

SECONDARY SPECIAL EDUCATION TEACHERS'  
PERCEIVED LEVELS OF KNOWLEDGE, INVOLVEMENT & IMPORTANCE OF  
TRANSITION PLANNING & DELIVERY COMPETENCIES

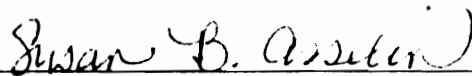
by

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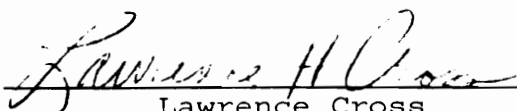
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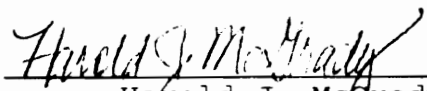
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Committee Chairman: Susan B. Asselin

**(ABSTRACT)**

The current study assessed perceived levels of knowledge, involvement, and importance of transition planning and service delivery among secondary special education teachers in the Commonwealth of Virginia. Relationships were also explored between these levels and years of experience teaching students with special needs, category of students taught, highest degree earned, and contact hours training from inservice, coursework, and conferences in transition.

A survey instrument was mailed to secondary special education teachers in the Commonwealth of Virginia. Ninety-two percent of the 236 survey recipients responded to the survey. Data from the survey included descriptive information regarding: years experience teaching students with disabilities, category taught, highest degree, and contact hours in conferences, courses, and inservices in school years 1993-94, 1994-95, 1995-96. Data from the survey also included respondents' levels of knowledge, involvement, and importance of transition planning and service delivery. Survey data were analyzed to reveal differences among descriptive data and levels of knowledge, involvement, and importance.

Significant findings from the study indicate that secondary special education teachers in Virginia perceive their knowledge of transition planning and service delivery in the low to medium range, their involvement in transition in the low to medium range, and the importance of transition planning and service delivery in the medium to high range.

Significant findings from the study also included the positive relationship between knowledge of transition planning and service delivery and courses taken over the three year period of 1993-1996, conference contact hours over the same three year period, and inservice contact hours. Additionally significant was the positive relationship between involvement in transition planning and service delivery and inservice contact hours 1993-1996, conference contact hours over the same three year period, and courses taken. The level of importance of transition planning and service delivery was not affected by training options. Implications for LEAs in Virginia, implications for personnel preparation, and directions for future research are discussed.

## DEDICATION

To Richard Gauthier, for all his encouragement and to my family for their support.

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## TABLE OF CONTENTS

Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
List of Tables.....	viii
Chapter	
1 Introduction.....	1
Problem Statement.....	3
Purpose.....	4
Research Questions.....	4
Need for Study.....	5
Overview of the Study.....	5
2 Review of the Literature.....	7
Definitions.....	7
Legislative Background.....	9
Current Legislation.....	10
Transition Competencies.....	13
Personnel Preparation.....	20
Personnel Preparation--Transition.....	24
3 Method.....	28
Population.....	28
Instrumentation.....	29
Instrument Development.....	29
Pilot Testing.....	30
Procedures.....	30
Method of Analysis.....	31

4	Results.....	33
	Description of Respondents.....	33
	Category Taught and Years Experience.....	34
	Comments & Input.....	36
	Training.....	37
	Inservice.....	37
	Courses.....	39
	Conferences.....	42
	Knowledge Items.....	44
	Involvement Items.....	47
	Importance Items.....	58
	Relationships Among Training and Perceived Knowledge, Involvement, and Importance.....	60
5	Summary/Disscussion, Conclusions, and Recommendations.....	63
	Summary/Discussion.....	63
	Level of Knowledge.....	65
	Level of Involvement.....	67
	Perceived Importance.....	70
	Demographic Information.....	72
	Conclusions.....	75
	Implications.....	78
	Implications for LEAs.....	78
	Implications for Personnel Preparation.....	79
	Directions for Research.....	80
	References.....	82



Appendices

A. Survey Instrument & Letters.....86

B. Comments & Input.....101

VITA.....113

**LIST OF TABLES**

Table		page
1	Demographic Information.....	35
2	Inservice Contact Hours.....	38
3	Course Credit Hours.....	40
4	Conference Contact Hours.....	43
5	Level of Knowledge of Transition Planning and Service Delivery.....	45
6	Level of Involvement of Transition Planning and Service Delivery.....	48
7	Level of Importance of Transition Planning and Service Delivery.....	59
8	Correlations Between Perceived Levels of Knowledge, Involvement, Importance with Training.....	62

## CHAPTER I

### INTRODUCTION

When the Education of the Handicapped Act was amended in 1990, one major change was the addition of the transition mandate. Transition services are intended to empower young people with disabilities so that they can become productive and independent members of mainstream society (deFur & Taymans, 1995). It is seven years since the Education of the Handicapped Act was amended and renamed "Individuals with Disabilities Education Act," and five years since the regulations went into effect. In the past three to five years, a multitude of articles and research studies have addressed best practices in transition (Alper, Schloss, & Thielbar, 1994; Kohler, 1993; Johnson, Thompson, Sinclair, Krantz, Evelo, Stolte, & Thompson, 1993). In addition, research was conducted to determine the competencies needed for transition specialists (deFur & Taymans, 1995; Beard, 1991; Browning & Dunn, 1994; Moorehouse, 1989; Chadsey-Rusch, 1988; Taymans, Corbey, & Dodge, 1995).

Transition service mandates increased in the past decade; policy makers included transition planning, services, and coordination in major pieces of legislation enacted over the past ten years, such as the Carl Perkins Vocational and Applied Technology Act (P.L. 101-392), the Individuals with Disabilities Education Act (P.L. 101-476), and the Vocational Rehabilitation Act (P.L. 102-569). A definition of transition

services was included within the Education of the Handicapped Act Amendments, as well as a mandate for transition planning. In October 1990, P.L. 101-476, the "Individuals with Disabilities Education Act" (IDEA), was signed into law. IDEA defines transition services as activities designed to encourage successful movement from school to post-school activities, taking into consideration the interests of the students (IDEA [Sec.602(a)(19)]). IDEA also mandates the addition of transition planning in the development of each student's Individualized Education Program (I.E.P.), to identify needed transition services for students by 16 years of age or younger, if appropriate, and to determine the responsibilities of outside agencies (IDEA [Sec. 602(a)(20)]).

The law spawned a myriad of "best practices" in transition service delivery and planning. Despite federal legislation and state initiatives, the successful transition of students with disabilities from school to post-school activities still poses a major problem. Although best practices in transition were advanced, and transition specialist competencies were delineated, the front line transition practitioner is still the teacher of students with special needs, whose primary responsibility is conducting I.E.P. meetings, of which transition planning is now an integral part.

## **PROBLEM STATEMENT**

Notwithstanding the many legislative mandates designed to prepare young people with disabilities for their future in their communities, there is still much to be accomplished. According to Halpern (1992), transition planning is frequently ineffective, if it exists at all. Legislative mandates, however, resulted in a focus on postsecondary outcomes and in improved outlooks for youth who exit school each year. Increasing the likelihood of meaningful postsecondary outcomes is possible when all the stakeholders--including schools, community agencies, human service organizations, employers, students and their families--work together. The provision of successful transition services requires significant changes in the roles of professionals in human service agencies and in education. Transition services must be planned with the youths, parents, adult service agencies, and employers. Interagency cooperation and coordination is necessary for successful transition and should be consistent across transition initiatives and related federal initiatives (deFur & Taymans, 1995).

While transition specialist competencies have been identified and validated, additional data are needed to determine the extent to which the competencies are achieved and the importance assigned them in these programs for secondary special education teachers:

1. Transition specialist training programs in higher education.
2. Discipline-specific training programs, such as vocational rehabilitation counseling, vocational special needs, and secondary special education.
3. Inservice programs sponsored through the agencies at the state and local levels (deFur & Taymans, 1995).

Within the fields of vocational rehabilitation, vocational special needs education, and secondary special education, it is unclear if these professionals have developed the skills required to address transition specialist competencies.

#### **PURPOSE**

The preparation of qualified professionals requires the establishment of essential competencies for successful transition service delivery (deFur & Taymans, 1995). To date, little is known about how special education teachers participate in the planning and delivery of transition services.

#### **RESEARCH QUESTIONS**

1. How do secondary special education teachers perceive their levels of knowledge and involvement and the importance of planning and delivery of transition services?
2. Are there differences among secondary special education teachers in level of knowledge, involvement, and

importance of planning and delivery of transition services which can be attributed to training, degree, years of teaching experience, and/or category of students taught?

### **NEED FOR THE STUDY**

Transition planning is an essential part of the Individualized Educational Program (I.E.P.) process and is usually conducted by special education teachers. The transition from secondary school to the world of postsecondary employment, training, and independent living is one of the most critical points in the lives of young people; for youth with disabilities there are additional challenges.

Transition is an emerging emphasis in special education; however, few studies have defined the professional roles and competencies in the area of transition. There is scant empirical validation of the competencies needed to function effectively in the role of transition specialist (deFur & Taymans, 1995), much less that of special education teacher. This study does not seek to validate the competencies needed by transition practitioners, but to clarify the current status of knowledge and importance of transition competencies to secondary special education teachers in Virginia.

### **OVERVIEW OF THE STUDY**

Transition service mandates are increasing, many best practices in transition service delivery and planning are available, and transition outcomes for students are improving.

There is still much to be done, however, in improving transition planning and service delivery. Very little has been published concerning the knowledge of and the importance of transition planning to secondary special education teachers, who are the usual facilitators of transition planning and service delivery during the I.E.P. process. This study will describe perceived levels of knowledge, involvement, and importance of transition planning and service delivery. This study will also reveal relationships between knowledge, involvement, and importance of transition planning and training, years of teaching experience, highest degree earned, and category of students taught.

Chapter II of this study will present a review of the literature; Chapter III will provide the methodology; Chapter IV, the results and data analysis; and Chapter V will examine the significance of the study with conclusions and implications.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Definitions

In 1984 the United States Office of Special Education and Rehabilitative Services (OSERS) placed a national priority on the improvement of transition services and programs for people with disabilities. OSERS defined transition from school to working life as "...a process encompassing a broad array of services and experiences that lead to employment" (Will 1984). The OSERS model used a bridging concept to illustrate service methods that facilitated movement and adjustment from school to work; employment was the emphasis. The three service bridges were characterized by no special services, time-limited services, and ongoing services. Halpern's transition model uses the same three service bridges of OSERS but supports community adjustment with three pillars: residential environment, employment, and social and interpersonal networks. The primary focus of Halpern's model is employment, with the other pillars acting as contributors to community adjustment (Meers, 1987). The transition models and the recognition that services were essential led to legislation in the early 1990s.

The Education of the Handicapped Act Amendments were signed into law (P.L. 101-476) as the "Individuals with Disabilities Act" (IDEA), in October 1990. Two new components were included in this legislation which defined and mandated

transition planning and programs for youth with disabilities. Transition services were designed to help students with disabilities move from school to post-school activities. These post-school activities were listed in the first part of the definition of IDEA: postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation (P.L. 101-476, 34 CFR 300.18). The transition services must be a "coordinated set of activities." The agencies responsible for providing the services must also complement and coordinate with each other (NICHCY, 1993).

Furthermore, the Rehabilitation Act Amendments of 1992 (P.L. 102-569) adopted the definition of transition contained within IDEA, which supported the provision of transition services. The amendments also strengthened the language of interagency collaboration. Vocational rehabilitation counselors were encouraged through this language to become involved while the students were still in school, helping to provide "transition with no gap in services" to youth with disabilities (National Transition Network, Spring 1993).

The current definition of transition as found in IDEA and the Rehabilitation Act Amendments placed emphasis on activities reflected in the school curriculum that promoted "movement from school to post-school activities," focusing on the time when a student completes school. Szymanski (1994) purported that this focus, common to many transition programs,

misses two critical elements of transition. First, transition is not a "discrete time in life" which affects only specific aspects of an individual's functioning. Second, transition is part of "career development, which is known to be a lifelong process that begins at birth, relates to all life roles (not just work), and affects the individual, the family, and the community" (Szymanski 1994).

### **Legislative Background**

In 1917 Congress enacted the Smith-Hughes Act which provided support for vocational education in the secondary schools, specifically focusing resources on preparing youth for work rather than college (Gaylord-Ross, 1988). A widespread public concern for the ability of people with disabilities to find employment in this century arose during this same period. Thousands of Americans with physical disabilities needed help in returning to the workforce after World War I. In 1918 Congress enacted the Smith-Sears Act and the first Vocational Rehabilitation Act in 1920, which established rehabilitation programs and funding to help disabled war veterans and civilians. The 1943 Amendments to the Vocational Rehabilitation Act expanded services to include people with mental as well as physical disabilities (Rusch & Phelps, 1987).

Federal interest in vocational education grew steadily from 1917-1963. The 1950s saw the emergence of work-study programs for youth with disabilities. These programs

eventually became the main thrust in the public schools for the preparation of disabled youth for postsecondary employment. The Kennedy administration renewed a federal interest in special education, vocational education, vocational rehabilitation, and other programs designed to help adults and youth with disabilities find employment. This interest was evident in the 1964 Civil Rights Act, legislation in most states during the 1960s-early 1970s, mandating special education services to all school-age youth, and the landmark federal legislation in 1975 entitled, "Education for All Handicapped Children Act" (P.L. 94-142) (Rusch & Phelps, 1987). The Vocational Education Act of 1968 and its subsequent amendments represented attempts to increase participation of youth and adults with disabilities in vocational programs by setting aside 10% of the funds for persons with disabilities.

### **Current Legislation**

Although the Carl D. Perkins Vocational and Applied Technology Education Act of 1986 recently removed the set aside, Perkins funds must provide "equitable participation" in vocational education for special populations. The 1990 Amendments to the Carl Perkins Vocational Education Act mandate that federally funded vocational education basic grants be used in programs that "integrate academic and vocational education...through coherent sequences of courses so that students achieve both academic and vocational

competencies." The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is "...to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (400.1(a)). The aim of the Act is to enable "equitable participation" for members of special populations, which means providing members of special populations with an opportunity to enter vocational education that is equal to that afforded the general student population (403.111(c)(3)), including the services members need to participate successfully (Thuli, 1993).

In the 1983 amendments to the "Education of the Handicapped Act Amendments" of 1975 (EHA 98-199), Congress attempted to focus directly on the continuing employment and educational transition problems being experienced by youth with disabilities. Section 626 of P.L. 98-199 (Secondary Education and Transitional Services for Handicapped Youth) authorized the Office of Special Education and Rehabilitative Services (OSERS) to spend \$6.6 million annually. Grants and contracts were authorized in an effort to "strengthen and coordinate education, training, and related services, thereby assisting youth in the transition to postsecondary education, competitive employments, or adult services" (Rusch and Phelps, 1987). As a result of the 1983 amendments to P.L. 98-199, many states voluntarily developed transition services in collaboration with other agencies (Kochar & West, 1995).

Rehabilitation services is often a lead agency in transition due to complementary legislation. The Rehabilitation Act Amendments of 1992 (P.L. 102-569) articulated a number of provisions pertaining to employment.

