time, working together, being positive, keeping your job, understanding directions, and the quality worker. A teacher's guide is included which is divided into the parts covered on the videos. Each section has a synopsis, objectives, introduction to the topic, discussion questions, and follow-up activities. There is also an evaluation sheet included to be used by the teacher to evaluate the student on each of the topics covered in the videos.

**TITLE:** *Writing for a Reason - Books 1, 2, 3, 4, 5*  
**AUTHOR:** Constantini, L.; Scott, C.; Kelley, M.  
**PUBLISHER/DATE:** Special Needs Division Book Co./  
1989

**DESCRIPTION:** This series of books helps to teach students how to write sentences to convey a variety of meanings. The series is written in a self-taught format at an elementary reading and comprehension level, and has practice for the lessons taught. A workbook is included for books 1-4 for more practice, and book five includes an audio tape. Book 1 covers the writing of sentences, notes and directions. Book 2 covers how to write invitations, business letters, and job applications. Book 3 teaches how to write paragraphs, descriptions, and a friendly letter. Book 4 covers writing narrative form, comparison writing, persuasion, and reports. Book 5 covers taking notes and writing announcements, articles and outlines. The tape helps with listening to grasp the main idea and how to write it.

**TITLE:** *You and The Law*  
**AUTHOR:** Crowell, C.

**PUBLISHER/DATE:** Educational Design, Inc./1986  
**DESCRIPTION:** This workbook has a dual purpose. The first purpose is to give students a basic understanding of the legal system, and the place it holds in daily life. The second purpose is to familiarize students with specific elements of the law most likely to affect their daily lives. The book covers nine major sections: our legal system, criminal law, civil law, contracts, consumer law, cars, housing, law and family, and getting a lawyer. Each section contains a narrative learning passage, followed by review questions, and when needed, examples are provided. A teachers guide is provided explaining the workbook and providing answers to the quizzes.

## RESOURCES FOR TECHNICAL ASSISTANCE IN TRANSITION

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### School District/Educational Service Unit/Cooperative

Albion Public Schools  
605 So. 6th, Box 391  
Albion, NE 68620

Contact Person: Patty Morgan (402/395-2137) and  
Sandy Fricke (402/395-2134)

- **Area of Expertise**  
Curriculum adaptation  
Job exploration  
Job training
- 

### School District/Educational Service Unit/Cooperative

Aurora District 4R  
Aurora Senior High School  
3rd & M Streets  
Aurora, NE 68818

Contact Person: Darrell Walla (402/694-6966)

- **Area of Expertise**  
Curriculum adaptation  
Role of the secondary school staff (resource teacher)  
Job exploration  
IEP transition plans  
Working with employers to find job sites
- 

### School District/Educational Service Unit/Cooperative

Beatrice Public Schools  
215 North 5th  
Beatrice, NE 68310

Contact Person: Kay Weakland (402/228-2005)

- **Area of Expertise**  
Curriculum adaptation  
Job exploration  
Job Training  
IEP transition plans
- 

### School District/Educational Service Unit/Cooperative

Bellevue Public Schools  
Department of Special Services  
2221 Main  
Bellevue, NE 68005

Contact Person: Richard Schoonover (402/291-3431)

### School District/Educational Service Unit/Cooperative

Blair Jr./Sr. High School  
440 North 10th, Box 288  
Blair, NE 68008

Contact Person:

Harold Ortmeier & Tami Brundige (402/426-4941)

- **Area of Expertise**  
Curriculum adaptation  
Role of the secondary school staff  
Interagency agreements  
Job exploration  
Job training  
Parent training  
IEP transition plans
- 

### School District/Educational Service Unit/Cooperative

Educational Service Unit #1  
Wakefield, NE 68784

Contact Person: Larry Clay (402/287-2061)

- **Area of Expertise**  
IEP transition plans
- 

### School District/Educational Service Unit/Cooperative

Educational Service Unit #2  
2320 No. Colorado Ave.  
Fremont, NE 68022

Contact Person: Theresa Ferg (402/721-7710)

