

Dorence J. Cote for the degree of Doctor of Education in Curriculum and Instruction presented on July 23, 1991.

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Title: A Study of Transition Skills Training for Special Education Teachers in Secondary Settings.

Abstract approved: Redacted for Privacy
Dr. Bonnie Jean Young

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The recent focus on transition from school to working life has created a growing concern in Oregon about teachers with elementary certification as their initial certification who earn a special education certificate and teach students with disabilities in secondary settings. Thus, the purpose of this study was to investigate the relationship among initial certifications (elementary, secondary, and K-12), where Oregon high school special education teachers received the major part of their transition skills training, and their self-perceived needs for further transition skills training.

The population for the study consisted of 213 secondary special education teachers of students with mild disabilities from throughout Oregon.

The instrument was a survey-type questionnaire that included 14 transition skill competencies for teachers. Subjects were first asked where they received the major part of their training in each of the transition competency skills. Next, they were asked to rate their self-perceived needs for further training in each of the transition skills. The instrument design was validated through a Delphi procedure. Data were collected during the spring of 1987 and the fall of 1988.

No significant statistical relationships were found between initial certification and where teachers received the major part of their transition skills training, or their self-perceived

needs for further training. However, three major implications became apparent from the data. First, decisions regarding coursework could be examined at the preservice level. Next, opportunities for preservice teachers to participate in team decision-making activities should be examined. Lastly, personnel inservice preparation programs at the district level should be examined to ensure that transition skill competencies for teachers are included.

Recommendations included follow-up studies to find out if the size of school, type and level of endorsement, major and minor fields of study and years of teaching may have an effect on transition skills training of secondary teachers.

A STUDY OF TRANSITION SKILLS FOR
SPECIAL EDUCATION TEACHERS IN
SECONDARY SETTINGS

by

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A STUDY OF TRANSITION SKILLS TRAINING
FOR SPECIAL EDUCATION TEACHERS IN
SECONDARY SETTINGS

CHAPTER I

INTRODUCTION

People today are in a constant state of transition. Webster's Encyclopedic Unabridged Dictionary of the English Language (1989) defines transition as first, a movement or passage from one position, state, stage, subject, or concept to another; and second, a passage or change of this kind: the transition from adolescence to adulthood.

A narrower interpretation of transition is provided by the Office of Special Education and Rehabilitative Services (OSERS) (Will, 1983). The OSERS interpretation seemingly focuses upon the change in the life of a person with disabilities from being a secondary level student to assuming the role of paid worker.

The transition from school to working life calls for a range of choices about career options, living arrangements, social life, and economic goals that often have life-long consequences. For individuals with disabilities, this transition is often made even more difficult by limitations that can be imposed by others' perceptions of disability and by the complex array of services that are intended to assist adult adjustment (Will, 1983, p. 1).

This focus on transition from school to working life is creating major changes in the definition of career education and special education; and it has also increased emphasis on the preparation of teachers responsible for planning and implementing the curriculum that prepares youth with disabilities for the

transition from school to working life. Transition as a part of career development is something that many special educators have been concerned about for a long time, although the process has not specifically been labeled "transition". Nevertheless, many individuals have been concerned about the very things the transition movement is facilitating; that is, preparing young adults for the world of work, for success as a member of the community, and for adulthood in general.

Career development, which was given major focus by U. S. Commissioner of Education Sydney P. Marland in 1971, has no universally accepted definition. Definitions range from a definite bias toward paid work to the concept of career education as a totality of one's experience, referring to both paid and unpaid work, personal lifestyles, and other societal roles such as those of student, volunteer, citizen, family member, and participant in leisure activities. In 1983, Cook described the position of the Council for Exceptional Children (CEC), a national advocacy group for youth with disabilities. The CEC's definition focused on the broader concept, providing the opportunity for children to learn academic, personal-social, and occupational knowledge and skills necessary to attain their highest levels of economic, personal, and social fulfillment.

The effort to assist students with disabilities in the transition from an educational to an employment setting takes planning and cooperation on the part of many individuals including special education teachers and vocational educators. West (1984) indicated that a major component of the OSERS Transition Model focuses on curriculum, particularly vocational education curriculum, as critical to providing students with disabilities entry-level job skills when they leave high school. Traditionally, special education teachers have not been familiar with vocational training options for secondary students with disabilities. West found that while this deficiency is slowly changing, it has over the years contributed to the lack of understanding between special edu-

cation and vocational education. Preservice education traditionally did not inform future special education teachers about the benefits of vocational education.

Special education and remedial curriculum are currently in the throes of change, particularly at the secondary level. Counseling and assessment practices are currently focusing on concerns in the development of skills related to meaningful work and independent living, while de-emphasizing remedial academic education. Typically, special education teachers have been trained in remedial academic education and most have not had experience with, or course work in, career-oriented activities (Clark, 1984).

Prior to the 1970's most secondary special education programs focused on the acquisition of skills and knowledge not mastered at the elementary level, such as functional reading, functional arithmetic, and self-care. In the mid 1970s, the passage of Public Laws 94-142 (The Education for All Handicapped Children Act of 1975) and 94-482 (The Education Amendments of 1976 - Title II: Vocational Education) created major changes in vocational education and special education. Today, since many students have already learned previously mentioned academic skills prior to entering secondary level programs, these students and their parents now expect the curriculum to include those vocational skills needed to secure employment following graduation from high school (Brody-Hasazi, Salembier, and Finck, 1983). In order to achieve this goal, special and vocational educators must work together to increase the availability of programs that will enhance the students' opportunities for vocational programming.

The developers of the federal legislation recognized the need for the training and retraining of professionals in bringing about the necessary changes. The extent to which Public Laws 94-142 and 94-482 are fully implemented continues to depend heavily upon the knowledge, expertise, and competencies of teachers, administrators and supervisors, related

services personnel, counselors, and others. Assuring that a free appropriate public education is available to all children with disabilities is contingent upon having effective policies for training and certification of professionals responsible for implementing the laws (Greenan & Larkin, 1982).

Hoyt (1982), and Kokaska & Brolin, (1985) point out that, during the past 15 years, the career and vocational education movement has been the focus of educational reform efforts, primarily as a result of the failure of secondary education to provide many students with knowledge and skills that would be relevant to their future goals. As a result of this movement, vocational education and training for secondary level students with mild disabilities has become a topic of increasing importance for teachers, parents, and students.

As a consequence of expanded educational opportunities which students with disabilities have received at the elementary level, secondary special educators are discovering that the needs of these students have changed dramatically over the past ten years (Brody-Hasaki et al., 1983). In order for the federal legislation to be fully implemented, one of the major provisions of Public Law 94-142 was the requirement for local and state education agencies to develop a comprehensive system for personnel development as part of their annual plans for education of the handicapped. The need for comprehensive vocational education services for all individuals with disabilities and appropriately certified personnel has also been acknowledged as an integral part of special education and Public Law 94-142 (Federal Register, August 23, 1977).

On October 30, 1990, President Bush signed into law the Education of the Handicapped Act (EHA) Amendments of 1990, changing the name to Individuals With Disabilities Education Act (IDEA). IDEA's revised definition of "transition services" requires that these services be included in students' IEPs, and makes changes in transition programs authorized under Part C of EHA. The definition states:

Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities including postsecondary 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's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation (Counterpoint, 1990, p. 7).

Statement of the Problem

Secondary special education is currently going through a restructuring process. In a restructuring process such as the one that is taking place, a multitude of questions arise. These matters must be addressed in the efforts to redefine the curriculum, activities, and decisions regarding the education of the secondary students with disabilities.

Some of those questions are: What are the skills required by teachers in order to assist secondary students in successful transition? Across the nation, educators are familiar with the additional academic requirements imposed by state education agencies, but what is the outcome of this emphasis? Are the additional academic requirements providing the necessary training to prepare disabled young adults for successful transition from high school into the community? Wehman (1984) stated that there is considerable need for improving the preservice preparation for personnel involved in the employability of handicapped youth the problem of untrained personnel is critical. Is it conceivable that a single teacher can, with equal facility, teach children with mental retardation, emotional disturbance,

and learning disabilities, as is the case for a teacher with the Handicapped Learner certificate in Oregon? Can special education pre-service teachers be sophisticated enough through their practice, seminars, and coursework to anticipate all the challenges and complexities of the world of work for our diverse population? According to Cruickshank (1985), this is wishful thinking which lacks any basis in rationality. Does the background that certified teachers bring into the classroom limit their ability to provide adequate training for transition? Halpern & Benz (1984) conducted a state-wide study of secondary special education programs in Oregon. Some elementary-certificated teachers commented on the inappropriateness of their training for teaching secondary-level students. As a result, Teachers Standards and Practices Commission (TSPC) has considered developing a special certificate for secondary teachers of students with disabilities.

Concerns about teacher preparation regarding transition are not very different from those held over the last decade for secondary special education and special needs vocational education. Weisenstein (1986), states that what the transition movement has done is to create a long-overdue awareness of the importance of secondary programs for students with disabilities. Because of this awareness and the prevalent concern for the occupational educational preparedness of secondary teachers, it is important to examine teacher perceptions of their present level of training and future training needs in the area of transition.

Purpose of the Study

The purpose of this research is to investigate the relationship among initial certifications (elementary, secondary, and K-12), where Oregon high school special education teachers received the major part of their transition skills training, and their self-perceived need for further transition skills training.

Design of the Study

This study is a correlational study to examine the relationship between the variables to determine if there is significant statistical relationship between certification and transition skills training. The second part of the study is to determine if there is a relationship between initial certification and the type of training and need for further training.

The research will involve the following four major components:

1. Assessing/evaluating of students' abilities in the following areas:
 - A. Academics
 - B. Functional vocational skills
 - C. Daily living skills
 - D. Personal/social skills
2. Incorporating the following transition concepts from existing curriculum.
 - A. Objectives from existing transition models currently in use
 - B. Objectives from existing high school career/vocational curriculum into students' IEPs
3. Teaching vocational transition skills in the following areas:
 - A. Academics
 - B. Functional vocational skills
 - C. Daily living skills
 - D. Personal/social skills
4. Participating in team decision-making skills in the following areas:
 - A. Developing IEPs with appropriate staff members
 - B. Developing cooperative agreements with appropriate adult service agencies
 - C. Providing supervision and follow-up to students engaged in work experience

D. Participating in district/school needs assessment activities

Definition of Terms

The following terms were used in the study:

Career Development

The opportunity for students to learn academic, personal-social, and occupational skills necessary for economic, personal, and social fulfillment.

Initial Certification

The teaching license held by the teacher prior to earning the special education endorsement. Certification for the purposes of this study will be divided into Elementary, Secondary, and K-12.

Preservice preparation

The training of individuals defined through the course of study in the major/minor areas of study leading to an earned teaching certificate.

Public Law 94-142: Education of the Handicapped Act (EHA)

The law that was passed in 1975 and provided for a free appropriate education for all handicapped persons.

Public Law 94-482

The amendment to the Vocational Education Act of 1963 directing vocational educators to meet the needs of individual students as well as the needs of the labor market.

Public Law 101-476: Individuals with Disabilities Education Act (IDEA)

The 1990 amendment to the Education of the Handicapped Act (EHA) of 1975 which changed the name to Individuals with Disabilities Education Act (IDEA).

Transition

The process of change from secondary-level student to adult worker.

Transition Skills Training

The training provided to teachers in order for them to assist students in successful transition.

Vocational Education

Curriculum that focuses on the development of personal skills and attitudes, communication, computational skills, employability skills, broad and specific occupational skills, and foundations for career planning and lifelong learning.

CHAPTER II

REVIEW OF THE LITERATURE

In order to develop a complete picture of the emerging conceptual base in secondary special education programming, it is necessary to review the research related to career and vocational education. To begin with, an historical overview of the career/vocational education movement will be provided. Also, a review of the literature including the 'back to basics' trend and career/vocational curriculum of conventional secondary schools will be studied with implications for special education students. This will lead to a review of the transition process which prepares individuals for adulthood. Next, a look at recent studies in the state of Oregon will provide information about the extent and nature of special education services to high school students. Following this overview will be a study of the teaching skills that will best lend themselves to a study that will determine whether background certification influences the educational preparedness that secondary special education teachers perceive they must have in order to prepare students for successful transition.

Historical Overview

Career education, as a title, can be traced to the early 1970's. But, several major components have their roots in the work of Hungerford in the New York City school system in the 1940's (Kokaska, 1983). In addition, the high school work-study programs described by Kolstoe & Frey, (1965) of the 1950's and 1960's were, to some degree, forerunners of the career education concept at the high school level.

Career education was officially introduced to American educators in 1971 by S.P. Marland, the U.S. Commissioner of Education, at a national conference of secondary school principals. Education officials were vitally concerned with the high dropout rate of students who failed to see the relevance of what they were being taught to their future life goals.

Investigations by Brolin, (1983) indicated that a more practical and meaningful approach to education was being voiced by many groups, and, in response to this critical need, career education was born.

The concerns that were voiced in the 1970's and 1980's continue to be educational concerns in the 1990's as revealed by Barr (1991) representing the Oregon State University Center for At-Risk Youth, and Frank, Sitlington, & Carson (1991). Barr's investigations indicated that thirty per cent of Oregon students are currently dropping out of public education, often leaving school illiterate and unemployable. Frank, et al. (1991) completed a five-year study in the state of Iowa to determine adult adjustment of the behaviorally disordered graduates and dropouts from throughout the state. About one third of the graduates and one-fourth of the dropouts made a satisfactory adult adjustment.

As a result of these ongoing concerns, many accomplishments have resulted from the effort to provide career education for students who have disabilities. Brolin (1983) identified the following compilation of noteworthy events that helped spur rapid development of special education and vocational education efforts at the state and local levels for students with disabilities:

1. The Bureau of Education for the Handicapped endorsed the concept in 1972.
2. A National Topical Conference on Career Education for Exceptional Children and Youth was held in 1973.
3. A U.S. Office of Career Education was officially established within the Office of Education in 1974.
4. The Bureau of Education for the Handicapped (BEH) sponsored a conference for nationally recognized leaders on "Research Needs Related to Career Education for the Handicapped" in 1975.
5. The Division on Career Development was provisionally approved as the twelfth division of the Council for Exceptional Children in 1976.

6. The Career Education Implementation Incentive Act (P.L. 95-207) was passed in 1977 to help states infuse career education into school curricula.

7. The Council for Exceptional Children (CEC) issued a position paper in 1978 supporting career education.

8. The second CEC-sponsored National Topical Conference on Career Education for Exceptional individuals was held in 1979.

9. In 1980, the Division on Career Development started to form state DCD units.

10. An International Conference on Career Development for Handicapped Individuals was conducted by DCD in 1981.

11. The Career Education Incentive Act was repealed on October 1, 1982, and the federal Division on Career Education began to phase out.

12. In 1983, two national career education conferences were held indicating a continued interest in the topic.

While investigating the field, Bryant (1978) found that while increased availability of services was welcomed, signs of disenchantment within the field began emerging in the late 1970s. Concerns developed around such issues as appropriateness of curriculum scope in view of the child's total needs. More recent is the need to redirect the curriculum for individuals with disabilities in the public schools so that an appropriate balance is realized between the teaching of academics, personal-social, and occupational knowledge and skills so that successful transition may be realized.