The Americans with Disabilities Act of 1990 (ADA) (P.L. 101-336) prohibits discrimination against individuals with disabilities in employment and requires employers to make "reasonable accommodations" for "otherwise qualified" employees with disabilities. Title II, Subtitle A of the ADA, protects qualified persons with disabilities against discrimination. An employer can inquire about a prospective employee's ability to perform a job. However, he cannot ask if the job candidate has a disability or subject him or her to tests that tend to screen out people with disabilities (U.S. Equal Employment Opportunity Commission, 1991). At the time of the passage of the ADA, transition educators expected the law to improve the employment opportunities for youth with disabilities. Recent research provides evidence to the contrary as employment figures for individuals with disabilities have not substantially changed since the passage of the ADA. A Louis and Harris Associates report (1994) states that 66% of all individuals with disabilities who want to work, aged 16-64, remain unemployed. This figure has not changed since a 1987 Louis and Harris poll (Casper, 1995).

In 1990 the Individuals with Disabilities Education Act (IDEA P.L. 101-476) renamed the Education of the Handicapped

Act and incorporated transition services into the definition of special education under Part B (Basic State Grants). The IDEA mandated that all states must provide transition services to youth with disabilities and develop state-wide service delivery systems (Kochar & West, 1995). While educators traditionally focused on providing school-based services, transition mandates meant schools had to expand their scope of services to include instructional and educational experiences that will occur outside the school setting after graduation. These experiences require much broader goals than school-based services, such as employment, community participation, independent living, and functional skills (NICHCY, March 1993).

Another school transition law is providing support to the transition movement for all students. The 1994 School-to-Work Opportunities Act (STWOA P.L. 103-239) provides venture capital to each state for the purpose of developing a system, through local partnerships, to assist youth in making the transition from school to work. The STW system should include career guidance and preparation throughout elementary and high school, work experience, integrated school- and work-based learning, and linkages from school-based activities to work-based activities and postsecondary education (Koch, 1995).

### **Transition Competencies**

A common practice in special education is to view teacher knowledge as comprised of competencies or effective practices

that can be seen as discrete elements which can be validated separately and added element by element to teacher repertoires. In fact, the educational buzz word of the 1970s and 1980s seemed to be "competence," with competency-based education and competence testing, competency-based teacher education and competency-based certification (Finch & Asselin, 1984). More recently, current literature is focusing less on discrete elements and more on complex models of teacher knowledge (Malouf & Schiller, 1995). Whether research in special education can be a source of new educational strategies or a testing ground to prove the effectiveness of these new strategies, the final link in innovation and accountability will be the teacher.

A substantial number of youth with disabilities are still experiencing difficulty making the transition from school to postschool endeavors. While several factors can contribute to unsuccessful transitions, poorly prepared transition service providers might account for a portion of these problems. Professionals providing transition services must have the knowledge, skills, and abilities to ensure successful transitions.

In 1987 thirteen programs were selected by the Division of Personnel Preparation of the Office of Special Education and Rehabilitative Services to develop programs for the preparation of transition personnel to work with students with special needs. The nearly 700 competencies identified as



integral to the preparation of transition personnel were organized by content analysis into fourteen content areas. Some of the content areas were further organized into subareas (Baker & Geiger, 1988). The content areas which resulted are as follows:

1. Philosophical and Historical Considerations
2. General Transitional Outcomes
3. Professionalism
4. Advocacy
5. Knowledge of Agencies
6. Knowledge of Systems Change
7. Legal Aspects
8. Working with Others
9. Development and Management of Individualized Plans
10. Planning and Organizing Instruction
11. Assessment, Delivery and Evaluation of Instruction for Community Living
12. Assessment, Delivery and Evaluation of Job Training
13. Administrative Functions
14. Research

Chadsey-Rusch (1988) identified the knowledge and skills needed by personnel to facilitate the transition of youth with disabilities from school to work based on an ongoing study by Heal, Haney, DeStefano, and Rusch (1988). This study compares successful and unsuccessful competitive employment placements of secondary students with mental handicaps by analyzing

matched pairs of secondary students who had been employed for at least six months, had worked at least ten hours a week, received at least minimum wage, and were served by the same transition program. The successful half of the pair had remained employed, while the unsuccessful half of the pair had lost his/her job. Seventeen model programs were included in the study representing ten states and a variety of service agencies.

Students who had a positive work attitude were more likely to be successfully employed; therefore, transition personnel must be able to develop positive work attitudes. Since parents obviously play a role in influencing the vocational goals and work attitudes of their children, transition personnel must also work effectively with parents. In addition, transition practitioners need to know how to pair work with enjoyment and reinforcement. Students who were carefully matched with their jobs were more successfully employed; therefore, transition personnel need to be trained in job analysis procedures. Chadsey-Rusch (1988) also identified competencies in the following areas which would accentuate the creativity needed by transition specialists: direct service, autonomy of management, and consulting.

Follow-up support is closely linked to employment success and is likely to be provided by the transition practitioner. This support is important in order to: a) identify early problems, b) intervene in problems c) seek support from co-

workers and supervisors, and d) evaluate adjustment. The employment specialist needs to teach prospective employees to practice autonomy and adaptability on the job. A final variable associated with employment success is team effort. Cooperation between school and adult service agencies is essential for successful transition planning and service provision. Transition personnel must have the knowledge and skills to participate as team members (Chadsey-Rusch, 1988).

Beard (1991) surveyed states' mandates, definitions, and components of school to community transition programs. State education agency (SEA) directors were asked what were the required and desired competencies for those special education teachers involved in the transition process. Those competencies typically required were related to PL 94-142 rules and regulations, independent living skills, school planning and parent involvement. The most desired, but typically not required skills, were public relations skills, interagency coordination skills, job coaching, development of management of job support networks, employment procedures, and community planning teams. In addition, the SEA desired competency list reported that in the slightly more than 50% of the states where transition programs were offered, it is unlikely that the teacher will be fully capable to provide the necessary transition programs and services without further training.

deFur and Taymans (1995) conducted a study to identify and validate competencies for transition personnel and to delineate training needs and job responsibilities in relation to transition. The study a) categorized competencies for transition specialists as reported in the current literature and by the seventeen U.S. Department of Education OSERS federally funded personnel preparation preservice training projects in transition; and b) validated these competencies by nationally solicited opinions of transition personnel in the disciplines of vocational rehabilitation, vocational special needs education, and special education. The Transition Specialist Practitioner (TSP) survey instrument included a section on demographic and descriptive data regarding the roles and the training needs of the populations sampled, in addition to a competency validation section. The respondents' Likert scale ratings were analyzed to calculate descriptive statistics for each of the 116 competencies in twelve domains. Individual competencies with a mean rating of at least 3.0 were identified as meeting the criteria of an essential competency; those with a mean rating below 3.0 were analyzed for scatter influences on ratings.

The data indicated that TSPs found most of the identified competencies as either very important or critical to their roles. Following is the rank order (by means) of Transition Specialist Competency Domains as identified in this study:

1. Knowledge of Agencies & Systems Change
2. Development & Management of Individualized Plans
3. Working with Others in the Transition Process
4. Vocational Assessment & Job Development
5. Professionalism, Advocacy, & Legal Issues in Transition
6. Job Training & Support
7. Assessment (General)
8. Transition Administrative Functions
9. Philosophical & Historical Considerations in Transition
10. Career Counseling & Vocational Theory and Transition
11. Program Evaluation & Research
12. Curriculum, Instruction, Learning Theory (General)

This study suggests that the role of transition specialist requires coordination of all aspects involved in the transition process and less of the traditional role of direct service provider. The highest rated competencies are focused mainly on skills related to interdisciplinary tasks (deFur & Taymans, 1995). Improved prospects for meaningful postschool employment and adult life are possible when school, human service agencies, community agencies, government, and employers work together with students and their families to prepare and plan for transition.

In an attempt to impact Alabama's secondary education programs for students with disabilities, Auburn University developed a model for preparing secondary special education teachers. One of the four priorities of the innovative model is to train teacher personnel with an emphasis in transition to serve secondary students with disabilities (Dunn, Rabren, Avery, & Chambers, 1995). Eight transition competencies have been identified as part of the training for this innovative model:

1. foundations of transition
2. functional assessment
3. functional curricula
4. self-determination
5. family involvement
6. vocational preparation
7. community preparation
8. interagency collaboration.

### **Personnel Preparation**

The 1970s saw teacher training in special education undergo major revisions in orientation leading to a focus on competency-based teacher education (Espin & Yell, 1994). Since the passage of P.L. 94-142, the administration and delivery of special education programs and services significantly changed. Ten years after P.L. 94-142, a survey of student teachers was conducted to identify the competencies needed for teaching individuals with special needs (Leyser,

1985). The areas of competency identified in this study were developing acceptance, goal setting, classroom management, communication, instruction, knowledge, evaluation, and assessment. Finch & Asselin (1984) proposed an interrelated multidimensional approach to measuring competence for vocational special needs teachers comprised of the task dimension, the human dimension, and the environment dimension.

The field of education is constantly changing. Special education job roles are expanding beyond the classroom setting into the community. One of the most essential competencies is effective communication. Other necessary competencies include assessment of student interests, needs, and abilities, and the effective integration of this information into the I.E.P. (McCarthy, Sitlington, & Asselin, 1991).

College and university personnel preparation programs must train educators and change agents who are prepared for the massive transformations in education and work preparation. Changing, broader life roles for youth with disabilities also demonstrate a need for a new generation of creative transition implementors--administrators, instructional personnel, and interagency and support personnel (Kochar & West, 1995).

The Council for Exceptional Children has identified eight Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers:

1. Philosophical, Historical, and Legal Foundations of Special Education

2. Characteristics of Learners
3. Assessment, Diagnosis, and Evaluation
4. Instructional Content and Practice
5. Planning and Managing the Teaching and Learning Environment
6. Managing Student Behavior and Social Interaction Skills
7. Communication and Collaborative Partnerships
8. Professionalism and Ethical Practices

Transition planning and service delivery are not mentioned as specific knowledge and skills within any of the eight common core areas.

The continuing problems with transition outcomes for youth with disabilities point to no simple solution. Transition has been addressed for over thirty years with little improvement in results. One strategy for improving transition results is to improve the competencies of transition personnel. Both inservice and preservice education is important. Inservice preparation is necessary to effect immediate changes in the already large numbers of practicing personnel in the field of transition; preservice education is essential to supply the field of special education with more completely prepared personnel in the future (Browning & Dunn, 1994).

Teachers of special education are in short supply. Although personnel shortages are expected to become more acute



in the twenty-first century (Simpson, Whenlan, & Zabel, 1993), the shortage of qualified special education teachers declined for the first time in 1993-1994 (U.S. Department of Education, 1996). The overall number of special education personnel has grown consistent with the increase in the number of children with disabilities served. There is little training currently available for secondary school personnel who are involved in interagency coordination and planning for youth with disabilities. Simpson, et al., (1993) identify three programmatic areas for teacher preparation programs:

1. special education teacher programs for nontraditional teaching personnel;
2. special education training programs for under represented groups and individuals interested in working in areas experiencing extreme personnel shortages; and
3. special education training programs for teachers of new and emerging groups with disabilities.

The 18th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (1996) identifies the largest number of vacant teaching positions in speech/language impairment, specific learning disabilities, and cross-categorical. And yet during the 1993-94 school year, the two largest categories of special education teachers employed, accounting for the 6.5% increase in the number of

teachers employed to teach children ages 6-21, were specific learning disabilities and cross-categorical.

### **Personnel Preparation -- Transition**

Moorehouse (1989) surveyed and interviewed a nonrandom sample of 116 paraprofessionals and 68 administrators in order to assess the status of transitional services, paraprofessional preservice programs, personnel needs, and training competencies for a proposed undergraduate program in transitional services at California State University Long Beach. The emphasis was on school-to-work transitions. Respondents confirmed the following competency categories as representative of an effective personnel preparation program: assessing program and learner needs, planning instructional components, implementing instructional components, job site instruction and instructional evaluation.

Two recent studies on secondary special education programs for the state of Alabama documented a need for teacher preparation in the following four transition areas:

1. functional assessment and curricula
2. vocational and community preparation
3. self-determination and family involvement
4. interagency collaboration (Browning & Dunn, 1993).

The first Alabama study surveyed special education coordinators and secondary special education teachers representative of Alabama's twelve educational regions. The second study surveyed vocational rehabilitation counselors

assigned to serve secondary students with disabilities (Browning & Dunn, 1993). A comparison of the results of the two studies indicates that 94% of the teachers and 93% of the vocational counselors considered functional assessment and curricula either important or very important. Only 22% of the teachers and 27% of the counselors reported that students were instructed in community work sites or participated in community based work experience programs. Ninety-five percent of the teachers and 88% of the counselors indicated the importance of student and parent involvement. Finally, 77% of the teachers and 94% of the counselors reported that interagency coordination was either important or very important (Browning & Dunn, 1993).

Taymans, Corbey and Dodge (1995) conducted a study to determine how states were addressing the issues related to IDEA transition mandates, including state-wide transition-related professional development needs. Data were collected using a mail questionnaire, including a pilot test of the questionnaire and two rounds of survey mailings, between October 1992 and April 1993. Respondents were state-level transition coordinators from 39 states and the District of Columbia. The authors requested information in the professional development category of the questionnaire to identify training needs for transition specialists and related local level professionals. University training programs focusing on transition specialist training existed in 22

states; however, transition coordinators reported an insufficient number of appropriately trained personnel. The transition coordinators' five highest ranked training needs were interdisciplinary transition planning, transition case management, vocational assessment, parent/family counseling or education, and career counseling and education. The majority of respondents in this study indicated that the provision of conferences and inservice training were important technical assistance activities.

In conjunction with the emphasis on competency-based special education teacher preparation, little evidence existed to support the presumption that preservice teachers who mastered the competencies were more effective than those who did not. Espin & Yell (1994) conducted a study to apply the concept of generalized outcome measurement to the evaluation of preservice special education teachers. The validity of selected critical indicators was investigated in order to identify effective and ineffective preservice teachers and to monitor progress toward the ultimate goal of competent teaching. Correlational analyses were used to determine the magnitude of relationships between critical indicators and effective, moderately effective, and least effective teachers. Espin & Yell (1994) suggest that it is possible to identify critical indicators of teacher effectiveness and to use those indicators in decision-making regarding the effectiveness of preservice special education teachers.

Transition should be an empowering process. Millions of people with disabilities have been denied the opportunities afforded their peers--opportunities to live and work in their own communities. While these individuals have been the center of attention for special educators, vocational rehabilitators, vocational educators, adult service agency personnel, as well as federal, state, and local governments, individuals with disabilities have frequently failed to make successful transitions to post school endeavors. Although improvements in transition services have been attempted in the past several decades of increased attention to transition, continued and greater efforts are needed to empower all youth with disabilities with the opportunities for successful school to post-school activities.

## CHAPTER III

### METHOD

The current investigation was conducted in the Commonwealth of Virginia. By definition this inquiry is classified as a descriptive study (Ary, Jacobs & Razavieh, 1990). It was designed to identify the levels of knowledge and involvement and the perceived importance of transition planning competencies held by secondary special education teachers in the Commonwealth of Virginia and to identify differences among secondary special education teachers in these areas with regard to training, degree, years of teaching experience, and category of students taught. Data for this study were collected utilizing a survey instrument.

### POPULATION

The population for this survey was secondary special education teachers in Virginia. Teachers in the population were nominated by directors of special education in 81 of the 137 LEAs (Local Education Agencies) in Virginia. Directors of special education were asked to nominate three special education teachers, with different teaching caseloads by category, who teach students with mental retardation (MR), learning disabilities (LD), or emotional disturbances (ED). A total of 236 secondary special education teachers were identified.

