

## ***How Do Job Related Field Experiences Affect Job Readiness in Secondary Transition Students?***

**Michelle Uetz**  
Graceland University

### ***Abstract***

This research was conducted to determine if job related field experiences improved the confidence of secondary transition students. There were six students included in the study. The students ranged in disabilities from emotional and behavioral disability, borderline cognitive disability and severe (IQ under 60) disability. In addition, the case managers of the identified students and other transition teachers were surveyed. Students completed a survey about their ability to independently complete job seeking tasks. They then participated in field experiences to practice these skills. After practice and the opportunity to independently complete the skills, the students were asked to rate their level of independence again. The case managers of the students were asked to rate their abilities at the beginning of the study and again at the end. Transition teachers were asked to describe their observations and practices in regard to community involvement for secondary transition students. After practicing job related skills in the community students rated their ability to independently complete the tasks at a higher level than before the field experience. The case managers also rated the student ability levels higher after the experiences than before. In addition, the surveyed transition teachers reported benefits and practices in using field experiences.

### ***How Do Job Related Field Experiences Affect Job Readiness in Secondary Transition Students***

Transition is a part of the Individuals with Disability Education Act (IDEA) of 1997 that puts an emphasis on teaching all students to be as independent as possible following high school. Transition teachers often find it frustrating to help students learn job skills, social skills and independent living skills, only to have them not use the skills they were taught independently, despite their ability to do so. Transition students may be taught these skills, but without practice and confidence they will continue to rely on other people to help them with tasks that they have been taught to do, and are able to do, for themselves.

According to a summary of brain-based research by Eric Jensen (2010), a leader in brain-based learning, physical activity and emotion are crucial to the learning process. Andrew Halpern (1996) examined the research about post-school outcomes for students with disabilities. Two of the findings, in relation to field experiences, show that students with disabilities are either unemployed or underemployed at higher rates than the general population and that they experience major problems in the area of social and inter-personal functioning (Halpern, 1996). One of the explanations for these findings, given by Halpern, is that students with disabilities lack the skills needed to obtain a competitive

job, or function in socially appropriate ways in society (Halpern, 1996). In regard to self-esteem, Richard Luecking and Merdith Gramlich (2003) state that, “work-based learning has been shown to improve student’s self-esteem.” (p. 1). Field-experiences, often employed by transition teachers, help students gain confidence, employ physical activity and emotion, improve employability skills and improve social functioning.

Many special education and transition teachers take their students into the community for work and social experiences. However, in a survey done by the Waisman Center, at the University of Wisconsin-Madison, the top four areas that special education teachers expressed a need for more professional development involved work related topics (2010). While research has shown the ways students learn best, problems students face after high school, and the benefits of work-based learning, there is still a question about the benefits of the community and job related field experiences. It is of value to know if the time and effort put into these activities is effective for students to learn the skills they need to live as independently as possible.

### *Literature Review*

Secondary students spend their high school career planning and preparing for adult life. This is a daunting task for most, but even more so for students with special needs. Most students, especially those with special needs, rely on the adults in their lives to plan, coordinate, and take care of everything from laundry to securing a job. Special education students have begun getting more help in this important transition period since the reauthorization of the Individuals with Disabilities Education Act (IDEA) of 1997. This act required transition services be provided to all students with disabilities in the public school system that are ages 16-21. These services include independent living, vocational skills, job experience, post-secondary education, and other training as appropriate (IDEA, 1997). IDEA 2004 went a step further and explicitly stated “the purpose of special education is to prepare [students] for further education, employment, and independent living.” (20 U.S.C. 1400 (33) (c) (1)).

With the addition of transition services to the 1997 IDEA, students with special needs are now receiving more help planning and preparing for adult life. However, with this planning and preparing has come more dependence on other adults to plan and coordinate a number of these services including job placement, adult services, and others. Often, students lack the experience and confidence they need to coordinate their own services and make sure their needs are met. These students, in particular, need to become more independent and able to plan and coordinate their needs and services as an adult with minimal assistance.

While the 1997 IDEA provided transition services to students with disabilities, it did not specify how those services should be provided. That is where special education teachers of transition-aged students begin to struggle. Thus, more information is needed to determine best practices in order to equip secondary transition students with the confidence needed to make plans for their adult life. One strategy to increase confidence

in secondary transition students is through job related field experiences, or community outings and activities.