The "Back to Basics" Trend

The "back to basics" trend in education has affected the field of special education and the curricular content that a special education teacher is expected to teach (Wiederholt and McEntire, 1980). In fact, Marsh, Gearheart & Gearheart (1978) found that the use of basic skills and minimum competencies had spurred much controversy among special educators. Houck and Given (1981) examined curricular practices in mildly handicapped programs in the state of Virginia. Al-

though generalizations were restricted to practices in Virginia, the results which are provided in Table 1 indicated a need for review in other settings. One of the purposes of the study was to examine the time allocated to various instructional areas or activities.

Table 1

Percent of Time Allocated to Instructional Activities

| <u>Activity</u> | <u>Time Allocated</u> |
|--------------------------------------|-----------------------|
| 1. Reading | (29%-50%) |
| 2. Mathematics | (17%-27%) |
| 3. Spelling | (8%-14%) |
| 4. English | (3%-14%) |
| 5. Written Expression | (3%- 8%) |
| 6. Handwriting | (2%- 8%) |
| 7. Oral Expression | (3%- 5%) |
| 8. Social Skills | (0%- 8%) |
| 9. Social Studies | (0%- 6%) |
| 10. Other | (0%- 5%) |
| 11. Science | (0%- 5%) |
| 12. Vocational/Career Development | (0%- 3%) |

Even with the trend to appropriately balance the curriculum, the Houck study indicated the heavy emphasis on traditional academics while little time was devoted to career and vocational development. Cook (1983) reported that the need for improving career development for individuals with disabilities was substantiated by the President's Committee on Employment of the Handicapped in 1982. Cook also reported at that time, although 350,000 students graduated from special education programs, only 50,000 to 60,000 were served through vocational rehabilitation. The participation of students with disabilities in vocational education was 2.5%, while 9.5% of the population was served by special education.

Youth with disabilities face an uncertain future when they leave the nation's public schools. In a 1983 study,

Kokaska reported that unemployment and nonparticipation in the labor force were reported to be higher for people with disabilities than for people without disabilities - and that was during the "good times". Qualification for employment is an implied promise of American education, but Kokaska cited reports from the U.S. Commission on Civil Rights and the U.S. Bureau of the Census that between 50 and 80 percent of working age adults who reported disabilities in 1982 were jobless.

Curriculum in Conventional Secondary Schools

Wiederholt and McEntire (1980) reported that since 1972, seven prestigious educational commissions, government agencies and foundations have published reports casting doubt on the ability of conventional secondary schools to meet the needs of sufficient numbers of today's youth. Wiederholt believes career education with its goal of developing functionally competent adults, is a viable alternative to the traditional secondary level curriculum.

Clark (1980) reported that educational salvation from the dilemma of what to emphasize in the regular education curricula and special education curricula appears to be developing within the concept of career education, which blends academic and life-relevant information into a meaningful combination. Educators now have the benefit of research studies of secondary-school programming and know their shortcomings, many of which must be avoided when structuring career designs for students with learning disabilities. Brolin (1978) and Hansen (1977) contended that career education is a means of changing the curriculum, improving the schools, and improving the lives of students who, as a consequence may more meaningfully relate themselves to the world.

Career education includes the basic subjects of the curriculum such as reading, writing, and arithmetic as well as affective variables such as attitudes, self-concept, and social values which are essential characteristics of a good employee (Kendall, 1981). Also incorporated into the concept

are a person's feelings about the career-choice process, orientation toward work, decision-making, and conception of the career choice process. With the emergence of an emphasis on career education, new educational programs are also emerging, however, they are in the primal stage (Haight, 1985).

Zigmond (1990) pointed out that the needs of secondary students with learning disabilities had finally been addressed by schools. For the adolescent with significant deficiencies in basic academic skills, the need for effective, direct service is acute. We must also remember that teenagers with learning problems who are moving rapidly to adulthood require guidance and preparatory career opportunities. Many of these adolescents will not pursue academic training beyond high school and, consequently, it is extremely important to use their remaining years of high school in a way that is practical and realistic while helping them achieve the highest possible level of academic success.

Zigmond's investigations of adolescents with learning disabilities indicated that four components appeared to be essential to more effective secondary school programming. First, students should receive intensive instruction in mathematics and reading. Second, direct instruction in "survival skills" should be provided. Next, students should successfully complete the courses required for high school graduation. Lastly, the program should include explicit planning for life after high school.

A career education program that emphasizes transition skills attempts to meet this need. Zigmond also pointed out that it is possible that the need for secondary-school learning disabilities programs would be sharply reduced if middle and high schools adopted a more student-oriented approach; if middle and high school programs were highly flexible offering ample opportunities for student participation in planning; if mainstream secondary schools offered a broad curriculum, including extra-instructional programs and community experience; if considerable attention were paid to help-

ing students develop and appraise values and apply them in life situations; and, if orientation to careers were considered an appropriate function of the mainstream secondary school.

Some students require only minor adaptations in the regular vocational curriculum, while others need individualized programs and additional work experiences. Unfortunately, so little research has been generated there is little practical guidance available to special and vocational educators on how to organize and implement a secondary level program which includes transition that would eventually lead to employment. Some research focuses on developing the component of a secondary model which emphasizes those skills needed for locating, securing, and maintaining employment (Brody-Hasazi, et al., 1983).

In a nationwide survey conducted among special education administrators in local education agencies (LEAs) to determine the availability of vocational programs and transition-oriented services for students with disabilities, Fairweather (1989) found that most LEAs offer some vocational programs. Fairweather also found that transition-oriented services are not as frequently available, particularly in smaller LEAs.

Zetlin & Hosseini (1989) conducted a one-year observation of six young adults with mild disabilities following their graduation from high school. They found that individuals with mild disabilities were transitioned into the community without further guidance or support services. In contrast, the researchers found that individuals with more severe disabilities, upon leaving school, have a number of services to choose from which support and encourage continued development. These results indicate that individuals who have a higher potential to become contributing members of the community, have fewer options available to them. In addition to the skills cited by Brody-Hasazi, et al. (1983), Kokaska & Brolin (1985) provided a clear reminder to educators that generic transition skills exist which are essential to living

and working independently, such as functional reading and computational skills, personal management, and social skills. Kokaska also pointed out that it is important to remember, however, that all related skills necessary for successful community living are essential and should be taught concurrently with vocational skills.

The effort to assist students with disabilities in the transition from an educational to an employment setting will take planning and cooperation on the part of many individuals. It is often a difficult task to coordinate activities with the numerous representatives who must be involved, particularly if traditional boundaries need to be crossed (West, 1984). West cited the National Commission on Secondary Vocational Education (1984) to target the specific skills the students must learn. In examining the role and function of secondary vocational education, the Commission emphasized five areas that vocational education should seek to develop in individual students:

1. Personal skills and attitudes.
2. Communication and computational skills.
3. Employability skills.
4. Broad and specific occupational skills.
5. Foundations for career planning and lifelong earning.

These areas closely relate to the outcomes specified by the Office of Special Education and Rehabilitation Services (OSERS) Transition Model (Will, 1983).

The strong interest in career education and its implications for successful transition can be seen today in the many state-wide efforts to develop quality transition programs and supported employment opportunities. In 1986, the state of Oregon initiated its first program. The Mental Health Division along with the Vocational Rehabilitation Division and the Oregon Department of Education were awarded a grant from the Office of Special Education and Rehabilitation (OSERS) to create the Supported Employment Initiative. The program was

to focus on developing employment opportunities and job training for youth with disabilities who were preparing to exit the high school program. A second focus was to provide employment opportunities and job training for adults with disabilities who were unemployed and lacked vocational training.

The basic values to which adolescents ascribe also need to be considered in developing educational and transition programs. Havighurst (1972) reported that it was widely recognized that establishing a personal value system was a fundamental task, especially during early adolescent years. Although little research existed on value formation among adolescents with disabilities, Arnold (1984) contended that the research which has been conducted revealed that adolescents with and without disabilities ranked quality education, freedom, family security, and true friendship among their top five values. These findings raised concern that the importance of becoming independent and the opportunity to make wise choices should not be underestimated by educators, parents, and members of the community.

The Transition Process

In a guide for developing transition processes, McCarthy, Everson, Inge, and Barcus (1985) described the steps that members of the local community must take in implementing a transition process for youth with disabilities. The Oregon Department of Education supported a similar process in the Secondary Special Education and Transition Teams Procedural Manual (Halpern & Nelson, 1988). The first step is to form a community core transition team. From the time the Supportive Employment Initiative was created in 1986 to the present, there has been a statewide effort in Oregon to develop Community Core Transition Teams. The Oregon Department of Education provides funds and technical assistance to communities to establish teams that address needs and priorities at the local level. The primary focus of the teams is to discover and implement new and better ways of providing secondary special education and transition services. These services are designed to help students function

effectively as adults in their communities.

Generally, this responsibility is assumed by the Local Education Agency (LEA). The primary function of the community transition team is to develop the foundation of services and service options from which each individual student's transition team can build a transition plan. Team members typically include professionals representing special education, vocational rehabilitation, vocational education, developmental disabilities, mental health, social services, medical services, local businesses and parents.

Tasks of the Community Transition Team Needs Assessment

The initial task of the core team is to conduct a needs assessment of the local community to determine existing services that are available to youth. These would include such options as preemployment training, supported employment, housing, transportation, medical treatment, and other adult service options that are available to individuals with disabilities.

Procedural Decisions

The transition team must then decide how to facilitate change in the system. The team could identify a target group of youth, either by disability or by age in order to field test the process.

The next major decision facing the team is the planning of the Individual Transition Plan (ITP). This plan includes goals relating to all aspects of work and may include job skills, transportation, utilizing community agencies, preparing for independent or semi-independent living, and handling a paycheck. The ITP may be an addendum to the Individualized Education Plan (IEP), or a separate plan independent of the IEP.

Individualizing the Transition Process

The professionals involved with the individual student can now individualize the process for the student. The team may consider such characteristics as the student's unique

strengths, disabilities, familial and educational experiences, environment, parental expectations, and vocational preparedness in order to prepare transition goals for the student.

The following section describes the typical steps in this process to ensure that transition is successful.

1. When the student reaches the age 16, the case manager (usually the student's teacher) should convene the transition team. As stated earlier, the transition team should consist of professionals involved with the student.

2. The initial transition meeting can be part of the IEP meeting. At this time the Individualized Transition Plan (ITP) can be developed. Typically the ITP outlines the goals for the remainder of the student's school years, and the responsibilities of each of the participating professionals during that time. As stated earlier, these goals will relate to all aspects of work and may include job skills, how to utilize community and social service agencies, preparing for independent or semi-independent living, handling money, transportation, and leisure and recreation.

3. Implementation of the transition plan will provide the actual programming that will lead to specific training of the student in the identified areas. Again, the teacher is usually the case manager and will access resources for the student through the other team members. This plan should be reviewed and updated at least annually. As the student progresses through the plan year by year, different team members may become involved at different stages.

4. Prior to the student leaving high school, the transition team members should meet to plan the steps in placing the student on a job. During the period of job training, the case manager should identify the student's job strengths, weaknesses, and interests. This information can then be supplemented by information gathered through rehabilitation assessment to target a specific job for the student upon leaving high school.

5. Once students leave the high school program, their

postsecondary programs should be monitored. Usually a representative from Vocational Rehabilitation will provide this support to the student.

Contemporary Studies in Oregon

As a result of the research documenting continued high rates of unemployment, a statewide study conducted by Halpern & Benz (1984) examined a full array of secondary special education programs in Oregon from the perspective of administrators, teachers, and parents. The purpose of the study was to determine the extent and nature of special education services to high school students. Questionnaires were generated to assess the current status of and identify gaps in program offerings including the vocational education/work experience content area and program areas in greatest need of improvement. The questionnaire items dealing with vocational education and work experience opportunities for students with mild disabilities generated more comments from administrators, teachers, and parents than almost any other area.

The results of these responses were presented in three areas: (a) current vocational opportunities, (b) coordination of opportunities, and (c) areas in greatest need of improvement.

Current Vocational Opportunities

When compared with other parts of the curriculum, vocational preparation was clearly identified as the weakest area: 50% of the teachers and 40% of the parents identified this area as definitely in need of improvement. The study also revealed that there is greater than a 50% difference between the availability and utilization of vocational preparation programs.

Coordination of Vocational Opportunities

Administrators and teachers indicated that vocational instruction was provided most frequently by both vocational and special education teachers. Determining appropriate placement and instructional goals and modifying entry-level skills or materials for instruction were cooperative activi-

ties engaged in by vocational and special education teachers. Nearly one quarter (22%) of the special education teachers could not respond because they were not involved in their students' vocational education programs. Several teachers also commented that the quality and frequency of the cooperation was not sufficient to meet students' needs. When asked to indicate the person(s) most responsible for coordinating the vocational activities of students with disabilities, both groups indicated that the special education teachers most frequently assumed that responsibility, followed by the work experience coordinators. There was a major difference in the percentage of administrators (60%) who reported the special education teacher as the person responsible and the percentage of special education teachers (29%) who reported this to be so. Teachers reported more frequent use of teams than did administrators, and 19% of the teachers responding to this question reported that no one was responsible for the coordination.

Areas in Greatest Need of Improvement

When teachers were asked to identify the three most important changes that would be needed to improve vocational opportunities for their students, almost half (47%) of the responding teachers indicated that vocational opportunities for their students would improve if a clearly identified staff person were to assume the responsibility for coordination. Forty percent of the teachers reported needing more appropriate curricula, and almost one-third of the teachers reported needing better facilities and equipment and more support from both the administration and the vocational education department of their school.

Based upon the findings of this study, the researchers made the following recommendations in four areas as needing improvement in future program and policy development efforts:

1. Increase the availability of appropriate vocational opportunities. The availability of appropriate opportunities is essential to meet the federal and state mandate for an

appropriate public education. The discrepancy between availability and utilization of services as well as the level of dissatisfaction regarding vocational preparation suggested that availability of appropriate vocational opportunities continues to be a major deficiency for the schools in this study.

2. Examine prerequisites to participation in vocational education. This study pointed out that availability of services did not necessarily mean utilization of those services. Only two-thirds of the responding teachers reported that their students enrolled in vocational classes and less than half reported that their students participated in work experience programs.

3. Assign responsibility for coordinating vocational opportunities. The need to have someone designated to assume the responsibility for coordination of the vocational programs was identified most frequently by teachers as necessary for improving vocational opportunities for their students. The discrepancy between administrators and teachers regarding this responsibility reflects the uncertainty and confusion regarding this role in Oregon's high school programs.

4. Increase collaboration among special and vocational educators. Vocational instruction is usually provided by both special educators and vocational educators and therefore the quality is affected by the nature and quality of the interaction between the responsible professionals.

The results of this study added an important perspective to the results of the research cited previously. Previous studies focused on the curriculum modifications that needed to be implemented to prepare youth with disabilities for transition, whereas Halpern & Benz (1984) pointed out that students were not participating in opportunities that were available, that the responsibility for coordination of the transition process was unclear, and lastly, that professionals must collaborate in order to maximize the resources that are available to youth.

A related study conducted by Edgar, Maddox, & Wysocki (1985) examined state-wide transition practices in Oregon in order to improve procedures. The study focused on the "hand-off" between agencies of students with moderate to severe disabilities. The purpose of the study was to isolate the major barriers in transition and to recommend strategies for improving local and state procedures that would facilitate the "hand-off" of students from one agency to another.