## **INSTRUMENTATION**

Instrument development. A five page, seventy-four question instrument (See Appendix A) was developed to solicit information regarding levels of knowledge, involvement, and importance of transition planning and service delivery of the nominated secondary special education teachers. The Transition Competencies Survey was developed through a literature review (Chadsey-Rusch, 1988; Beard, 1991; deFur & Taymans, 1995; Moorehouse, 1989; Taymans, Corbey & Dodge, 1995) and is based on the transition requirements of IDEA (P.L. 101-476, 34 CFR 300.18). The transition competencies were compiled, submitted to content analysis, and categorized under three headings. The transition requirements of IDEA are subsumed under the three headings.

The survey instrument was divided into five sections. One section of the survey consists of a series of items designed to obtain demographic data, such as training, degree, years teaching experience, and category of students taught. These items elicited closed format responses. Three other sections of the survey consisted of teacher ratings of individual perceptions of specific knowledge of, involvement in, and importance placed upon transition based on transition competencies research and IDEA transition requirements. Respondents rated each item using a Likert-type response scale to assess perceived levels of knowledge, involvement and

importance. The final section requested comments and input in an open-ended response format.

**Pilot testing.** Pilot testing of the survey was conducted on three segments of the test population: colleagues, potential users, and the population to be surveyed. Dillman (1978) presented guidelines for pilot testing:

1. Is each of the questions measuring what it is intended to measure?
2. Are all the words understood?
3. Are questions interpreted similarly by all respondents?
4. Does each closed-ended question have an answer that applies to each respondent?
5. Does the questionnaire create a positive impression, one that motivates people to answer it?
6. Are questions answered correctly?
7. Does any aspect of the questionnaire suggest bias on the part of the research?

Based on the feedback from the pilot testing, questions were eliminated as being redundant and question wording was modified.

## **PROCEDURES**

The survey instruments were sent to the 236 nominated teachers with a cover letter (See Appendix A) and a self-addressed stamped envelope (SASE) coded for non-response follow-up. The surveys utilized the Project UNITE logo and



the cover letters used Project UNITE letterhead and directors signatures. Exactly one week later, a postcard follow-up was sent to all recipients of the first mailing (See Appendix A). This postcard contained a written thank you for those who had already returned their surveys and a reminder to those who had not.

Exactly three weeks after the initial mailing, a follow-up letter (on Project UNITE letterhead with Department Of Education and Southwest Virginia Transition Center signatures) was sent to nonrespondents (See Appendix A) which included a replacement survey and another return envelope. A third and final survey was sent by mail to the remaining nonrespondents seven weeks after the original mailing. A 60-75% response rate was sufficient on mail surveys (Dillman, 1978), but a 91% response rate was achieved.

**Method Of Analysis.** As the surveys were returned, the data were entered into the ASPG computer program. Five types of responses were recorded for each respondent: demographic data, perceived knowledge, perceived involvement, perceived importance, and open-ended comments and input. Frequencies and percentages were calculated for categorical variables whereas means and standard deviations were calculated for scaled ratings related to knowledge, involvement, and importance. Comments were integrated into the sections to which the comments were related.

Relationships between the demographic data (training, degree, years teaching experience, and category taught) and perceived knowledge, perceived involvement, and perceived importance of transition planning and service delivery were explored using correlational analyses (product moment), with a .05 significance level.

## CHAPTER IV

### RESULTS

#### Description of Respondents

The request for nominations mailed to 134 Local Education Agency (LEA) Directors of Special Education yielded nominations of one to three secondary special education teachers of students with learning disabilities, emotional disturbance, and mental retardation from each of the responding LEAs. Phone calls were placed to the offices of the nonrespondent LEA Directors after two weeks and yielded additional nominations. A total of 81 LEAs responded with nominations.

The survey was initially mailed to 236 secondary special education teachers who taught students with learning disabilities, emotional disturbance, and/or mental retardation. Three followup mailings were conducted. The first followup was a post card sent out to all 236 teachers one week after the initial mailing. At that point responses had been received from 81 teachers (34%). A second followup was sent only to those teachers who had not responded within two weeks of the post card. At that point 200 teachers had responded (85%). The third and final followup was sent to teachers who had not responded within three weeks of the second followup. Two weeks after the final followup was sent, questionnaires had been returned by 217 teachers. (See Appendix A for letters.) Of the 217, three could not be

included in the analyses. Two individuals identified themselves as transition specialists and the other was returned blank. The 214 usable returns represent a response rate of 91%.

#### Category Taught, Years Experience, and Degree

Teachers were asked to describe the disability category which best characterized the largest number of students in their caseloads. The majority of the teachers responding to the survey were teachers of students with learning disabilities (50%), (hereafter LD teachers for ease of reporting). There were half as many teachers of students with mental retardation (24%), hereafter MR teachers. Teachers of students with emotional disturbance (ED teachers) characterized 14% of the respondents. Teachers of combined classrooms of students with learning disabilities/emotional disturbance (LD/ED teachers) (7%) and the "other" category (OTHER teachers) (6%) represented the smallest groups of respondents. The OTHER group was comprised of teachers of students with severe/profound disabilities, and other combinations of students (see Table 1). The percentages of teachers of each category roughly correspond to the numbers of students served in those categories nationwide, except for MR teachers. The distribution of specific disabilities for children ages 6-21 is: LD, 51%; MR, 12%; ED, 9% (17th Annual Report to Congress on the Implementation of the IDEA).

**Table 1**  
**Demographic Information**

	<u>Total</u> N col%	EDUCATIONAL LEVEL			YEARS EXPERIENCE		
		<u>BA</u> N row%	<u>MA</u> N row%	<u>ADV</u> N row%	<u>X</u>	<u>SD</u>	
<b>MR</b>	51 24	30 59	19 37	2 4	14.6	7.9	
<b>LD</b>	106 50	41 39	56 53	9 9	13.4	7.1	
<b>ED</b>	30 14	13 43	15 50	2 7	9.1	6.6	
<b>LD/ED</b>	15 7	0 0	5 33	10 67	10.5	6.1	
<b>OTHER</b>	12 6	5 42	6 50	1 8	10.9	5.5	
<b>TOTAL</b>	214 100	89 89	101 101	24 24	12.8	7.3	

The average years of teaching experience for the entire sample was 12.8 with ED teachers having the least experience (9.1 years) and MR teachers having the most experience (14.6 years). There were large differences in years of teaching experience across teacher groups. The MR teachers had the highest average years of experience with 14.6 years and ED teachers had only 9.1 years.

As shown in Table 1, more than half of the sample had a Masters degree (106) or an advanced degree (14). Across the groups of teachers, the levels of education varied somewhat with 59% of the 51 MR teachers possessing only a Bachelors degree, whereas 67% of the much smaller LD/ED group (n=15) had degrees beyond Bachelors. Across all teachers there was a slight tendency for teachers with more teaching experience to have higher levels of education ( $r=.14$ ). An exception was for the MR teachers for whom advanced degree were slightly more prevalent among less experienced teachers ( $r=-.16$ ).

#### Comments & Input

The final section of the questionnaire elicited open-ended comments about transition and the survey in general. Of the 73 teachers who provided comments, the majority were either requesting training in transition or explained the barriers to successful transition in their LEAs. Transition services/planning (general) characterized the majority of the

training requests (13), followed by training pertaining to interagency collaboration (10). Community/business collaboration (8) and collaboration with vocational education (5) were also training requests.

Of the comments outlining barriers to transition, budget and time constraints (10) accounted for the majority of comments. In addition, a lack of resources, facilities, and/or programs (6) and lack of administrative support (2) were also mentioned as barriers to effective transition.

### Training

Inservice. Table 2 contains frequencies and percentages of self-reported contact hours for transition planning and/or transition service delivery inservices for school years 1993-94, 1994-95, 1995-96 for the entire sample and for teachers in each teaching category. Inservice contact hours were recoded for analysis by grouping responses in three categories: 0 contact hours, 1-10 contact hours, 11+ contact hours. Total inservice contact hours were also calculated for the three years and then recoded by grouping responses in four categories: 0 contact hours, 1-10 contact hours, 11-20 contact hours, 21+ contact hours. Shown at the bottom of the table are composite frequencies and percentages of contact hours in inservice over the three year period for the same groups of teachers. A training composite was computed by totaling the number of teachers involved in inservices over the three year period.

**Table 2  
Inservice Contact Hours**

CONTACT HOURS	TOTAL		MR		LD		ED		LD/ED		OTHER	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>1993-1994</b>												
0 Contact Hours	128	62.4	30	58.8	63	64.3	21	70.0	5	41.7	9	64.3
1-10 Contact Hours	66	32.2	19	37.3	30	30.6	7	23.3	6	50.0	4	28.6
11-50 Contact Hours	11	5.4	2	3.9	5	5.1	2	6.7	1	8.3	1	7.1
<b>TOTAL</b>	205	100%	51	100%	98	100%	30	100%	12	100%	14	100%
<b>1994-1995</b>												
0 Contact Hours	107	52.7	25	49.0	56	57.7	14	46.7	6	50.0	6	46.2
1-10 Contact Hours	84	41.4	24	47.1	37	38.1	12	40.0	5	41.7	6	46.2
11-24 Contact Hours	12	5.9	2	3.9	4	4.1	4	13.3	1	8.3	1	7.1
<b>TOTAL</b>	203	100%	51	100%	97	100%	30	100%	12	100%	13	100%
<b>1995-1996</b>												
0 Contact Hours	109	53.4	21	41.2	57	58.2	16	53.3	9	75	6	46.2
1-10 Contact Hours	87	42.6	29	56.9	37	37.8	11	36.7	3	25	7	53.8
11-24 Contact Hours	8	3.9	1	2.0	4	4.1	3	10.0	0	0	0	0.0
<b>TOTAL</b>	203	100%	51	100%	98	100%	30	100%	12	100%	13	100%
<b>1993-1996 COMPOSITE</b>												
0 Contact Hours	76	37.1	16	31.4	39	39.8	11	36.7	5	41.7	5	35.7
1-10 Contact Hours	90	43.9	25	49.0	44	44.9	12	40.0	4	33.3	5	35.7
11-20 Contact Hours	19	9.3	5	9.8	6	6.1	3	10.0	2	16.7	3	21.4
21- + Contact Hours	20	9.8	5	9.8	9	9.2	4	13.3	1	8.3	1	7.1
<b>TOTAL</b>	205	100%	51	100%	98	100%	30	100%	12	100%	14	100%



Except for LD/ED teachers there was a general tendency to report increased attendance in inservice over the three year period. MR teachers steadily increased attendance at transition related inservices from the 1993-1994 school year to the 1995-1996 school year; LD/ED teachers steadily decreased in attendance. ED teachers sharply increased inservice attendance from 1993-1994 to 1994-1995 and decreased attendance from 1994-1995 to 1995-1996. LD and OTHER teachers sharply increased attendance from 1993-1994 to 1994-1995 and then inservice attendance stabilized from 1994-1995 to 1995-1996.

Over the three year period, more teachers had at least one contact hour of inservice training than had zero contact hours. The largest percentage of MR, LD, and ED teachers had one to ten contact hours of inservice training over the three year period from 1993-1996. In most cases, those teachers reporting zero contact hours of inservice decreased from 1993 to 1996. MR teachers were somewhat more likely to attend inservice than teachers of any other category. Attendance at inservices was related to attendance at conferences ( $r=.31$ ) and with enrollment in college courses ( $r=.15$ , significant at the .05 level).

Courses. Table 3 contains frequencies and percentages of self-reported credit hours for transition planning and/or

**Table 3**  
**Course Credit Hours**

CREDIT HOURS	TOTAL		MR		LD		ED		LD/ED		OTHER	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>1993-1994</b>												
0 Credit Hours	179	86.1	44	86.3	90	89.1	24	80	11	91.7	10	71.4
1>3 Credit Hours	7	3.4	2	3.9	2	2.0	1	3.3	1	8.3	1	7.1
3>10 Credit Hours	5	2.4	1	2.0	3	3.0	0	0.0	0	0	1	7.1
10- + Credit Hours	17	8.2	4	7.8	6	5.9	5	16.7	0	0	2	14.3
<b>TOTAL</b>	<b>208</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>14</b>	<b>100%</b>
<b>1994-1995</b>												
0 Credit Hours	180	86.5	41	80.4	91	90.1	26	86.7	12	100	10	71.4
1>3 Credit Hours	9	4.3	3	5.9	4	4.0	0	0	0	0	2	14.3
3>10 Credit Hours	2	1.0	0	0	1	1.0	0	0	0	0	1	7.1
10- + Credit Hours	17	8.2	7	13.7	5	5.0	4	13.3	0	0	1	7.1
<b>TOTAL</b>	<b>208</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>14</b>	<b>100%</b>
<b>1995-1996</b>												
0 Credit Hours	183	88.0	45	88.2	91	90.1	23	76.7	11	91.7	13	92.9
1>3 Credit Hours	6	2.9	3	5.9	3	3.0	0	0	0	0	0	0
3>10 Credit Hours	1	0.5	0	0	1	1.0	0	0	0	0	0	0
10- + Credit Hours	18	8.7	3	5.9	6	5.9	7	23.3	1	8.3	1	7.1
<b>TOTAL</b>	<b>208</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>13</b>	<b>100%</b>
<b>1993-1996 COMPOSITE</b>												
0 Credit Hours	150	72.1	35	68.6	77	76.2	20	66.7	10	83.3	8	57.1
1>3 Credit Hours	34	16.3	9	17.6	16	15.8	4	13.3	1	8.3	4	28.6
3>10 Credit Hours	17	8.2	4	7.8	8	7.9	4	13.3	0	0	1	7.1
10- + Credit Hours	7	3.4	3	5.9	0	0	2	6.7	1	8.3	1	7.1
<b>TOTAL</b>	<b>208</b>	<b>100%</b>	<b>51</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>30</b>	<b>100%</b>	<b>12</b>	<b>100%</b>	<b>14</b>	<b>100%</b>

transition service delivery college courses for school years 1993-94, 1994-95, 1995-96 for the entire sample and for each teaching category. Based on the Virginia Recertification Manual (July 1990), to receive recertification points for college credit, the criteria include that the course must be for three semester hours. One semester credit hour equals fifteen contact hours. Variables were recoded according to these specifications. In some cases it was unclear as to whether the respondent was answering with regard to contact hours, which the survey requested, or credit hours. Total credit hours were calculated and recoded for the three years case by case. Shown at the bottom of the table are composite frequencies and percentages of credit hours in college courses over the three year period for the same groups of teachers. A training composite was computed by totaling the number of teachers enrolled in college courses over the three year period.

Overall only about 15% of all teachers enrolled in college courses in any given year. There was a relationship between highest degree earned and courses enrolled in during the study years; fewer courses were taken by those with advanced degrees ( $r=.16$ ). ED and OTHER teachers were more likely to be enrolled in college courses than any other teaching category; 57% of ED teachers and 58% of OTHER teachers reported a Masters or an advanced degree. Conversely, LD/ED teachers reported very little enrollment in college courses; 100% reported Masters or advanced degrees. There was a negative correlation between highest degree

and 1993-1996 coursework ( $r=-.16$ ) which is significant at the .05 level.

Over the three year period surveyed, the majority of teachers of all categories reported zero credit hours of coursework related to transition planning and service delivery. Nearly one-half of the teachers in the OTHER category reported enrollment in at least one credit hour over the three year period from 1993-96. Approximately one-third of MR teachers and ED teachers, and one-fourth of LD teachers, reported enrollment in at least one credit hour over the three year period. Course attendance was correlated with inservice attendance ( $r=.15$ , significant at the .05 level).

