ABSTRACT
            This manual provides information on a follow-up study that
investigated the transition outcomes of 90 students with disabilities who
have exited Wisconsin's high schools, and provides materials to be used in
training educators working with students with disabilities who are
transitioning from school to work. The first part of the manual contains
trainer materials, including a format outline for a trainer of trainers
workshop, a transition knowledge checklist, sample overheads for trainer
presentations that illustrate the follow-up study outcomes of students with
disabilities, and information on the strategic planning process. The second
part contains an educator's manual that reports the research results of the
follow-up study of the students with disabilities, including their
self-perception, school experiences, recreation, financial, and employment
status. An overview of transition services is provided along with information
on the following transition components: (1) instruction; (2) community
experiences; (3) post-school adult living; (4) employment; and (5) daily
living skills. Each of these sections begins with a story taken from the
follow-up study and presents strategies and resources to assist students
similar to those in the story. The educator's manual also includes informal
assessment tools for evaluating students, data from the follow-up study, and
several appendices. (CR)

Guiding Practice to Improve Student Outcomes

EC 30557

TRANSITION
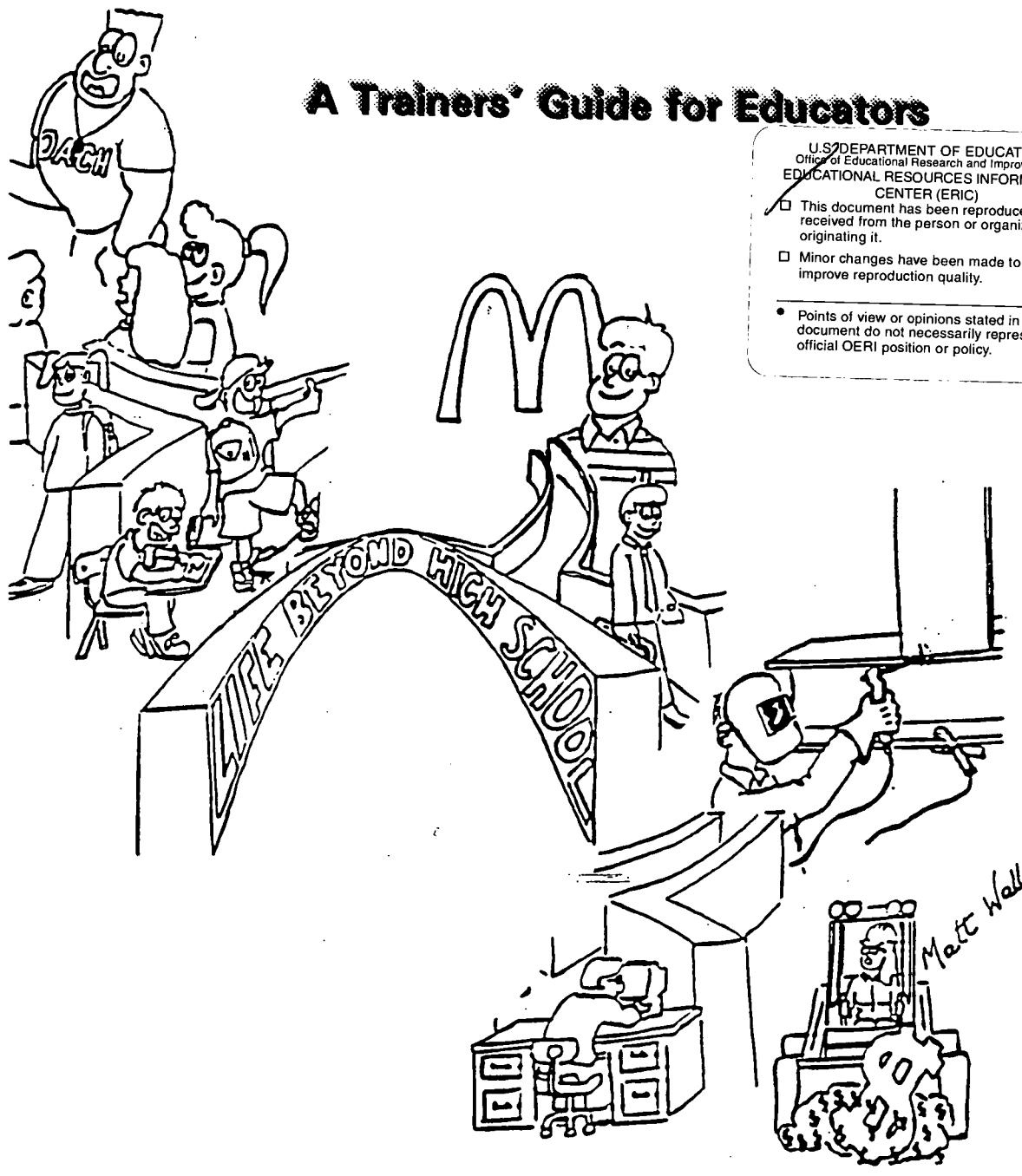
A Trainers' Guide for Educators

LIFE BEYOND HIGH SCHOOL

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None of the resources included in this guide are meant to stand alone and must be used in conjunction with the general vocational experiences available within a school program for all students.

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John T. Benson
State Superintendent

Robert H. Gomoll
Deputy State Superintendent

December, 1995   **FOREWORD**

Dear Colleague:

While more students with disabilities are attending and graduating from high school than ever in the past, the National Longitudinal Transition Study of Special Education Students revealed that the post-school outcomes of these students significantly lags behind their non-disabled peers in independent living, attending post-secondary education, and employment. The study recognizes, however, that "the effects of disability on young people's lives are unlikely to be eliminated entirely, no matter how intensive the effort."

The need for unique transition services for adolescents with disabilities in order to improve their post-school outcomes was promoted by the Office of Special Education and Rehabilitative Services (Department of Education) since 1984 and resulted in substantial revisions to the Education of the Handicapped Act in 1990 which emerged as the Individuals with Disabilities Education Act (IDEA). For the first time in federal special education legislation, specific curriculum, staff roles and individuals roles in program development are prescribed under transition service requirements for all students with disabilities, at least by age sixteen.

The IDEA empowers special educators, students with disabilities, community agencies and parents to collaborate and design a truly "individualized" and, in many cases, unique educational program with specific transition elements that should serve to improve post-high school outcomes for the student with a disability.

By using the statewide follow-up information on students with disabilities who have exited Wisconsin's high schools as described in this book, professionals of all disciplines will rethink and redesign high school experiences for youth with disabilities that improve approaches to providing transition services. Embracing the transition requirements of IDEA and the corresponding suggestions and examples in this book should assist all educators and professionals in providing effective and practical high school programming that leads to productive and positive post-school outcomes for youth with disabilities.

Thank you for your commitment to improving transition services to youth with disabilities.

Sincerely,

Ann Kellogg
Transition Consultant
Division for Learning Support: Equity and Advocacy

ACKNOWLEDGMENTS

Transition: Guiding Practice To Improve Student Outcomes

This guide is dedicated to all young people with disabilities, those in our past, present and future, in the hope of providing them with the best programs to ensure success.

TRAINER MATERIALS

Transition:

Guiding Practice to Improve Student Outcomes

Format for Trainer of Trainers

Notes	
	Welcome: Introduce yourself and survey the group to get a sense of the participants. Stand up if you're a high school special education teacher, raise your hand if you are from a community agency, raise two hands if you are a high school "regular education" teacher. Shake hands with yourself and thanks for coming. Counselors? Any others? Identify.
	Have participants complete the form "Transition Knowledge Check". Assure them that this is not a test but will help us to focus instruction in some areas.
	Icebreaker: "Translation Please" Follow directions and give participants 8-10 minutes to work on this task. Relate to the need for clear communication as we work with others to facilitate transition.
	Goals of the grant - *Overhead* - Discuss the process briefly (Page 1)
	In addition the transition group decided to surveyed Agency personnel, Employers, Parents of students who had exited school, and Students presently in school.
	Overhead: The number of each that the study involved.
	Index - explain how the guide was put together as it relates to the stories.

TRANSLATION, PLEASE

TOPIC   Common American Sayings About Work

LEARNING OBJECTIVE   Participants will be able to recognize some common sayings about work.

NUMBER OF PARTICIPANTS   Any number

PLAYING TIME   7-12 minutes

REFERENCE   Brown, R. L. (1970). *A book of proverbs.* New York: Taplinger Publishing Co.

Lewis, F. W. (1957). *One man's philosophy.* New York: American Book-Stratford Press.

REQUIRED MATERIALS   Pencils and Translation, Please worksheet.

TO PLAY

1. Introduce players to the concept of adages.
2. Go over the learning objective for the game.
3. Explain that they are going to be involved in a contest to see how many sayings about work they can recognize. They will be competing in teams of three or four members each.
4. Divide the group into small groups of three or four members each.
5. Pass out pencils and copies of the Translation, Please worksheet to all players.
6. Go over the directions at the top of the worksheet.
7. Advise participants that they have five minutes to translate as many of the sayings as they can.
8. After five minutes call, "Stop."
9. Provide players the answers as they check their own worksheets.
10. Determine which group(s) made the most correct translations and declare them winners.
11. Debrief players. Discuss what the sayings tell us about American's attitudes toward work.

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Top Five (Novice Class)

Most Stressful	Highest Income	Best Job Security
Firefighter (1)	Basketball player (NBA) (1)	Hospital administrator (1)
Race car driver (Indy class) (2)	Baseball player (major league) (2)	Civil engineer (2)
Astronaut (3)	Race car driver (Indy class) (3)	Industrial engineer (3)
Surgeon (4)	Football player (NFL) (4)	Bank officer (4)
Football player (5)	Surgeon (5)	Technical/copy writer (5)

Top Five (Pro Class)

Requiring Greatest Strength	Has the Most Perks	Best Environment to Work In
Firefighter (1)	Attorney (1)	Mathematician (1)
Dairy farmer (2)	Hotel manager (2)	Actuary (2)
Undertaker (3)	Clergyman (3)	Statistician (3)
Roustabout (4)	Basketball coach (4)	Computer systems analyst (4)
Seaman (5)	Senator/Congressperson (5)	Historian (5)

Titans of Turnover

See the Occupational Longevity Chart with the game materials.

Translation, Please

1. All work and no play makes Jack a dull boy.
2. A woman's work is never done.
3. Hard work never killed anybody.
4. Last hired, first fired.
5. You have to pay your dues.
6. People tend to rise to their own level of incompetence.
7. It's close enough for government work.
8. No bees, no honey; no work, no money.
9. A job well done is its own reward.
10. He works like a dog.

Unemployment Line

See the Unemployment Rate Sheets with the game materials.

TRANSLATION, PLEASE

Directions: Listed below are 10 sayings about work often heard in American society. However, they have been paraphrased using "highbrow English." Your task is to translate the sayings into the everyday language in which they are most often spoken. Record your translation on the lines below each paraphrased saying.

1. Much labor with no recreation causes John to be a boring lad.

   _____

2. A female's toil goes on forever.

   _____

3. Strenuous labor has always failed to slay a mortal.

   _____

4. Most recently employed, let go before all others.

   _____

5. A female sheep must remit fees.

   _____

6. Individuals seem to elevate to a personal plateau of ability dysfunction.

   _____

7. It's sufficiently near to satisfy the needs of the ruling body's labor.

   _____

8. Lack of apiary dwellers, lack of flower nectar; lack of toil, lack of cash.

   _____

9. Toil overcooked is sufficient compensation.

   _____

10. The man labors as a canine.

    _____

Notes

Five stories were written based on actual interviews. These exemplify the difficulties that a large number of the students mentioned. Each story addresses one of the components of transition as outlined in IDEA, Instruction, Community Experiences, Post-School Adult Living, Employment and Daily Living Skills. The story was then analyzed based on information gleaned from the surveys from agencies, employers and parents. In other words what did these groups say in reference to Instruction, Community Experiences, Post-School Adult Living, Employment and Daily Living Skills and who were the groups that expressed concerns. As an example the comments related to Instruction discussed assessment, self-esteem, the school experience and advocacy while the comments related to Employment focused on parent involvement, peers,-school, peers-work, employers and educators.

Assessment seemed to be a major need for each of these young people, therefore a section was included. **(During the workshop refer to the purpose and use of assessment)** These young people may have been involved in assessment, but the results were not used in planning.

The resource section is merely a sample of the kinds of activities/information that students and or parents need. **Be sure to mention at this time and throughout the day that none of the resources included are meant to stand alone and must be used in conjunction with the general vocational experiences available within a school program for all students.**

Tell participants that there is some basic information that will assist them in understanding the need for change. You will be sharing this information with them at this time. Stress that the information is from a study that looked at common themes rather than a statistical study. We were gathering qualitative data rather than quantitative.

Notes

Demographics: (pages 2-5) Briefly outline some of the information found in this section. 1/3 of those interviewed filled out a demographic questionnaire and this is their information which would provide a sample. The important points are:

- almost all were raised in a traditional home with 2 parents
- parent occupations varied but most were employed
- parents occupations were related to the opportunities available-professional near big cities, blue collar in rural areas
- respondents did not have a clear idea of their disability
- these young people did access the technical system and if they left before receiving a degree it was due to lack of child care
- respondents did access agencies, reasons for leaving a job were similar to the general public, but moves were lateral rather than an improvement in their situation.

Themes: This is the most important part of the overview of the guide. Each interviewer summarized the information from the interviews independently. There were 5 major areas reflected in the themes. *Overheads* - **Choose items for discussion from each overhead. Some may be more important to your group than others depending on their jobs.**

Be sure to include the guidance information taken from the random sample (1/3 of the total) to illustrate that "special education" students do not receive the benefit of guidance from the counselor who is really the person trained to make the linkages.

We're not blaming the counselor and many people have noted the large caseloads that counselors have. If this is the reason that they don't serve students with disabilities then why don't we have a teacher counsel A-G or M-P and then the counselor would be able to include the students with disabilities. Parents would

not like this therefore why should kids with special needs miss out on this valuable service. **Stress we need to do a better job of working together.**

Review the survey summary page and the information on ED students. The students in the survey were juniors and seniors and these are the concerns that they have. They should have had the answers to some of these questions by now. *Overhead* - There is a graph to use with this section.

Wisconsin's Philosophy of Transition: The time that you spend on this will relate to the level of your group. If you have had a prior workshop on transition or IDEA then I would point out the "suggestions to implement the transition activities requirements" as a valuable resource. If people are new to transition (I did one presentation where they were not familiar with the requirements of IDEA) then you would need to spend some time on this section. Review the pre-test or survey the group to determine.

As you move into the stories, remind participants that each one is based on an interview. We choose interviews representative of many of the types of problems that these young people had. Choose a story to work with and ask participants to take a few minutes and read. I have used both Bob's story and Cheryl's story. Ask them not to read beyond the story. When they have finished, draw from the participants what these students needed.

What would have helped them while in school? What connections should they make now etc.

List and then turn to the analysis. Usually they mention some information included in the analysis and you should point out any other key points. At this time you would also look at the strategies and resources and direct them to the appendix to see how that relates. Mention that

Notes

one of the reasons for the notebook format is so that teachers can add other resources in that section or move information around. - We included all of the resource type of information in the resource section because some activities would relate to several of the stories. It also made the guide less confusing and more user friendly.

Assessment: Tell participants that you will be coming back to this section later because of the importance of understanding the use of assessment.

Data: BE SURE TO INCLUDE YOUR LOCAL CESA DATA
The data section reflects the information from the written surveys. This information is helpful as teachers work with agencies, employers and parents. **Highlight the information that should result in changes in the delivery system or in the way we presently interact with these groups. Divide your workshop into 4 groups, agency, employers, parents, and students.**
Ask participants as a group to review the information and determine if there is anything that stands out or that surprises them. Have them list suggestions on how to change if possible. Have each group report one item and the suggestions giving all 4 the chance to report. Continue the process until all of the information has been addressed. If charts are available have them list any items on the chart as they review with the suggestions. Others will then be able to copy.

If the group did not point out something that you think is an issue be sure to add it in.

Appendix/Resources-Point out that there are several types of information in this area.

1) activities and suggestions
2) definitions including LD and CD (add ED if you have)
3) Order of Selection
4) sample IEP

5) agencies in the state
6) transition resource materials

Point out that they can add local groups and others to this section. Those included are just a sample to start participants thinking about the type of information that should be available to young people during the transition process.

Assessment - return to this section: As stated earlier the basic problems that those interviewed were experiencing stemmed from lack of assessment or appropriate use of as well as the lack of self-advocacy/self-determination skills.

By this time you will have reviewed the pre-test and can determine the types of assessment that the group is using and how they use the results.

Relate assessment to the IEP based on the students interests, abilities and preferences. The only way to know this is through some type of informal or formal assessment. All future planning is related to these interests, preferences and abilities also, so knowing how they match is critical. Functional assessment is appropriate for many students. A test such as the COPES, COPS and CAPS provides good information, and self-assessment, interviews and learning style instruments can provide information that assists the student as he/she learns about themselves.

There are several ways to provide this information to your group.

a) Divide into three groups and using a case study or completed protocol determine how you would use the information. Each group could then report out to the large group. Saves time, but may be a problem for those not familiar with the instrument.

b) You could do three short overviews (you could enlist participants who work with specific assessment) for the large group.

Notes

c) Or you could have 3 roundtable discussions going with the presenters moving. (You will use yourself and two others knowledgeable in the specific assessment and how the information should be used.) Size of your total group could dictate your choice of what you do as well as your level of knowledge in a specific assessment. Example-If most people in your region use the COPES system then you would only want to discus how the results are integrated into the students program not the mechanics of the assessment.

Tell participants to add to this section any assessments used in your region that they think are meaningful. Briefly review the other items in this section.

Self-advocacy/Self-determination: Research shows that transition plans are most effective when the student assumes responsibility as a stakeholder in the process (Czerlinsky & Chandler, 1992). Students must have the necessary skills and knowledge to assume this role. Students must be empowered to actively participate in the development and implementation of the transition plan and in order to do this students must learn self-advocacy/self-determination strategies.

These include:
- identifying their strengths and weaknesses and developing an inventory of skills
- communicating their interests and preferences to the IEP committee
- goal setting including developing post-school goals
- identifying the gaps between current level of performance and what they hope to achieve for their post-school goals

There are other skills and strategies, but the study identified a need for the above. These are also skills and strategies that can be incorporated into a self-directed IEP.

Notes

Ask the question "How are students and parents presently prepared to participate in the development of the IEP?"

It will be necessary to gather assessment data in order to review these documents or you may need to involve the student in further assessment in order to determine their needs in relation to their goals. This review will also assist in determining if the goals are realistic or if the student is capable of achieving more challenging goals as well as discovering if their goals are unrealistic - the gap between their current level of performance and the skills needed to achieve their goals is too wide.

<u>Strategic Planning</u>: a process that enables educators and students to identify a goal and develop a plan of action to attain that goal. It is actually a process that does more than plan for the future, it helps the students to create that future.
Prior to the IEP meeting the student and teacher will be involved in the first three steps.

Role model this section with the trainer as the teacher and a participant taking on the role of the student.

1. **Values Audit:** This activity involves an examination of the values, beliefs and assumptions of the student and the student's family. This audit involves identifying the student's interests and aspirations. It also involves identifying the family's hopes and dreams for the students. Use student and parent interviews, vocational assessments and informal assessments to determine the student's values and interests. Some questions to explore during the values audit include:
   - To what extent does the student believe in his/her evolving abilities?
   - Is the student motivated to work toward a goal?
   - To what extent will the student be supported by parents, educators, and agency personnel to attain the goal?

Notes

2. **Define the Vision:** Based on the student's values and interests, a vision or outcome goal should be identified. This vision will guide the IEP team. Ask the question, "What is it that you want to do after high school?"

3. **Gap Analysis:** The Gap Analysis is the difference between the student's identified vision and the current level of educational performance. When analyzing this difference the teacher and student should address the following:
- barriers and opportunities to attaining the vision
- strategies to eliminate or reduce barriers
- strategies to increase opportunities

This information will be used at the IEP meeting and will assist in the development of appropriate goals and objectives. **Use a chart during the workshop to list the barriers/strategies to eliminate and opportunities/strategies to increase. People may say "this wouldn't fit with my class structure" (tutoring?). Suggest that they try 1 session per week. Remind them that it won't help if the student passes algebra but can't get a job because they lack advocacy skills or the ability to set goals.**

Goal Setting

In order for the student to be an active participant in the IEP meeting, they must understand the purpose of setting goals. There are many activities included in curriculums on goal setting. Choose what is most appropriate for your group. This section is meant to remind the participants of the specifics that might need to be incorporated into these lessons.

Activity: Write down three things that you want to accomplish this month. Share one with your neighbor including how you intend to accomplish the goal. What type of support might you need?

Have several participants share their information. When you write your goals down and share with others, you challenge yourself to meet them.

Notes

The ability to set appropriate goals is an important skill for all individuals. The majority of the young people in the transition study did not indicate that they had incorporated this skill into their daily life. Goal setting is a learned behavior that requires repeated practice.

Students participating in their IEP meetings must understand the concepts associated with goal setting in order to set realistic goals. Long term goals may not seem relevant to them therefore it is reasonable to begin to learn and use goals by setting short term goals. These can be "today's goals" or "this week's goals" depending on the level of the student.

Students should brainstorm things that are important to them. From this list, they can choose an item that they want to achieve. An example would be: Today's goal - finish my paper for my English class. What steps are necessary to accomplish this? 1) Go to the library. 2) Take home my work to date. 3) Finish the section on cumulus clouds. 4) Spellcheck 5) Proofread 6) Make a cover and run final copy. If the student does not finish the paper, he or she will know what they need to do.

If we looked at a Weekly goal: Run a total of 20 miles then the student might decide how many miles should he or she run each day. In determining these steps the young person would see that if they missed one day, they could still achieve that goal by modifying the steps.

The important part of goal setting is determining the steps. Most of us set goals such as loose 10 pounds by summer. The problem is we tell ourselves we'll start next week and suddenly it's summer. As students practice and understand short term goals, they will then be able to understand the process and set long term goals such as annual goals in the IEP, and goals that they want to achieve after they exit school.

Notes

In this type of goal the steps become short term objectives necessary to reach the final goal. An example: Goal - Get a job as a auto mechanic. Short term objectives: 1) Job shadow/talk with a mechanic to find out the type of course work that will be helpful 2) Plan academic program to include these courses 3) Investigate the program at the technical college 4) Look for a summer job at a car dealer or auto repair.

SMART Goals
Specific Measurable Attainable Realistic Time-framed
- Goals

Process of learning about goals and goal setting

What is important to me?
Define goal
Determine a short term goal
Create options - More than one way to reach a goal
Narrow the options - Decision Making
Climb the mountain - Implementing the steps
Set long-term goals
Determine short term objectives (steps)
Implement the steps

Now you have completed the Values audit, determined a vision, done the Gap Analysis and the student understands goals. It's time for the IEP. Rehearse the student's responsibilities.

Student responsibilities during a self-directed IEP

- State the purpose of the meeting
- Introduce everyone
- Review past goals and achievements
- Discuss your vision and goals
- Assist in the development of transition goals and objectives
- Ask questions if you don't understand
- State the kinds of support you might need.
- Summarize the final goals
- Thank everyone for their assistance.

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Notes

The goals and objectives are developed based on the present level of performance. The student will provide some of this information as well as the other members of the team. (for our purposes today we will use Cheryl's story as an indication of the level of performance).

Develop Annual Goals and Objectives - The committee will develop annual goals and objectives that might have been meaningful during Cheryl's junior year in high school with Cheryl's input. You will want to determine who should attend the meeting and have the participants role play. Please develop at least 3 goals with 2 objectives for each.

Develop Implementation Plan - This can be incorporated into the IEP.

Implement the Plan - Information incorporated into the IEP

Monitor Outcomes - Part of the IEP process.

Have each group present one annual goal and objectives that they determined would be appropriate for Cheryl. Draw them out if they have not included all of the necessary information in the objectives. Report out on at least 3 annual goals and objectives. The facilitator should comment and make any suggestions if there are concerns that the goals are not appropriate. Keep in mind the skills that young people in the study seemed to lack, goal setting, communication of interests, and needs, and self-advocacy.

Questions and Answers: Allow time for the audience to ask questions during the day, but if you find that your group is getting you sidetracked, give them index cards to put their questions on and tell them you will collect and answer at specific times throughout the day.

Notes

Answer any final questions. PLEASE COMPLETE
EVALUATION FORMS. Thank everyone for their
participation.

The transition services the IEP committee must include are:

a)_____

b)_____

c)_____

d)_____

and if appropriate

e)_____

f) _____

IEP's must include transition services no later than _____ or _____ or younger if appropriate.

Students with disabilities should have the following options upon exit from school:

a)_____

b)_____

c)_____

The coordinated set of transition activities designed by the IEP committee must be based on the individuals needs taking into account _____

_____

_____

Therefore these choices involve participation in assessment and utilization of the results. Please list the types of assessment that your students are involved in.

Formal_____

_____

_____

_____

Informal_____

_____

_____

_____

IDEA's transition principles embody three main concepts:

a)_____

b)_____

c)_____

The transition services the IEP committee must include are:
a) instruction
b) employmentobjectives
c) post secondary adult living
d) community experiences
and if appropriate
e) acquisition of daily living skills
f) functional vocational assessment

IEP's must include transition services no later than __16__ or __14__ or younger if appropriate.

Students with disabilities should have the following options upon exit from school:
a) post secondary education
b) integrated employment
c) community participation

The coordinated set of transition activities designed by the IEP committee must be based on the individuals needs taking into account :
the students preferences and interests

Therefore these choices involve participation in assessment and utilization of the results. Please list the types of assessment that your students are involved in.
Formal__You should have names of formal tests such as the COPES, COPS and CAPS, Harrington - O'Shea etc.
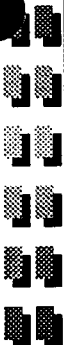
Informal. You should have answers such as observation, surveys, interviews etc.

IDEA's transition principles embody three main concepts:

a) Transition is a process coordinated among many disciplines, agencies and parent and student.
b) Transition requires multi-agency and multi-disciplinary coordinated activities
c) The goals of transition services are movement from school to post school activities, education, vocational training, integrated employment adult services independent living and community participation.

SAMPLE OVERHEADS FOR TRAINER PRESENTATIONS
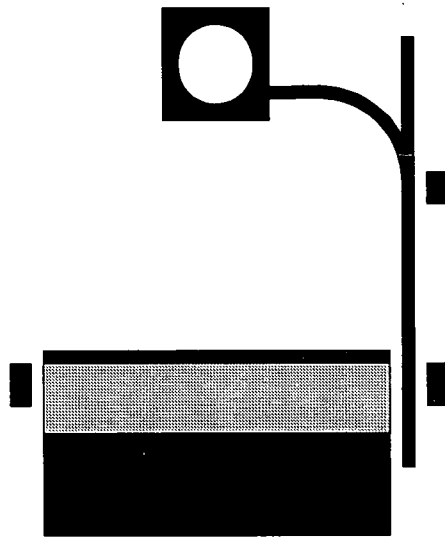
Transition: Guiding Practice to Improve Student Outcomes

Goals:

■ Conduct a statewide follow-up study with exited students, their parents, employers and adult service providers

■ Develop a teacher guide for planning and intervention based on IDEA transition requirements - addressing needs expressed by respondents

■ Disseminate the guide statewide through "Train the Trainer" workshops

Statewide Project with 11 CESA's Participating

(CESA #5 did not participate)

Data Received:

90 Interviews

Surveys

87 Parents

61 Agencies

115 Employers

270 Students

36 Demographics
Questionnaires

Living Situation
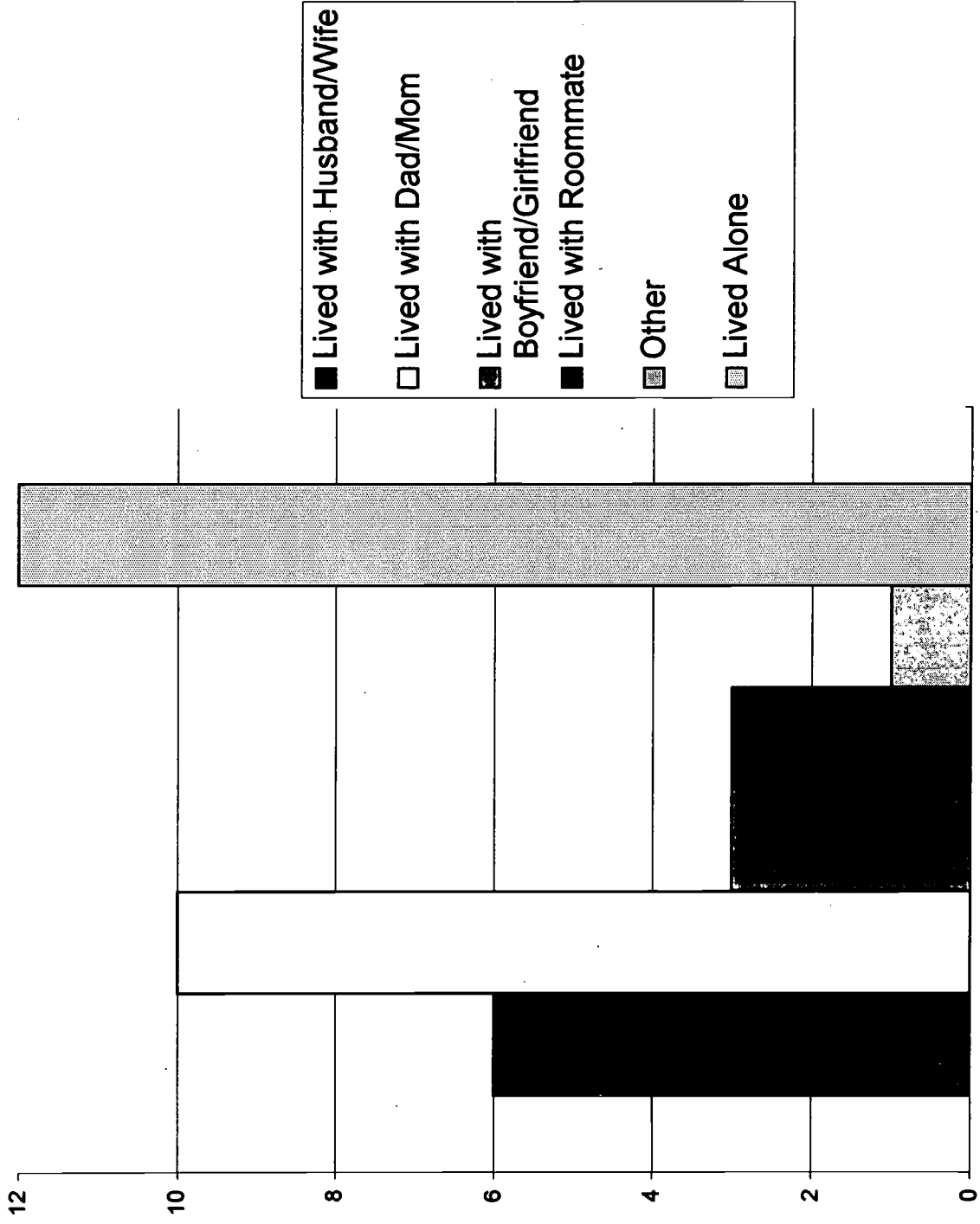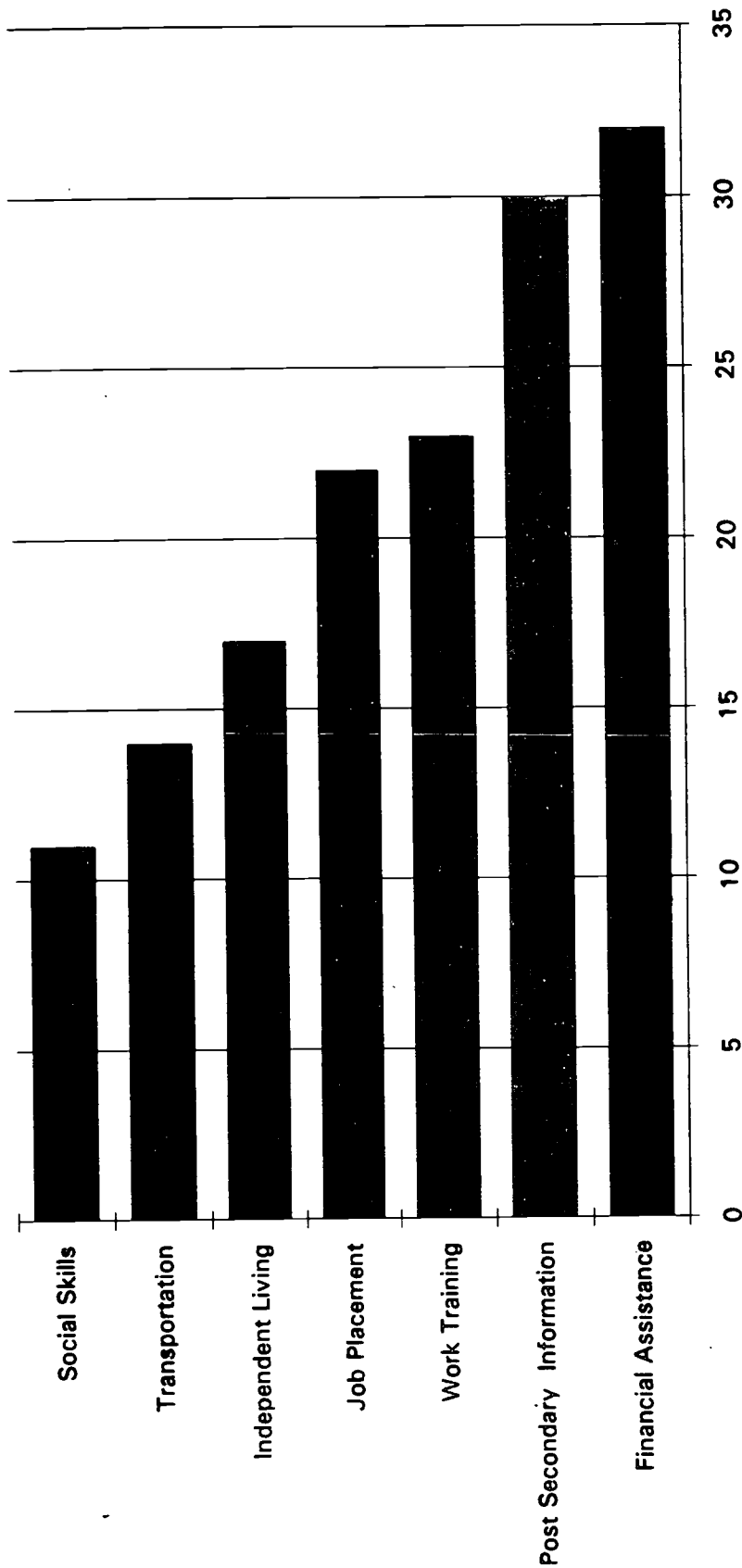
Legend:
- ■ Lived with Husband/Wife
- □ Lived with Dad/Mom
- ▨ Lived with Boyfriend/Girlfriend
- ■ Lived with Roommate
- ▨ Other
- ▨ Lived Alone

Future Needs as Identified by ED Students

Category	Value
Social Skills	
Transportation	
Independent Living	
Job Placement	
Work Training	
Post Secondary Information	
Financial Assistance	

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Self-perception

☒ Some said that being labeled in school influenced their self-perception in a negative way.

☒ Others said if they were supported and told that they could pass they did, but if told you can't pass they didn't.

☒ Most of those interviewed who had a learning disability said they had a reading problem.

☒ Those who as students were considered emotionally disturbed know they have a disability, but many considered behaviorally disordered did not identify themselves as having a disability.

☒ If those interviewed had been involved with sports and clubs in high school they did not experience low self-esteem.

☒ Almost all indicated there was less teasing away from or out of school.

School Experiences

- Almost all saw little relationship between school success and post high school success. Rural families were generally not mentioned as supportive, yet support appeared to correlate to success.

- Learning disabled students stated that all academics were difficult (reading and math), yet they wished they had accessed more classes.

- Some said that not being able to be in a specific class made them feel as if they were cheated.

- They knew that reading and math were related to good jobs.

- Guidance assistance was missing - "no one dealt with the future".

Recreation

■ There were limited activities in small communities.

■ The majority of those interviewed had few friends.

■ Cognitively disabled people participated in activities with family and there were some organized activities available for this group.

■ Those who had friends in high school continued these relationships. Some friendships evolved from work.

Financial

- The large majority of those interviewed were presently of low-middle socio-economic status.

- Employed individuals felt that their incomes were adequate.

- Cognitively disabled people needed SSI as a source of income.

- Five incarcerated participants believed that money was unavailable by regular means so they were justified in getting funds in other ways.

- People were resigned to the money that they presently received and did not investigate or seem to understand that there are ways to increase income.

- Only 13 of the 90 received benefits, but the majority were aware of the need for benefits.

- 10 of the 90 said they were on track to reach their goal.

Employment

- The majority of those interviewed were unemployed, underemployed or working part-time.

- There had no plans to advance or change jobs even when dissatisfied with the current situation.

- Friends, and the Division for Vocational Rehabilitation facilitated linkages for those who were learning disabled or emotionally disturbed.

- Most interviewed said that had little choice in the type of jobs that they were doing, but took what was offered.

- Of the 90 interviews 14 had been or were presently attending technical schools.

- Minimal accommodations were made for individuals on the job, although most did not self-identify as disabled so the employer may not have been aware that accommodations were needed.

- Employers allowed cognitively disabled students to move to a new situation rather than provide training in the problem area.

- Learning disabled and emotionally disabled students who were unemployed generally had no license and no means of transportation.

SELF ADVOCACY

o   **Asserting For Own Rights and Interests**

o   **Assumes Ability To Make Decisions**

o   **Dependence Leads To Dependence**

o   **Independence Leads to <u>Greater</u> Independence**

o   **Taking Control Adds To Quality of Life**

o   **They Are Their Own Best Teachers**

SELF DETERMINATION

Refers to both the activities which lead people to define goals for themselves and to their ability to take the initiative to achieve these goals.

Ongoing Developmental process

Critical for people with disabilities who must shatter the pervasive stereotypes which imply that they CANNOT, OR PERHAPS SHOULD NOT practice self determination.

In order to achieve self determination adolescents with disabilities must:
- o **learn how to trust and respect themselves**
- o **learn their rights and needs**
- o **learn to communicate their rights and needs to others**
- o **learn to combine their knowledge of rights and needs with their self-advocacy skills and communicate effectively**
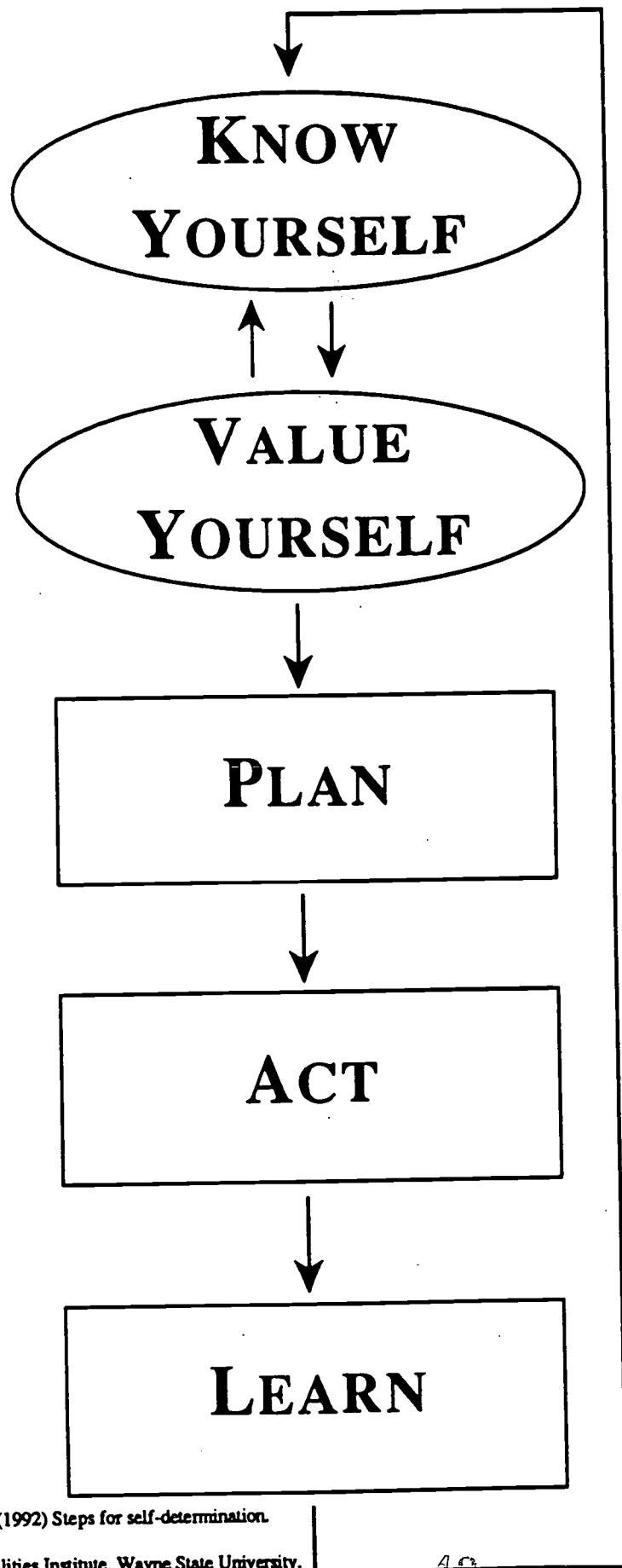
41

SELF-DETERMINATION

KNOW YOURSELF

VALUE YOURSELF

PLAN

ACT

LEARN

Field, S. & Hoffman, A., (1992) Steps for self-determination.
Detroit, MI.:
Developmental Disabilities Institute, Wayne State University.

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SELF-DETERMINATION

Know Yourself

- know the options
- know your strengths, weaknesses, needs and preferences
- dream
- decide what is important to you

Value Yourself

- accept and value yourself
- admire strengths that come from uniqueness
- recognize and respect rights and responsibilities
- take care of yourself

Plan

- set goals
- plan actions to meet goals
- be creative
- visually rehearse

Act

- take risks
- communicate assertively
- access resources
- negotiate
- deal positively with conflict and criticism
- be persistent

Learn

Field, S. & Hoffman, A., (1992) Steps for self-determination. Detroit, MI.: Developmental Disabilities Institute, Wayne State University.

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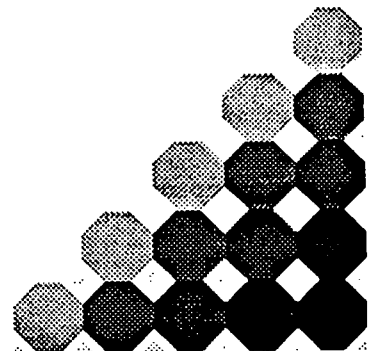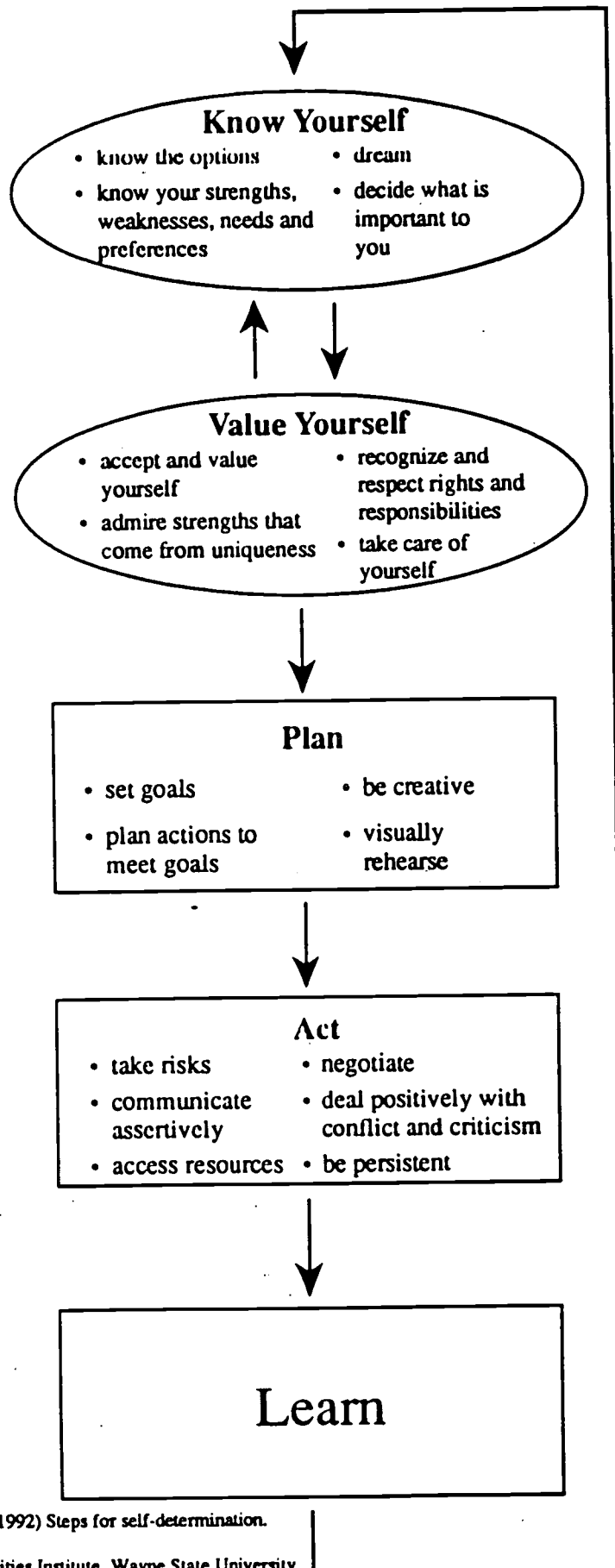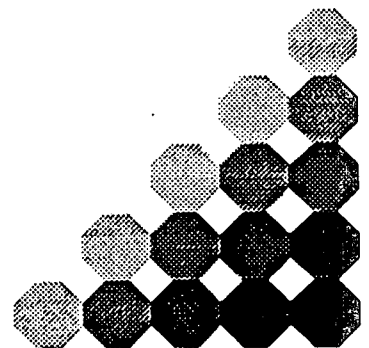
Highlights* from a national survey of career development

Adults want quality career planning and information

- 72% would seek more information on career options if starting over
- 80% (who sought it) found professional career counseling helpful
- 78% found career information available
- 88% (who found it) rated career information useful
- 53% see a need for more education or training to increase earning power and will seek it:
  - » from a four-year college (30%)
  - » from employers or special programs (23%)
  - » from community colleges (14%)
  - » from business or trade schools (13%)
- Adults perceived a need for more education/ training:
  - » college graduates (48%)
  - » some college education (66%)
  - » high school graduates (47%)
  - » nonhigh school graduates (41%)
- 32% started present job or career following a plan
- 26% started present job or career by chance

Adults' job stability and satisfaction for next three years

- 62% of adults expect to stay with current employer...
  - » only 32% of 18–25 year olds expect to stay
- 22% of adults expect voluntary job change...
  - » while 48% of 18–25 year olds expect voluntary change
- 52% of adults like their jobs and do not want to leave...
  - » only 38% of 18–25 year olds like their jobs and do not want to leave

High schools should:

- Pay more attention to career development
- Help all students plan their careers
- Help all students develop job skills
- Help all students find jobs
- Help work-bound students develop work skills

Postsecondary education has a career impact on adults

- College graduates (54%) are more likely to have a career plan than:
  - » people with some postsecondary education (31%)
  - » those with only high school education (29%)
  - » adults who have not completed high school (18%)

College graduates (52%) are more likely to work with professional counselors for career development than:

- People with some postsecondary education (44%)
- Those with only high school education (15%)
- Adults who have not completed high schoo: (5%)

Young adults (18–25 year olds) are:

- Working (65%); 40% work full time
- In school (43%)
- Working part time (25%) more often than:
  - » 26–40 year olds (10%)
  - » 41–55 year olds (10%)
  - » 56–65 year olds (14%)
- More likely (83%) to see need for more train ing or education to maintain or raise earning than:
  - » 26–40 year olds (41%)
  - » 41–55 year olds (30%)
  - » 56–65 year olds (14%)

Findings suggest a need at all ages for

- Comprehensive career development program
- Equity in all aspects of career development
- Career development professionals helpin people:
  - » acquire and refine good work habits
  - » acquire and refine good learning skills
  - » learn about career opportunities
  - » learn to make educational plans
  - » make and implement career plans
  - » make sound career decisions
- These career development emphases are need in:
  - » schools at all levels
  - » business and industry
  - » public and private sectors

ONE WAY

Hopeful parents

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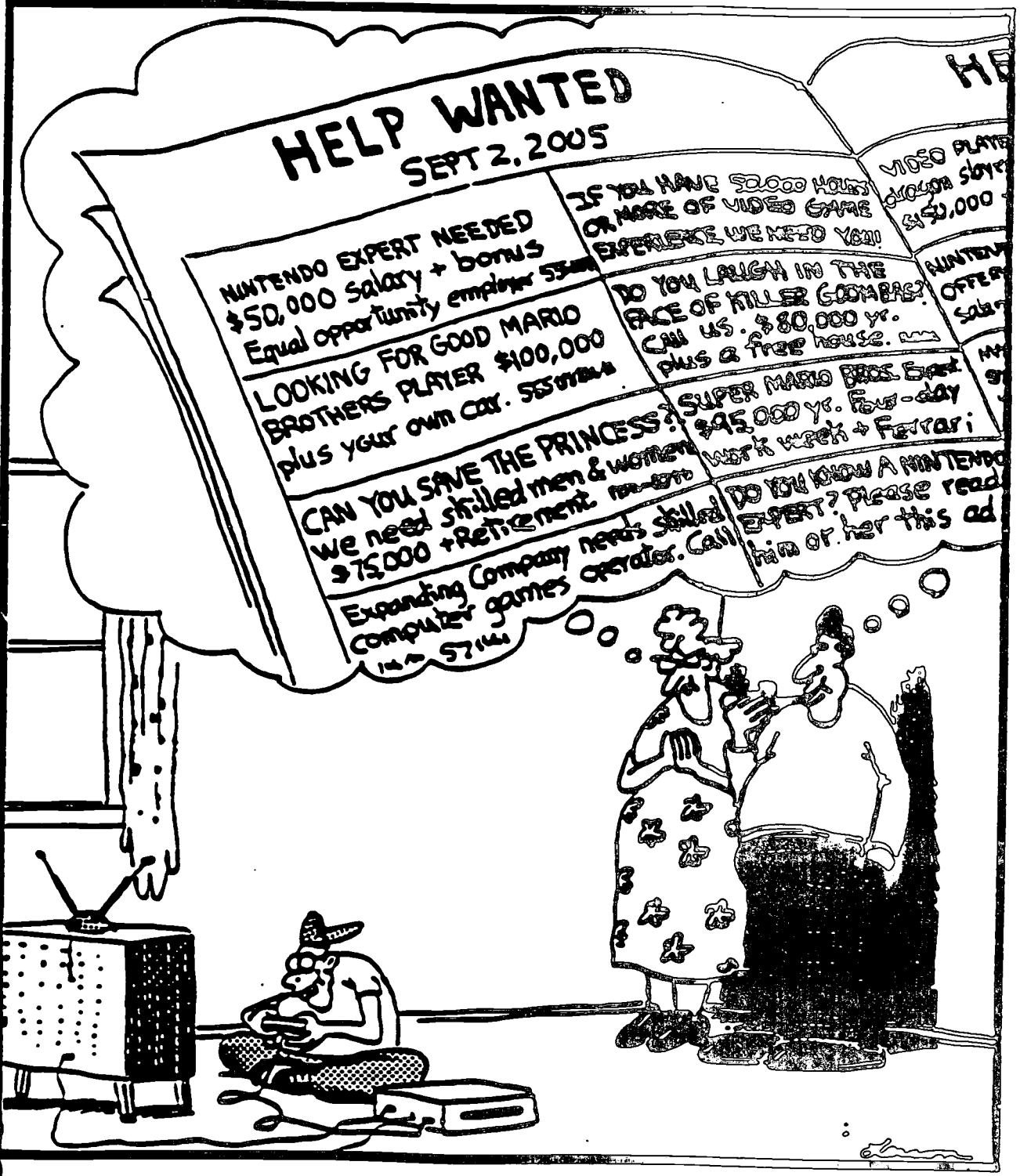
'DECIDED TO FINALIZE YOUR PLANS, TOM?'
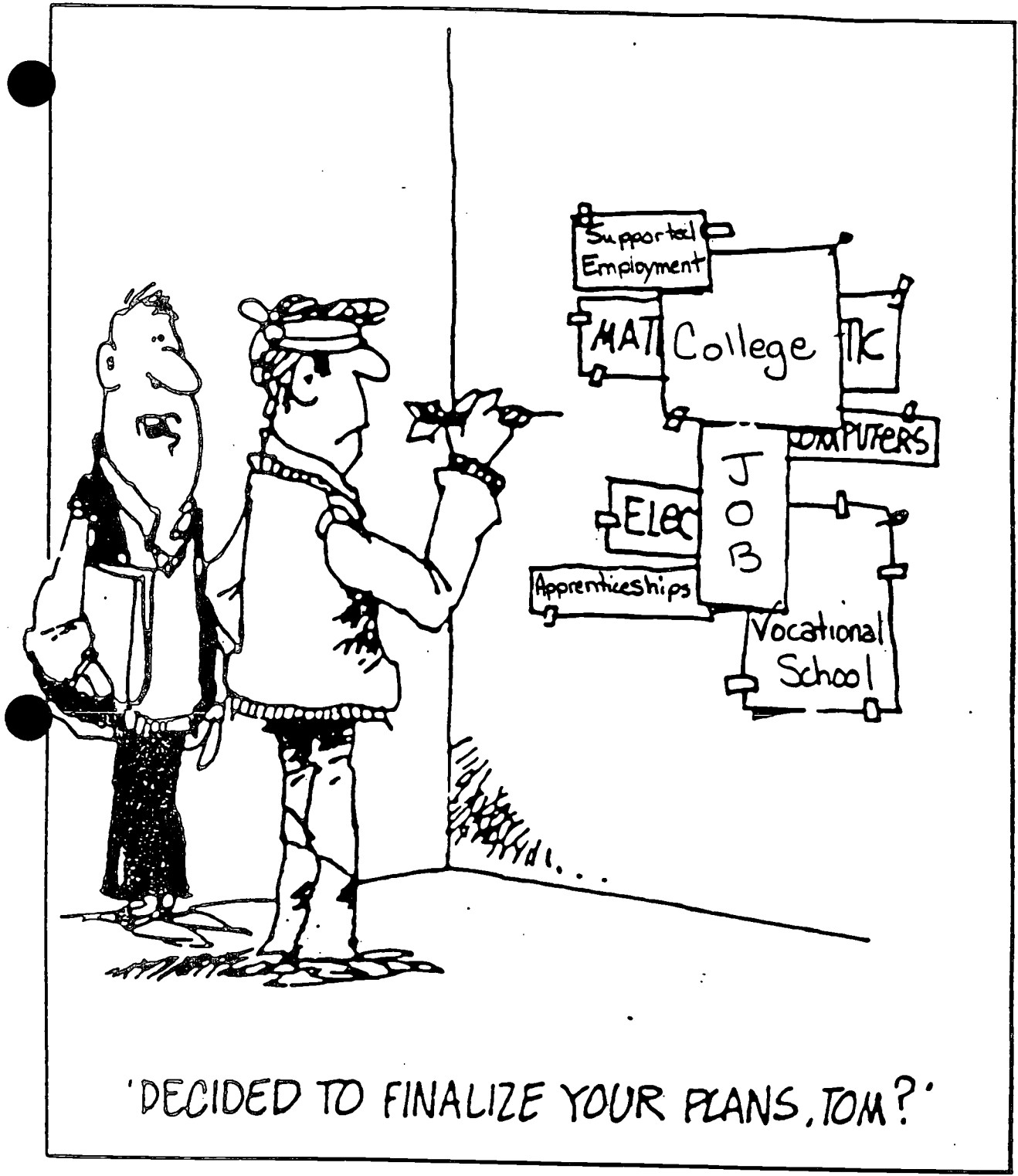
from *Which Niche* by John D. Shingleton and Phil Frank

"My dreams and aspirations?
Pizza for lunch."
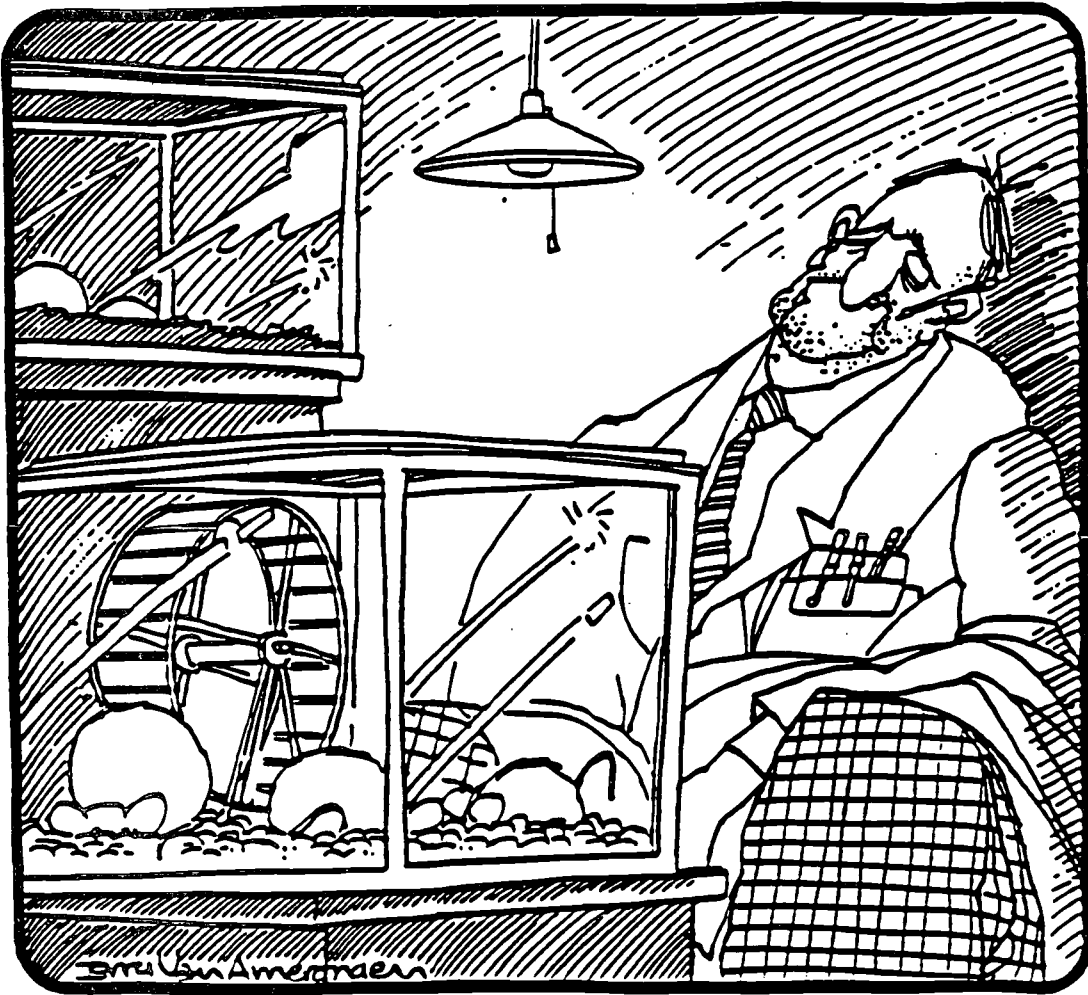
Watching mice sleep represents an
entry-level job for lab technician
Bobby Wenzel.

