

121
14

A FOLLOW-UP STUDY OF 1983
GRADUATES OF A SPECIAL EDUCATION
PROGRAM FOR LEARNING DISABLED STUDENTS

by

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DEDICATION

To my father,

whose counsel and memory
guided this endeavor

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TABLE OF CONTENTS

LIST OF FIGURES AND TABLES.	vi
CHAPTER I - INTRODUCTION.	1
Background	2
Problem Statement.	11
Purpose.	11
Research Questions	12
Need for the Study	13
Definitions.	16
Delimitations.	18
Limitations.	19
CHAPTER II - REVIEW OF THE LITERATURE	20
Follow-Up Studies.	21
Transition	29
Vocational Education.	33
Vocational Assessment	36
Career Education.	38
Counseling.	41
Planning.	42
Academic Instruction: Basic/Functional Skills.	43
Links	45
CHAPTER III - METHOD.	47
Research Questions	48
Population	52
Procedures	52
Instruments.	54

TABLE OF CONTENTS (CONT'D)

CHAPTER IV - RESULTS.	56
Background Information	57
Education.	64
Work Experience.	70
Employer Surveys	78
Independent Living	79
CHAPTER V - SUMMARY, CONCLUSIONS, AND IMPLICATIONS.	87
Summary.	87
Discussion	94
Conclusion	97
Implications	104
REFERENCES.	109
APPENDICES.	130
Appendix A - Survey Instruments.	131
Appendix B - High School Achievement	146
Appendix C - Job Classification and Description.	153
Appendix D - Graduate Profiles	154
Appendix E - Independence Levels	168
VITA.	172

LIST OF FIGURES AND TABLES

List of Figures

Figure 1	The High School Vocational Education and Work Experience of Learning Disabled Graduates.	62
Figure 2	Current Work: Hourly Wages.	77
Appendix B		
Figure B-1	WISC-R IQ Performance: Verbal	146
Figure B-2	WISC-R IQ Performance: Non-Verbal	147
Figure B-3	Math Profiles: Metropolitan Achievement Test.	148
Figure B-4	Language Profiles: Metropolitan Achievement Test	149
Figure B-5	Reading Profiles: Metropolitan Achievement Test	150
Figure B-6	Reading Profiles: Woodcock Reading Test	151
Figure B-7	Academic Profiles: Grade Point Average.	152

LIST OF FIGURES AND TABLES

List of Tables

Table 1	Sample Population: All Graduates.	58
Table 2	First Post High School Education/Training Selections and Length of Attendance	66
Table 3	Second Post High School Education/Training Selections and Length of Attendance	69
Table 4	The Number of Jobs Held and Average Months Employed Since High School.	71
Table 5	Current Employment: Job Categories.	74
Table 6	Current Employment: Hours Per Week.	75
Table 7	Indicators of Independence and Mobility.	82
Table 8	Graduates Use of Financial and Insurance Services	83
Table 9	Use of Government Agencies and Services By Learning Center Graduates.	85
Table 10	Graduates Free Time Activities and Social Associations	86
Appendix E		
Table E-1	Indicators of Independence and Mobility.	168
Table E-2	Graduates Use of Financial and Insurance Services	169
Table E-3	Graduates Use of Government Agencies and Services	170
Table E-4	Graduates Free Time Activities and Social Associations	171

CHAPTER I

INTRODUCTION

Twelve years ago, The Education for All Handicapped Children Act (P.L. 94-142) was passed in response to concerns of legislators, parents, advocates and educators who wanted to insure the appropriate identification and provision of services for special needs students. Even after full implementation of the law in 1978, concern continued to focus on the number of students being served. In recent years however, we have seen a change in emphasis. As Congress has reviewed progress in special education, the questions asked by lawmakers have shifted from "How many students are being served?" to "What is happening with these students?". Edgar (1985) reflects this concern when he states, "Programs for all types of handicapped students have been in place for some time. Funding for special education, if not totally adequate, has certainly been more plentiful than for regular education in general. Special education has been the growth industry of education for years. How has the product held up? . . . We need to know what happens to the students served by special education" (p. 470).

Deficits in information concerning special education graduates obstruct efforts in the overall improvement of program effectiveness, to

the development of programming options and the development of plans for transition to adult life. In order to evaluate their efforts and refine their products, policymakers, leaders and planners for special education programs need to know what happens to the students who were served by special education.

BACKGROUND

The transition of special education youth from school to post-high school life has become a concern of parents, advocates, and professionals. As students have aged-out (reached the maximum age served by the special education program, generally 21 years old) or graduated from special education programs, two questions have emerged. First, what should special education programs be doing to best prepare students for life as productive, self reliant citizens in the mainstream of society? Secondly, what supports are needed to aid the post-high school adjustment of special education students, many of whom have spent a majority of their school experiences in special education classes? In reauthorizing the Education of the Handicapped Act discretionary program (P.L. 98-199), Congress responded by calling for increased efforts in evaluating program effectiveness and in fostering effective transition from school to the adult world of work and independent living (Department of Education, 1986). The United States Department of

Education and many state education departments are in the process of responding to these concerns.

The efforts to assess and assure the effectiveness of special education programs are interrelated since high school preparation affects the nature of transition services required. Explaining the federal policy on transition, Madeline Will (1985) defines three types of transition services which are available to handicapped students. Simply stated, these are no services, short term services to bridge the adjustment from secondary school to adult life and long term or on-going adult services. Obviously, the nature of the handicap is a primary determiner of transition needs. However, for learning disabled students, the nature of the educational program is an equally important determiner.

There seems to be general agreement that the purpose of high school in preparing for transition is to build skills and develop knowledge necessary for an individual to function effectively in the community (Will, 1985; Halpern, 1985). While there is overlap between the principal functions of high school and the scope and content of transition, there is disagreement about what schools should be doing to best prepare students for post-high school life. In the constraints of the high school, there is already competition for instructional time among existing programs - academics, vocational education, and social

development. Special education students are currently hard pressed to achieve comparably with other students. Teachers frequently express concern about inadequate time to offer all that is needed (Dick, 1985). Should special education continue to first emphasize academic skills and knowledge achievement, focus on vocational education and specific preparation for entry into the work field or provide students with skills that will enhance their socialization and independent living opportunities? In order to answer these questions, baseline data are needed about the actual experiences of former graduates.

It is difficult to obtain this information if hard data are sought. Few studies on adult adjustment and work patterns of graduates from special education programs are available since the passage of P.L. 94-142 in 1975. Most of the follow-up studies undertaken have looked at the status of the mentally retarded. Therefore, there is limited information on the post-high school status of students with learning disabilities and other handicapping conditions. In a survey of the published literature since 1960, Horn et al. (1983) reported just twenty-four long term follow-up studies of learning disabled persons. Of these studies, only five included measures of students' post-high school work or education experiences and none were conducted after the full implementation of Public Law 94-142.

Bellamy (1985) recognizes the contributions from follow-up studies

which get to the "heart" of the transition problem by looking at the employment status of former special education students. Edgar (1985) echoes this view in his call for a database which can be used to assist in planning for the future. Congress and the U.S. Department of Education (1986) recognized this relationship when it established a five-year longitudinal study of secondary and post-secondary handicapped persons. The five major research questions of this study clearly reflect the need for information on the status of special education graduates' "education, employment and independent living domains."

Two statewide followup studies of special education graduates have recently been reported (Hasazi, Gordon and Roe, 1985; Mithang, Horiuchi and Fanning, 1985). These studies have provided important contributions to our knowledge. However, they were weighted toward rural populations, surveyed a variety of handicapping conditions, and included a large percentage of students who received resource room services rather than services in self-contained classes. Recognizing the limits of their research and the importance of avoiding "one shot" generalizations, both studies cite the need for further follow-up research, especially with more specifically defined populations that are located in urban and/or suburban areas.

An initial look at specifically defined populations in a major metropolitan area started in 1984 when Montgomery County Public Schools

(Maryland) began a series of one year follow-up studies of all special education students who graduate from Level 4 and 5 special education programs (Hawkins, 1984; 1985). These studies included students representing a variety of handicapping conditions including learning disabled students in Levels 4 and 5. Learning disabled students who attended Level 4 programs, however, were not identified separately from other Level 4 students with other types of handicaps. The major focus of these studies was on graduates' views of their schooling and what part of it was helpful and not helpful to them. These studies were status studies and, while useful, occurred too close to graduation and before students had enough life experiences. This study will build on the work done in these one year studies.

In order to better understand these prior studies and one recently conducted, it is important that the reader understand the continuum of services model used in Maryland, and more specifically, how it applies to the learning disabled population. In response to Public Law 94-142, the State of Maryland, through By-Law 13.04.01, developed a continuum of services model which provides the following range of educational options for handicapped children.

Level 1 - Teacher Consultation. Consultation or other type of support is provided to a regular classroom teacher to enable the teacher to assist a student with special needs. These services to

teachers may include classroom observations, student assessments, conferences, or specific information on teaching or dealing with undesirable behaviors.

Level 2 - Itinerant Services. Students in regular classrooms may receive up to one hour daily of supplementary instruction or services from a specialist. Supplementary services may include counseling services and auditory, vision, speech, physical, or occupational therapy.

Level 3 - Resource Room. Students receive most of their program in the regular classroom, but may receive up to three hours of daily supplementary educational services in a resource room. Special education staff consult, plan, and assist regular classroom teachers to deliver the individual educational program each student needs.

Level 4 - Special Class. Education and services are provided up to six hours a day in a special education classroom in a regular public school building. Special students participate in regular education programs when appropriate. The maximum class size for Level 4 service at the secondary level shall be an average of 12 students with special educational needs per full time certified

special education teacher or an average of 15 students, if a full time aide is provided.

Level 5 - Special School or Special Program Located Within a Regular School. Education and services are provided in a special area or school for the entire day. For Level 5 programs housed in regular educational facilities, the students may participate in the general program as appropriate and shall have access to other supplementary services consistent with those provided to students in the general education program. The maximum class size for Level 5 service for handicapped children shall be an average of six handicapped students with special education teacher or an average of nine if a full time aide is provided.

Level 6 - Residential. Education and services for severely handicapped are provided in a 24-hour public or nonpublic residential facility. The maximum class size for Level 6 service shall be an average of four handicapped students with special educational needs per full time certified or licensed professional or an average of seven, per class where an aide is present.

Within this model:

. The intensity of service grows from Level 1 through Level 6;

- . The number of students requiring those services declines;
- . The severity of handicapping conditions intensifies;
- . The staff/student ratio decreases;
- . The program becomes more restrictive;
- . Only the most severely handicapped students require Level 6 services;
- . Related services are available at all levels of the continuum, typically increasing with the level of service.

This continuum of services was used for all handicapping conditions within the metropolitan suburban school system selected to obtain the sample for this study. Learning disabled students are served in Levels 1 through 5 with the Level 5 services being provided by the Secondary Learning Centers which are housed in regular education facilities. The nature of the learning disabled population, even in the Level 5 program, dictates that this program be housed in a regular education facility in order to provide students the option of participating in general education programs whenever possible. The Learning Center mission is to parallel existing grade level curricula while remediating skill deficiencies. Students who are referred to the Secondary Learning Centers receive their instructional programs from special education teachers who have developed expertise in specific content areas e.g., English, math, social studies.

A typical day for students attending the learning center looks like the typical day of a regular education high school student, i.e., the student rotates from class to class. The only apparent difference occurs when learning center students arrive at their class which is taught by a special education teacher (and generally an aide) and has only 9 or 10 students per class. Most of the students in the learning center are mainstreamed for physical education and frequently for electives such as art, industrial arts, and home economics. Students who have skills on grade level in an academic area such as math may be mainstreamed for that course. Therefore, the Secondary Learning Centers are an intensive special education program which in reality serves learning disabled students at a variety of levels based on specific needs.

Of all students identified for special education services, 42% (U. S. Department of Education, 1986) are identified as learning disabled. Previous studies have generally dealt with the full range of learning disabled students or have identified services the students received. In order to provide useful information on this broad range of students, studies on learning disabled students should specify more clearly and accurately those students who are being surveyed.

PROBLEM STATEMENT

Parents, lawmakers and educators need more comprehensive information about the impact and effectiveness of policies, procedures and programs designed to meet the needs of handicapped children.

The lack of studies available on the adult adjustment and work patterns of learning disabled students; documented concerns from legislators, school systems, parent groups; and professional experience indicate a need to determine what happens to the graduates of a special education program for severely learning disabled students.

PURPOSE

The purpose of this study was to examine the patterns of post-high school education, work experience and the status of independent living for graduates of a special education program for severely learning disabled students. To accomplish this general purpose, four ancillary purposes were addressed.

- 1) Identification of patterns in job selection, percent of time

employed, frequency of job changes, levels of income, assigned responsibilities, and job performance.

- 2) Identification of patterns in selection of post-high school education and training, frequency of training and completion rate.
- 3) Identification of patterns in marital status, living arrangements and utilization of leisure time.
- 4) Identification of patterns in money management, utilization of transportation and utilization of insurance, banking and credit services.
- 5) Identification of patterns in utilization of adult services for counseling, financial assistance, training and employment.

RESEARCH QUESTIONS

- 1) What are the patterns of post-high school education and training for the graduates of a special education program for learning disabled students?

- 2) What are the patterns of post-high school employment for the graduates of a special education program for learning disabled students?
- 3) What are employer's views of the job performance of the graduates of a special education program for learning disabled students?
- 4) What is the status of independent living for the graduates of a special education program for learning disabled students?

NEED FOR THE STUDY

As part of the ongoing process of examining the desired purposes and outcomes of special education there is a need for parents, educators and community leaders to be aware of interactions between high school experiences of special education students and their post-high school life. School officials have a responsibility to provide leadership and direction in developing school experiences which lead to positive outcomes for handicapped students. In order to achieve this, educators need to know what happens to the students who have received special education. Kokaska (1983) points out that "We are loaded in the 'front

end' of our programs - i.e., classroom suggestions and assessment - but we need information from people who have taken our training and tried to apply it in the adult world" (p. 194). In order to provide students with the tools to obtain adequate levels of economic, personal and social fulfillment, educators need to know the effectiveness of previous instructional programs and what supports are needed to facilitate students in the transition from high school to adult life.

The report from the August, 1985 Conference on Employment for the Severely Disabled: Interagency Strategies for Expanding Work Opportunities, sponsored by the National Association of State Directors of Special Education, recommends that service delivery models be analyzed and evaluated to identify best practices, pinpoint the effective "ingredients" and why some work and some do not. If decisions about program implementation, modification and budget expenditures are to be made, baseline data are needed.

Through Public Law 98-199, the 1983 reauthorization of the Education of the Handicapped Act, legislators emphasized the need for program evaluation and for coordination of services between public schools and adult services for handicapped persons. Much has been written about the need for cooperation and communication between officials of school and community agencies (Albright, Hasazi and Phelps, 1981; La Cour, 1982; Johnson, McLaughlin and Christensen, 1982) if a

responsive continuum of adult services is to be provided for the students aging out of the public schools. Not only are these students better educated and trained than 20 years ago, but they have higher aspirations. The problems are clear but the data to answer them are not. Yet, most states are just now beginning to collect information on the anticipated service needs of handicapped youth exiting public school systems.

This study responded to the need for additional information by obtaining a detailed look at what happened to severely learning disabled students after graduation from a special education program in a suburban school system in a major metropolitan area on the East Coast. This study differed from previous studies in that it surveyed only learning disabled students without combining them with other handicapped conditions. It included an extensive record review of students' high school experiences and went beyond the status of work and post-high school education to identify historical patterns of these graduates. By providing information about post-high school patterns of work, education and independent living for completers of a special education program, this study provided insights that can be used to enhance delivery of services, improve planning efforts and identify supports needed for students exiting the program.

DEFINITIONS

INDEPENDENT LIVING: For purposes of this study, independent living will be defined by the graduates':

- 1) utilization of money management services;
- 2) marital status and living arrangements;
- 3) utilization of leisure time.

SPECIFIC LEARNING DISABILITY: Learning Center students were identified as learning disabled according to the code of Bylaws of the Maryland State Board of Education. Bylaw 13.04.01 defines specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not apply to children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or

economic disadvantage. Depending on the severity of the need, learning disabled students are served in levels one through five.

LEVEL 5 SPECIAL EDUCATION PROGRAM: The continuum of special education services model used in the State of Maryland provides six levels of education options for handicapped children. It begins with the least intensive level 1 program where the child is served in the regular education program and progresses to most intensive Level 6 where the child is served full time in a residential program.

A Level 5 child is served in a special center or a wing of a regular educational facility. The program includes a range of services provided in a specially designed facility or classroom. Maryland State Bylaw 13.04.01 mandated class sizes must average eleven students to one teacher and an aide.

SECONDARY LEARNING CENTERS: A Level 5 program which provides special assistance to students with a primary diagnosis of severe learning disability. Identified students are performing one or more standard deviations below expectancy and they are two years or more below grade level with this discrepancy attributed to a learning disability as substantiated by a psychological assessment administered by a school psychologist. The mission of the centers is to parallel existing grade level curricula while remediating skill deficiencies. The program is

housed in three regular senior high schools, each corresponding to and serving students from one of the three administrative areas of the school system. Students enrolled in these centers graduate from the host school at the same time as their peers. The program is as individualized as possible, and many of the students are mainstreamed into regular classes in the host school for at least one period a day. Students can take advantage of the County's regular vocational trade program or a work study program developed especially for their needs.

DELIMITATIONS

This study was concerned only with graduates of the Secondary Learning Centers for children identified with specific learning disabilities. Students who did not complete high school, returned to less intensive levels of service or were graduated from other special education programs were not included in this study. It included only those students who graduated high school while enrolled in the Secondary Learning Centers. This did not include the full range of learning disabled students--only those as defined by this study.

This study limited its focus to the patterns of post-high school, education, employment, and status of independent living as defined by this study.

LIMITATIONS

This study was based on graduates from a Level 5 special education program for severely learning disabled students. The program was provided in a suburban school system in a major metropolitan area on the East Coast. It is generalizable only to the extent that other students or graduates are similar to students used in the study.

CHAPTER II

REVIEW OF THE LITERATURE

For over a decade this nation has been pursuing the goal of educating all handicapped children in public schools. The initial interest following the implementation of Public Law 94-142 was to insure that all students were identified and served. As a result of these efforts an increased number of students were identified and served. Now that these students are beginning to age out of or graduate from service(s) provided by the public schools, there is concern that youth with disabilities face an uncertain future when they leave the nations public schools (Schloss, 1985; U.S. Commission on Civil Rights, 1983). In response to this concern, there is a recognized need to identify the vocational success and adult adjustment of handicapped individuals (Edgar, 1985; Bellamy, 1985; Patton and Polloway, 1982, Department of Education, 1986).

In response to the United States Department of Education's Sixth Annual Report to Congress on Public Law 94-142, Gerber (1984) called for a national, systematically designed longitudinally collected special education data base which would provide valuable source material for a variety of research and policy making. Little is known about the number and types of jobs secured by handicapped individuals who have completed

special education programs, their success on these jobs or the public school preparation handicapped persons receive in order to obtain (and advance in) available jobs. This concern applies to the learning disabled who comprise 42.2% of the age group three through twenty-one of the handicapped population (Department of Education, 1986).

For over twenty years, researchers have been investigating adult vocational adjustment of handicapped individuals. However, the bulk of this research has been with the mentally retarded (Kokaska, 1968; Dinger, 1973; Brolin, Durand, Dromer and Muller, 1975; Redding, 1979). There is little available research literature which provides insight related to the vocational preparation or success of learning disabled students. Also, the changes brought about by Public Law 94-142 have made previous studies less useful given today's expanded and more comprehensive special education programs.