### **Social Cognitive Theory**

According to a review of Arthur Bandura's social cognitive theory from the Learning Theories Knowledgebase (2010) Bandura stated, "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (p. 1). Bandura's (2010) social learning theory contains four necessary conditions for effective modeling which include attention, retention, reproduction, and motivation. Attention is captured with distinctive aspects of the environment that grabs one's attention. Retention requires recalling what one paid attention to, reproduction is reproducing the parts of the experience that grabbed the observer's attention, and motivation is the need to have a reason to model the behavior (Learning Theories Knowledge Base, 2010). Each of the previous conditions can be accomplished with activities in the community.

In addition to the conditions of social learning, is an important piece, self-efficacy. Self-efficacy can also be described as self-determination and confidence. Self-efficacy is determined by one's judgment of their capabilities. Bandura's social cognitive theory defines certain capabilities of humans including symbolizing, forethought, learning through vicarious experience, self-regulation, and self-reflection (Pajares, 2002). Symbolization takes meaning from the environment, aids in problem solving, and provides structure and meaning (Pajares, 2002). Through symbolism, human beings are able to model observed behavior. In planning alternative strategies, or forethought, humans can plan for anticipated consequences and make alternate plans. When people engage in vicarious learning they receive the benefit of learning from mistakes, without actually having to suffer the consequences of those mistakes (Pajares, 2002). Using self-regulation provides individuals the opportunity to change their behavior, and, through self-reflection people can learn from their experiences, make sense of their world and define their beliefs and values.

Confidence is such an important part of learning that Bandura (1993) explained, "Children with the same level of cognitive skill development differ in their intellectual performance depending on the strength of the perceived self-efficacy." (p. 136). Bandura (1993) argues that ability is an attribute that people have control over. This control is in the form of confidence. Self-directed mastery experiences strengthen and generalize personal efficacy (Bandura, 1993). A form of self-directed mastery experience includes field experiences.

Without Bandura's (1993) capabilities for self-efficacy, students do not have self-efficacy, and without self-efficacy, students cannot become independent. Each of the capabilities can be practiced and established in the community setting though job related field experiences. With a careful plan teachers can lead their students through symbolism, forethought, vicarious learning, self-regulation, and self-reflection through

community activities that relate to real-world jobs and experiences. Bandura concluded that strong self-efficacy enhances personal achievement in many ways (Bandura, 1993). One of these ways can be independent performance of job related skills.

Bandura is not the only researcher to understand the importance of confidence in students with disabilities. Carter et al. (2010), explained the study by Wehmeyer and Schwartz that concluded that students who scored higher on self-determination assessments were more likely to be employed after high school. Another study explored by Carter et al. (2010), revealed that students who can demonstrate more ability and knowledge in work related skills can more readily obtain employment. While the research seems to describe what most would assume to be true, there is not yet any evidence to provide best practices in improving student confidence.

### **Benefits of Employment**

All students are prepared, through twelve years of school, to work. Some students go on to further education, and others go immediately into the world of work. However, students with disabilities are 57% to 66% less likely than their peers to be employed after leaving school (Kellems, 2010). All people, regardless of intellectual ability, need a purpose. This purpose comes from contributing to others, and their community. Providing work related field experiences to students with disabilities improves the employment outcomes by developing employment skills and identifying a career direction (Luecking, 2002). In addition to providing positive outcomes for students, getting them out in the community in job related field experiences also improves the attitudes of community employers about hiring students with disabilities. When business leaders were asked what they would recommend to improve the negative attitudes in hiring people with disabilities through a survey by Wilson Resources, training was the key factor (Wittmer, 2010). A primary way that training is accomplished through job related field experiences.

When students participate in job related field experiences they can gain confidence, training, and improve their likelihood of obtaining a job after high school. Having a job after high school provides a sense of accomplishment and feeling of being needed by students with disabilities. In addition to the benefits for the student to have a job, there are also benefits to society. When people with disabilities work they decrease their reliance on Social Security Income, pay taxes, and provide diversity to the workforce. When people with disabilities have jobs, everyone wins. Young adults with disabilities have a better chance of securing employment after being exposed to job related field experiences in their secondary transition program.