### School District/Educational Service Unit/Cooperative

Educational Service Unit 3  
4224 S. 133rd St.  
Omaha, NE 68137

Contact Person: Kay Gordon (402/330-2727)

### School District/Educational Service Unit/Cooperative

Educational Service Unit #4  
Box 310

Auburn, NE 68305

Contact Person: Gene Anthony (402/274-4354)

- **Area of Expertise**  
Role of the secondary school staff
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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 8

Third & Main

Neligh, NE 68756

Contact Person: Marlene Menuey (402/887-5041)

• **Area of Expertise**

Job exploration for MMH Program  
at Eastern Learning Center in Norfolk and  
MMH Program at Central Learning Center in Neligh

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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 9

P.O. Box 2047

Hastings, NE 68902-2047

Contact Person: Barb Elliott (402/463-5611)

• **Area of Expertise**

Role of the secondary school staff  
Interagency agreements; informal networking, as well  
Job exploration  
Job training  
Parent training  
IEP transition plans  
Curriculum guidelines for moderate to severe

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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 10

P.O. Box 850

Kearney, NE 68848

Contact Person: John Kennedy (308/237-5927)

**School District/Educational Service Unit/Cooperative**

Educational Service Unit 12

114 East 4th, box 539

Alliance, NE 69301

Contact Person: David R. Rieger (308/237-5927)

• **Area of Expertise**

Role of the secondary school staff  
Interagency agreements  
Job exploration  
Job training  
IEP transition plans

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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 13

4215 Ave. I

Scottsbluff, NE 69361

Contact Person: Carey Brown (308/653-3696)

• **Area of Expertise**

We use a job coaching program for transition services for our students. It is highly structured and intensively coordinated. Students get supervised job experience at four business sites per year. Social skills, grooming, time on task, followup directions, etc. are addressed on an individual program basis.

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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 14

Box 77

Sidney, NE 69162

Contact Person: Jane Meick (308/254-5343)

**School District/Educational Service Unit/Cooperative**

Educational Service Unit 16

P.O. Box 915

Ogallala, NE 69153

Contact Person: Marge Beatty (308/284-8481)

• **Area of Expertise**

Job exploration  
Job training

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**School District/Educational Service Unit/Cooperative**

Educational Service Unit 17

Box 66

Valentine, NE 69201

Contact Person: Joyce A. Carr (402/376-1612 or  
402/387-1420)

**School District/Educational Service Unit/Cooperative**

Elkhorn Public Schools

502 Glenn St.

Elkhorn, NE 69201

Contact Person: Dennis Flood (402/289-2585)

• **Area of Expertise**

Curriculum adaptation  
Role of the secondary school staff  
Job exploration  
Job training  
Parent Information Process  
IEP transition plans  
Experience in sharing from other school visitations

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## RESOURCES FOR TECHNICAL ASSISTANCE IN TRANSITION

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### School District/Educational Service Unit/Cooperative

Fairbury Public Schools  
1121 8th

Fairbury, NE 68352

Contact Person: Carol Renner (402/729-6104)

### School District/Educational Service Unit/Cooperative

Fremont Public Schools  
957 No. Pierce St.

Fremont, NE 68025

Contact Person: David A. Probst (402/727-3024)

- **Area of Expertise**

Curriculum adaptation

Role of the secondary school staff

Job training

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### School District/Educational Service Unit/Cooperative

Geneva Support Services Coop  
1410 L

Geneva, NE 68361

Contact Person: Nancy Meyer (402/759-3143)

- **Area of Expertise**

Curriculum adaptation

Job training

IEP transition

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### School District/Educational Service Unit/Cooperative

Hastings Public Schools  
714 West 5th

Hastings, NE 68901

Contact Person: Donna Black Jarupke (402/461-7513)

### School District/Educational Service Unit/Cooperative

Holdrege City Schools  
315 East Ave.