FOLLOW-UP STUDIES

In a survey of the published literature since 1960, Horn, O'Donnell and Vitulano (1983) reported 24 long term follow-up studies of learning disabled persons. Only five of the studies included measures of students' post-high school work or education experiences, none of which occurred after the full implementation of Public Law 94-142. Varied

outcome measures and inconsistent results (three found generally good vocational outcomes while two did not) point to the need for further research which can be replicated in a variety of demographic areas.

During the past few years, several studies from around the country have reported on the vocational adjustment, post-secondary education or level of independence of mildly handicapped students including learning disabled. The measures of adult outcome often vary, making it difficult to compare the studies. For example, during the data gathering process of a research project to study vocational preparation and adjustment of handicapped persons in five rural counties in Florida, Schwartz (1980) determined that the vocational training offered to students was similar to the programs offered in the nation, but that the preparation provided is often inappropriate and does not adequately prepare special needs students. While there were more students employed than unemployed, none of the students interviewed were self supporting. Budd (1981) continued this study in the following year and found that the vocational education competencies earned by students were often not used in their occupations.

In an effort to obtain baseline data on the combined efforts of ten school systems in the state of Washington, Gill (1984) surveyed 14% (n=194) of the mildly handicapped students who left school between 1981 and 1984. Sixty-nine percent (69%) of the sample was comprised of learning disabled

students. He discovered that the unemployment rate for special education students was double the unemployment rate for 18-24 year olds and five times the unemployment rate for the total population for that area. Handicapped students only had a 50/50 chance of employment when they left school and 23% of the sample had not worked in the past three years. Earnings for 28% of the sample were below the poverty level for a single person and an additional 40% were near or below the poverty level for a family of two people. Only 19% of the sample had taken any additional education or training. Seventy percent (70%) of those seeking additional training enrolled in vocational programs.

The Office of Vocational Education of California initiated a statewide three-year follow-up study of vocational education graduates (Kim and Wright, 1984). This included a comparison of the educational and employment status of special needs graduates of vocational education programs with the status of non-special needs graduates. Within the two groups, relatively similar percentages (35-40%) of graduates sought further training. However, special needs graduates maintained a lower rate of employment. The mean months employed since high school was 25% lower for special needs students. This study had also surveyed students one year after leaving school and discovered on this three-year follow-up that the number of all graduates working in a field related to high school training decreased significantly. The authors noted that the discrepancy between pay rate of special needs graduates and

non-special needs graduates was less for those special needs students who maintained employment in their field of study.

Thornton and Zigmond (1987) examined the labor market experiences for learning disabled secondary mainstream vocational training completers in comparison to matched non-learning-disabled, non-handicapped vocational education peers from a large urban school district in the eastern United States. Similar rates of current employment were noted, but the percentage of time employed (PTE) for the learning disabled sample was 50% compared to 66% for the non-learning-disabled control. However, the rates of current engagement (which adjusts PTE for time in education or training) were 69% for the learning disabled sample and 76% for the control group. While this comparison indicated no significant differences, the study noted that one-third of the learning disabled sample was unemployed at the time of the study and that as a group they had been unemployed 50% of the time since they left high school. The majority had neither employment nor post-high school training related to their vocational training.

Factors associated with the employment status of handicapped youth were analyzed in a comprehensive study of youth who left special education school services from nine Vermont school districts between 1979 and 1983 (Hasazi, Gordon and Roe, 1985). Students were identified according to type of service received rather than disability label. For

example, resource room programs served learning disabled, mildly retarded and behaviorally disordered whereas special classes primarily served mentally retarded pupils. Community demographics were defined and educational histories obtained from individual student records. Results found that over half the sample (55%) were employed and that most of the youths found jobs through the self-family-friend network. Summer or part time work during high school seemed to be predictors of current wages or the percentage of time employed since high school. In contrast, non-paid work experience during school had no significant effect. The authors noted that subjects had almost no contact with other agencies (vocational rehabilitation, state employment services) during or after high school.

Mithaug, Horiuchi and Fanning (1985) conducted a follow-up study of 1978 and 1979 Colorado high school graduates who received special education services. The sample of 234 individuals was comprised of 32% learning disabled and represented 26 of the 45 administrative districts in the state. Eighty-two percent (82%) of the respondents had held a job at one time since graduation, but only 69% were employed when interviewed. Over half of those working earned less than \$4.00 an hour. Respondents indicated a need for more training in specific areas such as social participation and job search and selection. Consistent with other studies, student's high school experiences (especially vocational education and work experience), sex and amount of support from parents

and relatives seemed to be the most frequent predictors of respondents vocational and social adjustments.

Montgomery County Public Schools (Maryland) has completed two one-year follow-up studies of special education graduates (Hawkins, 1984; 1985). The majority of the employed special education graduates were working and reported earnings less than \$4.00 an hour, compared to an average of \$5.00 an hour reported from follow-up studies of regular high school graduates. Graduates were generally employed in relatively low skilled job categories. Over 20% were employed in food service and noticeable percentages were also reported in clerical and service jobs. A sizable proportion (30%) pursued some type of post-secondary training, most frequently at the local community college. One additional finding indicated that mildly handicapped graduates were more likely to work after graduation if they received some type of specific job training during high school. This last finding was consistent with a study (Mertens and Seitz, 1982) which explored the feasibility of using the New Youth Cohort of the National Longitudinal Surveys of Labor Market Behavior database to examine the effects of vocational education on (self-reported) handicapped individuals. The evidence suggested that handicapped vocational graduates had a higher rate of labor force participation, a higher employment rate and a lower unemployment rate than did their handicapped non-vocational peers.

In order to identify specific transition strategies and the degree to which they were used, Campbell (1985) conducted indepth interviews and case studies of a representative sample of successfully employed handicapped individuals in Florida. Most had employment experience during their high school years, whether independently or as part of a cooperative work experience program. Post-high school programming, when utilized, consisted primarily of vocational schooling and/or two year community college programs. The high school experience and reinforcement by family members were noted as helpful trends which contributed to the transition process.

Messerer and Meyers (1983) surveyed learning disabled graduates, behaviorally disorder graduates and regular class graduates of several greater Chicago high schools to determine what, if any, difficulties graduates experienced after leaving high school. Results indicated that learning disabled students required additional training in specific job skills and felt unprepared to cope with "everyday living."

As stated previously, the methodological shortcomings which characterize the follow-up studies of the learning disabled limit the conclusions which can be drawn from this body of research. These shortcomings include: (a) different parameters defining "successful" vocational adjustment or adult success; (b) the unspecified or variety of criteria for deriving the specific sample of learning disabled subjects;

(c) results and conclusions based on the combined results of all handicapped individuals served, with little if any distinction made for differences in type of handicap; (d) varied intervals between high school graduation and follow-up--either occurring too soon after graduation or combining the results of students one year out with students out for three or four years; (e) small sample sizes or only a small percentage of their original sample and (f) atypical populations such as those drawn from remedial clinics, private schools or treatment centers (Faford and Haubrick, 1980; Silver and Hagin, 1985; Finucci, Gottfredson and Childs, 1983). An additional and possibly unalterable problem is that few studies include a control group of non-handicapped learners with whom learning disabled adolescents' adjustment can be compared.

In spite of the varied methodological considerations, there are some consistent findings which do emerge from the preceding studies as well as from others (Okolo and Sitlington, 1986; Schalock et al., 1986; Porter, 1982). Regardless of local demographic differences, the majority of handicapped persons are employed. However, the percentage of time learning disabled students have been employed since graduation is lower than for non-handicapped peers and the average handicapped person has not been employed and/or engaged in post-secondary education for the full length of time since leaving high school. Unemployment rates of the handicapped graduates are above the norm for the total population or when compared to age appropriate peers. Those graduates

who are employed are generally in semi-skilled or unskilled jobs and are receiving a lower wage than their non-handicapped peers.

Low percentages of the special education graduates were married and most of the respondents lived at home with their parents. The vocational training received by handicapped students is often not used in the work experience chosen after high school. The relationship between school program and graduates' employment success has been identified in the positive correlation between vocational education, on-the-job training or experience and post-high school wages and percentage of time employed. Graduates identify parents and special education teachers as having played significant roles in preparing graduates for the future.

TRANSITION

Until recent years little attention was given by social services and special education systems to children who have "aged out" of the public schools. School programs have provided little preparation for independent living or for gaining access to needed adult services nor have programs or services been provided to bridge the gap between the highly structured school environment and post-high school experiences which require more independent living and work. Transition into the world of work or post secondary education presents problems for all

young people. However, the period of transition is more difficult for young people with disabilities (Goldstein, 1982; Vandergoot and McCarthy, 1985).

The United State Office of Special Education and Rehabilitative Services (OSERS) has made the improvement of transition a national priority. The Assistant Secretary of this office, Madeleine Will (1985), has conceptualized a transition model based on quality secondary programs, employment services which "bridge" from school to work and the availability of appropriate options for meaningful work. She describes three stages of transition: school instruction, the point of the transition process, and placement into meaningful employment. She describes transition as a "bridge" from the security and structure of high school to the opportunities and risks of adult life, stressing that any bridge must have a strong foundation at either end. Successful employment should be the outcome of education and transition. Halpern (1985) views adjustment to adult life as having more dimensions than just employment. He recognizes the importance of employment but sees skills for social, interpersonal and residential environments as independently important too. Halpern combines these elements into a "primary target" of living successfully in one's community.

Campbell, Gardner, and Winterstein (1984) view transition as a series of pathways beginning with entry into high school and continuing

until work is established as the major activity. These pathways involve periodic choices and can be seen as progressing in stages. The first stage begins with the selection among high school curricula; the second begins at graduation with decision(s) about further education or training; and the third begins with entry into full time, competitive employment. The pathways are not straight, but marked by delays, interruptions, failure to complete a pathway and by new decisions. A variety of factors influence the choice of pathways which culminate with paid employment as an established major activity.

Most transition discussions focus on the need to facilitate students movement from the school experience to post-high school life. While it is only one part of the transition process, the point of leaving school is an important bridging component of the transition process. Various agencies accept responsibility for specific phases of the handicapped person's education, job preparation, and work placement and adjustment. However, no single agency has the capability to do all of these. Therefore, interagency cooperation has been identified as the process which can best facilitate the transition of high school students from school to work (Albright, Hasazi, Phelps, and Hall, 1981; Johnson, McLaughlin, and Christiansen, 1982; LaCour, 1982; McInerney and Kavan, 1981; Maryland State Department of Education, 1986). Coordination enables education and service agencies to pool limited resources and provide more comprehensive vocational training for special education

students (California State Department of Education, 1983).

In contrast to the learning disabled, severely handicapped youth are more likely to continue to receive ongoing services into adulthood. Programming trends for the severely handicapped also seem to be moving away from traditional secondary instructional approaches toward training experiences which focus curriculum outcomes on adult life adjustment (Trach and Ruschm, 1985). These adult curriculum models are generally community referenced and emphasize the handicapped person's present or future functioning needs in the community (Brown, et al., 1979; Wehman, Renzaglia and Bates, 1985).

The type and availability of adult services, especially regarding employment, are also important components of transition (Schloss, 1985; Schwamm, 1985,; Siefferman, 1983). The author recognizes the importance of this component but will not address it in this discussion. The specific focus of this study is to identify post high school experiences which will provide insights on what a secondary special education program should offer/provide in order to best prepare all students for the point of exit and subsequent work or educational experiences.

Within the transition models previously presented there is an emphasis on the high school program as the foundation on which decisions are made concerning how to exit students and about what choices are

available to them. The high school experience is essential in preparing and implementing the transition process. Therefore, the remainder of the review of the literature on transition will focus primarily on the high school foundation for mildly handicapped students. There are some similarities in transition models and needs as they apply to both mildly and severely handicapped persons, but mildly handicapped youth, especially learning disabled, receive the bulk of their preparation and service between the ages of 12 and 17 (U. S. Department of Education, 1986) and may be more likely to blend into society after graduation (Goldstein, 1982).

A review of the literature on the high school foundation for the transition process reveals five key components needed for a comprehensive, secondary special education program which can facilitate students' probability for success. The five components overlap in scope and function but will be presented separately for discussion purposes. These components were noted by a variety of authors though there is no agreement on all components by all authors. No attempt is made to present them in an order of priority or importance.

Vocational Education

Special education programming at the secondary level appears to be pointless when not linked to a career or vocational program appropriate

to the needs of disabled students (Campbell, 1985; Corthell and Van Boskirk, 1984). Vocational education offers a range of options appropriate to learning disabled students but is in need of improvement in its quality and availability for disabled students (Benz and Halpern, 1986). Skills training programs such as carpentry, child development, and typing are designed to provide students with marketable skills for gainful employment. This type of program can work for learning disabled students because instruction is keyed to the environmental demands where the skill will be used (Gaylord-Ross, 1986).

Because of their better learning potential through real experiences, learning disabled students can readily develop skills that can prepare them for the world of work (Nathanson, 1982).

Cooperative work and education programs involve the local school and community employers in arrangements which motivate students to continue their education and to graduate while working on a part-time job. Wage and employment advantages have been identified for non-handicapped graduates of vocational education programs (Campbell and Bassinger, 1985; Campbell, Gardner, and Winterstein, 1984; Wright and Kim, 1983; Gardner, 1982). The studies cited in the preceding section indicate that these results are consistent when applied to handicapped students.

The programs and services available through vocational education can provide options in the learning disabled students' individualized education plan and provide an appropriate program in the least restrictive environment (Greenan, 1982). Many schools have vocational youth organizations (organized by program areas such as business or agriculture) which enhance the vocational program by allowing students to extend what is taught in the classrooms and laboratories to the community at large. These clubs also provide opportunities to develop leadership, social skills, and worker relationships.

Since each discipline can offer distinct but complementary services, both special educators and vocational educators have critical roles to play in the preparation of learning disabled adolescents. However, secondary special educators must take the lead in the development and delivery of services oriented toward vocational programming and in forging a partnership with vocational education (Okolo and Sitlington, 1986). Inservice programs may be needed for the special educators to better understand the needs and concerns of vocational education. Miller and Stadt (1983) suggest a better interface of special education and vocational education could be achieved if special educators were required to have field experiences with handicapped students in career courses or centers. The extent to which learning disabled students enter and succeed in vocational programs depends to a large extent on how well special and vocational

educators are committed, prepared, and willing to work together as a team (Greenan, 1982).

To enhance and ensure effectiveness, vocational education teachers also need inservice training to help them better understand the various handicapping conditions and techniques for teaching special education students (Putnam, 1985; Schloss, Schloss, and Miller, 1983). Inclusion of handicapped students into vocational education has expanded the competencies needed by vocational educators beyond traditional teaching of specific job related competencies and skills. Inservice for vocational education teachers should include characteristics of handicapped students, how to assess special needs, instructional strategies, and guidelines for work placements. Any inservice or cooperative effort between special education and vocational education also should include a well coordinated follow-up program to help insure that the vocational education teachers and the special needs students are at ease with each other and the environment (Meers, 1981).

Vocational Assessment

Vocational assessment is vital in the design and delivery of career/vocational education instruction. The Division on Career Development of the Council for Exceptional Children stresses that career/vocational assessment should be a continuous process that begins

in the elementary grades and continues throughout adulthood (Sitlington, Brolin, Clark, and Vacanti, 1985). The quality of the individual educational plan (IEP) depends heavily on the accuracy, comprehensiveness, and utility of assessment information provided both prior to and during the instructional period (Ianacone and LeConte, 1986). Appropriate selection of instructional environments, vocational experiences, support services, and instructional materials can only be made from information that accurately describes the handicapped student's social/behavioral learning problems, vocational interest and aptitudes and learning style (California State Department of Education, Project Workability, 1983). The assessment must be exploratory as well as preparatory and must include a continuous process of information retrieval and dissemination.

Often educators do not have a realistic picture of the types of jobs available, skills required to perform those jobs, and the daily practices that are prevalent in the community worksites (Langon and Gill, 1985). Therefore, assessment must go beyond the individual and consider other factors such as job analysis, labor market surveys, and proper fit between the person and the work setting (Scymula and Schleser, 1986; Tucker, 1985). Such an approach to vocational assessment may also suggest the kind or amount of curriculum modification that a student may require (Neubert, 1986).

Vocational assessments should not be limited to specialized, laboratory activities or formalized testing. More informal, classroom based processes can effectively provide valuable information (Porter and Stodden, 1986).

In many school districts, the vocational assessment needs of both students and teachers may best be served by eliminating most commercial laboratory processes, and instead involve assessment staff more directly in classroom environments, their curricula, and the development of classroom-based performance samples directly related to those curricula (Cobb and Larkin, 1986). Interviewing, document analyses, and interest testing can occur in vocational guidance offices. Similarly, direct observation of student behavior should clearly occur in normalized environments, with handicapped students interacting with the regular curriculum (or work setting) and its natural contingencies rather than on commercial work samples or in a simulated work settings (Bullis and Foss, 1986).

Career Education

A smooth transition from school to work or higher education is not likely to occur unless effective career development practices and career education curriculum have been present. Career education is a process which provides students from kindergarten through twelfth grade with

opportunities to learn about their interests and aspirations, become aware of and appreciate different occupations, explore career fields and develop decision-making, job holding and job seeking skills. However, there is considerable curriculum variability in scope and sequence for career education programs and these inconsistencies will continue to exist unless research efforts are directed toward establishing an acceptable scope and sequence (Brolin and Kolstoe, 1978). Within special education this lack of consensus on what constitutes career education may be a reflection of questions about what are the future needs of handicapped students (Heller and Schilit, 1979). Career education is a field that has failed to establish primacy in any of its articulated interest areas related to efforts and programming both from within and from outside the field (Grennan, Miller and White, 1985). Career education implies an acquaintance with activities or roles that correspond to activities and roles in the workplace. Yet personnel who are responsible for organizing, developing, or providing instruction in this area essentially work in isolation and need more knowledge and awareness of life career needs. Career education is usually added to existing instructional programming where the tendency (based upon student's academic deficits) is to deal with remedial or instructional strategies rather than career needs (Clark and White, 1985).

Kokaska (1978) defined the process of career education as four parts: career awareness which should be developed during the elementary

years; career exploration for the junior high school years; career preparation in the early high school years; and vocational education in the final high school years. To others, career education is a continuum of services ranging from career awareness to a variety of types of work experiences. These services all lead to the final goal of work experience (The New York State Department of Education, 1984; Johnson, 1980). The Division on Career Development for the Council for Exceptional Children (Sitlington, Brolin, Clark, and Vcanati, 1985) extends career education beyond preparation for work to include preparation for the roles of productive family member, citizen, and participant in leisure, recreational, and avocational activities.

In a survey from three mid-Atlantic states, Richards (1980) determined that employers view the possession of transition skills as more important than previous work experience. The study concluded that career related experiences should occur through an open learning environment that includes out of classroom activities, interaction between employers and teachers and more career related instruction. Handicapped individuals are more likely to fail in competitive work, not because of vocational performance problems, but because of interpersonal deficits (Schloss, Schloss and Miller, 1983). Career education should prepare for all of life's experiences, not just a narrow vocational focus. A school curriculum based upon career education principles should focus on preparing for competency in three cluster areas: daily

living skills, personal social skills and occupational guidance and preparation (Elrod and Lyons, 1987).