Conferences. Table 4 contains frequencies and percentages of self-reported contact hours for transition planning and/or transition service delivery conferences for school years 1993-94, 1994-95, 1995-96 for the entire sample and for each teaching category. The Virginia Recertification Manual (July 1990), indicates to receive recertification points for a professional conference, the conference must be four or more hours in length. Responses for these questions were recoded to reflect this requirement. Shown at the bottom of the table are composite frequencies and percentages of contact hours in conferences over the three year period for the same groups of teachers.

MR teachers were stable in attendance at conferences over the school years from 1993-1994 to 1995-1996. LD teachers and ED teachers reported a slight increase in transition related conference attendance over the three years; LD/ED teachers reported

Table 4  
Conference Contact Hours

CONTACT HOURS	TOTAL		MR		LD		ED		LD/ED		OTHER	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>1993-1994</b>												
0 Contact Hours	140	68.6	33	64.7	67	68.4	24	80.0	8	66.7	8	61.5
1-3 Contact Hours	30	14.7	9	17.6	14	14.3	3	10.0	0	0	4	30.8
4-20 Contact Hours	28	13.7	7	13.7	13	13.3	3	10.0	4	33.3	1	7.7
21- + Contact Hours	6	2.9	2	3.9	4	4.1	0	0	0	0	0	0
<b>TOTAL</b>	204	100%	51	100%	98	100%	30	100%	12	100%	13	100%
<b>1994-1995</b>												
0 Contact Hours	136	66.3	34	66.7	63	64.3	25	83.3	7	58.3	7	50.0
1-3 Contact Hours	25	12.2	5	10.0	13	13.3	1	3.3	1	8.3	5	35.7
4-20 Contact Hours	38	18.5	11	21.6	18	18.4	4	13.3	3	25.0	2	14.3
21- + Contact Hours	6	2.9	1	2.0	4	4.1	0	0	1	8.3	0	0
<b>TOTAL</b>	205	100%	51	100%	98	100%	30	100%	12	100%	14	100%
<b>1995-1996</b>												
0 Contact Hours	127	62.0	34	66.7	57	58.2	22	73.3	5	41.7	9	64.3
1-3 Contact Hours	32	15.6	7	13.7	21	21.4	1	3.3	1	8.3	2	14.3
4-20 Contact Hours	38	18.5	9	17.6	16	16.3	6	20.0	5	41.7	2	14.3
21- + Contact Hours	8	3.9	1	2.0	4	4.1	1	3.3	1	8.3	1	7.1
<b>TOTAL</b>	205	100%	51	100%	98	100%	30	100%	12	100%	14	100%
<b>1993-1996 COMPOSITE</b>												
0 Contact Hours	96	46.8	23	45.1	45	45.9	17	56.7	5	41.7	6	42.9
1-3 Contact Hours	33	16.1	9	17.6	15	15.3	5	16.7	0	0	4	28.6
4-20 Contact Hours	51	24.9	13	25.5	28	28.6	4	13.3	3	25.0	3	21.4
21- + Contact Hour	25	12.2	6	11.8	10	10.2	4	13.3	4	33.3	1	7.1
<b>TOTAL</b>	205	100%	51	100%	98	100%	30	100%	12	100%	14	100%

a more marked increase. OTHER teachers reported a sharp increase in transition related conference attendance from 1993-1994 to 1994-1995, then a decrease in attendance in the final year represented by this study.

Over one-half of respondents in each teaching category except ED teachers reported at least one contact hour of conference training over the three year period. Approximately one-third of MR teachers consistently reported at least one contact hour conference training for each of the three years. Conference attendance was correlated with inservice ( $r=.31$ , significant at the .05 level).

From 1993-1996, only 19% of all teachers received zero hours training across all three training options -- inservices, college courses, and conferences. ED teachers (27%), LD/ED teachers (27%), and OTHER teachers (33%) exceeded the overall sample percentages in zero hours training. MR teachers (16% zero hours) and LD teachers (15% zero hours) were more likely to attend some type of training.

### **Knowledge Items**

Table 5 contains the means and standard deviations of the responses to the eight items designed to measure self-reported levels of knowledge about transition planning and service delivery for the entire sample and for each category of teachers. Shown at the bottom of this table are the means of the composite knowledge indices for the same groups of teachers. A composite index was computed for each teacher by

**Table 5**  
**Level of Knowledge of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Understanding the problems and issues related to transition.	2.26	0.63	2.23	0.64	2.25	0.61	2.37	0.55	2.40	0.88	2.08	.49
Understanding the concepts and definitions related to transition.	2.17	0.66	2.10	0.57	2.22	0.69	2.07	0.57	2.33	0.87	2.08	.64
Understanding the historical and legal antecedents of transition.	1.87	0.75	1.75	0.71	1.92	0.73	1.77	0.72	2.13	0.88	1.83	.80
Understanding the federal/state legislation-regulations relevant to transition planning.	1.86	0.75	1.69	0.64	1.90	0.79	1.97	0.55	2.20	0.91	1.67	.75
Understanding the various models of transition.	1.83	0.64	1.82	0.55	1.86	0.67	1.73	0.57	2.00	0.73	1.67	.75
Knowledge of roles/responsibilities of adult service agencies.	1.68	0.70	1.65	0.69	1.63	0.67	1.66	0.71	1.93	1.00	1.62	.49
Knowledge of family support services, referral procedures, eligibility, cost.	1.61	0.67	1.67	0.95	1.51	0.90	1.57	0.67	1.67	0.79	1.67	.62
Knowledge of eligibility requirements of various adult service agencies	1.59	0.70	1.61	0.74	1.56	0.65	1.60	0.65	1.80	0.98	1.50	.65
<b>COMPOSITE KNOWLEDGE INDEX</b>	1.86	0.50	1.81	0.44	1.87	0.49	1.84	0.49	2.06	0.77	1.80	.45

Based on four point scale (0=No Knowledge, 1=Low Knowledge, 2=Medium Knowledge, 3=High Knowledge) averaging his/her responses across the eight items.

Inspection of the composite means reported in Table 5 show rather similar levels of perceived knowledge across teacher categories, ranging from a high of 2.06 to a low of 1.80 with the mean of all teachers equal to 1.86 on the four-point response scale. Overall, knowledge was rated low to medium. Self-reported levels of knowledge were unrelated to years teaching experience and to degrees. Across teacher groups, no difference was noted in overall knowledge.

The eight knowledge items have been arranged according to the perceived level of knowledge reported for the entire sample. Across the items, the mean responses ranged from a high of 2.26 for "understanding the problems and issues related to transition" to a low of 1.59 for "knowledge of eligibility requirements of various adult service agencies."

The two highest rated items overall, "understanding the problems and issues" and "understanding the concepts and definitions," were also the highest rated items by each of the teaching categories. The other highly rated knowledge items overall, "understanding the historical and legal antecedents," "understanding the federal/state legislation-regulations," and "understanding the various models" were all rated within the top five of eight knowledge items by each of the teaching categories.

Generally teachers rated highest those items dealing with understanding of underlying issues, problems, definitions, and regulations higher than the roles, responsibilities, and



requirements of adult service agencies. LD/ED teachers rated each of the five highest rated knowledge items more highly than did any other teacher group.

The items rated lowest by teachers overall, "knowledge of eligibility requirements of various adult service agencies," "knowledge of roles and responsibilities of adult service agencies," and "knowledge of family support services, referral procedures, eligibility, cost" were the lowest rated items for each of the teaching categories, as well. MR teachers and OTHER teachers rated knowledge of eligibility requirements of various adult service agencies lowest; LD teachers, ED teachers, and LD/ED teachers rated knowledge of family support services, referral procedures, eligibility, and cost as lowest. Generally, teachers report low to medium knowledge in areas involving adult service agencies -- roles, responsibilities, eligibility, etc. Moreover, 17% of all comments provided in the open-ended Comments & Input section of the survey made reference to the need for more knowledge about various adult service agencies.

### **Involvement Items**

Table 6 contains the means and standard deviations of the responses to the forty-five items designed to measure self-reported levels of involvement in transition planning and

**Table 6**  
**Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Involving parents, students and others in IEP/ITP team planning.	2.64	0.60	2.65	0.62	2.69	0.56	2.57	0.62	2.47	0.81	2.58	0.49
Developing transition goals and objectives.	2.48	0.70	2.51	0.57	2.47	0.74	2.47	0.72	2.43	0.82	2.58	0.64
Suggesting curriculum modification for special needs learners in academic/vocational classes.	2.41	0.74	2.30	0.78	2.47	0.68	2.43	0.67	2.53	0.81	2.17	0.99
Collaborating with families/students in goal setting.	2.37	0.76	2.37	0.72	2.49	0.65	2.07	0.93	2.20	0.98	2.33	0.75
Teaching job-related interpersonal and academic skills.	2.36	0.74	2.50	0.67	2.26	0.76	2.50	0.56	2.47	0.62	2.08	1.11
Establishing vocational education/transition components in the IEP/ITP.	2.32	0.84	2.37	0.84	2.39	0.80	2.13	0.88	2.13	0.96	2.25	0.83
Evaluating/grading procedures for special needs learners.	2.20	0.74	2.14	0.84	2.28	0.75	2.00	0.97	2.40	0.80	2.08	1.11

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

Table 6 Continued  
Level of Involvement of Transition Planning and Service Delivery

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Identifying placement procedures for special needs learners in vocational education.	2.10	0.85	2.22	0.80	2.09	0.90	1.97	0.81	2.13	0.81	2.08	0.76
Using vocational assessment results.	1.86	0.92	1.78	1.00	1.97	0.92	1.73	0.77	1.87	0.88	1.58	0.86
Incorporating the concepts of self-empowerment.	1.80	0.91	1.84	0.87	1.83	0.94	1.97	0.91	2.07	0.85	1.75	0.92
Applying results of assessment to transition process.	1.78	0.95	1.78	0.91	1.89	0.96	1.43	0.80	1.93	1.06	1.50	0.87
Assisting vocational teachers in classroom/behavioral management.	1.78	0.91	1.73	0.97	1.74	0.84	1.90	0.98	2.33	0.70	1.33	0.94
Assisting vocational teachers in modifying teaching/evaluation techniques.	1.77	0.95	1.88	1.00	1.84	0.89	1.53	0.96	1.87	0.88	1.17	0.90
Selecting appropriate vocational training modifications/accommodations.	1.77	0.91	1.82	0.79	1.75	0.96	1.63	0.80	2.27	0.68	1.58	1.11

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

**Table 6 Continued**  
**Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Conducting/using vocational assessments of special needs learners.	1.76	0.96	1.78	0.91	1.77	1.01	1.57	0.76	2.13	0.88	1.67	1.03
Creating transition programs for special needs learners.	1.73	1.04	1.69	0.98	1.71	1.02	1.67	1.16	2.20	0.83	1.67	1.25
Developing instructional activities to teach self-determination skills.	1.71	0.94	1.82	0.84	1.59	0.92	1.87	0.96	2.07	1.00	1.50	1.19
Matching job skills/interests with jobs or programs.	1.70	0.99	1.78	0.99	1.73	1.01	1.40	0.92	2.13	0.62	1.42	1.11
Providing career/personal counseling.	1.65	0.94	1.55	0.94	1.73	0.91	1.77	0.84	1.60	1.20	1.25	1.01
Developing appropriate curricular content in personal responsibility and relationships.	1.63	0.97	1.88	0.88	1.47	0.97	1.83	0.86	1.80	0.91	1.17	1.14
Assisting vocational teachers in modifying instructional materials and equipment.	1.60	0.93	1.70	1.02	1.64	0.86	1.41	0.93	1.73	0.93	1.00	0.91

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

**Table 6 Continued**  
**Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Selecting appropriate vocational curriculum content.	1.55	0.97	1.61	0.80	1.59	1.02	1.30	0.82	1.80	1.05	1.33	1.11
Developing appropriate curricular content in emotional/physical well-being.	1.51	1.01	1.84	0.90	1.35	0.99	1.73	0.96	1.47	1.02	1.08	1.11
Using team building to work with individuals from other disciplines, school and/or community.	1.51	0.91	1.47	0.89	1.50	0.89	1.34	0.88	1.87	0.96	1.75	1.01
Coordinating support agencies i.e., interagency coordination.	1.46	0.92	1.46	0.95	1.51	0.90	0.97	0.60	1.87	1.02	1.83	0.99
Analyzing quality of transition services provided to special needs learners.	1.43	0.91	1.41	0.89	1.46	0.90	1.23	0.80	1.73	0.93	1.33	1.11
Serving as a liaison between vocational assessment center and others.	1.39	1.03	1.31	0.98	1.47	1.04	1.30	0.97	1.47	1.09	1.17	1.07

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

**Table 6 Continued**  
**Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Developing appropriate curricular content in employment education.	1.37	1.04	1.76	0.84	1.18	1.04	1.27	0.93	1.67	1.19	1.33	1.31
Implementing recommendations of evaluations for program modification and development.	1.28	1.00	1.37	0.97	1.28	0.99	1.03	1.02	1.67	1.07	0.92	0.86
Developing appropriate curricular content in home/family life.	1.27	1.03	1.65	0.95	1.10	1.02	1.23	0.88	1.27	1.12	1.17	1.21
Modifying facilities to accommodate the vocational training of special needs learners.	1.27	0.96	1.41	0.99	1.21	0.92	1.10	0.87	1.33	0.94	1.50	1.26
Collaborating/communicating with stakeholders.	1.22	0.95	1.21	0.96	1.20	0.94	1.13	0.85	1.53	1.02	1.18	1.03
Developing appropriate curricular content in recreation/leisure skills.	1.17	1.00	1.65	0.90	0.95	0.95	1.13	0.96	1.13	1.02	1.17	1.21

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

**Table 6 Continued**  
**Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Developing appropriate curricular content in community involvement.	1.13	1.01	1.52	0.94	0.94	0.95	1.07	1.10	1.33	1.01	1.08	1.26
Working with employers and employees in business/industry.	1.05	0.93	1.29	1.00	0.94	0.83	0.97	0.91	1.20	1.17	0.92	0.86
Identifying potential job sites.	1.03	0.98	1.25	1.03	0.97	0.95	0.87	0.88	1.20	1.11	0.83	0.99
Participating in community-based work experience programs.	1.02	1.05	1.48	1.20	0.90	0.91	0.77	1.02	0.93	1.06	0.92	0.95
Identifying local employment trends and needs.	1.01	0.96	1.13	0.89	0.96	0.96	0.90	0.83	1.33	1.25	0.75	0.92
Planning community based vocational programs.	0.93	0.97	1.18	1.13	0.81	0.86	0.83	0.90	1.13	1.20	0.92	0.76
Collaborating on in-house evaluations of vocational/transition programs.	0.93	0.93	1.14	0.93	0.87	0.91	0.77	0.88	1.33	1.07	0.58	0.64

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=High Involvement)

**Table 6 Continued  
Level of Involvement of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Assessing effectiveness of services provided by vocational special needs personnel.	0.89	0.84	1.02	0.80	0.88	0.84	0.60	0.76	1.13	0.96	0.83	0.80
Implementing follow-up of students who have exited special programs.	0.75	0.91	0.84	1.02	0.73	0.80	0.63	0.75	0.93	0.93	0.58	0.76
Providing assistance to employers and supervisors.	0.67	0.91	0.94	1.06	0.47	0.73	0.83	1.04	0.87	1.09	0.58	0.64
Implementing job support services.	0.67	0.88	0.96	1.08	0.50	0.68	0.67	0.87	1.02	1.12	0.50	0.65
Supervising students on the job.	0.62	0.97	1.08	1.21	0.35	0.67	0.60	0.92	1.00	1.26	0.58	0.86
<b>COMPOSITE INVOLVEMENT INDEX</b>	<b>1.52</b>	<b>0.53</b>	<b>1.65</b>	<b>0.51</b>	<b>1.49</b>	<b>0.51</b>	<b>1.42</b>	<b>0.45</b>	<b>1.71</b>	<b>0.63</b>	<b>1.37</b>	<b>0.65</b>

Based on four point scale (0=No Involvement, 1=Low Involvement, 2=Medium Involvement, 3=HighInvolvement)



service delivery for the entire sample and for each category of teachers. Shown at the bottom of this table are the means of the composite involvement indices for the same groups of teachers. A composite involvement index was computed for each teacher in the same manner as composite knowledge indices were computed.