### ***Method***

The purpose of this study is to determine if job related field experiences help to improve the job readiness of secondary transition students so that they can perform job and social activities independently. Six secondary transition students will be given a survey (Appendix A) asking about their confidence to independently complete job related tasks

in the community by January 10, 2011. After completing the survey, the students will be involved in community experiences and then be observed in independent activities in the community focused around vocational skills. Observations from the instructional field experiences and the independent field experiences will be compared for accurate participation and level of job readiness. These experiences will occur during the school day between January 11 and February 10. Following the field experiences, the students will be given the same survey as before to rate their level of confidence in performing the job related skills independently within five days of completing their independent observed field experience. Similarities and differences in confidence levels will be recorded. In addition, the case manager of each student will also be given a pre- and post-survey (Appendix B) that will include the same questions as the student survey. Transition coordinators and teachers from the area will also be interviewed about their experiences and practices in regard to job related field experiences and their affect on job readiness (Appendix C). All participants will be sign an Informed Consent form before participating in the research (Appendices D and E).

One of the participating students is diagnosed as learning disabled, four are diagnosed as cognitively disabled, and one is diagnosed with emotional disabilities. Environments that students will practice their skills in include small businesses, chain businesses, and other community agencies. The students will practice asking for an application, filling it out, and turning it. Students will also participate in community activities to find resources in the community and will then be able to independently access the resource.

The questions that will guide this study are as follows:

1. Do field experiences improve job readiness in secondary transition students?
2. Do field experiences to practice job seeking skills lead to independent job seeking in secondary transition students?
3. Do field experiences in the community lead to independent utilization of community resources in secondary transition students?

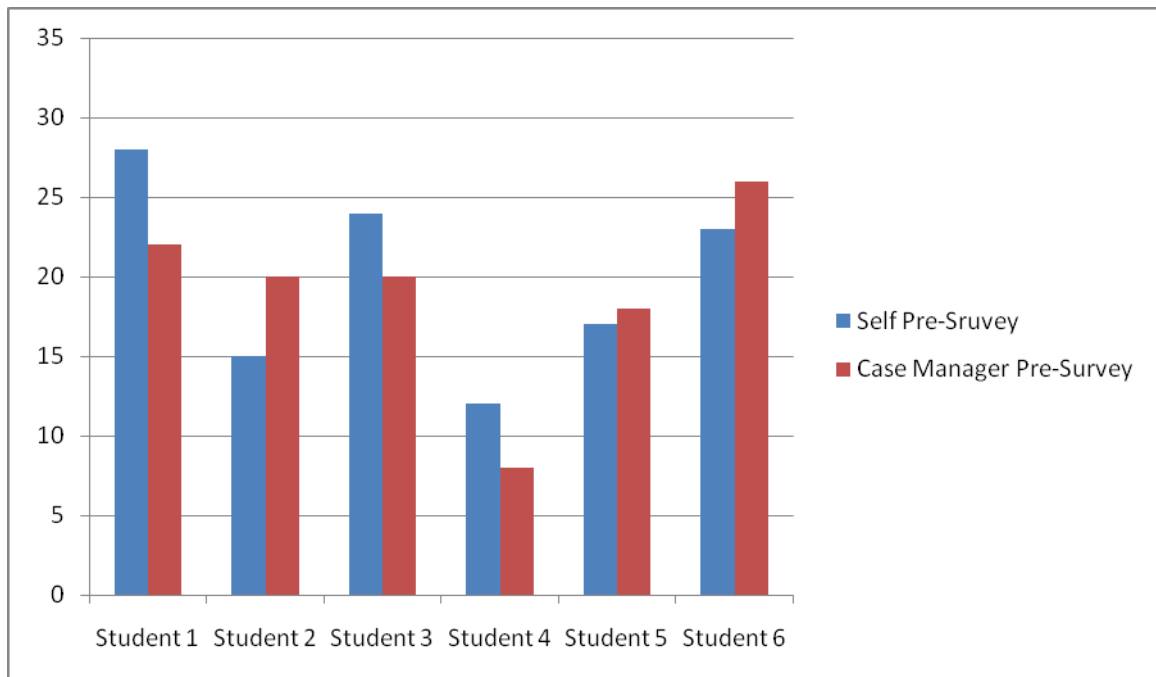
### *Data Analysis*

Data from all sources (pre- and post-surveys from case managers and students, transition teacher interviews, and observation notes) will be compiled and examined using a constant comparative method. The triangulation will assist in providing validity of the research. Each new piece of data will be compared to existing data, looking for similarities and differences which will create data categories. Analysis will be ongoing throughout the study and will drive subsequent data collection processes. Once the study is completed, all data will be reviewed and compared, and conclusions will be drawn. The conclusions will be submitted to a review board to also aid in validity of the findings. Results of the study will drive instructional planning for the future. The final report will include detailed methods and data analysis techniques to provide reliability to the results. In addition, the results will be shared with all participants of the study, the River Falls School District, the Wisconsin Statewide Transition Initiative board, and the National Association of Special Education Teachers.