Counseling

Career counseling for handicapped students has been inadequate because there has seldom been anyone in the special education framework to coordinate the various links between special education and vocational education or post-high school experiences (Hohenhil and Humes, 1979). Given the emphasis on career development and the need for a comprehensive, systematic, sequential program which ultimately leads to successful post-high school work or education, the counselor is in the best position to provide the required coordination (Humes and Hohensil, 1985). The high school counselor generally participates in the development of the individualized educational plan, maintains student schedules, maintains contact with teachers, and is the person most likely to have knowledge of and contact with post-high school services. In addition to counselors, school psychologists may also be logical people to provide this service (Shepard, Dielman, and Ellenwood, 1984). School psychologists might well serve the special needs of handicapped students more effectively than traditional secondary counselors, especially with the assessment knowledge they obtain, knowledge of family background and their possible interaction and experiences with

government agencies and services. Regardless of who provides it, better counseling is needed to help handicapped students develop a better awareness of their opportunities and of available services (Campbell, 1985).

Planning

Education is no longer the effort of a single person but is a team effort that includes the teacher, relevant school personnel, the parent, and the student. The unique needs of special students require the joint efforts of home and school to enable students to maximize their school experiences and to insure successful transition to post high school life. In order to achieve joint home and school transition efforts, special education planning must expand the individualized education plan to include more vocational education goals and must develop a longitudinal plan that provides opportunities and experiences for growth and maturity which prepare the student for transition (Meers, 1980). A systematic focus on each student's career education is necessary throughout the elementary and secondary years and should begin immediately with placement into special education (Mithaug, et al., 1985). The opportunities in the plan should be clearly outlined in purpose and design in addition to being revised as students progress through their public school experience. An individual transition plan will help insure that the educational and related services offered are meaningful

and functionally related to the variety of post-high school environments in which an individual student might function (Brown, et al., 1981; Wehman, Moon and McCarthy, 1986).

The formation of any plan must include the cooperation and approval of the parents. Parent involvement is important for several reasons. Parents play a key role in the education of their children and are a significant influence on the career development and vocational choices of their children (Brolin and Kolstoe, 1978). Parents need to increase their knowledge and understanding of their child's vocational needs and to assist the school district and counselors in insuring the success of the student's vocational plan (O'Connell and Fay, 1986; Cobb and Hasazi, 1987). Parents must be prepared to serve as partners in the transition process, providing ongoing supportive services and functioning as transitional specialists to follow the individual through the process (Palmer, 1985).

Academic Instruction: Basic/Functional Skills

The majority of learning disabled adolescents are not college bound, although they will benefit from continued remediation in reading, math, and other academic subjects. To better serve these students, academic skill instruction must be oriented toward those skills which are needed in vocational education and employment settings during high

school or post-high school experiences (Okolo and Sitlington, 1986). One method for designing more relevant academic instruction is through the job-related academic skills identified by Grennan (1984). He identified a common core of skills necessary and important for success in programs and occupations. He acknowledged that to succeed in many programs and employment settings, students need a certain degree of proficiency in skill areas such as reading, math, communications, and reasoning. The common basic skills within and/or across secondary vocational programs and other secondary program areas should form the basis of instruction for special needs students, both in academic and social areas (Lister, 1985; Miller and Schloss, 1982; and Campbell, 1985). The value of academic instruction is acknowledged by Heller and Gugerty (1984), who emphasize that special education teachers must coordinate the instruction in their academic courses with the needs cited in vocational education courses and on-the-job training programs. Special education students are not efficient learners. They need precise instruction and supervision and an organized, practical application of what they learn in academic classes.

In recognition of the need to provide a range of programming options and of the competing time demands within the school day, Deshler, Schumaker, Lenz, and Ellis (1984) advocate that we teach a set of generic cognitive skills that can be used in making successful transition, i.e., make decisions, solve problems, set goals, plan and

organize, etc. This approach responds to the general areas of deficiency for learning disabled students and offers instructional options for a range of student needs. Biller (1985) would include career maturity, a measure of a learning disabled student's readiness to make sound educational and occupational choices as a part of the basic academic, cognitive development program.

Academics are the foundation from which individuals build other aspects of their aspirations. Thus reading, math, and social studies constitute the basic core of the academic component. The emphasis on career education and/or vocational outcomes is not intended to replace traditional education but rather bolster it and make curriculum more directed toward the roles, settings, and events that will comprise student lives (Brolin and Kokaska, 1979). A portion of the secondary curriculum is appropriate for many handicapped students. To provide a meaningful, relevant education, a focus on the cognitive, career education skills needed for successful adult adjustment can be achieved by using the existing curricula but emphasizing the functional components through instructional accomodation (Wimmer, 1981).

Links

Throughout the literature cited in the preceding sections, there is an emphasis on the need for schools to increase their involvement with

business and industry employers and with adult agencies and services. The educational system must tool up and collaborate within disciplines and among community agencies (D'Alonzo, 1978; New York Department of Education, 1984). For many educators this includes facilitating post-high school placement or post-high school services. Educators and employers are frequently confused about what each other's roles are or should be and about how best to prepare or respond to the needs of each other (Schwamm, 1985). Just having contracts between school and adult providers greatly improves the quality of programming at each end (Edgar, Horton and Maddox, 1984). It enables providers to form a consistent, usable data base, establishes a communication network which can limit expenditures of resources and facilitates the integration and assimilation of techniques and strategies (Langone and Gill, 1985). For the client and family it can help avoid frustration and anxiety. The effectiveness of preparation for work that students receive would be increased by employer participation in the design, implementation, and evaluation of school to work programs (Vandergoot and McCarthy, 1985). Students, educators, and employers can learn from, gain respect for, and share with one another, achieving positive results through changed attitudes, more and better job placements, and a commitment to collaboration.

CHAPTER III

METHOD

The purpose of this study was to determine learning disabled graduates post-high school education patterns and work patterns and status of independent living. This descriptive study used a survey research design with a structured telephone interview component.

The specific focus of this study was to gather information in response to the research questions: The following pages present the research questions; the type of information needed; and who the respondents were.

RESEARCH QUESTION: What are the patterns of post-high school employment for the graduates of a special education program for students with severe learning disabilities?

RESPONDENT: Graduate

DATA NEEDS

1. What is the number of jobs graduates have had?
2. What is the percentage of time employed?
3. What are the reasons graduates have changed jobs?
4. What is the average income level?
5. Do most graduates have benefit packages?
6. How did graduates obtain their employment?
7. Are graduates performing satisfactorily on the job?

RESEARCH QUESTION: What are the patterns of post-high school education and training for the graduates of a special education program for learning disabled students?

RESPONDENT: Graduate

DATA NEEDS

1. How many students obtained post-high school education or training?
2. What type of education or training was sought?
3. What was the duration of each post-high school education experience?
4. How many graduates completed a post-high school program?
5. Has any education or training been requested or provided by graduates employer(s)?
6. What reasons are given for not attempting or for not completing an education or training program?
7. Have any graduates received training through Vocational Rehabilitation or other adult service agencies?

RESEARCH QUESTION: What is the status of independent living for the graduates of a special education program for learning disabled students?

RESPONDENT: Graduate

DATA NEEDS

1. What is the marital status of graduates?
2. What are graduates' living arrangements?
3. How many graduates have a driver's license?
4. How many graduates use public transportation?
5. How many graduates own a house, car or other property?
 - a. For graduates who own property, are other names on the title?
6. What banking and/or credit services are graduates using?
 - a. For graduates who use banking and/or credit services, are other names on the accounts?
7. What type of insurance do graduates have?
8. Have graduates ever applied for any adult services or financial assistance?
9. Do graduates receive any financial help from sources other than work?
10. How do graduates spend their free time?
11. With whom do graduates spend their free time?

RESEARCH QUESTION: What are employers views of job performance?

RESPONDENT: Employer

DATA NEEDS

1. Are graduates performing satisfactorily on the job?
2. How do graduates' overall work performance compare with other employees?
3. Have graduates been promoted and/or what is their potential for promotion?
4. Did the graduate have the skills and/or knowledge needed to do the job?
5. Is the graduate viewed differently from other employees?

POPULATION

Graduates of the Secondary Learning Centers of 1983 comprised the population for this study. Of the 64 students who graduated, 49 were male, 15 were female, and 15% were minority. The minority students were: 8 Black, 1 Asian, and 1 Hispanic. One student died as a result of a rare (and undetected) heart condition. Forty-seven (47) of the students were surveyed one year after graduation. At that time, 80% of the graduates still lived at home. The school system which provided the sample has names and addresses for these students including, for those who were contacted one year after graduation, the names of friends or relatives to contact in the future. This study had little difficulty in getting the participation of 46 of the 64 graduates. In order to further define this population, a review of the academic achievement, percent of mainstreaming, and level of cognitive functioning were obtained from school records. The availability of these school records was a major determinant in the selection of these students for the study.

PROCEDURES

Using data available from student records and from a one year follow-up study, graduates were located and contacted to obtain their willingness to participate in the study. An explanation letter was sent

with a return post card. For those non-respondents whose letter was not returned, a second letter was sent requesting participation. For the letters of graduates returned with "not at this address" the researcher attempted to locate the graduate through friends and other graduates. For graduates who failed to answer one of the letters, a telephone call was made to the graduate or parent to explain the purpose of the study and to obtain the graduates willingness to participate. If needed, each graduate was called a maximum of six times. All graduates who responded were sent acknowledgement and thank you letters.

Local school personnel were contacted and asked to complete a review of student records in order to obtain information which enabled this study to profile the population studied. During this time an experienced interviewer was prepared.

Study participants were sent another follow-up letter. They were again thanked for agreeing to participate and were informed that the interviewer would be calling during the next month. Graduates were called for a telephone interview. At least six attempts were made to reach each graduate. These interviews were followed by telephone interviews of employers of those graduates who gave permission to contact their employer for a reference.

Data were analyzed in a descriptive fashion. Data analysis was

limited to descriptive techniques due to the limited number of graduate participants.

INSTRUMENTS

This study used three instruments: a record review form to obtain school achievement data, a survey to obtain information from graduates about their patterns of work, education and status of independent living and a survey to obtain employer views of graduates' job performance. Appendix B has copies of all instruments.

The broad range and levels of students with severe learning disabilities necessitated efforts to further refine the population included in this sample. Based upon a review of the literature, conversations with other professionals, and personal experience, an instrument was developed to record specific information (aptitude, achievement, IEP objectives, per cent mainstreaming) available in the students' records. Each Learning Center was asked to complete and return the record review form. No special training was required since the information sought was specifically identified in an IEP, transcript or other parts of the students' records.

The development of the graduate survey instrument was based upon existing instruments and input from the local education system's

research department, other professionals, university professors and on a review of the literature. The instrument identified post-high school employment and educational patterns and indicators of the status of independent living.

The third instrument was an existing employer survey which was previously used successfully by the local education system to survey the employers of special education graduates.

CHAPTER IV

RESULTS

The primary purpose of this study was to examine the patterns of post-high school education, work and the status of independent living for the graduates of a special education program for severely learning disabled students. In addition to presenting descriptive statistics, the study was designed to obtain a profile of the target population by reviewing students' high school records and transcripts. The four research questions sought a history of post high school education, a history of employment, current employers' views of job performance, and current status of independent living.

This chapter is organized into five sections. The background information section provides a profile of the study sample and is followed by four sections which present the descriptive data for each of the research questions. Descriptive statistics were used to answer all research questions.

BACKGROUND INFORMATION

The target population consisted of the 1983 graduates (n=64) of the Secondary Learning Centers, a public school special education program for the severely learning disabled. The program is housed in two regular high schools where it functions as a school within a school. All students graduated with a diploma and, except for one 20-year old, were 18 or 19 years old when they graduated. The population consisted of 49 males and 15 females, with 15% of the graduates classified as minority group members.

Illustrated in Table 1 is a listing of the total Learning Center graduate population and respondents by race, sex and school attended. Forty-six (73%) of the graduates participated in the study. The response rate for each school was approximately the same (64% and 76%), but the minority group (40%) responded at a lower rate than the majority group (68%). With the small number of minorities in the target population, failure to locate each graduate had a more significant effect on participation. However, minorities surveyed in the study did have school profiles similar to those minorities not interviewed. Of those graduates who did not participate, the study was unable to find eleven graduates and two had moved out of the area leaving no forwarding address. Additionally, two were in the military and unattainable; one

TABLE 1
SAMPLE POPULATION: ALL GRADUATES

<u>School</u>	Number of <u>Graduates</u>	Male <u>(white/minority)</u>	Female <u>(white/minority)</u>
WJHS	41	28 (23/5)	13 (12/1)
GHS	23	21 (17/4)	2 (1/1)
TOTAL	64	49 (40/9)	15 (13/2)

RESPONDENTS

<u>School</u>	Number of <u>Graduates</u>	Male <u>(white/minority)</u>	Female <u>(white/minority)</u>
WJHS	32	23 (19/4)	9 (9/0)
GHS	14	14 (14/0)	0 (0/0)
TOTAL	46	37 (33/4)	9 (9/0)

had no telephone; one was deceased; and the parents of one refused to help locate their child and asked not to be called again.

Study Sample

School records were reviewed in order to obtain a profile of the high school experiences and cognitive and achievement levels of the program graduates. Statistical comparisons between means for students' cognitive levels, achievement levels and high school experiences indicated that the study sample (n=46) was not significantly different from the target population. With the exception of reading achievement, there were also no significant differences between sexes, races or the students' attending the two learning centers. Statistical differences were noted between males/females and between majority/minority on the mean reading achievement measured by the Metropolitan Achievement Test. Males achieved a mean grade equivalent of 7.8 while females achieved a mean grade equivalent of 5.8. Differences between majority and minority graduates were also noted in Reading as measured by the Metropolitan Achievement Test and the Woodcock Reading Test. On the Metropolitan reading test, the mean grade equivalent for majority students was 6.8 but for minority students was 3.7. For the Woodcock Reading Test, majority students obtained a mean grade equivalent of 7.3 while minority graduates obtained a mean grade equivalent of 4.9. This difference between majority reading achievement and minority reading achievement is

consistent with the regular population where minority students are not achieving at the same levels as majority students.

The mean number of years enrolled in this school system was 10.2 years, ranging from one to thirteen years in the system. However, the overwhelming majority of the students (75%) received all of their education in the school system from which they graduated. During their educational experience, students may have received service from one or more of a variety of elementary special education programs, e.g., resource room, a special school for learning disabled students, a self-contained class for learning disabled students, mild learning handicapped students or mildly retarded students. At the time of graduation all students were identified as learning disabled. The mean number of years in special education was 7.8 years (range 2 to 13 years) and 82% of the graduates received all of their high school education in the learning disabilities program from which they graduated.

The Wechsler Intelligence Scale for Children-Revised had been administered to all students within three years of their graduation. The mean Full Scale Intelligence Quotient was 92 with a range from 72 to 121. The mean subscore on the Verbal subtest was 91 with a mean subscore of 95 on the Performance subtest. All students were identified as learning disabled with 8 (13%) also having additional, secondary handicaps in Speech/Language or emotional disturbance.

Mean grade equivalents for academic achievement were measured by the Metropolitan Achievement Tests, a standardized test of mathematics, reading and language achievement. An additional reading equivalent was also obtained from the Woodcock Reading Mastery Test, an individually administered and standardized test of reading achievement. With the exception of language achievement, all measures obtained a mean grade equivalent between the sixth grade to seventh grade range. Math achievement was a 6.7 grade equivalent and reading a 6.3 grade equivalent on the Metropolitan and 6.9 grade equivalent on the Woodcock. Students obtained a mean grade equivalent of 5.5 on the language test.

The mean grade point average was 2.59 (on a four point scale) with students' averages ranging from .59 to 3.8. The grade point average was comprised of all courses in which the student enrolled and included grades from special education courses, vocational education courses, mainstreamed academic courses, and supervised work experience.

A majority of the graduates (60.3%) either completed a vocational education program, had on-the-job training (OJT) or a combination of both. Indicated in Figure 1 are the vocational/educational and supervised work experiences of students during their high school years. Almost 24% of the students completed a vocational education program and an additional 22% completed at least one OJT experience. Four and eight tenths percent (4.8%) served as special education aides, a

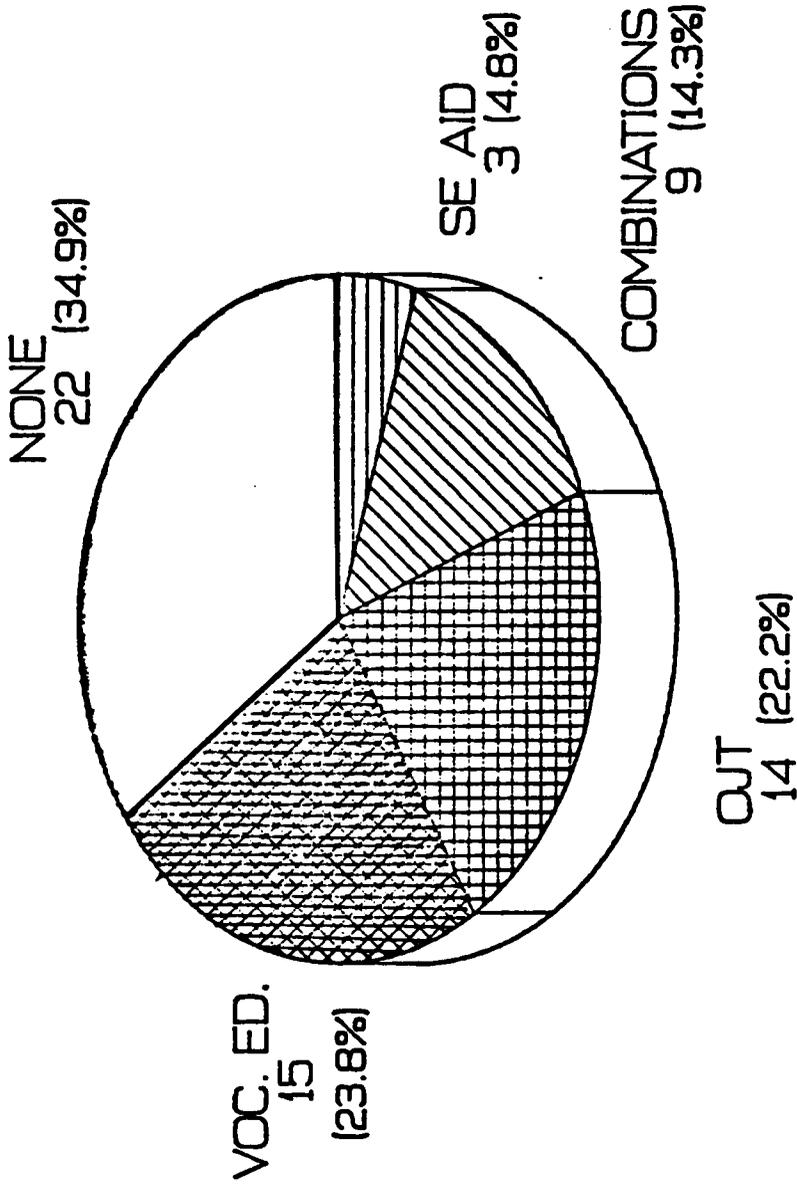


FIGURE 1
THE HIGH SCHOOL VOCATIONAL EDUCATION AND
WORK EXPERIENCE OF LEARNING DISABLED
GRADUATES

non-competitive paid work experience within the school. Fourteen percent (14.3%) of the graduates had some combination of these experiences, including 3% who did all three. For those students who completed vocational education programs, two each (9%) completed programs in child development, carpentry and plumbing. Five (23%) completed a welding program and eight (36%) completed auto repair programs. One each (4%) completed programs in firefighting, merchandising and hotel/motel management.