"Any possibility of plea-bargaining my D-minus to a
C-plus."

"I've been contemplating a career change."

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March 11, 1996

To: Transition Coordinators/Trainers

From: Eileen Dagen

Re: Training Process

After thinking about and reviewing our "Trainer of Trainers" it occurred to me that we did not include the written process of <u>Strategic Planning</u> in the guide. Participants in the workshop or those with just a guide may not understand that self-advocacy/self-determination training for the student is an outcome of our study. If they attend the workshop, they will do better with written information to follow. Therefore I am including the basics from SMOOTH to include as a handout in your workshops or if you are just giving the manual to districts include the handout in the pocket.

I think I have included everything else that we decided upon. Good Luck.

Strategic Planning

Conducts a Values Audit

Define a Vision

Conduct a Gap Analysis

Teacher &
Student

Develop Annual Goals and
   Objectives

Develop an Implementation
   Plan

Implement the Plan

Monitor Outcomes

IEP Team
Including the
Student

STRATEGIC PLANNING

CONDUCT A VALUES AUDIT

- PARENT INTERVIEW

- STUDENT INTERVIEW

- ASSESSMENTS

STRATEGIC PLANNING

DEFINE A VISION

- WHAT DOES THE STUDENT INTEND TO DO?

- WHERE IS THE STUDENT CURRENTLY FUNCTIONING?

- HOW DOES THE STUDENT INTEND TO ACCOMPLISH HIS GOAL?

STRATEGIC PLANNING

CONDUCT A GAP ANALYSIS

- THE DIFFERENCE BETWEEN THE CLEP AND VISION.

- IDENTIFY BARRIERS AND OPPORTUNITIES.

- IDENTIFY STRATEGIES TO ELIMINATE/REDUCE BARRIERS AND INCREASE OPPORTUNITIES.

STRATEGIC PLANNING

DEVELOP ANNUAL GOALS & OBJECTIVES

- IDENTIFY ANNUAL GOALS AND SHORT TERM OBJECTIVES

- IDENTIFY ACCOMMODATIONS AND MODIFICATIONS

- IDENTIFY RESOURCES, PROGRAMS, SERVICES OR SUPPORTS NEEDED TO ACHIEVE THE VISION.

STRATEGIC PLANNING

DEVELOP AN IMPLEMENTATION PLAN

- SPECIFY NEEDED TRANSITION SERVICES

- DETERMINE AND SPECIFY RESPONSIBILITIES

- DETERMINE INITIATION DATE

STRATEGIC PLANNING

IMPLEMENT THE PLAN

- DETERMINE SPECIFIC EXPERIENCES AND COURSES

- PROVIDE SKILLS, KNOWLEDGE, EXPERIENCES AND COURSES

STRATEGIC PLANNING

MONITOR OUTCOMES

- DETERMINE IF GOALS & OBJECTIVES HAVE BEEN ACHIEVED

- DETERMINE IF OUTCOME VISION IS APPROPRIATE

- REPEAT THE STEPS FOR STRATEGIC PLANNING

TRANSITION

Educators' Manual
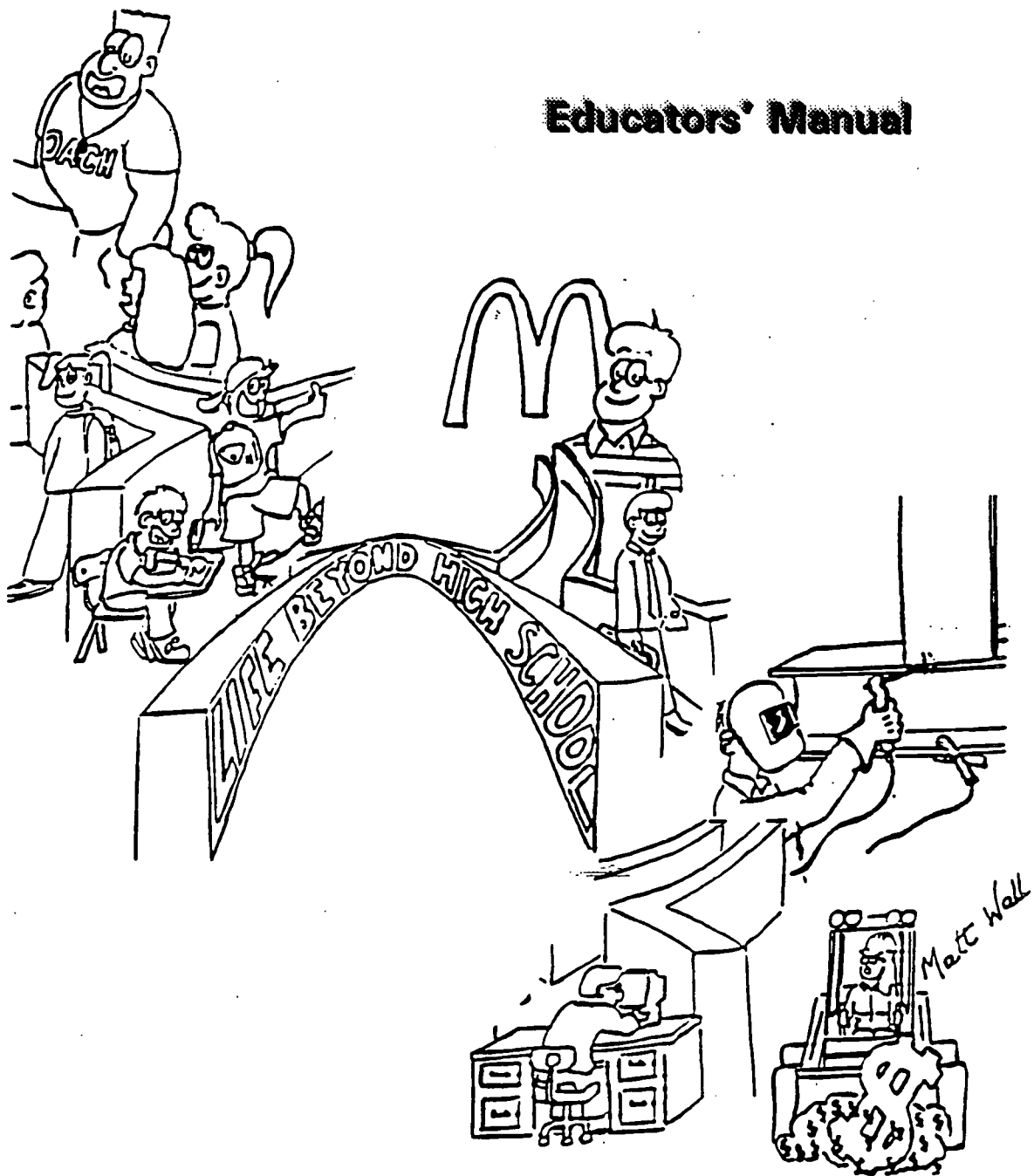
Guiding Practice to Improve Student Outcomes

INTRODUCTION

INTRODUCTION

Transition: Guiding Practice To Improve Student Success
A Statewide Multi-CESA Study

CESAs statewide have been involved in a DPI funded study to determine the career development needs of people with disabilities from their perspective. The goal of the project is to improve future outcomes by assisting staff and schools in planning, implementing and evaluating career education programs. The objectives include:

a) conducting a statewide follow-up study with exited students, their parents, employers and community agencies

b) developing a teacher guide for planning and intervention based upon the six components of the IDEA transition requirements

c) disseminating the guide statewide through workshops

During the first year of the project (1993-94), each participating CESA interviewed 10 individuals with disabilities who had been out of school for 4 to 10 years. These individuals were considered learning disabled, emotionally disturbed or cognitively disabled in the school setting. At the same time the University of Wisconsin-Madison undertook a national study of individuals with disabilities that focused on career development opportunities and the effect on future careers. The university partners, researchers in the field, focused on specific disabilities such as people with cerebral palsy, visual impairments, individuals who were deaf and hard of hearing as well as those with other disabilities. Each partner interviewed 10 people located in different parts of the country. The university provided training in ethnographic interviewing which was the format for both projects. A protocol was developed for the interview process so that all of the subjects were asked the same questions.

These questions elicited the following information from employed participants: current job including responsibilities, relationships, job history, future plans, financial information and disability related information. Unemployed participants were asked questions concerning: current employment situations including major reasons for unemployment, barriers, methods used in looking for work, relationships with community agencies, and their educational situation for those in post-secondary programs. All participants were also asked general background information about their family, expectations of the family, peer interactions and friends, current living situations, and school experiences.

The interviews were recorded on tape and transcribed by a third party. The transcriptions ranged from five single spaced pages to 48 double spaced pages. Each CESA interviewer reviewed the ten interviews and determined common themes which they then incorporated into a summary. They met then as a large group (11) to determine titles which allowed them to group the themes. In addition interviews were selected at random and coded using these titles to determine if additional items needed to be included or if there was information included not actually addressed in the interviews.

PRIORITY AREA

This project has been developed in response to Priority C: Promote and Enhance Transition Activities, a priority of the Wisconsin State Plan to Serve Handicapped Children.

This priority addresses the need to develop and deliver comprehensive transition services for students with disabilities. This is one of the most complex requirements of IDEA and its newly promulgated rules.

STATEMENT OF NEEDS

In order for students with disabilities to make realistic career choices, express their preferences and be prepared for post-secondary education, adult living and employment as required in the transition legislation, they need to have been included in relevant career development education.

The vision for the transition of students with disabilities is that they will exit secondary education to live, work, recreate, and pursue lifelong education and training in the community alongside their non-disabled peers.

The IEP Committee must develop a coordinated set of activities for transition services which take into account the student's preferences and interests. In order for students with disabilities to be prepared for employment in a job, postsecondary education or training, and achieve a level of independent community living, their preferences, knowledges, skills and abilities need to be taken into account.

Students with disabilities need to have been included in relevant developmental career education. District policies must reflect this requirement.

Transition services the IEP committee designs must include "needed activities in six areas of transition including:
- instruction,
- community experiences,
- development of employment objectives,
- development of other post-school adult living objectives,
- acquisition of daily living skills, (if appropriate)
- functional vocational evaluation, (if appropriate)."

Current statistics and previous attempts to respond to transition issues indicate that new programs and services must be implemented to meet the needs of individuals with disabilities.

Follow-up studies and case studies reveal several emerging themes which depict the unsuccessful experiences of disabled youth upon leaving school (Lichtenstein, 1993). Common characteristics of these experiences include: lack of involvement in formal vocational assessment, their own individualized education programs, and adult services. Their personal stories reveal a serious shortfall in their secondary special education programming and in the overall transition planning process.

Chronicles of these personal experiences as well as research findings which consistently suggest that young adults at greatest risk of lifelong economic and social harm are those with disabilities who also dropped out of high school. These young people are more seriously at risk because of their history of inadequate educational attainment, their chronic dependence on society, and their uncertain future in the job market (Edgar, Levine, & Maddox, 1985; Haring & Lovett, 1990; Hasazi, Gordon & Roe, 1985).

How do we respond to the career development needs of students with disabilities in elementary schools? The events of the past several decades are important to professionals involved in education for career development and transition. These events established a conceptual readiness that has been influential in the movement from the focus and language of "career education" and "career development" to the current focus and language of "transition." The readiness of the field in 1984 was obvious when the Office of Special Education and Rehabilitative Services' position statement on transition (Will, 1984) provided a very specific implementation proposal that resulted in an array of federal initiatives funding implementation of transition programming.

Professional organizations and individuals responded with many publications on transition programming, including special issues of journals (Clark & Knowlton, 1987; Stodden, 1986), monographs (Brolin, 1983, 1989; Chadsey-Rusch, 1987; Iannccne & Stodden, 1987), and books (Berkell & Brown, 1989; Clark & Kolstoe, 1990; Gaylord-Ross, 1988; Rusch, 1986; Wehman, 1981). In addition, follow-up studies of this period underscored the relationship between recently evaluated student and program outcomes related to career development and transition programs of the past. Most recently, IDEA provided a new definition of transition services. It also required that students' IEPs include a statement of needed transition services for students beginning at age 14. These events pose new challenges for school planning.

In order to understand the current problems and issues associated with transition, it is helpful to consider the historical perspective. The transition movement of the 1980's was preceded by two similar movements: 1) the career education movement of the 1970's; and, 2) the work/study movement in the 1960's.

PLAN OF OPERATION

Goal:
The goal of this project is to improve student outcomes by planning, implementing and evaluating career education programs. This will be accomplished through a coordinated statewide effort which includes the following objectives:

Objectives:
1) To conduct a statewide follow-up study with exited students, their parents, employers and adult service providers.

2) Based upon the study respondents information, develop a teacher guide for planning and intervention which is based upon the six required services in the IDEA transition requirements.

3) Disseminate the guide statewide through train the trainer workshops.

This project has been planned collaboratively by representatives of all twelve CESA's. The follow-up study and product dissemination will be conducted on a statewide basis and requires a three year implementation.

Strategies and Timelines:

1993-94	1)	Conduct follow-up/follow-along study of students and post school (exit), parents, employers, and adult service providers.
	2)	Research effective transition programs which address the six areas of transition outlined in IDEA.
	3)	Review literature on effective transition models including policy issues, instructional strategies and curriculum.
1994-95	1)	Compile, categorize and analyze follow-up/follow-along information. Use as basis for teacher transition guide.
	2)	Incorporate research on effective transition models into the guide.
	3)	Write guide and training manual.
1995-96	1)	Develop evaluation instrument to accompany training guide.
	2)	Provide trainer of trainer workshops through the CESA 's and disseminate the transition guide statewide.

Outcomes:

1) Students with disabilities electing the option of employment upon school exit will be prepared for employment by the school and will be employed in a job appropriate to their preferences, knowledge, skills and abilities through cooperative services from vocational rehabilitation agencies, human service agencies, job service, private industry councils and employers.

2) Based upon their knowledge, skills, abilities and preferences, students with disabilities may choose to be enrolled in post-secondary education or training upon exiting school and will successfully complete the program through cooperative services from: secondary schools; vocational, technical, and adult education colleges; institutes of higher education; vocational rehabilitation agencies; human service agencies; and Job Training Partnership Act (JTPA) services.

3) Students with disabilities will achieve a level of independent community living commensurate with their preferences, knowledge, skills, and abilities upon exiting secondary education through cooperative services from the school vocation rehabilitation agencies, human service agencies, community organizations, and natural support systems.

An evaluation will be conducted by project staff during each year. Evaluation of the impact of transition information will be completed after dissemination of the guide.

RELEVANT RESEARCH

Research reveals the unsuccessful experiences of disabled youth upon leaving school (Lichtenstein, 1993). Demographic data and their personal stories reveal a serious shortfall in their special education programming and in the overall transition planning process.

Statistics indicate that:

⊛ Fewer than 50% of high school seniors read at a level necessary to carry out moderately complex tasks.
⊛ Only 3% of high school students are enrolled in formal combined school/work programs.
⊛ JTPA trains only 5% of eligible low income youth.
⊛ 80% of high school seniors have inadequate writing skills.
⊛ Second Chance trains less than 10% of needy youth.
⊛ Only 23% of males and 11% of females (ages 16-64) have full time jobs.

(Iowa Follow-up Study, 1988-90; Harris Report, and SRI National Transition Study, 1986)

Like old wine in new bottles, transition issues have been addressed with varying levels of success by each new approach that has emerged to attack the old issues. Yet after 30 years of programs that have been designed to prepare young people with disabilities for adult roles in their communities, we still have a long way to go. In the area of curriculum and instruction, we are still deficient in what we teach, how we teach, and where we teach. Curriculum content still tends to focus too much on remedial academics and not enough on functional skills. Instructional designs often ignore the issues of maintenance and generalization without which we have no reason to believe that the skills being taught in the classroom will be used in the community settings where they are relevant. The location of instruction is frequently in the school-based classroom, even though a community-based setting would often be more appropriate (Halpern, 1992). Current statistics and previous attempts to respond to transition issues indicate that new programs and services must be implemented to meet the needs of individuals with disabilities.

ITEMS FUNDED BY THIS GRANT

The project implementation will require a .5 FTE transition specialist and .05 FTE RSN Coordinator. In addition, each participating CESA will assign personnel to carry out statewide follow-up study and assist in development and dissemination of the transition guide in year two and three respectively.

BASIC INFORMATION

Demographic data was submitted from each CESA that included information on at least 2 of the participants interviewed. There was a total of 34 demographic questionnaires completed yielding the following information.

Almost all of the young people were raised in traditional homes with a mother and a father. A few (2) had a stepmother or father, but families consisted of 2 parents and usually other siblings. Occupations varied but those living near a metropolitan area had parents involved in professional occupations such as physician, lawyer, sales, police officer, while those parents in rural areas were farmers, fishermen, loggers, factory workers, health care providers and such. Twelve of the mothers were housewives.

Male Occupations	Female Occupations
Accountant	Accountant
Assembler	Business Manager
Auto Body Repair	Cobbler
Car Dealer	Fisherman
Carpenter	Health Care Aide
Company President	Housekeeper
Disabled	Housewife
Factory Foreman	Maid
Farmer	Music Teacher
Firefighter	Part Time Worker
Fisherman	Receptionist
Janitor	Sales
Lawyer	
Logger	
Maintenance	
Nursery Worker	
Physician	
Police Officer	
Railroad	
Retired	
Roofer	
Sales	
Truck Driver	
Welder	

AREA OF DISABILITY

Many did not have a clear understanding of what a learning disability was. The information provided indicated that the respondents ranged from very low functioning to those with a slight disability. They made statements such as "lazy eye caused me to be unable to read", "It takes me longer to read.", "Can't do too much, can't drive or talk to others,

"My disability was my attitude."

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can't read or write." "No education, no job, no career, no independence, no self esteem.", "low reading, so no job advancement or acceptance by others."

Other terms respondents used in discussing their area of disability were: motor skills, slow learner, reading problem, lazy eye and mild language difficulty.

POST SECONDARY INFORMATION
The student who went to college attended for only one year. Those who attended or were attending tech schools were in programs for 1 or 2 years, and received a diploma or associate degree. If they had quit it was often due to a lack of child care.

MAIN TYPE OF ASSISTANCE ACCESSED
Of the 34 respondents, 18% felt that agencies were not helpful because they didn't qualify or the agency wouldn't give them money and only sent job information. In one case a young adult was funded and completed a two year technical program at a technical school in a trade that he was then unable to do on a full time basis. The individual had a chronic back injury due to an accident at the age of 13 and was unable to stand for long periods of time while the job was dependent on this ability.

"DVR trained me to do a job that I couldn't do."

Community agencies mentioned were Division of Vocational Rehabilitation, United Cerebral Palsy, Social Security Administration, Community Employment, Private Industry Council, Job Training Partnership Act, Health Service, The Tribe, New Horizons, Wausau Works and Curative Workshop.

JOB INFORMATION
Job information did not include summer work while in high school. Every participant had held a job at some point, however at the time of these interviews, not all of the participants were employed. It is important to note that those who stated that they had 1, 2 or 3 jobs didn't mean that they stayed with their company but that they gave up or left. They didn't seek other employment based on their experiences. Many in this group no longer worked due to child care issues, difficulty in securing a job, or frustration in getting a job.

Many reasons were given for leaving a job. A sampling of them follow:

- only part time
- seasonal
- company went out of business
- not enough money
- found job closer to home
- resigned
- moved

- personality conflict with manager
- pregnant
- not enough hours
- let go
- fired
- job ended
- degrading (waitress)

- family problems
- lost driver's license
- too hard
- started SSI and didn't qualify for job
- didn't like the job
- not given a chance

Some of the reasons given for leaving a job were similar to any group of young adults today. It was very evident that some respondents would never do well without some type of intervention. This assumption is based on the fact that so many of them had left or lost their jobs due to personality conflicts or other personal issues. Several of the respondents to this questionnaire did not complete the section on job information.

RECREATIONAL ACTIVITIES
Recreational activities were very similar to those of any group in the population. They included:

- going out to lunch
- dinner
- watching TV
- swimming
- bowling
- walking
- reading

- woodworking
- games
- bicycling
- listening to music
- crafts
- meeting friends

Walking was mentioned a great deal particularly by female respondents.

SUMMARY
Demographic information submitted by a third of the young people involved in this study indicated that they lived in situations similar to other young people today. They were raised in traditional settings with two parents and siblings. Their families valued work and participated in a variety of occupations. It does appear that the range of opportunities may be related to geographic settings.

Participants know how to access agencies but need more than job leads, based on the number of jobs and the reasons they stated for leaving. A need for training in job keeping skills is also indicated. While this training should be offered no later than high school, it should also be offered by the technical schools since these young people do access technical programs. Once they have had some experience in the job market they may be more accepting of the need for assistance. Young people must be able to define and acknowledge their areas of disability in order to access the type of assistance and modifications needed for successful employment opportunities.

"The program didn't try to improve my skills but told me to work around them. I would rather have had remedial classes to improve so I wouldn't need services."

Although a third of the participants in the study completed the demographic questionnaire, there was no criteria as to who should provide information. These might have been given to higher functioning individuals, although several were obviously filled out by the interviewer. The demographic questionaire may have been given mainly to those with jobs and thereby those who were more independent. Approximately one half of the 90 adults interviewed were not employed. This would account for the fact that there are some discrepancies between answers on the demographic questionnaires and the overall common themes in the study. Regardless, the information serves to broaden our understanding of the issues and needs of young people with disabilities as they transition to community life.

COMMON THEMES

One of the goals of the study was to identify common themes evident throughout the 90 interviews. This information is included under the following headings.

SELF-PERCEPTION

SCHOOL EXPERIENCES

RECREATION

FINANCIAL

EMPLOYMENT

Self-perception

- Some said that being labeled in school influenced their self-perception in a negative way.

- Others said if they were supported and told that they could pass they did, but if told you can't pass they didn't.

- Young people who expressed a desire to succeed appeared to be setting goals and achieving more than others.

- Most of those interviewed who had a learning disability did not like the term disability and said they had a reading or math problem.

- Those who as students were considered emotionally disturbed knew they have a disability, but many considered behaviorally disordered did not identify themselves as having a disability.

- If those interviewed had been involved with sports and clubs in high school they did not experience low self-esteem.

- Almost all indicated there was less teasing and fewer problems away from or once they were out of school.

- Young people in rural areas felt isolated if they had not developed a network in high school. Those who were cognitively disabled had more networks.

- Those who accessed the armed services had good self-perceptions and more self confidence, but some were told that they couldn't advance.

- Some young people with disabilities expressed fear of failure as well as fear of success.

School Experiences

- Most of those interviewed expressed a positive attitude toward school.

- Almost all saw little relationship between school success and post high school success.

- Programs where they could see real life correlation assisted them in being successful.

- Learning disabled students stated that all academics were difficult (reading and math), yet they wished they had accessed more classes.

- They knew that reading and math were related to good jobs and said that they needed to have more in school including spelling.

- Some said that not being able to be in a specific class made them feel as if they were cheated. They wanted to try specific courses that might have helped them later.

- They also indicated a need for skills in money management.

- Although young people said that academics were difficult, but they had a more positive attitude toward vocational classes.

- Young people said that teachers didn't understand disabilities although "special education and vocational teachers helped a lot."

- Those interviewed said that they did not receive much help, but they also stated that they did not access services.

- There was a correlation between family support and success.

- Guidance assistance was missing - "no one dealt with the future". They said they were excluded from career counseling because they were not in the college preparatory track.(Teacher education programs for Special education teachers do not include career counseling)

Recreation

- There were limited activities in small communities.
- Cognitively disabled people participated in activities with family and there were some organized activities available for this group.
- In general, the majority of those cognitively disabled had few friends.
- Those involved in elementary, middle school or high school activities continued these friendships throughout school and after.
- Those who had friends among "regular" students in high school continued these relationships.
- Some friendships evolved from work.

Financial

■ The large majority of those interviewed were presently of low-middle socio-economic status.

■ Employed individuals felt that their incomes were adequate.

■ Cognitively disabled people needed SSI as a source of income.

■ Young people were aware of the need for benefits and aware of the need to utilize whatever services were available through community systems.

■ Five incarcerated participants believed that money was unavailable by regular means so they were justified in getting funds in other ways.

■ People were resigned to the money that they presently received and did not investigate or seem to understand that there are ways to increase income.

■ Only 13 of the 90 received benefits, but the majority were aware of the need for benefits.

■ 10 of the 90 were beyond entry level positions and said they were on track to reach their goal.

Employment

- The majority of those interviewed were unemployed, underemployed or working part-time.

- Of the 90 interviews 14 had been or were presently attending technical schools.

- Friends, and the Division for Vocational Rehabilitation facilitated linkages for those who were learning disabled or emotionally disturbed.

- Parents facilitated employment for those who were cognitively disabled.

- Most interviewed said that had little choice in the type of jobs that they were doing, but took what was offered.

- They had no plans to advance or change jobs even when dissatisfied with the current situation.

- Minimal accommodations were made for individuals on the job, although most did not self-identify as disabled so the employer may not have been aware that accommodations were needed.

- Employers allowed cognitively disabled students to move to a new situation rather than provide training in the problem area.

- Many young people who were cognitively disabled believed that their disability was an employment deterrent, limiting promotion particularly in the manufacturing area.

- Transportation was not mentioned as an issue for those who were employed.

- Learning disabled and emotionally disabled students who were unemployed generally had no driver's license and no means of transportation.

- In rural areas few training opportunities so young people employed in entry level farm or factory positions.

- Supported employment opportunities resulted in maintenance of employment and accommodations for those with disabilities.

A random sample of 34 interviews reviewing the type of guidance provided, yielded the following information in answer to the questions: "Who helped you with career counseling"? "How did you learn about jobs"? "How did you get your first job"? " Those who helped me learn about careers and were helpful in getting a job or accessing post secondary education were"

High School counselor	3
College counselor	4
Agency personnel	8
CESA personnel	8
Regular/Vocational class teachers	10
Special education teacher	12
No one helped	17

Their answers included statements such as:
- Shop class really helped me get into a career.
- The world of work program.
- Special education teachers were by my side all the way through school.
- Guidance counselor, he was very good.
- My child development class and career class helped me.
- No help. I learned on my own.
- He (band teacher) put me in the direction of college.
- School didn't contribute to my career or job development.
- No one was there to help me. No one was there to put me on track until I got with you.
- Shop teacher helped interest me in welding. My school counselor did not help me.
- It was not until I worked with you that I got help.
- We should fill out resumes and stuff in high school. Nowadays they don't seem to do that.
- After high school it was the end of the program. Someone should check on how people are doing after high school.

Those interviewed were also asked what they thought counselors expected of them in school. They frequently answered "to be good in class".

One of the major conclusions drawn from the interviews was that these young people had little or no self-advocacy skills. They were unable to make linkages if these were not in place at the time that they exited high school. Vocational classes and training both in high school and post-secondary situations were discussed as meaningful and important. However present job situations were often unrelated to the training. Families were also critical to the success of the student and yet they were often unwilling, unable, or unprepared to assist the students.

In addition to the interviews with the exited students, surveys were sent to community agencies, employers, and parents. The information was important in order to understand whether the present system of preparing people with disabilities for the future is adequate. The following are some responses from these groups.

Community Agencies:

Agency personnel stated that they serve anywhere from 3 to 150 high school students with a few saying that they served several hundred. The majority of the referrals come from the teacher. Presently the largest number of students served are 17-18 years of age. Barriers to service include time, unfamiliarity with the transition process, teachers not knowing the services the agency provides, a need for more diagnostic information, waiting lists, lack of funds, lack of communication, people unwilling to coordinate or provide leadership, and parents who are unclear about the process or benefits of accessing services. Agencies also had varying levels of understanding of IDEA (Individuals With Disabilities Education Act) and thought that the schools should be doing more for students with disabilities.

Employers:

116 employers responded to the survey with 106 of them stating that they had employed people with disabilities. The majority were willing to provide work experience opportunities for students who were adequately prepared. 100 stated that they had never attended a workshop given for business people to inform them of the advantages of hiring people with disabilities, but 74 said that they would attend if invited.

Employers responded that they would like to see the following services provided by the schools or community for people with disabilities as they enter the job market: Job coaching, transportation options, more focus on basic skills and social skills, increase confidence, knowledge of disabling condition, realistic evaluation on site, better assessment before placement in job site, hands on training, responsibility and accountability, realistic counseling regarding jobs, relevant job training. Job coaches and proper training was listed most often by employers as a need.

Parents:

Parents returned 87 surveys stating the jobs that their son or daughter were or had been involved in. With few exceptions they were low paying entry level positions. This is not surprising as the students were out of high school 4-10 years and some were in post-secondary education. When asked what could have been done in school to further assist your child secure employment the following responses were given: training in an area of interest, a decent wage so they could be financially independent, a clearer understanding that they had a disability and what this meant, training about the job market, more schooling and the assistance of the counselor, more honesty.

In answer to what type of community service would have been helpful, they listed: better coordination of agencies, training in independent living skills, knowledge of what to expect in the workforce, more agencies, job training, linkages to schooling, and internships.

Students With Emotional/Behavioral Disorders

In reviewing the interviews of students who were labeled emotionally disturbed during their school experiences, there appeared to be <u>one</u> major factor that stood out. Several of the students were employed, had been employed for some time and were leading "traditional" lives. Their answers were no different from any other students surveyed. There was a group however that were not "successful". They were unemployed, had been in many different employment situations, and some were incarcerated. In all of these cases, **they identified their problems as someone else's fault.** Even when they addressed problems in their lives, they seemed unable or unwilling to change the factors that were causing these problems.

In addition, there were <u>80 students</u> with emotional or behavior disorders that answered the <u>follow-along survey.</u> The answers that they gave to several questions are important for teachers in order to address these issues within the school program. **These students were asked if they had questions or concerns regarding future plans.** Of the 80 students **57 did not respond or responded no.** Lack of planning, or setting goals can be a major issue in the success of these young people. Those who had questions or concerns asked the following:

> Can I be a pilot? flight attendant?
> How do I go to college to be a music therapist?
> Can I afford tuition?
> Can I go to college?
> Where can I get information on job training?
> Does training horses bring in money?
> I need to learn to memorize so that I can be an actress.
> How am I going to live on my own and support a family?
> Will I make it.?
> How can I get a job?
> How can I learn about becoming an electrician?
> Can I go to diesel mechanic school?
> How do I become a musician?
> Can I go to a tech school?

Students were asked **who was helping them to plan their future**. We were unable to determine who was providing assistance as most of them named people by name rather than job responsibility. Of the 80 students **9 identified the counselor, 27 said nobody and the balance identified someone by name or said "teacher".** In some cases it was apparent that this was the special education teacher.

In summary, schools as well as community agencies must make changes in the ways that they prepare young people for the future. The American With Disabilities Act (ADA), the transition mandates in IDEA, statewide interagency agreements and the move to rethink service delivery in schools will help. The individuals and their families must know their rights <u>and responsibilities</u> and take an active role in the planning for their future.

Future Needs as Identified by ED Students

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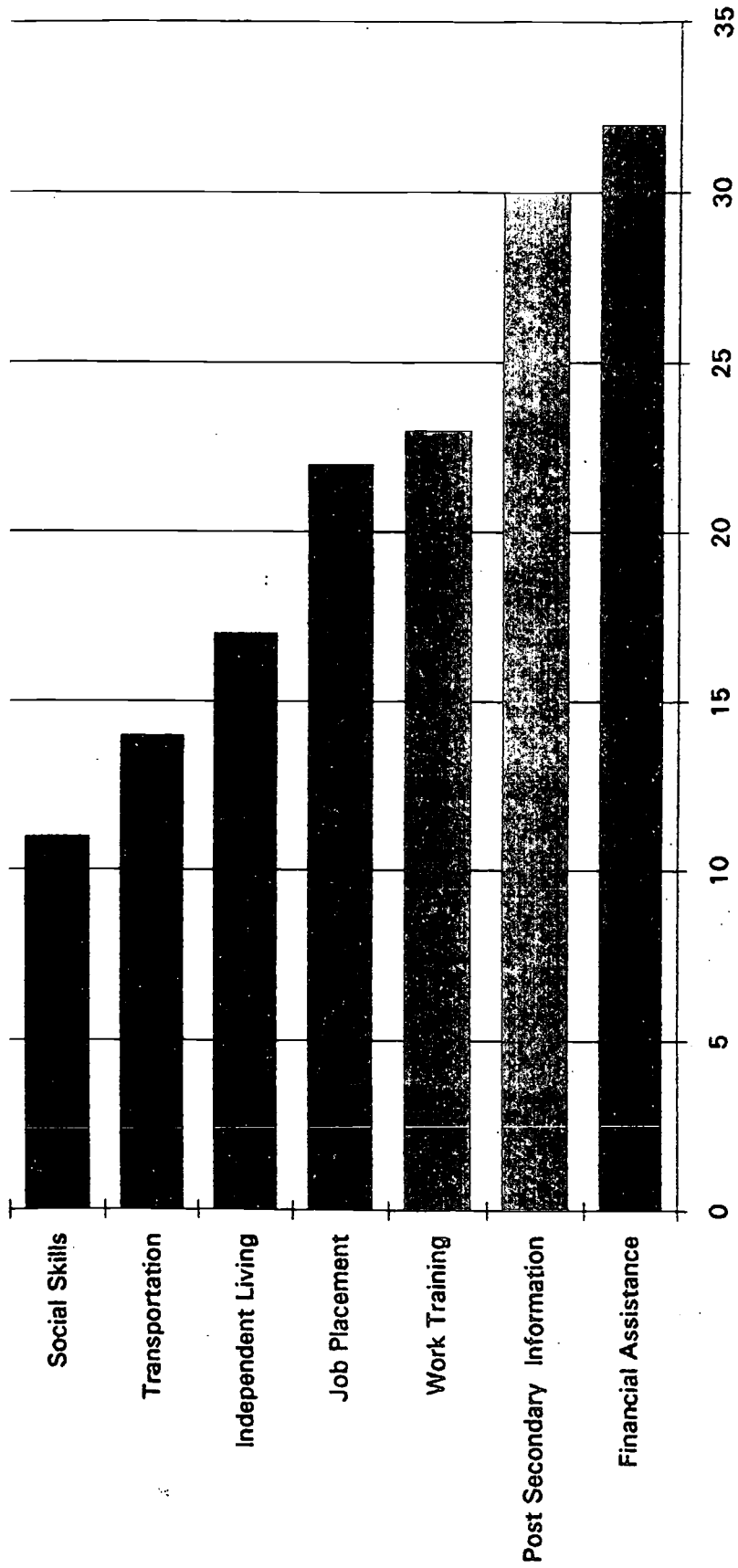
College, No; Training, Yes

A Guide for High School Graduates
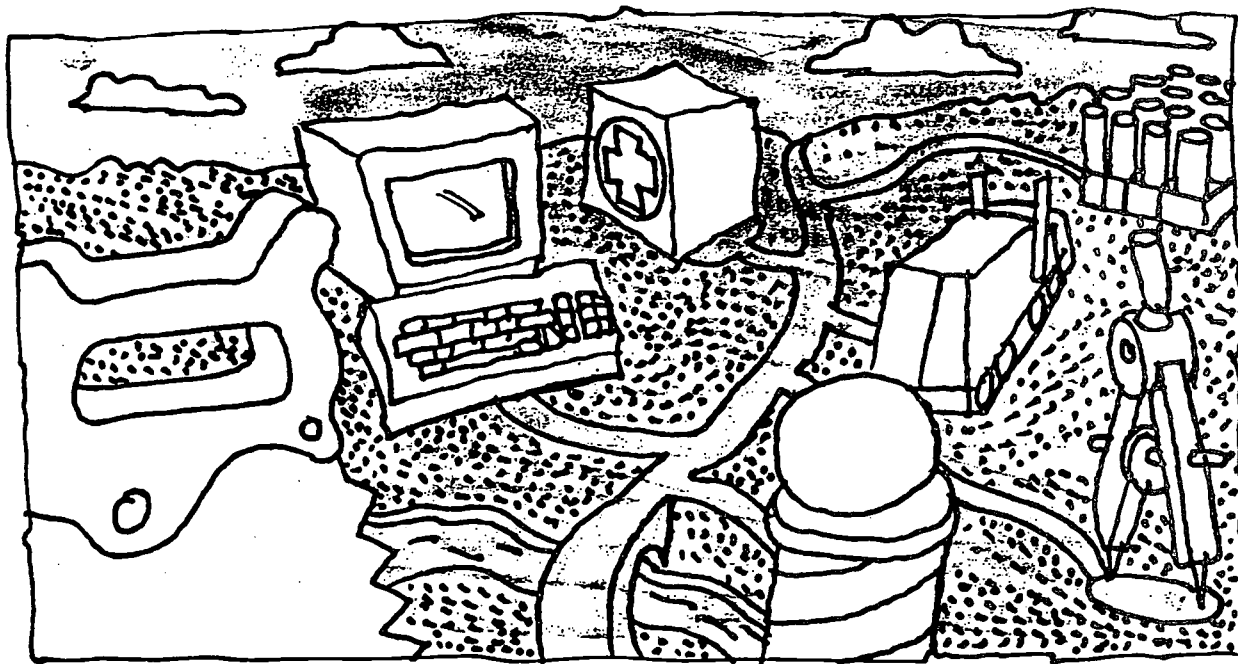
by Rachel Moskowitz

High school diploma in hand, you want a good paying job without going to college. What are your choices? You could go right to work in an occupation that does not require any training. Or you could take some additional training either from an employer or at a school. What's the difference? More than $150 a week, on average. That's how much more

money high school graduates make when they have jobs that require training compared to when they have jobs that don't. (See chart.) Training that takes less time and costs less than 4 years of college can prepare you for a better paying. more highly skilled job with advancement opportunities.

Most jobs require some form of qualifying training, which provides the skills and knowledge people need to begin working. In 1991. more than 21 million employed high school graduates. or 46 percent of the total. said they needed

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specific training to obtain their current job, according to the Current Population Survey for January of that year. They got this training in many different ways, such as the following:
- Postsecondary school courses
- Formal and informal on-the-job training, including the Armed Forces
- Other sources of training, such as informal training from a friend or relative.

Often, the different kinds of training are associated with specific occupations.

Postsecondary School Courses

Several different kinds of schools offer training to prepare high school graduates

for specific occupations. These include postsecondary vocational programs. junior or community colleges, and technical institutes. See the accompanying box, "What To Look for in a Vocational or Technical Program." for some pointers on choosing a program that's right for you.

Postsecondary vocational programs. These programs are designed to teach a specialized skill or trade in a relatively short period of time. They stress hands-on training. Programs are flexible, offering both day and evening classes, and range from several months to a couple of years. Good programs use modern, state-of-the-art equipment; employ qualified instructors who usually have related work experience; and provide job placement assistance. Postsecondary vocational programs do not award degrees or college credit upon completion.

The cost of attending a postsecondary vocational program varies widely, depending on the occupation, length of

the program, and type of institution. Private, for-profit institutions generally are more expensive than public institutions, which receive government assistance. Students at accredited private or public postsecondary vocational programs may qualify for Federal or State financial aid.

In 1991, hairdresser and cosmetologist, registered nurse, nursing aide, orderly, licensed practical nurse, bookkeeper, accounting clerk, and barber were among the occupations in which many workers said they needed posthigh school vocational training in order to qualify for their jobs.

Junior and community colleges and technical institutes. In addition to awarding associate degrees and offering courses that transfer with credit to other colleges and universities, junior and community colleges also offer a wide variety of technical and vocational training programs. Technical institutes award an associate degree or a certificate of completion to graduates of their programs, which range from 1 to 3 years in length. Similar to technical programs in junior and community colleges, technical institute programs are designed to teach students marketable skills.

Junior and community colleges offer a wide variety of technical programs, such as accounting, advertising, tourism, and zoology. Graduates are awarded a general degree, such as associate in applied science (AAS) or associate in occupational studies (AOS), or an occupation-specific degree, such as associate of science in business (ASB).

Technical institutes teach many of the same subjects as postsecondary voca-

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Median weekly earnings of full-time workers who are high school graduates and need qualifying training for their job compared with those who did not, 1991

	Training needed	No training needed
All workers	$491	322
Professional specialty	581	390
Precision production, craft, and repair	551	428
Transportation and material moving	540	365
Executive, administrative, and managerial	533	437
Technicians and related support	511	495
Machine operators, assemblers, and inspectors	502	311
Sales	497	280
Farming, forestry, and fishing	470	251
Service, except private household	465	250
Handlers, equipment cleaners, helpers, and laborers	398	311
Administrative support, including clerical	375	340

Weekly earnings

Formal company training includes supervised on-the-job instruction given during the workday.

tional programs. but training is more intense and advanced mathematics and science courses may be included in the curriculum. Graduates of technical institutes may be qualified for more responsible jobs than graduates of postsecondary vocational programs.

Technical institutes often have contacts in various fields that may lead to job opportunities for their graduates. Many businesses donate equipment and supplies and take a personal interest in students. who are prospective employees. Like some 4-year colleges, technical institutes may offer co-op programs that give students an opportunity for additional hands-on training and provide exposure to on-the-job situations that may not occur in a classroom setting. Co-op students alternate periods of work and study. Some students who successfully complete these programs are hired by the company upon graduation.

Junior and community colleges and technical institutes offer many advantages for some students. The schools generally practice a liberal admissions policy and offer day and evening classes. Convenient locations mean an easy commute to classes. which keeps living expenses down. Tuition is relatively inexpensive but can vary, depending on the length of the program and the type of equipment used. For example, programs in aircraft mechanics and maintenance and computer-aided drafting are likely to cost more than programs in accounting, and 2-year programs cost more than those that last only 1 year.

Among the occupations in which many workers said that junior college or technical institutes were important sources of training were registered nurse. licensed practical nurse, hairdresser and cosmetologist. real estate sales, computer programmer. drafter. and designer.

Correspondence courses. All types of schools offer correspondence courses. They allow people to study independently in their own homes. Subjects range from English and basic mathematics to electronics and automotive engine repair. Students take the courses through the mail or by means of specially designed computer software that links students to instructors. Using a computer. a telephone. and a modem. students "attend" lectures. take tests. and submit homework. Some schools offer such courses at off-campus sites where students have use of the necessary computers. videotapes. and two-way television broadcasts. Correspondence courses often use television to broadcast lectures. Students taking such courses also study print material and may communicate with instructors and other students by telephone.

Correspondence courses were an important source of training for insurance sales workers. electronic equipment repairers. industrial machinery repairers. electrical and electronic technicians, securities and financial services sales workers. and aircraft engine mechanics. according to the 1991 survey.

On-the-Job Training
Almost all employers provide new workers with some kind of training, even if it

is just a quick introduction to the office's equipment and procedures. In many cases, however, the training is more extensive, especially in the Armed Forces. Training that is given from time to time as the worker needs to learn a new task is called informal on-the-job training. Janitors and cleaners. fast-food cooks, stock clerks, and waiters and waitresses, to name a few, generally learn their jobs this way. Formal company training is much more structured.

Formal company training. Any structured classroom or on-the-job training held during the workday is formal company training. It is always paid for by the employer. It is often taught by a supervisor or a trainer the firm employs for just this purpose; in other cases, companies pay for courses held outside of work. Electricians, insurance sales workers, police officers and detectives, insurance adjusters, and securities and financial services sales workers were among those who said that formal company training was an important source of qualifying training for their positions in 1991.

One of the best known and most beneficial forms of formal company training is the apprenticeship. An apprentice is paid by the company and follows a specified course of on-the-job and classroom training. Often, the apprenticeship is managed by a union. By the end of the apprenticeship, which often lasts about 4 years, the worker reaches journey worker status. Apprenticeships are most common in the construction trades, such as carpenter, plumber, and electrician; but they are also offered to laboratory technicians. horse trainers, and a wide range of other occupations.

Competition for apprenticeships is often fierce. The availability of apprenticeships in any area depends on economic conditions, the willingness of employers to train employees as skilled craftworkers, and new technology.

What To Look for in a Vocational or Technical Program

When investigating postsecondary technical programs and schools, there are several things you'll want to look into:
• Accreditation
• State license
• Certification
• Tuition policy
• Job placement
• The campus and faculty.

Accreditation may be very important. Accreditation certifies that the school and its programs offer high quality training. Some employers, especially those in technical fields such as computers or electronics, will only hire graduates of accredited institutions. And only students enrolled in an accredited institution or program usually qualify for government financial aid.

Schools and programs are accredited by agencies recognized by the U.S. Department of Education. Accreditation may be awarded through a regional accrediting commission or through a national association such as the Commission on Recognition of Postsecondary Accreditation. Specialized programs, such as dietetics, interior design, and auto repair, are accredited by their professional tr organizations. A list of recognized accrediting agencies is available from the U Department of Education, Accreditation and State Liaison Division, Room 3036, 400 Maryland Ave. SW., Washington, DC 20202.

In order to operate, many States require that schools be licensed; to verify if a school is licensed, contact the Department of Education in your State.

If you are interested in a career that requires a State certificate to practice, such as real estate or cosmetology, verify that you will be prepared for the State examination upon graduation. Find out the proportion of students who pass the examination. You also should inquire about the student dropout rate and instructor turnover. A high dropout rate may mean student dissatisfaction and inadequate education, and high instructor turnover may signify problems within the school's programs and administration.

Make sure the school's tuition and refund policy are in writing. Find out if tuition is refundable, in full or in part, if an unexpected emergency occurs or if your career plans change.

Find out about the job placement services provided. Quality schools generally offer these services, which can be helpful in finding your first job. A competent and successful job placement service will help you write your resume, strengthen your interview skills, and host employer visits and interviews. Ask what proportion of students find a job upon graduation—a high placement rate is a good sign.

Before applying to a school, you should also tour the school and attend some classes. Talk to students already enrolled and meet the teachers and instructors.
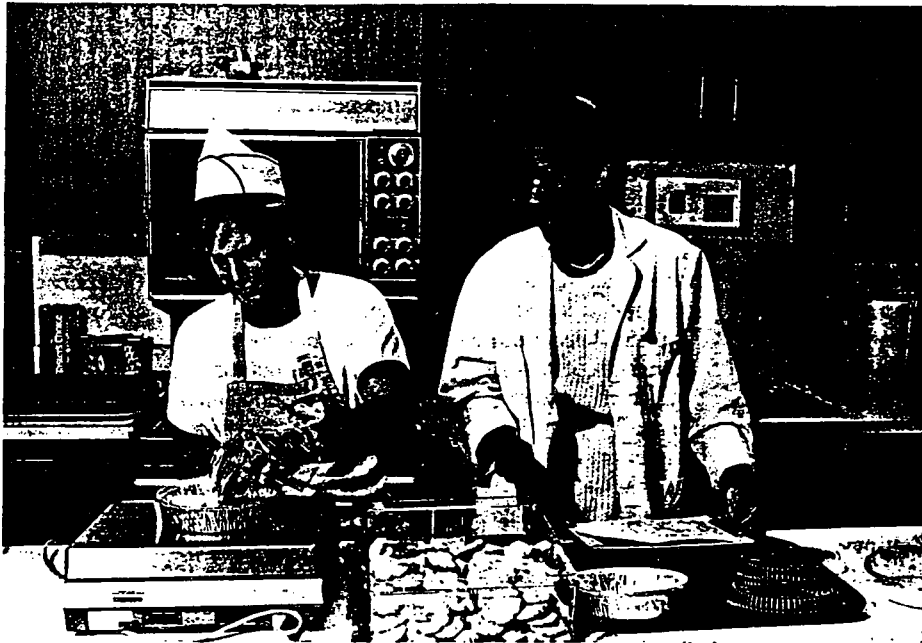
Junior and community colleges and technical institutes offer hands-on training opportunities for students.

Paid apprenticeships of varying lengths are most common in the construction trades.

At least one employer provides formal training for everyone it hires: The Armed Forces. The first responsibility of military personnel is to defend the United States. But since the defense of our Nation is so encompassing, there are a wide variety of jobs available. All branches of the uniformed services— Army, Navy, Air Force, and Coast Guard—offer education and career training.

All new members of the Armed Forces receive basic training to prepare them for military life. Most then go on to advanced training for specific occupations. Although many of these occupations, such as infantryman, exist only in the military, most have a civilian counterpart, such as electronics specialist or pilot. The job training may also count toward academic credit in a civilian college. Occupations for which Armed Forces training is important, according to the 1991 survey, include electrician,

police officer and detective, aircraft engine mechanic, electrical and electronic engineer, airplane pilot and navigator, electronic repairer, telephone installer and repairer, and data processing equipment repairer.

Other Sources of Training

Besides receiving training from schools and employers, people learn job skills in many other ways, such as from friends and relatives. Private lessons can also be important, as is the case with musicians. Other sources of training include conventions, seminars, conferences, trade shows, and workshops—often sponsored by various associations, societies, or unions.

One or another of these sources of training is important in a great variety of occupations, such as actor, athlete, barber, bookkeeper and accounting clerk, camera instrument repairer, computer science teacher, farmer, hairdresser and

cosmetologist, heavy truckdriver, patternmaker, real estate sales worker, and secretary.

For More Information

More information about training is available in other Bureau of Labor Statistics publications. Training requirements for 250 civilian occupations, job opportunities in the Armed Forces, and "Sources of Information on Career Preparation and Training" are discussed in the 1994-95 *Occupational Outlook Handbook,* Bulletin 2450. *How Workers Get Their Training: A 1991 Update,* Bulletin 2407, is a detailed report on the 1991 survey of qualifying and skill improvement training; the report is summarized in "Job Training: Who Needs It and Where They Get It," in the Winter 1992-93 *Occupational Outlook Quarterly.* "Apprenticeship," in the Winter 1991-92 *Occupational Outlook Quarterly,* discusses that type of training in detail. For information on college graduate earnings, see "Job Market Profile of College Graduates in 1992: A Focus on Earnings and Jobs," in the Summer 1994 *Occupational Outlook Quarterly.* **OOQ**

OVERVIEW OF TRANSITION

OVERVIEW OF TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

ANN KELLOGG, TRANSITION PROGRAM CONSULTANT, WI DPI

WISCONSIN'S PHILOSOPHY OF TRANSITION

The Department of Public Instruction's vision for the transition of students with disabilities is that they will exit secondary education to live, work, recreate, and pursue lifelong education and training in the community alongside their non-disabled peers. This vision of outcome oriented education embodies three principles of transition and is based upon transition service needs as evidenced in national longitudinal follow-up data of students with disabilities after they have exited secondary education:

1. Students with disabilities electing the option of employment upon. school exit will be prepared for employment by the school and will be employed in a job appropriate to their preferences, knowledges, skills and abilities through cooperative services from vocational rehabilitation agencies, human service agencies, job service, private industry councils and employers.

2. Students with disabilities so choosing and based on their knowledges, skills, abilities and preferences, will be enrolled in post-secondary education or training upon exiting school and will successfully complete the program through cooperative services from: secondary schools; vocational, technical and adult education colleges; institutes of higher education; vocational rehabilitation agencies; human service agencies; and Job Training Partnership Act (JTPA) services.

3. Students with disabilities will have a plan upon exiting secondary education to achieve a level of independent community living commensurate with their preferences, knowledges, skills, and abilities through cooperative services from the school, vocational rehabilitation agencies, human service agencies (long term support), community organizations, and natural support systems.

LEGALITIES

Transition planning for students with exceptional educational needs (EEN) has historically been conceptualized as a service needed only for students with cognitive disabilities or mental retardation. In fact, Iowa's recent follow-up study of mildly handicapped students found that students with learning disabilities, emotional disturbance and mild mental retardation are not involved in as much career counseling or transition planning as students with severe retardation and

physical handicaps. Federal law now mandates that this planning occur for students with **all disabilities at least by age 16 within the Individualized Education Program (IEP)** process.

The students with disabilities specified in Wisconsin's handicapped law (Subchapter V of Chapter 115, Wis. Stats.) and the Individuals with Disabilities Education Act (IDEA) are "any person under the age of 21 years ... with the following conditions ... (who) may require educational services to supplement or replace regular education:

1. Orthopedic impairment
2. Cognitive disability or other developmental disability,
3. Hearing handicap,
4. Visual handicap,
5. Speech or language handicap,
6. Emotional disturbance,
7. Other health impairment,
8. Learning disability,
9. Autism,
10. Traumatic brain injury."

The **Individuals with Disabilities Education Act (IDEA)**, formerly known as the Education of the Handicapped Act (EHA), took effect October 30, 1990. The IDEA transition legislation explicitly requires a process which includes multi-disciplinary and multi-agency responsibilities and coordinated instruction, community experiences, employment objectives and other post-school adult living objectives. Simply stated, this law requires a sharing of transition programming responsibilities among vocational education, employment specialists, post-secondary education, social service and mental health specialists, and special education. It is clearly not special education's sole responsibility.

Transition Definition

IDEA defines transition services as:

> a coordinated set of activities for a student, designed 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 U.S.C. 1401(a)(19))

Individualized Education Program (IEP) Transition Requirements

The most significant component of the transition legislation is the IEP requirement. How to develop IEPs which address transition needs is described in detail in another document. IDEA requires that IEPs include:

> 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 or linkages (or both) before the student leaves the school setting, ... 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. (20 U.S.C. 1401(a)(20))

In the administrative provision section of IDEA (20 U.S.C. 1409 (c)), Congress included multiple transitions under the rubric by requiring states,

> "where appropriate, ... to address the various transitions that a child with a disability may face throughout such child's years in school, including:

1. the transition from medical care to special education for those children with disabilities, including chronic health impairments, who may require individualized health-related services to enable such children to participate in or benefit from, special education;

2. the transition between residential placement and community-based special education services; and

3. the transition between a separate educational placement and the regular classroom setting."

IDEA Rules

Federal rules to implement IDEA were promulgated on September 29, 1992 and took effect November 13, 1992. Excerpts from those rules which impact the delivery of transition services follow. Of particular import are the following requirements:

1. Required Participants

Anytime the IEP committee considers transition services (as defined in the legislation), it **MUST**

- make "when appropriate, a **statement of the interagency responsibilities or linkages** or both" for transition services, (20 U.S.C. 1401 (a)(20))

- "invite a **representative of any other agency** that is likely to be responsible for providing or paying for transition services" to the IEP meeting, (34 C.F.R. 300.344 (c)(1)(ii))

- if the agency does not attend, "take other steps to **obtain the participation** of the other agency in the planning of any transition services," (34 C.F.R. 300.344 (c)(3))

- "invite the **student** to the meeting;" and (34 C.F.R. 300.344 (c)(1)(i))

- "If the student does not attend, ... take other steps to ensure that the student's preferences and interests are considered."

Suggestions to implement participant and interagency requirements:

Under IDEA, the school district is the agency responsible for initiating the multi-agency linkages and multi-disciplinary collaboration for transition services through the IEP process. In order to operationalize this, districts will need to provide training opportunities to staff which apprise them of existing community agencies and their respective responsibilities for transition services. This is best accomplished through participation in other agencies' training programs, or by presentations to school staff from professionals from community agencies.

In order to effect multi-disciplinary and multi-agency collaboration in the IEP, it is necessary to develop administrative level internal interdepartmental policies and external interagency agreements which define the process, allocate staff, and commit to services. Practically speaking, a classroom teacher neither has the time to coordinate all the transition components of an individual student's IEP; nor the authority to appoint colleagues and community agency staff to the IEP committee. Further, the school district cannot commit the resources of another community agency to assist the student in the transition process. The Department of Education foresaw this dilemma and addressed it in this comment:

"The Secretary recognizes that LEAs do not have the authority to commit

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the resources of another agency. However, the SEA is responsible - through the use of interagency agreements required under 34 CFR 300.152, or other means - to ensure that services that would have been provided by other agencies will continue to be provided, either by those agencies, or by the LEA responsible for providing FAPE to the child. In accordance with 34 CFR 300.150, States may not permit LEAs to use funds under this part to provide or pay for services that would have been paid for by a health or other agency pursuant to policy or practice but for the fact that these services are now included in a student's IEP..."

The following are suggestions for specific content of agreements:

- Role of local agency staff in IEP development
- Agency services for students still in school
- Agency eligibility qualifications for EEN students
- Process for contacting agency, referring students
- Funding issues, contracting
- Confidentiality protections
- Role of school in the Individualized Written Rehabilitation Program, Individual Service Plan, Individual Treatment Plan development
- Qualification process for Supported Employment for EEN students
- Qualification process for subminimum wage
- Age limitations
- Social Security Administration involvement
- Post-secondary education services for EEN students: application procedures, entrance tests, adaptations, financial planning assistance, recruitment of EEN students.
- Commitment to support services
- Process for EEN students taking university/WTCS courses while still in high   school
- Process for EEN students becoming youth apprentices
- Application of the American's with Disabilities Act requirements to EEN students' programs, work-study, community involvement
- Transition process for EEN students in corrections, Child Caring Institutions, hospitals - to and from community
- Job Training Partnership Act programs relationship to schools
- Process for student follow-up, and transition services evaluation

"Other steps" the district may take to 'obtain the participation of other community agencies' should have been specified in the interagency agreement and could include phone conferences, sending written recommendations, evaluations, etc. to the IEP meeting, conferring with school and student at the IWRP meeting, etc.

Students should be prepared for their participation at their IEP meeting through their special education program and should be invited to attend through a notice similar to the one their parents receive. Districts will need to provide students with

disabilities a relevant career education program and a self-advocacy curriculum, which includes their rights under federal laws, to prepare them, not only for their choosing realistic transition goals in their own program development, but also for demonstrating self sufficiency and adult responsibility after high school. If they do not attend their IEP meeting, the students' teachers should have discussed their preferences and interests with them prior to the meeting (or have conducted interest or functional assessments) and should represent them to the IEP committee for consideration.