State level education staff, Department of Human Resources staff, regional staff, local school district staff, postschool service providers, university staff, parents, and consumers and advocates participated in the study.

The concerns expressed by the subjects participating in the Edgar study clustered into four major categories: (a) changing the school program, (b) changing community-based programs, (c) developing formal and systematic contacts between the various agencies, and (d) assisting parents with transition issues.

Participants indicated that programs for students with disabilities needed to be carefully reviewed with the intent of the programs as the focus. They indicated that several questions needed to be considered: "What are the desired outcomes of the programs?" "How well are the individuals doing who have exited the programs?" "Are the skills taught in the programs those needed by individuals in the community?" "Is there a relationship between treatment procedures in the public schools and the procedures used in post-school programs?" "What can the schools do to better prepare students for post school programs?" "Why do students with disabilities drop out of the school programs?"

Participants also indicated that post-school opportunities for persons with disabilities were not adequate. There were not enough openings and varied opportunities to meet the needs of students with disabilities who were leaving the school system. Work opportunities were limited, vocational training programs were not available in sufficient number,

some of the post-school programs were not prepared for the level of student exiting the school program, alternative residential programs were too few in number, and the communities were lacking in social and leisure opportunities. The results of this study also pointed out that all of these problems were compounded by the fact that no one agency was responsible for providing all the services.

Participants agreed that effective formal and systematic contacts between various agencies had been developed and maintained by individuals at local levels. Unfortunately, the processes were individual specific rather than system specific, and if or when these individuals left the system, the procedures would cease to be used.

Lastly, participants indicated that parents of children with disabilities were usually the individuals that maintained long-term contact with their children. They were the persons most responsible for assuring that their children would receive the most appropriate services. But, in order to better fulfill this role, they needed support and assistance from "the system." Edgar et al. pointed out that the support can take many roles but the idea of developing educational and support programs to assist parents in being case managers for their children appeared to be promising. Schools and other agencies must share the responsibility for this support.

Based on the results of this study, the researchers made the following recommendations:

1. Conduct a systematic statewide review of secondary curriculum as to the intent and content.
2. Develop and implement a procedure for conducting follow-up studies of special education students who exit the public schools.
3. Develop an ongoing working committee of representatives of education, vocational rehabilitation, MH/MRDD, and childrens' services and adult services at the state level. This committee should be responsible for transition activi-

ties as well as establishing additional post secondary options for the disabled as they leave the public schools to enter the community.

4. Explore multiple methods to increase the quantity and quality of opportunities in community-based programs.

5. Set aside funds for recent special education graduates which could be used to develop innovative programs for these graduates.

6. Clarify HB 2021 (Early Intervention) procedures that would apply to the population with mild disabilities.

7. Develop mirror 2021 procedures for the population with mild disabilities.

8. Develop a statewide education policy for Individualized Transition Plans (ITP) for all special education students exiting the public schools. In this case the schools would accept the responsibility for placing (handing off) each special education student in the appropriate community setting. The school, parents, student, and other appropriate agency staff would cooperatively develop this written plan. This activity would drive the entire transition process.

9. Sponsor a series of regional conferences devoted to transition issues.

10. Develop regional parent training workshops for parents of young children and secondary aged students with disabilities. The workshops should focus on the parents as case managers for their children, early childhood transition procedures, secondary IEP options, parent involvement in the ITP, and parent involvement in the transition from public schools to the community.

11. Develop a statewide interagency committee to assume responsibility for leading the regional and local agencies in facilitating these transition activities.

All of the recommendations that were suggested by the Halpern study have been initiated by the Oregon Department of Education.

In addition to the problems identified by the Halpern study, key problems and issues in Oregon's secondary education programs have been identified by Edgar et al., (1985) and Halpern & Benz, (1984). The recommendations made in these studies are being addressed in an overall plan to improve secondary special education programs in Oregon schools. Five working groups representing the schools and service agencies were established to conduct extensive research and planning to develop a model that responds to the identified needs. The purposes of the plan were to prepare students to meet societal demands and to provide an interagency support system. As a result of this planning, a framework has been designed to provide direction in developing an education and transition model for the state of Oregon (Bullis, 1986). The model was developed during a 1986 summer training institute.

The working plans generated from these planning efforts addressed five subject areas: Curriculum, Coordination, Documentation, Transition, and Certification/Training; and a working group was established to study each area. The project was guided by the following key philosophical assumptions:

1. All youth with disabilities were included in the project.
2. Transition programs were practical and functional in nature.
3. Program models reflected the multidimensional nature of the entire service structure.
4. The model programs made use of existing intervention materials.
5. The model programs sought to embody the concept of social integration.

The training document consisted of Process, Content, and Planning components. This manual was utilized by the members of five teams during the institute, and in structuring a transition program for their communities for the 1986-1987 school year. It has been updated and is used by the Oregon

Department of Education to train individuals who are in the process of forming a Community Transition Team. At least one team has been formed in each county in Oregon. There are currently 40 teams operating state-wide.

In the Process component of the manual, information on needs assessment materials and techniques was offered. This component delineated the strengths and weaknesses of the transition services in each community.

The Content component of the manual presented general information in the areas of Curriculum, Coordination, Transition, and Documentation / Certification. Basically, what was called for in this component was a definition of the secondary special education and transition process that translated into a working model of preparation and training for secondary youth with handicaps. Brolin (1978, 1983) indicated that there was general agreement that three Curriculum domains related to preparing students to enter the community successfully. These domains included vocational preparation, daily living skills, and social and leisure skills and were used as a starting point to define transition and organize curriculum on a statewide basis.

The activities related to Coordination focused on the identification of key variables of model cooperative programs both within the school system and between the school and appropriate community agencies. A critical component of this work was to keep the unique needs of the students in mind when defining exemplary cooperative programs. Thus, coordination between special education and vocational and occupational education, academic preparation services, and community services was necessary. In coordinating these services, the teams kept in mind that some type of training would have to be afforded to the bulk of vocational educators to provide them with the necessary knowledge and skills to work effectively with students with disabilities. Given the general agreement that academic preparation for these students must be functional in nature, the teams adhered to this basic phi-

losophy in developing and identifying exemplary academic programs. The research identified the lack of cooperative programs between schools and community-based agencies as a common problem Edgar, et al. (1985). Keeping this in mind, the members of the Summer Institute addressed cooperative models between the schools and the Division of Vocational Rehabilitation (DVR). The reasons for this focus related to limitations in space and the fact that DVR was the most established and historically effective agency for working with students who have disabilities.

Activities related to Transition focused on analyzing programs that existed within the state of Oregon as of 1985, as well as in other states, to identify important distinguishing characteristics. Two key elements were apparent. First, the programs were practically based; emphasizing either vocational preparation and placement or the development of independent living placements. Second, the programs involved a great deal of actual community-based training. These programs primarily focused on vocational and independent living skills leaving the third content domain, social and leisure skills relatively unaddressed. Therefore, programs from other states were analyzed and included in the training manual.

The key issue resolved in Documentation related to how to structure the documentation tool (Individualized Transition Plan, or ITP) so that it was effective, comprehensive, and required a minimum of staff time.

In the Planning component, participants from each community developed work plans that would guide the construction of individualized transition programs for their local school districts. A statement of objectives and timelines was included. The plans were based on each community's needs and existing service structure, and the information and materials presented to the participants. The plans were then taken back to the community by the teams to be used in structuring their work during the school year.

Certification/training was not covered in the Institute.

It is evident by the results presented by the Edgar and Halpern studies that many secondary education curriculum concerns emphasized transition issues. Some of those concerns also focused on teacher preparation and training. The Certification and Training Working Group is supporting this study to research one of the questions that was presented by the Halpern & Benz study. The study addressed two questions. First, is there a relationship between initial certification and the type of transition skills training received by secondary teachers; and second, is there a relationship between initial certification and type of training and teachers' self-perceived needs for further training?

CHAPTER III

RESEARCH PROCEDURES

Studies that link program characteristics to the actual adult adjustment of the graduates are needed. Further research to determine the factors that inhibit the use of currently existing programs is also necessary. Studies that relate current school programs and adult outcomes need to be conducted (Neel, Meadows, Levine & Edgar 1988, p. 215).

In a review of the findings of four national studies of personnel preparation in special education, McLaughlin, Vladivieso, Spence & Fuller, (1988) pointed out that issues surrounding teacher competency were a major focus of state department representatives concerned with the employment of new personnel in special education. Concerns noted by the researchers included (a) implementing aspects of P.L. 94-142 such as developing Individualized Education Plans (IEPs), (b) participating in multidisciplinary team meetings, and (c) understanding due process. In addition, participants in the study noted that consultation skills were becoming a priority, specifically collaboration with regular educators. State education agency participants in the research indicated that new teachers did not have the full range of skills necessary to instruct the different types of students found in special education classrooms.

Measuring Transition Skills Competencies

In looking at personnel needs to provide appropriate special education services to youth with disabilities, Smith-Davis, Burke, & Noel (1984) concluded that the preparation of teachers remains one of the major priorities for educational policymakers. Issues regarding the quality of education in

the early 1980's were fueled by the projected teacher shortages that were to be experienced in the coming decade.

Pugach & Sapon-Shevin (1987) believed that special education issues, including those of personnel training have largely been ignored in reports and policy proposals concerned with education reform in the 1980s .

Unfortunately, researchers such as Brody-Hasazi et al. (1983) found that relatively little research had been generated which provided practical guidance for special and vocational educators on how to organize and implement a secondary level program which will lead to employment. Wehman (1990) cited the data collected by Edgar (1987). Wehman pointed out that the Edgar articles were excellent because they forced educators to think critically about the progress, or lack of progress that has been made to date.

Aune (1991) investigated a transition model for post-secondary bound students with learning disabilities. She concluded that secondary programs have not been able to close the gap in meeting the transition needs of students with learning disabilities. Aune's investigations also conclude that in spite of the national emphasis on transition issues, high school transition programs are not the norm.

Because of the limited research in the field, a list of transition skill competencies had to be compiled to develop the assessment instrument for this study. The list of transition skills competencies was necessary to determine if there were significant differences in the preparation of teachers to implement transition skills training.

Preparation of the Questionnaire

The instrument used in this study was a survey-type questionnaire designed for mailing. The questionnaire contained fourteen (14) transition skills competencies in combination with two scales, (1) a four-item nominal scale relating to where the respondents received the major part of their training in the fourteen transition competencies, and (2) a five-point Likert scale which enabled the respondents to rate

their need for further training in each of the fourteen transition competencies.

The preliminary list of transition skills competency statements was developed by reviewing the related literature on transition skills for young adults (Brolin, 1978 & 1983; Deschler, 1978 & 1979; Clark, 1980; Cook, 1983; Wehman, 1984; Will, 1983). Next, several studies which described competency needs of high school special education teachers (Deschler, Lowry & Alley 1979; Greenan & Larkin, 1982; Haight, 1985; Halpern & Benz, 1984; Havighurst, 1972; Houck & Given, 1981; Kokaska, 1983; Weinsenstein, 1986; West 1984) were reviewed. Finally, by examining administrators' and educators' needs as reported by Edgar et al. (1985) and Halpern & Benz (1984), the preliminary list of transition skills competencies was completed.

In addition to many generic transition skills essential to living and working independently such as functional reading and math skills and personal management and social skills, there was increased emphasis on skills needed for locating, securing, and maintaining employment (Brody-Hasazi, et al. (1983).

In order to comply with the recent changes in federal legislation for providing appropriate educational programs for students with disabilities, today's special education teacher will not only be challenged, but expected to include individualized programs that address these added components. This emphasis indicated that the relevancy of these components supported their inclusion in the list of competencies addressed in this study.

A compilation of the competencies for transition specialists identified by 13 programs was prepared by Baker & Geiger (1988). As shown in Table A-1, content clusters of the identified competencies showed the similarities identified by the 13 programs. The identified competency clusters represented the competencies that were addressed in the constructs of this questionnaire.

A clear description of the curriculum areas and competencies of a current model transition program used in Oregon (Life-Centered Skills Curriculum, Brolin, 1978) was provided in Table A-2. Because this program was nationally recognized and was used in Oregon, identified skill areas for which the teacher must be competent were chosen for this study.

Design of the Study

The construction of the survey questionnaire was validated through the Delphi Technique, as described in the Encyclopedia of Educational Research (1982). The Delphi Panel was composed of three college professors who have experience in the development of transition curricula, two public school special education administrators with experience in developing and implementing transition programs, one public school vocational education coordinator, one representative from the Oregon Association for Children with Learning Disabilities, one representative from the State Advisory Council for Career and Vocational Education, and two representatives from the Oregon Department of Education, Division of Special Education (See Appendix B). Each expert panel member was then asked to review the questionnaire, to list any recommendations or suggestions needed for revision, and to comment on any ambiguity and redundancy apparent in the selected items.

After the Delphi Panel had evaluated the questionnaire, suggestions and recommendations were compiled and reviewed. Then, the instrument was returned for final approval to the panel members in order to rate and evaluate the instrument and recommend revisions if necessary. The final product was then used as the questionnaire which was field tested by a selected group of secondary special education teachers to identify any statements which were not clear or were difficult to understand. The results of the field test were presented to the Delphi panel and the instrument was then finalized for mailing (See Appendix C).

The Study Components

Subjects Included

The subjects to be investigated were selected using the following criteria:

1. Teachers were chosen from all school districts in the state of Oregon.
2. Teachers were identified in 3-year and 4-year high schools using the Oregon Department of Education Public School Directory.
3. Teachers were identified as having the Basic or Standard Handicapped Learner Endorsement or the Extreme Learning Problems Endorsement.
4. Teachers were identified by initial certification which includes Elementary, Secondary, and K - 12 certification.
5. Teachers holding Basic and Standard Severely Handicapped Learner Endorsements were screened from the sample.

The questionnaire was mailed to a total of 474 teachers who met the criteria.

A total of 181 high school special education teachers with the desired certification responded to the first mailing of the questionnaire. Through a second mailing, 32 additional surveys were collected for a total of 213 respondents, representing 45% of Oregon high school special education teachers holding the desired certification. All questionnaires were returned by December 1, 1988.

Demographic Variable

The subjects were categorized according to type of Initial Certification.

Focus of the Study

The demographic variable reported in this study was initial certification, which referred to elementary certification, secondary certification, or k-12 certification that each respondent held prior to obtaining special education certification.

The questionnaire contained five skills categories containing a total of fourteen (14) transition competencies in combination with two scales, (1) a four-item nominal scale relating to

where the respondents received the major part of their training in the fourteen transition competencies, and (2) a five-point Likert scale which enabled the respondents to rate their need for further training in each of the fourteen transition competencies.

The selection designations for the four-point nominal scale for where the major part of training was received included the following training options:

1. Special Education Certification Coursework
2. On the Job Training (including workshops/seminars, inservice)
3. Review of Literature/Research
4. No Exposure

The selection designations for the second scale, a five-point Likert scale for need for further training include the following selection designations:

1. No Need
2. Minimal Need
3. Some Need
4. Considerable Need
5. Extensive Need

The major focus of this study was to relate the demographic variable to each of the fourteen (14) transition skills competencies. The purpose was to determine if there was significant statistical relationship between the demographic variable and type of transition skills training. A second purpose was to determine if there was a significant statistical relationship between the demographic variable and type of training and perceived need for further training.