Using the information gained from the high school record review, a composite profile of the learning disabled graduate was developed for use in this study.

The "average" learning center graduate received most of his/her education in the local school system with almost eight of those years in special education. Based on the WISC-R, he/she is of average intelligence and, at the time of graduation, functioned between a sixth and seventh grade level in math and reading and at a mid-fifth grade level in language and grammar. The final grade point average of 2.5 (4 point scale) was based on his/her performance in special education, mainstreamed regular education and vocational education classes. He/She was mainstreamed for 42% of the course work during his/her senior year. This high percentage of mainstreaming reflects the extensive enrollment in

vocational educational courses (often multiple periods) and/or enrollment in On-the-Job Training, a school monitored work program where student participation in a competitive work environment is graded by school staff after observing the student at work, consulting with the student's immediate supervisor and conferencing/counseling with the student regarding his experiences on the job.

The illustrations presented in Appendix B further detail the profile of the 1983 graduate(s) of the Secondary Learning Centers.

EDUCATION

The survey obtained the patterns of post-high school education and training by identifying information about graduates' educational and training experiences since leaving high school. The following information was reviewed in order to identify patterns of post-high school education and training:

- . How many students obtained post-high school education or training?
- . What type of education or training was sought?

- . What was the duration of each post-high school education experience?
- . How many graduates completed a post-high school program?
- . Has any education or training been requested or provided by graduates' employer(s)?
- . What reasons are given for not attempting or for not completing an education or training program?
- . Have any graduates received training through Vocational Rehabilitation or other adult service agencies?

Twenty-eight (61%) of the respondents enrolled in a post secondary education or training experience. Two reported that enrollment was related to their work (child care, construction company) and one enrolled at the suggestion of his employer. The type of education or training selected, number of graduates selecting each type and the range of attendance are identified in Table 2. Of those who enrolled, nineteen students (71%) enrolled in college. One enrolled in a four year college out of state, but all others enrolled in the local community college that has some support services available for learning disabled students. (This college is a two year college that permits a student to attend a program for as long as it takes to finish it.) The average length of attendance was almost 22 months with five graduates reporting completing a program. Because the survey failed to identify the degree or type of program within the institute, it is unknown

TABLE 2

FIRST POST HIGH SCHOOL EDUCATION/TRAINING SELECTIONS AND LENGTH OF ATTENDANCE

<u>Type of Education</u>	<u>Number of Students</u>	<u>Number Full-time</u>	<u>Number Part-time</u>	<u>Range of Attendance</u>	<u>Number Completing</u>	<u>No. Still Attending</u>
Community College	19	9	10	1-48 mos.	5	2
Four Year College	1	1	0	18 mos.	0	1
Vocational/Rehab.	3	3	0	1-30 mos.	2	0
Trade/Technical School	3	2	1	6-13 mos.	1	0
Academic Training	<u>2</u>	<u>1</u>	<u>1</u>	12-48 mos.	<u>0</u>	<u>0</u>
Total	28	16	12		10	3

whether the five who completed a program finished a vocational or specialized training program or received an associate degree.

Two graduates sought additional academic training and/or tutoring through private organizations and three enrolled in technical or trade schools. Three other graduates sought vocational rehabilitation services through the State Vocational Rehabilitation Agency (1 graduate) or through private organizations (2 graduates). Both the state agency and the private organizations provide similar services--assessment, training, and on-the-job supervision or monitoring. Length of attendance in these programs is misleading because students' length of service is often determined on the basis of individual need and whether the student attended full or part-time. For example, a mean of 11 months for vocational rehabilitation resulted from a duration of 30 months for one student, 12 months for another and only one month for a student who dropped out. For this reason, the range of attendance is presented instead of the average length of attendance.

Of respondents selecting further training, 25% sought developmental programs through technical trade schools, Vocational Rehabilitation or additional academic training through a private individual or organization. Mean length of attendance is again misleading because of the different requirements for the technical or trade school programs. For example, one student attended and completed a six month training program

to become a tree surgeon. Another student who attended academic training full time and finished in one year while a third student attended part-time for four years.

Of those students who participated in a post secondary education/training program, eight (28.5%) sought additional or other training beyond their first experience. Five (62.5%) of these eight had attended college as their first educational experience. Type of program selected, number of selectors and average length of enrollment for the second experiences are presented in Table 3. Six (21%) of the twenty eight students who sought further education/training are still attending.

Respondents who participated in post secondary education or training but who did not complete a program were asked why they did not finish (limiting their response to the top two reasons). Almost one-half of the reasons given (42%) indicated that the respondents did not complete a program because they were "disillusioned" or disappointed with school or the training. An additional 15% of the responses indicated that graduates disliked school and another 18% of the responses cited school work that was too much or too hard. Two of the respondents (7%) said they were expelled from school (one shared that he was asked to leave because of drug involvement.)

TABLE 3

SECOND POST HIGH SCHOOL EDUCATION/TRAINING SELECTIONS AND LENGTH OF ATTENDANCE

<u>Type of Education</u>	<u>Number of Students</u>	<u>Number Full-time</u>	<u>Number Part-time</u>	<u>Average Length of Attendance</u>	<u>Number Completing</u>	<u>Type of 1st Educ./Training Sought</u>
Community College	1	0	1	18 mos.	0	----
Four Year College	1	1	0	12 mos.	0	Cmty Col.
Vocational/Rehab.	3	3	0	9 mos.	2	Prv. Voc-Residential
Technical/Fire Dept.	2	0	2	13 mos.	2	Cmty. Col.
Academic Training	<u>1</u>	<u>0</u>	<u>1</u>	24 mos.	<u>1</u>	Cmty. Col.
Total	8	5	3		2	

Students who have not participated in post-high school training gave only two reasons for not seeking further training or education--not interested (11%) and working (89%).

WORK EXPERIENCE

The patterns of post-high school employment were sought by identifying information about graduates' employment experiences since leaving high school. The following information was examined in order to identify the patterns of post-high school employment:

- . What is the number of jobs graduates have had?
- . What is the percentage of time employed?
- . What are the reasons graduates have changed jobs?
- . What is the average income level?
- . Do most graduates have benefit packages?
- . How did graduates obtain their employment?
- . Are graduates performing satisfactorily on the job?

All students have been employed some time during the four years since graduation. Presented in Table 4 is the number of jobs held by graduates and the overall average months of employment. Eight students have been

TABLE 4

THE NUMBER OF JOBS HELD AND AVERAGE MONTHS EMPLOYED SINCE HIGH SCHOOL

# Jobs	# Students	Average Months of Employment (Maximum 48)	Range of Months Employed
1	8	44.2	18 - 48
2	22	41.8	25 - 48
3	8	40.1	30 - 48
4	6	45.6	35 - 47
5	2	21.0	15 - 27
TOTALS	46	41.5	15 - 48

employed in one job since graduation. Seven of these were employed for the full 48 months. Almost one-half of the students have been employed in two jobs for an average of 41.8 months. Of the students employed, 25 (54%) have worked the full 48 months since graduation. An additional 18% have been employed at least 40 months (85% of the time) during the four years since graduation.

Using their previous job as a reference, graduates were asked why they changed jobs. Thirty-nine percent (39%) indicated that they changed jobs in order to obtain a better job or better pay. An additional 24% quit their previous job without reason and 13% were fired or laid off. Eleven percent (11%) left their job in order to return to school or obtain other, specialized training.

Using their current and previous jobs, graduates were asked how they obtained employment. Graduates indicated that they obtained employment most frequently (64%) through job application. Fourteen percent (14%) used assistance or referrals from friends and relatives, 8% worked in family businesses while arrangement by school teachers/counselors accounted for another 10%. Only 4% of the responses cited vocational rehabilitation services as a method used for obtaining employment.

Employment At Time of Study

Forty-four graduates (96 %) were employed and two graduates (4%) were unemployed. Of the unemployed graduates, one was seeking employment and the other graduate was participating in a federally funded vocational rehabilitation program. Neither was receiving unemployment or other social services benefits.

Job Classification

A review of graduates current job titles and duties indicated consistencies and similarities in 10 major categories. These categories were chosen because they were most descriptive of the variety of jobs and duties graduates performed. They are listed in Table 5 with an indication of the number of graduates whose employment falls within each category. Of the vocational education program completers who were surveyed, 31% had obtained employment related to their vocational training. A complete listing of the specific jobs titles/duties is provided in Appendix C.

Hours Worked Per Week

The number of hours each graduate was employed are presented in Table 6. The majority of the students (74%) were working 35 hours or

TABLE 5

CURRENT EMPLOYMENT: JOB CATEGORIES

Category	No. of Graduates	Percent
Construction	9	20.4
Landscaping	4	10.0
Office Work	4	10.0
Food Service	6	13.6
Management/Supervisory	8	18.1
Para Professional	5	11.3
Unskilled Labor	3	6.8
Mechanic	2	4.5
Sales & Delivery	<u>3</u>	<u>6.8</u>
TOTALS	44	100.0

TABLE 6
CURRENT EMPLOYMENT: HOURS PER WEEK

<u>Hours Working Per Week</u>	<u>Number of</u> <u>Graduates</u>	<u>Percent</u>	<u>Number Working</u> <u>Second Job or</u> <u>Receiving</u> <u>Further</u> <u>Education</u>
<25 hours	6	13.0	4
25 - 30 hours	3	6.5	1
31 - 36 hours	3	6.5	1
>36 hours	34	74.0	11
	-----	-----	-----
TOTALS	44	100	17

more per week with the remaining 26% some fraction thereof. The hours indicated were for the students' primary employment. Thirty-eight percent of the graduates were attending school or had obtained additional or secondary employment.

Income Level

A breakdown of students' hourly wage is presented in Figure 2. These figures were obtained by dividing the student's net wages by the number of hours employed during a week. Over one-half earned \$5.50 or more per hour. Of the seven graduates who earned over \$7.50 per hour, six (86%) had completed a high school vocational education program. Sixty-seven percent (67%) of the students had received a pay raise in their current job and 43% had been promoted or assigned additional responsibilities while on this job. Thirty (72%) of the employed graduates received fringe benefits with their employment. Of those receiving benefits, one half (54%) had at least two benefits e.g., medical/dental insurance (48%) and vacation leave (41%). Only 15% received paid sick leave benefits.

When asked about their job performance, 7% of the graduates indicated they had experienced problems. Difficulty getting along with co-workers or not working fast enough were the problems most frequently cited. On a scale of zero to ten (zero = poor, 5 = average and 10 =

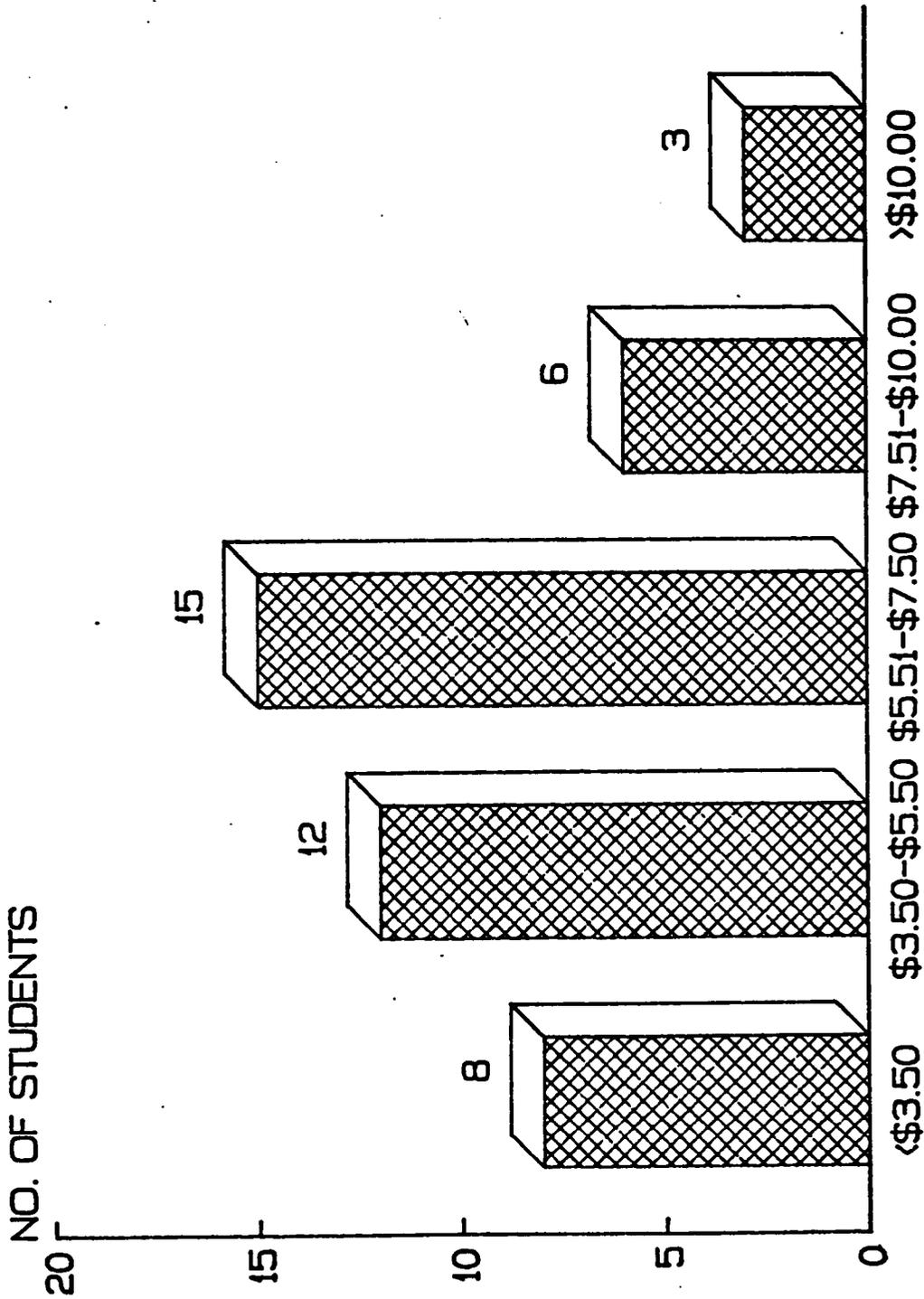


FIGURE 2
CURRENT WORK: HOURLY WAGES

excellent) graduates rated their overall performance compared to other employees. All rated themselves as average or better with 25% giving themselves a top rating (10).

EMPLOYER SURVEYS

Employers' views of the job performance of the graduates were sought in order to obtain their perspective on graduate success. The study sought the following information in order to identify employer views of graduates job performance:

- . Are graduates performing satisfactorily on the job?
- . How do graduates' overall work performance compare with other employees?
- . Have graduates been promoted and/or what is potential for promotion?
- . Did the graduates have the skills and/or knowledge needed to do the job?
- . Are the graduates viewed differently from other employees?

The survey instrument included a question asking graduates permission to contact their current employer for a reference on the student's performance. Of the students surveyed, only four (9%) gave

permission to contact their employer for a job reference. An additional four students (9%) worked in a family business and a request to contact the supervisor was not exercised because of a concern for a biased reference by a family member.

Four responses is too small a sample on which to draw any conclusions. However, the four employers were contacted for job references. All references were above average and would indicate that these four graduates are doing well, although generalization is not possible. Because these students gave their permission, results may present an overly optimistic picture of graduates performance on the job. A profile of these four graduates using the information from school records and the graduates' surveys in combination with the employer survey is the most appropriate method of sharing the data. The profiles, using fictitious names to protect the real identity of the graduates, are presented in Appendix D.

INDEPENDENT LIVING

Independent living was defined as the graduates' utilization of money management services, marital status, living arrangements and utilization of leisure time. The following information was examined in order to identify the status of independent living:

- . What is the marital status of graduates?
- . What are graduates' living arrangements?
- . How many graduates have a driver's license?
- . How many graduates use public transportation?
- . How many graduates own a house, car or other property?
- . For graduates who own property. are other names on the title?
- . What banking and/or credit services are graduates using?
- . For graduates who use banking and/or credit services, are other names on the accounts?
- . What type of insurance do graduates have?
- . Have graduates ever applied for any adult services or financial assistance?
- . Do graduates receive any financial help from sources other than work?
- . How do graduates spend their free time?
- . With whom do graduates spend their free time?

Data were organized and collected in four general areas: indicators of independence and mobility; use of financial services; use of government agencies and services; and identification of how and with whom graduates spend their free time. Data summaries are presented within this section. However, such a presentation format can mask individual cases. Therefore, a case by case presentation of the findings is provided in Appendix E.

Marital status, place of residence, and primary method of transportation were indicators of independence and mobility and are arranged in Table 7. From an examination of Table 7, it can be seen that the majority of graduates were single and living at home with their parents. Twenty-one percent of the graduates were living apart from their parents and nearly three-fourths had been or were married. The majority own their own automobile and drive themselves to work and other activities. Four percent of the graduates walk or bicycle to work or have friends or relatives who drive them. One graduate owned an automobile but had lost his driver's license.

The graduates' use of financial and insurance services is presented in Table 8. A majority of graduates use traditional banking services, but less than one-half have loans or credit cards. Of those who have credit cards, almost 10% indicated that parents' names are also on the card and 16.6% of the graduates indicated that parents' names are on their loan. One out of every six graduates (16%) indicated that their parents' names were on their automobile title and insurance. Of the 19% receiving financial assistance from family, all are also living at home with parents. For graduates who live in their own home or who rent, none include parents on their insurance policies, bank accounts or the loans and title for real estate.

TABLE 7
INDICATORS OF INDEPENDENCE AND MOBILITY

	Number of	
	<u>Graduates</u>	<u>Percentage</u>
 <u>Marital Status</u>		
Single	39	84.8
Married	5	10.8
Divorced	2	4.4
 <u>Primary Residence</u>		
Parents Home	33	71.7
Rental Unit	7	15.3
Own Home	3	6.5
Supervised Home	3	6.5
 <u>Transportation</u>		
Drive Own Car	36	78.2
Public	8	17.4
Other	2	4.4

TABLE 8
GRADUATES USE OF FINANCIAL AND INSURANCE SERVICES

	Number of	
	<u>Graduates</u>	<u>Percentage</u>
 <u>Banking Services</u>		
Checking Account	34	74.0
Savings Accounts	36	78.0
Loans	18	39.0
Credit Cards	21	45.6
 <u>Insurance Policies</u>		
Auto	33	72.0
Life	18	39.0
Medical/Dental	31	67.3
Disability	4	8.6
Other	2	4.3
 <u>Financial Help Beyond Work</u>		
Family	9	19.0

The percentage of graduates who had received governmental assistance, attended governmental training programs or had received governmental financial benefits is depicted in Table 9. Only one of the graduates who had received unemployment benefits had ever obtained any vocational counseling or vocational rehabilitation services.

Graduates were asked to identify organizational membership and to identify leisure or other activities that occupied their time (after work and on weekends) for at least two hours each week. They were also asked to indicate whether these activities were done alone, with family or with friends from work or with friends from outside their work location. Summary of these data are presented in Table 10. While one-half of all of the graduates indicated that they spend time visiting friends' homes, only 20% of the graduates who live away from home cited this as an activity.

Data presented in this chapter are summarized and discussed in Chapter Five. Following the summary, these results are discussed in comparison to previous studies, conclusions are drawn and implications are presented.