## Results

This research explored the affect that job related field experiences have on the confidence of transition students. The students were asked to take a pre- and post-survey to rate their level of independence in job seeking skills. The students participated in job related field experiences between the two surveys. In addition, the case managers of the students were also given the pre-and post-surveys to gage the student's level of independence in performing job seeking tasks.

At the beginning of the study when students were given the pre-survey the results were as expected. The students rated themselves at an average of 18.8 out of a possible 35. The case managers rated them at an average of 18.8 out of a possible 35.



**Figure 1: Student vs Case Manager Pre-Survey Ratings**

After the students and case managers completed the pre-survey the students participated in job related field experiences. During the field experiences the students first practiced and were taught skills, and then were asked to do the task by themselves. The first activity was to ask for a job application. Role play was done at school and then students practiced in the community. During the role play the students did not know how to ask, and needed to be reminded to use eye contact. During the community field experience the students did complete all of the steps to ask for an application. Some students needed to be reminded to say thank you or to use eye contact (Field notes January 18, 2011). Three weeks later the students had to ask for an application with no cues or reminders. The students were nervous about the task, but all completed it and only one student forgot

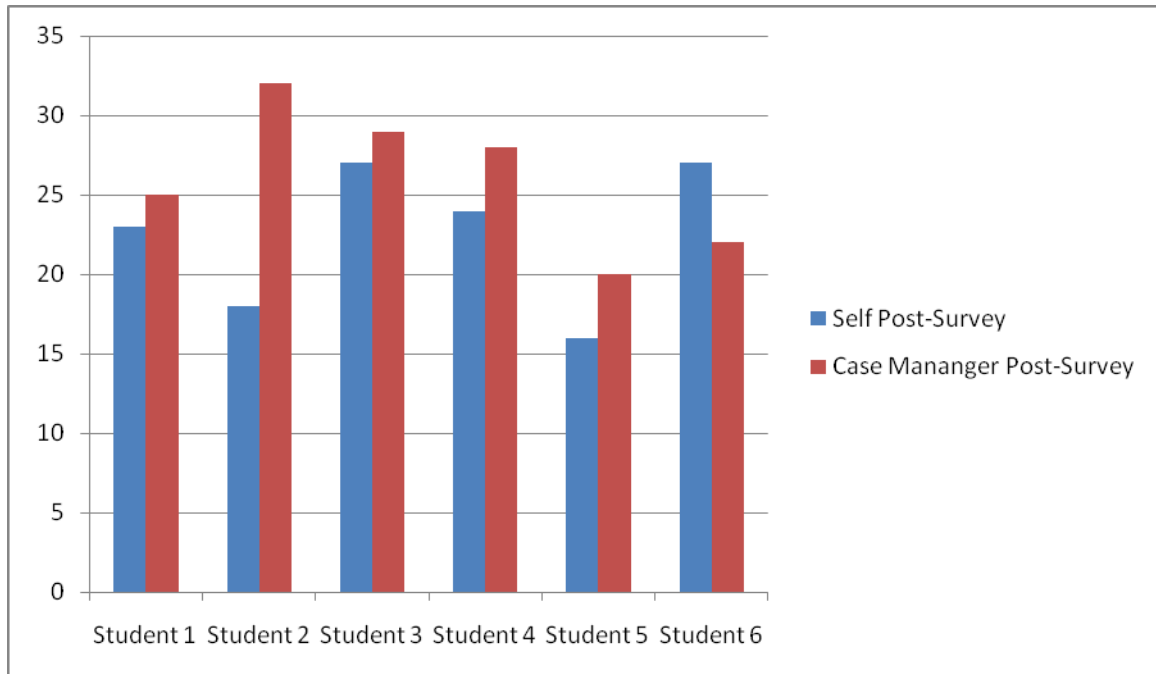
to use eye contact (Field notes February 8, 2011). After obtaining an application students were instructed about each section of the application. They were also given vocabulary such as negotiable, and upon hire to use on the application. When given an application to complete independently the students accurately completed the demographic section. All students, except one, were also able to completely and accurately complete all other sections, except the work history. Four of the six students struggled to complete the work history section of the application (Appendix F). After instruction to do so, all students completed the application to save as a master application. They were then able to transfer the data to an online application.