> Remember that all students who are age 18 and older are adults under the law. Therefore, all special education rights transfer to the adult student at age 18. All consent forms must be signed by the adult student, not parent, and the adult student determines who, if anyone, attends M-Team and IEP meetings with her or him. The only exception to these adult rights is if there is a court appointed guardian to act in the adult student's behalf in education matters.

2. Parent Notice

When the IEP committee will be considering transition services (always by age 16), the parent must be notified of the fact and that their child will also be invited. (34 CFR 300.345 (b)(2)(ii))

Suggestions to implement the parent notice requirement:

Districts need to add to their parent notices of IEP meetings that transition services will be discussed, specific community agencies will be invited to attend and their child will be invited to attend. Parents do not give permission for other agencies to attend since this is a requirement of IDEA.

3. Matching Student's Needs and Preferences to Program Activities

The "coordinated set of activities" for transition services which the IEP committee develops must "be based on the individual student's needs, taking into account the student's preferences and interests..." (34 C.F.R. 300.18 (b)(1))

Suggestions to implement the matching of student's need and preferences to program activities requirement:

"Individual student's needs" are determined by the M-Team evaluation, functional

vocational assessment, achievement testing and ongoing teacher assessment; and must be translated into specific goals, objectives and service needs on the IEP. As the IEP committee evaluates the accomplishment of objectives, additional "student needs" will emerge. These needs should trigger the IEP committee to develop new "coordinated sets of activities" for the student's program.

"Coordinated sets of activities" means both (1) the linkage between each of the component activities that comprise transition services, and (2) the interrelationship between the various agencies that are involved in the provision of transition services to a student. (ED Comment)

In order for students with disabilities to make realistic career choices, express their preferences and be prepared for post-secondary education, adult living and employment as required, they need to have been included according to the IEP committee's individually tailored program, in a relevant developmental career education program K-12 (Wisconsin Developmental Guidance Model) and an Education for Employment program which are mandated for all students in Wisconsin. Unfortunately, many students with disabilities have not been included in these programs. District policies should ensure that EEN students receive career education which includes all the mandated content and prepares them for the programming decisions they must make at least by age 16.

The rules require inviting the student to her/his IEP meeting when it is considering transition services to allow the student to express her/his preferences which the IEP committee must take into account. If the student does not attend the IEP meeting, the district must "take other steps to ensure that the student's preferences and interests are considered." (34 C.F.R. 300.344 (c)(2))

4.   Transition Activities Requirements

The transition services the IEP committee designs **MUST** include "needed activities in the areas of:

- instruction,

- community experiences,

- the development of employment objectives,

- the development of other post-school adult living objectives,

- if appropriate, acquisition of daily living skills,

- if appropriate, functional vocational evaluation,"

or document why not. (34 C.F.R. 300.18 (b)(2) and 300.346 (b)

Suggestions to implement the transition activities requirements:

"The Secretary (of Education) interprets these provisions to require that, at a minimum, the IEP team for each student must address each of the areas listed...and determine what services are needed by the student in each area. If the IEP team determines that no services within a particular area are needed by the student, the IEP must include a statement to this effect, and the basis upon which that determination was made."

A. Instruction - Suggested Curricular Areas

1. Financial Management
2. Career and Vocational Education
3. College Preparatory
4. Daily Living Skills (When Appropriate)
5. Recreation, Leisure Skills
6. Transportation, Mobility
7. Self-advocacy
8. Job Finding
9. Personal/Family Relationships

B. Community Experiences - Suggested Activities

1. Work-study
2. Youth Apprenticeships
3. Job Shadowing
4. Work Site Visitations and Presentations
5. Public Transportation Experiences
6. Shopping Experiences
7. Recreation Experiences, Clubs
8. College and Technical School Experiences
9. Apartment/House Management Experiences (Maintenance, Financial, Domestic, Personal Skills)
10. Adult Service Agency Experiences
11. Volunteer Experiences - Youth Service
12. Child Care
13. Student Organizations
14. Orientation and mobility

C. Employment Objectives - Suggested Options

1. Competitive Employment - No Support

2. Competitive Employment - On the Job Training
3. JTPA Programs
4. District Co-op Programs
5. Work-study
6. Youth Apprenticeships
7. Junior Achievement
8. Entrepreneurial Model
9. Job Corps
10. Supported Employment
11. School Based Training
12. Transitional or Time-Limited Employment Training
13. Supported Job - Subminimum Wage (Approval through the Department of Industry Labor and Human Relations and U.S. Department of Labor)
14. Supported Job - Targeted Jobs Tax Credit
15. Enclave Model
16. Mobile Work Crew
17. Full-time/Part-time
18. Job Sharing
19. Job Creating
20. Job Placement Services
21. Job Matching
22. Job Counseling

D. **Post-school Adult Living Objectives - Suggested Options**

1. Independent Living (No Need for Support)
2. Independent Living (Time-Limited Support)
3. Independent Living (Ongoing, But Infrequent Support)
4. Independent Living (Daily Support)
5. Supervised Apartment
6. Group Home Living (Supervision)
7. Group Home Living (Supervision and Training)
8. Group Home Living (Skilled Nursing)
9. With Roommate
10. With Family or Relative
11. Semi-independent Living Services
12. Intermediate Care Facility (ICF) - On-going support
13. Waivered Services
14. Adult Foster Care
15. Adult Nursing Home
16. Long term support services
17. Community Options Program
18. Family Support Program

E.   **Daily Living Skills (When Appropriate)** - Suggested Curricular Areas

1.   Self-advocacy, Assertiveness Training, Legal Rights
2.   Parenting
3.   Community Resource Utilization
4.   Citizenship - Awareness, Participation
5.   Money Management
6.   Meal Preparation
7.   Housekeeping and Maintenance
8.   Self Care - Hygiene
9.   Recreation, Leisure
10.   Purchasing Food and Clothing
11.   Mental health
12.   Physical health
13.   Social skills
14.   Communication

F. **Functional Vocational Evaluation** (when appropriate)

Another definition of "functional" assessment is the popular term, "authentic" assessment. For many students with disabilities, standardized vocational assessment, including interest inventories, are invalid, unreliable and in some cases, discriminatory against the student's disability. In the arena of vocational assessment, the evaluation's purpose must be to improve the services to a student with disabilities to facilitate the student's completion of a vocational education program. The assessment must focus on the interactions of the student with instructors, peers, employers, training needs, work demands, environments, and necessary adaptations.

There is no magic recipe for a functional vocational assessment since it is based on the concept of measuring student performance on actual job tasks or vocational activities in the realistic environment where the activity occurs. For those occupationally specific tasks, the assessment should be conducted by the vocational educator or employer. The functional vocational assessment should provide information about the student's preferences, behavior, learning style, need for assistive devices, initiative, communication needs, physical and mental endurance, medical status, transportation needs, specific work skills, and specific methods of training and instruction needed.

All assessment should be conducted within the context of the M-Team evaluation and IEP: recorded in the "present levels of performance," or "evaluation" sections of the IEP document; utilized to measure student progress, appropriateness of program, need for modifications in program to enhance student success; communicated to students to assist them to

understand their strengths, limitations, the job market, and make career decisions; and be discussed with instructors, guidance counselors, employers and community service staff to provide necessary supports and adaptations for successful vocational experiences.

5. Rehabilitation Counseling as a Related Service Requirement

Rehabilitation counseling services are related services and must be provided by qualified personnel, when determined by the IEP committee as necessary for the student to benefit from special education, "in individual or group sessions that focus specifically on:

- career development,

- employment preparation,

- achieving independence,

- and integration into the workplace

- and community, of a student with a disability." (34 C.F.R. 300.16 (b)(10))

Suggestions to implement the rehabilitation counseling requirement:

In the comment section of the rules the Education Department states:

"The Report of the House Committee on Education and Labor on Public Law 101-476 describes rehabilitation counseling as an important related service in special education, as well as an important transition service in preparing students with disabilities for employment or postsecondary education. In addition, the report states, 'It is the intent of the Committee that rehabilitation counseling...be provided to all students with disabilities for whom this service is necessary for the achievement of the individualized education program.'"

"Because 'rehabilitation counseling services' is a type of related service under 'counseling services' in part B, **public agencies must provide that service to any student with a disability, if the IEP team determines that the service is required to assist the student to benefit from special education.** As indicated in the comment that follows, rehabilitation counseling may be provided by existing LEA staff, if they are qualified under (the rules) to provide those services in areas appropriate to their disciplines."

"The Secretary believes that existing school staff (e.g., prevocational counselors, work-study coordinators, or special education teachers), who are qualified...should be permitted to provide rehabilitation counseling services appropriate to their disciplines."

It is generally recommended that school districts view and utilize rehabilitation counseling in a manner similar to guidance counseling and school social work services. Rehabilitation counselors assigned to the school role should have caseloads determined by the extent of individual students' needs. The fiscal and administrative issues of which agency or party (school, DVR, or third party) is responsible for providing and/or funding rehabilitation counseling services may need to be resolved locally by formal interagency agreements. (Szyzmanski, E. & Hanley-Maxwell,C., in press)

6.   Assistive Technology Devices and Services Requirements

Assistive technology devices and services **MUST** be provided if the IEP committee determines they are necessary. (34 C.F.R. 300.308)

Suggestions to implement the assistive technology requirement:

Assistive technology is an important rule because of the concomitant responsibilities of medical and rehabilitation agencies to fund, evaluate the need for and provide assistive technology services and devices. The rule on assistive technology service specifically cites "coordinating...other...services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs," which is part of the transition process. (34 C.F.R. 300.6 (d))

The Department of Education's comments to this rule in part state:

"the requirement in the (rule) limits the provision of assistive technology to educational relevancy - i.e., an assistive technology device or service is only required if it is determined, through the IEP process, to be

1. special education, as defined in (the rules),
2. a related service, as defined in (the rules),
3. or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Secretary believes that the (rules) limit the provision of assistive technology devices and services to those situations in which they are required in order for a child to receive FAPE...

Procedures for determining the need for assistive technology services...is ...part of the individual evaluation of each child (M-Team), ...done by qualified individuals. ...IDEA funds...may be used to obtain the necessary expertise, and, if appropriate, to train existing school personnel."

It is recommended that districts utilize the expertise of their audiologists and physical and occupational therapists in evaluating assistive technology needs and providing services. Wisconsin's Assistive Technology Project and WISTECH can also be contacted for assistance.

Summary

IDEA's transition principles embody three main concepts:

1. Transition is a process coordinated among many disciplines, agencies and parent and student:

    a. Educational Sector
        1) Public secondary school
        2) Local Wisconsin Technical College
        3) Local university/college
        4) CESA (cooperative educational service agency)
        5) Job Training Programs - JOBS, JTPA, Career Centers, Job Corps
        6) Proprietary schools
        7) Education programs in Child Caring Institutions
        8) Education programs in state operated facilities (Corrections, DD Centers, Mental Health Hospitals)

    b. Governmental Sector
        1) Division of Vocational Rehabilitation
        2) Job Service
        3) Social Security Administration
        4) County mental health agency
        5) County Developmental Disabilities Board
        6) County drug and alcohol abuse services
        7) Juvenile justice
        8) Private Industry Council-Job Training Partnership Act
        9) Independent Living Centers
        10) Medical Assistance
        11) County Social Services
        12) Public Assistance
        13) County and city recreation departments
        14) Public Transportation

c. Handicapped Services Organizations Sector
1) Advocates for Retarded Citizens
2) Alliance for the Mentally Ill
3) Easter Seal Society
4) United Cerebral Palsy Association
5) Association for Citizens with Learning Disabilities
6) Parent Education Project
7) Wisconsin Family Ties
8) Wisconsin Coalition for Advocacy
9) Wisconsin Council for the Blind
10) Wisconsin Disability Coalition
11) Wisconsin Client Assistance Program
12) Wisconsin Council on Child and Family Concerns
13) Wisconsin Council on Developmental Disabilities

d. Business & Industry Sector
1) Private Industry Council
2) Chamber of Commerce
3) Business associations - Wisconsin Manufacturers and Commerce
4) Trade Unions

2. Transition requires multi-agency and multi-disciplinary **coordinated activities:**
a. instruction
b. community experiences
c. development of employment objectives
d. development of post-school adult living objectives
e. when appropriate, acquisition of daily living skills
f. when appropriate, functional vocational evaluation

3. The goals of transition services are **movement from school to:**
a. post-school activities,
b. post-secondary education,
c. vocational training,
d. integrated employment (including supported employment),
e. continuing and adult education,
f. adult services,
g. independent living,
h. community participation.

The objectives of transition programming and planning are:

1. Providing students with disabilities appropriate career oriented curriculum

through the state education programs including **Developmental Guidance, Technical Preparation, Youth Apprenticeship, Post-secondary Options** and **Education for Employment;**

2. sequential and cohesive programming within the school system (from primary to intermediate to middle school to high school levels);

3. coordination among the transition coordinates of domicile, community services, education programs and employment services;

4. and successful post-secondary employment, community living and education placement.

The goals of transition planning, as well as IDEA, require multi-agency and multi-disciplinary participation. At the latest this planning for the student's program should begin by age 14. The critical actors in transition planning, depending on individual student's needs are: parents, student, special education teacher(s), guidance counselors, Designated Vocational Instructor, Education for Employment Coordinator, social workers, mental health workers, physicians, vocational instructors, administrators, vocational rehabilitation counselors, WTCS staff, institutions of higher education staff, Job Training Partnership Act staff, employers, aides, and the various related services staff who are and will be responsible for providing the educational, vocational and human services which lead a student from school to successful adulthood.

TRANSITION SERVICE PROTECTIONS & OPPORTUNITIES

Several state and federal laws complement and amplify the transition requirements of IDEA. Wisconsin has existing programs and mandates within the public schools for all students which meet many of the transition principles. The special educator should become conversant with these laws and regulations in order to advocate for the inclusion of students with disabilities in the programs. These programs must be utilized to provide the necessary resources to ensure successful transition for students with disabilities.

Within **Wisconsin's Compulsory School Attendance Law (118.15)** are program options for all students which may be very appropriate as transition services for some students with disabilities as determined by the IEP committee. Among those options are:

1. Upon the child's request of the school board and with written approval of the parent, any child who is 16 years of age or over **and a child at risk** (which many students with EEN are) may attend full or part-time a program at the Wisconsin Technical College System (WTCS) district

which leads to high school graduation. The WTCS must admit the child and offer day classes to meet the district's graduation requirements. ss.118.15(1)(b)

2. Students aged 16 and over or the students' parents may request of the school board, in writing, a school work training or work study program which leads to high school graduation. ss.118.15(1)(d)2

Work study programs for all students must comply with the Compulsory School Attendance statute, Wisconsin's Education for Employment legislation and child labor laws including the **Fair Labor Standards Act**. Among those requirements are the following:

1. students must be age 16 or over,
2. students must have a work permit,
3. parents must approve,
4. work experience during the school day must:
   a. lead to high school graduation (credits must be awarded),
   b. be supervised by licensed teachers,
   c. be paired with instruction,
5. if the student requires special transportation between work and school, it must be provided at no cost to an EEN student,
6. a work-study agreement must be developed and signed by the teacher, student, parent, principal and employer

Wisconsin's **Education for Employment Standard** is much broader than just work experience and provides an excellent vehicle to coordinate transition services for students with disabilities. Under the legislation, each school district is required to establish an Education for Employment Council (evolving into School to Work Councils), the composition of which must be at least 50% business and industry representatives in the community. This council assists the district by: gathering economic and labor market data from which to develop appropriate vocational curriculum; suggesting improvements to curriculum; participating in the provision of work experiences for students; establishing vocational goals and objectives based on local employment data; and conducting student follow up studies. This council is a natural mechanism from which to build the interagency transition linkages required in IDEA as well as to introduce the new employment of people with disabilities requirements of the Americans with Disabilities Act to employers.

The Education for Employment program plan which each district develops must include a K-12 career education program; career exploration, planning and decision making opportunities; school supervised work experiences; contemporary vocational education programs; business and economic curriculum; and practical application of basic skills. In order for students with disabilities to make realistic

career choices, express their preferences and be prepared for post-secondary education, adult living and employment as required in transition legislation, they need to be included in the Education for Employment program according to the IEP committee's individually tailored program.

The Youth Apprenticeship Program (ss. 101.265) of 1991 is administered by the Department of Industry, Labor and Human Relations (DILHR) in partnership with the Department of Public Instruction, the Wisconsin Technical College System, local school districts, and business and labor. The program provides integrated school-based learning and work-based learning for high school students that affords youth with academic and occupational skills leading to both a high school diploma and a certificate of occupational proficiency in a specific industry. The programs use state-approved industry standards that prepare students in an occupational cluster for entering employment or continuing in post-secondary education. The apprenticeships are paid work experiences.

Wisconsin's **Technical Preparation Program** mandate (ss. 188.34) requires high schools to establish a technical preparation program in cooperation with the local WTCS district which consists of a sequence of courses designed to allow high school pupils to gain advanced standing in the WTCS's associate degree program upon graduation from high school. Special educators should be participating on the local Tech Prep Councils to insure that EEN students are included in the program and to assist in policy development which addresses how IEPs can "articulate" Tech Prep program modifications for EEN students.

In June of 1994, Wisconsin received a $27 million grant under the **School to Work Opportunities Act**. This legislation authorizes funding for school-employer partnerships combining academics and work experience. School-to-work training would be available to all students but the legislation is designed primarily to help the 75 percent of American youth who will not pursue a four-year college degree. As such, this legislation could have a very positive effect on individuals with disabilities who do not plan to attend college.

The legislation sets up grant programs to enable students to participate in apprenticeships with local industries in a variety of jobs that require skills workmanship. The program is **jointly administered by the Secretary of Labor and the Secretary of Education.**

Among the purposes of this Act are:

1) to establish a national framework within which all States can create statewide School-to-Work Opportunities systems which are part of overall education reform, are integrated with Goals 2000, and which offer opportunities for participation by all students;

2)   to facilitate the creation of a universal, high-quality school-to-work transition system that enables youth to move along a path that leads to productive employment;

3)   to utilize workplaces as active learning environments;

4)   to promote the formation of local partnerships that are dedicated to linking the worlds of school and work among secondary schools and postsecondary educational institutions, private and public employers, labor organizations, government, community-based organizations, parents, students, SEAs, LEAs, and training and human service agencies;

5)   to motivate all youths, including low achieving youths, school dropouts, and youths with disabilities, to stay in or return to school or a classroom setting and strive to succeed, by providing enriched learning experiences and assistance in obtaining good jobs and continuing their education in postsecondary educational institutions

The **Federal Job Training Partnership** Act funds local school consortia projects on a competitive basis which target "at risk" students, students with disabilities, low income and minority students. The emphasis of the projects must be to keep youth in school while learning work maturity skills, basic education skills, and job specific skills. Each student served in a JTPA program must have a "written employment/education development plan" the content of which is determined by the local Private Industry Council's work competency plans. These plans are required by federal law and every district is encouraged to participate in the comprehensive PIC planning process which sets local training priorities. For the 1989-90 school year, the JTPA public school projects served 1,748 students, 28% of whom were students with disabilities. For those students with disabilities, the IEP may be used to develop the student's written employment/education development plan which contains many of the components of transition service requirements. For those students with disabilities receiving JTPA services, the JTPA teacher should be participating on the IEP committee and contributing to the employment goals and objectives of the program.

Wisconsin has had school to county boards "interagency linkage" legislation since 1984, which, when appropriately and consistently administered, meets several of the transition requirements of IDEA.

> **School board referrals.** Annually, on or before August 15, each school board shall report to the appropriate boards established under ss. 51.42 and 51.437 the names of children who reside in the school district, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and may require services described

This legislation applies to all students who may require the services of the county mental health board, developmental disabilities board and/or drug and alcohol services, not just to students with severe cognitive disabilities as has tended to be the case in the past. This linkage, when routinely administered, should serve to provide county agencies with advance notice of pending service and resource needs which could be built into budgets, as well as to initiate joint planning with adult service staff prior to a student's exit from the school system. However, school district staff need to recognize that all referrals will not result in services being allocated since eligibility for services is divergent and unique to the legislation under which each agency operates.

The **Carl Perkins Vocational and Applied Technology Education Act** corresponds closely with the principles embedded in IDEA regarding transition planning and emphasizes vocational education improvement for special populations, primarily people with disabilities. For all programs funded with Carl Perkins money, equal access must be provided for handicapped students and other special populations in the areas of recruitment, enrollment, and placement. Information indicating the opportunities available in vocational education, placement services, employment, and vocational and employment services must be provided to K-12 students and parents by school districts. Districts must also provide trained counselors for handicapped students to assist the students in career planning and vocational programming, and in planning the transition from school to work. In addition, districts must assess their programs and their students completion of vocational programs in integrated settings, and they must ensure that supplementary services are made available to all handicapped students including modification in curriculum, equipment, classrooms, support personnel, and instructional aides and devices.

The **Americans with Disabilities Act of 1990** insures that people with disabilities, including students, have equal access to employment, transportation, public accommodations, and telecommunications. In order to provide that access, reasonable accommodations must be made in employment; new public transit vehicles must be accessible or paratransit service provided; auxiliary aids and services must be provided by businesses and public services to enable a person with a disability to use and enjoy the goods and services available to the public; and telephone companies must offer telecommunications devices for the deaf or similar devices 24 hours a day. All students with disabilities should be instructed in the principles of this law, how it applies to them and how they can invoke it when necessary.

The **Rehabilitation Act of 1973** was reauthorized in 1992 and contains strong protection, in section 504 of its implementing regulations, against discrimination on the basis of handicap in employment, accessibility, preschool, elementary and

secondary education, postsecondary education, and health, welfare and social services. In addition, vocational rehabilitation agencies are required to provide services to eligible individuals with no age exclusions. There are two eligibility standards:

1)   The presence of a physical or mental impairment which for the individual constitutes or results in a substantial impediment to employment; and

2)   the individual requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. (34 CFR 361.31)

The amendments adopted IDEAs definition of transition verbatim and require DVR to establish policies and methods to facilitate the transition from school to the rehabilitation service system. Implicit in the vocational rehabilitation regulations are transition activities which correspond with IDEA requirements and state:

> When services are being provided to a handicapped individual who is also eligible for services under the Education for Handicapped Children Act (now IDEA), the individualized written rehabilitation program is prepared in coordination with the appropriate education agency and includes a summary of relevant elements of the individualized education program for the individual. (34 CFR 361.41 (c))

Similar to the appeal rights students and parents have under IDEA, the Rehabilitation Act requires that each state have an advocacy program for people seeking or receiving Vocational Rehabilitation services. In Wisconsin, that program is the Client Assistance Program (CAP) which can be reached at (608) 267-7422, TDD - (608) 267-2082, and 1-800-362-1290.

The **Higher Education Act** now has significant elements which financially as well as programmatically assist students with disabilities. Within the new legislation are provisions for institutions of higher education to apply for grants to develop: partnerships with secondary education, outreach services to students with disabilities, specialized staff training, data bases for disabled services, community services for students with disabilities, and early counseling for students with disabilities. Federal financial aid programs can now recognize past and current expenses of a disability when awarding financial assistance.

INTERAGENCY PLANNING

Many agencies and programs which serve individuals with disabilities are required by legislation to develop service plans for their clients. The vocational rehabilitation agency, pursuant to the Rehabilitation Act, must develop an individualized written rehabilitation program (IWRP); the developmental disabilities agency must develop

an individual services plan (ISP) under the Social Security Act; JTPA programs must design individual employment development plans, and the mental health agency must write an individual treatment plan (ITP). If the IEP were coordinated with these varied human service plans, true transition programming and cohesive and comprehensive service delivery would be the result.

INSTRUCTION

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Chapters 3 through 7 relate directly to the IDEA Transition mandates.
Each chapter is introduced by a story taken from the interviews. Each
story addresses one of the components of transition:

Instruction

Community Experiences

Post School/Adult Living

Employment

Daily Living Skills

Each story is then analyzed focusing on common themes from the
interviews and the information from the surveys of the agencies,
employers, parents, and current students.

Strategies and Resources that might be helpful for a student similar to
the one in the story are listed. These are samples suggested to
stimulate your creativity in developing and modifying programs to
meet the specific needs of students. There are further general
resources included in the appendix.

None of the resources included are meant to stand alone and must be
used in conjunction with the general vocational experiences available
within a school program for all students.

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Instruction: Dennis's Story

Dennis grew up on the Red Cliff Indian Reservation, where he still lives and works. He has three brothers and a sister, and his home life was warm and supportive. However, his parents were very lenient and had low expectations for him. In elementary school, because he had a learning disability, he was bussed to a different school district along with several other students from his area. One of those students was also an Indian, and the two boys became best friends and remain so to this day. At elementary school, Dennis was teased for both being Indian and having a learning disability. A pattern began, which continued through high school, in which he and his best friend would stick up for one another, often by fighting.

By junior high, Dennis was in all LD classes except for Math and Music. He was also "smarting off at teachers" and getting in trouble. Looking back, he feels that those teachers let him "act out" so much because they didn't care. On the positive side, Dennis began playing basketball, which he was good at and which helped him gain some esteem with his peers.

In high school, he had several "cool" teachers and coaches with whom he could "talk like a friend"; in general, his teachers were stricter, clamping down on his "acting out." Dennis responded with better behavior and improved attendance. He continued to have the same friends he'd made in junior high, and is still friends with those people. When Dennis graduated, he could not read or write.

Though Dennis remains functionally illiterate, he has devised a number of strategies for "faking it." Unfortunately, although he has been able to keep his disability a secret from most friends, relatives, coworkers, and employers, he is still limited by his inability to read or write. For instance, he has never filled out a job application and does not apply for jobs that require literacy.

Dennis currently works full-time as a youth advocate for the Red Cliff Tribe. He is responsible for organizing and carrying out recreational activities for young people. He believes that he got the job because he did very well in the interview and also because his athletic skills. He likes the fact that he can play basketball on the job and get paid for it. The job is a challenge though, and he spends a lot of time intervening in fights and dealing with alcohol and drug abuse problems. He believes he is a good counselor and gets a feeling of satisfaction and accomplishment from helping kids.

Nonetheless, he is frustrated by factors related to his disability. For instance, Dennis's position requires ten hours of paperwork a week, which his coworker, who is one of his best friends, does for him. Obviously, this is not an ideal situation, especially since his supervisor does not know about it. Also, Dennis would like to have access to more information that would help him be a better advocate for youth. For example, he would like to offer assistance with schoolwork and legal problems, and likewise to learn more about issues that confront teenagers; but as a non-reader, his hands are tied.

Dennis still lives at home with his parents, which is fine with him because he gets along well with his family. Since all his relatives live nearby the reservation seems like one big happy family to him. However, even though he says he is close to his relatives, none of them know about his disability. He doesn't have a girlfriend, and says he has "had bad luck with that stuff."

Dennis has been working at his present job for nine months, and though he likes the work, and the pay is adequate, he doesn't plan to stay for more than another year or so. He would really like to work as a heavy equipment operator because he enjoys physical labor. Also, the pay would be better and he could afford nicer things. Eventually, he would like to be able to build his own log cabin to live in.

Looking back, Dennis's overall feeling about school is that it was mostly a waste of time except for the encouragement and direction provided by a few teachers. He also thinks that the Upward Bound program was good. However, he says that his most positive school-like experience has been the tutoring he has received from volunteers with the Bay Area Literacy Council. He likes the fact that the tutors let him go at his own pace, don't pressure him, and are friendly toward him. Nonetheless, his progress is slow, and he can still barely read at all.

Analysis - Dennis

Assessment: Though Dennis was probably assessed in elementary school in order to diagnose his learning disability, it doesn't sound as though follow-up assessments were done. His low reading and writing abilities should have become evident during regular three year evaluations. Dennis learned many strategies for dealing with his learning disability including "faking it" and acting up in school. By acting up, he probably diverted teacher's attention from his reading and writing problems.

This story shows no evidence of any career assessments during Dennis's school years. He has obtained a good job that seems to match his interests and abilities, but he won't be able to advance in this field without learning to read and write.

Student as a consumer: From the beginning parents and educators appeared to have low expectations for Dennis. In high school when it was expected , he demonstrated that he was capable of controlling his behavior. The fact that he graduated without being able to read or write demonstrates that his school experience was a waste of time. Although he may be able to fake it in the community, it is doubtful that all of his teachers were unaware of his needs.

- *Dennis's overall feeling is that school was a waste of time except for the encouragement provided by a few teachers.*

He states that he has had "bad luck with that stuff" when asked about girlfriends. This indicates that he did not participate in classes that may have assisted with relationships. He wants to be a heavy equipment operator. If somehow he is able to achieve this without the employer knowing about his reading level, he or others would be placed in dangerous situations. Dennis must know that it is important to discuss his disabilities and take steps to improve his skills. He is involved with the literacy program which may help.

Self-Esteem: Obviously Dennis has a problem acknowledging his disability because he continues to "fake it" and lets others cover for him on paperwork. This has been going on so long that he probably doesn't know how to change the situation. He could probably get additional help from family if they were aware of his needs since they appear supportive.

- *His parents were very lenient and had low expectations for him.*
- *He is frustrated by factors related to his disability.*

School Experience: Dennis says that school was mostly a waste of time except for encouragement and direction provided by a few teachers. It is difficult to understand how someone could spend 12 years in school and graduate being unable to read or write. It would seem that all of the school experience should have focused on these 2 areas.

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Advocacy: Dennis would have benefited by being an active participant in his school experience. He needed an understanding of why he should develop his skills and what the outlook would be without those skills. When others had low expectations for him, he should have learned goal setting. His abilities in basketball could have been related to achievement in other areas.

- *Dennis lets his friend do his paperwork rather than admit to his employer that he has a disability.*
- *Dennis "faked" it in school.*
- *Even though he is close to his relatives, none of them know about his disability.*
- *He is presently working with the Literacy Council.*

Strategies/Resources

General

- Dennis needs to learn more about his disability and strategies that will help him succeed. **A27-37, 100**
- Daily living skills need to be addressed so he's prepared to live on his own when the time comes. **A1-2**
- Once he's done some career exploration, Dennis needs to set short and long-term goals. **A45-47**
- Parents needed information about his disability and transition. **A85-94**

High School

- Vocational assessment such as the Copes, Cops, Caps
- Determination of his preferences, interests and abilities **Section 8, A33-37**
- Involvement in career exploration activities **A15-18**
- Reading assessment to find specific deficits that got in the way of learning to read
- Be involved in extra-curricular activities (ex. basketball)
- Information on requirements and skills needed for various careers **DOT***

Post school/career

- Linkages with community agencies **A104-105**
- Assessment related to careers
- Explore career options related to interests
- Learn how to disclose disability and discuss accommodations that might be needed on the job
- Involvement in adult literacy program
- Focus on survival reading skills **A3-4**

*Dictionary of Occupational Titles

COMMUNITY
EXPERIENCES

Community Experiences - Bob's Story

In fourth grade, Bob was diagnosed as learning disabled in math and was put into a special education class. He continued to be labeled L.D. throughout high school, though by the time he entered college his test scores indicated that he had successfully compensated for his disability.

Bob attributes his success, in part, to the special education assistance he received in school. However, at the same time he also notes that the L.D. label hurt his self-esteem. "Consciously," he says, "I didn't think I was stupid or dumb, but unconsciously it does affect you."

Bob also feels that his high school did not put enough emphasis on career development. "I had a careers class in ninth grade," he says, "but from then on, there was nothing else as far as encouraging us to go to college."

Consequently, Bob was thinking he might become an automotive mechanic until his high school band instructor strongly encouraged him to shoot higher and try to get into college. Bob also got a lot of support from his parents, neither of whom had been to college themselves.

"I came to realize early on," Bob says, "that without a college education you're not going to make it very far in this world." Several of his L.D. classmates, he says, could also probably have succeeded in college if they'd been encouraged. Instead, he says, they're stuck living at home, working for their parents, and not getting a chance to reach their full potential.

On the other hand, Bob feels that he has grown enormously since leaving high school. Just "getting out, seeing new things, and meeting new people really helps a lot," he says. At UW-Rice Lake, for instance, he lived independently, sharing an apartment with a roommate, and also had an active social life which included playing the trumpet in a community/university band. "You can sit in your apartment all day," he says, "but if you want to get out and meet people, you have to really put yourself out.

After the "confining" experience of high school, Bob has insisted on his independence in college. He has even been reluctant to ask for tutoring help with math, he says, because "I just wanted to do it for myself, instead of having somebody hold my hand all the time."

As a consequence, while Bob's sense of self-esteem has dramatically improved, he has also struggled at times in his search for a viable career. For instance, after two years at Rice Lake, still unsure of where his education was leading, he transferred to UW-River Falls and changed his major to conservation. But after discovering there was "too much math and science involved," he switched to psychology. However, several conversations with the program director of the department convinced him that, to get a

good job in psychology, he'd need a Masters Degree, and he decided that was more schooling than he wanted to handle.

Finally he settled on elementary education, enrolling at UW-Stout, where he is currently working toward his B.A. "My mom used to baby-sit," he says, "so I was always around kids, and I always liked that." His current five-year plan is to be a kindergarten or first-grade teacher. He is unclear about exactly how to find a teaching job, but says he plans to use Job Service or some other employment agency.

Though he has been frustrated and discouraged at times, and has even considered "dropping down" to a tech school, Bob is determined to succeed. Acutely aware that he is the only person from his L.D. class to go on to higher education, he says, "I'm just going to keep pushing my way through college."

Analysis: Bob's Story

Assessment: Bob was diagnosed as learning disabled in math in fourth grade, although test scores somehow indicated that he was compensating for his disability as he entered college. One would assume that this meant he was able to do general math functions at a level necessary to be successful in post-secondary education or a chosen field of employment. Bob demonstrates a need for assistance when he stated that he was reluctant to ask for tutoring help with math and by the fact that he has changed career plan, schools, and his major based on issues related to his level of competency. His career paths are all very different and do not appear to be based on any sort of assessment while in high school or during his post secondary experiences. Clearly Bob demonstrates a need for the development of a plan based on preferences, abilities and values.

- *Bob thought he might become an automotive mechanic until his high school band instructor encouraged him to try to get into college.*
- *His parents supported college aspirations, neither of whom had been to college.*
- *Bob has insisted on his independence in college.*
- *After 2 years at Rice Lake he was unsure of where his education was leading.*
- *He changed his major to conservation and then discovered there was too much math and science involved.*
- *He switched to psychology and then found out he'd need a Masters Degree to get a good job.*
- *He moved to a third university and into education basing his decision on the fact that he liked being around children.*

Career Awareness/Exploration: Bob moved from one career path to another, making the changed based on information received from the band instructor, self-discovery, and a department head. Although he participated in a careers class in ninth grade, he does not appear to have personal knowledge of any of the careers that he has pursued. He believes that he needs a college education to succeed and does not understand that technical school is an option that also leads to success. Bob has not have many job experiences if any at all. From the interview it is apparent that in order to succeed he must focus on his classes and has repeated some, therefore it is difficult for him to work at this time. Bob will definitely need assistance as he seeks a job since his present plan includes only "on his own or job service", not the usual agency for seeking educational employment.

General

- Bob needs to develop an understanding of his disability. **A100**
- In some way Bob equates self-esteem with independence. He must realize that it is okay to ask for assistance when needed. If he doesn't develop this skill, he could have difficulty in the future at his job or in personal relationships.
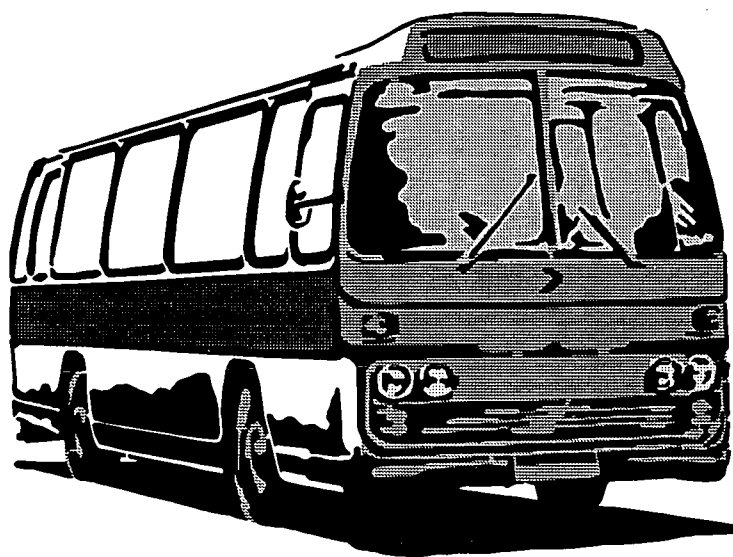
High School

- Assessment such as the Copes, Cops, Caps
- Determination of his preferences, interests and abilities **Section 8**
- Involvement in career exploration activities
- Job shadowing at the high school level in a variety of careers including automotive **A17-18**
- Work-study, part-time work or involvement in volunteer activities to develop employability skills **A21-24**
- A clear understanding of how he was compensating for his disability in math
- Information on requirements and skills in various career paths ***DOT**
- Assistance from the high school counselor related to post-secondary options **A39-41**
- Linkages, participation in tours, and information on technical schools and their mission **A19-21, Section 1-16-20**
- Linkages, participation in tours, and information on colleges and their mission **A25**

Post-Secondary

- Assessment related to careers
- Long and short term planning with an advisor
- Information on requirements and skills in various career paths **DOT***
- Mentor/buddy at the college level
- Field experience in the area of study
- General information on job seeking **A55-84**

*Dictionary of Occupational Titles

NIRVANA

BULLS
$23

POST-SCHOOL
ADULT LIVING

Post-Secondary/Adult Living - Dave's Story

Dave is an only child in a close, supportive family of two hard-working parents. In first grade, he was singled out by his teacher as needing special attention in reading; by fourth grade, he was diagnosed as having a learning disability. However, the private Catholic school he attended lacked LD facilities, so each morning he walked several blocks to the public grade school for two hours of instruction in its LD class.

In elementary school, Dave had behavioral problems with his teachers, which he now attributes to his frustrations with school and the stigma of being labeled learning disabled. After 7th grade, when he transferred to a public school, his behavioral problems disappeared.

At the new school, Dave was first put into an LD reading class, then switched to a regular class while still receiving individual attention from the LD teacher for an hour every other day.

In high school, Dave attended an LD English class until his senior year, when he took a regular Business English class. Looking back, he calls the Business English class "a joke" and says he regrets taking it. "In my first year of college, it killed me," he adds, to have to take ten hours of remedial classes for no credit. Otherwise, Dave remembers high school as being an okay time. He had good friends and played several sports. Also, he says, it helped that "due to all the switching of classes, no one really noticed" that he was in an LD class.

With the help of a "very good" guidance counselor and the strong encouragement of his parents, Dave decided to enter the Education program at UW-Stout. His career plan was to teach Technical Education, a subject he'd always enjoyed in high school. A further reason he wanted to attend college was to avoid entering the workforce at a low-level job. After all, ever since his freshman year in high school, when he'd found a job on his own initiative at an industrial cleaning service, he'd been working half-time; consequently, he felt that he already knew what working for a wage was like.

In high school, Dave was referred by one of his LD teachers to the Division of Vocational Rehabilitation (DVR). Through DVR, he received tutoring and "special services," including an IBM compatible computer. "They had a hard time getting the computer for me, "he adds. "No one's supposed to know about it."

During his two years at Stout, Dave lived in the dorms for a year and a half and in a house for six months. He had no problems living independently, he says, except for a few bad roommates. However, halfway through the four-year Education program, he decided he did not want to become a teacher. Disillusioned with education in general, he was also particularly disturbed by the current trend in Technical Education away from the traditional metal and woodworking that he most enjoyed.

Fortunately, Dave says, "I always had a second plan." While still at Stout, he applied to and was admitted into a two-year Electrical/Mechanical program at Fennimore Technical College. The program, which has a 100 percent placement record, prepares graduates to work as maintenance people in factories. Currently in his first year of the program, Dave is living at home with his parents and getting along with them "pretty well for a twenty-one year old."

However, he has bigger plans yet up his sleeve. Beginning next year, he will re-enroll at UW-Stout, in the Plant Engineer program, If all goes well, he hopes to graduate in another two years and get a job as a building manager. "I'd have the maintenance staff under me," he says, "and be in charge of fixing the machines and making sure the building is kept up."

"I've been in the workforce for seven years," he says, adding that he is now assistant manager at the cleaning company. "Now that I can tell other people how to work, I don't want to have to go back to being told how to work again."

Dave is upbeat about his current situation and says that his disability does not interfere in his day-to-day life and may even have helped him become a better worker. "In the LD classes," he says, "they always pushed you harder."

He also doubts that high school could have done any more to prepare him for post-school life. The two years of college, he says, really helped him figure out what he wanted to do. "I just had to be on my own," he says.

Analysis - Dave's Story

Community: Dave appears to have some excellent qualities. He sets goals, gets along well on his own, is ambitious and values education. What seems to be missing is an understanding that success is based on a number of things, education being only one. Dave seems to get along well in the community. He followed through with Vocational Rehabilitation services and received and accepted assistance. He has lived in a dorm and independently in a house. It does not appear that he will have a problem when the time comes for him to integrate fully into an independent life within the community providing he receives the appropriate training that will assist him in achieving his goals. Dave does not appear to understand how his disability affects his learning. This could affect him in the future in his work if he is unwilling to disclose problems that he may be having.

- *In elementary school, Dave had behavioral problems with his teachers, which he now attributes to his frustrations with school and the stigma of being labeled learning disabled.*
- *In my first year of college, it killed me," he adds, "to have to take ten hours of remedial classes for no credit".*
- *It helped that "due to all of the switching of classes, no one really noticed" that he was in a learning disabilities class.*

Social/Independent living: Dave enjoyed high school and did not experience the stigma of a label in high school as so many other students reported.

- *"He had good friends and played several sports."*

He says that he has had a few bad roommates, but that is not unusual for any group sharing living quarters. Dave has proven that he can succeed in the workplace through his job at the cleaning service. Assessment in high school could have narrowed the field of exploration based on his interests, abilities and values. A functional assessment approach would have allowed him to determine if all of the requirements could be met. He would benefit from information related to the hierarchy of the job world as well as the team concept common today. . He believes a degree in the plant engineer program would guarantee employment as a building manager and yet few people start at the top.

- *"Now that I can tell other people how to work, I don't want to go back to being told how to work again."*

Independent living: Dave has had several experiences to date. He has lived away at school, in a dorm, with other roommates in the community, and has now returned home where he gets along pretty well for a twenty-one year old. This indicates a sense of maturity just recognizing that this can be a difficult re-entry.

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There is nothing to indicate that Dave will have any problems in this area when he graduates from school.

Recreation: Dave appears to have the normal opportunities for recreation with his friends.

Financial: After two years at Stout, Dave began a new program as a first year student at a technical college. Was there assessment done to determine if he had the skills and abilities to succeed in this program?. One would wonder since he is already making plans to re-enroll at Stout. Dave says that the two years of college helped him to figure out what he wanted to do. This appears to be a very expensive lesson. He has paid college fees as well as living expenses, started over paying technical school fees and now plans to begin another two year program which may or may not be suited to him.

- o *Fortunately, Dave says, "I always had a second plan".*
- o *Halfway through the four-year Education program, he decided he didn't want to become a teacher.*

He originally entered the Education program at UW-Stout based on information from a "very good" guidance counselor and the encouragement of his parents. He believed that he would enjoy teaching technical education, a subject that he enjoyed in high school and that college was a way to avoid entering the workforce at a low-level job.

- o *Dave says that he became disturbed by the current trained in technical education away from metal and woodworking.*

This trend has been evident for some time as well as a need for instructors in technical education to develop skills in a variety of areas. A high school counselor should have this type of knowledge and perhaps could have counseled Dave to focus his education on advanced skills in the technical areas that he enjoyed. Skills in welding, carpentry, and other related areas would result in better than entry level jobs.

He does not mention any types of assessment that took place as he was making these decisions although he was referred to DVR and they must have determined a need for tutoring and the use of a computer. Dave might have benefited from attendance at UW-Whitewater where they have a strong program for learning disabled students and supportive services.

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General

- Dave needs a clear understanding of his disability. **A100**
- Dave needs to understand his strengths/weaknesses and develop self advocacy skills. **A25, 45-48**

School (K-12)

- Informal/formal assessment of preferences, needs, abilities **Section 8**
- Identify student accommodations commensurate with his disability **A9-14**
- Develop a career map based on student preferences, interests, and abilities **A39-41**
- Career exploration directly related to jobs of interest including entry level requirements and employment possibilities **A15-16**
- Functional assessment approach to provide awareness of the expectations of employment settings, promotions, etc. **Section 8**
- Connect the job outside school to his school program
- Career counseling designed to focus on specific requirements in various fields of interest **DOT***
- Job shadowing opportunities **A17-18**
- Career exploration in his preferred career field **A15-16**

Post-secondary

- Career assessment
- Long and short term planning with an advisor
- Job shadowing with potential employers
- Ongoing evaluation of career goals
- Discussion of entry level and promotional policies of employers
- Learn the hierarchy within the structure of the workplace

*Dictionary of Occupational Titles

EMPLOYMENT

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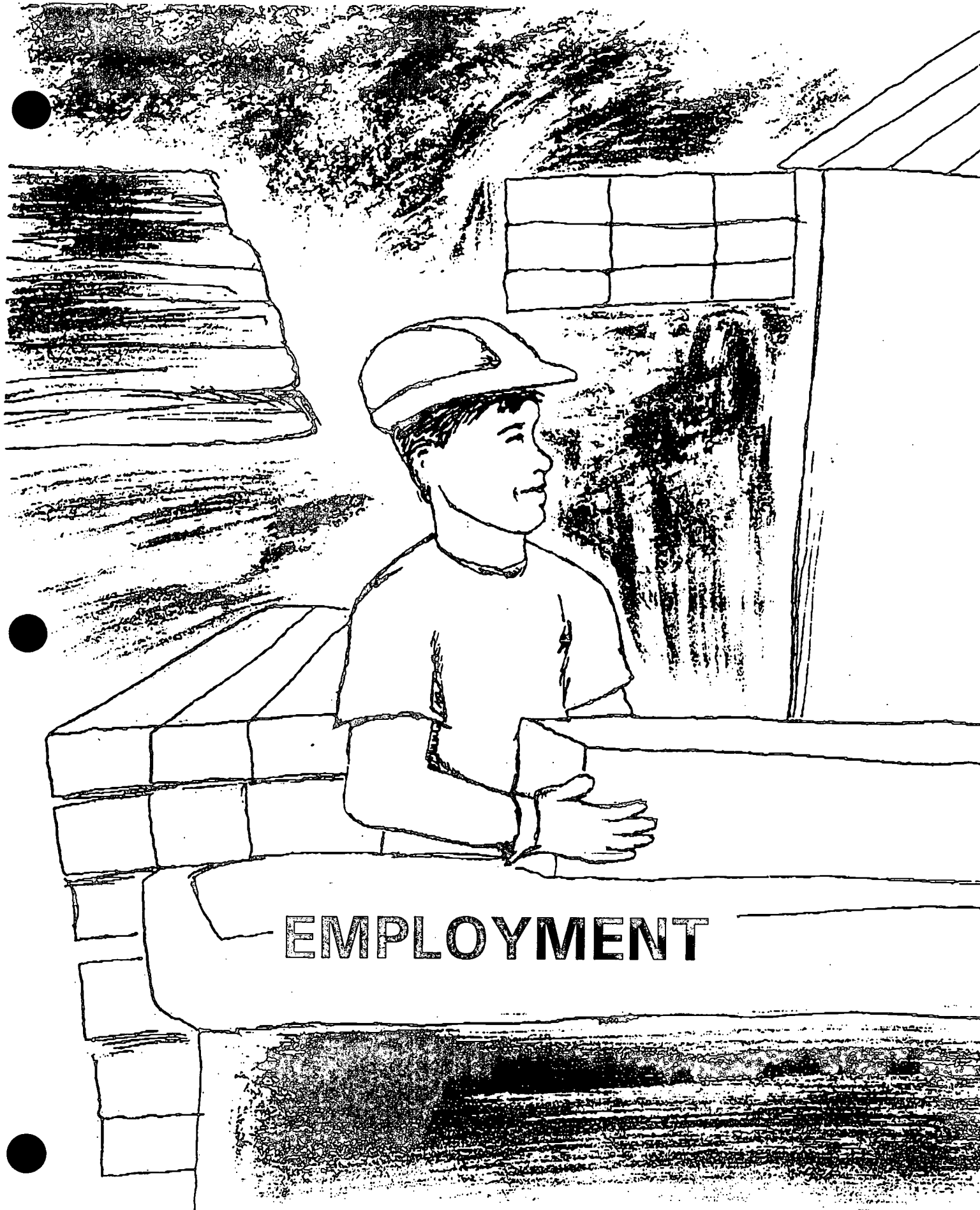
Employment - Jerry's Story

Jerry grew up in a large, close-knit family with loving, supportive parents. A 1988 high school graduate, he works as a packager at a cheese factory and lives at home. Because of a learning disability, he cannot read or write and has difficulty with math, yet his attitude is enthusiastic and confident.

Growing up, Jerry developed a strong work ethic from his parents, who required him to do chores around the house. He had a hard time at school, but a few teachers encouraged him and helped him graduate. Classmates teased him about his disability, especially in 4th through 8th grade; nonetheless, he had several good friends and was outgoing enough to participate in sports. In high school, he sometimes went down to the elementary school in order to take tests orally, a practice which was helpful, though embarrassing. In general, he feels that he did not get enough individual attention from teachers. They had low expectations, "babied" him, and didn't give him homework. Looking back, he wishes his teachers had been more strict with him, yet also more available to sit down and read with him and answer his questions.

After graduation, Jerry found a job as a decal maker in a factory. He liked the job, he says, except for the paperwork. One day he was confronted by his foreman, who placed a paper in front of him and asked him to read it. "I stared at it," Jerry says, "and I said, "No, I can't do it," and I started crying." The foreman then told him that he was a very good worker and if he needed help, she would assist him. Nonetheless, he was later fired from the job following an injury. According to him, the foreman quit soon afterward, in protest of his firing.

In each of Jerry's subsequent jobs, he has had difficulties related to his disability. For instance, working construction, he became confused because he had to follow different directions almost daily as he moved from site to site. As a result, he quit after six months. At his present job, he works an early morning shift, performing a variety of mostly routine tasks, some of which involve dangerous machinery. He helps set up and make cheese; cuts, wraps, and packages; drives a forklift; and loads trucks. One of his tasks includes weighing and writing down weights. "I have a girl helping me out," Jerry says, "and she is really nice about it and she understands." Otherwise, he says, people at work "don't know that I have a learning disability, and I don't think it would matter to them if they did know. The people love me down there. Everyone is very nice and very good to me. I work and work and work and hardly take any breaks. I just keep on my job and do it."

Jerry had no formal training for his present job. Instead, he learned as he went along, by watching and doing. "Show me how to do it a couple of times and give me time, "he says. "Then let me do it. Stand by and make sure that I am doing it right."

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Jerry attributes much of his success to the support of his family. "My mom and dad love me very much, and I love them and my whole family," he says. His mother helps him in situations that require literacy--such as filling out job applications. "My mom goes with me here and there cause I can't read, but I'm not ashamed of it now, because I love working with older people, younger people—it doesn't matter who they are; if they need help, I will help them out."

Jerry's girlfriend is expecting, and as a young father-to-be, he "would like the baby to have good things." He hopes to get a raise from $6.50 to $7.50 an hour and also perhaps find another part-time job. But he is pragmatic. "Everything takes money, time, and patience," he says. "If you don't have a goal, you are never going to make anything out of your life, never."

Reflecting on his school days, Jerry recalls his anger at classmates who made fun of him for his disability. Now, he says, "I am mature enough to know what is right and wrong and what I can do and what I can't do and what is best for me." In fact, he sometimes runs into former classmates who used to tease him but now treat him with respect. "They talk to me and I can talk to them," he says. "I go, 'Remember them days?' and they apologize, say that they are sorry and stuff like that."

"I don't let my disability get to me," he says. "I do what I think is right and just go from there. God made me this way. This is the way I am supposed to be, and I've made a big improvement."

Analysis - Jerry

Parents: Clearly, the role of Jerry's parents was one of support and encouragement. They encouraged him to participate in sports, and they modeled and fostered a good work ethic by placing expectations on him as he grew up.

Jerry perceives his parents to be non-judgmental and consistent in their unconditional love and support irregardless of his disability. He seems to know that despite losing jobs, his parents will always be there for him.

While these parents are supportive to their son, there is no indication that they and Jerry were engaged in any type of sequential employment planning prior to graduation; hence, it is not unusual that Jerry is job-hopping with little chance for advancement. He and his parents lack the understanding that he has a right to ask for accommodations on the job.

Peers - School: Jerry targeted the middle school years as being significantly problematic in dealing with peer ostracism and teasing. He also identified his feelings of humiliation when having to travel through or return to the elementary building site for eval test accommodations. While Jerry had retained strong vivid feelings about how he was adversely treated by his peers, as an adult, he is somewhat able to separate former peer pressure as not being related to or the cause of his disability. (Strong family and parental support were probable factors in Jerry's ability to make this determination).

Peers - Work: While Jerry seems to not have difficulty with interpersonal relationships in his work environments, it is clear that Jerry has taken a "closed-mouth" approach regarding his disability. He fears that disclosing his academic limitations will greatly jeopardize his employment standing. He has found one colleague in whom he has confided and appears to be totally dependent upon her assistance. Jerry hopes that he will be able to watch someone perform most of the tasks that will be required of him. Further, he hopes that he will then be allowed to master the needed skill at his personal rate of learning. This may not be compatible with management expectations, nor has Jerry asked for clarification, in spite of Jerry's sincere desire to work hard, be a team player, and please his employers. This unclear expectation could likely lead to Jerry's termination at this job.

Employers: Jerry's inability to maintain employment will not change until he receives advocacy and self-determination instruction that addresses accommodations on the job, learning styles and employer expectations. Employers cannot be faulted for not providing accommodations for undisclosed needs of employees. The responsibility to identify needs on-the-job rests solely and exclusively with the employee.

Educators: Jerry's perceptions of school are of being coddled and unchallenged. He found minimal, isolated, and episodic support. He respected his teachers and knew they were trying to help him reach graduation. The goal seemed to be a diploma rather than Jerry's attainment of practical skills. Further, there is no evidence of career planning, work exploration, or interest and/or preference inventories to assist Jerry in making employment choices. It seems that assessment was never done to determine the viability of Jerry's potential for success with post high school training.

Many students with disabilities who lack strong supportive families may never recover from the halls of "middle school horror". Peer influence often dominates self-image. Teachers should consider this when building curriculum, programs and placements for students with disabilities.

<center>**Strategies/Resources**</center>

General

- Jerry needs a clear understanding of his disability and limitations related to work. **A100**
- Jerry would also benefit from self-determination and advocacy training. **A27-37**

School (K-12)

- Cooperative learning situations to encourage peer sensitivity to students with handicaps
- Classroom modification **A1-4**
- Individual attention in school through the help of peers and outside help of family or one on one tutoring
- Skill streaming strategies
- Instruction in a community setting
- Work experience opportunities **A21-24**
- Functional assessment **Section 8**
- Assessment utilizing interest inventories
- Vocational experiences throughout high school **A9-14, 15-18**

Community Setting

- Ability to discuss and disclose disability
- Instruction in parenting skills
- Agency assistance regarding modifications/accommodations in the workplace
- Discussion with family regarding employment situations in order to support and assist with decision making

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DAILY LIVING SKILLS

Daily Living Skills - Cheryl's Story

Well beyond high school, married, and with a hyperactive five year-old son, Cheryl is in dire straits. Barely employed, lacking in childcare options, in danger of losing benefits over a feud with Welfare and Job Service, four months behind on rent, and facing possible eviction from her run-down apartment where "everything's falling apart," she has no clear life plan.

Nonetheless, she says, "married life is great." Her husband is working full-time, which is good, but his $5.25 an hour wage isn't paying the bills. "Money is the hardest part right now," she says. "I wish I had a full-time job where I could bring in more money. And a different place to live."

Why is Cheryl's modest dream so difficult to realize? She describes herself as a hard worker and has a work history that appears to back up the claim. And though she is currently refusing to cooperate with the social service agencies who are supposed to be helping her, she doesn't seem to be a normally defiant person, but rather someone who is frustrated and confused by a system that doesn't make sense to her.

One thing Cheryl lacks is family support. Her mother refuses to visit her, Cheryl says, because her house is so rundown, and her father has an "I-told-you-so" attitude toward her struggles to make a life with her husband. Cheryl's pregnant sister-in-law helps out, especially with baby-sitting. But beyond that, Cheryl seems to have a minimal social life.

Cheryl has learning disabilities in both Math and Reading, and was in LD classes throughout school. She also had difficulties with tests and with following instructions. In classes, she mostly felt lost. "A lot of times I didn't understand what they were talking about," she says. I didn't like it because it was hard. History I hated. I didn't understand the World War II and all that stuff." Nonetheless, she says, "I think Special Ed kind of helped me. They explained things to me more. I could do things better because I would be by myself where I could read things, and if I didn't understand I could keep going over and over it, or I could ask the teacher what does this mean."
In high school, Cheryl wanted to be a disc jockey or a singer, but didn't think she could handle going to college. "Since I had all them learning disabilities," she says, "I don't think I probably would have made it."

She says she enjoyed Home Ec classes but didn't learn any skills she still uses. Through a school work-study program, she also worked as a waitress and as an aide for children with disabilities. "I enjoyed that," she says, adding that she would consider doing childcare in her home, but "wouldn't want to baby-sit here because I don't have no place to put little kids."

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She currently works only a few hours twice a week, cleaning in the local library and in someone's home. She is looking for a full-time cleaning or factory work, but is frustrated with Job Service, because they tend to offer her temporary jobs in other towns, while she wants permanent work near her home.

Cheryl has previously done factory work , including a six-year stint at a job she finally quit over pay issues. She was absent often due to illness, she says, and "they wanted you to be there every day no matter what." They refused to pay her more than $5.25 an hour, even though "they knew that I was a good worker. I really worked fast. I worked so hard that I would come home and I'd just be beat and tired, and I'd go right to bed."

Presently, both Cheryl and her husband appear to be hindered by their learning disabilities. For instance, Cheryl mentioned that her husband never made a necessary call about Homestead Credit, because he forgot what he had been told to say and was too embarrassed to ask to have the instructions repeated.

For herself, she describes a recent interview for a factory job: "[The interviewer] asked me a lot of questions and I was really getting nervous because I didn't know what to say. And when it comes to stuff that I don't understand, I just pause for the longest time. I had to ask her over and over: 'What does this mean? What does that mean?'"