TABLE 9

USE OF GOVERNMENT AGENCIES AND SERVICES BY LEARNING CENTER GRADUATES

	Number of	
	<u>Graduates</u>	<u>Percentage</u>
<u>Government Benefits</u>		
Workmen's Compensation	5	10.8
Unemployment Benefits	4	8.6
Food Stamps	0	0
Social Services Benefits	1	2.1
<u>Assistance and Training Programs</u>		
Social Services Counseling	4	8.6
Legal Aid	1	2.1
Vocational Rehabilitation	7	17.4
Vocational Counseling	4	8.6
Drug/Alcohol Rehabilitation	4	8.6

TABLE 10
GRADUATES FREE TIME ACTIVITIES AND SOCIAL ASSOCIATIONS

	Number of	
	<u>Graduates</u>	<u>Percentage</u>
<u>Organizational Memberships</u>		
Church	12	26.0
Civic Associations	0	0
Unions	0	0
Recreation Leagues	6	12.9
<u>Free Time Activities</u>		
Shopping	5	10.8
Visting Friends Homes	23	50.0
Outdoor Recreation Activities	21	45.6
Indoor Recreation Activities	10	21.7
Watching TV	20	43.4
Other	11	24.0
<u>Social Associations</u>		
Self (Alone)	2	4.3
Family	9	19.0
Friends From Work	4	8.6
Friends Outside Work	38	82.6

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Provided in this chapter are a summary and discussion of the data presented in this study. Based upon these data, conclusions, findings, and implications are presented.

SUMMARY

The transition of special education youth from school to post-high school life has become a focus of national attention and a priority of the United States Office of Special Education and Rehabilitative Services. As students have aged out or graduated from special education programs, two questions have emerged: What type(s) of special education program should have been provided to best prepare students for life as productive, self-reliant citizens? What supports are needed to aid the post-high school adjustment of special education students? Obviously, the nature of the handicap is a primary determiner of transition needs. However, for learning disabled students, the nature of the educational program is an equally important determiner. In order to identify the most effective programs and to respond to transition needs, baseline data concerning the actual experiences of former special education graduates was needed. Few studies on adult adjustment and work patterns

were available on graduates from special education programs for the learning disabled. In order to provide students with the tools to obtain adequate levels of economic, personal and social fulfillment, educators must know the effectiveness of previous instructional programs.

The purpose of this study was to respond to the need for additional information by obtaining a detailed look at the patterns of post-high school education and training, the patterns of work and the status of independent living for graduates of a special education program for severely learning disabled students. This information can enhance delivery of services, improve planning efforts and identify supports needed for students exiting special education programs. To obtain the data necessary for identifying the patterns cited in the purpose of this descriptive study, a sample of all 1983 graduates of a Level 5 special education program for learning disabled students was selected. The availability of students' high school records was a major determinant in the selection of the target population. School records were used to create a profile of the sample's cognitive levels, achievement levels, and identify the instructional program received.

The target sample consisted of 64 graduates, 46 of whom participated (73% response rate) in the telephone interview. The survey

instrument was developed by the author and was based upon existing instruments with input from the local educational system's Research Department, other professionals, university professors, and a review of the literature.

The typical learning center graduate received most of his/her education in the local school system with almost eight of those years in special education. The student was of average intelligence and, at the time of graduation, functioned between a sixth to seventh grade level in math and reading and a mid-fifth grade level in language and grammar. His/Her final grade point average of 2.5 (4 point scale) was based on performance in special education, mainstreamed regular education and vocational education classes. During the senior year the student was mainstreamed for 42% of his/her course work. This high percentage of mainstreaming reflects the extensive enrollment in vocational educational courses (often multiple periods) and/or enrollment in On-The-Job Training, a school monitored work program.

What are the patterns of post-high school education and training for the graduates of a special education program for learning disabled students?

The majority of the graduates sought further education.

Almost two thirds of the graduates reported they sought

post-high school education or training because they felt they needed more education in order to improve their job opportunities or income. Of the graduates obtaining further education, over two-thirds of them attended college. One-fourth of those who attended college completed a one-year (specialized) or two year (specialized or associate degree) program. One-fifth of those who attended college are still attending. Attempting to determine the average length of attendance was misleading because these graduates have, as a compensatory approach to the difficulty of work, purposely taken longer to finish. Just over one-half those graduates who attended college did not complete a program, mainly because they were disillusioned or disappointed with the type of education provided. Of the college attenders who did not complete a program, one third sought a second educational/training experience in a technical or trade program, through Vocational Rehabilitation or for specific academic skill development. Most of these graduates are still attending their second educational experience.

Almost one-third of the graduates sought further training in programs for academic skills development, trade or technical programs, or obtained vocational rehabilitation services. The instruction offered in most of those programs was similar to

the type of education and training available in the graduate's high school program. Of the graduates attempting the more specialized programs, one-fourth did not complete their first training experience but have returned for a second attempt and are still attending. Just over one-third of the graduates sought no further education because they were not interested in school and/or because they were working.

What are the patterns of post-high school employment for the graduates of a special education program for learning disabled students?

All of the graduates had been employed since graduation. During the four years since graduation they had been employed an average of 41.5 months. Individual rates of employment range from 15 months to 48 months in one to five jobs. Over one-half of the graduates had been employed for the full 48 months and almost three-fourths had worked 40 months or more. One-fifth of the graduates had been employed for 30 months or less. However, all but two of these were enrolled in a post-secondary education or training program for at least one year. At the time of the survey, 95% of the graduates were employed.

Graduates worked in a variety of jobs with almost three-

fourths employed in five major fields: construction, food service, management, para-professional, and office work. Over half of the graduates earned more than \$5.50 an hour, a reflection of the fact that two-thirds of the graduates had been given a pay raise or additional responsibilities in their current job. Nearly three-fourths of the graduates received fringe benefits through their employment. Graduates rated their overall performance on the job as above average with one-fourth giving themselves a top rating.

The majority of the graduates obtained their work simply by applying for it, with a small percentage reporting assistance or referrals from friends or relatives (14%) or working in family business (8%). One-tenth reported obtaining jobs through high school counselors or teachers. The largest single reason (almost half) given for changing jobs was to obtain a better job or better pay. However, one out of five students quit their previous job for no apparent reason. Over one-tenth reported being fired or laid off, but only one out of 20 graduates indicated that they had had a problem on the job.

What are the employer's views of the job performance of the graduate of a special education program for learning disabled students?

Because only one tenth of the graduates gave permission to contact their employers, the study was unable to obtain any measure of employer satisfaction with the performance of Learning Center graduates.

What is the status of independent living for the graduates of a special education program for learning disabled students?

The overwhelming majority of the graduates were single (84%) and lived at home with parents (71%). Most had their own car and drove themselves to work but almost one-fifth use public transportation. Three-fourths of the graduates had checking and/or savings accounts and almost half had credit cards. One out of five reported receiving financial help from their family.

Very few graduates had used government services or received government benefits. Less than one-fifth of the graduates had used Vocational Rehabilitation services with smaller numbers who had used vocational counseling, personal counseling or

drug and alcohol rehabilitation. None of the graduates had ever received food stamps and one tenth or less had received workmen's compensation or unemployment benefits.

No graduates belonged to civic organizations or unions though one out of four were members of a church. The most frequent free time activities among the graduates were visiting the homes of friends (50%), outdoor recreational activities (45%), and watching television (43%). These activities were generally done with friends from outside of work (82%) or with family (19%). Less than one tenth of the graduates reported social associations with friends from work and one of every twenty graduates did activities alone.

DISCUSSION

In spite of the varied methodological considerations and the range of special education populations included in previous follow-up studies, the review of the literature identified some consistent findings. In comparison to those studies, this study presents a generally positive picture of graduates adjustment to adult life after leaving high school.

Previous studies have determined that graduates of special

education programs were unemployed at higher rates than non-special education graduates; usually from two to five times higher (Horn, O'Donnell & Vitulano, 1985; Mithaug, Horiuchi & Fanning, 1985; Hasazi, Gordon & Roe, 1985). However, almost all of the graduates in this study were employed. Considering full time students as actively engaged, unemployment rates for the special education graduates in this study were no higher than the unemployment rates for the general population of the community in which they lived. Previous studies also noted that most special education graduates have not been employed for the full length of time since graduation. Over half of the graduates in this study have been employed for the full time since graduation and overall the graduates have compiled an average of 86% of the time employed since graduation. This finding is in sharp contrast to the Hasazi, Gordon & Roe (1985) study which obtained a 52% for percent of time employed since exiting high school. Also in contrast to previous studies, a majority of the graduates in this study were working in jobs beyond entry level positions. Two-thirds had received pay raises, additional responsibilities or promotions. The success of these graduates is reflected in an average hourly rate \$2.00 over minimum wage, also in contrast to previous studies. Consistent with both the Hasazi, Gordon & Roe (1985) and Mithaug, Horiuchi & Fanning (1985) studies however, most graduates in this study found jobs primarily on their own and secondarily with some assistance by friends. A small percentage were assisted by school personnel or other institutional services. In

helping graduates obtain employment, parents were much less significant than friends, help from teachers or self initiatives.

Few previous studies sought indicators of further education or training. However, studies that did identify additional education/training generally found low percentages seeking further training. Those who did almost always obtained technical training. Results of this study found well over half the graduates sought further training. Community college was the most frequent choice with technical training/vocational rehabilitation as the second most frequent type of training sought.

Information on social life and independence was gathered by Mithaug, Horiuchi & Fanning (1985) who determined that most special education graduates lived at home and had relatively limited social activity. About one-half had saving accounts but most were not using checking accounts or making payments on any major items. While they did live at home, most respondents for this study spent much of their free time out of the house visiting friends or engaged in recreational activities. However, few of these activities were formally organized or conducted. Almost three fourths of the respondents used checking and savings accounts and almost one-half had loans and credit cards. Consistent with other studies, few graduates received any government financial assistance.

Almost all of the previous studies included graduates who had a range of handicapping conditions. Even though the learning disabled comprised the largest group within these studies, the results were based on combined data from all special education graduates. The fact that this study looked solely at learning disabled, may account for the positive nature of the results in comparison to other studies. It should also be noted that this study was conducted in an affluent county which was experiencing rapid growth. There was little competition for entry level jobs and, in some cases, such jobs paid as much as one dollar per hour over minimum wage. Even with these considerations, the prognosis was good for graduates of the Learning Center program. For example, the good economic climate resulted in an unemployment rate of only 2% for the overall population of the county in which the study took place. The graduates of the Learning Center program also had only a 2% unemployment rate. However, a similar study conducted in another region not experiencing rapid growth may reveal data more similar to previous studies.

CONCLUSIONS

The data generally show that graduates are successfully adjusting to their post-high school life; all were working, high percentages

sought further education and most were providing for their own support. However, there are some problem areas in need of attention. Based on the data obtained in this study, the following conclusions have been drawn about the high school educational program received; its impact on the graduates and their post high school employment; their educational experiences and level of independence.

- . The special education program has been effective in preparing the majority of graduates for post high school employment. This conclusion is based on graduates high employment rate, percent of time employed (especially when post secondary schooling is added as a factor), the rate of pay, benefits received and reports of increased responsibility reflecting increases beyond entry level work.

- . The effectiveness of the special education program seems to be a result of the presence of several key components revealed in the review of the literature. The instructional program included a strong academic foundation which paralleled the school system's program of studies while remediating student's skill deficiencies. Included in the academic program was an emphasis on metacognition, e.g. learning how one learns. This emphasis helped students develop an awareness of their own strengths and weaknesses, develop a repertoire or menu of

strategies for approaching learning tasks and identify ways to compensate for disabilities. Secondly, a teacher advisor program (mentoring) identified for each student a teacher who monitored the student's progress, counseled the student on a regular basis (individual and/or group), coordinated the development of the student's high school plan and assisted with the growth and development of the student's social and problem solving skills. Lastly, opportunities for vocational education and on-the-job training experiences were available to these students. Encouragement and support were provided by the teachers and administrators of the Learning Center with the result that a high percentage of students received vocational education or on-the-job training as part of their high school program.

In addition to the academic instruction, other program components are equally important for preparing students for post-high school life. Cross tabulations to determine the relationship between reading/math achievement as measured by the Metropolitan Achievement Test and current hourly rate earned by graduates found no significant correlation. Therefore, success is not solely a reflection of high school academic achievement. In addition to raising questions about the suitability of paper and pencil tests as a measure of

student's potential success, the lack of relationship between academic achievement and graduates' income indicates the need for and importance of other components as part of the high school foundation.

Graduates continue to carry with them the negative feelings which occurred as a result of their learning difficulties and school experiences. While they may appear to blend into society after graduation they are still very conscious of the label placed on them during their high school experience. Graduates resisted any attempt to reawaken those feelings, or to place the graduates in positions where they believed information from their high school experience could be shared in their current work experience. This was reflected in some graduates' refusal to identify the name of the company where they worked and in the very high percentage of students who would not give us permission to contact their employer. This study assumed that, with the increased time since graduation, graduates would be sufficiently integrated into the mainstream of society that they would allow the school to contact their employers. This assumption was obviously false.

Although the special education program prepared the majority of the graduates for post high school employment, a small but

significant percent may not have been fully ready to leave school. Twenty-five percent of the graduates sought further educational training which was similar to the type of service provided in high school. Also, 33% of the graduates were fired from their previous job, quit without another job lined up or plan for getting getting another job. Seven percent reported problems on the job, and 35% have held three or more jobs in four years.

. The majority of graduates completed high school with a positive attitude toward education and viewed it as a means of self-improvement, career development or means of increasing one's worth in the job market. This is based on the reasons graduates gave for seeking further education/training, the high percent who sought further educational development, and the high percent who continued with a second post-high school educational experience after discontinuing their first attempt.

. Better graduate selection of post-high school education/training options is needed. The disillusionment reported by graduates who attended college and the high percentage of graduates who failed to complete their post secondary education and/or who selected different second experiences

indicates that the college experience was unsatisfying, less relevant than expected and probably not appropriate.

- . Graduates were not very knowledgeable about vocational rehabilitation or other government services. The majority of those receiving vocational rehabilitation training obtained it through private organizations or other sources. Only a small percentage of students had ever received any government assistance.

- . Graduates seem to be adjusting to the demands of further education/training by taking smaller loads and extending the length of time for completion, an appropriate compensatory approach. Twenty-one percent of the graduates seeking further education/training are still attending and of those who failed to complete their first education/training selection over one third adjusted their plans by selecting a second, more appropriate program.

- . The majority of graduates were functioning at marginal levels of full independence. Most still had some dependence on their family by living at home (71%) and some by direct financial assistance (19%). One-fifth (20%) of those who owned cars had their parents names on the title of the car and almost

one-fifth (17%) had their parents names on their loans and/or credit cards. One-fourth (25%) had their parents names on insurance policies. However, this pattern of dependence may be shifting. Twenty percent of the students are fully independent, living away from home and not having a parent's name on car or real estate titles. Three-fourths of these graduates were married. The majority of students were using financial services and had fringe benefits through their employer, including medical insurance policies. The large majority of students living at home may not be spending much time there. The most frequent free time activity identified by graduates was visiting the homes of friends. This is significant when one notes that not one of the graduates who live in their own home or rental unit reported this as an activity.

. Parents may not be involved intensively enough in the high school planning and transition process(es). The persons most frequently cited as being helpful in finding the graduates a job did not include the parents. Self initiatives and help from teachers and friends played more significant roles. Of the graduates who were enrolled in vocational education courses in high school, only 31% are currently working in jobs for which they were prepared.

IMPLICATIONS

In general, findings of this study suggest that participants from this program have made positive adjustments to post-high school life. Nearly all were working and providing for their own support with little evidence of financial dependence on social programs. The graduates are mobile and employable but most remain at marginal levels of full independence. The education received has been effective and provided the basis for this transition. However, some additional program adjustments will enable the high school program to respond to areas of difficulty experienced by graduates and provide more students with the foundation for a successful transition to post-high school life.

- . The high school program has been effective for these students. The program should continue to emphasize preparation for the world of work by enrollment in vocational educational courses and on-the-job training. Two years after these students graduated, a career education teacher was assigned to work with students in grades nine and ten. This teacher was given responsibility for identifying student's vocational interest and aptitudes and providing direct instruction to develop student's job search, selection and performance skills. It would be appropriate to expand this instruction to provide

greater emphasis on the development of student's self concept and their general social skills. The latter is of particular importance since it seems to be the area where problems most frequently occur. The Secondary Learning Center program has occasionally offered high school juniors and seniors a course on Independent Living. While not required by state guidelines, the use of such an elective period to develop critical community survival skills is encouraged.

. A broader range of vocational and work experiences is needed in high school for the small percentage of students who appear to not be ready to leave. During the high school years all students are not ready for vocational education or on-the-job training and leave school with no experiences. Job shadowing and structured, sheltered work experiences or other types of introduction to real work can help these students progress to the levels of functioning needed in vocational education or on-the-job-training. It can also provide an appropriate vocational type offering for the student who may never be capable of completing a vocational education program.

. Increased involvement of parents should be emphasized, both in preparation for the transition and during the transition process. Parental cooperation and contribution is an

important ingredient in assisting students to search for, select and secure work in the community. This need was also recently addressed by the Secondary Learning Center program. A transition plan was developed and a transition specialist assigned to coordinate its implementation. Working within this transition plan, the transition specialist has begun to develop a parent information system, a must for an effective transition plan. Since few of the parents are handicapped their experiences are of limited use and they lack the knowledge of available services and resources. The existing planning process is not enough and someone with knowledge and experience pertinent to this population needs to assist the parents in such a way that the parents can carry through on transition plans and help support the graduate after he/she leaves high school. The efforts of the transition specialist could be enhanced if research could be conducted that would better identify parent needs and ascertain the best way(s) to involve parents and other family members in assisting their students plan, execute and adjust to the transition process.

- . The program needs special education counselors who can coordinate the knowledge and efforts of the school with efforts of the parents. Counselors can coordinate the

provision of career information and insure that all graduates and parents are aware of vocational rehabilitation and other governmental services for which they may qualify. Counselors can also enable a better planning process to occur for the overall transition process, especially for graduates who are selecting post secondary education and training. Recently, a transition specialist has been assigned to work with 11th and 12th grade students and their parents. The specialist has been effective in connecting graduates with post-high school services and agencies. However, since the transition process begins with the planning which occurs at entrance to high school, the specialist needs to work on an ongoing basis with all parents during all of the high school years. Additional specialists or counselors may be needed to accomplish this.

Further Study

Information provided in this study is valuable in making program modifications and adjustments. However, while answering some questions, it has raised additional questions. Such questions include how consistent these results will be as graduates move further away from their high school experience. Will they continue to demonstrate the patterns of work and education which seem to be forming? Since the study occurred

only four years after exit from high school, these graduates should be revisited in another four or five years in order to determine the consistency of the patterns which seems to be forming.

- . Additional studies on specific learning disabled populations need to be conducted. More studies of this type are needed in order to compare and identify consistent patterns.

- . The approximate 20% of the graduates who appear to be unsuccessful require a more intensive review through a different type of study. A case study of these graduates would enable us to better respond to their specific needs.

- . While graduates give themselves good ratings on the job, we really don't have a clear understanding or knowledge of how others perceive graduates work performance. This study obtained only self-reported data and was unable to obtain permission to contact employers. Employer views of graduate's work performance to compare with the views of the graduates are needed. Alternative ways may need to be found to obtain this data.