Inspection of the composite means reported in Table 6 show rather similar levels of perceived involvement across teacher categories, ranging from a high of 1.71 to a low of 1.37 with the mean of all teachers equal to 1.52 on the four-point response scale. Overall, involvement was rated in the low to medium range. Self-reported levels of involvement were unrelated to years teaching experience and to degree. Across all teachers, involvement correlated .33 with knowledge ( $p < .05$ ). Moreover, there was no difference across teacher groups for self-reported levels of involvement overall.

The forty-five involvement items have been arranged according to the perceived level of involvement reported for the entire sample. Across the items the mean responses ranged from a high of 2.64 for "involving parents, students and others in IEP/ITP team planning" to a low of 0.62 for "supervising students on the job." Teachers in each of the teaching categories rated these involvement items similarly.

Of the eight items rated by the entire sample in the medium to high involvement range (ratings of 2 or 3), six are integral to the IEP/ITP planning process. "Involving parents,

students, and others in IEP/ITP team planning," "developing transition goals and objectives," "suggesting curriculum modification...in academic/vocational classes," "collaborating with families/students," "establishing vocational education transition components," and "identifying placement procedures...in vocational education" are all part of the planning process. The other two involvement items rated medium to high involve classroom activities: "teaching job-related interpersonal and academic skills" and "evaluating/grading procedures."

Specifically, MR teachers and LD teachers were more likely to be involved in collaborating with families and students and in establishing vocational components than were ED teachers. MR teachers and ED teachers were more likely to be involved with teaching job-related interpersonal and academic skills than were LD teachers. Evaluating/grading procedures for special needs learners was more likely engaged in by LD teachers than by ED teachers. MR teachers were more involved in identifying placement procedures for students with special needs in vocational education than were ED teachers.

Of the items rated lowest by all teachers (1.55 and lower), six items involved development or selection of curricular content for special needs students. These include "...vocational curriculum content," "physical well-being," "employment education," "home/family life," "recreation/leisure," and "community involvement."

Seven of the items rated lowest by all teachers (1.05 and lower) were related to work experience activities. Teachers rated "working with employers," "identifying...job sites," "participating in community-based work experience," "identifying local employment trends," "providing assistance to employers," "implementing job support," and "supervising students on the job" among the lowest of all involvement items.

Also rated lowest (1.43 and lower) were five items related to program evaluation. "Analyzing quality of transition services," "implementing recommendations of evaluations," "collaborating on in-house evaluations," "assessing effectiveness of services," and "implementing follow-up" were all rated low by teachers overall and by each teacher category. Interagency coordination activities (1.51 and lower) and vocational education related activities (1.39 and lower) each accounted for three of the lowest rated items.

Of the lowest rated items, MR teachers were more likely than other teacher groups to be involved in developing curriculum content. MR teachers and LD/ED teachers were more likely than other groups to be involved in work experience activities. LD/ED teachers reported more involvement in program evaluation and interagency coordination activities than did other teacher groups.

## **Importance Items**

Table 7 contains the means and standard deviations of the responses to the nine items designed to measure self-reported levels of importance of transition planning and service delivery for the entire sample and for each category of teachers. Shown at the bottom of this table are the means of the composite importance indices for the same groups of teachers. A composite importance index was computed for each teacher in the same manner as were composite knowledge and composite involvement indices.

Inspection of the composite means reported in Table 7 show quite similar levels of perceived importance across teacher categories, ranging from a high of 2.5 to a low of 2.34 with the mean of all teachers equal to 2.42 on the four-point response scale. Overall, teachers rated importance in the medium to high range.

The nine importance items have been arranged according to the perceived level of importance reported for the entire sample. Across the items the mean responses ranged from a high of 2.78 for "family and student involvement in transition planning" to a low of 1.69 for "legal/historical foundations of transition." LD/ED teachers reported lower perceived importance ratings on four of the eight more highly rated items. While still in the medium to high range, "vocational preparation/job training," "interagency collaboration," "job development," and "transition curriculum/instruction/learning

**Table 7**  
**Level of Importance of Transition Planning and Service Delivery**

ITEM	TOTAL N=216		MR N=51		LD N=106		ED N=30		LD/ED N=15		OTHER N=12	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Family and Student Involvement in Transition Planning	2.78	0.53	2.82	0.43	2.79	0.49	2.70	0.64	2.73	0.77	2.75	0.60
Individualized Transition Planning	2.69	0.59	2.75	0.44	2.71	0.53	2.53	0.72	2.60	0.80	2.75	0.83
Vocational Preparation/ Job Training	2.65	0.72	2.82	0.51	2.62	0.73	2.63	0.75	2.33	0.87	2.67	0.85
Interagency Collaboration for Transition Planning	2.51	0.77	2.53	0.78	2.49	0.72	2.50	0.81	2.40	1.02	2.67	0.75
Job Development	2.50	0.81	2.61	0.77	2.45	0.79	2.53	0.76	1.33	1.07	2.50	0.87
Vocational Assessment	2.44	0.75	2.45	0.67	2.48	0.73	2.37	0.80	2.40	0.88	2.25	0.83
Program Evaluation	2.33	0.80	2.47	0.70	2.30	0.77	2.13	0.92	2.40	0.95	2.42	0.86
Transition Curriculum/ Instructions/Learning Theory	2.25	0.75	2.27	0.66	2.21	0.75	2.37	0.66	2.13	1.09	2.33	0.75
Legal/Historical Foundations of Transition	1.69	0.83	1.76	0.81	1.60	0.85	1.90	0.75	1.73	0.93	1.50	0.76
<b>COMPOSITE IMPORTANCE INDEX</b>	2.42	0.54	2.50	0.43	2.40	0.52	2.41	0.56	2.34	0.80	2.43	0.28

Based on four point scale (0=No Importance, 1=Low Importance, 2=Medium Importance, 3=High Importance)

theory" were all rated lower than the ratings for all teachers. MR teachers place more importance on "vocational preparation/job training" and "legal/historical foundations" than do other teacher groups. ED teachers place less importance on "program evaluation" but more importance on "legal/historical foundations" than do other groups, while OTHER teachers place less importance on "vocational assessment" and more on "interagency collaboration" than do other teacher groups.

### **Relationships Among Training and Perceived Knowledge, Involvement, and Importance**

Table 8 contains correlations between self-reported composite levels of knowledge, involvement, and importance with composite training. As can be seen by Table 8, courses, inservices, and conferences were positively correlated with knowledge and involvement. These training options were not significantly correlated with importance, however. With a sample size of 214,  $r > .14$  was needed for significance at the .05 level.

Those with higher levels of knowledge of transition planning and service delivery are somewhat more likely to be enrolled in courses and are somewhat more likely to attend conferences and inservices on transition planning and service delivery topics. In addition, those more actively involved in transition related activities are more likely to

attend conferences and inservices on transition topics and to enroll in transition related courses.

Self-reported levels of importance were unrelated to years teaching experience and to degree. In addition, there was no difference across teachers on self-reported levels of importance. Knowledge ( $r=.25$ ) and involvement ( $r=.24$ ) were significantly positively correlated at the .05 level with importance across all teachers.

**Table 8**  
**Correlations<sup>1</sup> Between Perceived Levels of Knowledge,**  
**Involvement, Importance with Training**

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	Knowledge	Involvement	Importance
<b>Courses</b>	.20	.16	.08
<b>Conferences</b>	.26	.32	.13
<b>Inservice</b>	.15	.21	.06

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<sup>1</sup> >.14 needed for significance at .05 level



## Chapter V

### Summary, Discussion, Conclusions and Implications

#### Summary/Discussion

Secondary special education teachers play a primary role in transition planning and service delivery. Few studies have defined the competencies needed by secondary special education teachers in the area of transition. Although this study did not seek to validate transition competencies for secondary special education teachers, it did attempt to clarify their perceived levels of knowledge, involvement and importance of transition planning and service delivery and to determine if differences exist between teachers.

The value of this study was sustained through legislation as well as current research in teacher preparation. The 1990 Individuals with Disabilities Education Act (P. L. 101-476) defined transition and required a statement of transition needs and services to be included in the Individualized Education Program of every student with a disability no later than age sixteen. Current IDEA reauthorization proposes to lower this beginning age for transition planning to fourteen. Other pieces of legislation supported the transition mandate of IDEA.

Further, transition competencies have been identified for transition personnel (Baker and Geiger, 1988; Chadsey-

Rusch, 1988; Beard, 1991; deFur and Taymans, 1995) and personnel preparation programs have been impacted by the transition mandate (Dunn, Rabren, Avery, & Chambers, 1995; Browning and Dunn, 1994; Moorehouse, 1989; Taymans, Corbey and Dodge, 1995). Since secondary special education teachers are primarily involved in writing and implementing Individualized Education Programs (IEP) and transition planning has become an integral part of the IEPs, their perceived levels of knowledge, involvement and importance placed upon transition planning is essential to personnel preparation and training programs.

A survey instrument was developed based upon a comprehensive review of the literature and the transition mandate of IDEA; this survey was administered by mail to 236 secondary special education teachers in the Commonwealth of Virginia representing 81 school divisions. Responses summarized in the form of means, standard deviations, frequencies, percentages, and relational statistics.

The survey had five sections which provided data used to address two research questions: (1) How do secondary special education teachers rate their level of knowledge, involvement, and the importance of planning and delivery of transition services? and (2) Are there differences among secondary special education teachers in level of knowledge, involvement, and importance of planning and delivery of transition services which can be attributed to training,

degree, years of teaching experience, and/or category of students taught?

Level of Knowledge. Secondary special education teachers in Virginia generally report that they have a good understanding of the problems, issues, concepts, definitions, historical and legal antecedents, federal/state legislation-regulations, and various models of transition planning and service delivery. These are foundations necessary to implement transition services, and it is encouraging to discover that teachers perceive that they possess this basic foundation of knowledge. Philosophical and historical considerations, legal aspects, foundations of transition are identified as important transition competencies and are included as components of personnel preparation programs (Baker & Geiger, 1988; Beard, 1991; deFur & Taymans, 1995; Dunn, Rabren, Avery & Chambers, 1995).

Special education teachers do not, however, appear to understand or report knowledge of the more in-depth competencies requiring a working knowledge of adult service agencies. Secondary special education teachers who are involved by the very nature of their jobs in transition planning and service delivery need to develop knowledge of available adult service agencies, including eligibility requirements, services offered, referral procedures, etc., in order to offer the best advice to families and develop

the best goals and objectives when developing and implementing the IEP/ITP. As demonstrated by the survey results, teachers do not feel that they have this knowledge. Interagency collaboration is consistently one of the competencies identified as necessary for transition personnel as well as a necessary part of teacher preparation and training (Baker & Geiger, 1988; Chadsey-Rusch, 1988; Beard, 1991; deFur & Taymans, 1995; Dunn, Rabren, Avery & Chambers, 1995). In addition, open ended comments made reference to the need for more knowledge about various adult service agencies.

Results of this portion of the study depict the level at which secondary special education teachers rated their knowledge of transition competencies. The perceived levels of knowledge were similar across the teacher categories. Generally, teachers indicated low to moderate levels of knowledge across the items. MR teachers, LD teachers, ED teachers, and OTHER teachers averaged approximately the same as the composite index for all teachers, in the low range; LD/ED teachers rated their overall knowledge in the medium range.

Years of teaching experience and degrees were unrelated to self-reported knowledge levels. One might expect that as years teaching experience and educational levels rise, knowledge would rise as well, but this study did not support this contention. Transition related

knowledge is new information for all teachers, whether they have been teaching one year or thirty; transition knowledge is new information for teachers with any degree, unless that degree was obtained within the last five years since transition regulations have been disseminated. This study did not request information regarding dates degrees were earned.

Level of Involvement. Professionals providing transition services must have the knowledge, skills and abilities to ensure successful transitions. A review of the literature suggests that teachers involved in the transition process are not prepared to ensure successful transitions without further training (Beard, 1991; Browning & Dunn, 1993). Overall, teachers in this study rated their involvement in transition planning and service delivery as low to medium and there were no meaningful differences across teacher groups.

The highest rated involvement items overall were those one would associate with IEP planning, a task widely engaged in by special education teachers. All teachers reported moderate to high involvement in these tasks. Development and management of individualized plans were recognized as important transition competencies in the literature as well as integral to personnel preparation programs (Baker & Geiger, 1988; Beard, 1991; deFur & Taymans, 1995; Dunn, Rabren, Avery & Chambers, 1995).

While teachers report that they are very involved in some activities that are integral to the development of transition plans, they also report rather limited involvement in the multitude of activities required to implement those plans, such as participating in community based work programs, planning community based vocational programs, and developing appropriate curricular content.

Teachers report high involvement with parents, students, and others and in developing goals and objectives collaboratively. They also report high involvement in curriculum modification, both academic and vocational. This is a positive, but not an unexpected result; special education teachers are central to the IEP/ITP writing/management process.

Also, integral to the transition process is involvement in planning employment options for students with special needs. Teachers reported limited involvement in many activities related to employment, such as supervising students on the job, implementing job support services, and providing assistance to employers and supervisors.

MR teachers reported more involvement in collaborating with families, establishing vocational components, and identifying placement procedures for students in vocational education than other teachers. The literature suggests that family and student involvement is an important transition competency and communication and collaborative partnerships

is one of CEC's beginning teacher common cores. MR teachers have been involved in these types of activities for many years; students with mental retardation have traditionally been placed in the vocational track, whereas LD teachers and ED teachers have been more concerned with the academic and/or behavioral needs of their students.

Some of the lowest rated items were employment related. The lowest rated involvement item was supervising students on the job. Also rated low were implementing job support services and providing assistance to employers and supervisors. Four other items relating to involvement in work experiences for students with special needs were rated quite low by all teachers. MR teachers and LD/ED teachers reported higher involvement than other groups in tasks involving students placed on community jobs. Teachers need to develop these skills and become involved in the implementation of job support services so that employment outcomes for students with special needs are improved (Baker and Geiger, 1988; Chadsey-Rusch, 1988; deFur and Taymans, 1995; Dunn, Rabren, Avery and Chambers, 1995; CEC 1997; McCarthy, Sitlington, and Asselin, 1991; Moorehouse, 1989; Browning and Dunn, 1993; Taymans, Corbey and Dodge, 1995; Beard, 1991). Teachers requested training in community-based work experience programs in their comments.

Program evaluation activities yielded low involvement responses by all teachers. Follow-up of students who have

exited special education programs was rated as low involvement by all teachers and across each of the teacher groups. Assessment, delivery and evaluation of job training are identified in the literature as important competencies and have been cited as necessary to personnel preparation programs. Follow-up support is closely linked to employment success and is likely to be provided by transition personnel (Baker and Geiger, 1988; Chadsey-Rusch, 1988; deFur and Taymans, 1995; Dunn, Rabren, Avery and Chambers, 1995; CEC 1997; McCarthy, Sitlington and Asselin, 1991; Moorehouse, 1989; Browning and Dunn, 1993; Taymans, Corbey and Dodge, 1995; Beard, 1991).