Research Questions

Specifically, this research sought to answer the following research questions:

1. Is there a statistically significant relationship between initial certification and transition training to assess and evaluate students' abilities in transition skills?

2. Is there a statistically significant relationship between initial certification and transition training to relate and incorporate transition concepts into existing curriculum?
3. Is there a statistically significant relationship between initial certification and transition training to teach transition skills?
4. Is there a statistically significant relationship between initial certification and transition training in team decision-making skills?
5. Is there a statistically significant relationship between initial certification and teachers' needs for further training to assess and evaluate students' abilities in transition skills?
6. Is there a statistically significant relationship between initial certification and teachers' needs for further training to relate and incorporate transition concepts into existing curriculum?
7. Is there a statistically significant relationship between initial certification and teachers' needs for further training to teach transition skills?
8. Is there a statistically significant relationship between initial certification and teachers' needs for further training in team decision-making skills?

The Chi-Square Test of Independence, Gravetter & Wallnau (1985), was used to examine the relationship between the variables in each of the four research questions for where training was received for each transition skills competency, and secondly, for each of the four research questions for perceived need for further training for each transition skills competency.

As defined by Gravetter & Wallnau, this procedure is designed to determine if there is a relationship between two variables. The data must be nominal and categorical, the sample size adequate, two variables must be considered and each subject must be classified in one category on each variable. Each hypothesis was tested at the .05 level of significance using the

Statistical Package for the Social Sciences (SPSS). Statistical analysis was completed on February 20, 1989.

CHAPTER IV

ANALYSIS OF THE RESULTS

This study was undertaken to investigate the relationship between initial certification and type of transition skills training, and teachers' self-perceived needs for further transition skills training.

This section highlights the results of the study which will be reported within the context of the transition skills competency and the following areas: (a) statistical significance of the relationship between the demographic variable (initial certification) and where the teachers received the major part of their transition skills training; and, (b) statistical significance of the relationship between the demographic variable (initial certification) and the need for further training in each of the fourteen transition skills competencies.

The Chi Square Procedure:

In order to determine if the demographic variables were not related to type of training and need for further training for each of the fourteen transition skills competencies, a Chi Square procedure was applied.

Discussion of Research Question One:

Is there a statistically significant relationship between initial certification and transition training to assess and evaluate students' abilities in transition skills?

Analysis of the data indicated there was no statistically significant relationship between initial certification and type of transition training to assess and evaluate students' abilities in transition skills.

For example, when type of training to assess and evaluate students' academic skills was considered, type of training was not related to initial certification. (Chi Sq.=4.24, P=.6438). It was interesting to note that 77% of the subjects selected the Special Education Coursework category for

their major type of training. (See Figure 1.)

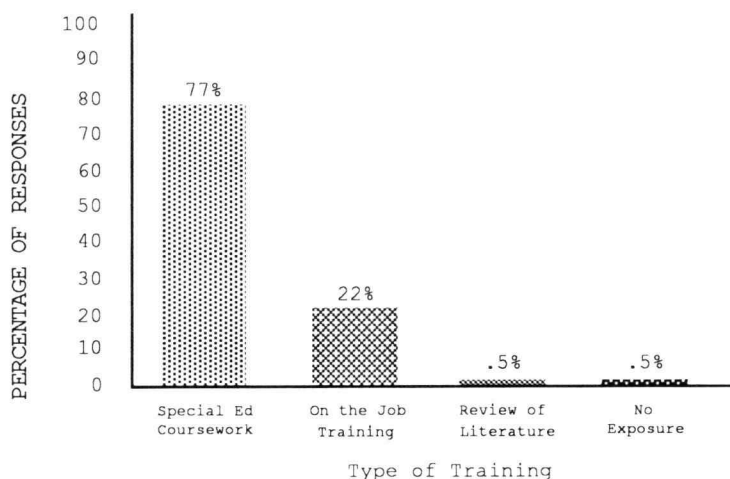


FIGURE 1. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO ASSESS AND EVALUATE ACADEMIC SKILLS.

When type of training to assess and evaluate functional vocational skills was considered, type of training was not related to initial certification. (Chi Sq.= 6.97, P=.3241.)

When type of training to assess and evaluate daily living skills was considered, type of training was not related to initial certification. (Chi Sq.=4.24, P=.6446.) Further analysis indicated that over 62% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to assess and evaluate students' functional vocational skills (see Figure 2), and daily living skills. (See Figure 3.)

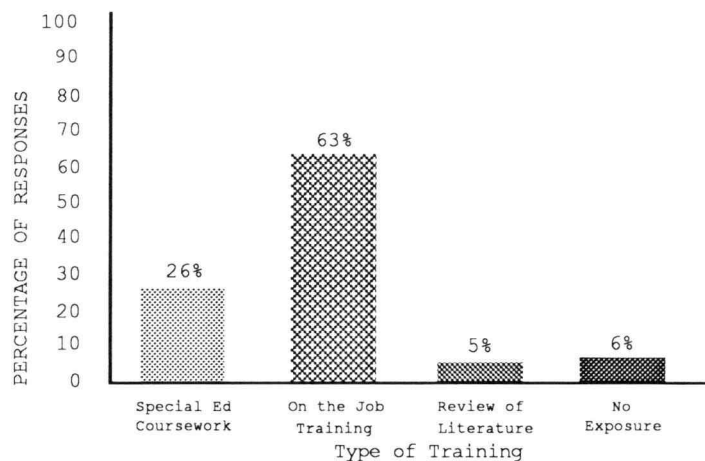


FIGURE 2. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO ASSESS AND EVALUATE FUNCTIONAL VOCATIONAL SKILLS.

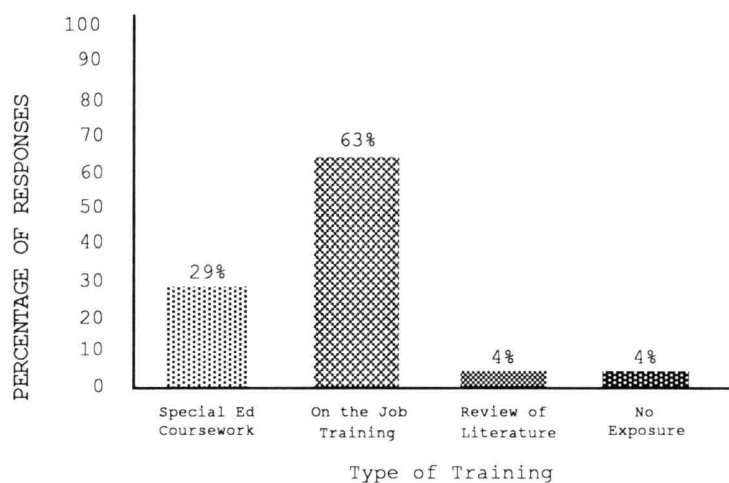


FIGURE 3. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO ASSESS AND EVALUATE DAILY LIVING SKILLS.

When type of training to assess and evaluate personal and social skills was considered, type of training was not related to initial certification. ($\chi^2 = 2.28$, $P = .8924$.) As can be seen in Figure 4, over 50% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to assess and evaluate students' personal and social skills.

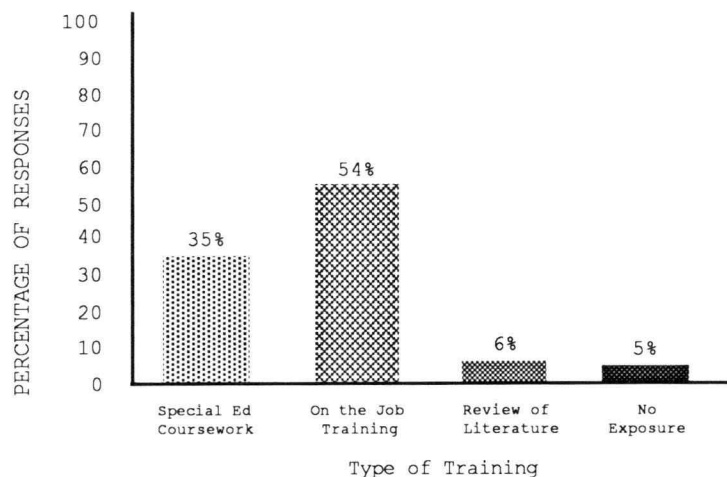


FIGURE 4. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO ASSESS AND EVALUATE PERSONAL AND SOCIAL SKILLS.

Discussion of Research Question Two:

Is there a statistically significant relationship between initial certification and transition training to relate and incorporate transition concepts into existing curriculum?

When analyzing the data provided by the subjects, there was no statistically significant relationship between initial certification and type of training to relate and incorporate transition concepts into existing curriculum.

When type of training to incorporate objectives from existing transition models was considered, type of training was not related to initial certification. (Chi Sq.=3.67, P=.7219.) Of interest was the fact that more than 45% of the subjects selected the No Exposure category. (See Figure 5.)

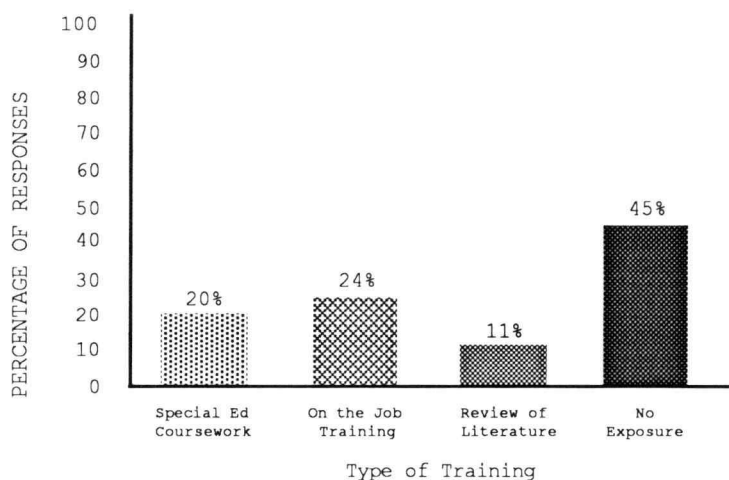


FIGURE 5. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO INCORPORATE OBJECTIVES FROM EXISTING TRANSITION MODELS.

When type of training to incorporate existing high school career and vocational curriculum into students' IEPs was considered, type of training was not related to initial certification. ($\chi^2 = 6.49$, $P = .3707$.) In addition, Figure 6 shows that almost 64% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to incorporate existing high school career and vocational curriculum into the students' IEPs.

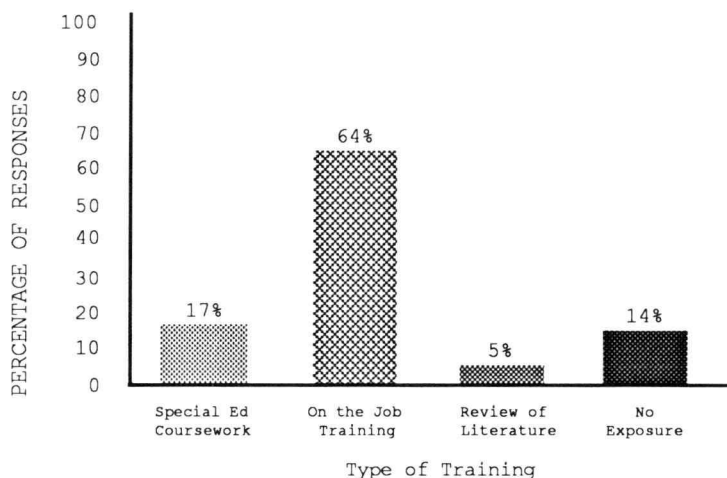


FIGURE 6. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO INCORPORATE EXISTING HIGH SCHOOL CAREER AND VOCATIONAL CURRICULUM INTO STUDENTS' IEPs.

Discussion of Research Question Three:

Is there a statistically significant relationship between initial certification and transition training to teach transition skills?

An analysis of the data indicated that there was no statistically significant relationship between initial certification and transition training to teach transition skills.

When type of training to teach academics was considered, type of training was not related to initial certification. (Chi Sq.=6.63, P=.3567.) Of interest was that more than 49% of all subjects selected the Special Education Coursework category and almost 46% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to teach academics. (See Figure 7).

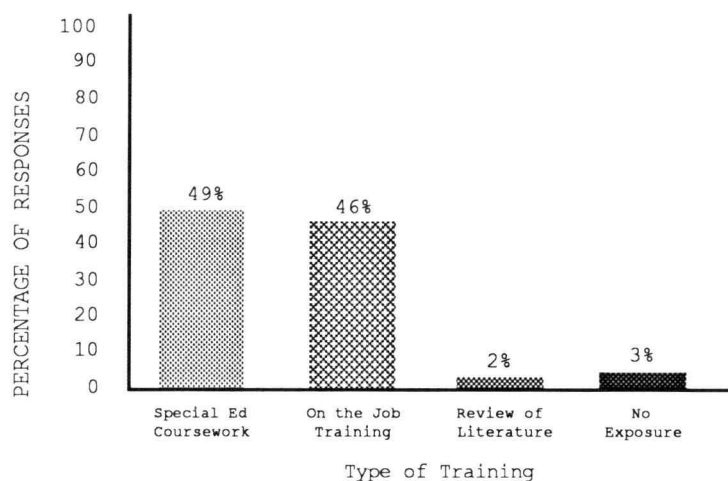


FIGURE 7. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO TEACH ACADEMIC SKILLS.

When type of training to teach functional vocational skills was considered, type of training was not related to initial certification. ($\chi^2=7.38$, $P=.2871$.) As can be seen in Figure 8, the majority of subjects (59%) selected the On-The-Job category to indicate where they received the major part of their training to teach functional vocational skills. Almost 13% of the subjects selected the No Exposure category in this area.

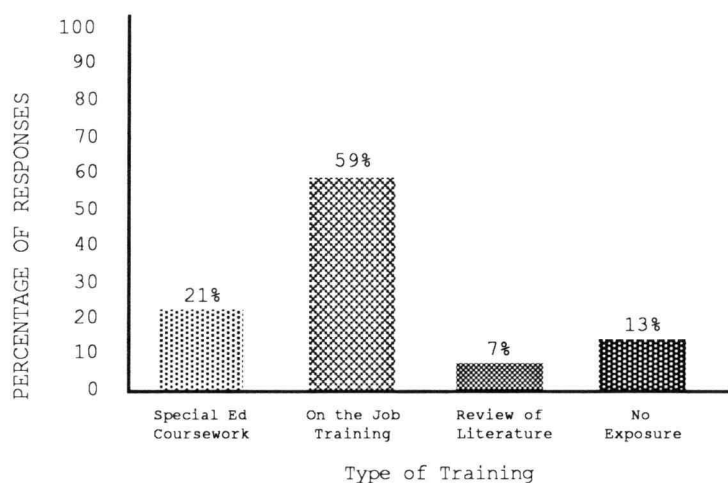


FIGURE 8. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO TEACH FUNCTIONAL VOCATIONAL SKILLS.

When type of training to teach daily living skills was considered, type of training was not related to initial certification. ($\chi^2=9.82$, $P=.1326$.) Almost 64% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to teach daily living skills, while 22% of the subjects selected the Special Education Coursework category. (See Figure 9).