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APPENDICES

APPENDIX A-1

SCHOOL RECORD INFORMATION

STUDENT NAME _____ BIRTHDATE _____
 CENTER _____

PLEASE OBTAIN THE FOLLOWING INFORMATION FROM THE STUDENT'S TRANSCRIPTS, TWELFTH GRADE I.E.P. OR SCHOOL PSYCHOLOGICAL REPORT.

I. ACHIEVEMENT SCORES

A. METROPOLITAN ACHIEVEMENT TEST

	GRADE EQUIV.	%ILE	TEST LEVEL
READING	_____	_____	_____
MATH	_____	_____	_____
LANGUAGE	_____	_____	_____

B. WOODCOCK READING MASTERY TEST, TOTAL GRADE EQUIV. _____

C. OVERALL GRADE POINT AVERAGE _____

II. COGNITIVE MEASURE

A. WISC-R

PERFORMANCE	_____
VERBAL	_____
FULL SCALE	_____

B. HANDICAPPING CODE(S) _____

III. PROGRAM

	YES	NO
A. COMPLETED VOCATIONAL EDUCATIONAL PROGRAM? (IF YES, SPECIFIC PROGRAM AND LOCATION.)	_____	_____
B. PARTICIPATED IN OJT?	_____	_____
C. DID STUDENT EVER SERVE AS SPECIAL ED. STUDENT AIDE? (STRUCTURED, SUPPORT WORK EXPERIENCE)	_____	_____
D. PERCENT OF TIME MAINSTREAMED: GRADE 12 _____		
E. IEP GOALS (CHECK THOSE WHICH APPLY)		
READING _____ VOCATIONAL _____		
WRITING _____ WORK/STUDY HABITS _____		
MATH _____ OTHER (SPECIFIC) _____		
SOCIAL/EMOTION _____		

PLEASE REVIEW PLACEMENT RECORDS TO LOCATE THE FOLLOWING INFORMATION:

NO. OF YEARS IN THIS SCHOOL SYSTEM _____
 NO. OF YEARS IN SPECIAL EDUCATION _____
 NO. OF YEARS IN SECONDARY LEARNING CENTER _____

APPENDIX A-2

GRADUATE SURVEY

Student's Name _____ Interviewer: _____

Phone Number: _____ Student's School: _____

Enter the date, time and one of the following codes: 1=no answer; 2=busy; 3=call back; 4=completion; 5=refusal; 6=unable to interview; 7=break off. Please provide additional explanations concerning the result of the call.

Calls	Call #1	Call #2	Call #3	Call #4	Call #5	Final Call
Date	_____	_____	_____	_____	_____	_____
Time	_____	_____	_____	_____	_____	_____
Result						

1) What is your marital status?

_____ single _____ divorced/separated

_____ married _____ widowed

2) Do you have any children? 1=yes 2=no _____

If yes, how many? _____

3) Where are you living?

- _____ a) living with parents/relatives
- _____ b) living with friends
- _____ c) supervised apartment or group home
- _____ d) renting own place
- _____ e) bought own place
- _____ f) college dorm
- _____ g) military base
- _____ h) other (specify)

APPENDIX A-2

EDUCATIONAL/TRAINING

- 4) Since high school have you enrolled in any education or training program(s)? 1=yes 2=no _____

If YES, go to #5.

If NO, why not? (Top 2 reasons) (Answer and go to Question #29)

_____ working

_____ not interested in further education

_____ could not afford

_____ not needed for career field

_____ did not know what to take

_____ dislike school

_____ other _____

- 5) Why did you seek further education or training? (Top 2 reasons)

_____ needed more education (skills development)

_____ improve career opportunities/better job

_____ earn more money

_____ likes school

_____ did not have anything else to do

_____ did not know what to do

_____ other _____

- 6) Did you enroll in more than one education or training program?
1=yes 2=no _____

(A change in "major" will constitute a change in education program.)

If YES, complete Questions #7-11 for each program; use numerals 1, 2, etc. to indicate each different training/educational program.

- | 7) What type of education or training was sought? | <u>1</u> | <u>2</u> | <u>3</u> |
|---|----------|----------|----------|
| community college | _____ | _____ | _____ |
| four-year college/university | _____ | _____ | _____ |
| business school | _____ | _____ | _____ |
| vocational/rehabilitation or other
government services | _____ | _____ | _____ |
| trade school or technical training | _____ | _____ | _____ |
| specify type: | | | |

other (specify): _____

APPENDIX A-2

- 8) How long did you (or have you) attend? (months) ___ ___ ___
- 9) Do/did you attend full time or part time?
 1=full 2=part ___ ___ ___
- 10) Did you complete a program (count as completed those
 who will be finished in May 1987)? 1=yes 2=no ___ ___ ___

If YES, go to #11. ___ ___ ___

If NO, why not? (Top 2 reasons)

- disliked the school ___ ___ ___
- disillusioned/disappointed in program ___ ___ ___
- got married ___ ___ ___
- cost too much ___ ___ ___
- not helpful or useful ___ ___ ___
- got a job ___ ___ ___
- too hard/too much work ___ ___ ___
- poor grades/flunked out ___ ___ ___
- teachers unfair/unreasonable or
 non-supportive ___ ___ ___

other _____

- 11) Have you taken or are you currently taking courses or training
 related to your work? 1=yes 2=no ___ ___ ___

INDEPENDENT LIVING

- 12) Do you have a driver's license? 1=yes 2=no _____
- 13) How do you most FREQUENTLY travel to and from your job, school,
 or other activities? (check only one)

- ___ a) walk
- ___ b) car (parent drives)
- ___ c) car (friend drives)
- ___ d) car (drive self)
- ___ e) public bus
- ___ f) facility bus
- ___ g) carpool
- ___ h) bicycle
- ___ i) taxi

APPENDIX A-2

___ j) other _____

14) A) Do you own any of the following? B) For each item checked, are other names beside yours on the title?
1=yes 2=no
3=do not know ___

If YES, who?
(list parents, relative, friend, etc.)

- | | |
|---------------------------------|----------|
| ___ a) car/truck | a) _____ |
| ___ b) motorcycle | b) _____ |
| ___ c) house | c) _____ |
| ___ d) boat | d) _____ |
| ___ e) building lot/real estate | e) _____ |
| ___ f) other property (specify) | f) _____ |
| ___ g) none | |

15) A) Do you have any of the following banking and credit services? B) For the items checked, are other names besides yours on the account?
1=yes 2=no
3=do not know ___

If YES, who?
(list parents, relative, friend, spouse, etc.)

- | | |
|---|----------|
| ___ a) checking account | a) _____ |
| ___ b) savings account | b) _____ |
| ___ c) credit card (gasoline) | c) _____ |
| ___ d) credit card (VISA, Choice, Mastercard, etc.) | d) _____ |
| ___ e) loan(s) | e) _____ |
| ___ f) none | |

16) A) Do you have any of the following types of insurance policies? B) For the items checked, are other names besides yours on the policy?
1=yes 2=no
3=do not know ___

If YES, who?

APPENDIX A-2

(list parents, relative,
friend, spouse, etc.)

- | | |
|--------------------------------|----------|
| _____ a) automobile | a) _____ |
| _____ b) life | b) _____ |
| _____ c) disability | c) _____ |
| _____ d) medical/dental | d) _____ |
| _____ e) home | e) _____ |
| _____ f) renters | f) _____ |
| _____ g) other (specify) _____ | g) _____ |
| _____ h) none | |

17) Do you receive any financial help beyond your income from work? 1=yes 2=no _____

If NO, go to question #18.
If YES, where?

- | | |
|--------------------------------------|--|
| _____ a) family | |
| _____ b) community/government agency | |
| _____ c) other (specify) _____ | |

18) Have you ever applied for or received unemployment benefits, food stamps, welfare benefits, social security benefits or other financial assistance from a government agency? 1=yes 2=no _____

If NO, go to question #19.
If YES, explain. (Check all that apply.)

- | | |
|-------------------------------------|--|
| _____ a) workmens compensation | |
| _____ b) unemployment benefits | |
| _____ c) food stamps | |
| _____ d) Social Security assistance | |
| _____ e) other _____ | |

19) Have you ever applied to a government agency for any adult assistance such as training or preparation for work, personal counseling, locating employment, etc.? 1=yes 2=no _____

If NO, go to question #20.
If YES, explain.

- | | |
|---|--|
| _____ a) Social Services (counseling) | |
| _____ b) Social Services (Health Dept.) | |
| _____ c) Legal Aid | |

APPENDIX A-2

- d) Vocational Rehabilitation
 e) Job Training & Tryout
 f) Vocational Counseling
 g) Employment Agency
 h) Drug/Alcohol Rehabilitation
 i) Other
- 20) How do you spend (two or more hours each week) most of your free time?
- a) shopping malls/stores
 b) homes of friends
 c) restaurants
 d) outdoor recreation facilities
 (swimming, parks, outdoor concerns, etc.)
 e) indoor recreation facilities
 (movies, concerns, theaters or other public areas)
 f) bowling leagues
 g) organized recreation department league
 h) watching TV/home video
 i) don't know
 j) other (specify) _____
- 21) Who do you spend most of your free time with?
- a) family/relatives
 b) friends (outside work)
 c) friends (from work)
 d) self (alone)
 e) other (specify) _____
- 22) Are you a member of any organization(s)?
 1=yes 2=no _____
 If NO, go to question #23.
 If YES, what are they?
- a) church or religious organization
 b) civic associations such as Kiwanis, Lion's Club,
 Rotary, League of Women Voters, etc.
 c) union or professional organization
 d) recreational clubs, organizations
 e) American Legion/VFW
 e) other (specify) _____
- 23) Since graduating from high school, have you worked?
 1=yes 2=no _____
 If YES, go to questions #24.
 If NO, why haven't you worked?
- a) raising children/homemaking
 b) can't find anything I like

APPENDIX A-2

- ___ c) no jobs in the area I can do
- ___ d) no one to help me find a job
- ___ e) no transportation available
- ___ f) don't want to give up Social Security income
- ___ g) health problems
- ___ h) don't want to work
- ___ i) return to school for training
- ___ j) other (specify) _____

That questions concludes the interview. Thank you very much for answering our questions.

24) Are you working now? 1=yes 2=no _____

If YES, go to question #25.

If NO, ask: a) How long have you been out of work?

- ___ a) 0-6 months
- ___ b) 7 months to 1 year
- ___ c) more than 1 year
- ___ d) more than 3 years

b) Are you receiving unemployment compensation or any other (public) financial assistance? _____

c) Are you looking for work? 1=yes 2=no _____

d) Since you have worked before, please respond based on the last job you held.

(Go to Previous Employment sheet)

CURRENT EMPLOYER

25) Who do you work for (employer)?

Name of Company _____

26) What is your job title?

27) What do you do at work (job description)?

APPENDIX A-2

28) How many hours per week do you work? _____

29) How did you get this job?

30) Have you received a pay raise since you have been on this job?
1=yes 2=no _____

31) Have you been transferred or promoted? 1=yes 2=no _____

If YES, explain.

32) Have you experienced any problems or difficulties on this job?
1=yes 2=no _____

If YES, What were they?

33) How often do you get paid? _____ weekly
_____ biweekly
_____ monthly

34) How much is your take home pay? \$ _____

35) Besides your pay, do you receive any benefits?

_____ a) meals	_____ f) retirement
_____ b) sick leave	_____ g) profit sharing
_____ c) vacation time	_____ h) no fringe benefits
_____ d) insurance benefits	_____ i) do not know
_____ e) medical benefits	_____ j) other (specify) _____

36) When did you start working here?

(_____ to present) months = _____

37) During the time you have worked here, have you also worked another job or taken any education or training? 1=yes 2=no _____

If YES, explain.

APPENDIX A-2

- 38) On a scale of zero to ten, with 0=poor, 5=average and 10=excellent, please rate your overall performance compared to other employees in similar positions. _____

We want to do everything we can to better prepare our graduates for work and you can help us achieve this goal. In addition to talking to you about your work, we also want to talk to supervisors and employers. These individuals can tell us much about how well graduates are prepared for work. This information would be a big help to us. Therefore, we would like to talk with your employer. I will be the person calling and will tell your employer that MCPS is doing a follow-up of some of its 1983 graduates. No specific school or program will be mentioned. May we contact your employer for a reference?
 1=yes 2=no _____

What is your supervisor's name and telephone number?

- 39) Were you employed in another job before you worked here?
 1=yes 2=no _____

If YES, go to Previous Employment sheet.

If NO, that questions concludes the interview. Thank you for answering our questions.

PREVIOUS EMPLOYMENT

- 1) Who was your employer?

Name of company _____

- 2) What was your job title?

- 3) What did you do at work (job description)?

APPENDIX A-2

4) How many hours per week did you work? _____

5) How did you get this job?

6) While on this job, did you ever receive a pay raise?
1=yes 2=no _____

7) Were you ever transferred or promoted? 1=yes 2=no _____

If YES, explain.

8) Did you experience any problems or difficulties on this job?
1=yes 2=no _____

If YES, ask what difficulties?

9) How often did you get paid? _____ weekly
_____ biweekly
_____ monthly

10) How much was your take-home pay? \$ _____

11) Did you receive any fringe benefits?

_____ a) meals	_____ f) retirement
_____ b) sick leave	_____ g) profit sharing
_____ c) vacation time	_____ h) no fringe benefits
_____ d) insurance benefits	_____ i) do not know
_____ e) medical benefits	_____ j) other (specify)

12) Why did you leave this job? (check one)

_____ a) fired
_____ b) quit
_____ c) laid off
_____ d) better job

APPENDIX A-2

- ___ e) better pay
- ___ f) disliked boss
- ___ g) hours
- ___ h) location
- ___ i) other workers
- ___ j) return to school
- ___ k) other (specify) _____

13) How long were you employed in this job? (get dates if possible)
 (_____ to _____) months - _____

14) During the time you were employed in this job, did you also work elsewhere or take any courses or training programs?
 1=yes 2=no _____

If YES, explain.

15) Were you employed in another job before you worked here?
 1=yes 2=no _____

If YES, complete the Additional Employment History which follows and ask students to bring it to the Reunion Reception or to mail in to:

Secondary Learning Centers
 8001 Lynnbrook Drive
 Bethesda, Maryland 20814

If NO, that question completes the interview. Thank you for answering our questions.

ADDITIONAL EMPLOYMENT HISTORY

Dates (month/year)	Employer	Job Title	Brief Job Description (Duties)
<u>Start</u>	<u>Stop</u>		

That question completes the interview. Thank you for answering our questions.

APPENDIX A-3

EMPLOYER SURVEY: SPECIAL EDUCATION FOLLOW-UP

Interviewer: _____ Supervisor's Last Name: _____

Student's Last Name: _____ Phone Number: _____

Student's School: _____

Each time a call is made, enter the date, time and one of the following codes: 1=no answer; 2=busy; 3=call back; 4=completion; 5=refusal; 6=unable to interview; 7=break off. Please provide additional explanations concerning the result of the call.

Calls	Call #1	Call #2	Call #3	Call #4	Call #5	Final Call
Date	_____	_____	_____	_____	_____	_____
Time	_____	_____	_____	_____	_____	_____
Result	_____					

1. When did (READ STUDENT'S NAME) start working for your company/ organization?
2. What is (READ STUDENT'S NAME) job title?
3. Please describe (READ STUDENT'S NAME) job duties?

Using the following responses, 0=good; 5=average; 10=excellent, complete each of the statements that I read regarding (READ STUDENT'S NAME).

4. (READ STUDENT'S NAME) job punctuality is.

APPENDIX A-3

- 5. (READ STUDENT'S NAME) job attendance is _____
- 6. (READ STUDENT'S NAME) ability to get along with you
is _____
- 7. (READ STUDENT'S NAME) ability to get along with coworkers
is. _____
- 8. (READ STUDENT'S NAME) ability to get along with the public
is. _____
- 9. (READ STUDENT'S NAME) quality of work is _____
- 10. (READ STUDENT'S NAME) quantity of work is _____
- 11. (READ STUDENT'S NAME) willingness to learn and improve his/her
work is. _____
- 12. Are you in a position to comment on how (READ STUDENT'S NAME)
obtained his/her job at your company/organization? (1=yes;
2=no) _____

If YES, ask: How did (READ STUDENT'S NAME) obtain the job?

- 13. When you first hired (READ STUDENT'S NAME) did he/she have all
the expected job-related skills necessary to perform well in
the job? (1=yes; 2=no) _____

If NO, ask: What skills were missing?

If YES, go on to question 15.

- 14. In your opinion, were the missing skills ones that could have
been acquired prior to employment? (1=yes; 2=no)

If YES, ask: In your opinion, where could the student have
learned the required skills or obtained the necessary job
training and experience?

APPENDIX A-3

15. What could the school system have done to better prepare (READ STUDENT'S NAME)?
16. As an employee, does (READ STUDENT'S NAME) have any unique or noteworthy strengths and/or weaknesses?
17. Overall, how satisfied are you with (READ STUDENT'S NAME) as an employee? Are you:
- 1- very satisfied
 - 2- satisfied
 - 3- somewhat satisfied
 - 4- not satisfied
18. It is certainly difficult to predict the future, however, do you think that (READ STUDENT'S NAME) will be working at your company/organization a year from now? (1=yes; 2=no)
- If YES, ask: Do you think that there is room for (READ STUDENT'S NAME) to be promoted? (1=yes; 2=no)
19. Do you make any special accommodations for (READ STUDENT'S NAME)? (1=yes; 2=no)
- If YES, explain.
18. On a scale of 0-10 with: 0=poor; 5=average; 10=excellent, please rate this employee's overall performance as compared to other employees in similar positions.

That question concluded the interview. Thank you very much for answering our questions.