Across all teachers, there was no relationship between self-reported levels of involvement and years teaching experience or degree achieved. However, knowledge was positively correlated with involvement; higher self-reported knowledge levels were accompanied by higher self-reported involvement levels. Although both knowledge and involvement were rated low to medium across teachers, teachers perceived to have more knowledge represented greater involvement in transition planning and service delivery.

Perceived Importance. This section of the study reveals that the respondents place medium to high importance on transition planning and service delivery. As with knowledge and involvement, perceived levels of importance were very similar across the teacher categories. The



overall high ratings of importance items are indicative of the potential for improvement of transition planning and service delivery in Virginia.

Family and student involvement was the highest rated of the nine importance items; involving parents, students and others in IEP/ITP planning was the highest rated involvement activity. Family and student involvement is documented as a need in transition personnel preparation programs (Baker and Geiger, 1988; Chadsey-Rusch, 1988; Dunn, Rabren, Avery and Chambers, 1995; deFur and Taymans, 1995; Browning and Dunn, 1993; Taymans, Corbey and Dodge, 1995).

Teachers rated eight of the nine importance items higher than medium in importance. While "legal and historical foundations of transition" was rated lowest in importance of the nine items in this section, the literature suggests that it is a necessary transition competency and a necessary component of teacher preparation programs. Ironically, the item teachers rated as least important, legal and historical foundations of transition, was an area in which they reported having high knowledge. Personnel preparation programs have apparently accomplished the task of educating secondary special education teachers in the foundations of transition planning. Perhaps teachers have been inundated with this information over the past five years, have found no direct application for such knowledge

in their current job situations, and subsequently do not perceive this information as important.

In addition, program evaluation was reported to be lower in importance than most of the other items and similarly teachers demonstrate low involvement in program evaluation activities such as follow-up of exiting students, assessing effectiveness of transition services, and assessing effectiveness of vocational special needs personnel. Transition services could be improved if program evaluation was seen to be as important as other transition services and if teachers were involved in assessment, evaluation, and follow-up.

Both knowledge and involvement were significantly positively correlated to importance. Teachers reporting higher levels of knowledge and higher levels of involvement rated transition as more important. Importance was unrelated to years teaching experience and degree. It is unclear if teachers increase their knowledge and involvement in transition planning and service delivery as they realize its importance or due to some combination of factors.

Demographic Information. The recipients of the survey were asked to respond to questions seeking four types of demographic data. Respondents were asked for years experience teaching students with disabilities. The responses ranged from one year to thirty years. While MR teachers had the highest average years of experience and ED

teachers had the lowest, there was little difference between teachers' levels of experience and reported levels of knowledge, involvement, or importance. This is surprising in that one might expect recent college graduates to have more knowledge, involvement, and importance since transition planning was likely to be part of their preparation program. Alternately, teachers with more years experience might be expect to demonstrate higher levels of knowledge, involvement, and importance due to exposure to the evolution of transition planning and service delivery. Perhaps these off-setting factors resulted in the lack of correlation between years experience and knowledge, involvement, and importance.

Respondents reported on the highest degree achieved. The majority of respondents reported that they have a Masters degree or higher. Overall teachers with more teaching experience evidenced slightly higher levels of education. Ironically, 1993-1996 composite college courses were negatively correlated with degrees. Perhaps the degrees were attained in large part prior to the 1993-1994 school year, however, the date degrees were attained were not requested.

Over the three year period, course attendance held steady, and there were slight increases in attendance at conferences and inservices. Attendance at inservices was significantly positively correlated with attendance at both

conferences and with enrollment in courses. Those teachers who engage in training appear to participate in all types of training in transition planning and service delivery. A careful look at the transition literature demonstrates a need for both inservice and preservice transition preparation (Browning and Dunn, 1994; Beard, 1991; Moorehouse, 1989; Browning and Dunn, 1993; Taymans, Corbey and Dodge, 1995). In addition, Espin and Yell (1994) suggest that it is possible to identify critical indicators of teacher effectiveness and to use the indicators in preservice decision-making.

Some respondents had little to no training in transition planning and/or service delivery through preservice or inservice; both types of education are important (Browning and Dunn, 1994). There is an insufficient number of appropriately trained transition personnel (Taymans, Corbey and Dodge, 1995) and secondary special education teachers are unlikely to be fully able to provide necessary transition programs without further training (Beard, 1991). Preservice training is essential to supply the field of special education with more completely prepared personnel in the future (Browning and Dunn, 1994) and the provision of conferences and inservice training are important technical assistance activities for practicing personnel (Browning and Dunn, 1994; Taymans, Corbey and Dodge, 1995).

It is unclear from the results of this survey if teachers are not engaging in preservice and inservice activities because of availability factors or lack of time/release time or apathy. From the high importance ratings, apathy would not appear to be the reason for lack of involvement in training options.

### **Conclusions**

Secondary special education teachers in the Commonwealth of Virginia understand the problems and issues, concepts and definitions related to transition. They are highly involved with developing transition goals and objectives, and are adept at including family, student and others in the team planning. In addition, secondary special education teachers place high importance on family and student involvement in transition planning. These are necessary competencies for transition personnel.

Teachers have experience developing IEP plans and ITP planning is a similar activity. Secondary special education teachers perhaps feel comfortable with activities with which they have experience. Moreover, these are also clearly transition mandates; teachers have to include ITP planning annually for students aged sixteen or older. Also, it appears from the knowledge responses of this survey, teachers are well trained in the foundations of transition planning.

There is more to transition planning and service delivery, however. It was discovered that secondary special education teachers have little knowledge of eligibility requirements or roles and responsibilities of various adult service and family support agencies. Transition mandates also require that linkages are made between secondary school activities and postsecondary options. Therefore, preservice and inservice programs need to address the lack of knowledge and involvement in interagency collaboration. Teachers rate interagency collaboration as important for transition planning, but don't know how to accomplish the tasks. Teachers requested training in interagency collaboration.

Another conclusion of this study is that secondary special education teachers have low involvement in activities related to employment of students with special needs. Transition personnel need to know how to develop positive work attitudes, pair work with enjoyment and perform job analysis procedures. Teachers also requested training in community-based work programs and collaboration with the community. In addition, follow-up of students who have exited special programs rates as low involvement and follow-up is closely linked to job success (Chadsey-Rusch, 1988).

Also, teachers report low involvement in activities related to the development or selection of curricula. The development and/or selection of functional curricula is

cited as a necessary transition competency (Dunn, Rabren, Avery, & Chambers, 1995; Browning & Dunn, 1993; deFur & Taymans, 1995), yet teachers are not highly involved in this activity. The question arises, are teachers using the same curricular materials bought or developed several years ago or are other personnel developing/selecting curricula for special education programs other than the secondary special education teachers who are teaching the classes?

Similarly, teachers did not report high involvement in program evaluation activities. Since teachers are not involved in evaluating the effectiveness of transition programs or follow-up of students exiting special education programs, perhaps there is no need to change the curricular content. Teachers need to be involved in the evaluation of transition programs and services; improvements in student outcomes cannot be achieved without improvements in student preparation. Training in program evaluation activities might yield higher involvement in these activities by teachers.

Only one of the nine importance items was rated lower than medium in importance - legal and historical foundations of transition. The other eight importance items were rated between medium and high in importance. It is encouraging that while teachers report limited knowledge and low involvement in many aspects of transition planning and service delivery, they rate those same aspects as being

important, based upon their current job situations. Teachers who recognize the importance of transition related activities may be more likely to engage in training activities designed to improve knowledge and increase involvement in transition planning and service delivery.

Knowledge and involvement were significantly positively correlated with attendance at conferences and inservices and with enrollment in college courses. The majority of respondent teachers had Masters degrees and had several years experience teaching students with special needs. Teachers who have high knowledge attend conferences and inservices and enroll in college courses in transition planning and service delivery. Training is important and does impact on knowledge of and involvement in transition planning and service delivery.

### **Implications**

Implications for LEAs. The findings of the study suggest that there are gaps in the knowledge of and involvement in transition planning and service delivery. Inservice and conference training are necessary and desired by respondents, especially on the topics of adult service and family support agencies and employment related transition activities. Teachers should be required to participate in these activities; support and guidance could be provided by the LEA under the auspices of the recertification process.



Given the low knowledge of and involvement in linkages with adult services, yet perceived importance placed on interagency collaboration by respondents, LEAs should enhance their efforts to link the schools with the adult service agencies and be supportive of secondary special education teachers who endeavor to make these linkages under the constraints of scheduling concerns.

Implications for Personnel Preparation. The Council for Exceptional Children should add to its Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers. While these common core knowledge, skills, and abilities are general in nature and meant as guidelines for teacher preparation programs, there is no reference to transition planning and service delivery. CEC suggests that these common cores be tailored to meet the area of specialization program requirements, but all special education teachers will be required to have knowledge and skills related to transition planning, not just those trained as transition specialists.

Furthermore, teacher preparation programs need to focus less on philosophical, historical, and legal foundations of transition and more on communication and interagency collaboration, which is one of CEC's common cores. Local, regional, and state inservices and conferences need to move beyond addressing the question,

"What is transition planning?" to "How do I accomplish planning that will ensure successful transitions?"

Directions for Research. Based on analysis of data from this study, areas of future research are recommended. Since interagency involvement is an integral part of the transition process, barriers teachers encounter when attempting interagency collaboration could be identified and addressed. Knowledge of and importance placed on transition planning and service delivery and level of involvement with schools by adult service and family support agencies would add to the current investigation, as well.

In addition, knowledge, involvement, and importance of transition planning and service delivery as rated by families, geographically and by category of special needs student, would provide insight. Project UNiTE's transition specialists are assigned geographic territories in Virginia. The impact of transition training opportunities in these geographic areas could be ascertained.

Teachers with high knowledge and high involvement enrolled in courses more often and reported more conference and inservice contact hours. Did the training lead to the knowledge and involvement or did knowledge and involvement lead to attendance at conferences, inservices, and coursework? If knowledge and involvement led to increased attendance at training options, then how did teachers obtain

their knowledge if not through conferences, inservices, and college courses?

Involvement of families and students was the highest rated involvement item, yet teachers do not have knowledge of adult service agencies. Are there implications for families and students when the special education case manager has little knowledge or low involvement? The results of the current study could lead to improvements in both preservice training and inservice training in a variety of areas.

Teachers have indicated that transition planning and service delivery is important. Who is doing these activities if not the secondary special education teachers? Teachers may become more involved and knowledgeable through preservice, inservice, and conferences. Investigations are needed to determine increases in knowledge, involvement and importance after improvements in training.

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**APPENDIX A**

Cover Letters  
Survey Instrument  
Follow-Up



October 2, 1996

Dear

Project UNITE and the Virginia Department of Education are conducting a study to determine preservice and inservice training recommendations for the preparation of secondary special education teachers in the Commonwealth of Virginia. We need your help in identifying the essential competencies for successful service planning and delivery by special education teachers.

We need your assistance in selecting participants for the study and in disseminating a survey to participating teachers. We are requesting nominations of secondary special education teachers of students with mental retardation, learning disabilities, and emotional disturbance and whose primary role is not as a transition specialist or transition coordinator. Please nominate three secondary special education teachers from your school division by filling out the enclosed postcard and returning it to me no later than October 16, 1996. The survey will be mailed during Fall 1996. Page 2

Participants are assured of complete confidentiality. The aggregate results of this research will be made available to school divisions, Project UNITE staff and colleges and universities in the Commonwealth of Virginia.

Thank you for your assistance.

Sincerely,

Linda D. Knott, Ed.S.  
Researcher

Sharon deFur, Ph.D.  
Director, Project UNITE

Susan B. Asselin, Ph.D.  
Advisor  
Director, Southwest Virginia Transition Center

**SW Virginia Transition Center, Virginia Tech, Blacksburg, VA**  
Nominees for Transition Competency Survey  
(MR, LD, ED Secondary Special Education Teachers)

Name \_\_\_\_\_

School Address \_\_\_\_\_

Name \_\_\_\_\_

School Address \_\_\_\_\_

Name \_\_\_\_\_

School Address \_\_\_\_\_

**Please return this card no later than October 16, 1996**

**Linda Knott  
Transition Specialist  
Giles County Public Schools  
P.O. Drawer G  
Pearisburg, VA 24134**

October 22, 1996

Dear Special Education Teacher:

You have been nominated by your Director of Special Education to participate in a study and share your perceptions on transition competencies of secondary special education teachers in the Commonwealth of Virginia.

The preparation of qualified professionals requires the identification of essential teacher competencies that facilitate successful transition service delivery. The purpose of this study is to identify the level of knowledge and perceived importance of transition planning competencies and to identify differences among secondary special education teachers.

You can be assured of complete confidentiality. Each survey has an identification number for mailing purposes only, so that we may check your name off the mailing list when your survey is returned. Your name will never be recorded on your survey. It is important that each survey be completed and returned.

The results of this research can help improve inservice and preservice training by becoming more responsive to the needs of the special education teachers. Overall results will be shared with Project UNITE, local school divisions, and with the colleges and universities in the Commonwealth of Virginia.

If you have any questions or concerns, please contact me by calling: (540) 921-1711.  
Thank you for your assistance.

Sincerely,

Linda D. Knott, Ed.S.  
Researcher

Sharon H. deFur, Ph.D.  
Director, Project UNITE

Susan B. Asselin, Ph.D.  
Advisor  
Director, SW Virginia Transition Center

**Secondary Special Education Teachers’  
Level of Knowledge, Involvement & Perceived  
Importance of  
TRANSITION PLANNING & DELIVERY COMPETENCIES**

The purpose of this study is to learn more about special education teachers’ levels of knowledge, involvement, and perceived importance of teacher competencies in transition. This information can help improve in-service and personnel training by becoming more responsive to the needs of teachers.

Please answer all of the questions. If you wish to comment on any questions or qualify your answers, please use the space in the margins. Your comments will be read and taken into careful consideration. Thank you for your help!

L O G O

Virginia’s UNified Intercommunity Transition and Empowerment

for Youth with Disabilities

Giles County Public Schools  
Linda D. Knott  
Route 1, Box 52  
Pearisburg, VA 24134

## TRANSITION COMPETENCIES SURVEY

### PART I: LEVEL OF KNOWLEDGE OF TRANSITION PLANNING AND SERVICE DELIVERY

Please rate your level of knowledge of each transition competency listed below based upon your current job situation. Circle your response.

		<b>LEVEL OF KNOWLEDGE</b>			
		High	Medium	Low	None
1.	Understanding the historical and legal antecedents of transition.	3	2	1	0
2.	Understanding the various models of transition.	3	2	1	0
3.	Understanding the federal/state legislation-regulations relevant to transition planning.	3	2	1	0
4.	Understanding the concepts and definitions related to transition.	3	2	1	0
5.	Understanding the problems and issues related to transition.	3	2	1	0
6.	Knowledge of eligibility requirements of various adult service agencies.	3	2	1	0
7.	Knowledge of roles/responsibilities of adult service agencies.	3	2	1	0
8.	Knowledge of family support services, referral procedures, eligibility, cost.	3	2	1	0

### PART II: LEVEL OF INVOLVEMENT IN TRANSITION PLANNING AND SERVICE DELIVERY

Please rate your level of involvement in transition planning and service delivery based upon your current job situation. Circle your response.