After a paper application is completed, it is important to return it to the manager at the business. Students were instructed on this, and role played at school. They then went into the community and dropped off an application to the manager of a business. One student forgot to introduce himself. They all remembered to ask for the manager and shook their hand.

The next task the students practiced was finding a job. The students were given instruction in how to find a job using a newspaper and the internet. The sites the students were instructed to go to were [www.indeed.com](http://www.indeed.com), and [www.wisconsinjobcenter.com](http://www.wisconsinjobcenter.com). The practice began at school. After practicing at school the students were given the task of going to the public library to find a job in the newspaper and online by using the resources available at the public library. Some students walked in and immediately got to work on the task. One student thought he needed help, but I reminded him to do what he could on his own. After that redirection, he completed the task (Field notes January 25, 2011). The primary difficulty that students had was finding a recent newspaper. There was one aisle with many old newspapers. The recent one was in the next aisle. They needed a game of hot and cold to find it. One student was easily able to find the resources, but could not choose a local job to write down (Field notes January 25, 2011). The student with emotional and behavioral disabilities refused to do the assigned tasks at all. After writing down the location of a business with a job opening all, but one student accurately and quickly found the proper street on a city map.

In Wisconsin most counties have a job center, or Workforce Resource location. This agency was discussed with students and then the students were brought there for a tour and informational session. Two weeks later the students were asked how to get there and what services they offer. All, but one student was able to correctly respond.

After participating in job related field experiences the students and case managers again took the same survey to rate their level of independence in performing job seeking skills. The students rated themselves at an average of 22.1 out of a possible 35. The case managers rated them at an average of 26.8 out of a possible 35. This is an increase of 3.3 percent for students self assessment and an increase of 8 percent on the case manager assessment.



**Figure 2: Student vs Case Manager Post-Survey Ratings**

### **Transition Teacher Survey**

Transition teachers in the Western Wisconsin area were also given survey about their field experience practices and attitudes. Four of the eight teachers returned the surveys. All four teachers felt that community based field experiences have a significant positive effect on students. The teachers stated that community based field experiences were real world practice and created supports for the students. The most common experiences provided to students by teachers are job related.

### ***Discussion***

The close relation of the student's ratings to that of the case managers in the pre-survey showed that the students did an honest evaluation of themselves, and have a good understanding of their strengths and weaknesses. This is a self-advocacy skill that is important to gain confidence. The difference in the ratings in the post surveys was surprising. While the confidence level rose, students rated their levels lower than did the case managers on average. This alone, still shows lack of confidence. While their confidence was still lacking, it had improved by the field experiences.

Some of the difficulty in performing the job skills may have been contributed to low reading and comprehension ability. The student classified with emotional behavioral disorders refused to try the library job search task. His coping mechanism is to give up, instead of try and fail. This is a mechanism employed by many people with disabilities, especially emotional and behavioral. To combat this coping strategy, students need more self advocacy training, encouragement to try new tasks, and opportunities to succeed.



The transition teacher survey provided teacher input on the importance of job related field experience for transition students. Most teachers that work with transition students do take the students out in the community because of the positive effect they see from the experience.

While gas prices rise, budgets are cut, and teachers get larger case loads this research has shown the importance and benefit of bringing students out into the community for job related field experiences. With the increase in confidence and job readiness skills in this small sample, and short amount of time, it is reasonable to predict that with more field experience, would come more confidence and job readiness.

### ***Limitations***

As with any research there were limitations in answering the question of how do job related field experience affect job readiness in secondary transition students. Being that this research was done as part of a graduate program requirement, there were deadlines assigned to the project, which limited the amount of time that could be spent on field observations. In addition, the sample size was small in regard to students and the amount of transition teachers that returned the survey. Ideally, there would be more students involved, or two groups of students. Also, a larger sampling of transition teachers would provide more information.

### ***Reflection***

The hypothesis of the researcher was that field experiences would increase job readiness. While this is the result that occurred, it was surprising to see the discrepancies in the student and case manager post-surveys. It appeared that another benefit of the field experiences was making the students more aware of the skills they needed for job readiness and their perceived level of functioning in those skills. It would have been beneficial to have more time for the field experiences. It could have led to greater improvement. It would also be intriguing to do the same research with a control group staying in the school and an experimental group participating in the field experiences. Further research would be necessary. After completing this research the researcher will use even more field experiences with students, share this data with others, and encourage other teachers to do field experiences.