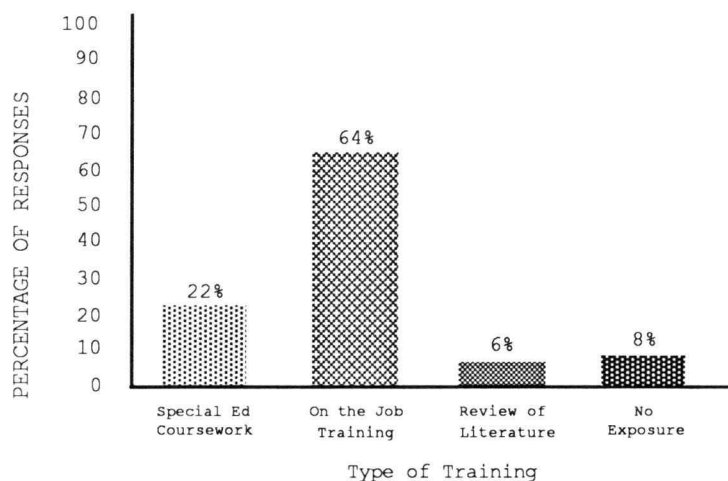


FIGURE 9. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO TEACH DAILY LIVING SKILLS.

When type of training to teach personal and social skills was considered, type of training was not related to initial certification. ($\chi^2 = 2.24$, $P = .8963$.) Figure 10 graphically displays that 60% of the subjects selected the On-The-Job category to indicate where they received the major part of their training to teach personal and social skills.

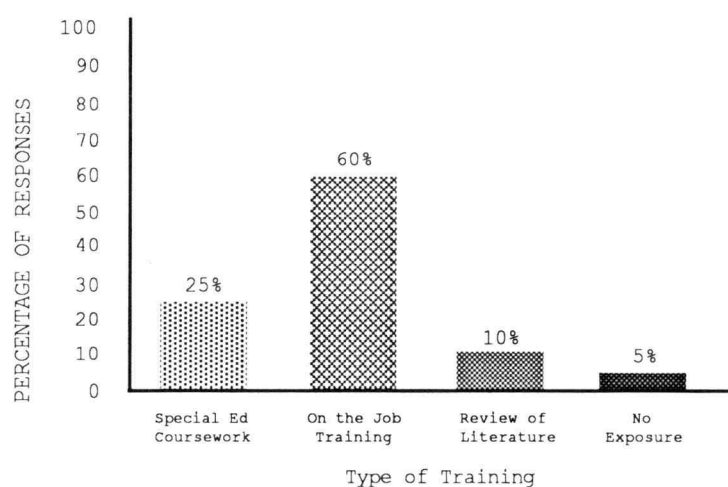


FIGURE 10. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO TEACH PERSONAL AND SOCIAL SKILLS.

Discussion of Research Question Four:

Is there a statistically significant relationship between initial certification and transition training in team decision-making skills?

Analysis of the data confirmed that there was no statistically significant relationship between initial certification and transition training in team decision-making skills.

When type of training to develop IEPs that include transition skills or transition plans was considered, type of training was not related to initial certification. (Chi Sq.=2.33, P=.8874.) The majority of subjects (68%) selected the On-The-Job category to indicate where they received the major part of their training to develop IEPs that included transition skills or individual transition plans. (See Figure 11.) Also of interest was the disclosure that nearly 12% of the subjects selected the No Exposure category for this type of training.

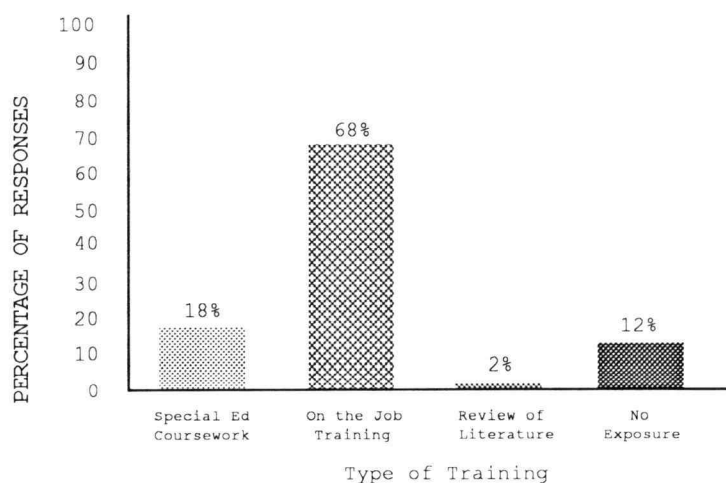


FIGURE 11. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO DEVELOP IEPs THAT INCLUDE TRANSITION SKILLS OR TRANSITION PLANS.

When type of training to develop cooperative agreements with adult service agencies was considered, type of training was not related to initial certification. (Chi Sq.=2.74, P=.8402.) Figure 12 graphically displayed that over 60% of

the subjects selected the On-The-Job category to indicate where they received the major part of their training to develop cooperative agreements with appropriate adult service agencies. Over 20% of the subjects selected the No Exposure category for this type of training.

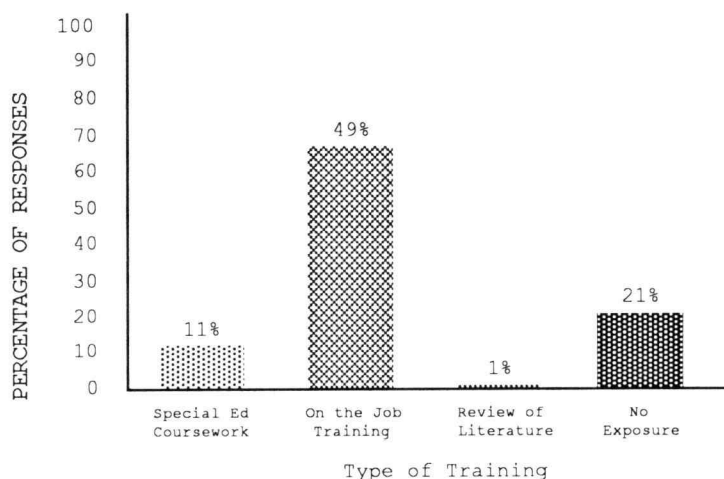


FIGURE 12. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO DEVELOP COOPERATIVE AGREEMENTS WITH ADULT SERVICE AGENCIES.

When type of training to supervise and provide follow-up to students in work experience was considered, type of training was not related to initial certification. ($\chi^2=2.71$, $P=.8447$.) The On-The-Job training category was selected by almost 50% of the subjects to indicate where they received the major part of their training to supervise and provide follow-up services to students with disabilities that were engaged in work experience. Nearly 39% of the subjects selected the No Exposure category to training in this area. Please refer to Figure 13.

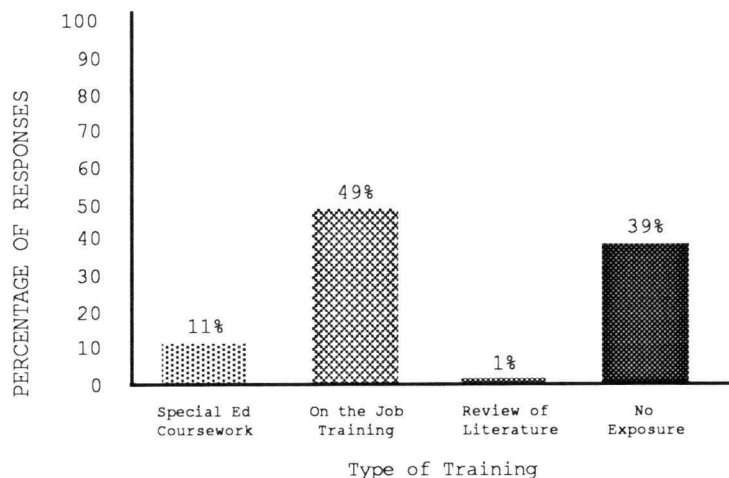


FIGURE 13. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO SUPERVISE AND PROVIDE FOLLOW-UP TO STUDENTS IN WORK EXPERIENCE.

When type of training to participate in district and school needs assessment were considered, type of training was not related to initial certification. (Chi Sq.=6.76, $P=.3437$.) When asked where the major part of their training to participate in district and school needs assessment and evaluation was received, the majority of subjects again selected the On-The-Job category to indicate where the major part of their training was received. (See Figure 14.) Also of interest is the fact that nearly 40% selected the No Exposure category to training in this area.

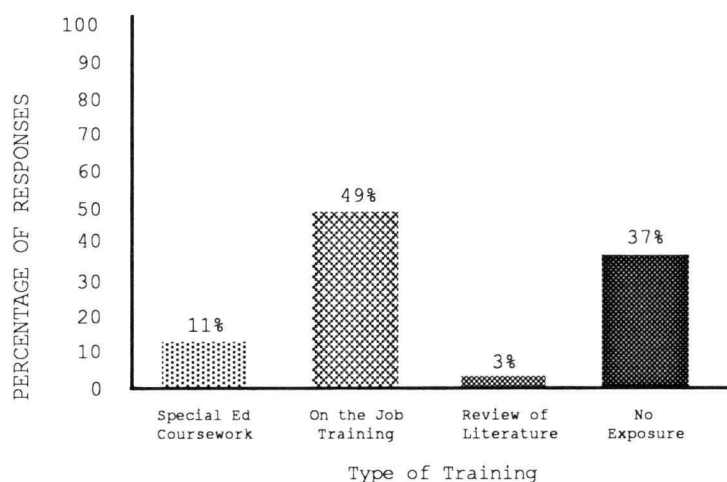


FIGURE 14. PERCENTAGE OF TEACHERS REPORTING TYPE OF TRAINING TO PARTICIPATE IN DISTRICT AND SCHOOL NEEDS ASSESSMENT.

Discussion of Research Question Five:

Is there a statistically significant relationship between initial certification and the need for further training to assess and evaluate students' abilities in transition skills?

Analysis of the data indicated there was no statistically significant relationship between initial certification and teachers' needs for further training to assess and evaluate students' abilities in transition skills.

When needs for further training to assess and evaluate students' academic skills were considered, needs were not related to initial certification. (Chi Sq.=3.83, P=.6993.)

The graphic displays for presenting the results for the second part of the study were changed to line graphs to allow the reader to easily see how the subjects responded to degrees of need.

As presented in Figure 15, nearly three-fourths (73%) of the subjects selected the Minimal Need or Some Need categories for further training to assess and evaluate students' academic skills while nearly one-fourth (23%) selected the No Need category for further training in this area.

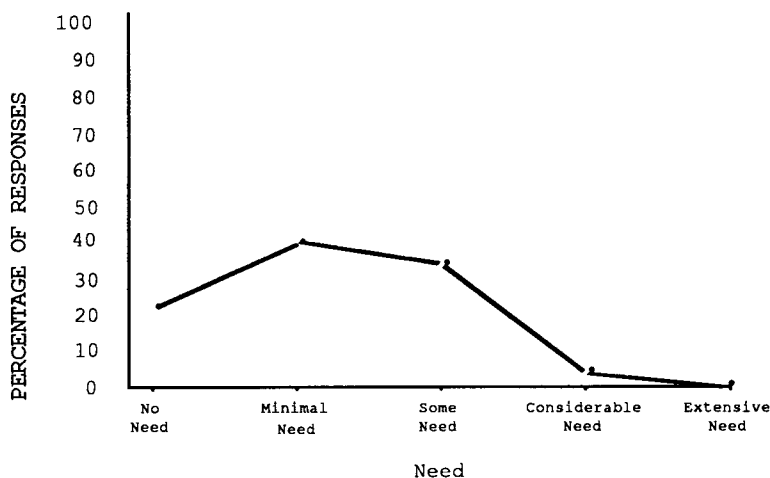


FIGURE 15. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO ASSESS AND EVALUATE STUDENTS' ACADEMIC SKILLS.

When needs for further training to assess and evaluate students' functional vocational skills were considered, needs were not related to initial certification. ($\chi^2=5.86$, $P=.6631$.) As can be seen in Figure 16, a majority of respondents indicated need for further training to assess and evaluate students' functional vocational skills. Over half (67%) of the subjects selected the Some Need, Considerable Need or Extensive Need categories for further training in this area.

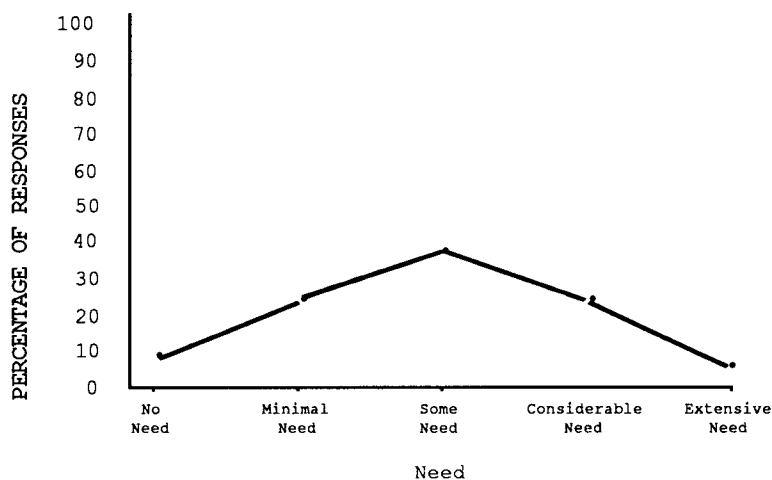


FIGURE 16. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO ASSESS AND EVALUATE STUDENTS' FUNCTIONAL VOCATIONAL SKILLS.

When needs for further training to assess and evaluate students' daily living skills were considered, needs were not related to initial certification. ($\chi^2=11.11$, $P=.1954$.) In looking at the data presented in Figure 17, almost half (50%) of the subjects selected the Some Need or Considerable Need categories for further training to assess and evaluate students' daily living skills.

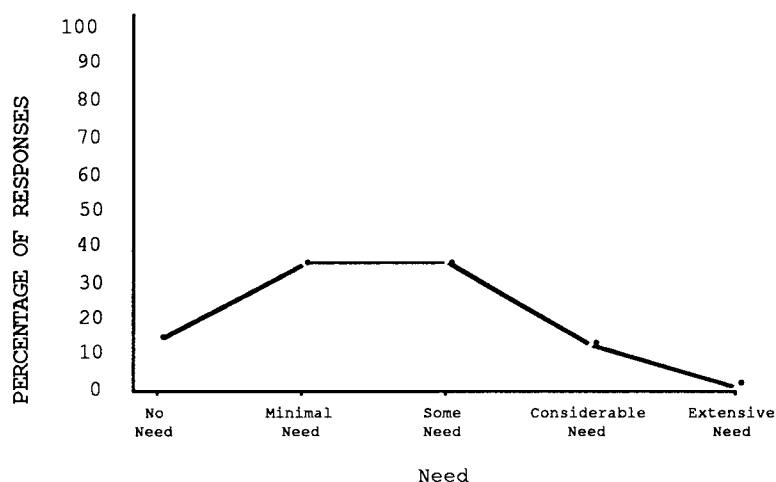


FIGURE 17. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO ASSESS AND EVALUATE STUDENTS' DAILY LIVING SKILLS.

When needs for further training to assess and evaluate students' personal and social skills were considered, needs were not related to initial certification. (Chi Sq.=9.22, $P=.3241$.) When responding to the need for further training to assess and evaluate students' personal and social skills, over half (54%) of the subjects selected the Some Need or Considerable Need categories for further training (See Figure 18).