		<b>LEVEL OF INVOLVEMENT</b>			
		High	Medium	Low	None
9.	Coordinating support agencies i.e., interagency coordination.	3	2	1	0
10.	Working with employers and employees in business/industry.	3	2	1	0
11.	Collaborating/communicating with stakeholders.	3	2	1	0
12.	Using team building to work with individuals from other disciplines, school and/or community.	3	2	1	0
13.	Collaborating with families/students in goal setting.	3	2	1	0
14.	Involving parents, students and others in IEP/ITP team planning.	3	2	1	0
15.	Identifying placement procedures for special needs learners in vocational education.	3	2	1	0
16.	Conducting/using vocational assessments of special needs learners.	3	2	1	0

Please rate your level of involvement of each transition competency listed below based upon your current job situation. Circle your response.

		<b>LEVEL OF INVOLVEMENT</b>			
		<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>None</b>
17.	Using Vocational assessment results.	3	2	1	0
18.	Modifying facilities to accommodate the vocational training of special needs learners.	3	2	1	0
19.	Serving as a liaison between vocational assessment center and others.	3	2	1	0
20.	Applying results of assessment to transition process.	3	2	1	0
21.	Matching job skills/interests with jobs or programs.	3	2	1	0
22.	Selecting appropriate vocational training modifications/accommodations.	3	2	1	0
23.	Selecting appropriate vocational curriculum content.	3	2	1	0
24.	Participating in community-based work experience programs.	3	2	1	0
25.	Identifying local employment trends and needs.	3	2	1	0
26.	Identifying potential job sites.	3	2	1	0
27.	Supervising students on the job.	3	2	1	0
28.	Implementing job support services.	3	2	1	0
29.	Providing assistance to employers and supervisors.	3	2	1	0
30.	Developing appropriate curricular content in employment education.	3	2	1	0
31.	Developing appropriate curricular content in community involvement.	3	2	1	0
32.	Developing appropriate curricular content in recreation/leisure skills.	3	2	1	0
33.	Developing appropriate curricular content in emotional/physical well-being.	3	2	1	0
34.	Developing appropriate curricular content in home/family life.	3	2	1	0
35.	Developing appropriate curricular content in personal responsibility and relationships.	3	2	1	0

Please rate your level of involvement of each transition competency listed below based upon your current job situation. Circle your response.

		<b>LEVEL OF INVOLVEMENT</b>			
		<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>None</b>
36.	Suggesting curriculum modification for special needs learners in academic/vocational classes.	3	2	1	0
37.	Teaching job-related interpersonal and academic skills.	3	2	1	0
38.	Assisting vocational teachers in modifying teaching/evaluation techniques.	3	2	1	0
39.	Assisting vocational teachers in modifying instructional materials and equipment.	3	2	1	0
40.	Assisting vocational teachers in classroom/behavioral management.	3	2	1	0
41.	Providing career/personal counseling.	3	2	1	0
42.	Developing transition goals and objectives.	3	2	1	0
43.	Planning community based vocational programs.	3	2	1	0
44.	Establishing vocational education/transition components in the IEP/ITP.	3	2	1	0
45.	Creating transition programs for special needs learners.	3	2	1	0
46.	Incorporating the concepts of self-empowerment.	3	2	1	0
47.	Developing instructional activities to teach self-determination skills.	3	2	1	0
48.	Evaluating/grading procedures for special needs learners.	3	2	1	0
49.	Analyzing quality of transition services provided to special needs learners.	3	2	1	0
50.	Implementing follow-up of students who have exited special programs.	3	2	1	0
51.	Collaborating on in-house evaluations of vocational/transition programs.	3	2	1	0
52.	Assessing effectiveness of services provided by vocational special needs personnel.	3	2	1	0
53.	Implementing recommendations of evaluations for program modification and development.	3	2	1	0



### PART III: PERCEIVED IMPORTANCE OF TRANSITION PLANNING AND SERVICE DELIVERY

Please rate the level of importance you place on each transition competency listed below based upon your current job situation. Circle your response.

		LEVEL OF IMPORTANCE			
		High	Medium	Low	None
54.	Legal/Historical Foundations of Transition	3	2	1	0
55.	Interagency Collaboration for Transition Planning	3	2	1	0
56.	Family and Student Involvement in Transition Planning	3	2	1	0
57.	Vocational Assessment	3	2	1	0
58.	Vocational Preparation/Job Training	3	2	1	0
59.	Job Development	3	2	1	0
60.	Transition Curriculum/Instructions/Learning Theory	3	2	1	0
61.	Individualized Transition Planning	3	2	1	0
62.	Program Evaluation	3	2	1	0

These competencies have been compiled from a literature review (Chadsey-Rusch, 1988; Beard, 1991; deFur & Taymans, 1995; Moorehouse, 1989; Taymans, Corbey & Dodge, 1995; Baker & Geiger, 1988; Browning & Dunn, 1994) and based upon the transition requirements of IDEA (P.L. 101-476, 34 CFR 300.18).

### PART IV: DEMOGRAPHIC INFORMATION

1. How many years experience do you have teaching students with disabilities? \_\_\_\_\_

2. Which category below characterizes the largest number of students in your classload?

- \_\_\_\_\_ MR      Mentally Retarded
- \_\_\_\_\_ SLD      Specific Learning Disabilities
- \_\_\_\_\_ SED      Seriously Emotionally Disturbed
- \_\_\_\_\_ Other      Please Specify \_\_\_\_\_

3. Circle your highest degree.

Bachelors      Masters      Advanced      Doctoral

4. Estimate the total amount of contact hours spent in training related to transition planning and/or transition service delivery over the past three years.

	1993-94	1994-95	1995-96
Inservices	_____	_____	_____
Courses	_____	_____	_____
Conferences	_____	_____	_____

**PART V: COMMENTS & INPUT**

Is there anything else you would like to tell us about your levels of knowledge, involvement, or the importance you place upon transition issues? If so, please use the space provided below. Also, please list any comments that might help us to plan future transition related inservices, courses, or conferences.

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Your contribution to this effort is greatly appreciated. If you would like a summary of the results, please **PRINT** your name and address on the back of the return envelope (**NOT** on this survey). We will see that you receive a copy.

Recently you received a survey in the mail. If you have already filled it out and returned it, thank you. If not, Please take a few minutes to share your perceptions regarding transition competencies of secondary special education teachers in the Commonwealth of Virginia.

Thanks,

Linda D. Knott

November 12, 1996

Dear Special Education Teacher:

Recently you received a survey in the mail. You were nominated by your Director of Special Education to participate in a study and share your perceptions on transition competencies of secondary special education teachers in the Commonwealth of Virginia.

The preparation of qualified professionals requires the identification of essential teacher competencies that facilitate successful transition service delivery. The purpose of this study is to identify the level of knowledge and perceived importance of transition planning competencies and to identify differences among secondary special education teachers.

You can be assured of complete confidentiality. Each survey has an identification number for mailing purposes only, so that we may check your name off the mailing list when your survey is returned. Your name will never be recorded on your survey. It is important that each survey be completed and returned. As of the date of this letter, your completed survey had not been received. If you have already returned it, thank you. If not, please take a moment to share your perceptions regarding transition competencies.

The results of this research can help improve inservice and preservice training by becoming more responsive to the needs of the special education teachers. Overall results will be shared with Project UNITE, local school divisions, and with the colleges and universities in the Commonwealth of Virginia.

If you have any questions or concerns, please contact me by calling: (540) 921-1711.  
Thank you for your assistance.

Sincerely,

Linda D. Knott, Ed.S.  
Researcher

Sharon H. deFur, Ph.D.  
Director, Project UNITE

Susan B. Asselin, Ph.D.  
Advisor  
Director, SW Virginia Transition Center

December 12, 1996

Dear Special Education Teacher:

Recently you received a survey in the mail. You were nominated by your Director of Special Education to participate in a study and share your perceptions on transition competencies of secondary special education teachers in the Commonwealth of Virginia. This is the **third** attempt to get you to respond.

The preparation of qualified professionals requires the identification of essential teacher competencies that facilitate successful transition service delivery. The purpose of this study is to identify the level of knowledge and perceived importance of transition planning competencies and to identify differences among secondary special education teachers.

You can be assured of complete confidentiality. Each survey has an identification number for mailing purposes only, so that we may check your name off the mailing list when your survey is returned. Your name will never be recorded on your survey. **IT IS IMPORTANT THAT EACH SURVEY BE COMPLETED AND RETURNED.** As of the date of this letter, your completed survey had not been received. If you have already returned it, thank you. If not, please take a moment to share your perceptions regarding transition competencies.

The results of this research can help improve inservice and preservice training by becoming more responsive to the needs of the special education teachers. Overall results will be shared with Project UNITE, local school divisions, and with the colleges and universities in the Commonwealth of Virginia.

If you have any questions or concerns, please contact me by calling: (540) 921-1711. Thank you for your assistance.

Sincerely,

Linda D. Knott, Ed.S.  
Researcher

Sharon H. deFur, Ph.D.  
Director, Project UNITE

Susan B. Asselin, Ph.D.  
Advisor  
Director, SW Virginia Transition Center

## APPENDIX A

### Comments and Input



## COMMENTS & INPUT

#1 Our vocational teachers genuinely care for and work hard for the students with special needs. We just are not set up to work collaboratively effectively. There is some effort to change this, but we need help.

#2 Transition is the integral part of schooling that will assist in successful adult life as an active member of society. It seems to have been a more natural and less threatening thing for teachers of MR students since the link to adult service providers was already there.

I do see teachers of other categories feeling more threatened/or less involved than MR teachers. I would like to see more training in self-empowerment for students.

#3 I would like to see more contact among agencies. I would also like the opportunity for more field trips so my students would get more job-related exposure to the many options.

#4 The whole concept of transitional planning is a necessary and worthwhile endeavor. I support it completely. I feel as if we are only going through the motions. I would really like the opportunity to work more hands on with our agencies/students and parents in this process, but teaching (teaching full day of classes) restricts our staff from following through the way we would like to. If you have suggestions as to how we could manage this under our present budget, our staff would appreciate it. Thanks

\*We have tried writing grants but have been unsuccessful in obtaining additional funding.

#5 It is in my opinion that XXXXXX XXXXXX XXXXXX special needs teachers have a considerable amount of input on the transitional planning of their students, however I would like to see more inservices or conferences on the follow-up procedures and community involvement in the transitional planning.

#6 We are not very involved in the transition process other than in writing the IEP. We were told by our "transition" person NOT to become involved with an agencies or to coordinate any transition services because that is her job. We are just beginning to see we need to do it ourselves in order to get it done, and will begin next semester to visit job sites, develop contacts, etc. Need help.

#7 I find writing ITPs for students with no real career interest or focus to be not only difficult but often they have little real value. There are few options to help this type of student prepare to leave high school.

#8 I have found that the folks from the DRS/WWRC have been the most helpful. I had extensive training with the PERT program. It is truly a good program. I depend a lot on our DRS counsellors for advice. I wish that I had more involvement with work placement, however our students (high functioning) go through the ITC program. I wish all of our kids could have a vocational assessment. Our vocational programs help our students greatly.

#9 Involving students in community based instruction is our greatest need. Providing personnel & developing these programs for exploration, assessment & training need to be addressed. Project UNITE is instrumental in facilitating transition programs through educating the special educators, parents & students. Collaborating & sharing through Transition Conferences is extremely valuable. Developing new programs through UNITE grants is an invaluable resource.

#10 I feel that I could benefit from additional training in the area of transition services. I feel that there needs to be training for the vocational teachers and the special educators to work together, in order for the transition process to be successful (i.e. - Vocational & Special Education workshop on our roles in the transition process and how we can assist each other.)

#11 It would be helpful to meet the agencies available to work with our students and to be given more guidance on what to include on the student I.E.P. and exiting senior I.E.P.s. Thanks

#12 While I am currently working with a population that typically does not receive much in the way of transition services [SED], I recently worked in adult services and it was obvious that not enough was being done before the students entered adult services. Inservice training and coursework in transition services needs to be more readily available.

#13 Transition planning was very new to me up until three years ago. Over the past few years I have become a little more educated about transitioning. I think planning and involvement are very crucial issues that need to be addressed when deciding students career goals. Over the last two years we've had several agencies talk with us about transitioning. I continue to feel we need more experiences in this field with changes that are occurring in our work force.

#14 My co-workers and I have watched videos on transition and lately it has been discussed at every meeting.

#15 I do not feel like our school has the necessary facilities/services for transition planning & implementation. We no longer have a vocational school. We have only one vo-tech class available for our low level students: Building Trades. DRS waits for us to beg them for help. When they do help, the students usually fails to follow through. I feel as though our transition page of the IEP is a joke because we don't have enough to offer these students. Our school does not even have vocational assessment - that was done away with also. In my opinion, inservices & conferences will be of little help unless we get more classes to offer students.

#16 Our school is located in a rural area and agencies are limited as far as giving help with employment to our lower achievers.

#17 Would like to have more communication with vocational school about these students.

#18 Do all possible to make students more responsible.

#19 It is difficult to respond to the above question. XXXXX has steadily decreased the amount of training related to transition for both staff & students. At the middle school level we no longer have access to vocational assessments. Vocational programs for special needs students are not a priority for my local district. Any help you can provide would be greatly appreciated.

#20 I just took over the Coordinator's position. These are areas of which I am responsible.

#21

1. Much more information needs to be available to the teachers who write ITP about agencies & services available to students in individual communities.
2. More vocational opportunities are need for the students.
3. Any in-service, courses etc. should be conducted on a local level.

#22 Over the past 5-8 years I have received students in from outside our school division. It is amazing how little importance is addressed to transition in the IEP/ITP sent to me. I have worked with DRS and others a lot over this period because I believe, if done properly, can turn on a student in the 10th/11th grade to get the most of his/her education. I present the ITP first in IEP meetings with students and parents. It makes the IEP make sense. It gives a feeling of purpose to most of

the students/parents in their educational planning & in working with the various agencies/support groups. Thanks.

#23 The only training I have had on transition planning is how to fill out the form. There doesn't seem to be any services for middle class LD students that want to go to college or get a job.

#24 I feel I need more information of services/agencies that are available to the student after high school.

#25 I believe middle school education should emphasize transitioning & vocation more than we do. Alternate ed. should be more available as well.

#26 I think the letter of the law is being met, but not the spirit.

#27 Help! I know the importance of transition but I feel like I'm getting a double message: "Transition plans are great & you'd better do them but don't let it cost us (school system) any money." I need to be better informed about what is available & how to access those programs!

#28 In '93-94 we applied for a grant to fund the position of a job coordinator - something we need desperately. (We don't even have the "man hours" to apply for grants.)

#29 Interagency coordination is impossible with all of the other responsibilities faced by the special educator, it's not enough time to connect with agencies. We need a liaison to take care of that.

#30 I find it very difficult to work with non-school agencies. They are unable (unwilling?) to work with the schools in voc. preparations. The local sheltered workshop would not give any information on what students could do in the last year of school to make the transition easier. DRS reps won't answer questions from me even with the parent present.

#31 The transition services, which are offered to our students, are the most important and the best service that our students and their families receive. I wish that all high school students had the same opportunity. Leaving high school can be a terrifying prospect when you have no plans for the future. The transition services ease the anxiety for both students and parents. Parents are truly appreciative of these services.

Students in SWVA with disabilities need a greater variety of job training available to them. XXXXXXXX vocational training is limited in regards to female interests and careers. Primarily, the vo-tech offers LPN training, Cosmetology, Childcare & Food services to appeal to female students. LPN & Cosmetology are either too difficult or require social skills which many students with disabilities are lacking.