### ***References***

- Bandura, A. (1993). Percieved self-efficacy in cognitive development and functioning. *Educational Psychologist* , 117-148.
- Center, W. (2010). Transition-related professional development needs of Wisconsin special educators. University of Wisconsin Madison, Madison, WI.
- Erik W Carter, N. D. (2010). Summer employment and comunity experiences of transition-age youth with severe disabilities. *Exceptional Children* , 194-212.

- Gramlich, R. L. (2003, 09). *Examining current challenges in secondary education and transition*. Retrieved 11 05, 2010, from NCET Issue Brief:  
<http://www.ncset.org/publications/viewdesc.asp?id=1192>
- Halpern, A. (1996). *An instructional approach to facilitate the transition of high school students with disabilities into adult life*. Retrieved 11 05, 2010, from  
<http://idea.uoregon.edu/%7encite/documents/techrep/tech24.html>
- IDEA. (1997). *Individuals with Disabilities Education Act*. United States Government.
- IDEA. (2004). *Individuals with Disabilities Education Act*. United States Government.
- Jensen, E. (2010). *Principles of brain-based learning*. Retrieved 11 05, 2010, from Jensen Learning: <http://www.jensenlearning.com/principles.php>
- Kellems, R. O. (2010). Tips for transition. *Teaching Exceptional Children* , 43 (2), 60-68.
- Learning Theories Knowledgebase. (2010, October). Retrieved October 25, 2010, from *Social Learning Theory* (Bandura): <http://www.learning-theories.com/social-learning-theory-bandura.html>
- Luecking, R. (2002, December). *Tapping employment opportunities for youth with disabilities by engaging effectively with employers*. Retrieved October 26, 2010, from National Center on Secondary Education and Transition:  
<http://www.ncset.org/publications/viewdesc.asp?id=716>
- Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved 10 25, 2010, from <http://des.emory.edu/mfp/eff.html>

**Student Survey**

**Circle the number that best describes your ability to do each task.**

***Find available jobs online and in the newspaper.***



1



2



3



4



5

Can not do at all

Can do with a lot of help

Can do with some help

Can do confidently with reminders

Can do confidently by myself with no help

***Locate a job site from information in the help wanted ad.***



1



2



3



4



5

Can not do at all

Can do with a lot of help

Can do with some help

Can do confidently with reminders

Can do confidently by myself with no help

***Go to a business and ask for an application.***



1



2



3



4



5

Can not do at all

Can do with a lot of help

Can do with some help

Can do confidently with reminders

Can do confidently by myself with no help

**Completely fill out an application.**



1 Can not do at all



2 Can do with a lot of help



3 Can do with some help



4 Can do confidently with reminders



5 Can do confidently by myself with no help

**Drop off a completed application to a manger and introduce yourself.**



1 Can not do at all



2 Can do with a lot of help



3 Can do with some help



4 Can do confidently with reminders



5 Can do confidently by myself with no help

**Set up an interview, arrive on time and answer the questions.**



1 Can not do at all



2 Can do with a lot of help



3 Can do with some help



4 Can do confidently with reminders



5 Can do confidently by myself with no help

**Locate and visit the job center.**



1 Can not do at all



2 Can do with a lot of help



3 Can do with some help



4 Can do confidently with reminders



5 Can do confidently by myself with no help

**Appendix B**

Please mark the level of confidence you feel your student exhibits at this time in ability to do each task.

	1 Cannot do at all	2 Can do with a lot of help	3 Can do with some help	4 Can do confidently with reminders	5 Can do confidently on their own with no help
Find available jobs online and in the newspaper.					
Locate a job site from information in the help wanted ad.					
Go to a business and ask for an application.					
Completely fill out an application.					
Drop off a completed application to a manger and introduce them self.					
Set up an interview, arrive on time and answer the questions.					
Locate and visit the job center.					

## Appendix C

### Survey for Transition Teachers

*Please read and sign the consent form attached. If you are receiving this via e-mail, you may type your name and date to serve as your signature.*

1. What is your position?
2. How much of your day do you spend working with transition students on transition topics?
3. Do you bring transition students into the community? If so, why?
  - a. If you do not, why?
4. On average, how many times per week do you take transition students out into the community?
  - a. Of these, how many are job-related experiences?
5. Please give examples of community experiences that you take students out to do.
6. What affect do you feel community experiences have on the confidence of transition students to perform work-related tasks independently?