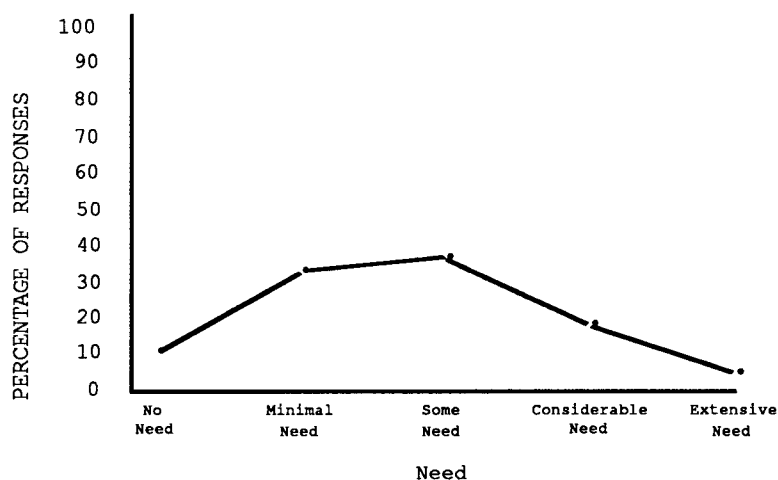


FIGURE 18. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO ASSESS AND EVALUATE STUDENTS' PERSONAL AND SOCIAL SKILLS.

Discussion of Research Question Six:

Is there a statistically significant relationship between initial certification and the need for further training to relate and incorporate transition concepts from existing curriculum?

Analysis of the data indicated there was no statistically significant relationship between initial certification and teachers' needs for further training to incorporate transition concepts from existing curriculum.

When needs for further training to incorporate objectives from existing transition models were considered, needs were not related to initial certification. (Chi Sq.=8.75, $P=.3638$.) As presented in Figure 19, when asked to rate their need for further training to incorporate specific objectives from existing transition models, almost 82% of the subjects selected the Some Need, Considerable Need or Extensive Need categories.

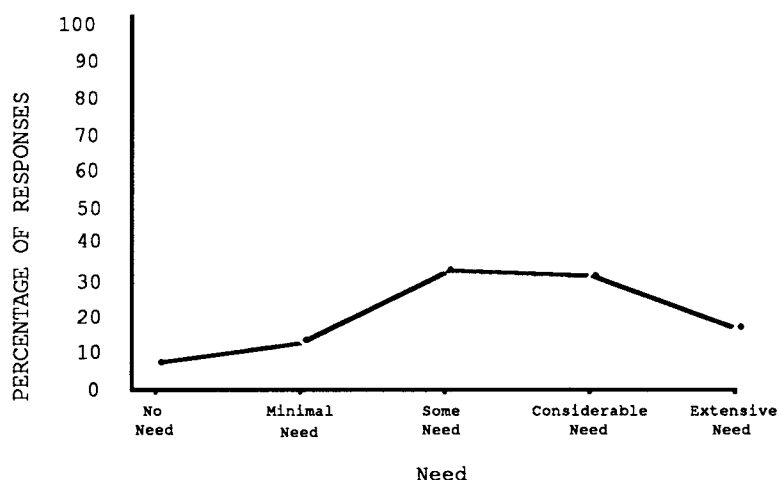


FIGURE 19. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO INCORPORATE OBJECTIVES FROM EXISTING TRANSITION MODELS.

When Needs for further training to incorporate existing high school career and vocational curriculum into students' IEPs were considered, needs were not related to initial certification. ($\chi^2 = 14.84$, $P = .0621$.) However, the relationship between initial certification and needs for further training to relate and incorporate existing high school career and vocational curriculum into the students' IEPs approached statistical significance. Over 60% of the elementary and secondary teachers responded in the Some Need, Considerable Need or Extensive Need categories. In contrast, fifty per cent of the K-12 teachers responded in the No Need or Minimal Need categories. (See Table 2 and Figure 20.)

TABLE 2. CHI SQUARE ANALYSIS OF THE ASSOCIATION BETWEEN INITIAL CERTIFICATION AND NEED FOR FURTHER TRAINING TO INCORPORATE EXISTING HIGH SCHOOL CAREER AND VOCATIONAL CURRICULUM INTO STUDENTS' IEPs.

| | | NEED | | | | | | |
|-----------------------|------------|------|---------|------|--------------|-----------|-------|---------|
| | | NO | MINIMAL | SOME | CONSIDERABLE | EXTENSIVE | ROW | |
| | | NEED | NEED | NEED | NEED | NEED | TOTAL | |
| INITIAL CERTIFICATION | Elementary | 10 | 14 | 24 | 13 | 12 | 73 | Count |
| | | 13.7 | 19.2 | 32.9 | 17.8 | 16.4 | 35.4 | Row% |
| | | 40.0 | 27.5 | 36.9 | 30.2 | 54.5 | | Column% |
| | | 4.9 | 6.8 | 11.7 | 6.3 | 5.8 | | Total% |
| | Secondary | | 23 | 34 | 22 | 4 | 91 | |
| | | 8.8 | 25.3 | 37.4 | 24.2 | 4.4 | 44.2 | |
| | | 32.0 | 45.1 | 52.3 | 51.2 | 18.2 | | |
| | | 3.9 | 11.2 | 16.5 | 10.7 | 1.9 | | |
| | K-12 | 7 | 14 | 7 | 8 | 6 | 42 | |
| | | 16.7 | 33.3 | 16.7 | 19.0 | 14.3 | 20.4 | |
| | | 28.0 | 27.5 | 10.8 | 18.6 | 27.3 | | |
| | | 3.4 | 6.8 | 3.4 | 3.9 | 2.9 | | |
| | | 25 | 51 | 65 | 43 | 22 | 206 | |
| | | 12.1 | 24.8 | 31.6 | 20.9 | 10.7 | 100.0 | |
| Column Total | | | | | | | | |
| Chi Sq. = 14.84938 | | | | | | | | |
| df = 8 | | | | | | | | |
| P = .0621 | | | | | | | | |

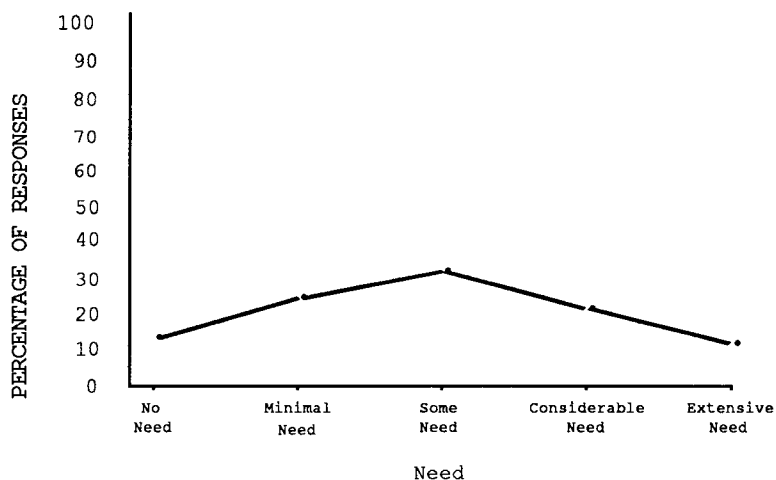


FIGURE 20. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO INCORPORATE EXISTING HIGH SCHOOL AND VOCATIONAL CURRICULUM INTO STUDENTS' IEPs.

Discussion of Research Question Seven:

Is there a statistically significant relationship between initial certification and the need for further training to teach transition skills.

Analysis of the data confirmed that there was no statistically significant relationship between initial certification and the need for further training.

When the needs for further training to teach academics were considered, needs were not related to initial certification. (Chi Sq.=7.80, P=.4531.) In regard to application of academic skills, the data presented in Figure 21 showed that over 60% of the subjects selected the Minimal Need or Some Need categories to indicate their needs for further training in this area. Also of interest was that over 25% of the subjects selected the No Need category.

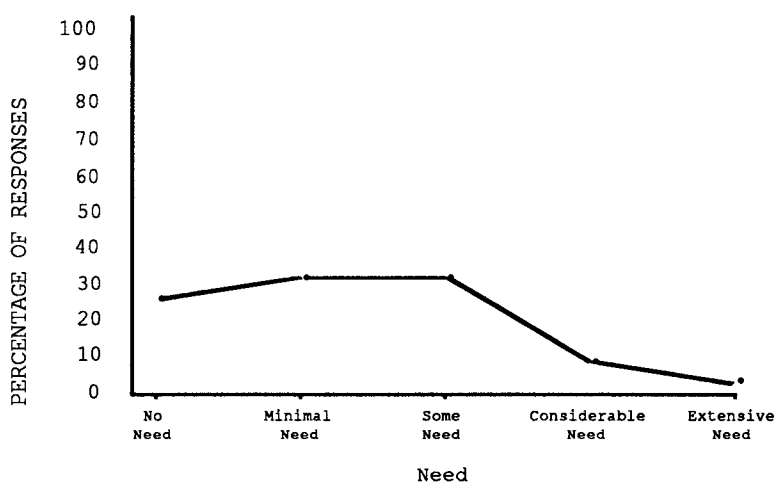


FIGURE 21. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO TEACH ACADEMIC SKILLS.

When needs for further training to teach functional vocational skills were considered, needs were not related to initial certification. (Chi Sq.=10.22, P=.2498.) In regard to teaching functional vocational skills, over half (55%) of the subjects selected the Some Need or Considerable Need categories. (See Figure 22.)

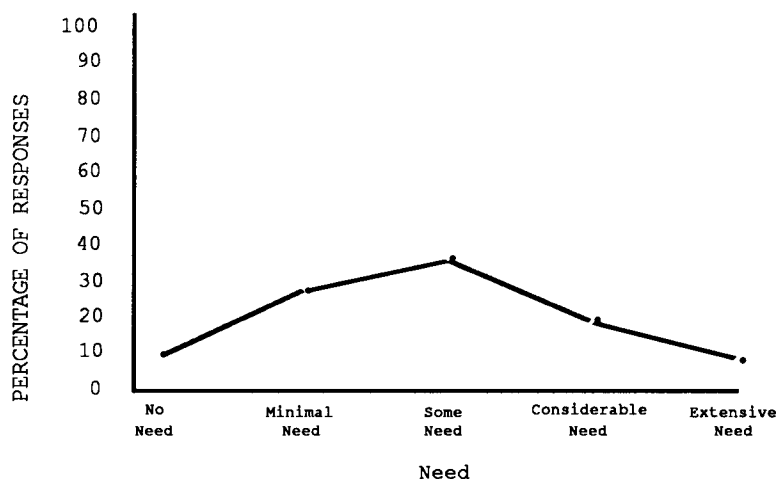


FIGURE 22. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO TEACH FUNCTIONAL VOCATIONAL SKILLS.

When needs for further training to teach daily living skills were considered, needs were not related to initial certification. ($\chi^2=9.95$, $P=.2683$.) In regard to teaching daily living skills, half of the subjects responded in the Some Need or Considerable Need categories. (See Figure 23.)

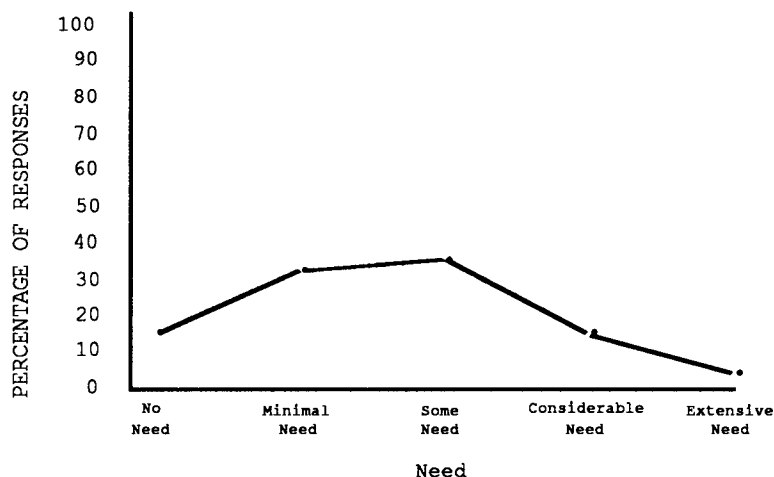


FIGURE 23. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO TEACH DAILY LIVING SKILLS.

When needs for further training to teach personal and social skills were considered, needs were not related to initial certification. ($\chi^2=11.89$, $P=.1562$.) In regard to teaching personal and social skills, over half of the subjects responded in the Some Need or Considerable need categories. (See Figure 24.)

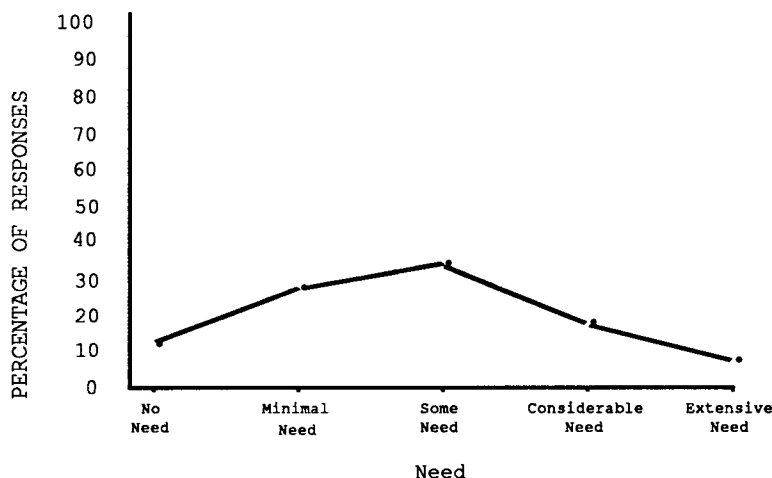


FIGURE 24. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO TEACH PERSONAL AND SOCIAL SKILLS.

Discussion of Research Question Eight:

Is there a statistically significant relationship between initial certification and the need for further training in team decision-making skills.

Analysis of the data provided by the subjects confirmed that there was no statistically significant relationship between initial certification and the need for further training in team decision-making skills.

When needs for further training to develop IEPs that include transition skills were considered, needs were not related to initial certification. (Chi Sq.=10.62, P=.2243.) In regard to developing IEPs that include transition skills or individual transition plans with appropriate staff members, 60% of the subjects selected the Some Need or Considerable Need categories. (See Figure 25.)

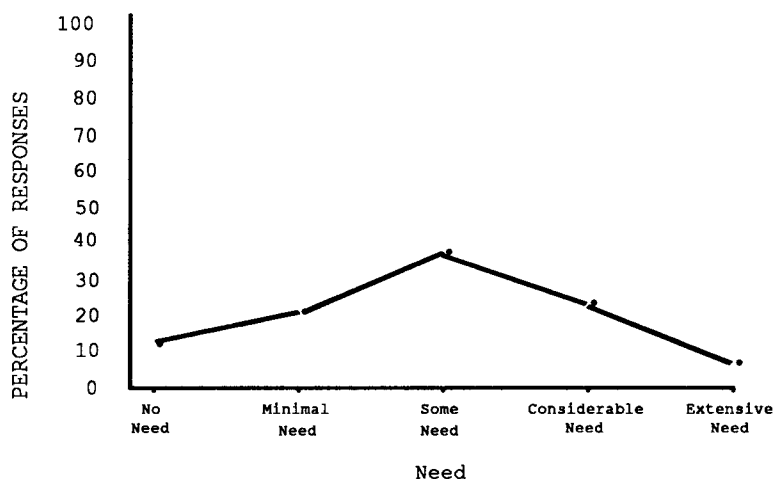


FIGURE 25. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO DEVELOP IEPs THAT INCLUDE TRANSITION SKILLS.