Told that Job Service might be able to help by doing mock interviews with her, Cheryl replied, "I'm sick of Job Service because all they do is bug me."

Cheryl has no concrete plans for the future, except to keep looking for work that pays $7 or $8 an hour. "I just hope something comes up better for us," she says. "I just hope we can find something better than living here."

Analysis: Cheryl's Story

Parent / Family Support: Cheryl's family support consists of her husband, who is also limited in daily life skills, and her sister-in-law who provides childcare and other assistance when she can. Cheryl's sister-in-law is pregnant and may not be able to offer her this assistance much longer or on any consistent basis. While her husband may be limited in his skills, she feels that he is a supportive mate working at his capacity to provide for his family.

- *Her husband never made a necessary call about Homestead Credit*
- *He was too embarrassed to ask to have instructions repeated.*

Cheryl's parents offer no financial or emotional support to her or her family. Her father has adopted an "I told you so" attitude. Her mother refuses to visit her or offer any support. One might conclude that they are not supportive of her marriage to her husband. Cheryl lacks the skills necessary to deal with her extended family.

Although not stated in the narrative, the initial interview indicated that she was frustrated with her child. She states that he is hyperactive. One could conclude that she and her husband could benefit from parenting and other family survival skills.

- *Cheryl lacks child care options.*
- *She has a minimal social life.*

There is no mention of her husband's parents.

Agencies: Cheryl has had a great deal of difficulty working with community services agencies. It appears that she does not have a clear understanding of what she needs to do in order to effectively receive services. An example of this when she stated that "she was sick of job service because all they do is bug me." She is developing a reputation as an uncooperative client. Both of the agencies she refers to in her interview appear to have "washed their hands" of her and her immediate family. She could benefit from the services of an advocate to help her effectively access community services.

- *In school she had difficulty with following instructions.*
- *She didn't learn any skills in Home Ec that she still uses.*
- *Cheryl is in danger of losing benefits over a feud with welfare and job service.*
- *She has no concrete plans for the future.*

Employers: Cheryl is experiencing the same types of difficulty with employers as she had with community service providers. Her limited vocational skills hinder her from achieving a position that pays a supporting wage. Her inability to self advocate and her poor social skills further hinder her employment opportunities.

- *"When it comes to stuff that I don't understand, I just pause for the longest time."*
- *She didn't want help from Job Service although they could do mock interviews.*

Cheryl appears to have a good work ethic as she has been able to hold down a job for a number of years. Her lack of self-advocating skills was a major factor in her choice to leave that employer. During the last several years, she has held numerous part-time jobs, however the majority of them have been located in other communities. She has indicated that she would like to work in her home community. While not stated she may have transportation issues. Consistent and affordable child care services also limit her employment potential.

- *Although she quit over pay issues when they refused to pay her more than $5.25 an hour, she admits to being absent often due to illness.*

Strategies/Resources

General

- Cheryl needs to develop appropriate advocacy skills. **A27-37**
- Cheryl has a limited view of life and her potential to expand her horizons.
- She should seek assistance to develop a realistic career plan and training that may be necessary in order to achieve goals within that plan.

High School

- Assessment such as CAPS series, WCIS or other extensive interest and aptitude inventories
- Vocational goal setting activities based on assessment results **A45-47**
- Extensive work on developing social skills/worker characteristics **A9-14**
- Linkage with an advocate to assist her in developing appropriate self-advocating skills
- Career exploration based on interest, abilities and preferences **Section 8**
- Participation in vocational training including job shadowing, part-time competitive employment and co-op programs **A17-18, 21-24**
- A functional based curriculum with emphasis on daily living and job related skills **A 53-57, 71-84**
- Referral to school guidance counselor and/or social worker to assist her with dealing the dynamics of her family environment **A49-51**
- Referral to community services providers for post-high school support
- Develop an understanding of cause-effect situations **A5-6**

Possible Community Services Providers Linkages:

Social Services to assist in family issues including child care and mental health services.
DVR to assist her with employment issues.
Women's Center for emotional support
Welfare Agency to assist her with financial short term support.
Wisconsin Vocational Technical System for refinement of vocational training and goals.
Arc (Association for Retarded Citizens) for developing self-advocacy skills as well as assigning her an advocate until she develops her own skills.

ASSESSMENT

Observations
Interviews
Career Exploration
Functional
Vocational
Competency Based
Curriculum Based
Accommodations
Assistive Technology

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Assessment

Assessment appeared to be one of the major components missing in the transition process for those interviewed. Although the interviews did not include questions related directly to assessment, the majority of the young people in the study were not making career choices based on any type of long term plan. This would indicate that if they had been involved in vocational or career assessment, the results were not being utilized in an appropriate manner.

We have included informal assessment tools that would provide information on the students interests, preferences and abilities. Functional assessment provides important information for many young people to use in the planning process. There are many other assessment instruments available. The important point is that the foundation of the transition process is utilizing information specific to the individual in order to develop an appropriate Individual Education Program.

Self-Assessment

Identify how comfortable you feel in each of the areas listed below.

Assertive Skill	With Comfort	Need More Practice	Long Way Off
Saying "No"			
Asking for favors			
Making requests			
Expressing positive feelings			
Expressing negative feelings			
Giving compliments			
Receiving compliments			
Giving constructive criticism			
Receiving constructive criticism			
Meeting new people			
Initiating conversations			
Continuing conversations			
Talking about yourself			
Expressing opinions			
Refusing requests			
Asking for a raise			
Admitting mistakes			
Handling other people's anger			
Expressing needs			

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GUIDELINES FOR CONDUCTING FUNCTIONAL VOCATIONAL ASSESSMENTS

A. KEY INFORMATION TO GATHER

1. Functional usage of academics (e.g., math, time telling, reading, money, expressive language, written language)

   - Is the student able to: tell time, balance a checkbook, use a calculator, read, write, etc.? How well can the individual do these things?

   - What type of support facilitates the use of these skills?

   - Adaptations needed?

2. Following directions

   - How simple or complex do directions need to be in order for the student to follow them and complete work tasks (e.g., should directions be one step or three combined steps).

3. Behavior

   - How does the student behave in various environments that are familiar and unfamiliar (i.e., is behavior appropriate). What support/intervention do you as a teacher provide to the individual during your time together? If the student behaved inappropriately, was there an obvious cause, or was he/she communicating a preference, etc.?

4. Learning Style

   - Determine the modality strength of the individual (e.g., auditory, visual, tactile learner). Does a concrete or abstract direction make sense to the person, can he/she recall skills used earlier (i.e., memory), and is the person able to use language receptively and/or expressively?

5. Individual preferences

   - These must be explored during IEP development (we suggest under "evaluation") and strongly taken into account when job matching. Logic dictates and IDEA requires that the student attend his/her IEP meetings to express preferences in all areas of program.

6. Individual strengths

   - Emphasizing individual strengths will result in a higher quality job match.

7. Nature and intensity of supports needed in past

   - Get a sense of what type of placement option an individual would do best in (i.e., individual, group)

- How much direct support will be necessary—initially, after two months, etc.)

- What type of support will be best (i.e., learning style, training techniques, etc.)

8. Work history

- Learn as much as possible about an individual's past work history in order to capitalize on type of work environment, level of stimulation, interaction, and communication necessary for a successful work experience in the future.

9. Social skills/interactions

- Is the student able to engage in appropriate social skills and interactions during the assessment process?

- Is support/interaction necessary and/or appropriate (e.g., what type, and at what level)?

10. Communication (receptive and expressive)

- How does the student communicate expressively and receptively?

- Does the person utilize an alternative communication system?

- Does a communication system need to be developed, or further developed, for the individual?

- Is there a need for an interpreter?

11. Work endurance/stamina

- From the assessment process, make recommendations as to how many hours the student will be able to work initially and over time.

12. Medical/physical status and management (including AODA issues)

- Investigate any relevant medical information that impacts upon the student (e.g., medication, seizures, side effects of medication).

13. Transportation needs

- Learn/explore available options for each individual's situation (e.g., taxi, bus, bike, car, walking, etc.)

- Will the student need assistance in learning how to get from school to work via transportation system? For how long?

14. Current financial information and concerns

- Any disincentives to work? Will benefits be affected (SSI, SSDI)?

15.	Past education and training

- Where

- Dates attended

- Diploma/degree

- Favorite courses

- How well did the individual do?

- Any concerns during this time

16.	Past work experience

- Where

- Dates employed

- Job title

- Responsibilities/duties

- How was job obtained?

- Hours/schedule—Were there problems with the schedule?

- Wages

- Likes/dislikes

- Transportation used

- Was there variety on job?

17.	Medication (and side effects)

- What

- Dosage

- When does the person take medication?

- Is he/she consistent?

- Attitude toward medication

- Side effects/symptoms

- Is the individual receiving help to deal specifically with the medication issue?

- Will this be a factor in considering work?

18. Job seeking skills

- Does individual have a resume, interviewing skills, etc.?

19. Family member/Community Services involvement

- Gather as much information from other appropriate sources as possible.

- Sources may include parents/guardians, residential staff, teachers, past job coaches, CSP/social workers, friends, etc.

20. Work related skills

- Can the student get from home to work independently and on time, communicate appropriately, occupy his/her time well during break, use money to purchase snack/lunch, etc.?

21. Meaningful movements

- Is the student able to perform one motor movement volitionally? How does this movement or others assist the individual in self-help skills, the community, and ultimately doing a job? Are adaptations necessary?

22. Orientation/Mobility skills

- Orientation refers to an overall sense of direction (e.g., finding a building or a room in a particular building). Mobility indicates being able to move through an area from point (a) to point (b) successfully (e.g., moving from the dairy case to frozen foods without tipping over the displays on the way).

23. Fine motor skills

- Is the student able to grasp and hold money, write with a pen or pencil, button, snap, etc.

24. Work schedule

- What times are best for the student to work (e.g., a.m., p.m., three times per week; full days; or a combination of the options listed)?

B. DECIDE HOW TO GATHER INFORMATION AND DRAW CONCLUSIONS BASED ON DATA

1. Best practices for determining a process for assessing employment options for individuals with disabilities (25 hours or 80% of the assessment must be in the community)

   a. establish a relationship with the student

   b. individualize the environment to be assessed

      1) student/consumer selects the environment

2) assess familiar routines; allow student/consumer to be accompanied by a trusted person

c. gather information from other providers: family, employers, "community support specialists," etc.

d. the best information will be obtained when the student/consumer is supported and reassured

2. Sample Interview Questions for Significant Others

a. What type of job do you think the individual would be interested in?

b. Has the individual worked competitively before? (If yes, then a.)

1) Was the job perceived as being positive? In what aspects? What could have been done differently to make the situation more positive?

c. How many hours could he/she comfortably work?

d. What, in your opinion, would be the most suitable job for the individual? What have you observed to be that person's strengths/preferences relative to a work situation?

e. What related skills would you like to be addressed in job training?

1) Communication
2) Money handling
3) Transportation, mobility (city busing, electric wheelchair training, tracking)
4) Self care
5) Appropriate social behavior

f. What skills would you like to see the individual learn on the job?

g. What recreation/leisure activities are important for the individual to be involved in?

h. Describe the type of work atmosphere you envision for the individual?

i. Explain what you feel are important considerations in developing a job site? (i.e., co-worker relationships, social interactions, physical/medical concerns.)

j. How is the individual currently participating in work activity at home? Identify his/her responsibilities.

- Table setting
- Dish washing
- Laundry
- Yard work
- House cleaning
- Bedroom

● Specific duties

k. From your observations, identify strengths in completing tasks. How does he/she enjoy participating in work activities at home?

l. Describe the kind of help/guidance given from significant others in enabling the individual to complete tasks, such as meal preparation, self care (i.e., grooming, bathing, dressing).

m. SSI concerns? (Address SSI issues)

n. Describe the person's level of independence in accessing community environments and his/her involvement in activities. Describe preferences surrounding those activities.

● Restaurants
● Grocery shopping
● Department stores
● Hair appointments
● Pharmacy
● Banking
● Church
● School
● Health club
● Memberships in specific organizations
● Social clubs
● Movie theaters
● Bowling
● Night club

o. Describe personal interests/hobbies

● T.V.
● Reading
● Music
● Records, stereo
● Board games
● Bicycling
● Jogging
● Gardening
● Other activities, e.g. , going out to eat, movies, etc.
● Sporting events

p. With whom does the individual do these leisure-time activities? Family, neighbors, friends?

(Udvari-Solner, 1986)

C. Functional Evaluation Components

Student's Name:	Reporter's Name:
Medical/Physical Information:	Social/Emotional/Behavioral Information:
Communication:	Natural Support Network/Significant Other:
Meaningful Movements/Need for Assistance:	Adaptations/Assistive Devices:
Related Skills:	Work History:
Work Preferences/Dislikes:	Mobility/Transportation:
Work Endurance/Stamina:	Level of Support Needed:

D. STUDENT INFORMATION FORM

FAMILY INFORMATION	
Student's Name:	Birth Date:
Student's vocational preferences:	
Parents/Guardian:	Work Phone:
Address:	Home Phone:
Family vocational expectations:	
Family living expectations:	
Person Completing:	Date:
Other information:	

MEDICAL INFORMATION	
Doctor:	Dr's. Phone:
Hospital:	Phone:
Insurance/Medical Card #:	Other Emergency Information:
Responsible Person:	
Phone:	
Allergies:	Procedural Instructions:
☐ Seizures	Describe:
Procedures to follow:	

MEDICATIONS

Name	Purpose	Schedule	Side Effects

DISABILITY INFORMATION	
VISION ☐ Blind ☐ Low Vision Acuity_____	
Description of Condition(s) .	**Adaptations/Assistive Devices Required**
HEARING ☐ Deaf ☐ Hard of Hearing _____	
Description of Condition(s)	**Adaptations/Assistive Devices Required**

PHYSICAL

☐ Walking Problem   Assistance Procedure -

☐ Stairs Problem   Assistance Procedure -

Wheelchair User ☐ Self Transfer ☐ With Assistance

Transfer Procedure -

Prosthetic Devices:	Considerations:
Fine Motor Limitations:	Adaptations:

Health Conditions:

Physical Conditions:

SPEECH/LANGUAGE

Communication System:

Impairments:

Assistive Devices:

Receptive Level:	Expressive Level:

Method of initiating communication:

BEHAVIOR/EMOTIONS

Problems	**Interventions/Reinforcements**

LEARNING/COGNITION		
Skills	Problems	Adaptations/Interventions
☐ Memory ☐:		
☐ Money ☐:		
☐ Spatial ☐:		
☐ Time ☐:		
☐ Writing ☐:		
☐ Reading ☐:		
☐ Math ☐:		
☐ Transportation ☐:		
☐ Verbal Comprehension ☐:		
☐ Visual Comprehension ☐:		
☐ Organization ☐:		
☐ Attentiveness ☐:		
☐ Initiative ☐:		
☐ Perseverance ☐:		
☐ Distractibility ☐:		
☐ Anxiety ☐:		
☐ Sequencing ☐:		
☐ Other(s) ☐:		
DAILY LIVING SKILLS INFORMATION		
Skills	Problems	Adaptations/Interventions
☐ Eating ☐:		
Preferences:		Dislikes:
☐ Nutrition ☐:		
Diet restrictions:		

DAILY LIVING SKILLS INFORMATION (Cont.)		
Skills	**Problems**	**Adaptations/Interventions**
☐ Recreation ☐:		
Dislikes:		
Preferences:		
☐ Sociability ☐:		
☐ Hygiene ☐:		
☐ Sexuality ☐:		
☐ Housekeeping/Management ☐:		
☐ Parenting ☐:		
☐ Money Management ☐:		
☐ Self-Advocacy ☐:		
☐ Citizenship ☐:		
☐ Community Involvement ☐:		
☐ Dressing/Clothing ☐:		
☐ Health Care ☐:		
☐ Food Preparation ☐:		
☐ Agency Use ☐:		
☐ Independence ☐:		

FUNCTIONAL COMMUNITY SERVICES PROFILE

NAME: _____ DATE:_____

TEACHER: _____ SCHOOL DISTRICT: _____

PLEASE COMPLETE <u>ONLY</u> AREAS OF CONCERN, INCLUDING "DESCRIBE" SECTION

MOBILITY

DEFINITION: Mobility means the physical, cognitive and psychological ability to move from place to place inside and outside the home.

Does the student require help from others to move about the community? Describe:

Does the student use public transportation? Describe types used:

Does the student have the ability to obtain a driver's license?

Can the student determine routes to new locations without assistance?

Can the student follow directions to a new location?

Other (Describe):

COMMUNICATION

DEFINITION: Communication means the physical, cognitive and psychological ability to exchange information effectively.

Does the student have learning or memory deficits? Describe:

Does the student require adaptations or accommodations to hear, speak, read or understand language? Describe:

Does the student distort, misunderstand or not perceive communication as intended by communicator? (ie. non-verbal, subtle cues, understand humor) Describe:

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Does the student possess academic deficits in oral and/or written communication? Describe:

Approximate functional reading level:_____ Describe:_____
Approximate functional math level:_____ Describe:_____
Approximate functional writing level:_____Describe:_____
Approximate functional spelling level:_____Describe:_____

Other (Describe):

SELF-CARE

DEFINITION: Self care means the physical, cognitive and psychological ability to perform activities of daily living including: eating, toileting, grooming, dressing, cooking, shopping, washing, housekeeping, money management and health and safety needs.

Does student require adaptations or accommodations not typically made for others to perform acitivies of daily living?
Describe:

Describe student's money management skills. (ie. Making change, preparing a budget and understanding the value of money)

Describe student's time management skills. (ie. Meets deadlines for assignments, punctual to class and a worksite)

Does the student practice good grooming and hygiene skills?.
Describe:

Other (Describe):

SELF DIRECTION

DEFINITION: Self direction means the physical, cognitive and psychological ability to independently plan, initiate, organize, make decisions and carry out daily life activities after self-care needs have been met.

Does the student have difficulty in planning, initiating, organizing and/or carrying through on tasks?
Describe:

Does the student have the ability to understand cause and effect? Is the student aware of the consequences of their behavior and the effect of their behavior on others?
Describe:

Does the student require frequent supervision, have difficulty changing tasks or have difficulty maintaining involvement on a task?
Describe:

Does the student have the ability to evaluate their own quantity and quality of work?
Describe:

Is the student able to acknowledge when he/she does not understand instructions and is able to request assistance as needed?
Describe:

Is the student able to prioritize and complete assigned activities?
Describe:

Can the student independently access adult community service providers?
Describe:

Other (Describe):

INTERPERSONAL SKILLS OR ACCEPTANCE.

DEFINITION: Interpersonal acceptance mean the physical, cognitive and psychological ability to establish and maintain personal, family or community relationships.

Does student exhibit behaviors or conditions which detract from the performance or acceptance by others?
Describe:

Has the student experienced problems interpreting or responding to the behavior and communication of co-workers and supervisors?
Describe:

Does the student interact appropriately when meeting new people?
Describe:

Other (Describe):

WORK TOLERANCE

DEFINITION: Work tolerance means the physical, cognitive and psychological capacity to meet the demands of the workplace regardless of the work skills already possessed by an individual.

Are there any physical restrictions to activities? (Deficits in strength, voluntary motions, reaching, grasping or manipulation, etc.)
Describe:

Is the student taking medication? Are there any side effects?
Describe:

Are there any environmental or psychological factors which should be avoided?
Describe:

Does the student have difficulty tolerating work schedules which would be expected of other student/workers?
Describe:

Are there any other concerns regarding work tolerance?
Describe:

Other (Describe):

WORK SKILLS OR WORK HISTORY

DEFINITION: Work skills or work history means the physical, cognitive and psychological ability to demonstrate work skills or work experience necessary to obtain and maintain appropriate employment.

Are accommodations needed in a classroom or community setting?
Describe:

Is supervision required for completion of tasks?
Describe:

Does student lack transferable skills from the classroom to community?
Describe:

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Is learning limited to routine and repetitive tasks?
Describe:

Does student have difficulty in understanding, recalling instructions or task sequencing?
Describe:

If work is completed ahead of schedule, does student use unassigned work time appropriately. Does student utilize time effectively?
Describe:

Does student work cooperatively in a group of three or more?
Describe:

Does student work independently?
Describe:

Does student handle criticism from fellow workers/peers appropriately?
Describe:

Other (Describe):

5/18/95

DRAFT

FUNCTIONAL VOCATIONAL ASSESSMENT
COVER SHEET

Date _____

Name _____   D.O.B. _____   Age _____

Address _____   Telephone _____

_____   Anticipated Date of School Exit _____

Social Security # _____

Most Recent M-Team Date _____

Primary Hand Cond. _____   Secondary Hand Cond._____

Parent/Guardian (if appropriate) _____

Address _____

Telephone _____

Assessments Completed (High School and Agency Assessments Completed)

Instrument/Type   Date   Where Filed

_____

_____

_____

_____

_____

Current Agency Enrollment

Contact Person

☐   CIL-WW   _____
☐   County Human Services   _____
☐   DVR   _____
☐   Indianhead Enterprises   _____
☐   Lutheran Social Services   _____
☐   PIC   _____
☐   Post-secondary institution   _____
☐   SSI/SSDI   _____
☐   Other   _____

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Acquired Vocational Skills

Expressed and/or Tested Vocational Interests

Work History

Job Title 1 _____   Job Title 2 _____
Wage _____   Wage _____
Duties _____   Duties _____
_____   _____
Employer _____   Employer _____
How Job Secured _____   How Job Secured _____
_____   _____
Length Employed _____   Length Employed _____
Subsidized Employment _____   Subsidized Employment _____
_____   _____
Reason for Leaving _____   Reason for Leaving _____
_____   _____

Medical Information

Name of Physician _____

Address _____

Telephone _____ Hospital _____

Recurring Health Conditions _____
_____
_____

Chronic Health Conditions _____
_____
_____

Does the student have any allergies? _____ no _____ yes

If yes, describe what they are and procedural instructions for dealing with reactions: _____
_____
_____

Does the student have a seizure condition? _____ no _____ yes

If yes, describe the seizures and procedural instructions for supporting the student through them: _
_____

Is the student on any type of medication? _____ no _____ yes

If yes, please provide the following information:

Type of Medication	Prescribed for	Dosage (amount & time)	Side Effects

Who sets up all medical appointments? _____
_____

Diet
Does the consumer have dietary restrictions? If so, describe: _____
_____
_____

(FVACover)

FUNCTIONAL VOCATIONAL ASSESSMENT

MOBILITY

	Yes	No	Disability Related
1. Requires assistance from others to travel in community.	☐	☐	☐
2. Has physical, mental or emotional limitations that significantly reduce range of travel.	☐	☐	☐
3. Uses public transportation if available.	☐	☐	☐
4. Possesses valid driver's license.	☐	☐	☐
5. Can follow route to familiar locations. (example: work, store)	☐	☐	☐
6. Can determine route to new location.	☐	☐	☐
7. Initiates plans to and follows route to new location.	☐	☐	☐

8. Primary mode and provider of transportation - _____

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

COMMUNICATION

	Yes	No	Disability Related
1. Can explain how he/she learns best.	☐	☐	☐
2. Speech is a viable form of communication.	☐	☐	☐
3. Can hear environmental sounds as relates to safety.	☐	☐	☐
4. Can hear spoken language.	☐	☐	☐
5. Can understand spoken language.	☐	☐	☐
6. Can follow verbal and written directions.	☐	☐	☐
7. Can follow directions from simple to complex.	☐	☐	☐

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COMMUNICATION (CONT.)

		Yes	No	Disability Related
8.	Exhibits short or long-term memory deficits.	☐	☐	☐
9.	Can use telephone as means of communication.	☐	☐	☐

Reading

		Yes	No	Disability Related
1.	Can read, understand and interpret a single sentence, statement, question.	☐	☐	☐
2	Can read, understand and interpret a paragraph length statement/question.	☐	☐	☐
3.	Can read, understand job application.	☐	☐	☐
4.	Can read and understand newspaper articles.	☐	☐	☐

Writing

		Yes	No	Disability Related
1.	Can print or write legibly.	☐	☐	☐
2.	Complete application form.	☐	☐	☐
3.	Can write in a confined space, i.e., application form, time card, etc.	☐	☐	☐
4.	Can write a message accurately.	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

SELF-CARE

		Yes	No	Disability Related
1.	Personal grooming and hygiene adequate for most jobs.	☐	☐	☐

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SELF-CARE (CONT.)

2. Implements good health practices in the following areas:

	Yes	No	Disability Related
balanced diet	☐	☐	☐
exercise	☐	☐	☐
medical checkups	☐	☐	☐
dental checkups	☐	☐	☐

3. Needs personal assistance or accommodations to perform activities of daily living such as:

	Yes	No	Disability Related
eating	☐	☐	☐
toileting	☐	☐	☐
grooming	☐	☐	☐
dressing	☐	☐	☐

4. Needs personal assistance or accommodations to perform activities of daily living such as:

	Yes	No	Disability Related
cooking	☐	☐	☐
shopping	☐	☐	☐
washing	☐	☐	☐
housekeeping	☐	☐	☐
money management	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

SELF DIRECTION

	Yes	No	Disability Related
1. Prepares and follows own schedule.	☐	☐	☐
2. Follows a schedule if prepared by another individual.	☐	☐	☐
3. Will need parental support to arrange and complete interviews with DVR counselor or other agency staff.	☐	☐	☐

SELF DIRECTION (CONT.)

	Yes	No	Disability Related
4. Can identify tasks that need to be done; takes actions to initiate.	☐	☐	☐
5. Demonstrates an understanding of the consequences of behavior.	☐	☐	☐
6. Can adjust from one task to another.	☐	☐	☐
7. Advocates for self.	☐	☐	☐
8. Actively participates in setting goals.	☐	☐	☐
9. Follows through with established goals.	☐	☐	☐
10. Sets realistic job goals.	☐	☐	☐
11. Motivated to work.	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

INTERPERSONAL SKILLS/ACCEPTANCE

	Yes	No	Disability Related
1. Can express concerns in acceptable manner.	☐	☐	☐
2. Interacts with others appropriately in work situations.	☐	☐	☐
3. Can work independently.	☐	☐	☐
4. Are interpersonal skills acceptable during lunch and breaks.	☐	☐	☐
5. Can accept constructive criticism.	☐	☐	☐
6. Deals with personal issues outside work.	☐	☐	☐

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INTERPERSONAL SKILLS/ACCEPTANCE (CONT.)

	Yes	No	Disability Related
7. Able to establish/maintain relationships with others.	☐	☐	☐
8. Anticipates consequences of personal actions.	☐	☐	☐
9. Experiences social rejection due to disfigurement or bizarre behavior.	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

WORK TOLERANCE

	Yes	No	Disability Related
1. Physically able to maintain an 8-hour day.	☐	☐	☐
2. Physically able to maintain a 4-hour day.	☐	☐	☐
3. Can stand for extended periods of time.	☐	☐	☐
4. Able to sit for extended periods of time.	☐	☐	☐
5. Tolerate extreme cold.	☐	☐	☐
6. Tolerate extreme heat.	☐	☐	☐
7. Can tolerate environmental extremes of dust, noise and fumes.	☐	☐	☐
8. Absences			
a. frequent absences	☐	☐	☐
b. disability related	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

WORK SKILLS

Pre-Employment

	Yes	No	Disability Related
1. Can use telephone directory to obtain addresses and phone numbers of potential employers, social service agencies and job leads.	☐	☐	☐
2. Will need assistance and encouragement to arrange and complete successful job interviews.	☐	☐	☐
3. Can accurately describe duties performed on jobs either verbally or written.	☐	☐	☐
4. Inquires about job or related work.	☐	☐	☐

Employment

	Yes	No	Disability Related
1. Determines appropriate time to arrive at work or other scheduled events.	☐	☐	☐
2. Demonstrated decision making/problem solving and judgment skills.	☐	☐	☐
3. Asks for clarification when necessary.	☐	☐	☐
4. Accepts changes in work assignment.	☐	☐	☐
5. Can identify and follow safety procedures.	☐	☐	☐
6. Seeks additional work when tasks are completed.	☐	☐	☐
7. Completes all tasks assigned.	☐	☐	☐
8. Ability to maintain quality of work - correct own errors.	☐	☐	☐
9. Ability to maintain adequate productivity/pace.	☐	☐	☐
10. Adjusts work speed to work demand.	☐	☐	☐

WORK SKILLS (CONT.)

	Yes	No	Disability Related
Math			
1. Can make correct change for purchases under $20.00.	☐	☐	☐
2. Counts to 100 accurately.	☐	☐	☐
3. Ability to add, subtract, multiply and divide whole numbers.	☐	☐	☐

ACCOMMODATIONS OR COMMENTS: _____

_____

_____

ACCOMMODATIONS OR MODIFICATIONS

The following accommodations:

	Have Been Tried	Successful	Not Successful	Recommended	Currently Using
1. Extended time for completion of tasks.	☐	☐	☐	☐	☐
2. Alternative testing.	☐	☐	☐	☐	☐
3. Alternative media.	☐	☐	☐	☐	☐
4. Specialized tutoring.	☐	☐	☐	☐	☐
5. Interpreter services.	☐	☐	☐	☐	☐

ACCOMMODATIONS OR MODIFICATIONS (CONT.)

The following accommodations:

	Have Been Tried	Successful	Not Successful	Recommended	Currently Using
6. Environmental accommodations.	☐	☐	☐	☐	☐
7. Assistive devices.	☐	☐	☐	☐	☐

Further recommendations or comments: _____

_____

_____

8. Functional Vocational Assessment completed by:

_____   _____
Name   Date

(TrCounci)

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VOCATIONAL ASSESSMENT PROFILE
INSTRUCTIONAL PROGRAMS FOR EMPLOYMENT
CESA #1

Student: _____   School: _____
Teacher: _____   Grade: _____
Date: _____   Transition Specialist:
                              _____

Leisure Activities: Basic Skill Level:

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Tested Interests: Pre-vocational/Personal
                              Traits:

_____   _____
_____   _____
_____   _____
_____   _____

Learning Styles: Work Experiences:

_____   _____
_____   _____
_____   _____
_____   _____

Parent Expectations: Post Secondary Plans:

_____   _____
_____   _____
_____   _____
_____   _____

Expressed Job Interests: Preferred Working
                              Conditions:

_____   _____
_____   _____
_____   _____
_____   _____

General Comments:

_____
_____
_____
_____
_____

C.I.T.E. LEARNING STYLES INSTRUMENT

		Most Like Me			Least Like Me
1.	When I make things for my studies, I remember what I have learned better.	4	3	2	1
2.	Written assignments are easy for me to do.	4	3	2	1
3.	I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4.	I learn best when I study alone.	4	3	2	1
5.	Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6.	It's harder for me to do a written assignment than an oral one.	4	3	2	1
7.	When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8.	If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9.	I understand a math problem that is written down better than one I hear.	4	3	2	1
10.	I don't mind doing written assignments.	4	3	2	1
11.	I remember things I hear better than what I read.	4	3	2	1
12.	I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13.	I would rather read a story than listen to it read.	4	3	2	1
14.	I feel like I talk smarter than I write.	4	3	2	1
15.	If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16.	I like to work in a group because I learn from the others in my group.	4	3	2	1
17.	Written math problems are easier for me to do than oral ones.	4	3	2	1
18.	Writing a spelling word several times helps me remember it better.	4	3	2	1
19.	I find it easier to remember what I have heard than what I have read.	4	3	2	1

	Most Like Me			Least Like Me
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk to listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1

	Most Like Me			Least Like Me
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When the teachers say a number, I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing give me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. LEARNING STYLES INSTRUMENT
SCORE SHEET

VISUAL LANGUAGE

5 - _____
13 - _____
21 - _____
29 - _____
37 - _____
Total _____ X 2 = _____ (Score)

SOCIAL INDIVIDUAL

4 - _____
12 - _____
20 - _____
28 - _____
45 - _____
Total _____ X 2 = _____ (Score)

VISUAL NUMERICAL

9 - _____
17 - _____
25 - _____
33 - _____
41 - _____
Total _____ X 2 = _____ (Score)

SOCIAL GROUP

8 - _____
16 - _____
24 - _____
32 - _____
40 - _____
Total _____ X 2 = _____ (Score)

AUDITORY LANGUAGE

3 - _____
11 - _____
19 - _____
36 - _____
44 - _____
Total _____ X 2 = _____ (Score)

EXPRESSIVENESS-ORAL

6 - _____
14 - _____
22 - _____
30 - _____
38 - _____
Total _____ X 2 = _____ (Score)

AUDITORY NUMERICAL

7 - _____
15 - _____
23 - _____
31 - _____
39 - _____
Total _____ X 2 = _____ (Score)

EXPRESSIVENESS WRITTEN

2 - _____
10 - _____
27 - _____
35 - _____
43 - _____
Total _____ X 2 = _____ (Score)

KINESTHETIC-TACTILE

1 - _____
18 - _____
26 - _____
34 - _____
42 - _____
Total _____ X 2 = _____ (Score)

SCORE: 33-40 = Major Learning Style
20-32 = Minor Learning Style
5-20 = Negligible Use

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Learning Style Profile

	Minor							Major								
	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
Visual Language																
Visual Numerical																
Auditory Language																
Auditory Numerical																
Kinesthetic																
Social Individual																
Social Group																
Expressiveness Oral																
Expressiveness Written																

CESA #1 PROGRAMS FOR TRANSITION

Student Application

Name_____ Date_____

Social Security No.__ __ __-__ __-__ __ __ __   Height_____ Weight_____

Address_____
              (street)   (city)   (state)   (zip)

Telephone_(___)_____ Age_____ Date of Birth_____ Sex M F

Grade_____ School_____ Teacher_____

Mother's Name_____ Work Phone_____

              Employer_____

Father's Name_____ Work Phone_____

              Employer_____

What do you like best about school?_____

Teacher(s)/counselor(s) you can talk to_____

What classes do you like best?_____

What classes do you like least?_____

What class(es) would you like to take that you haven't tried yet? _____

_____

What are your hobbies?_____

_____

List your favorite after school & weekend activities:_____

_____

List special clubs, church groups or other groups you belong to:_____

_____

List three (3) occupations you are interested in:_____

_____

CIRCLE "Y" FOR YES OR "N" FOR NO:

Y N   Do you plan to finish high school?

Y N   Do you have plans for the future?

Y N   Do you want to attend college after high school?

Y N   Do you want to attend a technical school after high school?

Y N   Do you want to go to school and work part-time?

Y N   Do you want to work full time directly after high school?

Y N   Have you ever been employed?

Y N   Are you currently employed?

EMPLOYMENT HISTORY

Business_____ Dates employed: _____ to _____

Supervisor_____Job Description _____

_____

CHECK ALL THE WORKING CONDITIONS THAT YOU PREFER:

___ with people   ___ indoors   ___ in busy place
___ by myself   ___ outdoors   ___ in a quiet place

___ sit while working   ___ with things
___ stand while working   (equipment,tools,)
___ walk around while working   ___ with data
                                                      (facts, figures, print)

What would you like to be doing ten years from now?_____

_____

Name: _____   Date: _____

A. Recreational Activities and Interests

1. What do you like to do in your spare time?

2. Do you prefer to be with your friends or alone in doing the above activities?

3. Do you prefer being the leader or a follower?

4. Do you like to read? Fiction or non-fiction?

5. What are some of your favorite stories?

6. If you would choose a movie, which type would appeal to you the most?

7. What are your hobbies?

B. Vocational Ambitions and Work History

1. What three occupations would you be the most interested? Why?

2. Do you know someone in these occupations?

3. What are your parents' occupations?

4. Do you want to work? Why?

5. What would you do with the money earned?

6. Have you looked lately?

7. Have you ever worked? Where?

8. What are ways to find jobs?

9. What do employers look for when they hire someone?

10. What are some reasons that people get fired?

11. What should you do if you are going to be late or absent from work?

12. Do you have any jobs at home?

13. What jobs would you be good at? Why?

14. What jobs do you think that you would not like? Why?

C. Getting Along with Others

1. How do you get along with the kids at school?

2. Do you have a best friend?

3. Do you do what teachers ask right away?

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4. Do you accept suggestions well, without arguing, complaining, blaming others?

5. What adult can you talk to if you have a problem?

D. Attitude Toward School

1. What is your favorite subject?

2. What do you like the least

3. In what way would you like school to be different?

4. Would you like to enroll in vocational training now or later?

5. What are you plans after high school?

E. Family Support

1. Do you have brother or sisters?

2. Do they work and what do they do?

3. How do your parents feel about your working?

4. Could they provide transportation if necessary?

F. Functional Skills

1. If you had a job, how would you get to work? Do you drive?

2. Are you comfortable handling money?

G. Health and Personality

1. Have you had any serious illnesses?

2. How do you usually feel?

3. Do you worry? What about?

4. Are you generally a happy person/sad person?

5. How do you feel about being in a special program?

6. If you had three wishes, what would your wish for?

H. Personal Traits

1. Have you been late to class this year? Why?

2. How many days of school did you miss last year? This year?

3. Why were you absent?

4. Have you ever skipped school?

5. When you don't understand something, do you ask questions?

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SURVEY OF OCCUPATIONAL CHARACTERISTICS

The choices to be made among occupational characteristics are presented in the form of questions. Read each question and think carefully about what the different characteristics mean to you. Then choose the characteristic that comes closest to describing the work situation you would like to be in. Write your choices in the blanks below the questions.

1. Would you like to work with ideas, with things, or with people?

    (1) _____

2. Would you rather work alone, near people, or with people?

    (2) _____

3. Do you prefer to work on your own, supervised by someone, or supervising others?

    (3) _____

4. Do you need an occupation in which you can express yourself, or is self-expression on the job not important to you?

    (4) _____

5. Do you want an occupation in which you are responsible for making decisions, or one in which you are not responsible for making decisions?

    (5) _____

6. Do you want to do the same things every day you work, or do you want to do different tasks from day to day?

    (6) _____

7. Do you prefer working in competition with other people, or doing something where there is no competition?

    (7) _____

8. Would you like an occupation where the pace is fast and there is a lot of pressure, or a slow-paced job without much pressure?

    (8) _____

9. Would you rather work indoors or outdoors?

    (9) _____

10. Do you prefer working regular hours when most people are working, or irregular hours—split shifts, nights, weekends, etc.?

    (10) _____

11. What do you like best, detailed work that takes concentration and thoroughness, or work that is not detailed?

    (11) _____

12. Would you like to work sitting or standing in one place, or moving around?

    (12) _____

13. Do you want an occupation where you will always work at the same location, or one where you will work at different locations?

    (13) _____

14. Which do you prefer, a quiet place to work or a place where there is activity and noise?

    (14) _____

15. Can you work in a place that gets very hot or cold, or must you work where the temperature is kept at a comfortable level?

    (15) _____

16. Can you work where there are unpleasant sights or smells, or must you have a clean, pleasant place to work?

    (16) _____

17. Would you do work that was dangerous or presented a possible health hazard, or is your health and safety more important than a job?

(17)_____

18. Do you want to have an occupation that requires physical strength or endurance, or one that does not require physical strength or endurance?

(18)_____

19. Must a job be within easy reach of where you now live, or would you relocate or commute a long distance for it?

(19)_____

20. Do you want to do unskilled work that requires no further education or training, semi-skilled work that may require some further education or training, or skilled work that will require a long training period or higher education?

(20)_____

21. Do you want to be known as a blue-collar worker or a white-collar worker?

(21)_____

22. Would you rather work for a small organization or a large organization?

(22)_____

23. Do you want an occupation that offers opportunities for advancement, or is advancement not important to you?

(23)_____

24. Do you prefer a job where you can see an end product or an immediate result, or are a visible end product and immediate results not important to you?

(24)_____

25. Do you want a job where you will be able to make new friends, or is developing a social life through your job not important to you?

(25)_____

26. Do you want people to admire or respect you because of your occupation, or are respect and admiration from others because of the work you do not important to you?

(26)_____

27. Do you want to become famous for the work you do, or is fame not important to you?

(27)_____

28. Would you like people to depend on you for a product or service, or is being needed by people for the work you do not important to you?

(28)_____

29. Do you want a job you will be in little danger of losing, or is job security not important to you?

(29)_____

30. Do you want an occupation that offers adventure or excitement, or do you prefer to avoid challenges, risks, and unusual situations?

(30)_____

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CESA #1
Programs for Transition
Parent Survey

Child's Name_____

Grade_____

VOCATIONAL NEEDS

1. When he/she graduates from the public schools, we would most like our child to participate in:

____ College Program
____ Technical School Training
____ Competitive Full-Time Employment
____ Supported Employment
____ Sheltered Workshop
____ Other

2. Please choose 3 jobs your child seems particularly interested in.
(Mark with a +)   Choose 3 jobs your child dislikes?   (Mark with a 0)

___ Bank Teller
___ Carpenter
___ Child Care
___ Cleaning Service
___ Computer Programmer
___ Electrician
___ Engineer
___ Fire Fighter
___ Food Service
___ Garbage Collector
___ Hairstylist
___ Heavy Equipment Operator
___ Hotel Clerk
___ Interior Designer
___ Landscaping

___ Lawyer
___ Maintenance
___ Mason
___ Mechanic
___ Nurses Aide
___ Police Officer
___ Recreation (Health Club)
___ Sales Representative
___ Secretary
___ Security Guard
___ Teacher
___ Tool and Die
___ Veterinarian
___ Veterinarian Assistant
___ Waitress/Waiter

3. Are there occupations in which you object to your child's participation?

_____

_____

4. If there are any medical concerns relating to your child's vocational placement, please state them.

_____

_____

_____

5. Check all the skills you think need to be developed to help your child reach his/her vocational goals.

Self-Help
_ Hygiene
_ Dress
_ Traveling alone
_ Communication

Work Habits
_ Attend/On time
_ Stay on task
_ Work independ.

Task Related
_ Care for tools
_ Practice safety

Work Quantity
_ Complete work
_ Exhibit stamina
_ Adapt to demands

Work Quality
_ Choices/Decisions
_ Correct mistakes

Relations: Suprvsr
_ Accept criticism
_ Follow directions
_ Seek help

Relations-Peers
_ Cooperative
_ Show respect
_ Language/Manners

Work Attitudes
_ Personal goals
_ Show initiative
_ Value/Reward
_ Pride in work

DOMESTIC NEEDS

1. What duties or responsibilities does your child presently have at home?

_____

_____

_____

2. Following graduation from the public schools, what do you think your child's living situation will be?

___ At home
___ Independent apartment (alone, with friends, with spouse?)
___ Group Home
___ Other (Please specify) _____

3. What leisure recreational activities or school sports does your child participate in with family or friends.

_____

_____

_____

COMMUNITY NEEDS

1. Which of the following does your child presently do with family or friends?

___ Use public transportation
___ Shop for groceries
___ Shop in community stores
___ Shop in a mall
___ Personal banking
___ Drive a car

___ Go to the dentist
___ Go to the doctor
___ Apply for licenses
___ Apply for services
___ Apply for benefits
___ Vote

GENERAL COMMENTS

Please share information regarding your child that you feel will affect his/her education and/or potential job placement in the following areas:

Behavior with adults:

_____

_____

Behavior with friends and other students:

_____

_____

_____

_____	_____
Parent/Guardian Signature	Date
_____	_____
Address	City, State, Zip
_____	_____
Phone Number	Student's Social Security Number

Please complete and return this form in the enclosed self-addressed, stamped envelope. If you have any questions, call the Programs for Transition project at CESA #1, (414) 546-3000.

Thank you for your cooperation.

Revised 3/8/95

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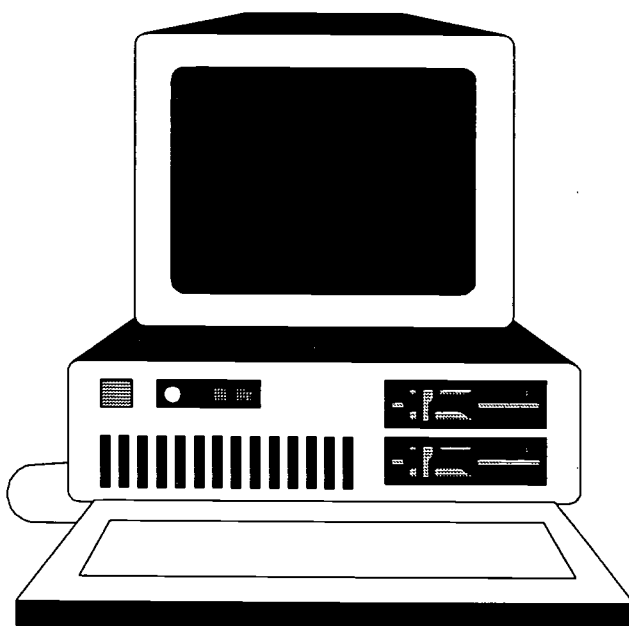
DATA

DATA

The data in the next section of this document includes:

An aggregation of statewide information from the
Agency Surveys, Employer Surveys, Parent Surveys
and Students Surveys administered by the CESAs
participating in the project.

A copy of the original survey forms.

If you are interested in your local CESA's data, you
may obtain a copy by contacting the transition
specialist in your CESA.

AGENCY SURVEY

Eleven (11) CESAs participated and surveyed agencies involved with young people and adults with disabilities. Sixty-one (61) agencies responded from the following counties in the state: Milwaukee, Waukesha, Wauwatosa, Rock, Green, Walworth, Crawford, Grant, Iowa, LaCrosse, Vernon, Brown, Oconto, Door, Shawno, Marinette, Florence, Kewanee, Fond du Lac, Winnebago, Dodge, Washington, Calumet, Sheboygan, Ozaukee, Outagamie, Oconto, Shawno, Menomonee, Marathon, Lincoln, Langlade, Wood, Portage, Taylor, Clark, Oneida, Vilas, Chippewa, Eau Claire, Dunn, Pepin, Pierce, Polk, St. Croix, Pierce, Barron, Bayfield, Iron, Price, Sawyer, Douglas, Ashland, Burnett, and Washburn

- The agencies responding stated that the majority of referrals to access services for students in grades 9-12 are received from teachers, human services, guidance counselors, and parents.

- During 1992-93, 2478 young people with disabilities were served by these agencies. Of those served 2% were thirteen and fourteen years of age, 16% were fifteen and sixteen years of age, 58% were seventeen and eighteen years of age, and 24% were nineteen through twenty-one years of age.

- 62% of the agencies responding said that their budget limited their ability to serve students in high school.

- 64% of those responding were encouraged by their agency to attend formal school meetings that address student issues.

- 64% of those responding said that their ability to serve students in high school is limited by time.

- 62% stated that they have no formal agreement with their area high schools regarding transition.

- The agencies responding identified the following barriers to coordinating transition services with the high schools served:
    Lack of knowledge regarding services
    Time constraints
    Funding
    Conflicting systems, lack of coordination of services
    Lack of student responsibility for outcome
    Full transition evaluations are often incomplete
    Policy issues
    Leadership not clearly defined
    Lack of Identification of students most needing services
    Variance in tests given
    Communication breakdown

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Lack of good quality counseling for careers
Parent involvement missing
Fear of loss of benefits due to successful transition programming

- The following post-high school services were identified as available:

    - Division for Vocational Rehabilitation (DVR)
    Mental Health/Psych
    Social Security
    Group Homes
    Social Services
    Job Service
    Job Training Patnership Act (JTPA)
    Community Rehabilitation Programs

- 51% of the agencies responding believe that schools, agencies, and parents share the primary responsibility for students in grades 9-12 who need transition while 39% stated that schools held the primary responsibility.

- 70% said that schools could do more to service secondary students in the area of transition.

- 46% of those responding were not invited to any IEP meetings for students in grades 9-12 during the 1992-93 school year.

- 52% said that they did not attend any IEP meetings during the 1992-93 school year.

- 50% are familiar with the following transition laws:
    Individuals with Disabilities Education Act (IDEA)
    Section 504 of the Rehabilitation Act
    WI Statutes Relating to Children at Risk
    (s.118.15, S.118.16, s.118.33) & Non-discrimination (s.118.13)

- Two-thirds requested additional information regarding the above laws.

- On a scale of one to five (1 being least) understanding of the Individuals with Disabilities Education Act (IDEA) of 1990 is as follows:

    1 - 21%
    2 - 20%
    3 - 36%
    4 - 13%
    5 - 8%

EMPLOYER FOLLOW-UP SURVEY

Employers in each are of the state were sent surveys. There were 115 returned. This grtoup in luded those who were known to employ individuals with disabilities as well as others.

- 92% of the 115 employers reported employing individuals with disabilities.

- 40% of the employers reported that they had been recently contacted about employing individuals with disabilities who had completed a vocational training program that would qualify them for work.

- 60% of the employers said that they had not been recently contacted about employing individuals with disabilities

- Programs that employers were contacted by included
  - -local high schools
  - -CESA's
  - -United Cerebral Palsy
  - -Social service agencies
  - -Division for Vocational Rehabilitation
  - -Technical programs
  - -Advocates for Retarded Citizens
  - -Partners with Industry
  - -New Horizon North

- 87% of the employers would provide work experience opportunities for students with disabilities if they were given adequate support and students were properly trained.

- 8.7% would not provide work experience for students with disabilities.

- 84% of the employers had never attended a workshop designed to inform them of the advantages of hiring individuals with disabilities, support available and providing information about disabling conditions.

- 15% of the employers reported attending such workshops

o   64% of the employers were interested in attending a workshop designed to inform them of the advantages of hiring individuals with disabilities, support available, and providing information about disabling conditions.

14.7% of the employers were not interested in attending this type of workshop.

o   **The following services that employers would like to see provided by the school and community to enhance the employability of students with disabilities as they enter the labor market were**

- basic skills
- working with teams
- social skills
- dealing with structure
- Worker as a trainer program
- training priors to acquiring position
- summer youth program - JTPA
- job shadowing
- mentoring
- on the job supervision
- job coaching
- addressing transportation issues
- knowledge of modifications required
- knowledge of disabling condition
- realistic evaluation
- hands on training/supervision
- consistency in job coaches
- values of responsibility/accountability
- teach to ask questions/ask for help
- information and support to current employees/supervisors
- pre--training in school of related skills
- realistic counseling regarding educational/career choices
- internships prior to graduation
- work study programs
- learn to write good resumes including school and community activities/involvement
- liaison person between school and employer
- emphasize hygiene
- teach to follow directions

PARENT FOLLOW-UP SURVEY

Eleven (11) CESAs participated surveying 87 parents of young people with disabilities throughout the state. These 87 responses include parents of young people involved in the interviews as well as parents of young people who were not interviewed.

- 61% of those responding reported that their children are currently employed full-time (30 hours or more), 23% reported their children working part-time (29 hours or less). The balance or 16% are not involved in paid employment.

- Continuing education was cited as the main reason for not looking for employment by individuals who are currently unemployed.

- Current jobs listed by parents were in the following areas:
  Service Industry
  Farming
  Delivery
  Factory/Production
  Maintenance
  Marketing
  Inventory Management
  Civil Engineering

- Previous work experience was reported by 41% of the parents as beneficial for their children in finding their present jobs. Good technical background, job hunting skills, knowing the right people and help from a placement counselor were listed as also being important.

- 39% of parents reported that their children got their first job on their own. 22% used job placement services, 17% had assistance from a vocational instructor, and 10% used information from family or relatives, 12% used other means.

- 51% of parents responding said they received sufficient information about transition options for their children.

- 64% of parents responding said they were not encouraged to become more involved in planning or writing their children's IEP.

- Parents stated the following could have been done to help their children secure employment:

  more training provided
  additional schooling in basic skills
  job placement counseling
  technical education

follow-up reporting
student internship programs

- The following service providers were used in making the transition from school to work:

    Division for Vocational Rehabilitation (DVR)
    Cooperative Educational Service Agencies (CESAs)
    Goodwill Industries
    School counselors and teachers
    Job Service
    Job Training Partnership Act (JTPA)
    Curative Workshop
    Northwest Technical College (NWTC)
    Advocates for Retarded Citizens (ARC)

- The following are services that parents would like to see provided by agencies to assist young people in making the transition from school to work:

    Tutoring
    Coordination of service agencies
    Independent living training
    Job placement
    Job training
    Resume preparation, interviewing skills
    Internships
    Self-esteem workshops

- Additional concerns regarding transition that were expressed::

    Lack of school support
    Need for extended planning
    Recognizing disabilities
    Access to services
    Future education
    Earlier follow-up
    Receiving training that will enable students to secure good jobs

STUDENT TRANSITION SURVEY

Ten (10) CESAs surveyed students with disabilities who were still in high school. The majority of students were juniors. There were 270 responses received.

- Students involved in the survey also were involved in the following services during the past year:

    Services for students with: Learning Disabilities, Cognitive Disabilities, Emotional Disturbance/Behavioral Disabilities, Visual Disabilities, Hearing Disabilities, Orthopedically Impaired, Speech and Language Disabilities.

    Other supportive services: Designated Vocational Instructor, Counseling, Support Groups, AODA, Nursing Services, Job Training , Tutorial/Remediation, Chapter 1, Vocational Rehabilitation.

- 13% of the students are interested in receiving more information about other supportive services.

- 83.7% of the students were not interested in receiving more information.

- 71% of the students have plans for the future. Their plans include continuing education, finding a good job, and living on their own.

- 69% have discussed their future plans with someone at their school.

- 58% have not written down their future goals.

- 38.5% have written down their goals.

- Students stated that teachers, counselors, parents and friends help them with their future plans.

- 47.7% of the students attended IEP meetings. 34% attended parent-teacher conferences and 23% attended informal meetings.

- 50.7% of the students said their future plans were discussed at these meetings.

- Students were involved in the following high school programs during the past year:

    Vocational classes (123)
    Tech Prep (48)
    Designated Vocational Instructor (37)
    Job Shadowing (28)

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Job Training Partnership (22)
Compulsory Attendance (20)
CO-OP (12)
Post-Secondary Options (10)
Guidance and Counseling (7)
Education for Employment (3)
Youth Apprenticeship (2)

- Students are familiar with the following post-high school services:
    Social Services(85)
    Social Security (73)
    Group Homes (49)
    DVR (46)
    Mental Health/Psychiatric (43)
    Job Service/Private Industry Council(39)
    Job Training Partnership Act(33)
    Developmental Disabilities.(26)
    Community Rehabilitation Programs (26)
    Southwest Tech Transitional Services (25)
    Private Employment Agency (20)
    Parent Prof. Partnership (9)
    Training Workshops (3)
    Supported Employment(2)

- 65% of the students worked part-time last year, independent of a school program.

- Students secured their jobs themselves or had assistance from family, a teacher or a friend.

- Students had work opportunities through the following programs:

    Job Training Partnership Act (27)
    Work Experience Programs (20)
    Job Shadowing (15)
    CO-OP Programs (12)
    Designated Vocational Instructor Program(3)
    Supported Employment (2)

- 72.9% of the students do not attend any self-advocacy programs.

- 4.8% do attend self-advocacy programs.

- These laws help to ensure that children with diverse educational needs receive services to successfully graduate and transition into adult living. Students were asked if they were familiar with them:

Section 504 of the Rehabilitation Act   Yes: 22   No: 220

WI Statutes Relating to Children at Risk (s.118.15,
s.118.16 & s.118.33) & Non-discrimination (s.118.13)   Yes: 49   No: 187
IDEA (Individuals with Disabilities Education
Act)   Yes: 29   No: 211

- 66% of the students are not interested in receiving more information regarding the above laws while 29% of the students were interested in receiving more information regarding the laws.

- 71% of the students had no comment regarding concerns or questions about their future beyond high school.. The comments and questions of the remaining 29% focused on the following areas:

  Continuing education   :
  Job placement
  Independent living
  Money management
  General confusion on direction of future
  Being able to afford college
  Ability to complete college level courses
  Having to deal with an unfamiliar environment

- Students feel they need assistance in the following areas for post-high school planning:

  Financial Needs(115)
  Post Secondary Education (97)
  Work Training (80)
  Job Placement (76)
  Independent Living (72)
  Social Relationships(28)
  Sexual Responsibility (14)
  Group Home Settings(13)

- Of the students receiving special education (EEN) services in the past year, 48% reported attending IEP meetings. 44.8 reported that they did not attend IEP meetings.

- The students reported that others in attendance at the IEP meetings were Special Needs Teacher(100), School Guidance Counselor(74), Principal(61), Regular Education Teacher(60), School Psychologist(37), Designated Vocational Instructor(35), Social Worker(17), DVR (8), Vocational Education Teacher (7) and other related specialists.

TRANSITION SURVEY

Agency

The following questions will help you think about transitioning youth with diverse educational needs from the schools into the work world or, if appropriate, into post-secondary education. We are defining youth with diverse educational needs as special education students, at-risk students per your local schools' definitions, or any other student who may require special programming within the school. Please take time to complete this survey.

Please use 1992-93 student data.

Name _____

Counties Served _____

High Schools you Serve_____

1. Please list the number of high school students (grades 9-12) that you serviced in 1992-93.____

2. Who do you receive the majority of referrals from to access services for students in grades 9-12?

   _____ M-Team Coordinator
   _____ Parent
   _____ Teacher
   _____ Guidance Counselor
   _____ Student
   _____ JTPA Teacher
   _____ Principal
   _____ School Psychologist
   _____ School Nurse
   _____ Human Services
   _____ Other

3. What is your current caseload? _____

4. Please list the number of 9-12th grade students you served in 1992-93 (by age).
   _____ 13 & 14 _____ 15 & 16 _____ 17 & 18 _____ 19 -21

5. Does your budget limit your ability to serve students in high school? ___ Yes ___ No

6. Does your agency encourage you to attend formal school meetings that address student issues? ___Yes ___ No

7. Does your time limit your ability to serve students in high school? ___ Yes ___No

8. Has your agency made any formal agreements with your area high schools regarding transition? ___Yes ___ No

9. What barriers, if any, do you experience when trying to coordinate transition services with the high schools you serve? _____
_____

10. Please check the following **post-high school** services that you are aware of?

___Community Rehabilitation Programs   ___Group Homes
___Division of Vocational Rehabilitation   ___Social Security
___Job Training Partnership Act (after   ___Mental Health/Psych.
   graduation programs)
___Job Service/Private Industry Council   ___Developmental Disabilities
___Private Employment Agency   ___Parent Professional Partnership
___Southwest Tech Transitional Services   Training Workshops
___Other, specify_____   ___Social Services

11. Who should have primary responsibility for students in grades 9-12 who need transition services?

____ School
____ Agency
____ Parent
____ All
____ Other (please specify) _____

12. Do you feel schools could be doing more to service secondary students in the area of transition? ____ Yes ____ No   If yes, could you provide one example._____
_____

13. How many Individual Education Program (IEP) meetings were you **invited** to for students in grades 9-12 in 1992-93?_____

14. How many Individual Education Program (IEP) meetings did you **attend** for students in grades 9-12 in 1992-93?_____

15. The following laws help to ensure that children with diverse educational needs receive services to successfully graduate and transition into adult living. Please check below the transition laws with which you are familiar:

___Section 504 of the Rehabilitation Act
___WI Statutes Relating to Children at Risk
   (s.118.15, s.118.16, & s.118.33) & Non-discrimination (s. 118.13).
___IDEA (Individuals with Disabilities Education Act)

16. Would you like more information regarding the above laws? ___Yes ___No

17. Please rate your current understanding of the Individuals with Disabilities Education Act of 1990 (IDEA). (1 being least, 5 being most)

1   2   3   4   5

Thank you for completing this survey. Your input will be very helpful in developing transition services for students with diverse educational needs. Please share any additional comments, concerns, or suggestions that you have to assist us in our efforts to improve transition from school-to-adult living.