1= None – it does not help, only creates anxiety

2 = A small negative affect

3 =Neutral – no benefit or harm

4 = A small positive affect

5 = A significant positive affect

Please explain your answer.

## **Appendix D**

### **Informed Consent Document Student**

Project Title: **How do job related field experiences affect job readiness in secondary transition students?**

Researcher or Research Team: Michelle Uetz

#### **WHAT IS THE PURPOSE OF THIS STUDY?**

This is a research study. I am inviting your child/you to participate in this research study because your child/you is/are a secondary transition student.

The purpose of this research is to determine if job related field experiences help to increase job readiness of secondary transition students so that they can perform job and social activities independently.

#### **HOW LONG WILL I BE IN THIS STUDY?**

If you give permission for your child/you to take part in this study, the involvement will last for terms two and three (January 2011 – April 2011).

#### **WHAT WILL HAPPEN DURING THIS STUDY?**

Students will fill out a survey about their confidence level in independently performing job related transition skills. These skills include picking up an application, filling out an application, turning an application in, using community resources, and other items as determined. After at least two job related work experiences in the community, the students will take the survey again. This will take place during normal school hours. Your student will continue to receive other transition services from myself and will receive their regular academic instruction.

#### **WHAT ARE THE RISKS OF THIS STUDY?**

At this time there are no foreseeable risks to participating in this study. During any study, there is a possible risk for the possible loss of confidentiality. All efforts will be made to ensure that this does not occur.

#### **WHAT ARE THE BENEFITS OF THIS STUDY?**

All students may not benefit personally from being in this study. However, this study may help your student gain confidence in independently performing job related transition tasks. In addition, it is the hope that this study will help future transition students, by determining best practices to use in instruction.

#### **WHAT ABOUT CONFIDENTIALITY?**

I will keep your student's participation in this research study confidential to the extent permitted by law. If I write a report or article about this study, I will describe the study results in a summarized manner so that your student cannot be identified.

**IS BEING IN THIS STUDY VOLUNTARY?**

Taking part in this research study is completely voluntary. You may choose for your student not to take part at all. If you decide your student will participate in this study, you reserve the right for your student to stop participating at any time. If you decide your student will not be in this study, or if your student stops participating at any time, your student won't be penalized or lose any benefits for which your student otherwise qualifies.

**WHAT IF I HAVE QUESTIONS?**

I encourage you to ask questions. If you have any questions about the research study itself, please contact my professor, Shelly Leialoha-Hartstack at [srleialo@graceland.edu](mailto:srleialo@graceland.edu). Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree for your student to take part in this study.

Subject's Name (printed): \_\_\_\_\_

Parent/Guardian or Legally Authorized Representative's Name and Relationship to Subject:

\_\_\_\_\_  
(Name - printed)

\_\_\_\_\_  
(Relationship to Subject - printed)

\_\_\_\_\_  
(Signature of Parent/Guardian or Legally Authorized Representative)

\_\_\_\_\_  
(Date)



## **Appendix E**

### **Informed Consent Document Teacher**

Project Title: **How do job related field experiences affect job readiness in secondary transition students?**

Researcher or Research Team: Michelle Uetz

#### **WHAT IS THE PURPOSE OF THIS STUDY?**

This is a research study. I am inviting you to participate in this research study because you are the case manager of, or you teach secondary transition students.

The purpose of this research is to determine if job related field experiences help to increase job readiness of secondary transition students so that they can perform job and social activities independently.

#### **HOW LONG WILL I BE IN THIS STUDY?**

If you give permission to take part in this study, your involvement will last for terms two and three (January 2011 – April 2011).

#### **WHAT WILL HAPPEN DURING THIS STUDY?**

As the case manager of a student in this study you will be asked to take a survey in regard to the confidence level of your students performing certain job related tasks independently. After the students participate in at least two job related field experiences you will be asked to take the same survey again.

As a transition teacher I will ask for a little of your time to answer some questions about your teaching practices in regard to the use of job related field experiences and the result they have on student's job readiness.

Students will fill out a survey about their confidence level in independently performing job related transition skills. These skills include picking up an application, filling out an application, turning an application in, using community resources, and other items as determined. After at least two job related field experiences in the community, the students will take the survey again.

This will take place during normal school hours. Students will continue to receive other transition services from myself and will receive their regular academic instruction.