Food services and Childcare don't lead to careers but to temporary employment with low wages.

Job placement & on-the-job training is needed by our students in this area.

Future inservices or conferences to deal with parenting skills & peaceful resolution of family & personal problems would be great. Many of my students can get jobs but personal disagreements with other employees or employers causes job loss. Dysfunctional families are prevalent in this area and the children from these families do not learn how to manage conflicts with others except through violence. Thanks for allowing me to express my concerns.

#32 There needs to be a book that coalates all services for handicapped individuals in the state. There should be forms needed, criteria, & contact person for anyone including parents who plan for handicapped individuals.

#33 Transition knowledge poor at this school. Large vocational program with numerous opportunities. LD teachers have difficulty forming individual objectives for students. Goals are always the same old thing. Not enough training. Vocational teachers still have difficulty teaching "our" kids. They don't think they (kids) belong.

#34 I feel that transition services are a must if our students are to reach their full potential and become productive & accepted members of society. This is true at all levels of their education as well as in the transition from school to adulthood. Preparation is the key to success.

#35 Unfortunately, special education teachers are so overworked that there is not the time to do transition services as thoroughly as I feel we should. I'm spread so thin that each day is a marathon just trying to teach five classes, test, write IEPs, observe for Child Study, attend after school meetings, etc. I love my students, and that keeps me going. We need more practical help on how to set up a jobs program for our students.

#36 I was aware of transition services through a graduate class I had 2.5 years ago. This class was based on transition only. I have filled out transition forms for IEPs, but no other inservices on this matter.

#37 We have so many ideas we want to implement however we do not receive any administrative support. I believe administration needs some background & training so they understand the legality of transition planning! What they don't understand, they don't support or see relevance for that matter. I think special educators & administrators need to be trained together.

#38 All of our linkages to transition here at our high school has been through the DRS. We have worked closely with them for many students and have a good working relationship. That is the extent of our transition knowledge and training.

In answering the survey, I used our vocational center as my reference. I must say that the vocational programs offered here within our school are quite good and our department has input into them. However, a majority of our students attend XXXXXXXXXXXX County Career and Technical Center and I generally answered based on their programs.

#39 I work in a public high school & teach ED & LD students (some are ED/LD and some LD/ED). Every year I work with 9th-12th graders. We begin transition planning for students during the school year that they turn 16. Every year I work with DRS in beginning postsecondary planning. Too often students and parents don't follow through & I've been told that now parents must be very much involved in the process.

There are a lot of "ifs" involved in education. For example, inclusion of all sp. needs students is a great idea - if it is implemented correctly. And transition services are greatly needed. If we could be trained properly & given the time to develop & implement good transition plans we could really do some good!

#40 Teachers need a clear outline of services available for our students. Training in vocational assessment would be helpful.

#41 I have had minimal experience in developing and implementing transition services up to this point.

#42 As I previously stated, I am new to the area & must learn what is available & what is not. Thankfully, I have a wonderful mentor.

Transition services are very important. Also, appropriate programs must be available.

#43 Without the cooperation of school boards and state monies, most school districts cannot provide adequate transition courses for special education students.

#44 At this time our system only participates in a work program with a sheltered workshop & regular vocational classes.

#45 Our county has a Career Center which has a full time Director only for special needs students. We also have a separate county Vocation Assessment Center for special needs youngsters. And there is a full time employee who counsels identified seniors on vocational training, places them on jobs, & follows their progress. And we have an additional program only for identified juniors & seniors which places them in community based job situations. So we teachers don't do as much with transtional planning.

#46 I work mainly with the parents and the student to create a successful transition plan. I help my students organize data pertaining to possible job situations. Once we have established a job interest with employers, students, and parents, we begin the transition plan outline. I do not actually implement the transition plan itself. We have a vocational coordinator who works with the student after the transition plan is created.

#47 I teach students that have severe & profound disabilities. Conferences, inservices & courses tend to focus on students that are functioning at a much higher level. When I contact agencies concerning my students they don't know what to tell me. I'm constantly being referred to other agencies who refer me to another agency. I'm going in circles.

#48 The transition page of the IEP has been implemented for 2 years. There seems to be discrepancies on what should be written based on each person's interpretation of the questions.

#49 This is such a large school that services have to be specialized. Even though I am department chair (sped), I am unable to be involved in every facet of the sped program. We do have a transition specialist available to us. Transition services are extremely important!

#50 Special ed does not offer remedial reading/math instruction during high school transition years. Why?

#51 While I am transition coordinator for our school system, my direct role in transition planning is limited to the students I teach. Our school system is involved in no work-study, job coaching or inservices with regards to transition. As a whole, our involvement in transition planning & training is nominal. My county's involvement in no way reflects the level of importance I place on it.

#52 Transition planning is becoming more and more involved with secondary special needs students. In order for transition to be implemented as it should be a teacher needs time and more time to coordinate all the facets of this growing portion of a special education student's secondary program. The question I have is where is the time going to come from and at what expense to the entire picture of educating special needs students.

#53 1. I would like to see more community/business education as to what our students can do to help them. For example, what Johnny student can do to help and be a good employee for Mr. BIG Company.

2. I would also like to see more company input to us (instructors) as to what they expect and also what type or types of jobs they expect of our students. (Across all the special populations)

#54 I am currently teaching sixth graders with learning disabilities. These students do not currently have ITPs, however, I incorporate topics relating to advocacy, employment, leisure, emotional, and family skills into my lessons. During IEP conferences, I encourage my students to participate and take part in his/her education. I also explain (briefly) the transition process and when this process will begin, along with its benefits/advantages to the student.

#55 Our school administration has had 7 new administrators in 4 years. Their approaches have been varied. The "new" administration is much more involved in allowing more transition planning and curriculum change.

Project UNITE's Tidewater office has been very helpful to us and they have supplied us with materials and advice. The workshops I attended last year were sponsored by UNITE and the TAC program out of VCU.

We have a Transition Coordinator now and she wants to initiate many new programs and expand the existing services in order to give our students more options.

#56 I think it's very unrealistic to expect SPED teachers to do all of the transitioning this survey covers. We certainly plan transitional goals and offer DRS services to all of our students. We also place modifications in IEPs for all teachers to use including vocational. We are planning to begin adjusting vocational competencies beginning this year or next. We do not do collaborative teaching in vocational b/c we only have 2 LD teachers serving 37 students. "Collabing" in academic classes we have been doing for 3 years. If the state wants us to do follow up after students exit and monitor our students while on-the-job, they need to mandate another position, such as, Transition Coordinator. We simply can't do it all!!!



#57 Your questions are worded in terms of your "involvement." I am a licensed Sp.Ed. teacher & Visiting Teacher. My knowledge & skills in the transition area are way beyond what my school system allows me (by way of resources & programs) to utilize. There is basically no Transition program in our school system. Titles & positions are filled in name only with no actual service being provided.

#58 It's been my concern for years that "regular" students needed smooth transitions from high school to the work place. The 12 years of school doesn't mean they are capable & qualified to do a job. Even more so with special need learners. I feel that building the workable relationship with firms, employers & employees is a very big step in ensuring that special need persons reach their full potential, and are equipped to do their best!

#59 When planning for after school, it would be helpful if we were aware of the services/agencies available to SPED students.

#60 In the larger area of XXXXXXXXX, there are many opportunities for job placements after school. This summer, I travelled with a "job coach" at the XXXXXXXXXX Sheltered Industries. I saw so many students with different disabilities working at different facilities. The problem I see in the rural area is transportation and the willingness of local industries to open the doors to employment of our students. The job coach at XXX stated that it has been difficult to get local employers involved in the program at XXX.

#61 The transition planning is wonderful, however, I am totally confused about it. I get totally frustrated when attempting to formulate ITP/IEP. No one has offered any relevant assistance. Why can't someone come into the schools, take an actual case study, use our forms and help us formulate and evaluate a proper ITP?! Help, please

#62 I have enclosed an overview plan for transition we have developed (Project Jump Start). I have also enclosed a listing of the businesses and the description of the vocational classes.

#63 Our high school has an outstanding school-to-work program, but it is geared more toward EMH students. Most of our LD students have good work ethics, and although the majority do not go to college, they successfully enter the work world with very little assistance from us.

#64 Living in economically depressed XXXXXXXXXX County, Virginia, I have a different outlook on transition services than perhaps other teachers would.

This area is so limited that there are basically no services available for these students other than the county Vocational School. If services were available we certainly would take advantage of them.

#65 Transition is all there is! I learn everything I can about it, so I know a bunch more than most people in our county. I've conducted a follow-up survey and use interagency collaboration all the time. I think people only realize the importance if they think they need to be accountable to kids AFTER school.

#66 It appears to me that Transition just appeared "out of the blue" with few teachers prepared to cope with such an enormous task. Transition skills seem to be what we've been doing for a long time in Spec. Ed. without any formal name for it and with very little help or support in doing it. Colleges need to approach it in a much more vigorous way especially for old timers who have no clue what is going on in colleges nowadays. We should be required to take some formal college classes regarding transition and be introduced to all that is available for us to use in transition planning.

#67 I would like to see conferences with agencies that serve the students when they leave high school. I'd also like to have more information on the legal/historical foundations of transition.

#68 The special ed teachers at our school feel that transition is very important and we would love to have some type of program in place, however, the closest we've gotten is what we do in our classes and we've sent students to PERT and have referred them to DRS upon graduation.

#69 I've always felt employability with good job/people skills is the goal for the MR population. This is our first year with a project UNITE grant - although I've always used the school as a training ground for workers. The coordinator starts Dec. 2 and I can't wait!! It's about time other people recognized the importance of training our MR population to work!

#70 I feel funding is the major problem. I teach a full load of classes and don't have time to do good transition. We need funds to hire another teacher to free us up to do transition.

You can't find job placements in the classroom.

#71 We work yearly with DRS and send a contingent of students to Woodrow Wilson. All students are assessed and transitioned from 16 until they graduate.

I am not as involved in Transition Planning as I'd like to be. It is difficult to run a full time classroom and make plans for community work programs for those same students, all at the same time. To make transition be truly successful is a full-time job.

**LINDA D. KNOTT**

Route 1 Box 195  
Hinton, WV 25951  
Home (304) 466-1085  
Work (540) 921-1711

*Linda D. Knott*

**EDUCATION**

- 1993 C.A.G.S. in Administration and Supervision of Special Education from Virginia Polytechnic Institute & State University, Blacksburg, VA
- 1990 Ed.S. in Educational Administration with an Emphasis in Special Education Administration from The College of William and Mary, Williamsburg, VA
- 1987 M.A. in Special Education, areas of learning disabilities and behavior disorders from West Virginia University, Morgantown, WV
- 1983 B.S. in Education with specializations in Elementary Education, Special Education, General Math, and General Science from Salem College, Salem, WV (now Salem-Teikyo University)

**PROFESSIONAL EXPERIENCE**

**Present - 1990:**

Department Chairman/Teacher at Giles High School and Transition Specialist for Giles County Public Schools, Pearisburg, VA. Have taught academic subjects and employment education to students with learning disabilities, emotional disturbances, and mental impairments. Currently functioning as integration specialist in a variety of inclusive models. Serve as the Transition Specialist for the county, doing such things as work study coordination, interagency coordination, vocational assessments, etc. Department chairman since the 1992-93 school year which includes representing the special education department on the Planning and Budget Committee, a method of site-based management.

**1990 - 1987:**

Special Education Coordinator/Teacher at West Point Public Schools, West Point, VA. Coordinated special education at the high school 1987-90. Duties included serving as principal's and special education administrator's designee for various special education meetings, supervised child study referrals and meetings, etc. Taught students with learning disabilities and emotional disturbances in a resource setting (1987-89, K-12; 1989-90, 8-12).

## **PROFESSIONAL EXPERIENCE**

**CONTINUED**

### **1987 - 1984:**

Teacher at Doddridge County High School, West Union, WV. Taught 7th and 8th grade students with educable mental impairments in a self-contained setting, including a prevocational program for students with special needs which included a woodshop and greenhouse.

### **August 1984 - May 1984:**

Teacher at the West Virginia Industrial Home for Youth, Salem, WV. Taught incarcerated special education students in a resource setting.

## **PROFESSIONAL MEMBERSHIPS**

- Present - 1995: National Association of Vocational Education Special Needs Personnel (NAVESNP)
- Present - 1995: Division on Career Development and Transition of The Council for Exceptional Children (DCDT-CEC)
- Present - 1989: Association for Supervision and Curriculum Development (ASCD)
- Present - 1986: The Council for Exceptional Children (CEC)
- Present - 1984: The National Education Association (NEA)

## **LEADERSHIP ACTIVITIES**

- 1997: Treasurer for New River Valley Chapter of Council for Exceptional Children
- Present - 1996: Currently write a newsletter for New River Valley Chapter of Council for Exceptional Children
- Present - 1994: Project PERT (Postsecondary Education/RehabilitationTransition) Advisory Committee
- Present - 1992: Special Education Department Chair, Giles High School
- Present - 1991: Transition Specialist, Giles County Public Schools
- 1995: West Virginia Code 18A-2-12 Training Workshop through the West Virginia Center for Professional Development

**LEADERSHIP ACTIVITIES****CONTINUED**

- 1995 - 1994: President of New River Valley Chapter of Council for Exceptional Children
- 1995 - 1994: Project COACH (Creating Opportunities to Accentuate Career Habits) UNiTE Grant
- 1994 - 1993: Career and Education Planners Mini-Grant
- September - October 1993: Acting Gifted Education Coordinator, Giles County Public Schools
- October 1993: Leadership Academy through Virginia Polytechnical Institute & State University
- 1992 - 1991: Treasurer of the Giles Education Association (NEA)
- 1990 - 1989: Resource Curriculum (for Carnegie credit)
- 1990 - 1988: West Point Individualized Transition Program
- 1990 - 1988: Project WPHS (Work Placement Hands On Study)
- 1990 - 1987: Special Education Coordinator, West Point High School
- 1987 - 1986: Secretary of the Doddridge County Education Association (NEA)

**PROFESSIONAL RECOGNITIONS**

- November 1993: Giles County Public Schools Certificate of Recognition
- September 1993: Giles County Public Schools and Giles Partnership for Excellence Foundation, Inc., Mini-Grant Recipient
- June 1993: Department of Rehabilitative Services, Certificate of Appreciation and Recognition
- June 1987: Doddridge County Public Schools, Service to Education Plaque

## **CERTIFICATION**

VA Postgraduate Professional License: Special Education (Learning Disabilities, Emotionally Disturbed, Mental Retardation) NK-12; Early Education NK-4; Middle Education 4-8; Supervisor of Special Education; Principal (Elementary, Middle, Secondary). Expiration June 30, 2002.

WV Professional Administrative Certificate Issued Provisionally: Supervisor General Instruction K-12; Elementary/Middle/Junior High Principal K-8; Middle/Junior/Senior High Principal 5-12; Superintendent K-12; Vocational Administrator 5-Adult. Expiration March 30, 2000.

WV Professional Teaching Certificate: Elementary Education 1-6; Mental Retardation K-12; Mathematics 4-8; General Science 4-8; Specific Learning Disabilities K-12. Expiration June 30, 1999.

## **PUBLICATIONS**

"Successful Transition in Giles County." (Fall 1994). TECHnicalities: The Newsletter of the Technical Assistance Center for Disabilities, 1, 5.

"Project COACH." (Winter 1995). TECHnicalities: The Newsletter of the Technical Assistance Center for Disabilities, 3, 8-9.