Employer Follow-up Survey

(To be completed after transition process improvements have been implemented.)

1. Have you ever employed individuals with disabilities, for instance, visual, physical, or hearing impairments, mental retardation, learning disabilities, emotional disabilities, or speech handicaps?

   ❑ Yes   ❑ No

2. Have you recently been contacted about employing individuals with disabilities who have completed a vocational training program that would qualify them for employment at your business?

   ❑ Yes   ❑ No   ❑ If yes, by whom?

3. Given adequate support from the school, would you consider providing work experience opportunities for students with disabilities who are properly trained?

   ❑ Yes   ❑ No

4. Have you attended a workshop given for business designed to inform you of the advantages of hiring individuals with disabilities, financial and personnel support available when hiring people, and information about various disabling conditions?

   ❑ Yes   ❑ No

5. Would you be interested in attending a workshop designed to inform you of the advantages of hiring a person with disabilities, financial and personnel support available when hiring individuals with disabilities, and information about various disabling conditions?

   ❑ Yes   ❑ No

6. What services would you like to see provided by the school and community to enhance the employability of students with disabilities as they enter the labor market?

Parent Follow-up Survey

(To be completed after student graduates or leaves school.)

1. What is your son or daughter's current employment status?
   - ❑ presently employed full-time (30 hours or more)
   - ❑ part-time (29 hours or less)
   - ❑ unemployed and looking for work
   - ❑ unemployed and not looking for work
   - ❑ status unknown

2. Not looking for work because:
   - ❑ continuing education
   - ❑ military
   - ❑ illness
   - ❑ parent/guardian
   - ❑ other, please specify

3. Present Job: Job Title		Date Employed
Firm	❑ Training related ❑ Training non-related	Salary
Address		

4. What skills or services helped your son or daughter get his or her job?
   - ❑ good technical background
   - ❑ previous work experience
   - ❑ good job hunting skills
   - ❑ knowing the right people
   - ❑ help by a placement counselor (Job Placement Services)
   - ❑ other, please specify

5. How did your son or daughter get his or her first job? (Please check only one.)
   - ❑ Job placement services
   - ❑ families/relatives
   - ❑ friends
   - ❑ training supervisor
   - ❑ vocational instructor
   - ❑ on his or her own
   - ❑ don't know

6. Were you provided with sufficient information about transition options for your son or daughter?
   - ❑ Yes   ❑ No

7. Were you recently encouraged to become more involved in planning or writing your son or daughter's IEP?
   - ❑ Yes   ❑ No

8. If your son or daughter is not employed, what could have been done to help him or her secure employment?

9. What service providers (agencies) did your son or daughter use in making the transition from school to work?

10. What service providers (agencies) were contacted but never used by your son or daughter? (Please list reason they were not used.)

11. Could your son or daughter have used additional services in making the transition from school to work?
   ☐ Yes   ☐ No

12. If yes, what type of services could he or she have used?

13. If you feel that your concerns about transition have not been addressed in any of the questions, please list these concerns.

Source: West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A., & Donafon, D. (1987). *Missouri Transition Guide: Procedures and Resources.* Columbia, Missouri: University of Missouri.

TRANSITION SURVEY

Student

Deciding what to do when you leave high school can be very difficult. You have serious decisions to make about what you want to do, where you want to live, and how you're going to pay for your expenses. We are trying to make this change (transition) as easy for you as possible. Filling out this survey will help us find better ways of assisting you as you go through this process. If you need help with some of the questions, ask your teacher.

Name _____

Grade level _____

School_____

1. In the past year, I received the following services: (Please check all that apply.)

SPECIAL EDUCATION SERVICES

__Learning Disabilities
__Cognitive Disabilities-Severe
__Cognitive Disabilities-Borderline
__Behavior Disabilities (Emot. Disturbed)
__Visual
__Hearing
__Orthopedically Impaired
__Designated Vocational Instructor (DVI)
__Speech and Language
__Other Health Impaired
__Other

OTHER SUPPORTIVE SERVICES

__Counseling
__Support Groups
__Alcohol & Other Drug Abuse(AODA)
__Nursing Services
__Job Training Partnership Act (JTPA)
__Tutorial/Remediation
__Chapter I
__Other_____

2. Are you are interested in receiving more information about the "other supportive services" listed above? ___Yes ___No If yes, which one(s)?_____
_____.

3. Do you have any future plans at this time? ___ Yes ___ No If yes, what are they?
_____
_____.

4. Has anyone from your school talked to you about your transitional needs (future plans)?
___Yes ___No

5. Have you written your future goals down? ___ Yes ___ No

6. Who in your school helps you with your future plans? _____.

7. Which, if any, of the following meetings did you attend last year?

___informal meetings
___parent-teacher conferences
___IEP meetings

8. Were your future plans discussed at any of these meetings? ___ Yes ___ No

9. Please check the following **high school** programs which you have been involved with in the past year. If you are aware of the teacher/coordinator for any of the below programs that you were involved in, please list them.

Program   Teacher/Coordinator

__Vocational Classes   _____
__Tech Prep   _____
__Education for Employment (E4E)   _____
__ Post-Secondary Options   _____
__ Compulsory Attendance (s.118.15)   _____
__Job Training Partnership Act (JTPA)   _____
__Youth Apprenticeship Programs   _____
__CO-OP Programs   _____
__Job Shadowing   _____
__Designated Vocational Instructor (DVI) _____
__Other_____   _____

10. Please check the following **post-high** school services that you are familiar with?

__Community Rehabilitation Programs   __Group Homes
__Division of Vocational Rehabilitation   __Social Security
__Job Training Partnership Act (after   __Mental Health/Psych.
  graduation programs) Services
__Job Service/Private Industry Council   __Parent Professional Partnership
__Southwest Tech Transitional Services   Training Workshops
__Private Employment Agency   __Developmental Disabilities
__Other, specify_____   __Social Services

11. In the past year, did you have a part-time paid work experience that was **not** part of a school program? ___Yes___No If yes, where?_____.

And how did you find the job?

___ Self
___ Relative
___ Teacher
___ Friend
___ Other (please specify) _____

12. In the past year, did you have a work opportunity through one of the work programs listed below:

__Job Training Partnership Act (JTPA)
__Supported Employment
__CO-OP Programs
__Designated Vocational Instructor (DVI) Program
__Job Shadowing
__Work Experience Programs (other that those listed above)
__Other (please specify) _____

13. Do you currently attend any self-advocacy groups
___ Yes___No ___ Unsure

14. These laws help to ensure that children with diverse educational needs receive services to successfully graduate and transition into adult living. Have you ever heard of these laws?

Section 504 of the Rehabilitation Act ___ Yes___No
WI Statutes Relating to Children at Risk (s.118.15, s.118.16, & s.118.33) & Non-discrimination (s. 118.13) ___ Yes___No
IDEA (Individuals with Disabilities Education Act) ___ Yes___No

15. Would you like more information regarding the above laws and how they effect you?
___Yes ___No

16. Please describe any concerns or questions about your future plans beyond high school that you would like to share._____
_____
_____
_____

17. In which area(s) below do you feel that you will need assistance for post-high school planning?

___ Post Secondary Education
___ Work Training
___ Group Home Setting
___ Social Relationships
___ Transportation
___ Job Placement
___ Financial Needs
___ Recreation/Leisure Time
___ Independent Living
___ Sexual Responsibility
___ Other (please specify) _____

If you received special education (EEN) services in the past year, please complete question #18.

18. In the past year, did you attend any IEP meetings? ___Yes ___No If yes, please check all the people (that you can remember) who attended these meeting(s):

___Special Needs Teacher   ___School Guidance Counselor
___Principal   ___School Psychologist
___Regular Education Teacher   ___Vocational Education Teacher
___JTPA Teacher   ___Chapter 1 Teacher
___Your child   ___Nurse
___Technical College Rep.   ___You
___DVR (Dept. of Voc. Rehab.) Counselor ___Social Worker
___DVI (Designated Vocational Instructor) ___Employer
___Other_____

Thank you for completing this survey. Your input will be very helpful in developing transition services for you.

Southwest Wisconsin Transition Leadership Cadre
Fall 1993

Draft Protocol for Abbreviated Expressive-Autobiographical Interview

The following checklist is to help the interviewer stay in the area of focus -- career development and advancement. It should not limit emergence of career - related information that is not included.

<u>Introduction</u>
We are interested in understanding your perceptions related to your career development and advancement. To help us in this area, we have some rather broad questions that we would like to ask.

Current Situation

<u>For Employed Participants</u>

Please tell me about your current job.

>   title

>   responsibilities and reporting
>>   (duties and supervisory responsibilities, who do you report to?

>   relationships

>>   Describe your relationships with subordinates, coworkers, and supervisors.

>>   How would you characterize these relationships?

>   history
>>   how did you get this job?

>>   why did you choose it?

>>   how has your job and responsibilities evolved?
>>>   promotions or attempts?
>>>   changes in duties, reporting relationships
>>>   changes in relationships with coworkers

>   future

>>   plans (within organization, potential for moves)

>>   retirement, when, why, what will you do

>>   current efforts at education or training for future opportunities

>   general

>>   Why do you work?

>>   What do you like most about your current job?

What do you like least about your current job?

What personal qualities do you have that have helped you in your job?

What (if any) personal qualities do you have that have made the job more difficult?

financial

Do you have unusual expenses related to your disability? If so, please explain.

Do you have any disability-related financial supplementation?

Are you making enough money? Please explain.

disability - related information (related to current job)

how has your disability affected your work?

job application, interviewing, and selection?

job duties and responsibilities

relationships with subordinates, coworkers, supervisors

opportunities for training

opportunities for promotion

pursuit of job or career change

has your employer offered you accommodations?

if so, please describe

Is there anything more you would like to tell us about your current employment situation that will help us do understand career development and advancement issues for persons with disabilities?

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<u>Unemployed Informants</u> (other than students)

Please tell me about your current employment situation.

What are the major reasons that you are not currently employed?

What are the major barriers that you face in employment?

If you are currently looking for work, please describe

how
how often
where
reactions of potential employers

do you have a resume? If so, could we have a copy for our research?

<u>Students</u>   (fill in employment section also for students who are working while going to school)

What is your current major?

How and why did you choose it?

What do you hope to do after you complete your degree?

How will you obtain employment in your chosen occupation?

What barriers do you anticipate?

And what will you do to address these barriers?

Why did you choose the college you are attending?

<u>Relationship with Community Collaboration Agency</u>

We contacted you through __fill in organization__. Please describe your relationship to this agency, organization, or group.

General Background

Family of origin

    description
        who (parents, siblings, extended family)

        where (part of the country, type of house, town)

        customs, practices, beliefs (ethnic, religious) of family and surrounding
            community

        work related information
            description of people who worked, what they did, how the
                informant describes their work habits (be sure dig at why
                they describe someone in a particular way -- observed
                behaviors, discussions, etc.)

        socioeconomic status

        family interaction

            nature of communication
            tenor
            communication customs (e.g., mealtime)

    expectations of significant others (probe way back to early years, include play)

        parents

        siblings

        significant members of extended family

        was more or less expected, explain

        any special treatment

Peer Interactions and Friends

    Pre-school (who did you play with, type of play opportunities)

    elementary school

        how did your relate to peers?

        how did they relate to you?

        friends? (quantity and type of friendships)

what kinds of things did you do with your friends?

how did your disability affect your friendships?

junior high,

gather same type of information for each stage of life.

high school,

college (if applicable),

early post-college years

current

Current Family or Significant Relationship

Describe current situation?

Describe role in family or relationship

Current Living Situation

Type of residence (house, apt., how many rooms)

Who lives there?

Type of neighborhood

School Experiences

Types of schools
size

special classes?

socioeconomic status

relationship with teachers and counselors

expectations of teachers and counselors

any special treatment

how did your schooling contribute to your career development

elementary
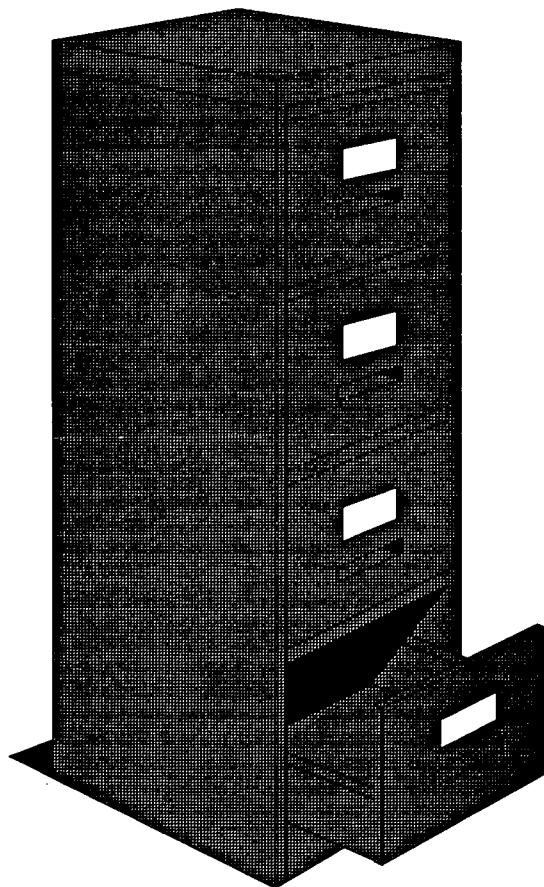
APPENDIX/RESOURCES

This section includes information and activities designed to stimulate creative thinking in meeting the program needs of students with disabilities. May of the samples and suggestions are appropriate for all students and should be incorporated within the vocational experience available for all students.

Resources were used from the following sources with permission:

Transition Information/Activities
CESAs #1 through #12

Integrating Transition Planning into the IEP Process
Council for Exceptional Children, Division on Career
Development/Transition

Occupational Outlook Quarterly
U.S. Department of Labor

Talking together
California State Department of Education

The Learning Disability Intervention Manual
Hawthorne Educational Services

Tools for Transition
American Guidance Services, Inc. (AGS)

Materials Developed by the Department of Public Instruction
and the Division of Vocational Rehabilitation - Wisconsin's Design
for Transition Success Project

THE

LEARNING

DISABILITY

INTERVENTION

MANUAL

Revised Edition

Stephen B. McCarney, Ed.D.
Angela Marie Bauer, M.Ed.

HAWTHORNE
Educational Services, Inc.

1. Set up a system of reinforcers, either tangible (e.g., computer time, helper for the day, etc.) or intangible (e.g., smile, praise, handshake, etc.), to encourage the student to be more successful in reading.

2. Create a list of words and phrases from the student's reading material which he/she will not recognize (e.g., have the science teacher identify the words the student will not recognize in the following week's assignment). These words and phrases will become the student's list of reading words for the following week.

3. Have the student identify words and phrases that he/she does not recognize. Make these words the student's list of words to be learned.

4. Modify or adjust reading material to the student's ability level.

5. Outline reading material for the student words and phrases on his/her reading level.

6. Teach the student to use con   c   o identify words and ph   s he/she doe   know.

7. Emphasize tha   s   earn a root word sight vocabulary in   o be able to add various   s and suffixes   evelop word attack skills.

    Ta   cord difficult reading material for the s   o listen to as he/she reads along.

9. Use a highlight marker to identify key words and phrases for the student. These words and phrases become the student's sight word vocabulary.

10. Teach the student to use related learning experiences in his/her classes (e.g., filmstrips, movies, tape recordings, demonstrations, discussions, videotapes, lectures, etc.). Encourage teachers to provide a variety of learning experiences for the student.

11. Arrange for a peer tutor to study with the student for quizzes, tests, etc.

12. Use a sight word vocabulary approach in order to teach the student key words and phrases when reading directions and instructions (e.g., key words such as "circle," "underline," "match," etc.).

13. Maintain mobility in order to be frequently near the student to provide reading assistance.

14. Use lower-grade-level texts as alternative reading material in subject areas.

15. Have lectures tape recorded in o   pro-vide an additional source of info   on   the student.

16. Make a list of   in points from t   dent's reading material,   n on the student's reading level.

    Ma   vailable for the student a learning   a where a variety of information is a   le in content areas (e.g., the library may ha   ction with films, slides, videotapes, taped lectures, etc.; on such subjects as Pilgrims, the Civil War, the judicial system, etc.).

18. Encourage classroom teachers to include more alternative learning experiences in their classrooms (e.g., lectures, demonstrations, guest speakers, field trips, discussions, films, filmstrips, slides, videotapes, etc.).

19. Write paragraphs and short stories requiring skills the student is currently developing. These passages should be of high interest to the student using his/her name, family members, friends, pets, and interesting experiences.

20. Have the student dictate stories which are then written for him/her to read, placing an emphasis on reading skills.

21. Have the student read high-interest signs, advertisements, notices, etc., from newspapers, movie promotions, magazines, etc., placing an emphasis on reading skills.

22. Make certain the student is practicing reading skills which are directly related to high- interest reading activities (e.g., adventures, romance, mystery, athletics, etc.).

BAD DAY
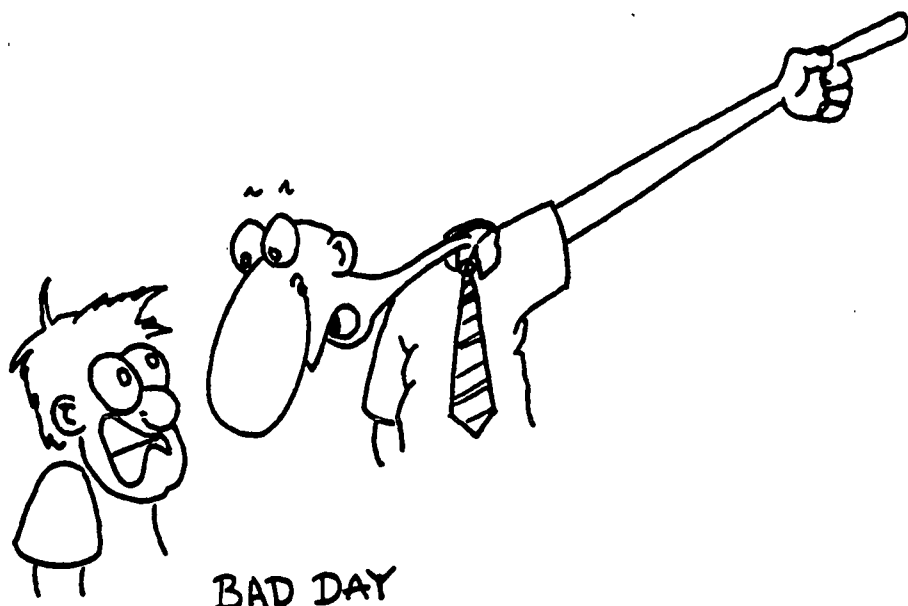
<u>SUGGESTED LIST OF SURVIVAL READING CATEGORIES</u>

Incorporates communication, computation, problem-solving, and interpersonal relations.

1. **Advertisements** (for products, services; classifieds)
2. **Application Forms** (jobs, insurance, credit cards and installment accounts, social security, licenses, unemployment, medical, educational institution admission, bank accounts, club purchase memberships, organization memberships)
3. **Ballot** (write-in, level/mechanical, paper, yes/no, straight party/individual, primary)
4. **Bank Forms** (checks, deposit and withdrawal slips, savings accounts, loans, statements)
5. **Bills** (statements, sales slips, credits, charge accounts, receipts)
6. **Booklets** (government, educational, community, advertising, travel, health, consumer)
7. **Business Letters** (order, complaint, repair, refund, information, order/cancel)
8. **Catalog** (order form, index, business letter)
9. **Charts** (postage, first aid, nutrition, diet, height/weight, clothing sizes, transportation schedules, telephone: zones & costs, TV Guide)
10. **Citizenship Issues** (referenda, ballot, petition, polls, town councils, bonds and tax issues)
11. **Classified Ads** (jobs, auto, situations wanted, services offered, lost and found)
12. **Consumer Services** (Better Business Bureau, legal assistance, educational agencies, utility company, local government organization, occupational services)
13. **Correspondence** (business letters, social letters, greeting cards, envelopes, packages, postage charts, memos on job, messages for family)
14. **Coupons** (fill-in for free or inexpensive items, redeemable store type)
15. **Food-Related** (wrappers, labels, diets, menus, nutrition charts, advertisements)
16. **Forms** (accident report, school or health clinic admission, applications, report cards, registrations, catalog)
17. **Health-Related** (safety: home & job; first aid, diets, product labels, appliance and tool instructions; installation & operation; exercise charts)
18. **Home/Apartment/House** (lease, rental agreements; mortgage; emergency directions, local ordinances: sewer, water, snow, taxes; repairs: contracts, improvements, emergency; receipts, payments, advertisements)
19. **Instructions/Manuals** (installing and operating appliances and tools; care of clothing; assembling toys and furniture; building, repairs, and do it yourself projects; preparation for licenses: auto, hunting; job-related; care of children)
20. **Interviews/Conversations** (for job, with children's teachers, for volunteer activity, for political action, for union participation, with supervisory personnel, with job colleagues, with sales personnel in business transactions, in telephone transactions, with medical personnel, in family)
21. **Leisure** (sports, hobbies, handicrafts, collections, reading, travel, dancing, gardening, puzzles)
22. **Licenses** (auto, pet, hunting and fishing, marriage, business, driving)
23. **Loans** (auto, home, personal)
24. **Magazines** (for leisure, job, home, family, children, humor, general appeal, detective)
25. **Maps** (auto, historic places, vacation guides, weather, electoral & voting results, diagrams of new homes and apartment)
26. **Newspapers** (classified ads, product and home furnishing ads, news and feature stories, comics, headlines, index, TV section)
27. **Policies** (medical, home, auto, fire, theft, disasters, accident, life, retirement)
28. **Receipts** (for purchases, refunds/credits/returns, payments)
29. **Records** (family: health, birth & death & illness; will; home: property & contents; auto; property: real and personal property; insurance; military service; savings; occupational experience: dates, references, addresses; greeting card list)
30. **Reference Materials** (dictionary, encyclopedia, consumer reports and booklets, atlas, catalogs, trade journals, union documents, telephone director, Yellow Pages,

31. **Safety-Related** (first aid, poison and cleaning fluid labels, appliances & tools, home areas, vehicles, weather & natural disasters)
32. **Signs** (in stores: names, sales, directories; in buildings: directories, offices, direction & floor plans; traffic: driver & pedestrian directions; street names; vending machines; instructions for telephone use; safety & emergency)
33. **Tax Forms** (sales, real estate, income, personal property, water & sewer & garbage collection, head, school, employment)
34. **Tests** (education: standardized, teacher-made, objective, subjective; promotion; aptitude; admission to college or training schools; 'polls' for fun in magazines)
35. **Tickets** (sports, ballet, theatre, movie, art exhibits, music, meetings; transportation, sales)
36. **Time Schedules** (TV Guide; entertainment guides for movies & sports events; transportation; work; school)
37. **Transportation** (schedules for land, sea, & air routes; traffic signs; purchases of vehicles for business & sports use & personal conveyance; local methods & costs; licenses; parking)
38. **Vacation** (travel: costs, distances, schedules, purposes & locations, business-related; folders & booklets; maps; reservations; passport)
39. **Vocational** (payroll stub; wage rates; health, pension, & vacation benefits; promotional opportunities: exams, on job training, educational requirements; paperwork: memos, reports, orders, receipts, new regulations; union or organization: vote, meetings, journal or newspaper or magazine)
40. **Union or Organization Related** (ballots, votes, meetings: parliamentary procedure, minutes, discussion, rights, obligations; handouts collective bargaining or management-labor negotiations; membership benefits; printed forms)

23. When the student has difficulty with reading words on grade level, remind him/her that this can happen to everyone and not to be upset. Everyone has areas where they are weak and areas of strength as well, but we must keep trying.

24. Use reading series material with high interest (e.g., adventures, romance, mystery, athletics, etc.) and low vocabulary.

25. Make certain that the reading demands of all subjects and assignments are within the ability level of the student. If they are not, modify or adjust the reading material to the student's ability level. A lower-grade-level text may be an alternative.

26. Make certain that the student's knowledge of a particular skill is being assessed rather than the student's ability to read directions, instructions, etc. Reading directions to the student may increase success.

27. Have the student read aloud to the t[...] each day in order to provide evaluati[...]ed [...]

28. Have the student practice voca[...] [...] from required read[...] [...]terial by [...]g the words while saying[...]

29. Reduce the amount of material the student reads at one time (e.g., reduce reading material to single sentences on a page, a single paragraph, etc.). Gradually increase the amount of material as the student experiences success.

30. Provide the student with increased opportunity for help or assistance on academic tasks (e.g., peer tutoring, directions for work sent home, frequent interactions, etc.).

31. Teach the student individual consonant and vowel sounds.

32. Allow students to use the cha[...] [...] teaching and learning become active. [...] hears, writes, and se[...] the sounds in is[...]n.

33. Start with simp[...] [...] ounds where the stu[...] ves 95% [...]% accuracy. Do not [...] o[...] more difficult words until practice, [...] review of preceding lessons produces ac[...]y.

34. Use D'Nealian handwriting when teaching sounds by hearing, writing, and saying. This eliminates many potential reversal problems.

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1. Give the student responsibilities that require logical thinking (e.g., assign the student to water plants and provide a watering can and a glass, telling the student to use the most appropriate container, etc.).

2. Each day provide the student with problem-solving situations which require logical thinking (e.g., "A stranger takes you by the arm in a department store. What do you do?" "You see smoke coming out of a neighbor's house and no one is home. What do you do?" etc.).

3. Make certain the student experiences the consequences of his/her behavior (e.g., appropriate behavior results in positive consequences while inappropriate behavior results in negative consequences).

4. Provide the student with a list of questions involving logic, which he/she answers orally (e.g., "Why do we post wet paint signs?" "Why do we have STOP signs at intersections?" "Why do we wear seatbelts?" etc.).

5. When something is broken, lost, etc., have the student identify what could have been done to prevent the situation. If materials are properly organized, maintained, and serviceable, have the student discuss the value of such practices.

6. Have the student read stories involving a moral (e.g., "The Tortoise and the Hare," "The Boy Who Cried Wolf," etc.) and explain the reason for the outcome of the story.

7. Have the student read short stories without endings. Require the student to develop logical endings for the stories.

8. Give the student situations/pictures and have him/her explain what variables are related (e.g., "Snow is falling, and the wind is blowing. Is the temperature hot or cold? What should you wear outdoors?").

9. Have the student sequence cartoon strips, after they have been cut apart and rearranged, and explain the logic of the sequence created.

10. Give the student fill-in-the-blank statements requiring an appropriate response from multiple-choice possibilities (e.g., The boy's dog was dirty so the boy decided to give his dog a _____ [dog biscuit, bath, toy]).

11. Show the student pictures of dangerous situations and have him/her explain why it is dangerous (e.g., a child running into the street from between parked cars, a child riding a bicycle without using his/her hands, etc.).

12. Use cause-and-effect relationships as they apply to nature and people. Discuss with the student a specific situation in a story or a picture that could happen next, etc.

13. Make certain the student can verbalize the real-life outcomes of behavior (e.g., the student had to leave the class line on the way to recess, why he/she earned the privilege of being line leader, etc.).

14. Have the student make up rules. Have the student explain why each is necessary.

15. Have the student identify appropriate consequences for rules (e.g., consequences for following rules and consequences for not following rules). Have the student explain the choice of consequences he/she identified.

16. Have the student answer such questions as "Why do we have rules?" "Why do you have to be a certain age before you can drive a car?" etc.

17. Have the student answer analogy situations (e.g., a garage is to a car as a house is to a _____).

18. Set aside time each day for a problem-solving game, analogies, decision-making activities, assigned responsibilities, etc.

19. Make certain the student is attending to the source of information (e.g., eye contact is being made, hands are free of materials, student is looking at the assignment, etc.).

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20. Have the student questions any directions, explanations, and instructions he/she does not understand.

21. Reinforce those students in the classroom who demonstrate logical thinking (e.g., making appropriate decisions, solving problems, making references, etc.).

22. Reinforce the student for appropriate decision-making: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., smile, handshake, etc.).

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21 Fails to generalize knowledge from one situation to another

1. Make certain the student understands that all objects, people, ideas, actions, etc., can be grouped based on how they are alike. Provide the student with concrete examples (e.g., dogs, cats, cows, and horses are all mammals).

2. Give the student pairs of objects and have him/her name the ways in which they are alike and the ways they are different. Proceed from simple things which can be seen and touched to more abstract ideas which cannot be seen or touched.

3. Name a category or group and ask the student to identify as many things as possible which belong in the group. Begin with large categories (e.g., living things) and move to more specific categories (e.g., things which are green).

4. Ask the student to help make lists of some categories which fit inside larger categories (e.g., flowers, trees, and bushes are all categories which can be included in the plant category).

5. Identify related concepts and [show] the student how we can generalize from [one to another] (e.g., numbers to money, fuel to ene[rgy], [words to] sentences, etc.).

6. Have the stu[dent play ana]logy games involving multiple-ch[oice] po[ssi]bilities (e.g., Food is t[o a per]son as gasoli[ne i]s to a(n) ___ [skateboard, [automobile, h]ouse]).

7. [Delive]r instructions by using examples of [relati]onships (e.g., rely on what has already been learned, use examples from the student's environment, etc.).

8. Require the student to explain outcomes, consequences, etc. (e.g., when the student earns a reward or privilege, make certain he/she can explain that the reward was the result of hard work and accomplishment, etc.).

9. Make certain that the student is provided with an explanation of "why" he/she is learning particular information or skills (e.g., we learn to spell, read, and write in order to be able to communicate; we learn to solve math problems in order to be able to make purchases, use a checking account, measure, and cook; etc.).

10. Have the student respond to "What if...?" statements (e.g., "What if it rained for 40 days and 40 nights?" "What if there were no rules and laws?" etc.).

11. Be certain to relate what the student has learned in one setting or situation to other situations (e.g., vocabulary words learned should be pointed out in reading selections, math word problems, story writing, etc.).

12. Call attention to situations i[n school] which generalize to more global si[tuations] (e.g., being on time for class is the same [as] being on time for work; s[chool] work not done during work time has to be mad[e up] befor[e] [sch]ool, after school, or durin[g] recreationa[l time ju]st as responsibilities at [a person's] employm[ent] would have to be com[plet]ed a[t ni]ght or weekends if not completed on [time, e]tc.).

13. [Ha]ve the student write letters, fill out applications, etc., in order to see the generalization of handwriting, spelling, grammar, sentence structure, etc., to real-life situations.

14. Provide the student with situations in which he/she can generalize skills learned in mathematics to a simulation of the use of money (e.g., making change, financing a car, computing interest earned from savings, etc.).

15. Have the student develop a series of responses representing his/her ability to generalize from common situations in the environment (e.g., "We should drive no more than 55 miles per hour on our highways because..." Appropriate responses would mention safety, conservation of fuel, care of vehicle, fines for speeding, etc.).

16. As soon as the student learns a skill, make certain that he/she applies it to a real-life situation (e.g., when the student learns to count by fives, have him/her practice adding nickels).

17. Use a variety of instructional approaches to help the student generalize knowledge gained to real-life situations (e.g., after studying the judicial system, provide a simulated courtroom trial, etc.).

18. Use multiple-choice modalities (e.g., auditory, visual, tactile, etc.) when presenting instructional material that requires the student to generalize knowledge. Determine which modality is stronger and utilize the results.

19. Use concrete examples and experiences in teaching concepts and when sharing information with the student.

20. Use pictures, diagrams, the chalkboard, and gestures when delivering information.

21. When the student is required to generalize knowledge from one situation to another, provide him/her with visual and/or auditory cues to help the student remember the information previously presented (e.g., repeat key words, expose part of a picture, etc.).

22. When delivering explanations and information, be certain to use vocabulary that is within the student's level of comprehension.

23. Use daily drill activities to help the student memorize flash cards with math facts, sight words, etc.

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Columbia, MO 65201
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Fax: 1-800-442-9509

PRIORITIZED DESIRABLE WORKER CHARACTERISTICS [1]

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
1. Good attendance		
2. Punctuality		
3. Acceptance of supervision		
4. Ability to accept criticism & implement suggestions		
5. Ability to follow/retain verbal directions		
6. Ability to read/carry out simple written directions		
7. Cleans up after self		
8. Ability to attend to task until completed		
9. Ability to work independently once task is learned		
10. Awareness of safety precautions		
11. Respect & ability to care for equipment		
12. Ability to adapt to new people/situations		
13. Ability to cooperate/get along		
14. Ability to measure		
15. Appropriate self-control/frustration management		
16. Ability to ask for assistance		
17. Ability to perform job adequately		
18. Confidence in performing task/job		
19. Ability to maintain quality of work/correct own errors		
20. Ability to maintain adequate productivity/pace		
21. Has realistic job goals		
22. Has knowledge/acceptance of rules		
23. Flexibility for different types of jobs		
24. Willingness to work		
25. Has image of self as a worker, orientation toward work, interest in job		
26. Endurance/stamina		
27. Ability to communicate basic needs		
28. Initiative		
29. Acceptance of responsibility		

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
30. Exhibits good grooming/appropriate personal hygiene		
31. Dresses appropriately		
32. Demonstrates helping behaviors/teamwork		
33. Takes pride in work		
34. Ability to exercise good judgement/problem solving skills		
35. Willingness to learn		

[1] ADAPTED FROM "A COMPARISON BETWEEN THE PERCEPTIONS OF SPECIAL EDUCATORS AND EMPLOYERS: WHAT FACTORS ARE CRITICAL FOR JOB SUCCESS?", LINDA McCREA, CAREER DEVELOPMENT FOR EXCEPTIONAL INDIVIDUALS, 14:2, 121-130, 1991.

B. SCHOOL SUPERVISED VOCATIONAL EXPERIENCE PLAN/EVALUATION FORM

Student's Name:	Birthdate:
School:	Graduation Date:
Parents/Guardian:	Program:
Parents' Address:	Handicap(s):
Vocational Site:	Hours:
Employer:	Phone:
Teacher Supervising:	Date of Eval:

PURPOSE OF VOCATIONAL EXPERIENCE

X	Type of Vocational Experience	Max. Hours per Job Experience per School Year
	Vocational Exploration	5 Hours per Job Experience
	Vocational Assessment	90 Hours per Job Experience
	Vocational Training	120 Hours per Job Experience
	Work/Study (Paid Employment)	See WI Child Labor Laws & FLSA

SPECIFIC VOCATIONAL ACTIVITIES TO BE EXPERIENCED AND SKILLS TO BE PERFORMED (FROM IEP)

Vocational Competencies	Demon-strates	Instructional Methods/Adaptations Needed to Improve
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		

PRIORITIZED DESIRABLE WORKER CHARACTERISTICS [1]

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
1. Good attendance		
a. calls in absent only when ill		
b. calls worksite supervisor in advance of absence to allow staff substitutions		
c. not more than one absence per month		
2. Punctuality		
a. arrives at work early and is ready to work at assigned time		
b. takes breaks at assigned times and departs per schedule		
3. Acceptance of supervision		
a. changes behavior when requested		
b. respects the authority and decision-making role of supervisors		
c. pays attention		
d. resolves differences of opinion in a satisfactory manner		
e. participates in training programs		
f. requests clarification when necessary		
4. Ability to accept criticism gracefully & implement suggestions		
5. Ability to follow/retain verbal directions		
6. Ability to read/carry out simple written directions		
7. Cleans up after self		
8. Ability to attend to task until completed		
a. manages time effectively		
9. Ability to work independently once task is learned		
10. Awareness of safety precautions		
11. Respect of & ability to care for equipment		
12. Ability to adapt to new people/situations		
13. Ability to cooperate/get along		

Worker Characteristics	Demon-strates	Instructional Methods/Adaptations Needed to Improve
a. participates in work-site social activities (birthday parties, breaks, etc.)		
b. assists co-working with tasks, shares responsibility		
c. shares in co-workers humor		
d. joins in after-work social activities (clubs, parties, bowling teams, etc.)		
14. Ability to measure		
15. Appropriate self-control/frustration management		
16. Ability to ask for assistance		
17. Ability to perform job adequately		
a. uses appropriate techniques		
b. completes all tasks		
18. Confidence in performing task/job		
19. Ability to maintain quality of work/correct own errors		
a. recognizes & analyzes problems with patience		
b. identifies early signs of problems		
c. consults with others, gathers information		
d. considers alternative solutions & their consequences		
20. Ability to maintain adequate productivity/pace		
21. Has realistic job goals		
22. Has knowledge/acceptance of rules		
a. understands employment conditions		
b. understands work schedule		
c. understands personnel procedures		
23. Flexibility for different types of jobs		
24. Willingness to work		
25. Has image of self as a worker, orientation toward work, interest in job		

Worker Characteristics	Demon-strates	Instructional Methods/ Adaptations Needed to Improve
26. Endurance/stamina		
27. Ability to communicate basic needs		
28. Initiative		
a. seeks additional work when tasks are completed		
b. practices skills/requests feedback		
c. inquires about job & related work		
29. Acceptance of responsibility		
a. has provided for child care		
b. keeps work records		
c. prepares, plans & organizes job tasks		
d. maintains physical & mental health		
30. Exhibits good grooming/appropriate personal hygiene		
31. Dresses appropriately		
32. Demonstrates helping behaviors/teamwork		
33. Takes pride in work		
34. Ability to exercise good judgement/problem solving skills		
a. manages personal problems outside work		
b. anticipates consequences of personal actions		
c. exhibits behavior appropriate to the job setting		
35. Willingness to learn		

_____   _____
Supervising Teacher's Signature   Date

_____   _____
Employer's Signature   Date

_____   _____
Student's Signature   Date

EMPLOYMENT SITE TOUR REACTION SHEET

Student's Name: _____ Tour Date: _____

Directions: Please answer the following questions concerning the tour you have just participated in. If you have any questions ask your teacher for help.

1. Name the place you visited on your field tour.

   _____

2. State the major function(s) of the place toured.

   _____

   _____

3. Name three jobs that you observed.

   a. _____

   b. _____

   c. _____

4. Was the company or business hiring new employees?

   Yes ___ No ___

   How do you know? _____

   _____

5. Would you like to work for this company or business?

   Yes ___ No ___

   Why or why not? _____

   _____

6. Did the workers work inside or outside?

   _____

7. Did the workers work alone or with others?

   _____

8. Were the surroundings noisy or quiet?

   _____

9. Name three things you learned from this tour?

   1. _____

   2. _____

   3. _____

10. How did this tour help you?

_____

_____

_____

_____

CESA #3
John Triphan 11/94

JOB SHADOW REACTION SHEET

Student's Name: _____ Date of Shadow: _____

Directions: Please give the following information about the job you shadowed. If you have any questions ask your teacher for help.

1. State the name of the company you visited. _____

    _____

2. State the job title of the job you shadowed. _____

    _____

3. List the job duties. _____

    _____

    _____

    _____

    _____

4. List the working conditions. _____

    _____

    _____

    _____

    _____

5. State the personal qualifications needed for the job. _____

    _____

    _____

    _____

6. State the education and training needed for the job. _____

    _____

    _____

    _____

7. List the earnings and hours for the job. _____

_____

_____

_____

8. State the outlook for the job. _____

_____

_____

_____

9. Would you like to perform this job in the future? (why or why not)?

_____

_____

_____

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TECHNICAL COLLEGE DEGREE PROGRAM SHADOW REACTION SHEET

Student's Name: _____ Date of Shadow: _____

Check one: ___ 1st Shadow ___ 2nd Shadow ___ 3rd Shadow

Directions: Please answer the following questions concerning the technical college degree/career program shadow you have participated in.

1. State the name of the technical college where you shadowed the degree/career program.

    _____

2. State the title of the degree/career program you shadowed.

    _____

3. State the name(s) of the instructors you spoke to throughout your shadowing experience and list the courses they taught.

    Instructor's Name: Course:

    a._____   a. _____

    b._____   b. _____

    c._____   c. _____

    d._____   d. _____

    e._____   e. _____

4. Name three (3) jobs that you would be prepared for if you earned an associate degree in the degree/career program you shadowed.

    a. _____

    b. _____

    c. _____

5. List the high school classes you have completed or are currently taking that would help you complete the degree/career program you shadowed.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

    f. _____

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6. Would you consider attending the technical college after high school graduate and earn an associate degree in the degree/career program you shadowed?

Check one: ___ Yes ___ No

Why or why not?_____

_____

_____

7. Are you interested in shadowing another degree/career program at a technical college?

Check one: ___ Yes ___ No
If yes, please answer question #8. If no, please answer question #9.

8. Name the degree/career program you would like to shadow next.

_____

Name the technical college: _____

Why would you like to shadow this degree/career program?

_____

_____

9. What are your future plans if you desire no future shadowing experiences?

Check if you plan to:

___ Find a job and work. Where? _____

___ Join the military. What branch? _____

___ Go to college. Where? _____

___ I don't know.

___ Other. Please explain. _____

_____

CESA #3
John Triphan 11/94

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VOCATIONAL EXPERIENCE AGREEMENT FORM

Student's Name:	Birthdate:
School:	Graduation Date:
Parents/Guardian:	Program:
Parents' Address:	Handicap(s):
Student's preferences:	
Employer:	Phone:
Teacher Supervising:	Date of Agreement:

TYPE OF VOCATIONAL EXPERIENCE

☐ Job Exploration (cannot exceed 5 hours per job)

Community Site/Employer	
Activities/Responsi-bilities	
Credits:	Dates:_____ - _____
Teacher Supervisor:	Schedule: M_____ - _____ T_____ - _____ W_____ - _____ Th_____ - _____ F_____ - _____

☐ Vocational Assessment (cannot exceed 90 hours per job)

Community Site/Employer	
Activities/Responsi-bilities	
Credits:	Dates:_____ - _____
Teacher Supervisor:	Schedule: M_____ - _____ T_____ - _____ W_____ - _____ Th_____ - _____ F_____ - _____

☐ Vocational Training (cannot exceed 120 hours per job)

Community Site/Employer	
Activities/Responsi-bilities	
Credits:	Dates:_____ - _____
Teacher Supervisor:	Schedule: M_____ - _____ T_____ - _____ W_____ - _____ Th_____ - _____ F_____ - _____

All the following conditions are required or all the protections of the FLSA apply.

1. Competitive employment at minimum wage is not immediately feasible & disability requires intensive on-going support in work setting.
2. Community based experiences are supervised by public school teachers.
3. IEPs define transition components of vocational experiences.
4. Parent & students fully informed of IEP & participate voluntarily.
5. Experiences do not entitle student to wages.
6. Experiences do not immediately benefit employers (no displacement of employees)
7. Students are directly & continuously supervised by school staff or employees.
8. Placement made per IEP, not to meet business needs.
9. Times per experience are specifically limited by IEP.
10. Students not entitled to employment at conclusion of IEP.
11. Experiences may not be those prohibited by statute.
12. Experiences based on a bona fide curriculum.
13. School credit is given.

☐ Volunteer Services (hours, time of day, and activities limited by WI child labor regulations - no longer than 13 weeks)

1. Only for nonprofit educational, charitable, religious or community service organizations.
2. Organization must have written consent of student's parents.
3. Student must be supervised by a responsible adult.
4. Student must have orientation training and supervision to make services a genuine learning experience.
5. The organization using the student volunteer will provide insurance to cover the student when contributing service to the organization.
6. Liability coverage will be provided to protect the student in the case of an accident to a third party.
7. Students will not be economically exploited nor used to replace paid employees. (Ind 70.08)

Community Site/Employer		
Student Activities/Responsibilities		
Dates:	Schedule	M_____ - _____ T_____ - _____ W_____ - _____ Th_____ - _____ F_____ - _____
_____ - _____	Credits:	Teacher Supervisor:

☐ Work/Study (all WI child labor laws, the Fair Labor Standards Act, and IDEA apply)

1. The student will receive at least minimum wage or have a special minimum wage license.
2. The student has a work permit.
3. The student must be age 16 or over.
4. The parents must approve.
5. The work experience must lead to high school graduation (credits must be awarded).
6. The work experience must be supervised by licensed teachers.
7. The work experience must be paired with instruction.
8. Transportation between work and school must be at no cost to the student or parents.
9. While at work, students are covered by the employer's Worker's Compensation Insurance.
10. Teachers and other district staff working in the community based site are covered under the district's Worker's Compensation Insurance.

Community Site/Employer		
Student Activities/Responsibilities		
Dates:___ - ___	Schedule	M_____ - _____ T_____ - _____ W_____ - _____ Th_____ - _____ F_____ - _____
Salary:	Credits:	Teacher Supervisor:

STUDENT RESPONSIBILITIES

As a vocational student, I agree to the following:

1. I will be directly responsible to my employer and teacher supervisor for my actions on the job and in school.
2. I will complete the time commitment at the vocational site for the duration of the vocational experience.
3. I will treat all confidential information with the proper respect.
4. I will automatically be dropped from the program and receive no school credit if I quit the experience.
5. I will comply with the goals and objectives in my IEP and try to reach the criteria for success in my IEP.
6. I will abide by all rules and polices at my vocational site and at school. I will, to the best of my ability, attempt to meet the vocational goals specified in my "School Supervised Vocational Experience Plan/ Evaluation."

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7. I will discuss all special problems with my teacher supervisor and will request changes if necessary.
8. I will not report to my vocational site on any day that I do not report to school without school approval.
9. I understand that I may be dismissed from the vocational experience for failure to follow the rules for school supervised vocational experiences or for failure to fulfill my job duties while on the job.
11. I will participate in the development of my IEP and discuss my transition preferences and choices.
10. I understand my IEP transition goals, my vocational plan, and the rules for vocational experience.

PARENT RESPONSIBILITIES

As a parent of the vocational student, I agree to the following:

1. I grant permission for all parties to this agreement to share information regarding my child to improve his/her program.
2. I will not permit my child to report to the vocational site on any day she/he does not attend school.
3. I will discuss special problems with the teacher supervisor and will assist in solving any attendance, academic, or behavioral problems.
4. I will participate in the development of my child's IEP and discuss transition goals and services.
5. I have read the rules of participation and discussed them with my child.
6. I understand the major emphasis of this program is developing functional vocational skills which will enable my child to participate in and contribute to our society.

EMPLOYER RESPONSIBILITIES

As an employer of the vocational student, I agree to the following:

1. Provide the student with a vocational experience as described above.
2. Provide a variety of experiences as described in the "Vocational Experience Plan" which enables the student to learn all aspects of the particular vocational site.
3. Evaluate the student at regular intervals as requested by the supervising teacher or as described in the "Vocational Experience Plan."
4. Cooperate with the school in establishing and maintaining vocational curriculum and experiences related to business needs.
5. Establish work standards which are the same as for other beginning workers. (See "Vocational Experience Plan.")
6. Terminate this agreement for reasons my organization cannot tolerate; however, this will be done only after consulting the teacher supervisor.
7. Inform the teacher supervisor of the person who is directly responsible for the student's supervision and training and of any change(s) in the student's vocational assignments.
8. Not permit the student to work on any day in which the student is absent from school.
9. Assure that the student is not placed in any situation which would violate child labor regulations or use the vocational experience program to replace bona fide employees.
10. Provide student with appropriate safety instruction necessary for the vocational experience.
11. For students in work/study experiences, pay at least minimum wages (or have a special minimum wage license), have workers compensation insurance, and keep employee wage and hour records per the Fair Labor Standards Act.
12. Provide direct and close supervision of the student by a qualified and experienced person.
13. Keep this "Vocational Experience Agreement" on file.

SCHOOL DISTRICT RESPONSIBILITIES

As the teacher supervisor of the vocational experience and the representative of the school district, I agree to the following:

1. Insure the student has received appropriate career education and vocational instruction to prepare him/her to successfully participate in the vocational experience.
2. Insure the student has been prepared to participate in his/her IEP development and to discuss realistic transition preferences and choices.

3. Insure assistive devices, if necessary, are procured in order to allow participation in the vocational experience.
4. Insure transportation to and from the work site and school, if necessary, is provided at no cost to the student and parents.
5. Invite any community agency responsible for providing or paying for transition services to the IEP meeting to help develop and provide the vocational experiences.
6. Place student at vocational site which is matched to the student's IEP goals and objectives.
7. Conduct periodic vocational assessment to determine student's progress and need for modifications in program.
8. Review rules for participation with the student.
9. Assist all parties in solving special problems and will take proper action.
10. Provide classroom instruction needed to assist the student to succeed in the program.
11. Be responsible for the coordination of each student's program.
12. Supervise the vocational site per vocational experience plan to observe the student and consult with the student's vocational site supervisor.
13. Assist the employer in placing students in safe and healthy work assignments in accordance with child labor laws and their IEP needs.

IEP GOALS, OBJECTIVES AND TRANSITION SERVICES

Individual vocational goals and objectives/transition services from the IEP to be addressed through the vocational experience.

COMMUNITY AGENCY RESPONSIBILITIES

As a community agency that is responsible for providing or paying for transition services, I agree to provide the following services as part of this vocational experience:

SIGNATURES

Student:	Date:
Parents:	Date:
Principal:	Date:
Employer:	Date:
Teacher supervisor:	Date:
Community Agency:	Date:
Community Agency:	Date:
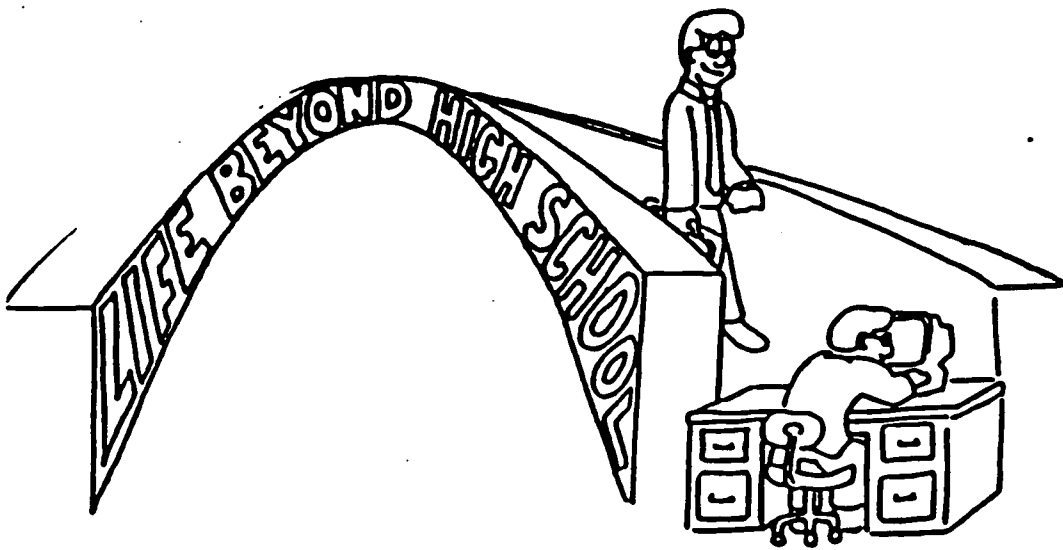
College Interview Questions

Below are questions typically asked in a college interview. Plan what you will say in response to these questions and practice saying your answers out loud before the interview. Also think of questions that you have about the school, as the interviewers will probably ask you what questions you have.

Why do you want to go to college?
What are your career goals?
What do you hope to major in?
Why did you choose this school?
Why should this school accept you?
What were your favorite courses in high school?
What extracurricular activities were you in?
What are your hobbies and talents?
What kind of jobs have you held?
Do you plan to work while going to school?

If you are applying to a special program for learning disabled students, you may also be asked some of these questions:

What is your learning disability?
How does it cause you difficulty?
How do you compensate for it?
What are your strengths? your weaknesses?
What writing classes did you have in high school?
What kind of assistance did you get in high school?
What services do you think you will need in college?
What accommodations do you think you will need?
Do you plan to take a full load?
How do you plan your study time?
How much time do you study each day?
Have you ever taken a study skills class? What skills did you learn?
Are you willing to work harder than other students to earn a college degree?