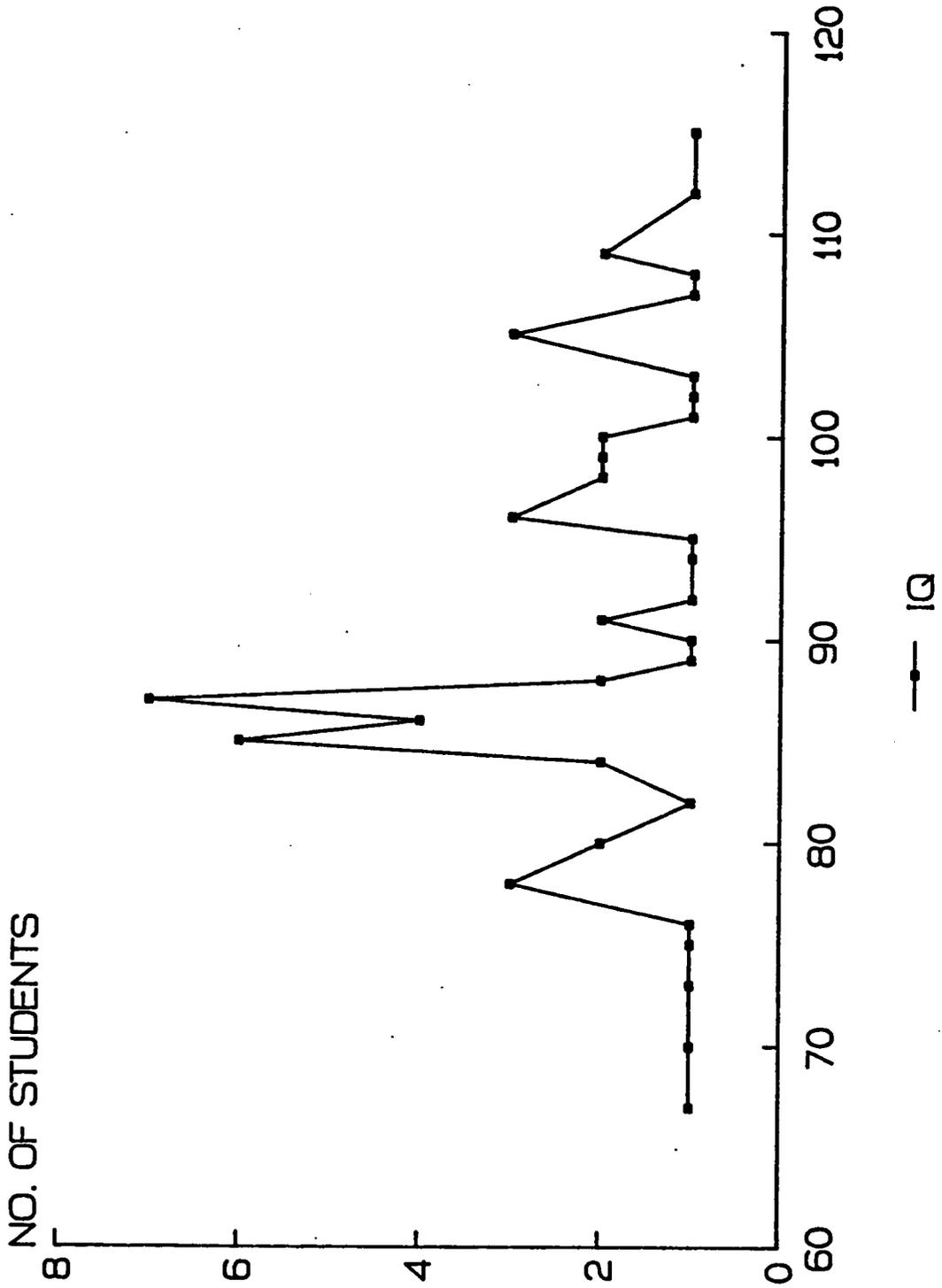


FIGURE B-1
WISC-R IQ PERFORMANCE: VERBAL

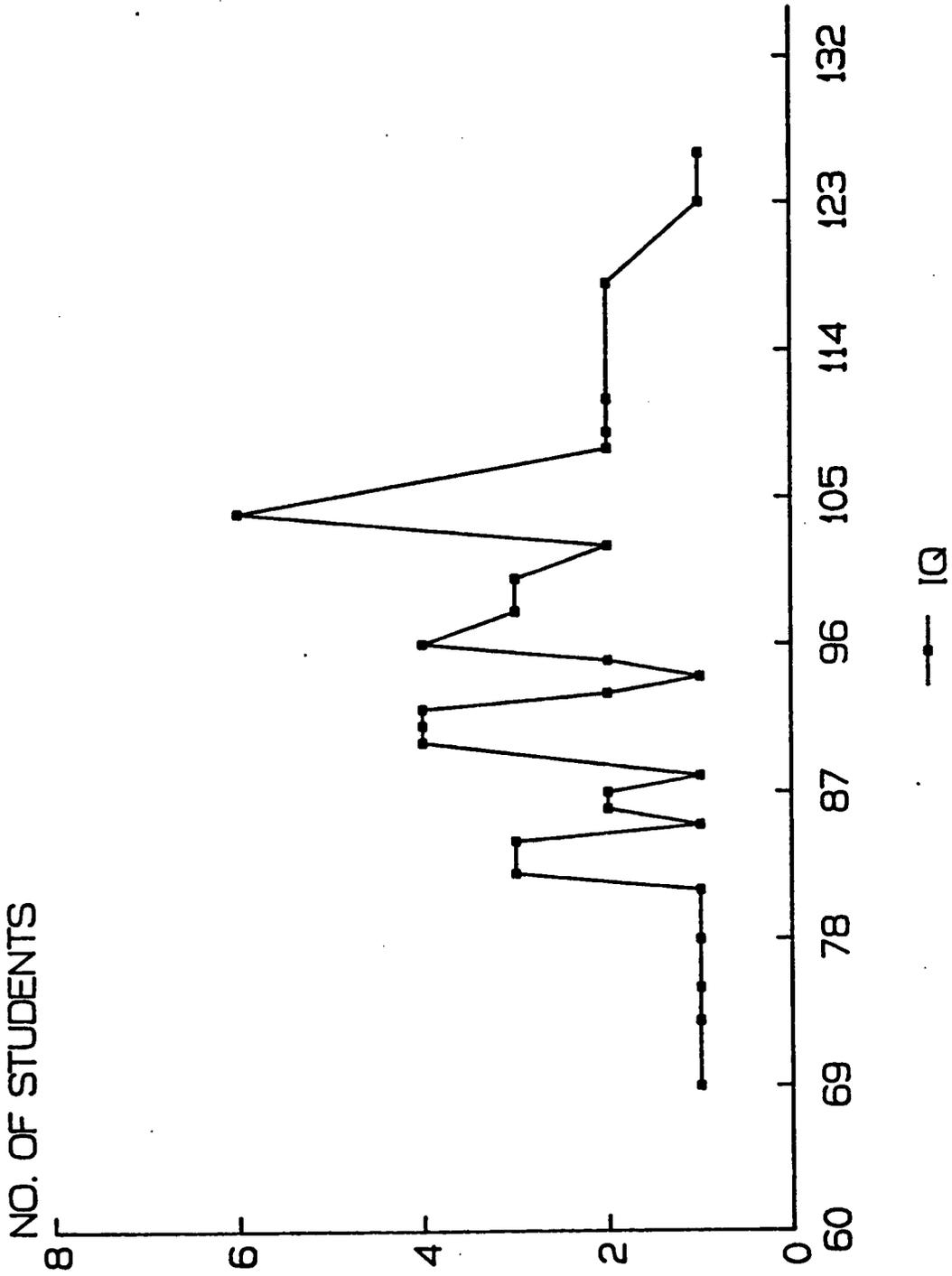


FIGURE B-2
WISC-R IQ PERFORMANCE: NON-VERBAL

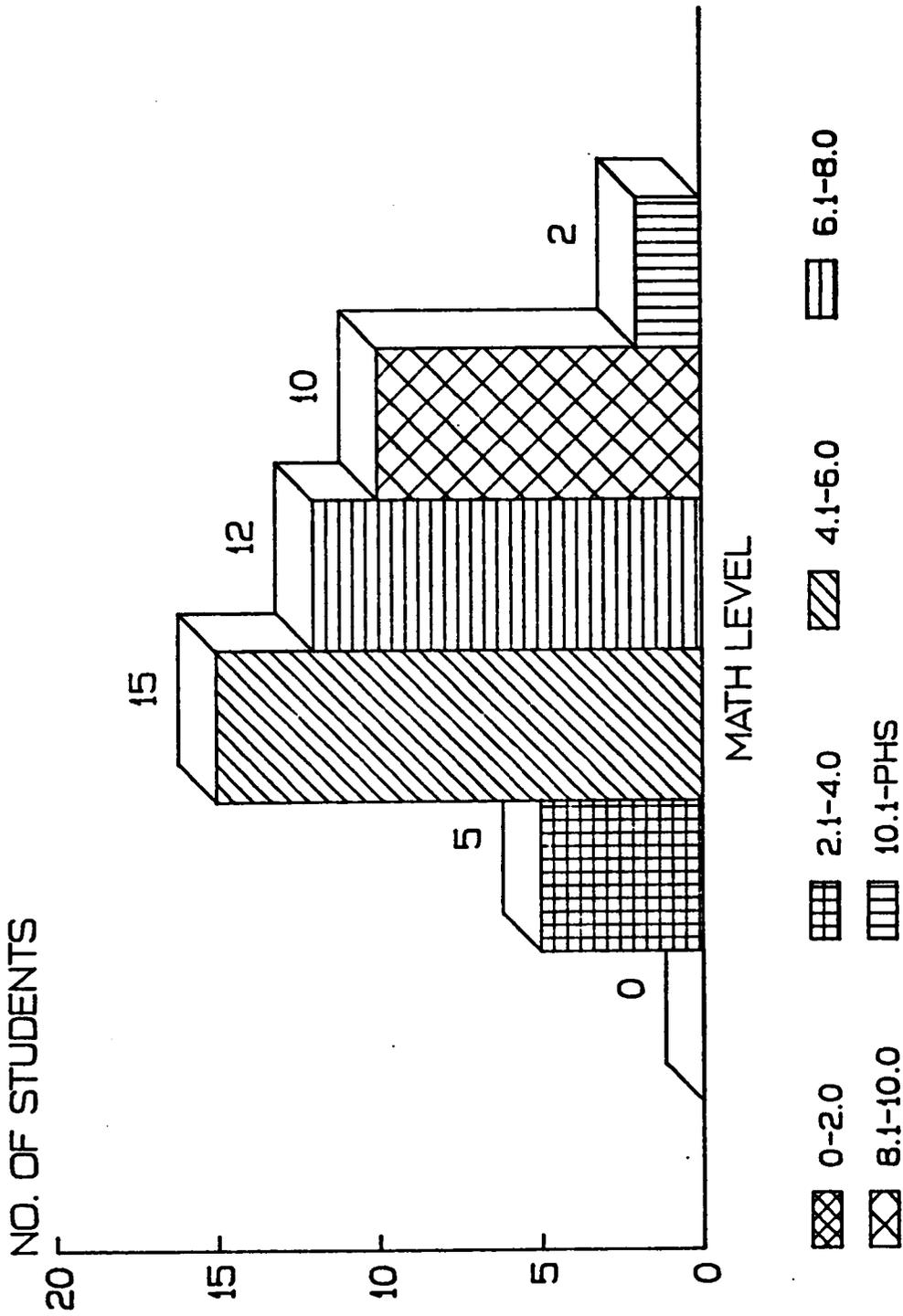


FIGURE B-3
MATH PROFILES:
METROPOLITAN ACHIEVEMENT TEST

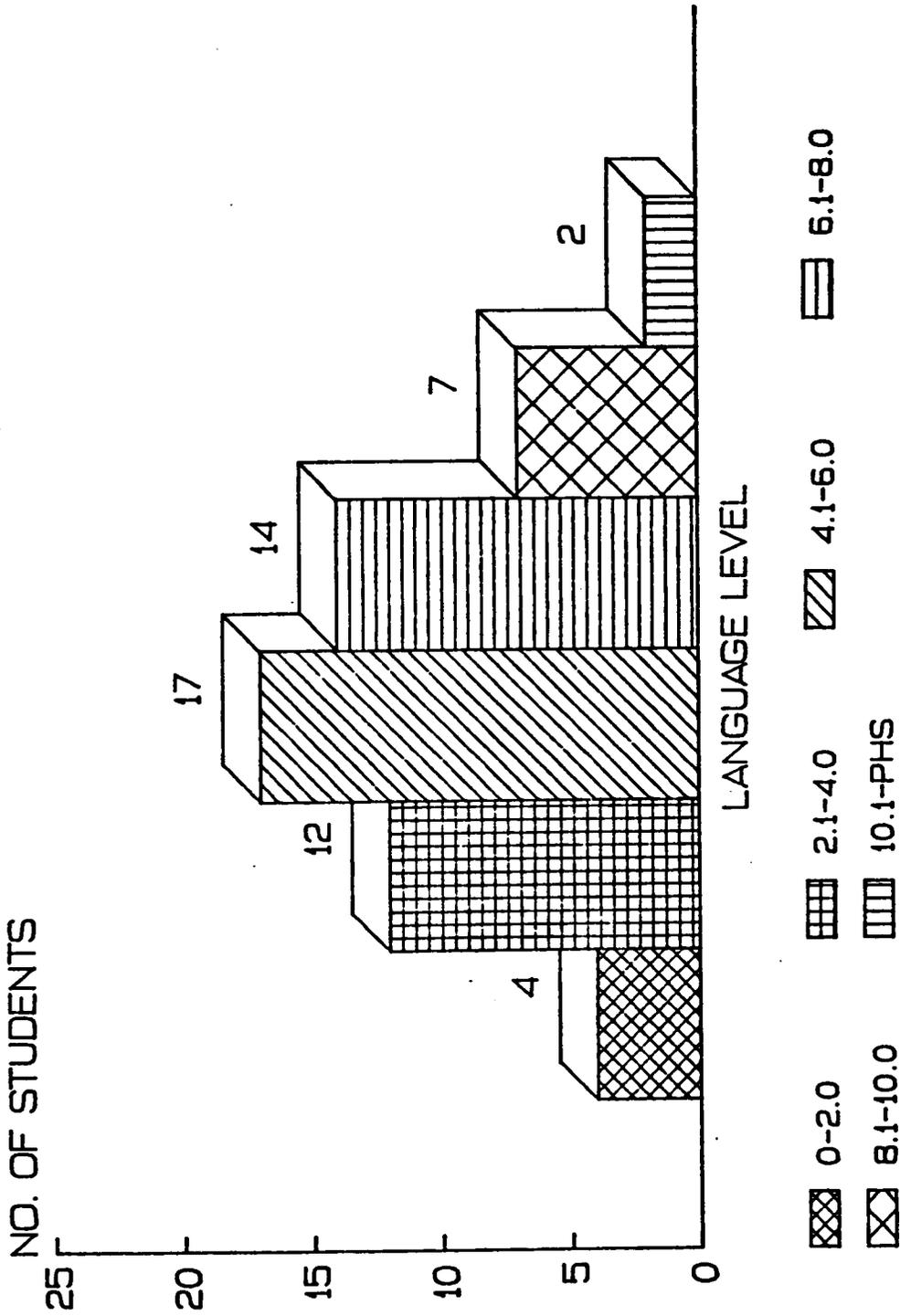


FIGURE B-4
LANGUAGE PROFILES:
METROPOLITAN ACHIEVEMENT TEST

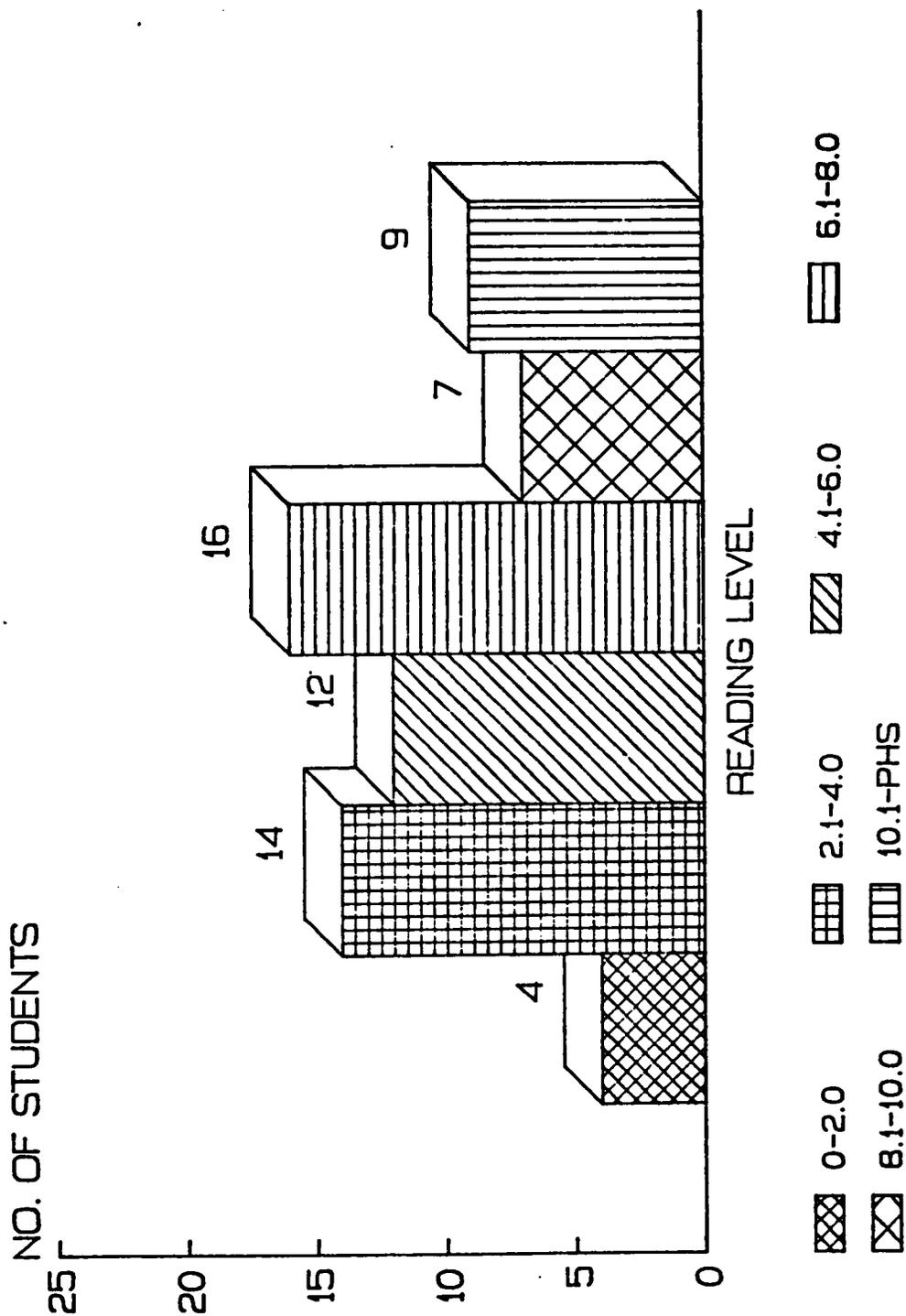


FIGURE B-5
 READING PROFILES:
 METROPOLITAN ACHIEVEMENT TEST

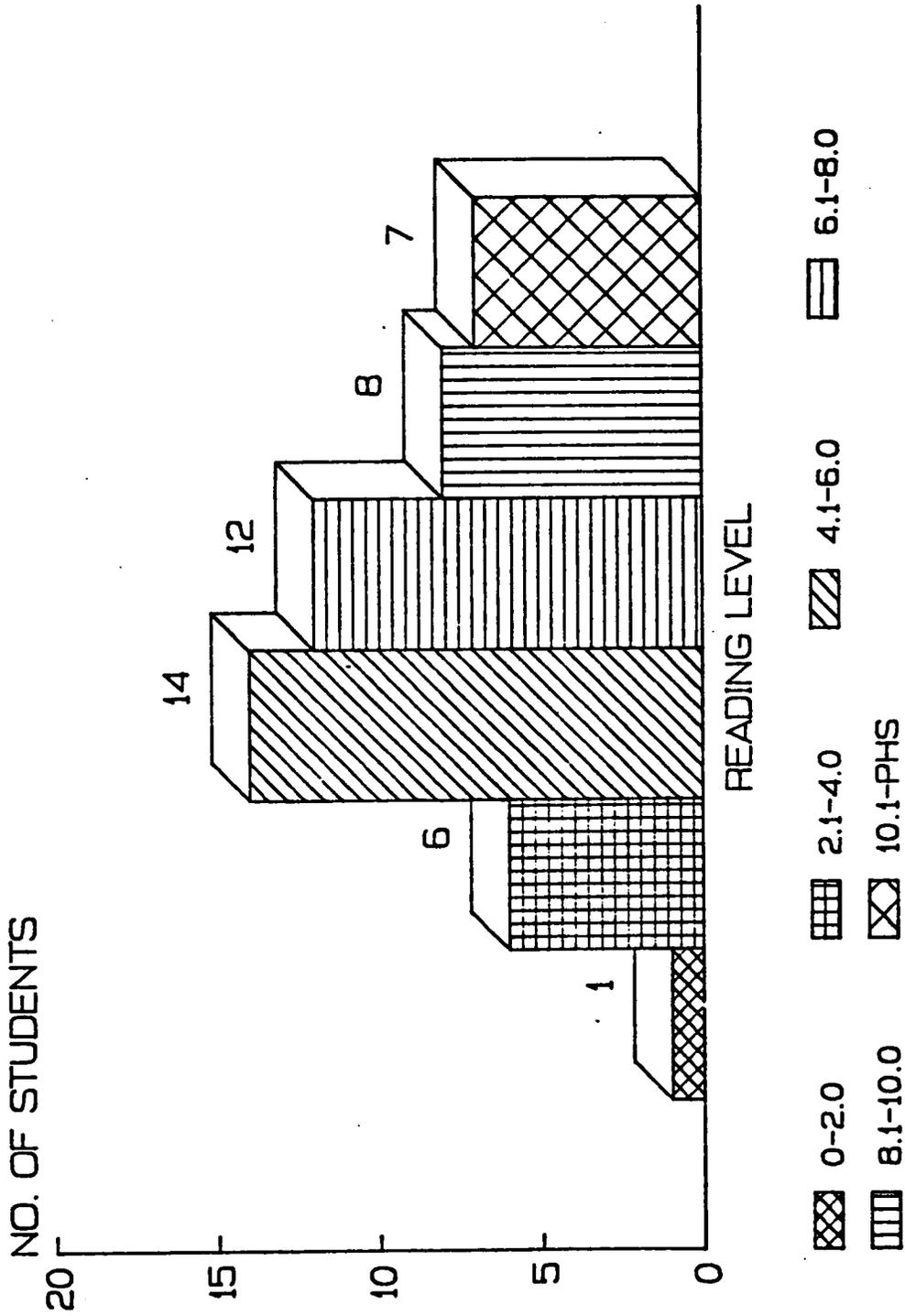
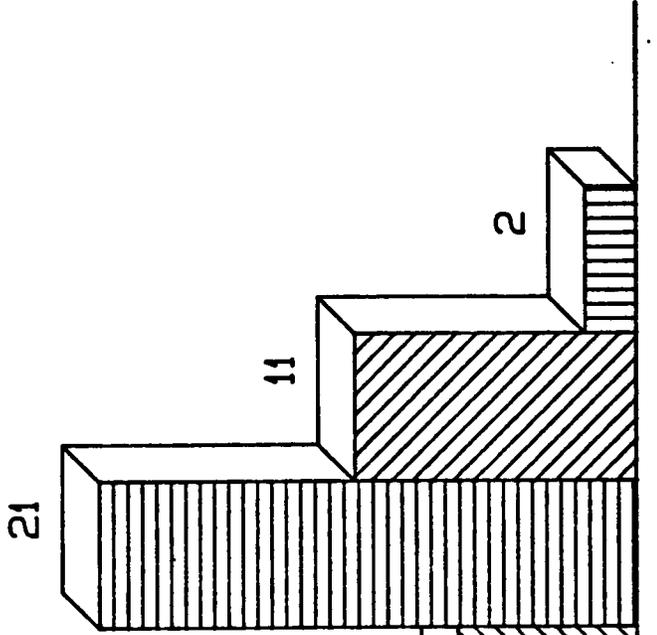


FIGURE B-6
READING PROFILES:
WOODCOCK READING TEST

NO. OF STUDENTS

30
25
20
15
10
5
0



- .59-1.00
- ▣ 1.01-1.50
- ▣ 1.51-2.00
- ▣ 2.01-2.50
- ▣ 2.51-3.00
- ▣ 3.01-3.50
- ▣ 3.51-4.00

FIGURE B-7
ACADEMIC PROFILES: GRADE POINT AVERAGE

APPENDIX C

JOB CLASSIFICATION AND DESCRIPTION

- | | |
|---|---|
| <p>1. CONSTRUCTION</p> <ul style="list-style-type: none"> INSTALL BOILER ROOMS/WINDOWS/FURNITURE BUILD HOUSES PUT ON ROOFS (DO PAYROLL) STEEL WORK/HEAVY EQUIPMENT ELECTRICAL CABLE SMALL REPAIRS AND REMODELING | <p>8. MECHANIC</p> <ul style="list-style-type: none"> REPAIR CARS |
| <p>2. LANDSCAPE</p> <ul style="list-style-type: none"> TRIM TREES CUT GRASS/PUT IN GARDENS | <p>9. SALES AND DELIVERY</p> <ul style="list-style-type: none"> SALES AND DELIVERY RETAIL SALES |
| <p>3. OFFICE WORK</p> <ul style="list-style-type: none"> CLERICAL/SECRETARIAL DUTIES CHECK IN BOOKS/STOCK SHELVES CORRELATE BOOKS MAIL AND PHOTOCOPYING CREATE COMPUTER PROGRAMS ORDER SUPPLIES | <p>10. PARAPROFESSIONAL</p> <ul style="list-style-type: none"> APPRAISE HOUSES ASSIST IN HEALTH CARE MAKE DENTURES AND CROWNS SURVEY LAND TEACH INSTALL LOCKS |
| <p>4. FOOD SERVICES</p> <ul style="list-style-type: none"> SALES CLERK AND MAKE SANDWICHES COOK BURGERS, FRIES AND PIZZA PREPARE GOURMET FOOD SERVE FOOD AND DRINKS FOOD PREPARATION | |
| <p>5. MANAGEMENT</p> <ul style="list-style-type: none"> BUSINESS/DEPARTMENT MANAGER AND SALESPERSON ORGANIZE AND OVERSEE UTILITY CREW MANAGE AND SUPERVISE BUSINESS AND EMPLOYEES | |
| <p>6. CASHIER/RECEPTION</p> <ul style="list-style-type: none"> ANSWER PHONES TAKE MONEY AND SEAT PEOPLE | |
| <p>7. UNSKILLED LABORER</p> <ul style="list-style-type: none"> STOCK SHELVES, RACKS, UNPACK BOXES OVERSEE CAMPERS/DAY CARE KIDS PUMP GAS/CHANGE TIRES MAKE KEYS SECURITY AND CROWD CONTROL MAINTENANCE AND CLEANING/WASH DISHES TOW CARS CARRY GOLF CLUBS | |

APPENDIX D

Student #1: John

John is a 22 1/2 year old majority graduate of GHS Learning Center. He attended school in the school system from which they graduated for six years with five of these years in the Secondary Learning Center program. During John's total education he spent ten years in special education. At the time of his graduation he had achieved the following grade equivalent on the Metropolitan Achievement Test: Math 8.7, Reading 3.9, and Language 3.4. On the Woodcock Reading Mastery Test he obtained an overall grade equivalent of 5.8. His overall grade point average was 1.7 on a 4.0 scale. On the Wechsler Intelligence Scale for Children-Revised he obtained a Verbal Score of 96, a Performance Score of 109 and a Full Scale Score of 102. A review of his school records indicated that he completed a vocational education program in Welding and had at least one semester of work experience. During his 12th grade year he was mainstreamed for 50% of his course work, a reflection of the two and three periods used for the Welding program. John's Individual Educational Plan (IEP) for his final year reflected an identification as a learning disabled student with IEP goals in the areas of Reading, Writing, Math, Vocational Education, Work Study Habits, Speech and Language consultation, and Social/Emotional.

John is married, has two children and rents an apartment approximately 25 miles from his work. He and his wife own a car which

APPENDIX D

John uses as the primary method of transportation. His wife is a homemaker who works occasionally to supplement the family income. John and his wife have a savings account and credit cards for gasoline and department stores. John reports he is "in trouble" with his Sears card. John belongs to a local church and is a member of the local United Fire Department. He does not receive financial help beyond his income from work, though he did receive Workmen's Compensation for one week during the past year. John spends most of his free time (two or more hours each week) watching TV/home videos, drinking with friends or fishing and hunting. Most of the free time is spent with family/relatives or friends outside of his work. Since graduation, John has received assistance from a government agency for drug/alcohol rehabilitation.

Since graduation from high school, John has sought further training on two different occasions. His purposes in seeking further education were to improve his career opportunities and to earn more money. His first educational experience was enrolling in the local community college where he attended part time for six months. John indicated he did not complete the program because he was disillusioned and because he obtained a job. John's second educational experience was to enroll in a fire department training program which he has been attending part time for the past 18 months. He has decided to supplement his current brick laying work with fire department work and he is currently continuing the fire department training.

APPENDIX D

During the four years since graduation, John has been employed a total of 30 months. He is currently working 40 to 45 hours a week as an apprentice bricklayer. He obtained this job through a friend who worked for the company and John has been working for them for 18 months. John began as a laborer and was promoted to the formal apprentice program and currently makes \$10.50 an hour and receives medical benefits. On a scale of 0 to 10 (where 0 = poor, 5 = average and 10 = excellent), John rates his overall performance compared to other employees in similar positions as an 8. John believes he is an excellent employee but that "nobody's perfect." Prior to working on his current job, John held a construction job which he obtained by walking in and applying for employment. He worked a 40-hour week and his take home pay was about \$300 a month. He held this job 12 months before being laid off. During the time he worked on this job, the company he worked for wanted to provide John with more education. John enrolled in the community college but quit school in protest to the departure of his immediate supervisor. John recognizes now that he "blew it" with this response.

John's current employer rates John's punctuality and his ability to get along with the supervisor as excellent. They rate him above average on his attendance, ability to get along with co-workers, on quality and quantity of work and his willingness to learn and improve his work. When hired, the supervisor felt he had all the expected job-related skills necessary to perform well in the job. John's current supervisor

APPENDIX D

believes John will be with the company a year from now and that there is room for John to be promoted. No special accommodations are provided for John and his supervisor rates John's overall performance as a 7 compared to other employees in similar positions (scale of 0 to 10).

APPENDIX D

Student #2: Tom

Tom is a 22 year old majority graduate of GHS Learning Center. He attended school in the school system from which they graduated for eight years and received special education for six of those years. One year was spent in a Resource Room where he received two hours of service per day. The remaining five years of special education were completed in the Secondary Learning Centers which Tom entered in the eighth grade. At the time of his graduation, Tom had achieved the following grade equivalent scores on the Metropolitan Achievement Test: Reading 5.9, Math 6.8, and Language 5.0. His overall grade point average at graduation was 2.5 on a 4.0 scale. Tom's Wechsler Intelligence Scale for Children-Revised showed a Verbal Score of 87, Performance Score of 91 and a Full Scale Score of 88. A review of Tom's Individual Education Plan (IEP) showed Tom as a severely learning disabled student with IEP goals in the area of Reading, Writing and Work Study Habits. Tom completed a general academic program and was mainstreamed 33% during his twelfth grade year.

Tom is single and lives at home with his parents. He owns his own car which he uses as his primary means of transportation. He has his own checking and savings accounts and loans which he has obtained for his car and for some of his post high school education. Tom spends most of his free time (two or more hours each week) visiting in the

APPENDIX D

homes of friends and in outdoor recreation activities (swimming, parks, outdoor concerts, etc.) and at indoor recreation facilities such as movies and concerts. He enjoys watching and playing football and does so when he has the opportunity. He spends most of his free time with friends from outside of his work. He is a member of a church.

After graduation from high school, Tom enrolled in a local community college because he felt he needed more education and he wanted to improve his career opportunities. At that time he hoped to become a police officer. He attended part time for ten months and discontinued the program because he changed his mind. He is not currently enrolled in any additional training, though he is anticipating continuing his education next fall. He has been encouraged to complete his education by his current employers (a college) who will cover the expenses of his educational tuition and textbooks. In addition, his employer will provide release time in order for him to attend classes. Tom is interested in following up on this opportunity and contacted the counselor for the Secondary Learning Centers about supports that may be available to help him with his studies (especially written assignments). Reflecting on the difficulty of his first educational experience, he felt the time demands, volume of work and difficulty of work required that he go part time in any future program.