Holdrege, NE 68949

Contact Person: Marlys Pearson (308/995-4048)

- **Area of Expertise**

Job exploration

Job training

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### School District/Educational Service Unit/Cooperative

Kearney Public Schools  
310 W. 24th

Kearney, NE 68847

Contact Person: Larry Sweley (308/237-9626)

### School District/Educational Service Unit/Cooperative

Lexington Public Schools  
1610 N. Washington

Lexington, NE 68850

Contact Person: (308/324-4681)

### School District/Educational Service Unit/Cooperative

Lincoln Public Schools  
P.O. Box 82889

Lincoln, NE 68506

Contact Person: Don Sherrill (402/475-1081)

- **Area of Expertise**

Curriculum adaptation

Role of the secondary school staff

Job exploration

Job training

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### School District/Educational Service Unit/Cooperative

McCook City Schools/ESU #15  
604 West 1st

McCook, NE 69001

Contact Person: Bill Marshall (308/345-2072)

- **Area of Expertise**

Role of the secondary school staff

IEP transition plans

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### School District/Educational Service Unit/Cooperative

Millard Public Schools  
5606 S. 147th St.

Omaha, NE 68137

Contact Person: Adeline Ries (402/895-8302)

- **Area of Expertise**

Role of the secondary school staff with emphasis on vocational adjustment counseling. Our vocational adjustment counselors are responsible for our transition procedure. (1 per high school) They would enjoy being in an exchange of visits and program information.

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### School District/Educational Service Unit/Cooperative

Nebraska City Public Schools  
215 N. 12th St.

Nebraska City, NE 68410

Contact Person: Don Loseke (402/873-6033)



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**School District/Educational Service Unit/Cooperative**

Norfolk Public Schools

512 Philip Ave.

Norfolk, NE 68701

Contact Person: Steve Milliken (402/371-9370)

• **Area of Expertise**

Role of the secondary school staff

Job exploration

Job training

IEP transition plans

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**School District/Educational Service Unit/Cooperative**

North Platte Public Schools

301 W. F St.

North Platte, NE 69101

Contact Person:

Craig Beach & Dave Brunnelle (308/532-6854)

• **Area of Expertise**

Role of the secondary school staff

Interagency agreements

Job training

Parent training

IEP transition plans

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**School District/Educational Service Unit/Cooperative**

Omaha Public Schools

3215 Cuming

Omaha, NE 68131

Contact Person: Lawrence Heck (402/554-6470)

• **Area of Expertise**

Role of the secondary school staff

Job exploration

Job training

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**School District/Educational Service Unit/Cooperative**

Ralston Public Schools

Special Services

8545 Park Drive

Omaha, NE 68127

Contact Person: Jim Wozny (402/331-7373)

**School District/Educational Service Unit/Cooperative**

Raymond Central

RT #1, Box 180A

Raymond, NE 68428

Contact Person: Corrine Forbes (402/785-2685)

• **Area of Expertise**

Curriculum adaptation

Role of the secondary school staff

Interagency agreements

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**School District/Educational Service Unit/Cooperative**

Scottsbluff Public School

2601 Broadway

Scottsbluff, NE 69361

Contact Person: Ronald Sylvester (308/635-6204)

• **Area of Expertise**

Job exploration

Job training

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**School District/Educational Service Unit/Cooperative**

South Sarpy District #46

P.O. Box 365

Springfield, NE 68059

Contact Person: Kathy Boernbaum (402/592-1300)

**School District/Educational Service Unit/Cooperative**

Tecumseh Public Schools

Box 338

Tecumseh, NE 68450

Contact Person: Colleen Naber (402/335-3328)

**School District/Educational Service Unit/Cooperative**

Wahoo Public Schools

2201 N. Locust

Wahoo, NE 68066

Contact Person: Mary Horshan (402/443-4332)

• **Area of Expertise**

Job exploration

IEP transition plans

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**School District/Educational Service Unit/Cooperative**

Wayne Public Schools

611 West 7th St.

Wayne, NE 68787

Contact Person: Bob Uhing (402/375-2230)

**School District/Educational Service Unit/Cooperative**

Winnebago Public Schools

Box KK

Winnebago, NE 68071

Contact Person: Sheri Fillipi (402/878-2224)