From: Tools For Transition

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WTCS
KEY CONTACT PERSONS FOR STUDENTS WITH DISABILITIES 1995-96

TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TDD	FAX
		SUPPORT	TRANSITION				
WBVTAE	Thomas Heffron Ed Consultant - Special Services	X	X	310 Price Place P.O. Box 7874 Madison, WI 53707	(608) 266-3738	(608) 267-2483	(608) 266-1690
BLACKHAWK	Chris Flottum Instructor	X	X	6004 Prairie Rd. Janesville, WI 53547	(608) 757-7796	(608) 757-7710	(608) 757-9409
CHIPPEWA VALLEY	Carolyn Dunning Associate Dean Special Needs Coordinator	X		620 W. Clairemont Ave. Eau Claire, WI 54701	(715) 833-6280	(715) 833-6400	(715) 833-6470
	Michelle Peterson Transition Specialist		X	620 W. Clairemont Ave. Eau Claire, WI 54701	(715) 833-6254	(715) 833-6400	(715) 833-6470
	Debra Elam Interpreter	X		620 W. Clairemont Ave. Eau Claire, WI 54701	(715) 833-6509	(715) 833-6509	
FOX VALLEY	Shary Schwabenlender Special Needs Coordinator	X	X	1825 N. Bluemound Dr. Appleton, WI 54913-2277	(414) 735-5679	(414) 735-5679	(414) 735-2582
	Alice Heiden Transition Instructor	X	X	1825 N. Bluemound Dr. Appleton, WI 54913-2277	Appleton: (414) 735-2569 Oshkosh: (414) 236-6128	(414) 735-2497 Oshkosh: (414) 236-6128	(414) 735-2582
GATEWAY	Racine: Helen Suda Instructor	X		1001 S. Main St. Racine, WI 53403-1582	(414) 631-7337	(414) 656-8960	(414) 631-1044
	Louise Booth Transition Specialist		X	1001 S. Main St. Racine, WI 53403-1582	(414) 631-1042	(414) 656-8960	(414) 631-1044
	Linda Mahoney LD Instructor	X		1001 S. Main St. Racine, WI 53403-1582	(414) 631-7337	(414) 631-1007	(414) 631-1044
	Kenosha: Mary Hawkins Instructor	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6951	(414) 656-8410	(414) 656-8966
	Jo Bailey Learning Skills Specialist	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6958	(414) 656-8960	(414) 656-8966
	Eric Koster- Transition Coordinator Counselor		X	3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6942	(414) 656-8960	(414) 656-8966
	Mary Mair Hearing Impaired Specialist	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-7238	(414) 656-8960	(414)656-8966
	Gerard Millett LD Instructor	X		3520 - 30th Avenue Kenosha, WI 53144-1690	(414) 656-6951	(414) 656-7246	(414) 656-8966
	Elkhorn: Kathy Peterson-Elkhorn Instructor	X		400 South Hwy. H Elkhorn, WI 53121-2020	(414) 741-6168	(414) 656-8960	(414) 741-6148
	Pat Harkness LD Instructor	X		400 South Hwy. H Elkhorn, WI 53121-2020	(414) 741-6110	(414) 741-6156	(414) 741-6148

TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TDD	FAX
		SUPPORT	TRANSITION				
LAKESHORE	Tom Hilke Dean, Gen. Ed./ GOAL/Student Serv.	X		1290 N. Avenue Cleveland, WI 53015	(414) 458-4183	(414) 693-8956	(414) 457-6211
	Don Geiger Sp. Needs Instructor	X	X	1290 N. Avenue Cleveland, WI 53015	(414) 458-4183	(414) 693-8956	(414) 457-6211
	Vicki Gurholt-Wiese Sp. Needs Instructor	X	X	1290 N. Avenue Cleveland, WI 53015	(414) 458-4183	(414) 693-8956	(414) 457-6211
MADISON	Dr. Richard Harris Disabled Student Services Administrator	X		3550 Anderson St. Madison, WI 53704	(608) 246-6045	(608) 246-6663	(608) 246-6703
	Pam Chrostowski Transition Facilitator		X	3550 Anderson St. Madison, WI 53704	(608) 246-6791	(608) 246-6663	(608) 246-6703
MID-STATE	Dr.John Bellanti Sp. Needs Services Coordinator	X	X	500 32nd St. North Wisc. Rapids, WI 54494	(715) 422-5452	(715) 422-5456	(715) 422-5440
	Vicki Kolodziej Sp. Needs Facilitator	X	X	933 Michigan Avenue Stevens Point, WI	(715) 344-3063	(715) 342-3135	(715) 342-3134
				2600 W. Fifth Street Marshfield, WI 54491	(715) 387-2538	(715) 387-3696	(715) 389-2864
MILWAUKEE	George Sippl Sp. Populations Asst.	X		700 West State St. Milwaukee, WI 53233	(414) 297-6874	(414) 297-6986	(414) 297-7082
	Chuck Kevil Manager	X		700 West State St. Milwaukee, WI 53233	(414) 297-6581	(414) 297-6986	(414) 297-7990
	Bob Bullock Manager	X		700 West State St. Milwaukee, WI 53233	(414) 297-6274	(414) 297-6986	(414) 297-7990
	Brenda Benton Sp. Needs Counselor		X	700 West State St. Milwaukee, WI 53233	(414) 297-6594	(414) 297-6986	(414) 297-7990
	Christine Kao Transition Specialist		X	700 West State St. Milwaukee, WI 53233	(414) 297-6546	(414) 297-6986	(414) 297-7990
	Todd McGilligan HIP/VIP Specialist	X	X	700 West State St. Milwaukee, WI 53233	(414) 297-6405	(414) 297-6986	(414) 297-7990
MORAINE PARK	Gretchen Gall Learning Specialist	X	X	235 N. National Ave. Fond du Lac, WI 54935	(414) 922-3196	(414) 924-3196	(414) 929-2478
	Bonnie Bauer Learning/Transition Specialist	X	X	2151 N. Main St. West Bend, WI 53095	(414) 335-5741	(414) 929-2109	(414) 335-5708
	Craig Finley Manager-Support Services/Special Services	X	X	235 N. National Ave. Fond du Lac, WI 54935	(414) 922-3192	(414) 924-3192	(414) 929-2478

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ICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TDD	FAX
		SUPPORT	TRANSITION				
NICOLET AREA	Bob Steber Sp. Needs Instructor	X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4430	(715) 365 4515	(715) 365-4404
	Cindy Schmitz Gloria Bass Deborah Rezac Sp. Needs Counselor	X X X	X	P.O. Box 518 Rhinelander, WI 54501	(715) 365-4430	(715) 365 4515	(715) 365-4404
NORTH CENTRAL	Joe Mielczarek VIP Program Vocational Specialist	X	X	1000 West Campus Drive Wausau, WI 54401	(715) 675-3331 (Ext. 4087)	(715) 675-6341	(715) 675-9776
	Crystal Anderson DHH Representative	X		1000 West Campus Drive Wausau, WI 54401	(715) 675-3331 (Ext. 4084)	(715) 675-6341	(715) 675-9776
	Kathy Farrell Transition Specialist		X	1000 West Campus Drive Wausau, WI 54401	(715) 675-3331 (Ext. 4141)	(715) 675-6341	(715) 675-9776
NORTHEAST WIS.	Jerome Miller Special Services Coordinator	X	X	2740 W. Mason St. Green Bay, WI 54307-9042	(414) 498-5470	(414) 498-5470	(414) 498-6242
	Janet Whitney Instructional Support Specialist	X		2740 W. Mason St. Green Bay, WI 54307-9042	(414) 498-6390	(414) 498-6390	(414) 498-6242
	Julie Pullin Learning Instructor	X		2740 W. Mason St. Green Bay, WI 54307-9042	(414) 498-6390	(414) 498-6390	(414) 498-6242
	Sue-Ellen Haas Interpreter	X		2740 W. Mason St. Green Bay, WI 54307-9042	(414) 498-6390	(414) 498-6390	(414) 498-6242
SOUTHWEST WIS.	Wynn Henderson Sp. Pop. Coordinator	X		1800 Bronson Blvd. Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262	(608) 822-3262	(608) 822-6019
	Al Propst Sp. Needs Instructor	X	X	1800 Bronson Blvd. Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262	(608) 822-3262	(608) 822-6019
	Carol Kopp Transition Coordinator		X	1800 Bronson Blvd. Route 1, Box 500 Fennimore, WI 53809	(608) 822-3262	(608) 822-3262	(608) 822-6019
WAUKESHA COUNTY	Elroy Harmelink Sp. Needs Counselor	X	X	800 Main St. Pewaukee, WI 53072	(414) 691-5277	(414) 691-5088	(414) 691-5089
	Deb Jilbert Transition Specialist		X	800 Main St. Pewaukee, WI 53072	(414) 691-5210	(414) 691-5088	(414) 691-5089
	Bonnie Liljestrand Transition Specialist (to work)		X	800 Main St. Pewaukee, WI 53072	(414) 695-7805	(414) 695-7817	(414) 695-7816
	Carole Hovde Assoc. Dean - Basic Education Special Service	X		800 Main St. Pewaukee, WI 53072	(414) 521-5222	(414) 691-5088	(414) 691-5164

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TECHNICAL COLLEGE DISTRICT	CONTACT	SERVICES		ADDRESS	TELEPHONE NUMBER	TDD	FAX
		SUPPORT	TRANSITION				
WESTERN WISCONSIN	Ed Mathwig Sp. Needs Coordinator	X	X	304 N. Sixth St. La Crosse, WI 54602-0908	(608) 785-9816	(608) 785-9200	(608) 789-4760
	Kris Saegrove Sp. Needs Counselor	X	X	304 N. Sixth St. La Crosse, WI 54602-0908	(608) 785-9439	(608) 785-9200	(608) 785-9205
	Kristina Puent Instructional Support Specialist	X	X	304 N. Sixth St. LaCrosse, WI 54602-0908	(608) 785-9875	(608) 785-9551	(608) 785-9205
	Erin McCoy Lead Interpreter	X		304 N. Sixth St LaCrosse, WI 54602-0908	(608) 785-9875	(608) 785-9551	(608) 785-9205
WIS. INDIANHEAD	Mimi Crandall Educational Services/ Cultural Diversity Specialist	X		505 Pine Ridge Drive HCR 69, Box 10B Shell Lake, WI 54871	(715) 468-2815	(715) 468-7755	(715) 468-2819
	Sue Masterson Secondary/Post-secondary Coordiantor		X	505 Pine Ridge Drive HCR 69, Box 10B Shell Lake, WI 54871	(715) 468-2815	(715) 468-7755	(715) 468-2819
	Cindy Utities-Heart Special Needs Staff-Ashland	X	X	Ashland Campus 2100 Beaser Ave. Ashland, WI 54806	(715) 682-4591	(715) 468-7755	(715) 682-8040
	Anne Hanson Special Needs Staff-New Richmond	X	X	New Richmond Campus 1019 South Knowles Ave. New Richmond, WI 54017	(715) 246-6561	(715) 468-7755	(715) 246-2777
	Pat Peters Special Needs Staff-Rice Lake	X	X	Rice Lake Campus 1900 College Drive Rice Lake, WI 54868	(715) 234-7082	(715) 468-7755	(715) 234-5172
	Terri Klimek Special Needs Staff-Superior	X	X	Superior Campus 600 North 21st St. Superior, WI 54880	(715) 394-6677	(715) 468-7755	(715) 394-3771
TECHNOLOGY LOAN CENTER	Clayton Blom TLC Representative	X		1000 Campus Dr. Wausau, WI 54401	(715) 675-3331	(715) 675-6341	(715) 675-9776
	Alan Edwards Technical Assistance	X					

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Colleges, Universities & Technical College Contacts
University of Wisconsin System

University of Wisconsin Eau Claire *504 Coordinator* Services for Students with Disabilities Eau Claire, WI 54701 (715) 836-2522 or 836-4929	**University of Wisconsin Milwaukee** *Manager* Disabled Student Services P. O. Box 413 Milwaukee, WI 53201 (414) 229-5822
University of Wisconsin Extension *504 Coordinator* 417 Extension Building 432 North Lake Street Madison, WI 53706 (608) 262-0277	**University of Wisconsin Oshkosh** *Project Assistant, U-STEP* Dempsey Hall 125 Oshkosh, WI 54901 (414) 299-6239 or 424-3100
University of Wisconsin Green Bay *504 Coordinator* 2420 Nicolet Green Bay, WI 54311-7001 (414) 465-2343	**University of Wisconsin Parkside** *504 Coordinator* P. O. Box 2000 Kenosha, WI 53141 (414) 553-2657
University of Wisconsin La Crosse *504 Coordinator* 1725 State Street La Crosse, WI 54601 (608) 785-8535	**University of Wisconsin Platteville** *504 Coordinator* University Plaza Platteville, WI 53818 (608) 342-1773
University of Wisconsin Madison *504 Coordinator* 175 Bascom Hall 500 Lincoln Avenue Madison, WI 53715 (608) 263-2378	**University of Wisconsin River Falls** *Counseling Center* Hatham East River Falls, WI 54022 (715) 425-3885
University of Wisconsin Madison *Director* McBurney Resource Center 905 University Avenue Madison, WI 53715 (608) 263-2741	**University of Wisconsin Stevens Point** *504 Coordinator* 103 Student Service Stevens Point, WI 54481 (715) 346-3361

continued

University of Wisconsin Milwaukee *504 Coordinator* 310 Chapman P. O. Box 413 Milwaukee, WI 53201 (414) 229-5923	University of Wisconsin Stout *504 Coordinator* 203 Administration Building Menomonie, WI 54751 (715) 232-2421 or 232-1181
University of Wisconsin Superior *504 Coordinator* Old Main 102 1800 Grand Avenue Superior, WI 54880-2898 (715) 394-8188	University of Wisconsin System *Director* Office of Equal Opportunity & Policy Studies 1220 Linden Drive Madison, WI 53706 (608) 262-6404 or 262-5504
University of Wisconsin Whitewater *Director* Disabled Student Services 800 West Main Street 1004 Roseman Building Whitewater, WI 53190 (414) 472-4711 or 472-1698	

Wisconsin Independent Colleges and Universities

Alverno College *Director of Student Services* 3401 South 39th Street Milwaukee, WI 53215 (414) 382-6100	**Nashotah House of Theology** *504 Coordinator* 2777 Mission Road Nashotah, WI 53058 (414) 646-3371
Cardinal Stritch College *Dean of Students* 6801 North Yates Road Milwaukee, WI 53217 (414) 352-5400, Ext. 204	**Northland College** *Resource Coordinator* Learning Center Ashland, WI 54806 (715) 682-1314
Edgewood College *Director, Learning Resource Center* 855 Woodrow Street Madison, WI 53711 (608) 257-4861	**Northwestern College** *President* 1300 Western Avenue Watertown, WI 53094 (414) 261-4352
Immanuel Lutheran College *Dean of Students* 501 Grover Road Eau Claire, WI 54701-7199 (715) 834-3301	**Ripon College** *Dean of Admission* Ripon, WI 54791 (414) 748-9482
Lawrence University *504 Coordinator* 115 South Drew Street Appleton, WI 54911 (414) 832-6536 or 832-6530	**Saint Norbert College** *Director* JMS 115 De Pere, WI 54115 (414) 337-1321
Marquette University *Coordinator, Handicap Services* 1324 West Wisconsin Avenue Milwaukee, WI 53233 (414) 224-1645	**Viterbo College** *504 Coordinator* 815 South Ninth Street La Crosse, WI 54601 (608) 784-0040
Milwaukee School of Engineering *504 Coordinator* 1025 North Milwaukee Street Milwaukee, WI 53202 (414) 277-7261 or 277-7265	**Wisconsin Lutheran Seminary** *504 Coordinator* 11831 North Seminary Drive Mequon, WI 53092 (414) 242-7207
Mount Mary College *504 Coordinator* Milwaukee, WI 53222 (414) 258-4810, Ext. 222	

UW Centers *504 Coordinator* 149 North Frances Street Madison, WI 53703 (608) 262-2578	UWC-Manitowoc *Director of Student Services* 705 Viebahn Manitowoc, WI 54220 (414) 683-4707
UWC-Baraboo *504 Coordinator* 1006 Connie Road Baraboo, WI 53913 (608) 356-8351, Ext. 45 or 55	UWC-Marshfield/Wood County *Director of Student Services* 105 Clark Building P. O. Box 150 2000 West Fifth Street Marshfield, WI 54449 (715) 389-6529
UWC-Barron County *Admissions Counselor* 1800 College Drive Rice Lake, WI 54868 (715) 234-8176	UWC-Rock County *Director of Student Services* 2909 Kellogg Avenue Janesville, WI 53546 (608) 758-6523
UWC-Fond du Lac *Senior Admin. Program Manager* Campus Drive Fond du Lac, WI 54935-2998 (414) 929-3611	UWC-Washington County *Director of Student Services* 400 University Drive West Bend, WI 53095 (414) 335-5201
UWC-Fox Valley *Coordinator of Student Services* 1478 Midway Road Menasha, WI 54932 (414) 832-2620	UWC-Waukesha *Program Manager* 1500 University Drive Waukesha, WI 53188 (414) 521-5210

Being a Self-Advocate

As a student with learning disabilities, you become successful when you learn to take responsibility for learning. These responsibilities include:

1. Telling the appropriate person at school that you have a learning disability. If you don't know who to tell, ask the admissions counselor.

2. Knowing your strengths and weaknesses and being able to verbalize them to the appropriate person. Write what you would say about your strengths. Write what you would say about your weaknesses.

3. Using the information you know about your strengths and weaknesses to ask for accommodations in specific areas. Think of an accommodation you will need and write how you would ask for it.

4. Asking for help at the beginning of a class, not after you are failing.

5. Letting the instructor know what assistance you will need in the class. Don't expect the instructor to figure it out for you.

6. Bringing information about your disability to school when you enroll. Know what information you will need to have. It is important to identify yourself early to receive help right away.

7. Planning ahead for the demands of postsecondary school. Get your financial aid, work schedule, and study time in place. Then when you start school you can concentrate on these new demands.

From: Tools For Transition

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Assertive Bill of Rights

- I have the right to be treated with respect.

- I have the right to have and express my own feelings and opinions.

- I have the right to be listened to and taken seriously.

- I have the right to set my own priorities.

- I have the right to say no without feeling guilty.

- I have the right to ask for what I want.

- I have the right to get what I pay for.

- I have the right to make mistakes.

- I have the right to assert myself even though I may inconvenience others.

- I have the right to choose not to assert myself.

*Having an assertive philosophy implies a specific set of attitudes toward ourselves and others. When we are assertive, we accept and act on statements such as:

1. I'm under no obligation to say yes to people simply because they ask a favor of me.

2. The fact that I say no to a person does not make me a selfish person.

3. If I do say no to people and they get angry, that doesn't mean I should have said yes.

4. The fact that other people might not be assertive doesn't mean that I shouldn't be.

5. Even though someone else may be annoyed with me at times, I can still feel good about myself.

Assertive Behavior

INFORMATION:*

ASSERTIVE BEHAVIOR
Assertive behavior is the ability to exercise one's rights without infringing on the rights of others. It means being able to state your opinions *without abusing or taking advantage of others*, and without being abused or taken advantage of.

Assertive people:
- —communicate feelings and opinions clearly and directly
- —speak clearly
- —establish eye contact
- —give honest feedback
- —have facial expressions and body language that match what they are saying

UNDER-ASSERTIVE BEHAVIOR
Underassertive individuals may be seen as shy, timid, or reserved. In most situations, they do not assert their rights or act on their feelings.

Under-assertive people:
- —make excuses
- —apologize for what they are about to say
- —speak in a voice that is hard to hear, looking down or away.
- —blame themselves when things go wrong

OVER-ASSERTIVE BEHAVIOR
Over-assertive behavior shows insensitivity to other people. This individual may appear to have a high level of self-confidence and command of every situation.

Over-assertive people:
- —blame others
- —take the offensive before anyone has a chance to say anything
- —speak loudly
- —use unnecessary violence(verbal or physical)
- —act overbearing and intimidate others

Being assertive takes practice; it can't be learned in a few minutes. Look for ways to practice. Seek to solve problems by communication, compromise, and cooperation.

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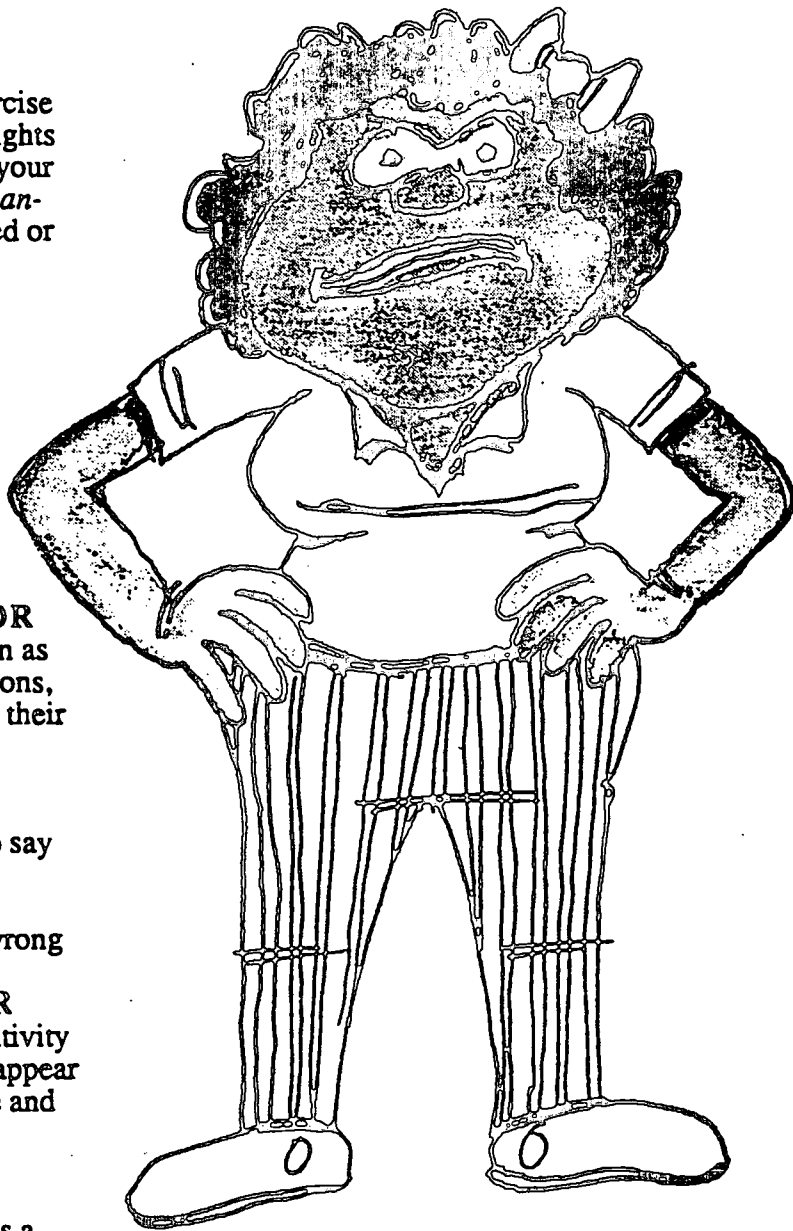
5.3 BEING ASSERTIVE

In this activity the participant will define and identify assertive behavior.

DIRECTIONS:
1. Read "Assertive Behavior" information
2. For the following situation, answer and discuss the questions below.

QUESTIONS:
1. In a restaurant, you order a hamburger well done, and it is served rare.

   If you were under-assertive, what would you do or say?

   If you were over-assertive, what would you do or say?

   If you were assertive, what would you do or say?

2. Choose a family problem. Describe assertive actions that could be used to solve the problem.

ADULT SIGNATURE_____ DATE _____

TEEN SIGNATURE_____ DATE _____

Please sign when all of the above activities have been completed.

PERSON CENTERED PLANNING TOOLS

Person Centered Planning is not one specific tool. It is an umbrella term for all of the tools which incorporate features of planning that is person centered. Planning is person centered when it:

- ◆ Focuses on and is driven by the person's strengths, interests, and preferences.

- ◆ Focuses on capacities and creates a vision for the future.

- ◆ Works best when the process is informal, dynamic, and flexible.

- ◆ Involves collaborative teamwork committed to action.

- ◆ Requires a facilitator to ask open ended questions which fosters a collaborative process.

The Oregon Transition Systems Change Project is training people to use the following tools:

Personal Futures Planning or MAPS

This type of planning typically starts with questions that gather information first and then moves to the vision or dreams, the planning and the strategies or action plan to reach those dreams. Questions may include gathering information about strengths, talents, interests, what works and does not work, job history, possible support needs, choices, dreams, a typical day, and an action plan. Most often, a trained facilitator stands in front of the participants and writes the comments from participants on large sheets of poster paper that hang on the walls.

I Have A Dream

Individuals sit in a circle and list the dream they have for themselves or for someone they know and the barrier to getting to this dream. They pass their papers with the dream list to others in the circle and each person writes an idea or strategy to help the other persons get to their dreams. When this is completed, they use the strategies to form an action plan for each person. Individuals often find others in their circle help them with the action plan or know of others who help.

Dream Cards

Dream Cards which have been developed by New Hats, Inc., Salt Lake City, Utah, are springboards for individuals to identify their aspirations, and also the kind of person they are. The cards can provide an avenue to explore areas they may not have previously considered. These may be areas such as, what they want to have, what they want to do, what they want to become or where they want to go. Individuals then develop the goals and activities or action plan to achieve their dreams with the help of a facilitator.

Good Experiences

Persons describe experiences in their lives that they enjoyed doing, are proud of or felt they did well. Another person or group of people talk to them about the strengths and skills it took to accomplish the experiences. They work together, based on the qualities that have been brainstormed, to figure out what jobs or hobbies might require these skills and work for the person. From these ideas, individuals develop goals or an action plan that may provide them ways to explore these ideas or that will actually help them to find a jobs or hobbies that are of interest to them.

The Other Way

Individuals sit in a group, but write or draw their responses on their own to such questions as what gets me going, places I want to go, things I want to do, etc. They then can choose to share their responses with the others. The group can brainstorm ideas for the individual and, if several people have the same response, they can work together to implement the strategies. Others can meet separately with a teacher, parent or counselor to talk about next steps.

PERSON CENTERED PLANNING TOOLS MATRIX

PCP Tool	Can Be Facilitated by Person for Whom the Planning is Focused	Time to Conduct Initial Planning	Facilitator Training Required	Cost	Who Benefits from this Tool	Identifies Goals and Dreams	Identifies Resources	Strategy for Implementation
Personal Futures Planning and MAPS	Yes—all or parts with training	One to two hours for initial meeting and regular check-ins	Yes	Minimal to none	Anyone—especially those with questions which are difficult to answer	Yes	Yes	Action Plan and regular check-ins
I Have A Dream	Yes—all or parts	One meeting with group, or over a period of time in 1:1 meetings with the individual to develop an Action Plan and regular check-ins	No	Minimal to none	Anyone	Dreams and barriers should already be identified	Yes	Action Plan and regular check-ins

PCP Tool	Can Be Facilitated by Person for Whom the Planning is Focused	Time to Conduct Initial Planning	Facilitator Training Required	Cost	Who Benefits from this Tool	Identifies Goals and Dreams	Identifies Resources	Strategy for Implementation
Good Experiences	Yes—all or parts	Individuals identify experiences as homework followed by 1 to 1½ hour meeting to get to Action Plan and regular check-ins	No	Minimal to none	Anyone	Identifies strengths and qualities leading to jobs, careers, and hobbies	Yes—as part of the Action Plan	Action Plan and regular check-ins
The Other Way	Yes	One hour meeting, or over a period of time in group for 1:1 meetings.	No	Minimal to none	More appropriate for people with mild disabilities	Yes	Yes	Action Plan and regular check-ins
Dream Cards (New Hats, Inc.)	Yes	One meeting with group or over a period of time with facilitator.	No	Yes	Useful for limited to non-readers	Yes	Yes—as part of the Action Plan	Action Plan and regular check-ins

KEY FACTORS

- Person acts as the hub for information

- Prioritize steps

- Make sure the steps are manageable

- Include tasks and skills on formal plan

- Use some form of record keeping

- Celebrate successes along the way to reaching the dream

SAMPLE
CAREER MAP
Planned Course of Study

NAME: _____ GRADE: _____

Specific Services/Activities To Be Provided

Grade	Required Courses	Career Guidance Activities	Elective Courses - Work/Community Experiences/Extra Curricular Activities - Agency/Advocate Contacts
9	English, Earth Science Math, Civics, P.E. Health	WCIS GATB	Industrial Technology, Job Shadowing, Tour Moraine Park Tech College Campus, Moraine Park Tech College Specialist
10	English, Biology, Math, P.E., Work Readiness	WCIS State Aptitude Test	Communication I Communication II
11	English, U.S. History, P.E., Math	WCIS, COPES-COPS-CAPS, GATB	Blueprint Reading, Construction I, Mentorship, Moraine Park Tech College Specialist, contact DVR
12	English, Social Studies, Math	WCIS, ASVAB	Manufacturing, Energy Power and Transportation, COOP, Enroll at MPTC - Work with Specialist, DVR

The items below are required transition categories. An explanation must be provided for any considered not appropriate at this time. Place a checkmark in any not being addressed.

REQUIRED TRANSITION SERVICES	EXPLANATION OF WHY NOT APPROPRIATE
☐ Instruction	
☐ Community Experiences	
☐ Employment Objectives	
☐ Other Post-School Adult Living Objectives	
☐ Career Vocational Evaluation	
☐ Acquisition of Daily Living Skills (If Appropriate)	

Check the related services being addressed on this IEP.

☐ Occupational Therapy
☐ Physical Therapy
☐ Transportation
☐ Counseling
☐ Audiology
☐ Vocational/Rehabilitation Counseling
☐ Educational Interpreter
☐ Other *Specify*

☐ Psychological Services
☐ Recreation
☐ School Health Services
☐ Social Work Services
☐ Parent Counseling/Training
☐ Teacher Assistant
☐ Orientation & Mobility
☐ Assistive Technology

CREDIT STATUS PROCESS

1. CUM = Cumulative credits earned complete at end of school year or when student leaves.
2. REQ = Total credits needed to graduate. Complete at beginning of school year

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cum

                      req
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At least a two year plan needs to be written. A copy of the student's school written career plan if available, may be substituted for the upper one-half of this generic Career Map form. However, needed items from the career guidance and elective courses - agency/advocate contacts columns need to be added and a copy placed in the IEP. The bottom one-half of this career plan form needs to be completed as applicable per student and included in the IEP.

CAREER MAP
Planned Course of Study

NAME: _____ GRADE: _____

Specific Services/Activities To Be Provided

Grade	Required Courses	Career Guidance Activities	Elective Courses - Work/Community Experiences/Extra Curricular Activities - Agency/Advocate Contacts
9			
10			
11			
12			

The items below are required transition categories. An explanation must be provided for any considered not appropriate at this time. Place a check mark in any not being addressed.

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☐ Educational Interpreter
☐ Other Specify _____

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CAREER MAP
Planned Course of Study

NAME: _____ GRADE: _____

Specific Services/Activities To Be Provided

Grade	Required Courses	Career Guidance Activities	Elective Courses - Work/Community Experiences/Extra Curricular Activities - Agency/Advocate Contacts
9	English, Math, Science Social Studies, P.E./ Health	Informal Assessment WCIS PAYES	In school work Technology Education Basic Tools
10	English, Math, Science Social Studies, P.E.	COPS Update Personal Assessment WCIS	Career Class, Foods and Nutrition In school Work, Job Shadowing
11	English, Math, Social Studies, P.E.	Functional Eval WCIS	Community Mentorship, Communications I, Construction I, DVR Referral
12	English, Math, Social Studies, P.E.	Update Functional Evaluation DVR Eval	Community Work Experience DVR, Community Agency, Employer

The items below are required transition categories. An explanation must be provided for any considered not appropriate at this time. Place a checkmark in any not being addressed.

REQUIRED TRANSITION SERVICES	EXPLANATION OF WHY NOT APPROPRIATE
☐ Instruction	
☐ Community Experiences	
☐ Employment Objectives	
☐ Other Post-School Adult Living Objectives	
☐ Career Vocational Evaluation	
☐ Acquisition of Daily Living Skills (If Appropriate)	

Check the related services being addressed on this IEP.

- ☐ Occupational Therapy
- ☐ Physical Therapy
- ☐ Transportation
- ☐ Counseling
- ☐ Audiology
- ☐ Vocational/Rehabilitation Counseling
- ☐ Educational Interpreter
- ☐ Other *Specify*

- ☐ Psychological Services
- ☐ Recreation
- ☐ School Health Services
- ☐ Social Work Services
- ☐ Parent Counseling/Training
- ☐ Teacher Assistant
- ☐ Orientation & Mobility
- ☐ Assistive Technology

CREDIT STATUS PROCESS

1. CUM=Cumulative credits earned complete at end of school year or when student leaves.

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8/95

SELF DIRECTED PLANNING:
WHOSE LIFE IS IT ANYWAY?

1. PLANNING LOGISTICS

YOU ARE INVITED

WHAT:
WHEN:
WHO:
WHERE:
HOW:

WHICH TYPE OF TOOL WORKS BEST...

TIME:
· NOT CONFLICT WITH HIS SCHEDULE
· CONVENIENT FOR PARTICIPANTS

· INVITES WHO SHE WANTS
· AGREES WITH SUGGESTIONS

LOCATION:
· WHERE HE FEELS COMFORTABLE
· IS EASILY ACCESSIBLE TO THOSE WHO COME

WHAT PARTS OR ROLES DOES SHE WANT TO PLAY DURING PLANNING ...
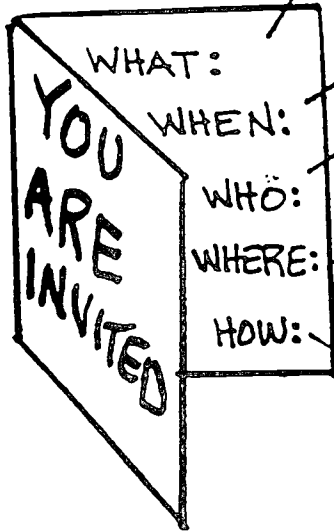
2. FACILITATING MEETING WITH SUPPORTS NECESSARY:

- INTRODUCTIONS

· CALLING ON PARTICIPANTS

· RECORDING

· OBSERVING

· KEEPING TRACK OF TIME

· THANKING PARTICIPANTS FOR COMING

· LEADING OFF EACH TOPIC

FACILITATING OR CO-FACILITATING MEETING

· REGULAR SUMMING UP

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3 ⌘ BE THE LINK ⌘

ACTION PLAN

WHAT	WHO	WHEN
___	___	___
___	___	___

·∿·CALENDAR·∿·

			CALL...		CHECK IN
	VRD		PHONE...		CHECK IN
		MEET	SECTION 8		CHECK IN
	WRITE...				CHECK IN

FOR THE WEEK OF...

——— ☐
——— ☐
——— ☐
——— ☐
——— ☐

INFORMATION

INFORMATION

INFORMATION → PERSON & SUPPORT ← INFORMATION

INFORMATION

4. OTHER SUPPORTS NECESSARY:

° ASKING FOR HELP

° PROBLEM-SOLVING STRATEGIES

° SAYING THANK YOU

° KEEP STICK-TO-IT-IVENESS STUCK

° ASKING QUESTIONS

° PROVIDE OPTIONS FOR CHANGING DIRECTIONS

° COMPROMISING
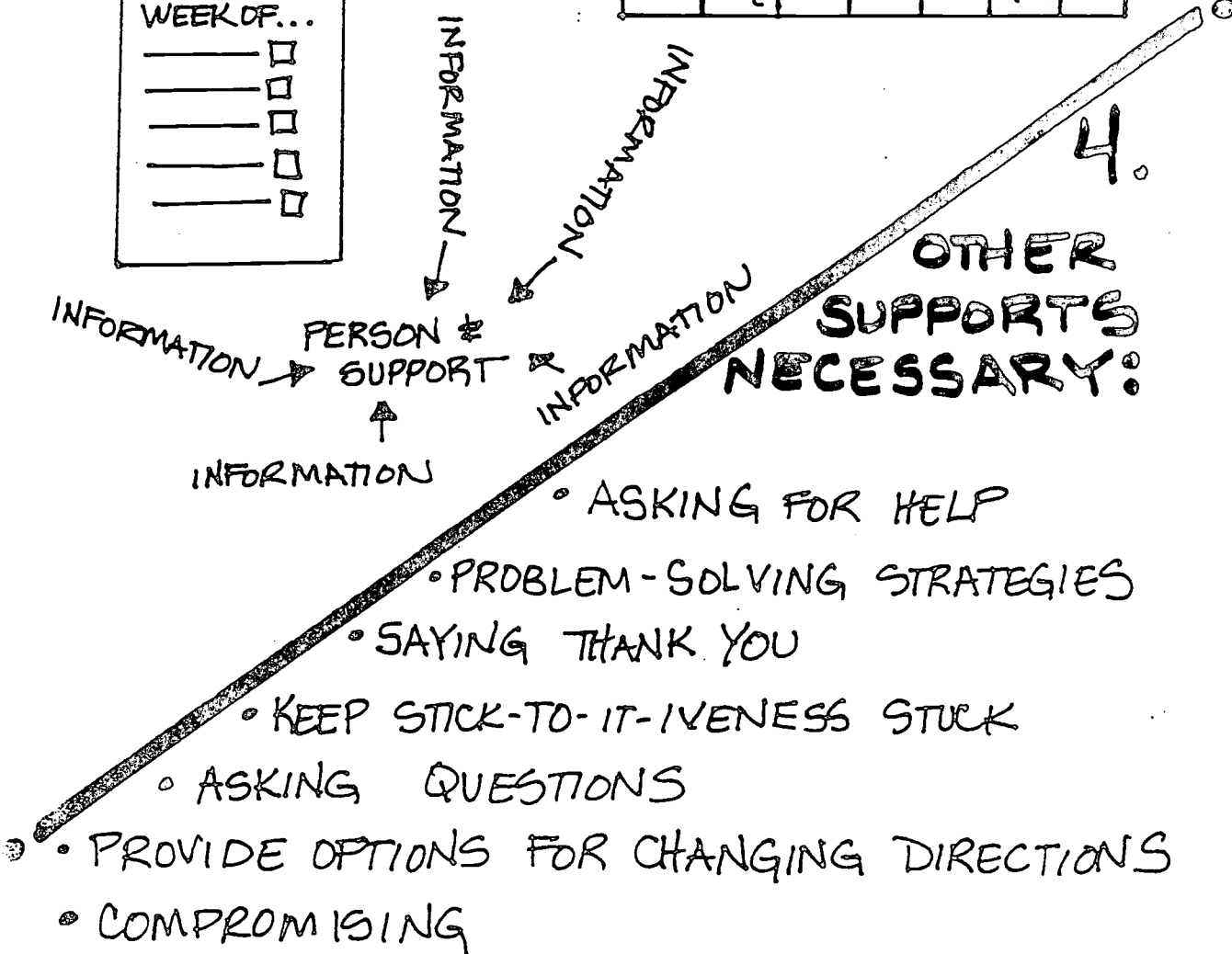
OTSC 1995

Action Worksheet

Now that you've made your decision, let's figure out an action plan for carrying it out!

1. Decision I've Made: _____

2. What, if anything, do you anticipate might make it especially difficult for you to achieve this goal or carry out this decision?

   First Obstacle   Second Obstacle   Third Obstacle

   _____   _____   _____

3. Gather important information

   Make an informed decision—Information is power and getting the right information is vital to making the right decision. Information helps you determine your choices and also the right reasons for and against making those choices and the risks involved.

   Sometimes others try to discourage us from making certain choices. We've found that gathering pertinent information and supplying the "doubters" with it can be an effective way to deal with others. Doing your "homework" is impressive.

4. Ways to overcome obstacle   Ways to overcome obstacle   Ways to overcome obstacle

   _____   _____   _____

   _____   _____   _____

   _____   _____   _____

5. Result wanted_____   When _____

6. My first step is (if needed, use more steps) _____

   _____

   Where?_____

   Who, if anyone, will I need to help? _____

   _____

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Action Worksheet—*page 2*

What do I need? (materials, if any) _____

_____

Cost? _____

Other? _____

8. When will I start? _____

I will accomplish in first week: _____

_____

9. I will accomplish in one month: _____

_____

I will accomplish in six months: _____

_____

I will accomplish in one year: _____

_____

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Goal-Setting Worksheet

Career Goal _____

Objective 1 _____

Steps to reach Objective 1 _____

_____

_____

_____

Objective 2 _____

Steps to reach Objective 2 _____

_____

_____

_____

Objective 3 _____

Steps to reach Objective 3 _____

_____

_____

_____

How long do you think it will take to complete all these steps? _____

_____

_____
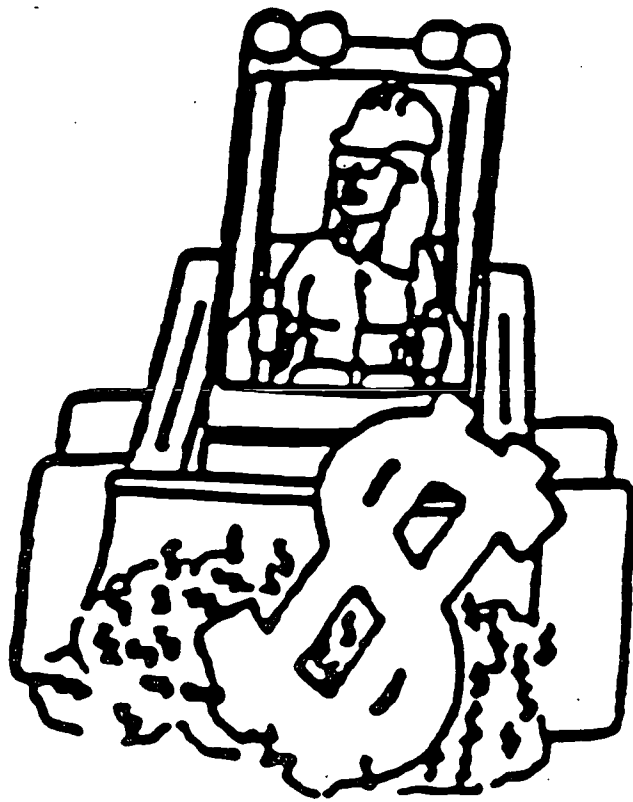
From: Tools For Transition

INFORMATION:

1. **"I" Messages** - speak only for oneself. For example: "I feel...; I believe...; I think." not we, they, you.

2. **Consistent Messages** - use statements, nonverbal gestures and behavior that all give the same message.

3. **Clarify Messages** - use words, pictures, and written forms.

4. **Respond** - use verbal and nonverbal cues and facial expressions to communicate understanding.

5. **Active Listening** - listener communicates to the speaker that the message is understood; for example:
   Teen: "You know, I am up in the air about college next year."
   Adult: "Sounds like you are not sure about whether you want to go to school after you graduate."

6. **Paraphrasing** - listener rephrases content to reduce misunderstanding; for example:
   Teen: "I'm not sure at all. We went over and took a tour today and everything looked so big and impersonal."
   Adult: "You are worried that you will be kind of lost without your friends."

7. **Feedback**- make it specific, observable, and addresses something that can be changed; for example:
   Teen: "Mom, sometimes you need to be more patient with me. Try counting to 10 before reacting."

8. **Express Feelings** - express feelings to the speaker to demonstrate understanding of the emotional content of the message; for example:
   Adult: "I know how scary it can be to be in an unfamiliar place alone."

9. **Empathy** - listener lets speaker know he/ she is not alone; for example:
   Adult: "I felt the same way when I moved to a new town and didn't know anyone. It's great how friendly people can be and how they make you feel welcome."

10. **Questioning** - find ways of getting out more information (without being nosey or pushy):
    a. direct questions will require a specific answer;
    b. clarifying questions will ask for more information.
    c. open questions will require a longer explanation of events, reasoning or feeling.

11. **Non-Defensive Communication** - listener hears the other position and is willing to learn something and senses options. (Defensive Communication plans a defense while listening, and thinks either/or.)

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Working Questionnaire

Questions to be answered by adult.*

1. Do you think most people like their job?
   ___Yes   ___No   ___Don't Know

2. Do you believe that hard work and self-sacrifice lead to success?
   ___Most Times   ___Sometimes   ___Seldom

3. Do you think that self-employed people are happier with their work than are people who are employed by someone else?
   ___Yes   ___No   ___Don't Know

4. It has been suggested that single people are more productive workers because no demands are made on them by spouses or children. Do you:
   ___Agree   ___Disagree   ___No Opinion

5. Do you think that finding and holding a job is an important factor in developing a teenager's sense of responsibility?
   ___Yes   ___No

6. Does your teen-age child have a before- or after-school or summer job?
   ___Yes   ___No

7. How do you feel about your job?
   ___Like it   ___It's OK   ___Don't care for it   ___Hate it

8. What do you *like* most about your job?
   (Check the three or four that *most* apply)

   ___Good income/benefits/financial security

   ___Recognition and advancement

   ___Creative satisfaction/fulfillment

   ___Employment security

   ___Opportunity for professional growth

   ___Job requirements match your abilities and interests

   ___Stimulating work environment

   ___Good communication with co-workers

   ___Having adequate time and energy left for family and leisure

   ___Making a meaningful contribution to society

   ___Producing a high-quality product or service

   ___Employers appreciates suggestions and initiatives

   ___Employer is fair and concerned about employees' well being

   ___None of the above

   ___Other_____

From: Talking Together

9.   What do you *dislike* most about your job?

(Check the three or four that *most* apply)

___Repetitious, boring, and/or exhausting work

___Little opportunity for recognition and advancement

___Little opportunity for professional growth

___Annoying or hazardous physical surroundings

___Conflicts with co-workers and business associates

___Low pay

___Worry about being laid off

___Inadequate benefits

___Job requirements do not match your abilities

10.   Supposing you suddenly became financially secure for life, would you continue to work?

___Yes, would continue doing same job

___Yes, but would look for a different job

___No

___Don't know

KSY

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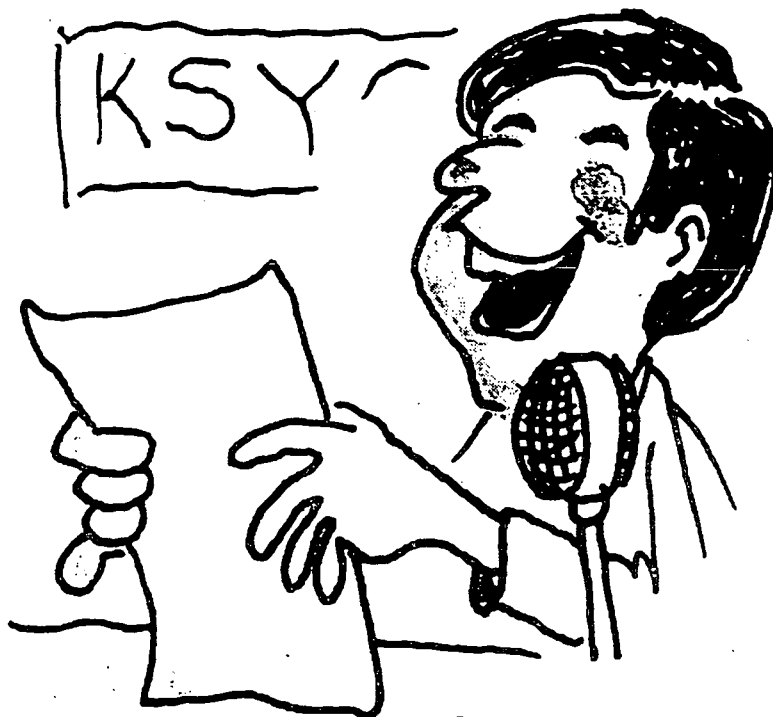
Strategies for Sharing Chores

INFORMATION:*

1. When giving up a chore, be sure the other person understands when, how much, and how well the chore will be done.

2. Decide if the person you are sharing a chore with will be "helping out" or "taking responsibility." Realize that if someone is just "helping out" that you are still responsible for the completion of the chore.

3. When someone shares a chore with you, be helpful and allow a transition time. Sharing chores can sometimes be difficult.

4. Understand that "if I don't do it, it won't be done exactly the way I would have done it. And that's O.K."

5. Be aware that the skills needed to maintain a household can be done by anyone. Try sharing chores with someone of the opposite sex to see how successful you can be with these chores.

6. You can gain valuable skills and responsibility by sharing chores with your family.

7. Recognize that you can say no, and you can say wait. There is no need for one person to be responsible for all household functions. Several people can share these chores and do a better job.

8. Review your priorities and standards. Don't expect too much or too little from someone with whom you share a chore.

9. Talk regularly with your family about what is important to get done, who might like to do it, who's good at it, who needs a change, etc. Eliminate unneccessary chores and share the unpleasant ones. Support one another and help make doing chores fun!

10. Keep a written agreement of what each person will do. Include when and how well the chore will be performed.

From: Talking Together

Application or Cover Letter

The purpose of an application or cover letter is to introduce yourself and **briefly** explain your qualifications to a prospective employer—and to obtain an interview. A copy of your resume should accompany the letter.

The letter of application **should not** duplicate information included on your resume, but should complement and expand upon it.

Application letters are read by employers and used to compare and screen applicants for possible further consideration. Make sure the letter is **carefully** worded, and concisely detailed to enable it to **get through** the initial screening process.

Tips on writing a good application letter:

1. The letter should be typed on good quality stationery which matches your resume.

2. Be sure there are no errors in your typewritten letter.

3. Address it to a particular person, by name, whenever possible. If you do not have a specific name, address your letter "To Whom it May Concern"—do not address it as "Dear Sir."

4. It should be no longer than one page.

5. It should be a balance of self-confidence and modesty.

6. It should cover all the items mentioned in the ad if you are answering a particular ad.

7. Be sure your words are spelled correctly and that your sentences are complete. Use a dictionary to check your spelling.

8. Be sure you ask for a personal interview at which you will give more details about your qualifications.

9. Keep in mind that your letter should show your personality and style. A letter which attracts the attention of the employer will be most likely to get an interview for you, and a chance for the job. Personalize each letter—**never** send a reproduced form letter!

10. The letter is your first opportunity to present yourself to an employer—**do it well.**

See the following pages, the Career Services book and the bulletin board for sample letter forms and examples. Do not copy the letters verbatim, but use your own personal style of writing.

Sample Cover Letter Style

123 Success Drive
Roseville, Wisconsin 55555
Office Telephone: (715) 346-1111
Home Telephone: (715) 346-1111

Ms. Mary Jones
Director of Personnel
Workable Manufacturing Company
456 N. Main Street
Morton, Wisconsin 55555

Dear Ms. Jones:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying, and mention how you heard of the opening. Try to compliment the company. It's hard to resist a compliment!

Middle Paragraph: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out your particular achievements or other qualifications in this field or type of work. Refer the reader to the enclosed resume and/or application blank.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment or by offering some similar suggestions to facilitate an immediate and favorable reply.

Sincerely,

Jenny Jobseeker

Enclosure

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123 Success Drive
Roseville, Wisconsin   55555
Office Telephone: (715) 346-1111
Home Telephone: (715) 346-1111

Ms. Mary Jones
Director of Personnel
Workable Manufacturing Company
456 N. Main Street
Morton, Wisconsin   55555

Dear Ms. Jones:

I am applying for the position of Secretary which was advertised in the April 18 issue of the Morton News. Workable Manufacturing Company has an excellent reputation in the Morton area, and I am interested in working for such a company.

My enclosed resume shows a great deal of experience in typing, filing, and switchboard work. In addition, I am effective in dealing with people and can organize operations for maximum efficiency.

I would look forward to meeting with you in the near future to discuss my qualifications in greater detail.

Thank you for your consideration.

Sincerely,

Jenny Jobseeker
Jenny Jobseeker   282

Enclosure

Application Form

Carry a pen with you.

Read a whole section over before filling in anything so you know exactly what information it calls for and whether you are to list items chronologically or the most recent first.

Fill out form neatly.

Notice whether the form asks for printing or writing.

Look over the setup of the entire form before you write anything so you know what type of information is asked for in each section.

Have a copy of your resume with you.

Fill in every space; do not simply make reference to your attached resume; if you have no information to include in a particular area, put a small dash there to indicate that you have read the question but it does not apply to you.

Know what salary you wish, or put a range of salary that is acceptable to you, or write the word "negotiable."

Know your social security number.

Follow Up

Either at the conclusion of an interview or shortly thereafter, you will want some kind of commitment, even if it's a rejection. If the interviewer states that he/she has to talk to others, try for a commitment as to when you might phone for a decision.

After the interview, send a **thank you note** and add any details you may have omitted, or any information that was requested as a result of the interview. Thank him/her for his/her time, and reiterate your interest in the job and company. There is a sample thank you note on the following page.

After about two/three weeks, phone the interviewer and again indicate your interest.

If, after the interview, you are not interested in the position, write a note requesting that your application be withdrawn from further consideration.

Avoid burning bridges behind you. You never know when you may want to re-apply for employment with the same company.

Creating Your Resume—*page 2*

The preparation of a resume cannot be delegated or deferred to a third person. The resume must represent **you**. It must contain **your thoughts, your ideas, and your descriptions.** A resume should be written for each type of position in which you are interested in applying for employment. It must be tailored for each company. Remember, this piece of paper has to open the door to an interview. Here are a few suggestions:

Build a vita of important facts and experiences in your life from which to summarize specific information for a brief resume. This will be helpful if a different job calls for particular information not used in a regular resume. You will be pleasantly surprised by what you learn about yourself.

Plan to give yourself ample time to construct your resume before you begin your active job search. It will take you some time to find the best model for your resume.

Try not to get locked into strictly following styles of resumes you have previously reviewed. Your resume should be a form of self-expression. You are the best judge of how to present your qualifications and experiences relative to your career aspiration.

Once you have a draft that you are pleased with, and before you begin using your final copy in job searching, show your resume to several people to gather reactions (your advisor, faculty members, a career counselor). Their criticism and comments will clarify if your resume is orderly and comprehensible. **Your resume must be reviewed by the director or assistant director prior to being placed in your credential file.**

What should I include in my resume?

Before you read the content areas listed in the Career Services book, keep in mind that you will need to build your resume on strengths and accomplishments. Never assume that your major or degree will sell you. If you are stating job experience, spell out your responsibilities, emphasizing supervision, management, or budgetary experience.
State what you do that is unique!

Creating Your Resume

What is a resume? A resume is a sales document representing you!
A resume is a summary of your strengths—it tells an employer what you have to offer as a potential employee. It is a concise account of your education, work experience, skills and achievements.

It is not just a list of previous jobs, titles and dates, rather it should be indicative of problems faced, how they were managed and the results achieved. Use **action words** to describe job functions. (See action word list in Career Services book.) Use adjectives to describe the way you performed various functions. (This list also included in this chapter.)

A resume does not include any negative information about you. for example, don't mention your low grade point average, your height or weight if you are overweight, your health if it is poor, etc.

<center>**Sell yourself—project a positive image!**</center>

Why a resume?
Its purpose is to organize the positive and relevant facts about you in a written presentation. Thus, it should contain brief and sufficient information to tell a prospective employer:

<center>

What you can do

What you have done

What you know

What kind of job you are seeking

</center>

In doing this, your resume will accomplish several objectives:

1. It will serve as an introduction.

2. It will save time for both employer and applicant.

3. It will serve as a focus for, and improve, your personal interview. When your assets are organized on paper you will find it easier to discuss them with assurance; you will eliminate fumbling for the dates and significant facts.

4. In addition, having all the facts at your finger tips will help you avoid over-selling or understatement.

5. Finally, it will provide the interviewer with a visual reminder of what you covered verbally during the interview after you have left.

NAME
ADDRESS
CITY, STATE, ZIP CODE
PHONE NUMBER (include area code)

CAREER OBJECTIVE

One or two sentences stating what kind of job you want. Can be specific or broad.

WORK EXPERIENCE

Place of employment, City, State
Job title, dates employed

* Job description - can begin with:
    1. Duties included...
    2. Responsible for...
    3. Responsibilities included..., etc.
* Use action words to describe past job duties.

EDUCATION

Name of school, City, State
Major or course of study
Dates attended or date of graduation

* Include any honors received and grade point average if above 3.0 on a 4.0 scale.

SPECIAL SKILLS

Include knowledge and skills not listed under education or work experience categories.

ACTIVITIES

Include any extra-curricular activities, volunteer work or clubs you are involved in that haven't already been mentioned. Be sure to include any offices or leadership roles you may have held.

HONORS

List any honors not previously mentioned in other categories.

INTERESTS/HOBBIES

Should be added toward the end of the resume. This can give the employer a more "total" picture of who you are.

REFERENCES

Available upon request.
Make a separate reference sheet with names, titles, addresses, and phone numbers of your references.

Types of Resumes

There is no "right" way to prepare your resume. You should choose the type that will promote your skills the best. Remember:

A good resume will get you that interview!

We have included the three most common types of resumes with their advantages and disadvantages. In order to more easily understand the variations, the same person and qualifications have been used and changed according to resume format.

You be the judge of which style best sells your abilities!

Chronological Resume

Targeted Resume

Functional Resume
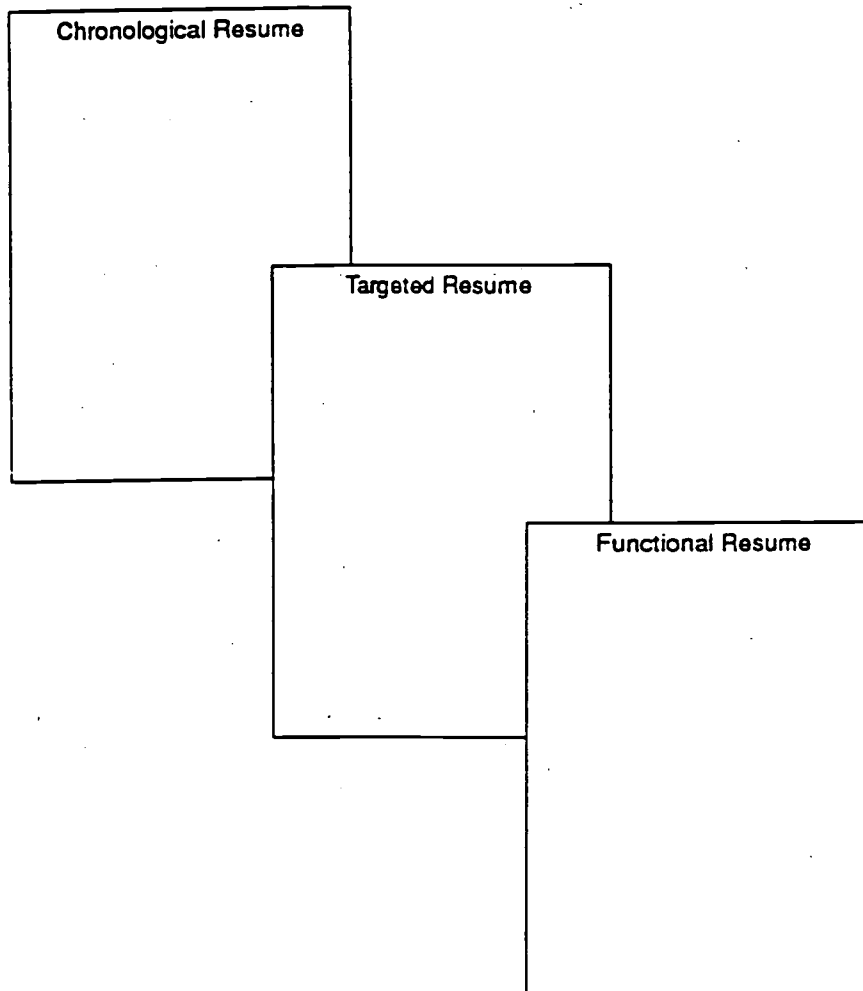
Types of Resumes—*page 2*

Now use the information from your "Job Information Worksheet" and do **your** resume on a separate sheet of paper.

WHEW!

Are you exhausted? Your resume is always the most difficult part of the job search, but it is also one of the most important parts.

You have decided which of your skills are the most important to sell and that's hard since you must look "inside" yourself!

Pat yourself on the back and take a break before we go on! You deserve it!

Keep your resume handy. We'll be using those same skills to write your cover letter and to prepare for your job interview!

Cover Letter

This is a letter that accompanies your resume. A good cover letter highlights your most salable abilities in clear, persuasive language.

Guidelines for successful cover letters

1. Letter should be well typed on an 8-1/2 x 11 good quality paper.

2. Do not address the letter "Dear Sir." Call personnel to find out who will receive your resume and cover letter.

3. Stress the most important skills that apply to the job.

4. Make the letter short and to the point.

5. Tell the person why you can do the job.

6. Thank the person for his/her consideration.

7. Use your "action words" to create interest.

8. Don't start many sentences with "I."

9. Compliment company if you can.

10. Personalize. **Don't duplicate your letter for all employers!**

Think of your cover letter as you would a sandwich. The pieces of bread hold the meat (your most salable skills) together. Make it "yummy" **so the employer takes a bite and calls for** that **interview!**

The Chronological Resume Style

Advantages
1. Easiest type of resume to write.
2. People are most familiar with this style.
3. Highlights steady employment rather than job hopping.

Disadvantages
1. Reveals any employment gaps.
2. Places undesired emphasis on past job areas from which you'd like to move.
3. Your transferable skills might not be evident.
4. Tends to repeat skills.
5. Can't show volunteer skills unless shown as separate from job skills. This is less effective.

SAMPLE CHRONOLOGICAL RESUME

JENNY JOBSEEKER
123 Success Drive
Roseville, Wisconsin   55555
Office Telephone: (715) 346-1111
Home Telephone: (715) 346-1111

JOB OBJECTIVE:	SECRETARY
WORK EXPERIENCE:	
1984-Present	SECRETARY: Created and maintained file system. Composed and prepared business correspondence. Prepared financial reports. Handled high-pressure phone calls and other problems with tact. Entered invoices on computer.
	Fred Action, Inc., Nashville, Illinois
1980-1984	SWITCHBOARD OPERATOR: Answered company calls and routed calls to the right people. Took messages, recording time and date.
	Ace Answering Service, Two Falls, Maine
EDUCATION:	
1978-1980	Central Technical Institute, Central, Wisconsin, Secretarial Associate Degree
1974-1978	East High School Foremost, Florida High School Certificate
SPECIAL SKILLS:	Type 50 words per minute Set up highly workable filing system
LEADERSHIP ACTIVITIES:	Central Technical Institute Secretary's Club
INTERESTS:	Gardening, reading, C.B. operator

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Targeted Resume Style

Advantages
1. Stresses skills.
2. Helps disguise a spotty work record.
3. Past positions in fields other than the one for which you are applying are played down.
4. Volunteer experiences can be used without showing that they were not job related.

Disadvantages
1. Does not allow you to highlight big-name companies.
2. Difficult to write. You must be clear and specific about your job target.
3. Does not highlight special skills.

SAMPLE TARGETED RESUME

JENNY JOBSEEKER
123 Success Drive
Roseville, Wisconsin   55555
Office Telephone: (715) 346-1111
Home Telephone: (715) 346-1111

JOB OBJECTIVE:	SECRETARY
CAPABILITIES	- Maintain accurate records of sales and purchases - Prepare financial reports - Maintain personnel files - Prepare and enter invoices into Burroughs computer terminal
ACHIEVEMENTS:	-Type 50 words per minute -Set up highly workable new filing system -Handle high-pressure telephone calls and route to pertinent people -Analyze customer needs * -Plan, organize, and supervise program for large groups of people * -Train new members in organization's procedures
WORK EXPERIENCE:	<u>SECRETARY</u>: Fred Action Incorporated, Nashville, Illinois, 1984-present <u>SWITCHBOARD OPERATOR</u>: Ace Answering Service, Two Falls, Maine, 1980-1984
EDUCATION:	Secretarial Associate Degree Central Technical Institute Central, Wisconsin, 1978-1980 High School Certificate East High School Foremost, Florida, 1974-1978
LEADERSHIP ACTIVITIES:	Central Technical Institute Secretary's Club
INTERESTS:	Gardening, reading, C.B. operator

*These were both skills learned as a volunteer. Because they were not listed under a specific job, Jenny could use them in her resume.

The Functional Resume Style

Advantages
1. Stresses skills areas.
2. Helps disguise a spotty employment record.
3. Past positions in fields other than the one for which you are now applying can be played down.
4. Volunteer experiences can be used without showing that they were not job related.

Disadvantages
1. Does not allow you to highlight big-name companies or organizations for which you've worked.
2. Most difficult and time-consuming to compose.
3. Usually is longer.