When needs for further training to develop cooperative agreements with appropriate adult service agencies were considered, needs were not related to initial certification. (Chi Sq.=10.45, $P=.2345$.) In regard to developing cooperative agreements with appropriate adult service agencies such as Vocational Rehabilitation, Community College, State Employment Service or Mental Health Agency for serving individuals with disabilities prior to and after graduation, 57% of the subjects selected the Some Need or Considerable Need categories. Seventeen per cent of the subjects selected the Extensive Need category. (See Figure 26.)

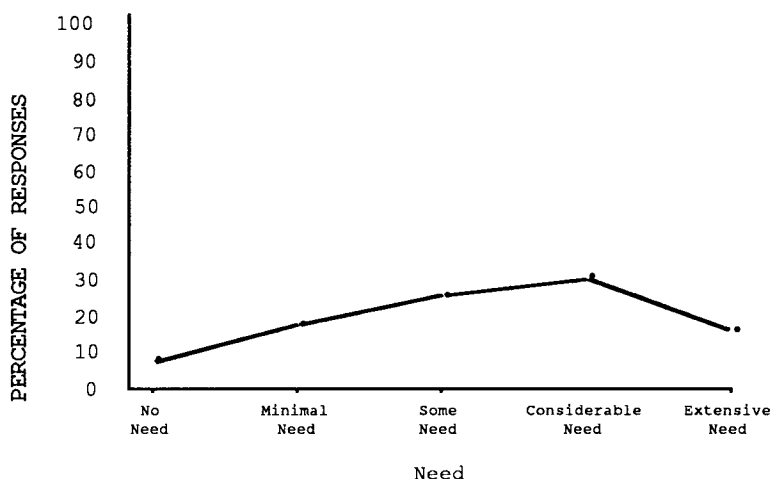


FIGURE 26. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO DEVELOP COOPERATIVE AGREEMENTS WITH APPROPRIATE ADULT SERVICE AGENCIES.

When needs for further training to provide supervision and follow-up to students in work experience were considered, needs were not related to initial certification. ($\chi^2=4.78$, $P=.7812$.) In regard to providing supervision and follow-up services as a team member to students with disabilities in full-time or part-time employment, over 50% of the subjects selected the Some Need or Considerable Need categories, and 17% of the subjects selected the Extensive Need category to indicate needs for further training. (See Figure 27.)

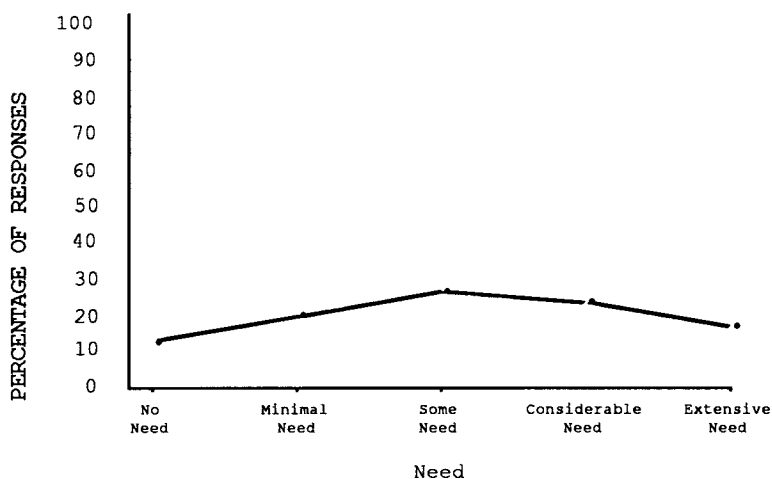


FIGURE 27. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO PROVIDE SUPERVISION AND FOLLOW-UP TO STUDENTS IN WORK EXPERIENCE.

Finally, when needs for further training to participate in district and school needs assessment were considered, needs were not related to initial certification. (Chi Sq.=7.14, P=.5216.) In regard to participating in district and school needs assessment and evaluation as a team member to determine if district policies and procedures are appropriate for successful transition of students with disabilities, 55% of the subjects selected the Some Need or Considerable Need categories. Over 18% of the subjects selected the Extensive Need category to indicate needs for further training. (See Figure 28.)

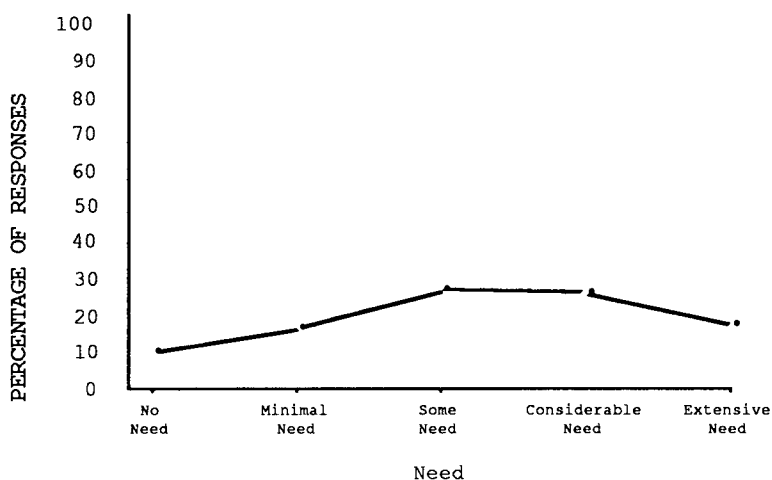


FIGURE 28. PERCENTAGE OF TEACHERS REPORTING NEED FOR FURTHER TRAINING TO PARTICIPATE IN DISTRICT AND SCHOOL NEEDS ASSESSMENT.

Analysis of the data confirmed that there were no statistically significant relationships between initial certification and types of transition skills training. Secondly, the data revealed that there were no statistically significant relationships between initial certification and teachers' self-perceived needs for further training in transition skills competencies.

Although no variables were found to be statistically significant when initial certification was considered, several interesting trends were found.

CHAPTER V

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

Within the last decade there has been an increase in research documenting high rates of unemployment for individuals with disabilities, the need to improve vocational opportunities for students with disabilities, the need for more appropriate curriculum for students with disabilities, and a need for increased collaboration among special educators, vocational educators and adult service providers in the community. Along with these needs has come the concern as to how effective career and vocational curriculum can be effectively implemented by secondary special education teachers whose initial training was received in preservice elementary education programs.

The major purpose of this study was to investigate the relationship between initial certification, where Oregon high school special education teachers received the major part of their transition skills training, and the need for further transition skills training.

The accessible population for the study consisted of Oregon secondary special education teachers holding the Basic or Standard Handicapped Learner or Extreme Learning Problems Endorsements. Two hundred thirteen teachers participated in the study representing 45% of the population with the desired certification. Eight rural counties were not represented in the study, therefore it is possible that their inclusion may have changed the results, and therefore, the conclusions presented. However, when considering that the majority of Oregon counties are rural, a representative sample participated in the study.

The Chi Square statistic was first used to determine the relationship between initial certification and type of training for each of the fourteen transition skills competencies, and second, to determine the relationship between initial

certification and the need for further training in each of the fourteen transition skills competency areas.

Analysis of the data provided the following statistical results:

1. Analysis of the data for training to assess and evaluate students' abilities in transition skills led to the retention of the null hypothesis for all four tests. Therefore, it can be concluded that type of training was not related to initial certification.
2. Analysis of the data for training to relate and incorporate transition concepts into existing curriculum led to the retention of the null hypothesis for both tests. It can therefore be concluded that type of training was not related to initial certification.
3. Analysis of the data for training to teach transition skills led to the retention of the null hypothesis for the four tests. Therefore, it can be concluded that type of training was not related to initial certification.
4. Analysis of the data for training in team decision-making skills led to the retention of the null hypothesis. Again, it can be concluded that type of training was not related to initial certification.
5. Analysis of the data for need for further training in transition skills competencies led to the retention of all four null hypotheses. The relationship between initial certification and need for further training to incorporate existing high school career and vocational curriculum into students' IEPs approached statistical significance. Elementary and secondary teachers indicated greater need for training in contrast to the K-12 teachers who indicated no need or minimal need in this area.

Although no variables were found to be statistically significant when initial certification was considered, interesting results were found. For example, Special Education Coursework was selected by the majority of teachers for type of training to assess and evaluate students' academic skills

and for type of training to teach academic skills. This result is not surprising when the research in Chapter II is considered. Several studies (Houck and Given, 1981; Zigmond, 1978; and Cook, 1983) indicated the emphasis on traditional academics while little time was spent on career and vocational curriculum development.

Another interesting trend emerged across the three initial certification areas. Except for two variables dealing with academic skills, two variables in the area of team decision-making skills, and one variable dealing with incorporating objectives from existing transition models, more than half of all responding teachers indicated they received the major part of their training in transition skills competencies while On-The-Job.

In regard to the two variables dealing with team decision-making skills, Supervising and Providing Followup to Students in Work Experience, and Participating in District and School Needs Assessment, almost half of the subjects again indicated they received the major part of their training while On-The-Job. In addition, an alarming result was that almost half of the teachers indicated they had no exposure to training in incorporating objectives from existing transition models.

Three trends appeared between the variables of initial certification and need for further training. First, with respect to the need for further training to assess and evaluate academic skills, and need for further training to teach academic skills, the majority of subjects indicated minimal need.

The second trend to appear was that more than half of all subjects indicated a substantial need for further training in the remaining twelve competency areas.

The third and most alarming trend to appear was that almost 20% of all subjects indicated extensive need for further training in four of the transition skills competency areas. Eighteen per cent of the subjects indicated extensive

need for additional training to incorporate objectives from existing transition models. This result may suggest that subjects have not yet participated in the state-wide community transition team training project sponsored by the Oregon Department of Education. Another explanation may be that parents in certain districts may emphasize the traditional academics rather than functional skills and skills leading to employment.

Seventeen per cent of the subjects indicated extensive need for additional training in two of the Team Decision-Making Skills competencies, and 18% in a third Team Decision-Making Skills competency area. These results may suggest that classroom teachers were not involved in these aspects of the program. It is possible that team decision-making responsibilities were fulfilled by program supervisors, coordinators or vocational education staff members.

Conclusions

1. The findings of this study (that there is no significant relationship between initial certification and transition skills training) do not support the comments made by teachers in the Halpern and Benz (1984) study.
2. The degree of additional training needed by secondary special education teachers was independent of their initial certification.
3. On-The-Job training was the primary source for transition skills training for the majority of Oregon high school special education teachers for students with mild disabilities.
4. Extensive training was indicated as needed by almost one-fifth of the teachers in team decision-making skills regardless of background certification.

Implications

From this study, three major implications for teacher training institutions became apparent.

First, decisions regarding coursework must be carefully considered. Not only were academic requirements perceived as necessary for successful transition training, but preparation

in the areas of personal and social skills, daily living skills, and functional vocational skills should also be examined.

Second, opportunities for preservice teachers to participate in team decision-making activities should be examined.

Finally, parents of students with disabilities and public school administrators expect graduates of teacher-training programs to be prepared to successfully comply with the mandates of federal and state legislation and successfully meet the unique needs of the students.

For school districts who wish to implement transition programs that address the current legislation, the best approach at this time is to develop an on-the-job personnel preparation program that addresses transition issues. In addition, the district may wish to develop a community transition team under the leadership and guidance of staff from the Oregon Department of Education, Division of Special Education.

Recommendations for Further Research

This study has several implications for further research. Since more heavily populated areas tend to have a wider array of services and personnel than do rural areas, a follow-up study regarding the size of the school could be implemented. What effect does size have on the need for training in transition skills competencies?

In addition, comparative studies could investigate type and level of endorsement, major and minor field of study, or years of special education teaching experience. Do teachers holding a Standard Endorsement possess the desired skills compared to a teacher holding a Basic Endorsement? Are teachers with majors or minors in certain fields of study better trained in transition skills competencies when compared to teachers with other major or minor fields of study? Do teachers with fewer than 5 years of teaching experience require more training when compared to teachers with more than five years of teaching experience?

Implications For the Special Education
Administrator

The investigations conducted in this study indicated that concerns identified in the 70's and 80's that focused on successful transition of students with disabilities continued to be the focus of educators in the study. There is a lack of current research that addresses transition issues. But, the results of investigations that have been completed indicated that few students with disabilities move from school to successful independent living in communities. Results also indicated that current secondary special education programs appeared to have little impact on the students' successful transition from school to community.

The outcomes of secondary programs are not what we desire as public school special education administrators. However, most communities have the resources to assist students with disabilities to complete successful transition. First, the school programming must change from an academic focus to one that includes intensive instruction in the basic skills; survival skills such as control of behavior, classroom skills, and study skills; and, career planning for life after high school. Second, communities must share their resources. Schools, adult service agencies, and vocational rehabilitation can develop a system of interagency collaboration to provide a structured "hand off" of students. Lastly, Schools must emphasize vocational transition that will lead to meaningful, competitive employment. This must be the primary outcome of the vocational curriculum and formal transition process.

The conclusions drawn from this study supported the existing special education certification model. The current model is an advantage to rural areas compared to a model that would include both elementary certification and secondary certification. Under the current model, districts that attract a large pool of applicants can, if they so choose, hire teachers that possess the desired initial certification. As

a rural administrator in a district that attracts few applicants for job vacancies, it would be very difficult to hire teachers that possessed the required certification if different requirements were imposed for elementary teachers than secondary teachers.