#### **WHAT ARE THE RISKS OF THIS STUDY?**

At this time there are no foreseeable risks to participating in this study. During any study, there is a possible risk for the possible loss of confidentiality. All efforts will be made to ensure that this does not occur.

#### **WHAT ARE THE BENEFITS OF THIS STUDY?**

All students may not benefit personally from being in this study. However, this study may help your student gain confidence in independently performing job related transition

tasks. In addition, it is the hope that this study will help future transition students, by determining best practices to use in instruction.

**WHAT ABOUT CONFIDENTIALITY?**

I will keep your student’s participation in this research study confidential to the extent permitted by law. If I write a report or article about this study, I will describe the study results in a summarized manner so that your student cannot be identified.

**IS BEING IN THIS STUDY VOLUNTARY?**

Taking part in this research study is completely voluntary. You may choose for your student not to take part at all. If you decide your student will participate in this study, you reserve the right for your student to stop participating at any time. If you decide your student will not be in this study, or if your student stops participating at any time, your student won’t be penalized or lose any benefits for which your student otherwise qualifies.

**WHAT IF I HAVE QUESTIONS?**

I encourage you to ask questions. If you have any questions about the research study itself, please contact my professor, Shelly Leialoha-Hartstack at [srleialo@graceland.edu](mailto:srleialo@graceland.edu). Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree for your student to take part in this study.

Subject's Name (printed): \_\_\_\_\_

Parent/Guardian or Legally Authorized Representative’s Name and Relationship to Subject:

\_\_\_\_\_  
(Name - printed)

\_\_\_\_\_  
(Relationship to Subject - printed)

\_\_\_\_\_  
(Signature of Parent/Guardian or Legally Authorized Representative)

\_\_\_\_\_  
(Date)

**Appendix F**

**Work History**

Mo/Yr Began 09-09 Mo/Yr Left 05-10 Wage \$5.35  
Employer River Falls High School Job Title Towel Folder  
Address, City, State, Zip \_\_\_\_\_  
Duties Performed \_\_\_\_\_  
Supervisor's Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Reason for Leaving \_\_\_\_\_

Mo/Yr Began \_\_\_\_\_ Mo/Yr Left \_\_\_\_\_ Wage \_\_\_\_\_  
Employer \_\_\_\_\_ Job Title \_\_\_\_\_  
Address, City, State, Zip \_\_\_\_\_  
Duties Performed \_\_\_\_\_  
Supervisor's Name \_\_\_\_\_ Telephone \_\_\_\_\_  
Reason for Leaving \_\_\_\_\_

**Education**

School River Falls High School  
Address, City, State, Zip 818 Cementary Rd., River Falls, WI  
Program \_\_\_\_\_ Years Completed \_\_\_\_\_  
Degree, Award, or Certification \_\_\_\_\_ Date Awarded \_\_\_\_\_

School \_\_\_\_\_  
Address, City, State, Zip \_\_\_\_\_  
Program \_\_\_\_\_ Years Completed \_\_\_\_\_  
Degree, Award, or Certification \_\_\_\_\_ Date Awarded \_\_\_\_\_

Please give any additional information you feel may be helpful when considering your application:  
\_\_\_\_\_  
\_\_\_\_\_

**Please Read Carefully Before Signing**

I understand that this application for employment will be given every consideration, but its receipt does not constitute a contract of employment, nor does it imply that I will be hired.

I certify that all answers given on this employment application are true and complete to the best of my knowledge and that any misrepresentation or omission is sufficient cause for immediate termination of employment by the employer without incurring any liability or obligation.

I hereby acknowledge that I have read and understand this agreement.

## Appendix G



#1 University Place  
Lamoni, Iowa 50140

Michelle Uetz  
[michelle.uetz@rfsd.k12.wi.us](mailto:michelle.uetz@rfsd.k12.wi.us)  
751-505-5342

RE: How do job related field experiences influence job readiness in secondary transition students?

Dear Ms. Uetz,

Congratulations! This is to inform you that your project proposal was reviewed through Graceland University's Institutional Review Board's exempt review process and has been accepted as an approved topic of study. You have agreed to comply with the conditions set forth in the signed General Agreement that discuss the pursuit of research involving human subjects. You may therefore proceed with your study.

If we can be of further assistance, please do not hesitate to contact us at the number below. Best wishes for a successful study.

Sincere Regards,

Francisco Brizuela, Ed.D.  
IRB Chair  
1-800-859-1215

cc. Dr. Shelly Leialoha