SAMPLE FUNCTIONAL RESUME

JENNY JOBSEEKER
123 Success Drive
Roseville, Wisconsin   55555
Office Telephone: (715) 346-1111
Home Telephone: (715) 346-1111

JOB OBJECTIVE: SECRETARY

AREAS OF EFFECTIVENESS

SPECIAL ACHIEVEMENTS
- Type 50 words per minute
- Set up highly workable new filing system

RECORDS MANAGEMENT
- Maintain accurate records of sales and purchases
- Prepare financial reports
- Maintain personnel files

PUBLIC RELATIONS SKILLS
- Analyze customer needs
- Effectively handle high-pressure telephone calls
- Relay special problems involving personnel to pertinent people
*- Plan, organize, and supervise programs for large groups of people
*- Train new members in organization's procedures

COMPUTER SKILLS
- Entered invoices into Burroughs computer terminal
- Prepared invoices for computer

WORK EXPERIENCE

SECRETARY: Fred Action Incorporated, Nashville, Illinois. 1984-present
SWITCHBOARD OPERATOR: Ace Answering Service, Two Falls, Maine, 1980-1984

EDUCATION

Secretarial Associate Degree
Central Technical Institute, Central, Wisconsin, 1978-1980
High School Certificate, East High School, Foremost, Florida, 1674-1978

LEADERSHIP ACTIVITIES

Central Technical Institute Secretary's Club

INTERESTS

Gardening, reading, C.B. operator

*These were skills learned as
a volunteer. Because they
weren't listed under a specific
job, Jenny could use them in
her resume.

Some Do's and Don'ts on Resume Writing

DO use a good quality of paper with **no less than 25 percent** rag content. Good quality **texture** is important.

DO keep your resume concise, logical and to the point. A resume for a recent college graduate does not need to be longer than one page.

DO avoid explaining everything in detail. **No one** is hired from a resume or application, so save your explanations for the interview.

DO avoid mentioning anything that **is not** pertinent to what you can do for the organization.

DO try your hand at preparing a functional resume instead of the standard chronological one.

DO have your resume proofread by several people before sending it to an employer.

DO type your resume on an electric typewriter with a carbon ribbon and use standard 8-1/2 x 11 inch **bond** paper.

DO use sentences and words that convey a positive action-oriented view of yourself.

DO be creative!

DON'T use the word **"Resume"** or **"Personal Date Sheet of"** on your resume.

DON'T include a photograph on your resume.

DON'T state salary.

DON'T generalize the type of experience you have obtained.

DON'T state race, religion or political affiliation—also beware of listing strong female associations, for example: **NOW.**

DON'T stipulate a narrow geographic preference. If a position is **offered** and it **is not** satisfactory, you can **then refuse it.**

DON'T use words such as I, me, or my in your resume.

Critiqueing Your Resume

Always have some competent person proofread and evaluate your resume before duplicating it. Here is an evaluation form to help in making concrete suggestions for improvement.

RESUME CHECKLIST	SUGGESTIONS FOR IMPROVEMENT
Does the overall appearance make you want to read the resume?	
Are there any typos or misspellings?	
Are the margins clear and consistent?	
Could the layout be improved?	
Is the resume well typed on one page?	
Is there any irrelevant information?	
Could the resume be shortened?	
Are all periods of time accounted for?	
Does the resume begin with the most recent accomplishment?	
Is the writing style clear, concise and understandable?	
Do action verbs begin each sentence or phrase?	
Does the resume stress accomplishments and results?	
Is all important information included?	

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TEST YOUR APPEARANCE

Your appearance is very important. Others judge what type of worker you are by your appearance. Your appearance often determines if you are hired for a job and if you succeed on that job. The following questions will help you decide if your appearance needs improving. Answer each of the following questions with a *Yes*, *Sometimes*, or *No*.

	YES	SOMETIMES	NO
PERSONAL GROOMING			
1. I bathe daily..	☐	☐	☐
2. I use an effective deodorant daily................................	☐	☐	☐
3. My body looks and smells clean	☐	☐	☐
4. My hair is neat and clean..................................	☐	☐	☐
5. My breath is pleasant	☐	☐	☐
6. I brush my teeth every morning and night.......................	☐	☐	☐
7. My hands and fingernails are clean............................	☐	☐	☐
8. I eat well-balanced meals to keep a healthy appearance	☐	☐	☐
9. (For females) I limit the amount of makeup worn	☐	☐	☐
10. (For males) My facial hair is neatly trimmed	☐	☐	☐
CLOTHING			
1. My clothes are clean	☐	☐	☐
2. My clothes are neat and without wrinkles.........................	☐	☐	☐
3. My clothes are appropriate for my job or interview	☐	☐	☐
4. My clothes are without rips and stains	☐	☐	☐
5. I limit the amount of jewelry worn............................	☐	☐	☐

By looking at the areas marked no and sometimes, you can see where you need to improve your appearance. Select 3 areas to improve. During the next two weeks, make an effort to improve these areas. Check with your teacher at that time. Complete this form again to see if you have improved.

Test your appearance by answering these questions.

1. You have an interview with Ted's Tools. You'll be interviewing for a job in the warehouse as a shipper. What would you wear to the interview?

_____

_____

_____

Four Stages of the Interview Process

Stage	Goal	Ways to Achieve Goal
Reception/Acceptance	Best first impression	Dress appropriately, be punctual, use a firm handshake, good eye contact, good posture, enthusiasm, have copy of resume, and be polite to receptionist.
Interrogation	Leave impression you are skilled, qualified, experienced, and will fit into organization.	Know and deliver good answers to questions asked by interviewer — see Appendix A, B, and chapter on "Handling Difficult Questions." Practice!
Your Turn	Ask intelligent questions that reflect your knowledge of job, company, industry, and interviewer.	Research the job, the company, the industry, and the product (or service) that the company provides. Use all available resources including friends relatives, the library, and the company itself (see previous chapter on "Interview Preparation").
Leave Taking	Leave a lasting positive impression.	Use a firm departing handshake and thank interviewer for his/her time. Follow up next day with "thank you" letter.

Handling Difficult Interview Questions

I. **Common Questions —**

    A. Motivation questions — interviewer wants to find out reasons for wanting job.

    B. Education — interviewer wants to find out your qualifications for job.

    C. Work/life experience — interviewer wants to find out your qualifications for job.

    D. Personal style — interviewer wants to find out how well you'll fit in with existing organization.

II. **Illegal Questions —**

Options for handling these are:

    A. Answer questions.

    B. Refuse to answer questions (handle this gently).

    C. Throw question back at interviewer (example: "Why do you ask?", "How does that apply to the job?", etc.).

    D. Change subject.

    E. Make a joke about question (be careful with this).

III. **Skeleton Questions —**

These questions attempt to uncover hidden weaknesses (example: difficulty with authority, frequent absenteeism, job-hopping, etc.).

"I'm afraid you don't qualify for the position, but this recommendation from your mother is one of the most touching things I've ever read."

Interviewing Tips

A good job interview will result in increased knowledge for both persons, the interviewer and the job seeker. **Preparation** is the key to feeling good about a job interview. There are many areas to consider when interviewing for a job. The positive approach is essential. Many factors contribute to a good job interview.

Neat appearance and proper dress:
Wear clothing that is appropriate to the type of work for which you are applying. Be neither too formal nor too casual, but be neat and clean. If you feel good about how you look, you will be more at ease and confident.

Good posture:
Walk and sit so that you are comfortable, neither slouching nor too erect.

Promptness:
Be on time for scheduled interviews, usually 10 minutes before the appointed time.

Introduction:
Be pleasant, use your first and last name. Never use a title such as Ms., Mrs., Mr. Address the interviewer as Ms. or Mr. unless instructed otherwise.

Be friendly and courteous:
Listen carefully so you can ask thoughtful questions. Don't interrupt.

Act and be mentally alert:
Answer questions confidently, demonstrating your strong points in skills and abilities.

Express a willingness to work hard.

Know about the job and the company.
Do some research about both before the interview.

Do not smoke unless given permission.

Honesty:
Never lie about your experience, education, or why you were fired or quit a job. Be objective as possible, without blaming others or making yourself seem disagreeable.

Good answers:
Anticipate a wide range of questions and think of answers before the interview. A positive approach to experience and work history is the key to successful interviewing.

Ask for the job.
Before leaving, express your interest (or lack of it) in the job. Ask when the employer will be making a decision!

Handling Difficult Interview Questions

I. Common Questions —

    A.   Motivation questions — interviewer wants to find out reasons for wanting job.

    B.   Education — interviewer wants to find out your qualifications for job.

    C.   Work/life experience — interviewer wants to find out your qualifications for job.

    D.   Personal style — interviewer wants to find out how well you'll fit in with existing organization.

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These questions attempt to uncover hidden weaknesses (example: difficulty with authority, frequent absenteeism, job-hopping, etc.).

"I'm afraid you don't qualify for the position, but this recommendation from your mother is one of the most touching things I've ever read."

Tough Interviewing Questions

Questions that may come up in a job interview should be answered so that you present yourself in the best possible way. Frequently asked questions and pointers are as follows:

Q: **Tell me about yourself.**
A. Indicate trustworthiness, stability, job-related interests and skills, as well as other qualities that you would be seeking in a potential employee.

Q: **What are your future plans?**
A: Express your desire to gain more on-the-job experience. Talk about wanting to become a valuable employee to the company. If you've heard that the company is good to work for, say so.

Q: **Have you ever done this type of work before?**
A: Never answer "no." Mention similar types of tasks from past paid and unpaid experience. Mention training or education. Mention ability to learn quickly or aptitude for the type of work.

Q: **Why do you want to work here?**
A: State your interest in the company and be positive in your response. Aspects to include are as follows:
   - The good reputation of the company in the community.
   - You would be proud to tell other people that you work here.
   - Honest employer.
   - Heard that the company appreciates good workers.
   - Pleasant working conditions.
   - They have the kind of work you can do well.
   - Mention anyone you know who works there and tell the interviewer he/she has said good things about the company.

The important thing to mention is that you like this type of work and you feel that you can do a good job.

Q: **What kind of machines, tools, or equipment can you use?**
A: Your answer should include all information on any machine related to the job and also any hobbies that require the kinds of skills you will need for this job. You should know the manufacturer's name of any piece of equipment you have operated, but if you do not know the name, tell the employer you know how to run it.

Q: Can you work under pressure and deadlines?

A: If the employer asks this question, it probably means that's part of the job. Your answer should assure the employer that you can work under pressure and deadlines. You should cite examples on previous jobs or related experience when it was necessary to work under such conditions. For instance, if you have ever worked in a restaurant, you can mention the lunch hour pressures when you had to serve many customers in a short period of time. Assure the employer that you were always able to do it without becoming agitated. If you have been a student, you could mention that you often had to work under the pressure of completing reports by a certain time or while studying for and taking exams. Or if you have worked at any type of production job, you can mention that you often had to fill an order in a short period of time or on short notice and that you were always able to put in the extra effort necessary to meet the deadline.

Q: Why did you leave your last job?

A: If it was a legitimate reason, be brief and factual. State that the company had a layoff and you didn't have enough seniority. Maybe you had to miss a lot of work because of illness or an operation. Say so, but assure the employer your health is fine now. Whatever the reason, a single explanation will do.

If it was an unsatisfactory reason (for example, you were fired), explain in a positive manner how the situation was or has been corrected. If you were fired for medical reasons, explain that you received professional care.

If you missed work a lot or didn't get along with the boss or didn't work well, all of these could be classified as personal problems. If you got fired, all you need to say is that the job didn't work out because of personal problems; but you have taken care of the problems and they won't come up again.

Do not say negative things about your previous employer. Also, do not say you left your job because you didn't get along with your boss. The interviewer may do business with the other company and/or may have personal friends there. It is also too easy for an employer to assume that because you didn't get along with your previous boss, you won't get along with your new one.

Mention all good things about your last job even if you didn't like working there. If you say negative things about your last job, the interviewer might think you will tell people bad things about this company too and not hire you for that reason.

Q: What was your employer's opinion about your work?

A: Unless you were fired, the employer obviously must have been satisfied with your work. *Do not* give any negative impressions. Instead, offer positive impressions and your employer's name (which should be on your resume) to contact for more information. (Chances are that a previous employer won't be contacted.) The best thing to do is to provide a copy of an open letter of recommendation. If you don't have this, simply say that you always got along well with the employer and if contacted, you are sure a good recommendation would be given.

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However, if you didn't get along with your previous employer, don't put the name on the resume. You don't want this contact. Instead, try to talk about a different employer who did like you. But if you can't do this, discuss things about which the employer did not complain. Examples might be coming every day on time or a particular aspect of the job. You can say the employer complained to a number of people about such-and-such work problems they were having, but never made the same criticisms or complaints to you.

Q: What position do you expect to have in five years?
A: Indicate your desire to learn new things, gain more experience and increase your value to the company. If you know that this is the type of place which advances from within, state your desire to learn your job well and that you want eventually to achieve a position of higher responsibility within the company. If you don't know about the advancement policies, do not state a *specific* position you are hoping to advance to because the employer may think you will be dissatisfied with the position that is open. Instead, simply say that you hope to become the best person the company has in that particular area.

Q: How long do you plan to stay with his company?
A: Simply say that you aren't planning on moving, getting married, having a baby, or going back to school, etc., and since you can't see any reason why you wouldn't stay with it for many years, you expect you would be very happy at this job.

Q: What are your salary requirements?
A: Depending on the job, your qualifications and your self confidence, either:
   1. State that you feel whatever the employer suggests would be fair, if it is based on your experience, qualifications, and the company's set salary rate.
   2. Give the employer a salary range based on your qualifications, but make sure to let the interviewer know that it is flexible, depending on the duties and responsibilities of the job.
   It is usually best not to make any demands until after the job is offered. If you mention a figure below the standard wage, you may wind up with less than you could have gotten. And, if you ask for more than standard wage, you may not get the job. So, let the employer offer you the job before you bicker about the price.

Q: What is your biggest strength?
A: Mention something that is related to the job and shows you to be a *trustworthy and honest person*, and explain how it would be useful to the company. You want to present yourself as a *good worker* (being on time, efficient, organized, work until get job done, take pride in your job, etc.).

Q: What is your biggest weakness?
A: You should state that you don't have any weaknesses that would hinder your job performance.

Q: How do you describe yourself?
A: Indicate positive attributes that the employer would want you to have. Examples: friendly, honest, punctual, efficient, organized, responsible, cooperative, hard-working, creative, dedicated, intelligent, energetic, cheerful. *Never indicate anything negative.*

Q: How is your health?
A: Either say, "My health is excellent. I've never had to take off any work because of it" or say, "I do not have any problems which will interfere with my work." If you do have a medical problem (for example, bad back, migraine headaches), explain fully in the most positive manner possible.

Q: How many days of work did you miss last year?
A: Attendance records are important to employers, so if you are uncertain about the exact number of days missed, give a conservative estimate. If you missed the days due to a certain illness, tell the employer that you've been cured and, therefore, it won't interfere with your present working. It is good if you can present a note from your physician that you are recovered.

Q: When are you available for work?
A: Express interest to begin as soon as possible. If uncertain about whether you want to accept the position or not, inform the interviewer that you have personal commitments, and give an estimate of how long before you are available, but remember to let the interviewer know that you are interested in the position. Don't prolong your starting date for more than a week or the employer may think you are not interested. It may be a good idea to say that you can start whenever needed. Then if the employer wants to hire you immediately, you can say that you did not expect to start so soon and would like to have a few days to take care of a few personal things.

Q: Why should we hire you instead of someone else?
A: Explain all the qualities you have that would make you an asset to the company. Examples include the following:
- Your good attendance and punctuality.
- Your personal attributes, such as friendliness, honesty, efficiency.
- Your work qualifications and any additional skills you have.
- Your ability to work fast with very few errors.
- Your ability to get along well with supervisors, other employees, the public, etc.
- Your willingness to work overtime.

You may say you like this type of work, are good at it, and you think you would work harder at it than other people would.

Q: Do you have any questions?
A: Try to ask a question or two. It's a good opportunity to clear up any details and also it gives you a chance to show your interest in the position and the company.

Tough Interviewing Questions—*page 5*

It is appropriate to ask a question about salary if the item wasn't discussed during the interview. However, don't let this sound like it is your main concern.

It may be appropriate to ask what type of retirement, hospitalization, or other benefits the job has. It may show that you intend to stick with the job for a long time. However, if the employer says these benefits aren't available, don't pursue the issue any more. The interviewer may not hire you if you indicate dissatisfaction in a job without these benefits.

If you know anything about the business, ask questions along these lines. For example, you might ask about the model of equipment or machines you would be expected to use on the job. Whatever the reply, point out the positives about the particular model owned by the company.

A question such as, "When can I start working" should indicate that you are an ambitious person. If the employer says there are no positions available, ask if you would be considered on a parttime basis. If there is still a negative response ask the interviewer to suggest other employers for you to check.

Ask about positions for other persons. An appropriate way to ask is as follows: "Some of my friends are also looking for work. They have a variety of backgrounds. Do you know of any other openings? One of my friends may qualify for it."

Use the call-back closing. If the employer doesn't hire you, ask if you can check back in a couple of days. Explain that you are very actively seeking employment and are out most of the time.

As you leave the interview, do the following:
1. Thank the interviewer with a smile for the interview,
2. Shake hands, and
3. Tell the employer you are looking forward to hearing from him/her in the near future.

After you are offered the job, you can ask any questions you have, but be cautious during the interview not to ask any questions the employer might not like.

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Winning Interview Strategies

- You are punctual. You check ahead to be sure you know how to get there. If the personnel office is part of a larger complex or in a sizable office building you arrive at the main entrance 15 minutes before the hour of your appointment.

- You act naturally and courteously.

- You dress in business-like clothing—usually skirts for women and suits for men. As a guideline you ask yourself, "What do successful people in this line of work wear?" and dress accordingly.

- You listen to the questions carefully. Taking a few seconds to think about your answer, you answer clearly and concisely. You do not exaggerate your abilities or experience.

- You respond to all questions. If it is to your advantage, you volunteer information which might concern the interviewer but cannot be legally asked.

- You remember to use the names of the interviewers. You rivet your attention to every introduction. If you don't catch the name, you ask that it be repeated. You use the names as you answer the questions.

- You maintain a posture of interest. You try to establish eye contact with the interviewer as this implies sincerity.

- You are prepared with questions about the job and the company that you are entitled to know: salary range, responsibilities, benefits, supervision and evaluation policies, advancement opportunities.

- You are prepared with credentials and references. You have checked the names, addresses, and phone numbers of former employers and references are spelled correctly and are up-to-date.

- You show serious interest in the job. You are enthusiastic and self-confident.

- You do not criticize yourself or other people.

- You avoid emotional answers or wisecracks.

- You do not smoke unless the interviewer is smoking.

- You thank the interviewer at the end of the interview.

Losing Interview Strategies

- You show no interest in the organization.

- You cannot express yourself clearly. You use poor grammar.

- You want to start at the top.

- You have no career commitment, evident purpose in life.

- You are unwilling to relocate.

- You act cynical; intolerant.

- You fail to thank the interviewer.

- You put down your last bosses.

- You are evasive about your past work record.

- You have poor body language, lack of eye contact with the interviewer, a weak hand-shake, slumpy posture.

- You act nervous, gesture frequently.

- You act negative about school.

- You lack a sense of humor.

- Your mind wanders as you listen to the questions being asked. You answer in a vague way, and mumble when you are unsure that you are answering correctly. You do not even try to figure out whether or not the interviewer has understood what you have said.

- You show that you know nothing whatever about the company by looking startled and saying, "Oh, do you make electrical insulators? I didn't know that! What else do you make?"

- You hold up the interviewer from other work that he or she has to do, and continue to ask questions after the person has already indicated that the interview is over. This mistake is especially bad if the questions and your ongoing conversation has nothing whatever to do with the interview or anything of interest to the interviewer.

- You have not brought along any information that you need about former employers, their addresses or telephone numbers. You have to ask for a telephone directory to help you fill out the forms, and then you leave it lying carelessly where you used it without bothering to return it to its place.

Sample Thank You Letter

April 14, 19XX
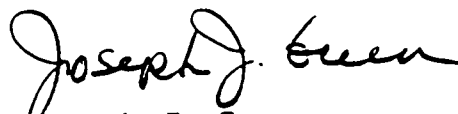
Mr. John C. Crawford
Manager of Personnel
National Foods, Inc.
124 12th Street
Norman, NC   47002

Dear Mr. Crawford

Just a note to thank you for the opportunity to meet and speak
with you on Monday, April 6. As you suggested, I read the
article in _Fortune_ about National Foods, and it certainly has
served to increase my interest in your company as a place to
work. I sincerely hope my qualifications continue to be of
interest.

I will be here on campus at (404)799-9999 for the next three
weeks, and then will be at home in Toledo at (419)991-6567. I
look forward to hearing from you.

Sincerely,

Joseph J. Green
P.O. Box 27
State College
Atlanta, GA   30333

Sample Reference Sheet

References of Mark C. Allen

John A. Smith
Professor of Business Administration
St. Norbert College
De Pere, WI 54115
(414) 337-0468

Barbara R. Grant
President
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A Parent's Long-Range Transition Plan

When your child enters middle school, it sometimes is difficult to acknowledge the fast approaching age of independence. It may be even more difficult if your child has a handicap. For the most part, your son/daughter may have been more dependent than other children. In order to assist in the development of their independence, it is recommended that the student, parents, and teachers develop a long-range plan for the student through the IEP. Your child's IEP should:

1. identify future goals of the student and allow the members of the IEP team to evaluate the student's current status in relation to future goals;

2. allow the development of a high school program facilitating skills for independent living, job placement, and continuing education.

3. serve as a guide when linking student to post-secondary programs and services.

In order to formulate a long-range plan, as parents, you need to ask certain questions concerning your child. Some of the questions that might be asked are:

1. Where will my son/daughter be upon graduation?
2. Will he/she have a job?
3. What type of job? What are his/her interests?
4. If not, what will he/she be doing instead?
5. What type of preparation will he/she need to obtain a job?
6. Will he/she need special services to enter the world of work?
7. Will he/she live at home or elsewhere?
8. Are other means of financial support available for him/her?
9. What skills will he/she need to live independently?
10. Will he/she have adequate insurance and medical coverage?
11. Will he/she have an active social life?
12. What types of transportation will he/she have access to?
13. How can he/she develop a more active social life?
14. What special services are available for him/her?
15. What recreational skills does he/she possess?
16. What areas of recreation does he/she enjoy?

The long-range plan can be of benefit, if all the areas of transition are addressed. The goal of the plan is to identify skills necessary for your child to live and work as independently as possible. Possible components to be included in the long-range plan are:

1. long-range goals for employment, independent living, and social development;
2. a possible listing of related courses or programs to be taken until graduation;
3. one or more annual vocational goals;
4. plans for student upon leaving the program;
5. a description of related services and available funding to be provided; and
6. a description of interagency collaboration, support, and services.

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Transition Planning:
A Guide for Parents

Student's Name _____
Parent/Guardian's Name _____

1. Have educational or other personnel talked with you about the post school future of your son/daughter?   ___ yes   ___ no
   Describe _____

2. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation? List.

3. What do you want for your son/daughter during the next year, in five years, 10 years?

4. What are the needs you would like to see addressed in each of these areas if any, during the next five to ten years? What is your son/daughter currently doing in each area?

   a. <u>Recreation and Leisure</u> (Acquisition of preferred activities such as hobbies, sports, clubs, etc.):

Currently	**Needs**

   b. <u>Jobs and Job Training</u> (Acquisition of skills necessary to obtain and keep employment, fill out applications, interviews, resumes, employer/employee relations):

Currently	**Needs**

c. <u>Post-secondary Training</u> (Education and/or training after high school; preparation for and application to technical colleges, community colleges, universities, adult education, community education):

Currently   **Needs**

d. <u>Community participation</u> (Skills needed to access community resources including people, public places, and activities such as support groups, churches, medical services, legal services, public transportation, drivers license, government agencies):

Currently   **Needs**

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5. What most concerns you about the future of your son or daughter?

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Please comment in as many areas as possible and bring this form with you to your student's IEP meeting. Thank you.

STUDENT/PARENT/GUARDIAN TRANSITION SURVEY

Transition Areas Below are sample ideas in each area:	What does your son or daughter do now?	What goals do you and your child have for his/her future?	Is help needed in any area?	What agencies or support services are you using now?
Home Living (live alone, live with roommate, semi-independent, live with family or relatives, group home, adult foster care, boarding room)				
Community Participation (drive car, use public transportation-bus, taxi, metro mobility, bike, shopping, appointment-dental, medical, banking, voting, religious activities)				
Recreation/Leisure (sports, hobbies, group activities, individual activities, extra curricular activities)				
Jobs/Job Training (competitive employment, full-time work, on-the-job training, part-time work, volunteer work, supported work)				
Post-Secondary Training (college, trade school, technical college or university, on-the-job training, military service, supported work environ-ment, community and adult basic education)		BEST COPY AVAILABLE		

Date: _____ 311

Name of Person Completing this Form _____

CESA #3 (3/95)

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Tips for Parents:
Helping Children Make Career Plans

Career decision-making is a process, not an event, that occurs at a given time. Your child's future career will b influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Your child's career choices will certainly affect your future as well as your child's. In this sense, you have a right, as well as a responsibility to be active in helping your child make career plans.

1. Encourage your child to ask and think about the question, "What will I be when I grow up?"

2. Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that" or "That's a terrible job' or "That's completely unrealistic."

3. Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do th what other things would you want to do?" is good.

4. Try to eliminate sex bias in thinking about your child's future career.

5. Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like.

6. Tell your child about the work that you do.

7. Encourage your child to ask people about their jobs. Seek information, not firm advice.

8. When you are out in the community, point out various people at work at factories, offices, auto mechanic shops, etc.

9. Help your child explore hobbies and other leisure-time activities that are productive and useful.

10. Help your child understand how very important her or his school work will be in later job decisions.

11. Plan with your child chores and jobs around the house; when and how they will be done, remembering tha you might have to teach your child the necessary steps to complete the job.

12. Encourage your child to engage in part-time work outside the home. It can help your child explore career interests and discover the sense of accomplishment and self pride that can come from work.

13. Include vocational goals on your child's IEP beginning at age 6.

14. Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable i view of my child's strengths and weaknesses?" or "What are the best schools for pursuing this field of study?"

Parent Strategies
to Assist in your Child's Transition from School to Work

1. Be aware of your son/daughter's interests related to the world of work. Discuss realistic choices when looking at career choices. Help him/her to realize his/her strengths and limitations.

2. Keep his/her interests in mind when choosing school courses. Vocationally-related goals should be part of the IEP (Individualized Education Program). You have a right to be active and vocal in helping to prepare your child for his/her future.

3. Help your son/daughter understand his/her particular disability. Teach him/her to be his/her best advocate for his/her own special needs.

4. Encourage appropriate behaviors and skills that will become vital in the real world, e.g., being on time, reliability, communication, getting along with others, etc.

5. Provide them with opportunities towards independence by allowing them to assume appropriate responsibilities.

6. Be aware and informed of what's available after graduation and start planning early.

7. By all means, ask questions and COMMUNICATE.

Parent Questionnaire
CESA #4

The following questions will help you think about the services your son or daughter will need after leaving the public schools. Your answers to these questions will help school and other agency staff determine how to assist you in planning and locating services for your son or daughter.

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1. Please give the age, grade level, and graduation date of your son or daughter.

Age _____   Grade _____   Graduation Date (if known) _____

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2. What are your current post school plans for your son or daughter? Please check the appropriate spaces:

___ live at home   ___ group home
___ apartment with support   ___ independent
___ other *specify* _____

3a. Have you contacted any of the following agencies regarding post school placements or services? Please check.

___ Community Colleges
___ Vocational Technical College (VTAE)
___ Private Employment Agencies
___ Job Service
___ Your Child's Teacher and Guidance Counselor
___ County Developmental Disabilities Office
___ Division of Vocational Rehabilitation (DVR)
___ Social Security Administration (SSA)

3b. Have you been contacted by any of the agencies mentioned above regarding post school services?   ___ yes   ___ no

If yes, who contacted you? _____
When? _____ Which agency? _____

3c. Have you been informed of any post school placement options for your child?
          ___ yes   ___ no

If yes, who contacted you? _____
When? _____ Which agency? _____

4. Have you encountered any of the following problems in obtaining post school services for your son or daughter? Check any that apply.

    ___ Vocational training unavailable
    ___ Vocational training inappropriate
    ___ Other training unavailable or inappropriate
    ___ Residential placements unavailable in your area
    ___ Residential placements inappropriate in your area
    ___ Transportation problems *Specify type of problem* _____
    ___ Getting the "run-around" from service providers
    ___ Lack of Knowledge of available services/resources
    ___ Don't know where to start
    ___ Other Specify _____

5. In what areas do you feel that you or your son or daughter will need assistance for post school planning? Please check all that apply.

Vocational--
    ___ Work Placement
    ___ Work Training
    ___ Apprenticeships
    ___ Transportation

Residential--
    ___ Placement
    ___ Independent Living
    ___ Emotional Support
    ___ Financial Support

Education--
    ___ College
    ___ Vocational, Technical, and Adult Education
    ___ Proprietary School

Social/Legal
    ___ Guardianship
    ___ Sexual Awareness
    ___ Taking Care of Self
    ___ Verbal or Physical Abuse

Other *Specify*

6. What could the school district staff do to assist you in planning for your son or daughter's post school needs?

Academic support/Accommodations: Assistance provided to enable a student to benefit from instruction in the core academic areas. Accommodations include making changes in methods of instruction, specific means of measuring progress, or otherwise providing the opportunity for participation.

Accessibility Information: Source of information about accessibility requirements. Most often deals with physical accessibility to facilities, but also includes other needed support services such as TDD, Braille signs and other communication aids. Accessibility requirements are established by state and federal law, such as the Americans with Disabilities Act, (ADA) and Section 504 of the Vocational Rehabilitation Act of 1973 (504)

Advocacy: Representing the interests of a person with disabilities to improve the stability and meaningfulness of his or her life. In employment, it includes assisting to obtain and succeed in the job opportunity a person desires.

Alcohol and Other Drugs: In general use of alcohol or other drugs in a pattern incompatible with what is expected by other members of society, having an uncontrolled urge to use the drug or continue using once started and use which creates social, economic, and health problems for the user, their family, and society.

Americans with Disabilities Act (ADA): A civil rights law that prohibits discrimination on the basis of disability in several areas, including employment.

At-Risk: The term includes children who are one or more years behind their age group in the number of credits attained or in basic skill levels and who are one or more of the following 1) dropouts, 2) absent for more than 15% of the required hours during any semester, 3) school-age parents, 4) adjudicated delinquents. The term also includes children in grades 5 to 8 who are two or more years behind their age group in basic skill levels and have been absent more than 10% of the required hours during any semester or; or are two or more years behind their age group in basic skill levels.'

Autism: A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Career Planning: A process of putting together information about a person's career goals, capabilities, needs for support, and expectations in order to realize a job related to his or her desires.

Case Management: Case management services provides for the coordination of various needed services within and among agencies. A case manager works to assure that all needed services, from whatever source are provided in a coordinated manner.

Chronically Mentally MI: Disorders which affects the mind or behavior which is of long duration or shows little change over time.

Cognitive Disability (CD) Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. A distinction is made between mild and severe based on the degree of impairment of the child

Community based support: Services intended to assist the individual to live and work within the community. The support comes from within the community.

Counseling: Provides advice and assistance in dealing with personal problems.

Crisis Intervention: Prevention and assistance in time of crisis. 'assist individuals and families in dealing with the situation".

Deaf/Hard of Hearing: An impairment in hearing whether permanent or fluctuating that adversely affects a child's educational performance. Deafness is hearing impairment so severe that the child is impaired in processing linguistic information through hearing with or without application.

Disabilities covered by American with Disabilities Act (ADA): The term means with respect to a disability a) a physical or mental impairment that substantially limits one or more of the major life activities of the individual, b) a record of such an impairment, c) being regarded as having such and impairment.

Emotional Disturbance: A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's performance. A) an inability to learn that can not be explained by intellectual sensory or health factors. B) an inability to build or maintain satisfactory interpersonal relationships with peer and teachers, C) inappropriate types of behavior or feelings under normal circumstances, D) a general pervasive mood of unhappiness or depression, E) a tendency to develop physical symptoms or fears associated with personal or school problems.

Employment Consultant (Employment Specialist, Job Coach): The person responsible in supported employment for assisting persons with disabilities to obtain and succeed in meaningful jobs they most desire.

Employment-Placement: Provides placement services for work. Assists the individual in securing employment by identifying potential work sites and working with the individual and employer.

Financial Aid-Education Expenses: Provides financial assistance to individuals seeking to continue their education. Provides support for the costs of education and possibly for other related costs, such as books, materials, and living expenses. Assistance can take the form of grants and loans.

Financial Aid-Living Expenses: Provides financial assistance with living expenses. This can take the form of rent or other residential assistance and /or support with utilities, food or other living expenses.

Financial Aid-Work Expenses: Provides financial support for expenses necessary for the individual to be gainfully employed. Assistance can take the form of providing devices, transportation, job coaching or other expenses.

Individuals with Disabilities Education Act (IDEA): Law that requires planning for transition to adulthood, including employment, for a young person with a disability, starting at least with age 14, as part of his or her individualized education plan (IEEE).

Job Accommodation: Using information from job analysis to develop strategies for changes in routines, equipment, and tasks so the employee can better perform the job. May include specialized equipment, interpreters, or modifications of existing tasks and settings.

Job Analysis: Assessing a job situation with employers to arrange specific duties, schedules, equipment, and other parts of the job for the employee to be most productive, safe, and satisfied.

Job Development: The process of identifying employer hiring needs and then representing a job seeker suited to those needs based on the interests, skills, and expectations of that job seeker.

Job Seeking Skills: Assist individuals in the development of the skills needed to find and secure a job.

Learning Disability: A disorder in one or more of the psychological processes involved in understanding or using language, spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical equations.

Other Health Impaired (OHI): Having limited strength, vitality or alertness, due to chronic or acute health problems that adversely affects a child's educational performance. Examples of specific conditions which may fall under this term include: heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes.

On-the-Job Training (OJT): Instruction provided in an actual work situation in which the employee learns to perform expected job tasks.

Person-Centered Planning: A planning process for the future of an individual that focuses on his or her strengths, interests, and life dreams.

Physical Disability: A severe impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease and impairments from other causes.

Post-Secondary Education: Provides opportunities for education at the post-secondary level leading to a technical college or four year college degree.

Rehabilitation Act Amendments of 1992: Amendments to the law that strengthened the idea of people with disabilities having more choices, participation in society, and a mandate for a presumption of employability.

Social Activities: Opportunities for recreation and social activities for individuals with disabilities. Provides appropriate activities for leisure time.

Supplemental Security Income (SSI): A federal welfare program for people who meet the disability requirements and who have little or no income or resources. The level of benefits to be received varies.

Supported Employment: Community employment for those who need long-term, ongoing support in order to succeed on the job. It is characterized by regular opportunities for interaction with co-workers without disabilities and/or the public. Jobs should be individually tailored to interests, with pay and benefits equal with those received by co-workers without disabilities in comparable positions.

Traumatic Brain Injury (TBI): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance. This term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory,

perceptual, and motor abilities, psychosocial behavior, physical functions, information processing, and speech.

Visually Impaired/Blind (VI): An impairment of vision that even with correction adversely affects a child's educational performance. This term includes both partial sight and blindness.

Vocational Evaluation: A comprehensive process to determine career development and vocational goals and expectations of persons based upon their interests, skills, and experiences.

Vocational Rehabilitation: A federally mandated service administered in each state that provides various resources and support to assist individuals with disabilities to obtain meaningful employment.

LEARNING DISABILITIES

What are Learning Disabilities?

The federal government defines learning disabilities in Public Law 94-142, as amended by Public Law 101-476 (Individuals with Disabilities Education Act-IDEA):

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.

Although the definition in federal law governs the identification of and services to children with learning disabilities (LD), there are variations between states and among school systems. In an attempt to clarify the identification, some states specify an intelligence range. Others add a concept of a discrepancy between potential and achievement, sometimes quantifying the discrepancy using test scores. These slightly different "yardsticks" are indicative of a lack of clear consensus about exactly what learning disabilities are (p.99).

What are Some Viewpoints about Identifying Learning Disabilities?

It is not always easy to identify one group of people who are clearly LD and another group who are not. Almost all of us have learning difficulties in some aspect of our lives. Some people who are exceptionally skilled with language and even become English teachers have difficulty balancing their checkbooks. Others who are nuclear physicists never do learn to spell correctly. Many people never fail a subject in school but are at a complete loss when figuring out a diagram for making a simple house repair. Similarly, children may experience real success in some school subjects, yet find other school tasks very difficult, frustrating, or time consuming to complete.

Individuals with learning difficulties may appear to possess the characteristics of a person with learning disabilities. However, it is only when those learning difficulties are so pervasive or severe that they markedly interfere with learning or day-to-day living that a learning disability is suspected. Careful assessment by a multidisciplinary team that utilizes a variety of standardized instruments, informal tasks, and observation is an important part of verifying the existence of learning disabilities.

A heated debate continues among professionals about whether special education is needed for some groups of children who seem to show LD characteristics, and if so, what type of help is appropriate. These groups include students who (1) are at the low-average end of the intelligence scale; (2) are highly intelligent; or (3) come from linguistic, cultural, social, or economic backgrounds that differ significantly from their peers.

When a student with a low-average intellectual level experiences academic difficulties, some professionals may feel that the lower intelligence is the cause of the problem. Others may believe that the student could do better academically or make passing grades if it were not for the learning disability.

A student with a high-average or superior intellectual level may maintain grade level performance in elementary school, but develop academic problems in higher grades. Some professionals feel baffled because if a child doesn't show early academic problems, it seems unlikely that LD is the reason for later problems. Other professionals suggest that a capable student may develop sufficient compensations in the early school years to make acceptable grades, but become unable to manage when faced with the note-taking, longer reading assignments, foreign language requirements, and similar demands in secondary and post-secondary schools.

Students who are at risk for success in school, employment, or independent living because of cultural, linguistic, medical, social, economic and similar factors, often also appear to have learning disabilities. Such students may have been malnourished or abused, been raised in a culturally different or impoverished environment, or attended six different schools in 2 years. Some professionals view the

academic problems as the result of high-risk factors rather than LD. For other professionals, the presence or absence of a learning disability depends upon the unique characteristics of the specific child under consideration. A child can have learning disabilities and at the same time come from a nontraditional background (p.43).

How are Individuals with Learning Disabilities Served?

Free public education is mandated for children with learning disabilities from birth through 21 years by IDEA. Depending upon the severity level and individual needs of each student, services may be in a private or public school through a continuum of program models. Thus students with more severe LD are often served in self-contained classrooms or residential settings, while students with mild to moderate LD are usually "mainstreamed" in regular classrooms with a range of additional services as needed. These may include (1) time in a specialized LD resource room; (2) collaboration in which the LD teacher models for or joins the classroom teacher as both work together; or (3) consultation in which the LD teacher provides support, resources, and ideas to the classroom teacher.

A program concept of increasing importance is transition. For the student with LD, the change from school to the world of postsecondary program, work, and independent living is a challenging one. Educators, vocational counselors, and business leaders are working together to develop self-advocacy, functional academics, positive work attitudes, and basic employment skills so important to successful adulthood.

With the passage of the Americans with Disabilities Act (ADA), work opportunities for adults with LD have been further extended through mandated access to simple accommodations. For example, a worker who makes spelling errors might be provided with a spellchecker, while an employee with a reading disability might be furnished with an audiotape of a new procedural manual.

Regardless of which program serves the student with LD, teaching approaches and materials must also be carefully chosen to meet individual needs. In addition to basic consideration of age and severity level, many more subtle factors contribute to the effectiveness of individual instruction. The teacher must not only determine what should be learned, but help establish the specific environment, techniques, and strategies that will maximize each student's learning in both specialized and mainstreamed settings. With the wide variation among students, materials, and approaches, it is unlikely that any two students will be taught in the same way with the same materials in the identical setting at any given time. This is the real challenge

facing both the LD teacher and the student with learning disabilities.

Resources

Children with Attention Deficit Disorders (CH.A.D.D.)
499 N.W. 70th Ave., Suite 308
Plantation, FL 33317
305/792-8100

Division for Learning Disabilities (DLD)
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
703/620-3660

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234
412/341-1515

National Attention Deficit Disorder Association (ADDA)
P.O. Box 488
West Newbury, MA 01985
800/487-2282

National Center for Learning Disabilities (NCLD)
99 Park Avenue, 6th Floor
New York, NY 10016
212/687-7211

Orton Dyslexia Society
724 York Road
Baltimore, MD 21204
800/222-3123

Other Digests available from this clearinghouse may be ordered for $1.00 each:

Attention Deficit Disorder (E445) ED287261
Providing an Appropriate Education to Children with Attention Deficit Disorder (E512)
Teaching Children with Attention Deficit Disorder (E462)
Learning Disabilities Glossary of Some Important Terms (E517)

Note: The content of this digest was developed by Dr. Jean Lokerson, DLD President, 1991-92; Associate Professor, LD Program, School of Education, Virginia Commonwealth University, Richmond, VA. The material identified by page numbers was adapted with permission from *Understanding Learning Disabilities: A Parent Guide and Workbook.* (2nd ed). The Learning Disabilities Council, P.O. Box 8451, Richmond, VA 23226.

MENTAL RETARDATION

Charlotte Hawkins-Shepard

What Is mental retardation?

A definition for mental retardation is found in Public Law 101-476, the Individuals with Disabilities Education Act (IDEA) of 1990:

Mental retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.
[*Federal Register*, 57(189), September 29, 1992, p.44801]

In its 1992 manual on definition and classification, the American Association on Mental Retardation (AAMR) offers the following definition:

Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly subaverage intellectual functioning, existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. Mental retardation manifests before age 18.

Significantly subaverage intellectual functioning means an IQ score of 70 to 75 or below on a standardized individual intelligence test. *Related limitations* refers to adaptive skill limitations that are related more to functional applications than other circumstances such as cultural diversity or sensory impairment.

How does the new AAMR definition differ from earlier ones?

The 1992 AAMR definition represents a significant change in the way those with mental retardation are viewed. Rather than describing mental retardation as a state of global incompetence, the new definition refers to a pattern of limitations, looking at how people function in various contexts of everyday life. This definition is based on four assumptions: (1) Valid assessment considers cultural and linguistic diversity, as well as differences in communication and behavioral factors; (2) The existence of limitations in adaptive skills occurs within the context of community environments typical of the individual's age peers and is indexed to the person's individualized needs for support; (3) Specific adaptive limitations often coexist with strengths in other adaptive skills or other personal capabilities; (4) With appropriate supports over a sustained period, the life functioning of the person with mental retardation generally will improve.

Rather than limiting assessment to intellectual and adaptive skills, the current AAMR definition relies upon a multidimensional approach to describing individuals and evaluating their responses to present growth, environmental changes, educational activities, and therapeutic interventions:

Dimension I: Intellectual functioning and adaptive skills
Dimension II: Psychological/emotional considerations
Dimension III: Physical/health/etiological considerations
Dimension IV: Environmental considerations

What does the term *supports* mean?

The concept of supports, as described by AAMR, refers to certain resources and strategies provided to persons with mental retardation that enhance their independence/interdependence, productivity, community integration, and satisfaction. These supports can come from technology, individuals, and agencies or service providers. Supports can be grouped into eight types of function: (1) befriending, (2) financial planning, (3) employee assistance, (4) behavioral support, (5) in-home living assistance, (6) community access and use, (7) health assistance, (8) teaching (Schalock et al., 1994).

The AAMR concept of supports includes assigning one of four levels of intensity to each support: (1) intermittent, or "as needed," which are seen as short-term supports, such as during an acute medical crisis; (2) limited, which are those supports needed regularly, but for a short period of time, such as employee assistance to remediate a job-related skill deficit; (3) extensive, seen as ongoing and regular, such as long-term home living support; (4) pervasive, viewed as constant and potentially life-sustaining, such as attendant care, skilled medical care, or help with taking medications.

The current AAMR definition involves a three-step procedure for diagnosing, classifying, and determining the needed supports of an individual with mental retardation: (1) determine eligibility for supports (IQ 70-75 or below, significant disabilities in two or more adaptive skill areas, age of onset below 18); (2) identify strengths and weaknesses and the need for support across the four dimensions—intellectual functioning and adaptive skills; psychological/emotional considerations; physical/health/etiological considerations; and environmental considerations; (3) identify the kind and intensities of supports needed for each of the four dimensions.

How many children have mental retardation?

According to the U.S. Department of Education (*Fifteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 1993, p. A 60) during the school year 1991-92, 554,247 children aged 6-21 were classified as having mental retardation and receiving educational services under IDEA, Part B, and Chapter 1 of the Elementary & Secondary Education Act (ESEA), State Operated Programs. Individual state reports for the 1991-92 school year indicated variations in the number of these students from a total of 436 (Alaska) and 625 (Wyoming) to 32,660 (Pennsylvania) and 41,933 (Ohio).

What are some typical characteristics of children with mental retardation?

Among individuals with mental retardation, there is a wide range of abilities, disabilities, strengths, and needs for support. It is common to find language delay and motor development significantly below norms of peers who do not have mental retardation. More seriously affected children will experience delays in such areas of motor-skill development as mobility, body image, and control of body actions. Compared to their nondisabled peers, children with mental retardation may generally be below norms in height and weight, may

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experience more speech problems, and may have a higher incidence of vision and hearing impairment.

In contrast to their classmates, students with mental retardation often have problems with attention, perception, memory, problem-solving, and logical thought. They are slower in learning how to learn and find it harder to apply what they have learned to new situations or problems. Some professionals explain these patterns by asserting that children with mental retardation have qualitatively different deficits in cognition or memory. Others believe that persons with mental retardation move through the same stages of development as those without retardation, although at a slower rate, reaching lower levels of functioning overall.

Many persons with retardation are affected only minimally, and will function only somewhat slower than average in learning new skills and information.

What are some educational Implications?

For younger children with mental retardation and persons with more extensive limitations in their adaptive skills, teachers may find that hands-on materials are more meaningful than pictures and demonstrations more instructive than verbal directions. Teachers should build on students' existing skills by teaching easier tasks before more complex tasks; breaking longer, new tasks into small steps; and prompting or shaping accurate performance. Teachers should help students develop rules and provide opportunities for them to apply or transfer what they have learned. They can help students generalize by using multiple examples and settings.

It will help students with mental retardation if shorter and distributed (not massed) learning sessions are provided in the instructional process, especially school, living, community, and work environments. From an early age, life skills including daily living, personal/social skills, and occupational awareness and exploration should be taught. Instruction in leisure and recreational opportunities and skills also should be a part of the educational program along with vocational preparation and training for adult living. As much as possible, children and youth with mental retardation should be educated inclusively: in schools, classrooms, and activities with their nondisabled peers.

Additional Readings

American Association on Mental Retardation. (1992). *Mental retardation: Definition, classification and systems of supports* (9th ed.). Annapolis, MD: Author.

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Dattilo, J., & Schleien, S. J. (1994). Understanding leisure services for individuals with mental retardation. *Mental Retardation, 32*(1), 53-59.

Drew, C. J., Logan, D. L., & Hardman, M. L. (1992). *Mental retardation: A life cycle approach.* Riverside, NJ: Macmillan.

Dunbar, R. E. (1991). *Mental retardation.* Chicago, IL: Franklin Watts.

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Matson, J. L., & Mulick, J. A. (1991). *Handbook of mental retardation* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Sargent, L. (Ed.) (1991). *Social skills in the school and community.* Reston, VA: The Council for Exceptional Children, Division on Mental Retardation and Developmental Disabilities.

Schalock, R. L., Stark, J. A., Snell, M. E., Coulter, D. L., Polloway, E. A., Luckasson, R., Reiss, S., & Spitalnik, D. M. (1994). The changing conception of mental retardation: Implications for the field. *Mental Retardation, 32,* 181-193.

Resources

American Association on Mental Retardation (AAMR)
444 North Capitol St., NW, Suite 846
Washington, DC 20001
(202) 387-1968; toll free: (800) 424-3688; fax: (202) 387-2193

The Arc
500 E. Border St., Suite 300
Arlington, TX 76010
(817) 261-6003; TTY: (817) 277-0553; fax: (817) 277-3941

The Association for Persons with Severe Handicaps (TASH)
11201 Greenwood Ave. N.
Seattle, WA 98133
(206) 361-8870

Division on Mental Retardation & Developmental Disabilities
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

National Down Syndrome Congress
1605 Chantilly Dr., Suite 250
Atlanta, GA 30324
(800) 232-NDSC

National Down Syndrome Society
666 Broadway
New York, NY 10012
(212) 460-9330; toll free: (800) 221-4602

President's Committee on Mental Retardation (PCMR)
U. S. Department of Health & Human Services
330 Independence Ave., SW
Washington, DC 20201
(202) 619-0634

People First International (self-advocacy group)
1340 Chemeketa St., NE
Salem, OR 97301
(503) 588-5288

Special Olympics International, Inc.
1350 New York Ave., NW, Suite 500
Washington, DC 20005
(202) 628-3630

Periodicals

American Journal on Mental Retardation
Mental Retardation
American Association on Mental Retardation
444 No. Capitol St., NW, Suite 846
Washington, DC 20001

Education and Training in Mental Retardation and Developmental Disabilities
Division on Mental Retardation & Developmental Disabilities
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Journal of the Association for Persons with Severe Handicaps
Division on Mental Retardation & Developmental Disabilities
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Note. This digest supersedes ERIC Digest E423

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UNDERSTANDING ORDER OF SELECTION

QUESTIONS AND ANSWERS

Working Together To Access Jobs and Independence

DVR

Customer Centered • Service Oriented • Continuous Improvement • Responsive Communication • Open, Honest, Clear, Responsive • Commitment to Quality • Respect, Worth, Dignity

DIVISION OF VOCATIONAL REHABILITATION DEPARTMENT OF HEALTH AND SOCIAL SERVICES

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The law says that SSI/SSDI eligible ...ients automatically have a severe functional limitation. Does this mean I will automatically be served?

No, but it does mean that you have a more likely chance of being served since you have a severe functional limitation.

If I am on AFDC or worker's compensation, will I receive priority in being served?

No. You cannot receive priority based on referral source such as being referred from worker's compensation or based on economic status such as being on AFDC.

What amount of new resources would it take to avoid OOS?

We estimate it would take about 100 new positions and $7 million in new funding. The $7 million in new funding would cover the costs of the 100 new positions and buying necessary services such as testing and placement.

How many states are using OOS?

As of October 1994, about 37 states are using or planning to implement an order of selection. This is an increase of 26 from 1992. We expect most states will implement an OOS within the next few years.

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Will there be a review of functional limitations on a regular basis?

Persons in a closed category may request a another review of their functional limitations whenever they believe the limitations have become more severe. In addition, on a yearly basis, the Division will contact them to assess their status.

What if DVR can serve more categories in one office than in another?

Since DVR is a statewide program, the Division must develop methods of balancing workloads statewide so that all offices will be serving the same open categories.

DVR provides its services on a non-discriminatory basis, without regard to age, race, color, sex, sexual orientation, national origin, religion or disability. To file a complaint because of discrimination, contact: Equal Opportunity Officer, DVR, P.O. Box 7852, Madison, WI 53701-7852, Phone: (608) 266-7686 (Voice); (608) 266-9599 (TTY/TDD)

For further information, contact...

the DVR office serving your county of residence. Please consult your phone book for the address and phone number or refer to the office listing, if enclosed.

at is an order of selection (OOS)?

A process that allows the Division of Vocational Rehabilitation (DVR) to focus resources on those most in need.

How are OOS categories established?

By federal law, categories are established by severity of disability, with the most severe being the most likely to be served.

The Vocational Rehabilitation Act defines "individual with a severe disability" as:

- having a severe physical or mental impairment which seriously limits one's ability to function in employment.

- requiring multiple vocational rehabilitation services over an extended period of time.

What is a functional limitation?

A functional limitation is a personal characteristic or disability that affects mobility, communication, self-care, self-direction, interpersonal skills or acceptance, work tolerance, or work skills or work history.

Can severity of disability be defined by the disability itself?

Severity cannot be defined by disability. The Rehabilitation Act lists disabilities which typically are determined to be severe. "Typically", as used here, does not mean "automatically" or "exclusively" 328

What are the OOS categories?

The Act requires states to determine their own categories. In Wisconsin, we have seven:

A. Three or more severe functional limitations and requiring multiple services over an extended period of time.

B. Two severe limitations and requiring multiple services over an extended period of time.

C. One severe limitation and requiring multiple services over an extended period of time.

D. Four to seven severe limitations and lacking a need for multiple services over an extended period of time.

E. One to three severe limitations and lacking a need for multiple services over an extended period of time.

F. Four to seven non-severe limitations, and may or may not require multiple services over an extended period of time.

G. One to three non-severe limitations and may or may not require multiple services over an extended period of time.

Will a combination of non-severe limitations equate to one or more severe functional limitations?

No. Under federal law, a combination of non-severe limitations will not equate to a severe limitation.

What does it mean to close a category?

It means that DVR will not serve any of the eligible clients in that category. DVR will close a category when they do not have sufficient resources to serve all eligible and potentially eligible clients.

What if I am receiving services under an approved Individualized Written Rehabilitation Program (IWRP) at the time DVR closes my category?

You will continue to receive DVR services.

If I am in a closed category, will I ever receive services from DVR?

If your functional limitations become more severe and if DVR determines it has adequate resources to open categories, you may receive services.

Does OOS affect certain disabilities more than others?

No. We cannot discriminate by type of disability. However, some disabilities may result in limitations which are more severe than others.

INDIVIDUALIZED EDUCATION PROGRAM

Meeting date: 5/21/96	Beginning date of IEP: 8/28/96	Ending date of IEP: 6/7/97

Student name: Donna Ray	Birth Date: 11/27/81	Gender: F	Grd: 9

Parent/Guardian: John and Joan Ray	Address: 201 Way	Phone: 555-5555

District of residence: Anywhere	District of placement: Anywhere:

For students transferring between public agencies within the state, IEP adopted _____ District Rep: _____	Race: Caucasian

A statement of the specific special education services and the amount of time for each service.
Cognitive Disabilities Borderline (CDB) - 45%
    Applied Math I - 5 hrs/wk
    Reading for the Workplace - 5 hrs/wk
    Career Exploration 1 & 2 - 3 hrs/week (adaptations in regular class)

Extent to which student will participate in regular education programs, and nonacademic and extracurricular services and activities; (describe any modifications required for the student to participate in the regular education programs): - 70%
Career Exploration 1 & 2 - assignments per student need, orally administered tests - 3 hrs/wk
Biology - peer tutoring, orally administered tests - 5 hrs/wk
P.E. Lifelong Sports - 3 hrs/wk
U.S. Government - 5 hrs/wk - orally administered tests
Family and Consumer Economics - 3 hrs/wk
Art 1 - 2 hrs/wk
Work Study - 2.5 hrs./week
Extra-curricular - Community Service Club

Are any related services required to assist the child to benefit from special education? ☒Yes; ☐No
If yes, specify amount of time and frequency of service(s).

calculator assistive technology services/devices   _____ recreation

_____ audiology   _____ rehabilitation counseling services

30 min/wk counseling   *1 hr/wk* school health services
career exploration   *2x   (sex ed., birth control counseling)*

_____ medical services for diagnosis & evaluation   _____ parent counseling/training

_____ social work services in schools   *@1x/mo.* transportation services
                                                                                  to job shadows
_____ physical therapy   __X__ other (specify): *aide for*
                                                                                  community experiences
1 hr/wk psychological services (assertiveness trng.)
2x
_____ occupational therapy   _____ other (specify) _____

If visually handicapped, does the student need braille instruction? ☐Yes; ☐No - Justify:

Physical Education:	☒ Regular, ☐ Specially Designed

Vocational Education: ☐ Regular, ☒ Specially Designed - in mainstream (FACE); & work study

Are transition services required? ☒ Yes ☐ No (If yes, include transition activities within the goals and objectives, and complete the "Summary of Transition Services" page.

Does the child require extended school year (ESY) services to receive a free appropriate public education (FAPE)? ☐ Yes ☒ No

Will the student participate in standardized testing?
Eighth or tenth grade testing under s.118.30, Wis. Stats. ☐ Yes ☐ No ☒ With modifications? <u>Oral administration</u>
Competency based testing ☒Yes ☐ No ☐ With modifications? _____
Achievement testing ☐ Yes ☐ No ☒ With modifications? <u>Oral administration</u>

Justification for removal from regular education or regular education environment (include nature and severity of disability and any potential harmful effects on the child or on the quality of services): Student needs extra assistance with basic and applied academics not offered in regular courses, as well as an increased emphasis on post-secondary vocational needs to amplify what she is taking in the mainstream. The committee determined that , individualized sex education with the school nurse & assertiveness training and counseling on independent decision making with the school psychologist are necessary related services. Without these services, Donna would not be prepared to successfully assume adult responsibilities at age 18.

IEP Meeting Date: 5-21-96 Participants	IEP Meeting Date: Participants	Documentation of efforts to involve the parents in the IEP meetings
LEA Representative/Title *Ann Kellogg*/DSE	LEA Representative/Title	1
Teacher/Title *Steve Gilles*/C.D. teacher	Teacher/Title	
Teacher/Title *Betty Crocker*/FACE teacher	Teacher/Title	
Parent/Guardian *Jay Ray*	Parent/Guardian	2
Private School Representative (when required)	Private School Representative (when required)	
WSD or WSVH Representative (when required)	WSD or WSVH Representative (when required)	
Community Agency Representative/ Title (when required)	Community Agency Representative/ Title (when required)	
Child (if transition or appropriate) *Donna Ray*	Child (if transition or appropriate)	3
Interpreter (when required)	Interpreter (when required)	
Other/Title *Florence Nightingale*/ school nurse	Other/Title	
Other/Title SIGMUND FREUD/Psychologist	Other/Title	

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Donna Ray	Date: 5/21/96

Present levels of performance: Donna can complete simple forms with minimal assistance, filling in her name, address, phone number, social security number, birth date, etc. She often needs assistance in filling in essay type information (e.g., what are your goals, what do you like, where have you worked). She can read simple signs (e.g., men, women, bus, exit), but has trouble with non-routine reading of maps, instructions, directions, etc. Woodcock - Vocabulary - 6th grade; comprehension - 3rd grade. Test of Written Language - grade 3.5

Annual Goal: To increase functional reading and writing skills by one grade level as they relate to work and daily living skills: job searching, job applications, resumes, following written instructions, shopping.