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APPENDICES

APPENDIX A

ANALYSIS OF EMPHASIS AND AGREEMENT AMONG
PROGRAMS PREPARING TRANSITION SPECIALISTS
CAREER EDUCATION CURRICULUM COMPETENCIES

Table A-1
ANALYSIS OF EMPHASIS AND AGREEMENT AMONG 13 PROGRAMS
PREPARING TRANSITION SPECIALISTS

| <u>Content Area</u> | <u>Number of</u> <u>Competencies</u> <u>Identified</u> | <u>Percentage</u> <u>of Total</u> | <u>Number of Programs</u> <u>Identifying</u> <u>Competency In Area</u> |
|--|--|--------------------------------------|--|
| 1. Philosophical and Historical Considerations | 8 | 1.26 | 5 |
| 2. General Transitional Concerns | 22 | 3.46 | 11 |
| 3. Professionalism | 10 | 1.57 | 2 |
| 4. Advocacy | 12 | 1.89 | 7 |
| 5. Knowledge of Agencies | 54 | 8.49 | 13 |
| 6. Knowledge of Systems Change | 12 | 1.89 | 3 |
| 7. Legal Aspects | 18 | 2.83 | 11 |
| 8. Working With Others | | (10.54) * | |
| 8.1 Communication | 15 | 2.36 | 8 |
| 8.2 Consultation | 7 | 1.10 | 4 |
| 8.3 Interdisciplinary Teamwork | 15 | 2.36 | 5 |
| 8.4 Parents | 30 | 4.72 | 5 |
| 9. Development and Management of Individualized Plans | | (5.03) * | |
| 9.1 Development of IEPs and Other Program Plans | 26 | 4.09 | 13 |
| 9.2 Case Management | 6 | .94 | 2 |

(table continues)

| <u>Content Area</u> | <u>Number of Competencies Identified</u> | <u>Percentage of Total</u> | <u>Number of Programs Identifying Competency In Area</u> |
|---|--|----------------------------|--|
| 10. Planning and Organizing Instruction | | (4.56) * | |
| 10.1 Preparing for Instruction | 22 | 3.46 | 4 |
| 10.2 Record Keeping | 7 | 1.10 | 2 |
| 11. Assessment, Delivery and Evaluation of Instruction for Community Living | | (16.82) * | |
| 11.1 General Knowledge: Curriculum | 12 | 1.89 | 3 |
| 11.2 General Knowledge: Learning Theory | 38 | 5.97 | 8 |
| 11.3 Assessment | 28 | 4.40 | 9 |
| 11.4 Instruction: Domestic Skills | 4 | .63 | 4 |
| 11.5 Instruction: Community Living Skills | 8 | 1.26 | 5 |
| 11.6 Instruction: Recreation/Leisure Skills | 1 | .16 | 4 |
| 11.7 Instruction: Social Skills | 2 | .31 | 3 |
| 11.8 Instruction: Functional Academics | 3 | .47 | 3 |
| 11.9 Evaluation of Instruction | 11 | 1.73 | 4 |
| (table continues) | | | |

| <u>Content Area</u> | <u>Number of Competencies Identified</u> | <u>Percentage of Total</u> | <u>Number of Programs Identifying Competency In Area</u> |
|---|--|----------------------------|--|
| 12. Assessment, Delivery and Evaluation of Job Training | | (28.86) * | |
| 12.1 General Knowledge: | | | |
| Theory | 12 | 1.89 | 9 |
| 12.2 General Knowledge Career Counseling and Guidance | | | |
| and Guidance | 21 | 3.30 | 8 |
| 12.3 Assessment | 20 | 3.14 | 9 |
| 12.4 Job Development | 27 | 4.24 | 8 |
| 12.5 Job Analysis | 28 | 4.40 | 8 |
| 12.6 Job Match | 11 | 1.73 | 7 |
| 12.7 Knowledge of and Relations with Business/Industry | 16 | 2.51 | 6 |
| 12.8 Instruction: | | | |
| Job Training | 40 | 6.29 | 12 |
| 12.9 Monitoring and Follow-along | 15 | 2.36 | 8 |
| 13. Administrative Functions | | (9.74) * | |
| 13.1 Program Administration | 18 | 2.83 | 7 |
| 13.2 Funding | 10 | 1.57 | 6 |
| 13.3 Personnel Development | 10 | 1.57 | 6 |
| 13.4 Public Awareness | 11 | 1.73 | 6 |
| 13.5 Program Evaluation and Monitoring | 13 | 2.04 | 8 |
| 14. Research | <u>13</u> | 2.04 | 4 |
| Total: | 636 | | |

*Percentages within parenthesis represent subtotals for a heading.

Table A-2

 CAREER EDUCATION CURRICULUM COMPETENCIES

| Curriculum Area | Competency |
|---------------------------|---|
| Daily Living Skills | 1. Managing Family Finance |
| | 2. Selecting, Managing, and Maintaining a Home |
| | 3. Caring for Personal Needs |
| | 4. Raising Children, Family Living |
| | 5. Buying and Preparing Food |
| | 6. Buying and Caring for Clothing |
| | 7. Engaging in Civic Activities |
| | 8. Utilizing Recreation and Leisure |
| | 9. Getting Around the Community (Mobility) |
| <hr/> | |
| Personal Skills | 10. Achieving Self-Awareness |
| | 11. Acquiring Self-Confidence |
| | 12. Achieving Socially Responsible Behavior |
| | 13. Maintaining Good Interpersonal Social |
| | Skills |
| | 14. Achieving Independence |
| Skills | 15. Achieving Problem-Solving Skills |
| | 16. Communicating Adequately with Others |
| <hr/> | |
| | 17. Knowing & Exploring Occupational Possibilities |
| | 18. Selecting & Planning Occupational Choices |

(table continues)

| Curriculum Area | Competency |
|---|---|
| Occupational Guidance & Preparation | 19. Exhibiting Appropriate Work Habits & Behaviors |
| | 20. Exhibiting Sufficient Physical-Manual Skills |
| | 21. Obtaining a Specific Occupational Skill |
| | 22. Seeking, Securing, & Maintaining Employment |

APPENDIX BDELPHI PANEL

DELPHI PANEL

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APPENDIX C

COVER LETTER TO SPECIAL EDUCATION DIRECTORS

VERNE A. DUNCAN
State Superintendent
of Public Instruction



OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378-3569

May 15, 1987

Dear Special Education Director:

Over the past few years states have increased focus on developing policies and standards for personnel preparation and certification of secondary special education teachers. Of particular concern is effectiveness of certification/training programs to prepare secondary special education teachers to deal with the process of "transition." The Oregon Department of Education has received several technical assistance requests from districts for information on transition models.

The Department of Special Education and Teacher Standards and Practices Commission are currently conducting a study assessing the differences in elementary and secondary transition training among Oregon trained high school special education teachers. The expectation is that the information from the study will assist the state to develop effective policies for certifying and training of secondary special education personnel. The Oregon Department of Education staff would appreciate it, therefore, if you would please request that all secondary special education teachers in 3-year or 4-year high schools who hold the Handicapped Learner Endorsement (white packet) and/or the Severely Handicapped Learned Endorsement (yellow packet) take a few minutes to completed the enclosed study and return by June 1, 1987 in the self-addressed, stamped envelope provided.

If you have any questions, please do not hesitate to contact Dorence Cote at 325-2862, or Ray Rothstrom at 378-4765. Your cooperation and assistance in this effort is greatly appreciated. Thank you.

Sincerely,
Redacted for privacy

Patricia A. Ellis
Associate Superintendent
Special Education and
Student Services Division
(503) 378-2677

6452S/jw
Enclosure

APPENDIX D

SURVEY INSTRUMENT

VERNE A. DUNCAN
State Superintendent
of Public Instruction



OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378-3569

SECONDARY SPECIAL EDUCATION TRANSITION STUDY

Directions: Please complete the survey by placing a check mark [✓] in the appropriate space or writing a response in the space provided. Feel free to make comments which you believe may contribute to this study in the spaces provided. For purposes of this study, the term "transition skills" refers to those skills required by handicapped young adults for passage from school to work life which call for a range of choices about career options, living arrangements, social life, and economic goals that have life-long consequences. The term "initial certification" refers to the level or subject-area certification that you held prior to obtaining special education certification.

Please return this study by June 1, 1987 in the enclosed envelope addressed to:

Oregon Department of Education
Special Education Division
700 Pringle Parkway SE
Salem, OR 97310

VERNE A. DUNCAN
State Superintendent
of Public Instruction



OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378-3569

Special Education/Student Services Division

SECONDARY SPECIAL EDUCATION TRANSITION STUDY

(To be completed by teachers holding the Handicapped Learner Endorsement.)

PART 1

School District or ESD Name: _____
Name of High School: _____
Total Number of Students Enrolled in H.S. _____

1. What was your initial certification area?

| | |
|--------------------------|------------|
| <input type="checkbox"/> | Elementary |
| <input type="checkbox"/> | Secondary |
| Major: _____ | |
| Minor: _____ | |

2. In what state did you receive your initial certification training?

| | |
|--------------------------|---------|
| <input type="checkbox"/> | Oregon |
| <input type="checkbox"/> | Another |
| Name: _____ | |

3. What endorsements do you hold on your teaching certificate?

Basic Handicapped Learner Endorsement _____
Standard Handicapped Learner Endorsement _____
Basic Severely Handicapped Learner Endorsement _____
Standard Severely Handicapped Learner Endorsement _____
Other: _____
Other: _____

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |
| _____ |

4. When did you receive your Handicapped Learner or Severely Handicapped Learner endorsement?

1 to 3 years ago _____
4 to 6 years ago _____
7 to 9 years ago _____
More than 9 years ago _____

| |
|-------|
| _____ |
| _____ |
| _____ |
| _____ |

5. Are you currently implementing a transition program based on a model training program (i.e. the Oregon High School Project, the Secondary Vocational Project, the Adult Skills Training Project, etc).

| | | |
|-----|---|-------|
| Yes | → | _____ |
| No | → | _____ |

6. Are there other persons in your building that provide "transition" services to handicapped students?

| | | |
|-----|---|-------|
| Yes | → | _____ |
| No | → | _____ |

How many other persons? _____

| | | |
|--------|---|-------|
| Number | → | _____ |
|--------|---|-------|

How many of these persons are certified in special education?

| | | |
|--------|---|-------|
| Number | → | _____ |
|--------|---|-------|

7. What is your present job title/position? _____

8. Degree currently held (BA/BS (1), MA/MS (2), PhD/EdD (3)) _____

PART 2

WHERE DID YOU RECEIVE THE MAJOR PART OF YOUR TRAINING TO ASSESS/EVALUATE STUDENTS' SKILLS IN THE FOLLOWING AREAS?

Select only one response for a. and one for b. below:

Special education coursework
On-the-job training
Review of lit/research
No exposure

No need
Minimal need
Some need
Considerable need
Extensive need

1.

☐ ☐ ☐ ☐ _____ a. Academic skills (reading, writing, math, etc.)?

b. Need for further training? _____ ☐ ☐ ☐ ☐ ☐
2.

☐ ☐ ☐ ☐ _____ a. Functional vocational skills (i.e. individual interests, work habits, work behavior and other individual characteristics that might affect individual vocational success)?

b. Need for further training? _____ ☐ ☐ ☐ ☐ ☐
3.

☐ ☐ ☐ ☐ _____ a. Daily living skills (i.e. managing finances, caring for personal needs, food and clothing purchasing/preparation, civic activities, etc.)?

b. Need for further training? _____ ☐ ☐ ☐ ☐ ☐
4.

☐ ☐ ☐ ☐ _____ a. Personal/social skills (i.e. self-awareness, interpersonal skills, independence, self-confidence, responsible behavior, communications, problem solving)?

b. Need for further training? _____ ☐ ☐ ☐ ☐ ☐

COMMENTS:

PART 4

WHERE DID YOU RECEIVE THE MAJOR PART OF YOUR TRAINING TO TEACH THE FOLLOWING
VOCATIONAL TRANSITION SKILLS?

Select only one response for a. and one for b. below:

Special education coursework
On-the-job training
Review of lit/research
No exposure

☐ ☐ ☐ ☐

1. a. Application of academic skills (reading, writing, math, etc.)?

b. Need for further training?

No need
Minimal need
Some need
Considerable need
Extensive need

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

2. a. Application of functional vocational skills as they relate to vocational education (i.e. individual interests, work habits, work behavior and other individual characteristics that might affect individual vocational success)?

b. Need for further training?

☐ ☐ ☐ ☐ ☐

COMMENTS:

PART 5

WHERE DID YOU RECEIVE THE MAJOR PART OF YOUR TRAINING TO TEACH THE FOLLOWING
INDEPENDENT LIVING SKILLS?

Select only one response for a. and one for b. below:

☐ ☐ ☐ ☐

1. a. Application of daily living skills (i.e. managing finances, caring for personal needs, food and clothing purchasing/preparation, civic activities)?

b. Need for further training?

☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐

2. a. Application of personal/social skills (i.e. self-awareness, interpersonal skills, independence, self-confidence, responsible behavior, communications problem solving)?

b. Need for further training?

☐ ☐ ☐ ☐ ☐

COMMENTS:

PART 6

WHERE DID YOU RECEIVE THE MAJOR PART OF YOUR TRAINING IN TEAM DECISION-MAKING SKILLS IN THE FOLLOWING AREAS?

Select only one response for a. and one for b. below:

Special education coursework
On-the-job training
Review of lit/research
No exposure

No need
Minimal need
Some need
Considerable need
Extensive need

☐ ☐ ☐ ☐ _____ a. Developing IEPs that include transition skills, or individual transition plans with appropriate staff members?

b. Need for further training? ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ _____ a. Developing cooperative agreements with appropriate adult service agencies such as vocational rehab., community college, state employment service or mental health for serving handicapped prior to and after graduation?

b. Need for further training? ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ _____ a. Providing supervision and follow-up services as a team member to handicapped students in full-time or part-time employment?

b. Need for further training? ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ _____ a. Participating in district/school needs assessment and evaluation as a team member to determine if district policies and procedures are appropriate for successful transition of handicapped students?

b. Need for further training? ☐ ☐ ☐ ☐ ☐

COMMENTS:

APPENDIX E

FOLLOW-UP LETTER

VERNE A. DUNCAN
State Superintendent
of Public Instruction



OREGON DEPARTMENT OF EDUCATION

700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378-3569

October 18, 1988

Dear Special Education Director:

Over the past few years, states have increased focus on developing policies and standards for personnel preparation and certification of secondary special education teachers. Of particular concern is effectiveness of certification/training programs to prepare secondary special education teachers to deal with the process of "transition". The Oregon Department of Education has received several technical assistance requests from districts for information on transition models.

Last spring, the Department of Special Education and Teacher Standards and Practices Commission began conducting a study assessing the differences in elementary and secondary transition training among Oregon trained high school special education teachers. The expectation was that the information from the study would assist the state to develop effective policies for certifying and training of secondary special education personnel. No one from your district returned the questionnaire so the Oregon Department of Education staff would appreciate it, therefore, if you would please request that all secondary special education teachers in three-year and four-year high schools who hold the Handicapped Learner Endorsement (white packet) and/or the Severely Handicapped Learner Endorsement (yellow packet) take a few minutes to complete the enclosed study and return by November 11, 1988, in the self-addressed, stamped envelope provided.

If you have any questions, please do not hesitate to contact Dorence Cote at 325-2862, or me at 378-4765. Your cooperation and assistance in this effort is greatly appreciated. Thank you.

Sincerely,

Redacted for privacy

Ray 6/ Rothstrom
Coordinator
Education of the Handicapped
(503) 378-4765

RSR/cae/SPEC657
Enclosures

VERNE A. DUNCAN
State Superintendent
of Public Instruction



OREGON DEPARTMENT OF EDUCATION
700 PRINGLE PARKWAY SE, SALEM, OREGON 97310 PHONE (503) 378-3569

SECONDARY SPECIAL EDUCATION TRANSITION STUDY

Directions:

Please complete the survey by placing a check mark (✓) in the appropriate space or writing a response in the space provided. Feel free to make comments which you believe may contribute to this study in the spaces provided. For purposes of this study, the term "transition skills" refers to those skills required by handicapped young adults for passage from school to work life which call for a range of choices about career options, living arrangements, social life, and economic goals that have life-long consequences. The term "initial certification" refers to the level or subject-area certification that you held prior to obtaining special education certification.

Please return this study by November 11, 1988, in the enclosed envelope addressed to:

Dorence Cote, Director
Educational Programs/Services
Clatsop ESD
3194 Marine Dr
Astoria, OR 97103

RSR/cae/SPEC657