Short Term Objectives	EVALUATION		
	Objective Criteria	Methods of Measurement	Schedule
After instruction in the Career Exploration Class and using the want ads, Donna will contact 5 local businesses and request job application forms which she will complete independently.	Completed applications with fewer than 3 errors.	Career Ed. teacher review of completed applications	Dec. 20, 1996
After CD and FACE teacher instruction in the school and community, and using local shopping ads, Donna will be able to plan a shopping trip for groceries in the community, get herself independently to the grocery store, select economical items from the ads, and get her groceries home.	5 of 10 successful shopping trips with purchased items matching ads and list at 100% accuracy.	Teacher review of trip plan, comparing ads to list and observation during shopping trip.	Monthly through March, 1997
After instruction in the Career Exploration class, Donna will be able to use the DOT and OOH by selecting 5 careers in which she is interested, describing the education/skills necessary for the careers, and estimating the availability of the jobs in her area of interest.	80% on Career class Unit test on the DOT and OOH.	Career Class DOT/OOH unit test administered orally by Career Ed. teacher.	Dec. 20, 1996
After instruction in "Reading for the Workplace," Donna will be able to read/understand the state map, sample work policies, packaging instructions, etc.	80% on teacher post-tests. & Gr. 4.5 on the TOWL.	EEN Teacher post testing after instruction; Test of Written Language	Weekly TOWL - May, 1997

Specific special education and related services needed to achieve this goal:
Community based instruction, travel time, initial aide assistance in community, oral administration of tests.

Action taken on this goal at IEP review (i.e., continue as is, continue with modifications, discontinue-met, discontinue-revised/replaced):

Date:_____

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Donna Ray	Date: 5/21/96

Present levels of performance: Donna can tell time on an analogue (traditional) clock or watch. She can use money appropriately (e.g., make change, round-up to the nearest dollar to pay), although she sometimes takes a while to do so. She sometimes has difficulty estimating the cost of items and if she has enough money for her purchases. She can compute basic math problems but has difficulty in applying the concepts to real-life situations. Woodcock - Math concepts - Grd. 3.7; Math computation - Grd. 5.5.

Annual Goal: To increase functional math skills by one grade level in the areas of shopping, and money management concepts.

Short Term Objectives	EVALUATION		
	Objective Criteria	Methods of Measurement	Schedule
After instruction in Applied Math and FACES classes, Donna will be able to accurately use a hand held calculator while grocery shopping to keep a running total of her purchases, exclusive of taxes.	She will do this with 100% accuracy for 5 out of 10 shopping trips.	Self-recording of total from calculator compared to total on receipt. Teacher/parent review of self-report.	Monthly through March, 1997
After instruction in Applied Math and FACES classes, Donna will be able to count out to the nearest dollar the total requested by the cashier, hand it to the cashier, and wait for change.	She will do this with 100% accuracy for 5 out of 10 trips to grocery store.	Teacher or aide observation.	Monthly through March, 1997
After instruction in Applied Math and FACES classes, Donna will open a checking and savings account at a . bank of her choice, deposit her allowance weekly, write checks accurately, and using a calculator balance her account weekly and reconcile her account monthly.	80% on FACES unit test on bank accounts and 100% accuracy on her monthly reconciliation of account. No overdrafts.	FACES test administered orally and scored by teacher. Review of monthly bank statement by CD teacher.	Monthly through May, 1997
	Gr. 4.7 score on Woodcock math concepts subtest.	Woodcock Johnson math concepts subtest.	May 20, 1997

Specific special education and related services needed to achieve this goal:
Community based instruction (aide assistance), travel time, calculator (assistive tech.) oral administration of tests.

Action taken on this goal at IEP review (i.e., continue as is, continue with modifications, discontinue-met, discontinue-revised/replaced):
Date:_____

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Donna Ray	Date: 5/21/96

Present levels of performance: Donna does not have a foundation of career awareness nor is she concerned about the kind of work she will be involved in after she finishes high school. She has voiced an interest in childcare, retail, banking, waitressing and crafts. She has no work experience and has not had a functional vocational assessment.

Annual Goal: To increase Donna's awareness of her career options after high school, establish 3 areas for career exploration, and determine Donna's interest and needs in relation to the 5 Voc. Ed. clusters (Tech Ed., Agriculture, Business & Marketing, Family & Consumer Ed., Health Occupations)

Short Term Objectives	EVALUATION		
	Objective Criteria	Methods of Measurement	Schedule
As a student in the Careers class, Donna will participate in 10 job shadows related to her interest areas (above) and select 3 which she will explore and understand in-depth through the Careers Class.	completion of 10 job shadows; 80% score on 3 of 5 career ed. unit tests on the 5 voc. ed. clusters.	Career Ed. teacher review of Job Shadow reaction reports, orally administered Career Ed. unit tests in the 5 voc. ed. clusters	Job shadows by Dec. 20, 1996. 3 unit tests by Dec. 20, 1996. 2 more unit tests by April, 1997
Using the Wis. Career Information System(WCIS) program in the guidance office under the supervision of her guidance counselor, Donna will explore careers in all vocational areas, complete a self interest inventory as part of a functional vocational assessment and describe 3 careers she would like to pursue in coursework and work experience.	completion of WCIS exploration components; completed print-outs of self interest inventory, computer matches to careers, and brief reports on 3 careers she would like to pursue & why.	Guidance counselor report of participation. print-outs to be reviewed with Careers Class teacher and CD teacher; recognizable correspondence between interest inventory results and Donna's 3 career reports.	computer exploration by Dec., 1996; interest inventory by Feb., 1997; Career reports by April, 1997.
Through participation in the Community Service Club, Donna will become aware of her interests & skills in pursuing careers in Health, & Family & Consumer Occupations.	Attendance at 90% of the Club meetings and participation in 80% of the community activities.	Donna's self recording.	Checks by club staff moderator monthly.

Specific special education and related services needed to achieve this goal: Transportation to job shadows & community service visits, peer assistance on WCIS, orally administered tests, completion of a functional vocational evaluation by the CD teacher & Careers teacher.

Action taken on this goal at IEP review (i.e., continue as is, continue with modifications, discontinue-met, discontinue-revised/replaced):   Date:_____

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Donna Ray	Date: 5/21/96

Present levels of performance: Donna has no work history. In addition, she has had few responsibilities at home. While eager to please, she shows little initiation to find or complete tasks, and needs supervision to stay on task in the academic setting. However, the tasks that she does complete are usually done quite well.

Annual Goal: To give Donna vocational experience & increase her independent working skills in all settings and initiative-taking without prompting from an adult.

Short Term Objectives	EVALUATION		
	Objective Criteria	Methods of Measurement	Schedule
Donna will initiate and complete tasks without prompting demonstrated by completing two daily chores (making bed and doing dinner dishes) and three weekly chores at home (taking out garbage, cleaning upstairs bath, cleaning room). She will understand the principles of compensation through her allowance being adjusted to the chores initiated and completed.	Daily chores will be completed 4 out of 5 days with no prompting; weekly chores, 3 out of 4 weeks with no prompting.	Donna will check-off completed tasks on a chart to be hung in the kitchen at home. Donna's mother will check if she had to prompt.	Chart will be reviewed by CD teacher weekly.
Donna will increase work skills (being on time, completing assigned tasks, following directions, taking initiative) by working in the school library, reshelving returns and unshelved materials, for three hours a week. (see attached training agreement)	95% on time; 95% accuracy & completion of daily work list without prompting; taking initiative by asking for more work when work list done - 100% of the time	Librarian calculated daily work list	Weekly review by CD teacher through Dec., 1996
Donna will increase work skills (being on time, completing assigned tasks, following directions, taking initiative) by working in the student-run snack bar, re-stocking snack items, for two hours a week.	95% on time; 95% accuracy & completion of daily work list without prompting; taking initiative by asking for more work when work list done - 100% of the time	Teacher supervisor calculated daily work list	Weekly review by CD teacher Beginning Jan. 1997, through May, 1997

Specific special education and related services needed to achieve this goal: overview of work experiences by CD teacher.

Action taken on this goal at IEP review (i.e., continue as is, continue with modifications, discontinue-met, discontinue-revised/replaced):
Date:_____

INDIVIDUALIZED EDUCATION PROGRAM

Student Name: Donna Ray	Date: 5/21/96

Present levels of performance: Donna appears to get along well with others (adults and peers), and reports that she enjoys being with her friends. However, her teachers and parents are concerned that Donna is too passive and may taken advantage of sexually.

Annual Goal: To improve daily living skills in the areas of communication, esp. regarding assertiveness; and social skills in the area of sexual responsibility.

Short Term Objectives	EVALUATION		
	Objective Criteria	Methods of Measurement	Schedule
After taking an assertiveness training class with a small group of students with the school psychologist, Donna will be able to make productive decisions regarding her well being and effectively communicate her needs and wishes to her peers.	80% on role playing test of decision making and effective communication.	Post course role playing evaluation by psychologist.	Dec., 1996.
After taking a sex education class with a small group of girls with the school nurse, Donna will exercise responsible and protective sexual behavior.	95% score on health test re: appropriate sexual behavior; weekly discussion of actual responsible behavior.	Test & report by nurse/health educator, self-report to resource teacher	Oct. 15, 1996 - Dec. 22, 1996

Specific special education and related services needed to achieve this goal: Involvement of related services staff(i.e., school counselor, school nurse/health educator).

Action taken on this goal at IEP review (i.e., continue as is, continue with modifications, discontinue-met, discontinue-revised/replaced):

Date:_____

Individualized Education Program

SUMMARY OF TRANSITION SERVICES

Date Student Invited and Method of Invitation: *4-20-1996, written and verbal discussion*

Yes	No	*Transition Services Included in the IEP (indicate location in IEP)
X		*Transition related instruction pgs.1, 3, 4, 5, 7
X		*Community experiences pgs. 1, 3, 4, 5
X		*Employment objectives pgs. 3, 5, 6
X		*Post-school adult living objectives pgs.1, 3, 4, 6, 7
X		**Acquisition of daily living skills pgs. 1, 3, 4, 6, 7
X		**Functional vocational evaluation pg. 5 (bottom)

* If not included as annual goals and short term objectives in the IEP, write an annual statement of needed services or if not needed, write a statement regarding the basis upon which the services were excluded.

** If not included as goals and objectives in the IEP, these require an annual statement of needed services, if appropriate.

If the student did not attend the IEP meeting, what steps were taken to ensure that the child's interests and preferences were considered in the planning?

Donna attended the meeting.

Is a statement of each public agency's and each participating agency's responsibilities or linkages, or both, needed?
    ☒YES   □ NO

Participating Transition Service Agencies and Name of Representative	Date Agency Representative Invited, and Method of Invitation	Statement of Responsibilities /Linkages Related to Each of the Needed Transition Skill Areas
DVR - Sandy Hall - DID NOT ATTEND MEETING	4/1/95 - phone call 4/15/95 - letter 5/15/95 - phone call	Has agreed to consult with the family at the school at the end of the school year regarding services available to Donna. Will participate with next year's IEP committee with a 2 month preliminary notice.

If an invited agency representative did not attend the IEP meeting, what steps were taken to obtain the participation of the agency in the planning of transition services?

see above

Resources

The following resources may be available in your community. These agencies could assist in the transition of young people depending on their individual needs. They are also links in the community that can be accessed during the lifetime of a person with a disability.

DVR - Division for Vocational Rehabilitation
Job Center/Workforce Opportunity Center
Job Service
PIC - Private Industry Council
JTPA- Job Training Partnership Act
Department of Developmental Disabilities
DHSS - Division of Health and Social Services
SS - Social Security
Mental Health
CAP - Community Action Programs
Job Corp
PEP - Parent Education Project
UCP - United Cerebral Palsy
ARC - Advocates for Retarded Citizens
Advocacy Coalition
CEC Council for Exceptional Children
CHADD- Children with Attention Deficit Disorder
Department of Public Health
DPI - Department of Public Instruction

WISCONSIN SURVIVAL COALITION OF DISABILITY ORGANIZATIONS

ALLIANCE FOR THE MENTALLY ILL (AMI) OF WISCONSIN is an advocacy/support organization for families of persons with mental illnesses. AMI advocates for a continuum of services so that mentally ill persons can move from settings for acute phases to Community Support Programs. It has a long-term goal of educating its members and the state about mental illness.

ASSOCIATION FOR RETARDED CITIZENS - WISCONSIN provides advocacy, training, guardianship, lobbying, prevention, and information and referral services to over 100,000 individuals with mental retardation and other developmental disabilities and their families in Wisconsin. There are 42 local chapters, including 12 local offices throughout the state.

AUTISM SOCIETY OF WISCONSIN provides advocacy for the education and welfare of children and adults with autism. It works with parents and professionals who are involved with people with autism. *IT REPRESENTS THE NEARLY 10,000 INDIVIDUALS WHO HAVE AUTISM AND THEIR FAMILIES.*

BRAIN INJURY GROUP OF WISCONSIN represents individuals who have acquired brain damage through accident or illness. It provides peer support groups and is active in the need for rehabilitation, services, and jobs. *IT REPRESENTS AN ESTIMATED 20,000 PEOPLE WITH BRAIN INJURIES.*

CENTER FOR PUBLIC REPRESENTATION is a public interest law firm speaking out on behalf of people with disabilities, the elderly, children and consumers. Legal representation, legislative and administrative advocacy, training, and research are provided by the Center.

EASTER SEAL SOCIETY OF WISCONSIN is a nonprofit voluntary health agency which provides programs and services for people with physical disabilities regardless of age, sex, race, degree of disability, or ability to pay.

EPILEPSY CENTER-SOUTH CENTRAL provides information, referral, support services, advocacy and public information. Individual client services are also offered. *IT REPRESENTS 3,700 PEOPLE IN DANE COUNTY WHO HAVE EPILEPSY.*

GOVERNOR'S COMMITTEE FOR PEOPLE WITH DISABILITIES promotes the concerns of people with disabilities and advises the Governor, legislature, and state agencies on how best to resolve particular difficulties faced by people with disabilities. *IT REPRESENTS THE ONE IN FIVE WISCONSIN CITIZENS WHO HAVE A DISABILITY.*

LEARNING DISABILITIES ASSOCIATION OF WISCONSIN/DANE COUNTY (LDA), formerly the Wisconsin Association for Children and Adults with Learning Disabilities (ACLD) is a parent and adult LD support group which provides an information clearinghouse statewide, training events, a lending library, and advocacy. We are committed to educating the community and promoting services for persons with learning disabilities. *IT REPRESENTS 1,200 PARENT, CONSUMER, AND PROFESSIONAL MEMBERS. IT WORKS ON BEHALF OF THE 3%-5% OF SCHOOL CHILDREN IDENTIFIED AS LEARNING DISABLED EACH YEAR IN WISCONSIN, AS WELL AS THE ESTIMATED 1 IN 7 PERSONS WITH THE SPECIFIC LEARNING DISABILITY (SLD) OF DYSLEXIA.*

MENTAL HEALTH ASSOCIATION IN WISCONSIN advocates on behalf of people who have mental illness, sponsors educational and public information programs, provides community volunteer services, and supports national mental health research efforts. *IT REPRESENTS THE MORE THAN 450,000 PEOPLE AFFECTED BY SOME MENTAL ILLNESS AND THE ONE IN THREE FAMILIES AFFECTED.*

NATIONAL SPINAL CORD INJURY ASSOCIATION-MADISON AREA CHAPTER provides information and referral services for those with spinal cord injuries and diseases to enable them to return to independent lifestyles. It also offers two scholarships each year and promotes safety awareness and prevention activities.

PRADER-WILLI SYNDROME ASSOCIATION OF WISCONSIN provides support, education and advocacy to families and professionals who live and work with individuals with Prader-Willi Syndrome throughout the State of Wisconsin. We accomplish this by providing support group meetings with parents and professionals, and social outings for individuals with this disorder. We also attempt to increase public awareness and knowledge of Prader-Willi Syndrome through distribution of educational materials and pamphlets. Prader-Willi Syndrome affects one in 15,000 individuals.

STATUTORY COUNCIL ON BLINDNESS is a 9-member body appointed by the Secretary of the Department of Health and Social Services to make recommendations to any agency of state government on programs, services, activities, procedures, and policies affecting citizens with visual impairments.

UNITED CEREBRAL PALSY OF WISCONSIN is committed to promoting community living and employment opportunities and other supports to individuals with cerebral palsy. Through research and public education, UCP promotes understanding of cerebral palsy and works for prevention. *IT REPRESENTS THE ESTIMATED 17,000 INDIVIDUALS IN WISCONSIN WITH CEREBRAL PALSY.*

WISCONSIN ASSOCIATION FOR THE DEAF advocates to increase awareness and amelioration of the communication barrier, to promote better social conditions and educational and employment/career opportunities, and ultimately to secure for the more than 360,000 people with hearing impairments living in Wisconsin the same rights and access accorded to every other Wisconsin citizen.

WISCONSIN ASSOCIATION OF FAMILY AND CHILDREN'S AGENCIES (WAFCA) is a non-profit organization which develops and provides advocacy, training and information services for its members and the people they serve. WAFCA's primary goal is to promote effective and accountable human services programs, both in Wisconsin and nationally, which are designed to enhance the basic quality of life for families and children, especially those in crisis.

WISCONSIN ASSOCIATION ON ALCOHOL AND OTHER DRUG ABUSE (WAAODA) represents the 410,000 identified alcohol and other drug abusers in Wisconsin. Women comprise 50% of the abusing population, yet comprise only 19-21% of our State's treatment population. Each primary abuser affects at least 4 other individuals, directly or indirectly. Therefore, at least one-third of the State's population has felt the effects of alcohol and other drug abuse.

WISCONSIN ASSOCIATION OF RESIDENTIAL FACILITIES (WARF) is a not-for-profit membership and service organization comprised of community-based residential facilities and interested agencies and citizens throughout the state of Wisconsin. It represents providers of community-based residential and supportive services for adults and children with special needs through advocacy, education, information, communication, and technical assistance.

WISCONSIN BRAIN TRAUMA ASSOCIATION represents individuals who have acquired brain damage through accident or illness. The group provides information about and advocates for adequate medical services, rehabilitation programs, living alternatives, funding resources and support services. *IT REPRESENTS THE ESTIMATED 20,000 INDIVIDUALS WITH BRAIN TRAUMA AND THEIR FAMILIES.*

WISCONSIN COALITION FOR ADVOCACY is the designated protection and advocacy agency for persons with developmental disabilities and for people with long-term mental illness in Wisconsin. It provides direct legal advocacy for individuals and families, assistance to local citizen advocacy programs, and systems advocacy at the local and state level. *IT REPRESENTS THE MORE THAN 250,000 PEOPLE WITH DEVELOPMENTAL DISABILITIES AND MENTAL ILLNESS IN WISCONSIN.*

WISCONSIN COUNCIL ON DEVELOPMENTAL DISABILITIES is a federally-mandated, state planning and advocacy body designated to oversee the state's response to the needs of citizens with severe, chronic disabilities such as mental retardation, cerebral palsy, epilepsy, autism, physical disabilities, sensory impairments, chronic mental illness, and others. *IT REPRESENTS MORE THAN 200,000 PEOPLE WITH DEVELOPMENTAL DISABILITIES IN WISCONSIN.*

WISCONSIN COUNCIL ON CHILDREN AND FAMILIES (formerly Wisconsin Council on Human Concerns) provides education, advocacy, and technical assistance to improve the well-being of children and families in Wisconsin.

WISCONSIN DISABILITY COALITION advocates on behalf of citizens with disabilities, provides information and training on issues that affect people with physical, mental and sensory disabilities. *IT REPRESENTS THE MORE THAN 400,000 PEOPLE WITH ALL TYPES OF DISABILITIES IN THE STATE.*

WISCONSIN EPILEPSY ASSOCIATION provides public and professional education, information and referral, and advocacy for individuals with epilepsy and their families. *IT REPRESENTS THE ESTIMATED 50,000 WISCONSIN CITIZENS WITH EPILEPSY.*

WISCONSIN INDEPENDENT LIVING CENTERS assist people with physical and sensory disabilities to live independently in the community. Seven centers located in various areas of the state serve people in 44 counties.

WISCONSIN COUNCIL ON PHYSICAL DISABILITIES initiates policies and programs, and advocates for services that will prevent and ameliorate the handicapping effects of physical disabilities for people residing in the State of Wisconsin. It develops, approves, and continually modifies a state plan for services provision to people with physical disabilities. The Council advises the administrators of state departments, offices, and boards and makes recommendations on policies, programs, and legislation.

WISCONSIN PERSONAL SERVICES ALTERNATIVES, a statewide organization of non-home health consumer focused Medical Assistance Personal Care agencies.

WCDD
September 1992

Client Advocacy Program/DHFS
Division of Care & Treatment
    Facilities
1 West Wilson Street
Room 550
P. O. Box 7851
Madison, WI 53707-7851
(608) 266-2713
	Department of Health and Family
	    Services (DHFS)
	Council on Developmental
	    Disabilities
	722 Williamson Street
	P. O. Box 7851
	Madison, WI 53707-7851
	(608) 266-7826

Client Assistance Program Governor's Committee for People with Disabilities 131 West Wilson Street Madison, WI 53702 (608) 267-7422 1-800-362-1290 (Voice/TDD)	DHFS–Division of Supportive Living P. O. Box 7851 Madison, WI 53707-7851 (608) 267-9840 (Brain Injury) (608) 266-7469 (Family Support) (608) 266-7469 (Katie Beckett)
Council on Exceptional Education Department of Public Instruction DLSEA–125 South Webster P. O. Box 7841 Madison, WI 53707 (608) 266-1649 (608) 266-1474 (TDD)	DHFS–Division of Supportive Living Bureau of Developmental Disabilities Serv. 1 West Wilson Street Madison, WI 53702 (608) 266-1255 (608) 266-8083 (TTY)
Council for Hearing Impaired P. O. Box 7851 Madison, WI 53707 (608) 266-8081 (Voice/TDD)	DHFS–Division of Supportive Living Bureau of Long Term support 1 West Wilson Street P. O. Box 7851 Madison, WI 53707-7851 (608) 266-9700
Department of Administration State Section 504 Coordinator 101 South Webster Street, GEF 2 P. O. Box 7864 Madison, WI 53707 (608) 266-0411	DHFS–Division of Supportive Living Bureau of Long-Term Support 1 West Wilson Street Room 343 P. O. Box 7851 Madison, WI 53707-7851 (608) 267-7284

	DHFS–Division of Supportive Living Program Development 1 West Wilson Street Room 343 Madison, WI 53702 (608) 267-7284
DHFS–Division of Supportive Living Office for Persons with Physical Disabilities 1 West Wilson Street Room 418 P. O. Box 7851 Madison, WI 53707-7851 (608) 267-9582	DHFS–Division of Supportive Living Bureau for Community Mental Health Services 1 West Wilson Street Room 433 Madison, WI 53702 (608) 266-3717
DHFS–Division of Supportive Living Bureau of Sensory Disabilities 1 West Wilson Street Room 418 P. O. Box 7851 Madison, WI 53707-7851 (608) 266-5600	DHFS–Division of Health Bureau of Health Care Financing 1 West Wilson Street Room 250 P. O. Box 309 Madison, WI 53701 (608) 266-2522
DHFS–Division of Supportive Living Bureau of Substance Abuse Services 1 West Wilson Street Room 434 P. O. Box 7851 Madison, WI 53707-7851 (608) 266-2717	DHFS–Division of Health Program for Children with Special Health Care Needs 1400 East Washington Avenue Madison, WI 53703 1-800-441-4576
DHFS–Division of Supportive Services Office for the Deaf & Hard of Hearing 1 West Wilson Street Room 443 P. O. Box 7851 Madison, WI 53707-7851 (608) 266-8081 (608) 266-8083 (TDD)	DWD–Division of Vocational Rehabilitation 2917 International Lane (temporary) 3rd Floor P. O. Box 7852 Madison, WI 53707-7852 (608) 243-5600 (Voice/TDD)
DHFS–Office of Secretary Office of Administrative Hearings 119 King Street P. O. Box 7875 Madison, WI 53707-7875 (608) 266-9664	Division of Vocational Rehabilitation –Consumer Information Line Information and Referral 131 West Wilson Street Room 1030 Madison, WI 53702 (608) 266-8922 (Voice/TDD)

Department of Public Instruction State Superintendent 125 South Webster Street P. O. Box 7841 Madison, WI 53707-7841 (800) 441-4563 (608) 266-1771	Governor's Committee for People with Disabilities 131 West Wilson Street Room 1003 P. O. Box 7852 Madison, WI 53707-7852 (608) 266-5378 (Voice) (608) 266-2082 (TDD)
Department of Public Instruction Division of Learning Support: Equity and Advocacy 125 South Webster Street P. O. Box 7841 Madison, WI 53707-7841 (608) 266-1649 (608) 267-2427 (TDD)	US Office for Civil Rights-Region V 111 North Canal St. Chicago, IL 60606 (312) 886-3456 (312) 353-2540 (TDD)
Department of Transportation Driver Medical Correspondence 4802 Sheboygan Avenue, Room 301 P. O. Box 7918 Madison, WI 53707-7918 (608) 266-2327 (608) 266-0396 (TDD)	
Department of Transportation General Counsel's Office P. O. Box 7910 Madison, WI 53707-7910 (608) 266-8810	DHFS-Office for the Blind Central Office 1 West Wilson Street P. O. Box 7852 Madison, WI 53707-7852 (608) 266-5600 (Voice) (608) 266-8082 (TTY)
DHFS-Division of Care and Treatment Facilities Central Wisconsin Center for the Developmentally Disabled Library Information Center 317 Knutson Drive Madison, WI 53704 (608) 249-2151, Ext. 327	Office of Commissioner of Insurance 123 West Washington Avenue P. O. Box 7873 Madison, WI 53707-7873
Public Defender's Office 131 West Wilson Street Room 100 P. O. Box 7923 Madison, WI 53707-7923 (608) 266-0087 (call for local listing)	Wisconsin Council on Children and Families 30 West Mifflin Street Room 401 Madison, WI 53703 (608) 258-4397

Waisman Center on Mental
    Retardation and Human Development
1500 Highland Avenue
Madison, WI 53705-2280
(608) 263-5776
	Wisconsin Council on Mental
	    Health
	1 West Wilson Street
	Room 433
	P. O. Box 7851
	Madison, WI 53707
	(608) 266-3717

Waisman Center - TRACE Center 1500 Highland Avenue Madison, WI 53705-2280 (608) 262-6966	Wisconsin Disability Coalition P. O. Box 1205 Madison, WI 53701 (608) 221-1837 (Voice/TDD)
Wisconsin Coalition for Advocacy 16 North Carroll Street Suite 400 Madison, WI 53703 (608) 267-0214 (Voice/TDD)	Wisconsin First Step Project (608) 266-5148 1-800-642-STEP 1-800-282-1663 (TDD)
Wisconsin Council of the Blind, Inc. 1245 East Washington Avenue Suite 180 Madison, WI 53703 (608) 255-1166	WisTech 2917 International La., 3rd Fl. P. O. Box 7852 Madison, WI 53707 (608) 243-5600

Wisconsin Council on
    Developmental Disabilities
Full Citizenship Coordinator
Chris Thomas-Cramer
722 Williamson Street
Madison, WI 53702
(608) 266-0979
	Board on Aging and Long-Term
	    Care
	122 East Dayton Street
	Madison, WI 53703
	1-800-266-8944

Alliance for the Mentally Ill of Wisconsin 1410 Northport Dr. Madison, WI 53704 (608) 242-7223	Center for Public Representation 520 University Avenue Madison, WI 53703 (608) 251-4008
American Cancer Society 615 North Sherman Avenue Madison, WI 53704 (608) 249-0487	Coalition for Minority Citizens with Disabilities 1 West Wilson Street Room 338 P. O. Box 7851 Madison, WI 53707 (608) 266-9897
American Diabetes Association 3101 Patty Lane Middleton, WI 53562 (608) 831-9606	Community Advocates 3517 West Burleigh Milwaukee, WI 53210 (414) 873-1521
American Heart Association 4703 Monona Drive Madison, WI 53716 (608) 221-8866	Easter Seal Society of Wisconsin, Inc. 101 Nob Hill Road Madison, WI 53713 (608) 277-8288
ARC Wisconsin 121 South Hancock Madisonh, WI 53703 (608) 251-9272	Family Assistance Center for Education, Training & Support - FACETS 6900 Horizon Dr. Greendale, WI 53129 414-425-6846
Autism Society of Wisconsin 519 North Union Street Appleton, WI 54911 (414) 731-1448	Hunger Task Force 2309 North 36th Street Milwaukee, WI 53210 (414) 449-1700
Badger Association of the Blind 912 North Hawley Road Milwaukee, WI 53213 (414) 258-9200	Legal Assistance to Institutionalized Persons UW Law School 913 University Avenue, Room 203 Madison, WI 53715-1090 (608) 262-1002

Lupus Society P. O. Box 16621 Milwaukee, WI 53216 (414) 781-1111	National Multiple Sclerosis Society 615 East Michigan Street Milwaukee, WI 53202 1-800-242-3358
March of Dimes–Birth Defects Foundation 502 East Main Street Madison, WI 53703 (608) 257-5151	National Spinal Cord Injury Assoc. Madison Chapter P. O. Box 2685 Madison, WI 53701 (608) 222-8302
Mental Health Association in Wisconsin 313 Price Place, Suite 11 Madison, WI 53703 (608) 238-2011	National Spinal Cord Injury Assoc. Greater Milwaukee Chapter 1545 South Layton Blvd., Room 516 Milwaukee, WI 53215 (414) 384-4022
Mothers United for Moral Support (MUMS) c/o Julie Gordon 150 Custer Court Green Bay, WI 54301 (414) 336-5333 FAX (414) 339-0995	Parent Education Project of WI 2192 South 60th Street West Allis, WI 53219 (414) 328-5520 (414) 272-1077 (TDD) 1-800-231-8382
Muscular Dystrophy Association 5007 Monona Drive Madison, WI 53716 (608) 222-3269	Prader-Willi Syndrome Association of Wisconsin, Inc. 305 Amanda Way Verona, WI 53593 (608) 845-9597 1-800-926-4797
National Association of Social Security Claimant's Representatives P. O. Box 794 Pearl River, NY 10965 1-800-431-2804	Response to Hunger Network P. O. Box 55312 Madison, WI 53705 (608) 255-2255
National Federation for the Blind 1800 Johnson Street Baltimore, MD 21230 (301) 659-9314	Spina Bifida Association–National 4590 MacArthur Blvd. NW, Suite 250 Washington, DC 20007 1-800-621-3141
National Head Injury Foundation 1776 Massachusetts Avenue SW Suite 100 Washington, DC 20036 (202) 296-6443	Spina Bifida Association of Wisconsin P. O. Box 463 Delavan, WI 53115-0463 1-800-433-7404

Tourette Syndrome Association Wisconsin Chapter Comprehensive Child Care Center 1000 North Oak Avenue Marshfield, WI 54449 (715) 387-5228	Wisconsin Association of the Deaf c/o Clark Christensen, Secretary 1398 Harris Drive Waukesha, WI 53186
Tuberous Sclerosis Association State Representative N3998 Vista Road Sullivan, WI 53178 (414) 593-2191	Wisconsin Association of Family and Children's Agencies 131 West Wilson, Suite 901 Madison, WI 53703 (608) 257-5939
United Cerebral Palsy of Wisconsin 121 South Hancock Street Madison, WI 53703 (608) 251-6533	Wisconsin Association of Nonpublic Schools 30 West Mifflin Street, Room 302 Madison, WI 53703 (608) 257-0004
Volunteer Braillists & Tapists, Inc. 517 North Segoe Road, #200 Madison, WI 53705 (608) 233-0222 (9:00 a.m. to noon)	Wisconsin Association of Parents of the Visually Impaired 6323 Pleasant Hill Drive West Bend, WI 53095 (414) 675-2575
WISCAP–Wisconsin Community Action Programs 1045 East Dayton Madison, WI 53703 (608) 256-7636	Wisconsin Brain Trauma Assoc. 735 North Water Street Suite 701 Milwaukee, WI 53202 (414) 271-7463
Wisconsin Association for Alcohol and Drug Abuse 2801 West Beltline Highway, #235 Madison, WI 53713 (608) 273-8616	Wisconsin Coalition for Advocacy 16 North Carroll Street, Suite 400 Madison, WI 53703 (608) 267-0214 (Voice/TDD)
Wisconsin Association for Children and Adults with Learning Disabilities 6213 Middleton Springs Drive Suite 107 Middleton, WI 53562 (608) 836-9722	Wisconsin Early Childhood Association 3200 Monroe Street Madison, WI 53711 (608) 231-3090
Wisconsin Association of Community Human Service Programs 6000 Gisholt Drive, Suite 106 Madison, WI 53713 (608) 221-8958	Wisconsin Epilepsy Association 6400 Gisholt Drive, Suite 113 Madison, WI 53713 (608) 221-1210

Wisconsin Family Ties 16 North Carroll Street, #705 Madison, WI 53703 (608) 267-6888 1-800-422-7145	Wisconsin Parent Teacher Association (PTA) 4797 Hayes Road, Suite 2 Madison, WI 53704-3288 (608) 244-1455
Wisconsin First Step- Referral Hot Line c/o Luthern Hospital 910 South Avenue LaCrosse, WI 54601 (800) 642-7837	Wisconsin Personnel Development Project Waisman Center, Room 231 University of Wisconsin 1500 Highland Avenue Madison, WI 53705-2280 (608) 263-5022
Wisconsin Head Start Interagency Specialist 7 North Pinckney Street Suite 225 Madison, WI 53703 (608) 266-6547	Wisconsin Registry of Interpreters for the Deaf 5329 West Arizona Street Milwaukee, WI 53219 (414) 963-4549 (Voice/TDD)
Wisconsin Head Start–Resource Access Project Portage Office–CESA #5 626 East Slifer Street P. O. Box 564 Portage, WI 53901 (608) 742-8811, Ext. 233	Wisconsin Social Services Board Members & Directors Assoc. John D. Thurman, President Chippewa County Department of Social Services 2833 County Trunk I Chippewa Falls, WI 54729 (715) 723-2285
Wisconsin Housing and Economic Development Authority 1 South Pinckney Street Suite 500 Madison, WI 53703 (608) 266-7884	Wisconsin Speech-Language- Hearing Association P. O. Box 1109 Madison, WI 53701-1109 (608) 283-5489 1-800-545-0640
Wisconsin Lung Association 1001 West Lisbon Avenue Milwaukee, WI 53222 1-800-242-5160	Wisconsin Telecommunicators, Inc. P. O. Box 2185 Oshkosh, WI 54903
Wisconsin Nutrition Project 1045 East Dayton, Room 204 Madison, WI 53703 (608) 251-4153	W.I.S.H.–With Impaired Sight & Hearing 3680 South Kinnickinnic Avenue Milwaukee, WI 53207

Title	Publisher	Price	Description	ID
ADULT TRANSITION MODEL-Planning for Postschool Services	Edmark Corporation	$ 16.95	BOOK: Help bridge the gap between services provided in public schools and those available from a variety of postschool community agencies and ease the transition. Fifteen strategies in 4 activity areas: administration, parent education, staff education, and student training. Contains many reproducible forms, questionnaires, and other materials.	SPPR 0367
ASSISTIVE TECHNOLOGY TO ENHANCE JOB PREPARATION AND EMPLOYMENT	US Dept. of ED & Nat. Inst.	50.00	1/2" VIDEO: Teleconference of distinguished panel of experts drawn from rehabilitation and special education communities. They provide insights into current and future solutions to problems faced by cognitively impaired students and disabled persons in the work place. Could be used in a transition unit (CBD)(CDS)	SPPR6115
CAREER BOX - Occupational Resource Module	Fearson/Janus/Que rcus	120.80	BOOKS, BLACKLINE MASTERS, & GUIDE: High interest/low vocabulary career awareness books describing 56 entry-level jobs that could be successfully performed by persons with some reading disability. Seven areas: transportation and travel, administrative support, construction and precision production, general and protective services, sales and retail, health, and mechanics and repairers (computer operator, bank teller, carpenter, dental lab technician, beauty operator, cook/chef, police officer, cashier, floral designer, meatcutter, bus driver, truck driver, flight attendant, auto painter, farm equipment mechanic, locksmith, nurse, optometric assistant, etc.) Booklets present information about the job, the knowledge and training required (promoting high school graduation), union	SPVO1038

			membership, job locations, wages to expect, and where to get more information. One worksheet is completed per booklet. To encourage thinking about the job in greater detail and to improve job vocabulary, reading comprehension, and writing skills. Some exercises use cloze method; all ask students to write reasons why they like the job and why they would or would not do well at it. Designed to help students make successful transition from school to work by identifying appropriate careers. Reading level of booklets: 3.5 - 5.0	
CLASSROOM ACTIVITIES IN EMPLOYABILITY SKILLS FOR EDUCATION FOR EMPLOYMENT	WI DPI	20.00	BOOK: Seventy-three classroom activities to develop a K-12 curriculum to meet WI Standard (M). Identifies 9 key competencies cited by business and education leaders as necessary for successful employment. Includes 2 activities for each of the 9 areas at 4 levels (lower elementary, upper elementary, middle school/JH, and high school). Nine transition areas; work ethic, commitment, communication, interpersonal relationships, responsibility, job-seeking and job-getting skills, reasoning and problem solving, health and safety habits, and personal attributes. Lists competencies for each of the 9 areas.	SPPR0330
COGNITIVE SKILLS FOR COMMUNITY LIVING-Teaching Students with Moderate to Severe Disabilities	PRO-ED	22.00	BOOK: Instructional strategies for teachers of ED and PH adolescents with moderate to severe mental disabilities. To prepare CD students for transition to adult life by applying Piaget's stages of cognition (sensorimotor and preoperational) to the development of functional, age-appropriate academic skills. Chapters on practical application of theory of cognitive development to CD, intelligence testing and mental retardation, monitoring of student learning,	SPPR0712

			teaching students to deal with increasingly complicated perceptual discrimination and formats, teaching through pictures, time management skills(study skills, schedules, calendars, clocks), math and money skills needed daily, and generalization techniques. (CDS)(CDB)(ED)(PH)	
CURRICULAR STRATEGIES FOR TEACHING SEVERELY HANDICAPPED STUDENTS FUNCTIONAL SKILLS IN SCHOOL & NONSCHOOL ENVIRONMENT	UW Madison & Madison Metro School District	9.00	BOOK: Information on longitudinal transition plans, individualized recreation/leisure plans for adolescents and young adults, vocational training programs, and strategy for evaluation educational programs. Section on evaluating the educational program for children with autism. (CDS)	SPPR4609
EMPLOYABILITY SKILLS FOR THE SPECIAL NEEDS LEARNER	Aspen Publishers, Inc.	149.00	BLACKLINE MASTERS & GUIDE: Transition curriculum and guide consisting of 48 complete lessons in 5 skill areas: Socialization (personal grooming/hygiene, acceptance of authority, etc.), Financial Management (banking, bill paying, credit cards, buying a car, etc.), Values Clarification (self-esteem, accepting criticism, etc.,), and Job Procurement and Retention (assess abilities, applications, resumes, interviewing, etc.). Can be used in pre-vocational, vocational, work-study, and career education programs at MS and secondary level. Each lesson - objective with teacher instructions, an employability activity, a reading and a math activity, integrating academic skills into an employability curriculum. Designed for both handicapped and at-risk youth who are below grade level in reading and math and who lack knowledge in the cognitive and affective skills necessary for successful transition form school to work. (*)Mate to Transition Skills Guide (SpVo5581).	·SPVO6121

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FUNCTIONAL LIVING SKILLS FOR MODERATELY AND SEVERELY HANDICAPPED INDIVIDUALS	PRO-ED	29.00	BOOK: Aimed at college students, special education teachers, and rehabilitation personnel who are involved in career and vocational education programming and transitioning for moderately and severely handicapped persons. Focus on implementation of functional, age-appropriate, community-based programs to address basic independence of student-at home, at work, and in community. Provides learning goals, review of current literature, case studies, skill objectives, and discussion of optimal instructional procedures for skills in residential living, home/domestic living, community mobility, social-interpersonal skills, leisure, sheltered and competitive employment, functional academics, advocacy, and community integration. (CDS)	SPPR 0713
GETTING EMPLOYED, STAYING EMPLOYED - Job Development and Training for Persons with Severe Handicaps	Brookes Publishing Co., Inc.	22.95	BOOK: Transition strategies for employment personnel - how to develop job prospects, place and train persons with severe handicaps for jobs in integrated settings, as opposed to sheltered workshop employment. Outlines skills job placement developer need; sample forms. (CDS)	SPPR 5879
HANDBOOK OF SPECIAL VOCATIONAL NEEDS EDUCATION	Aspen Publishers, Inc.	31.00	BOOK: Assists in establishment of special vocational needs programs, preparation for dealing with EEN students in vocational and career settings, and with information to those involved in making decisions concerning special needs students. (TRANSITION)(2)	SPPR 0715
INTEGRATING TRANSITION PLANNING INTO THE IEP PROCESS	Council for Child (CEC)	11.00	BOOK: Short, concise resource to assist educators, parents and others involved in the initial transition planning process. To help students with disabilities achieve a smooth transition from school to adult life. Chapters: Integrating, Transition Planning into IEP (laws - ADA, Carl Perkins, etc.), Transition and	SPPR 0800

			rights/responsibilities at IEP meeting), Identification of Needs and Assessment (curriculum-based assessment), Individual Transition Planning (targeted adult outcomes), Curriculum (functional, daily living, personal/social, occupational, etc.), Support Services, Planning and Interagency Cooperation, and Program Evaluation and Follow-Up. Includes sample IEPs.	
JOBS: AblestPlus Series	David S. Lake Publishers	20.13	BOOK, BLACKLINE MASTERS & GUIDE: Short, high interest/low vocabulary competency-based transition program for instruction in the "Occupations" competency area of the AblestPlus curriculum. (There are 4 other competency units, see below.) This unit presents instruction in lifeskill vocabulary, reading, writing, computation, and problem-solving skills for the "Jobs" area. Topics: skills needed for specific jobs, job categories, wages, classified ads, job applications, vocational schools, the interview, resumes, company benefits, labor unions, unemployment insurance, social security, and job evaluations. Written for adults, ESL, and secondary level students. AblestPlus = Adult Basic Literacy Education Skills Training Plus. (*)Series: SpSs 5122, SpSs 5123, SpVo 5124, SpVo 5125, and SpCd 5140 (Government/Law, Community, Occupations, Money and Health units).	SPVO 5124
LIFE CENTERED CAREER EDUCATION - A Competency Based Approach	Council for Exc'l Child (CEC)	19.60	BOOK: Curriculum guide, IEP planner, and Competency Rating Scale (a competency-based procedure to assess the degree of student mastery of 97 subcompetencies). Comprehensive and systematic career development program for transitioning special education students into the world of work which can be infused into academic subjects and/or	SPPR 4532

			provided as separate units. Describes role of special and general educator, family and community personnel in promoting program's success. Instructional units with objectives, activities/strategies, and adult/peer roles for 22 competencies (in 3 career education domains - daily living skills, personal-skills, and occupational guidance and preparation) and 97 subcompetencies. Competencies: personal finances (money, taxes, banking), household, personal needs (hygiene and grooming), marriage, food, clothing, citizenship, recreation/leisure, community (transportation, driving car, traffic laws), self awareness, self-esteem/confidence, social behavior, interpersonal skills, independence, decision-making, communicating, exploring careers, planning occupational choices, work habits, securing employment (application, interview), physical-manual skills, and specific occupational skills (*)For additional activity ideas, request Activity Book set - SpPr 4538. (CDB)(LD)(ED)(2)	
LIFE WORKS - A Transition Program for High School Students	LinguiSystems, Inc.	39.95	BLACKLINE MASTERS & GUIDE: Comprehensive transition program to direct students in high school activities which would lead to improved postsecondary planning. Learn about and assess personal strengths, needs, interests, learning styles, focus of control, study habits/study skills, time management and employability skills in order to make informed and realistic career choices, recognize personal needs, and learn to advocate for those needs. Explore occupational and postsecondary educational options and financial needs/aids, then design an ITP (Individual Transition Plan) - identify short	SPVO 0832

			and long term goals for high school and beyond. Throughout entire process, students develop an ongoing "Go File", a portfolio summarizing identified needs, goals, IEP, and ITP information. Guide contains all necessary masters and instructions to direct students through this process.	
LONGITUDINAL LISTING OF CHRONOLOGICAL AGE-APPROPRIATE AND FUNCTIONAL ACTIVITIES FOR SCHOOL AGED MODERATELY AND SEVERELY HANDICAPPED STUDENTS AND HOW TO TEACH THEM	Madison Metro. School District	7.00	BOOKS: Curriculum from which IEPs for cognitively disabled students can be developed. Goal is to help handicapped individuals make transitions necessary to function as independently as possible in these areas: community, domestic, recreation/leisure, and vocational. Part 1: "what" to teach; Part 2: "how" to teach these things. However, the "how to..." manual does not have activities/ideas for all curriculum areas. (CDS)(S/L)(2)	SPPR 4604
MONEY: AblestPlus Series	David S. Lake Publishers	20.13	BOOK, BLACKLINE MASTERS, & GUIDE: Short, high interest/low vocabulary competency-based transition program for instruction in the "Money" competency area of the AblestPlus curriculum. (There are 4 other competency units, see below) This unit presents instruction in lifeskill vocabulary, reading, writing, computation, and problem-solving skills for money competency. Topics: budgets, banking (checking and savings accounts), mortgage, loans, leases, renting, types of transportation, bus schedules and rates, driver's license application, car expenses, comparative shopping, food labels, clothing labels, warranties and guarantees, consumerism (complaints, returning items, sales), flea markets, credit and credit card applications, etc. Written for adults, ESL, and secondary level students. AblestPlus = Adult Basic Literacy Education Skills Training Plus. (*)Series: SpSs 5122, SpSs 5123, SpVo 5124, SpVo 5125,	SPVO 5125

			and SpCd 5140 (Government/Law, Community, Occupations, Money, and Health units).	
MOVING ON - Transitions for Youth with Behavioral Disorders: CEC Mini-Library Series - Working with Behavioral Disorders	Council for Exc'l Child (CEC)	6.25	BOOK: Review of existing literature on vocational transitioning of behaviorally disordered youth. Five areas: summarizes research on transition experiences and community adjustment of BD youth, examines vocational assessment procedures, presents social skill training procedures for vocational preparation, overviews 2 model demonstration vocational training programs (The Sprague Program and The Career Ladder Program), and discusses business, societal, and political factors that affect the general job market and employment opportunities for BD students. Highlights important components that should be present in effective occupational and career education instruction for youth with behavioral disorders (focus on job-search and job-keeping skills and social skills relevant to the workplace, coordination with/initiated by business community, etc.) (ED)	SPPR 0368
NEGOTIATING THE SPECIAL EDUCATION MAZE - A Guide for Parents and Teachers	Woodbine House	13.95	BOOK: Practical guide for parents on how to obtain special education services for their child. Exercises and forms to help them share knowledge of their child with educators. Explains: IEP, PL 94-142, common terms used in evaluations and meetings, parent and consumer organizations, resolving conflicts, etc. This 1990 revision now includes a comprehensive chapter on transition.	SPPR 6099
PROGRAMMING GUIDE FOR EMOTIONAL DISTURBANCE	WI DPI	24.00	BOOK: Second half of the teacher resource set on emotional disturbance developed by the Wisconsin Department of Public Instruction. Addresses current state of the art	SPPR 4673

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			programming for Wisconsin's ED classrooms. Topics: overview of ED evaluation process, IEPs, classroom organization, behavior management, affective education, academic instruction, inclusion, transition, homebound placement, suspension/expulsion, forms, etc. Special section on how to deal with 13 frequently encountered situation. (*)First half: Educational Assessment of Emotional Disturbance (SpPr 4669). (ED)	
READY TO WORK?	Abingdon Press	6.95	BOOK: Prepare cognitively disabled persons for the field of work/transition. Develop skills in the areas of music, art, personal grooming, social behavior, physical fitness, job planning, and job training. (CDS)	SPPR 4543
RESOURCES TO FACILITATE THE TRANSITION OF LEARNERS WITH SPECIAL NEEDS FROM SCHOOL-TO-WORK OR POSTSECONDAR Y EDUCATION	Nat'l - Research in Voc. Ed.	6.00	BOOK: Collection of resources pertaining to transitioning for youth and adults who are handicapped, disabled, disadvantaged, or of limited English proficiency - annotation, price, and order information on print resources, agencies, organizations, journals, curriculum centers, databases, and personnel associated with transition. Prepared through TASPP - Technical Assistance for Special Populations Program, located at University of Illinois!	SPPR 2967
SECONDARY SPECIAL EDUCATION TEACHER'S SURVIVAL KIT	Peekan Publications, Inc.	24.95	BOOK: Collection of practical forms, letters, checklists, and teaching strategies for classroom management and instruction by secondary level special education teachers. Topics: individualized group instruction, references for teaching thinking skills (following Bloom's Taxonomy) and phonics rules, Informal Behavior Characteristics Checklist, Individualized Transition Plan Checklist, homework forms, contract management (student contracts,	SPPR 2787

			grading, etc.), daily journal writing ideas, inclusion and mainstreaming suggestions, word lists (functional/survival works, prefixes, antonyms, etc.), maps, etc. (CDB) (ED)(LD)	
STRATEGIES FOR ACHIEVING COMMUNITY INTEGRATION OF DEVELOPMENTA LLY DISABLED CITIZENS	Paul Brookes Publishing Co.	24.95	BOOK: Assessment and intervention, vocational preparation and employment, managing integration and transition, and organizational and fiscal issues for children and adults who are developmentally disabled. (CDB)(CDS)	SPPR 5563
STRATEGIES FOR TEACHING HANDICAPPED ADOLESCENTS - A Handbook for Secondary Level Educators	PRO-ED	34.00	BOOK: "Must-have" book for secondary EEN teachers. Collection of forms, inventories, and protocols for secondary level mildly handicapped students which promote academic competencies within functional learning settings (transition to community, work, independent living, and recreation/leisure). Topics: functional language, reading, math, practice for the GED, behavior management, vocational education, independent living, and teacher communication with ancillary services (parents, general educators, physician, etc.). Contents: common abbreviations checklist, checklist of utilities instructional objectives, dining out math, math at work, group behavior management format, sample spelling and grammar problems, work ability profile, letter of application protocol, independent living self-assessment, social skills, consumer role play assessment, regular classroom teacher expectations, etc. (ED)(LD)	SPPR 0714
SUPPORTED EMPLOYMENT - A Community Implementation Guide	Paul H. Brookes Publishing Co.	19.85	BOOK: Guides professionals through planning, development, and management decisions necessary to start a supported employment program for the severely mentally retarded adolescent. Reviews current	SPPR 5878

			issues and models, goals for a successful transition program, and staff training. (CDS)	
TBS - Transition Behavior Scale	Hawthorne Educational Services	40.00	By McCarney. Norm-referenced 62-item observation rating scale to be completed by 3 teachers or employers. Screen for interpersonal skills/behaviors needed to successfully transition to employment or society (readiness skills for transition), i.e., dependability, persistence, cooperation, loyalty, honesty, compliance, self-control, etc. Three major areas: Work-Related, Interpersonal Relations, and Social/Community Expectations. Yields: percentile scores, overall percentile ranking of student in comparison to the national standardization sample, and identification of Primary and Secondary Areas of Concern (used for transition planning). Admin. time: approx. 15 min. (*)For computerized scoring program, request TBS Quick Score (SpAs 8333). For follow-up strategies and teacher request IEP and Intervention Manual (SpPr 3228). (3)	SPAS 3227
TOOLS FOR TRANSITION - Preparing Students With Learning Disabilities for Postsecondary Education	American Guidance Serv. (AGS)	99.95	1/2" VIDEO, BLACKLINE MASTERS, HANDBOOK, SCRIPT BOOKLETS & GUIDE: Eight-unit curriculum for juniors, seniors, and postsecondary students on skills needed to transition from school to postsecondary education (not transition to work or community). Units: Understanding Own Learning Style and Learning Disability, Study Strategies (study skills), Planning Learning Accommodations for Postsecondary School (tutors, computers, etc.), Self-Advocacy, Career Exploration, Choosing and Applying to Postsecondary School, and Interpersonal Skills. Emphasis on preparing students to advocate for themselves and to understand their learning needs and career aptitudes.	SPVO 5968

			Discussion, role-play, and practice in transferring and generalizing skills learned to new situations. Ideal for team teaching and group discussion with 6-12 students. Includes transition objectives for an IEP, commentary by real-life LD students in postsecondary settings, and vignettes of appropriate and inappropriate behaviors enacted by high school LD students. (2)	
TRANSITION BEHAVIOR SCALE IEP AND INTERVENTION MANUAL	Hawthorne Educational Services	20.00	BOOK: IEP goals, objectives, and intervention strategies for the 62 interpersonal skills and behaviors needed to successfully transition to employment and live independently in society, as identified on the Transition Behavior Scale (SpAs 3227). Skills grouped within 3 major areas: Work-Related, Interpersonal Relations, and Social/Community Expectations (i.e. dependability, persistence, cooperation, loyalty, honest, compliance, self-control, etc.). (2)	SPPR 3228
TRANSITION FROM SCHOOL TO WORK - New Challenges for Youth with Severe Disabilities	Paul H. Brooke Publishing Co.	23.95	BOOK: Hands-on guide to planning successful school-based and interagency transition programs for disabled youth. Deals with ITP (Individualized Transition Planning) - who should plan, identification of outcomes, teaching strategies, role of schools/parents/agency. (CDS)	SPPR 5880
TRANSITION SKILLS GUIDE - An Integrated Curriculum with Reading and Mathematics Activities	Aspen Publishers, Inc.	149.00	BLACKLINE MASTERS & GUIDE: Transition curriculum and guide consisting of lessons in 7 skill areas: Values Clarification (self-esteem, positive attitude, dependability, etc.), Socialization (etiquette, manners, peer pressure, grooming/hygiene, accepting authority, etc.), Communication (interpersonal, letter etc.), Communication (interpersonal, letter, writing, telephone, non-verbal, etc.), Decision-Making (saying no to	SPVO 5581

			drugs, sex, etc.), Financial Management (banking, buying a used car or apartment, etc.), and Job Procurement and Retention(assess abilities, applications, resumes, interviewing, etc.). Can be used in pre-vocational, vocational, work-study, and EEN programs at MS and secondary level. Lessons contain objective with teacher instructions, transition/applied activity, a reading and math activity, integrating academic skills into an employability curriculum. Designed for both handicapped and at-risk youth who are below grade level in reading and math and who lack knowledge in the cognitive or affective skills necessary for successful entry into the world of work. (*)Is revised version of binder: Employability Skills for the Special Needs Learner - SpVo 6121.	
VOCATIONAL EDUCATION IN SPECIAL EDUCATION	College-Hill Press	27.00	By Hurse & Kerns. BOOK: Details how to use vocational evaluation effectively in working with disabled students to identify relevant skills, develop career oriented educational activity, promote effective transition from school to work, and maximize vocational potential needed to link the special needs student with the world of work. Topics: Historical Overview of the Growth, Direction and Present Emphasis of Education and Vocational Rehabilitation of Disabled Individuals, Vocational Evaluation Process with Special-Needs Students (Tools, tests, techniques, activities, job site evaluation, etc.), and Special Considerations when Evaluating the Learning Disabled or Severely Emotionally Disturbed Student. Includes occupational resource information on DOT, GOE, OOH, DWT, etc. (LD)(ID)	SPAS 2542
WHY ARE YOU	Peekan	5.75	WORKBOOK & GUIDE: Short,	SPAD 0392

WHY ARE YOU CALLING ME LD?	Peekan Publications, Inc.	5.75	WORKBOOK & GUIDE: Short, concise, large print, handicap awareness, self-advocacy program designed for use with junior and senior high school students who have a learning disability. Purpose: to explain what LD is while improving self-concept. Can be used independently, though recommends group discussion to enhance sharing of information and to increase self-image. Units on characteristics of LD child, causes, procedure to diagnose LD, understanding that LD cannot be cured, likenesses and differences between LD and mental retardation (CDB/CDS), famous individuals who were learning disabled, and existing LD organizations to call for help. Each 1 - to 3-page unit begins with a definition of terms and ends with a quick comprehension check. Could be used to supplement a transition unit on self-advocacy for LD students or to supplement an adult handicap awareness workshop. (*)Originated in New York, therefore not all terminology is consistent with Wisconsin law. (CDB)(CDS)(LD)	SPAD 0392
WISCONSIN EDUCATIONAL OPPORTUNITIES BEYOND HIGH SCHOOL	Wis. Council on Dev. Dis.	9.80	BOOK: Comprehensive listing of postsecondary training and educational programs available in the State of Wisconsin, with information on admission policy, student, services, accessibility, instructional assistance available, mental health services, financial assistance, equipment (TDD, Braille printer, Opticon, etc.), etc. Written as part of Project Happen. A helpful resource when planning transition options.	SPPR 1140
YOU CAN MAKE IT HAPPEN!	Wis. Council on Dev. Dis.	11.95	BOOK: Large print, easy-to-read, guide to Wisconsin services for young adults with developmental disabilities. Written to and for this population.	SPVO 1095

RESOURCES IN TRANSITION
Available from the Department of Public Instruction
Mary Skalitzky, Program Assistant/Ann Kellogg, Transition Consultant
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-3749
FAX (608) 267-3746 - Email=skalime@mail.state.wi.us

☐   Overview of Transition Services & Developing IEPs Which Incorporate Them (rev. 8-96); IDEA Rules attached

☐   Collaborative Transition Programming (rev.3-96)

☐   School & DVR's Responsibilities in the Provision of Transition Services to Students with Disabilities (rev. 2-95) (DPI/DVR Interagency Agreement Attached)

☐   Department of Public Instruction Exceptional Education Bulletin No. 85.6 "Reporting Names to s. 51.42 and 52.437 Boards"

☐   Compulsory School Attendance Law (secondary options) - ss. 118.15

☐   Vocational Experience Programs for Students with Disabilities: Labor Laws, Program Guidelines, Vocational Assessment (rev. 10-95)

☐   A Parents Guide to Transition for Youth with Disabilities (12-95)

☐   Guidelines for Conducting Functional Vocational Evaluations (rev. 12-95)

☐   All Means All: Including Special Populations in School to Work Programs (rev. 11-95)

☐   Transition: Guiding Practice to Improve Student Outcomes (rev. 8-96)

Send the checked items to:

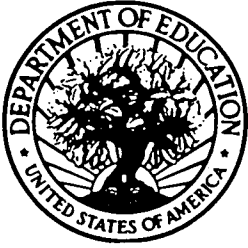NAME: _____

ORGANIZATION: _____

STREET: (No PO boxes)_____

CITY: _____ STATE: _____ ZIP: _____

DVR   Wisconsin's Design for Transition Success Project

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