APPENDIX D

Tom currently works as Assistant Supervisor at the swimming pool for the local community college. This pool is the largest in the county and is used by many community organizations as well as the college. Tom was promoted to his current position from Pool Operator and has received a pay raise since working there. He works 40 hours a week and manages the pool and life guards. He oversees the general operation of the pool, the organizations and teams using the pool and does the schedules and payroll for the lifeguards. His take home pay is about \$900 per month and his benefits include sick leave, vacation, a retirement plan, medical and insurance benefits and free tuition and textbooks.

Tom has been working for the college since high school. During high school Tom had been an accomplished club swimmer and by the completion of high school, had been coach for several teams and an assistant manager for the local swimming pools. He began working part time as a lifeguard and coach at the college pool during his junior year. Following graduation, he continued to work for them. Tom rates his own job performance (on a scale of 0 to 10) as an 8.

Tom's supervisor rates him excellent on punctuality, attendance, getting along with the supervisor, co-workers and the public, on quality and quantity of work, and his willingness to learn and improve his performance. "He is an outstanding worker and terrific with both the public and employees." The supervisor believes that he will be working

APPENDIX D

with the organization a year from now and that there is room for him to be promoted. No special accommodations are made.

APPENDIX D

Student #3: Paul

Paul is a 23 year old minority graduate of the WJHS Learning Center. He attended the local schools for 12 years with four of these years in the Secondary Learning Center program and a total of nine years in special education. At the time of his graduation he had achieved the following grade equivalent on the Metropolitan Achievement Test: Math 3.7, Reading 1.9, and Language 1.5. On the Woodcock Reading Mastery Test he obtained an overall grade equivalent of 3.0. His overall grade point average was 2.92 on a 4.0 scale. On the Wechsler Intelligence Scale for Children-Revised he obtained a Verbal Score of 100, a Performance Score of 86 and a Full Scale Score of 92. A review of school records indicated that he worked one semester as a special education student aide, a structured, sheltered, paid work experience in the school cafeteria. He then worked three semesters with On-the-Job Training for the Marriott Corporation, where he rotated through a series of positions (doorman, kitchen worker, housekeeping and maintenance). Paul was such a good worker that Marriott hired him after school beyond his OJT time. Upon graduation, Paul worked full time for Marriott until obtaining his current employment. During his twelfth grade year, Paul was mainstreamed for 25% of his course work, a reflection of his OJT assignment. Paul's IEP for his final year reflected an identification as a learning disabled student with IEP goals in the areas of reading and writing. During the years he attended the Learning Center, Paul

APPENDIX D

lived in a publicly run group home where he had been assigned because of child abuse in his home.

Paul is single, living with his sister. He has a driver's license and drives himself to work and other activities. He has a checking and savings account as well as VISA and J.C. Penney credit cards. He does not receive financial help beyond his income from work and has life insurance and medical/dental insurance policies. Paul spends most of his free time (two or more hours each week) watching TV/home videos, and cooking. His free time is divided between relatives and friends from work and from outside work. Paul is a member of a church.

Since graduation, Paul has not sought further education or training. However, he is planning to take some courses at the local community college some time in the future.

During the four years since graduation, Paul has been employed a total of 48 months. He is currently working 65 to 70 hours a week as a cook and his current take-home pay is \$400 weekly. He obtained this job upon the advise of his brother, who worked at the job location and told him of the vacancy. His benefits include meals, insurance and a personal incentive program (bonus). On a scale of 0 to 10 (where 0 = poor, 5 = average and 10 = excellent), Paul rates his overall performance compared to other employees in similar positions as 10.

APPENDIX D

Prior to working on his current job, Paul held a food service position in which he supervised the preparation and service of cold food at a Marriott hotel. He had obtained that job during high school through the assistance of a school counselor. He worked a 40-hour week and his take home pay was about \$300 weekly. Benefits included meals, sick leave, and medical/dental insurance. He held this job 18 months before obtaining his present position which he believed was a better opportunity.

Paul's current employer rates his punctuality, attendance, and his ability to get along with his supervisor and co-workers as excellent. They rate his quality and quantity of work and his willingness to learn and improve his work also as excellent. When hired, the supervisor felt Paul had all the expected job-related skills necessary to perform well in the job. He was recommended by his brother who was the Assistant Manager. Paul's current supervisor believes Paul will be with the company a year from now, that there is room for Paul to be promoted, and that he has strengths in dealing with the public both face-to-face and on the telephone. No special accommodations are provided for Paul and his supervisor rates his overall performance as a 10 compared to other employees in similar positions (scale of 0 to 10).

APPENDIX D

Student #4: Harry

Harry is a 23 year old majority graduate of the WJHS Learning Center. He attended the local school system for ten years with five of these years in the Secondary Learning Center program and a total of eleven years in special education. At the time of his graduation he had achieved the following grade equivalent on the Metropolitan Achievement Test: Math 7.2, Reading 9.1, and Language 8.1. On the Woodcock Reading Mastery Test he obtained an overall grade equivalent of 11.8. His overall grade point average was 3.21 on a 4.0 scale. On the Wechsler Intelligence Scale for Children-Revised he obtained a Verbal Score of 84, a Performance Score of 75 and a Full Scale Score of 78. During his 12th grade year he was mainstreamed for 30% of his course work and had at least one semester of structured, supported work experience (OJT). Harry's IEP for his final year reflected an identification as a learning disabled student with IEP goals in the areas of Reading and Writing.

Harry is single and living with his parents. Harry has a driver's license and drives his own car to work and other activities. He has a checking and savings account, a credit card and has taken a loan. In addition, Harry has automobile and medical/dental insurance. He does not receive financial help beyond his income from work. Harry has received post high school and vocational counseling training from Job Training and Tryout a federally funded vocational rehabilitation

APPENDIX D

program. Harry spends most of his free time (two or more hours each week) participating in outdoor recreational facilities (swimming, parks, outdoor concerts) and indoor recreation facilities (movies, concerts, theaters or other public areas). He spends most of his free time with friends outside of work. Since graduation, Harry has not sought further training because he obtained useful work and disliked school.

During the four years since graduation, Harry has been employed a total of 48 months. He is currently working 40+ hours a week as a window installer. He obtained this job through a friend who owns the company and has been working for them for approximately 31 months. His take-home pay is \$225 weekly. Benefits include vacation time, insurance and medical benefits. On a scale of 0 to 10 (where 0 = poor, 5 = average and 10 = excellent), Harry rates his overall performance compared to other employees in similar positions as an 10. Prior to working on his current job, Harry held a food service job at a fast food restaurant which he obtained by walking in and applying for the position. He worked a 40-hour week, his take home pay was about \$105 weekly, and benefits included meals. He held this job 12 months before leaving for a better position. Prior to this he held two other positions; as a messenger for three months and the other as a delivery person for two months.

APPENDIX D

On a scale of 0-10 with 0=good, 5=average and 10=excellent, Harry's current employer rates his punctuality, attendance, ability to get along with the supervisor and coworkers as an 8. They rate his ability to get along with the public, and the quality and quantity of work as a 7. His willingness to learn and improve his work is rated a 10. When hired, the supervisor felt Harry had all the expected job-related skills necessary to perform well in the job. Harry's current supervisor is satisfied with him as an employee and believes Harry will be with the company a year from now. No special accommodations are provided for Harry. Harry's supervisor rates his overall performance as an 8 compared to other employees in similar positions (scale of 0 to 10).

APPENDIX E-1: INDEPENDENCE LEVELS
INDICATORS OF INDEPENDENCE AND MOBILITY

CASE #	MARITAL STATUS			PRIMARY RESIDENCE				TRANSPORTATION		OWNERSHIP	
	SIN	MAR	DIV	PARENTS	RENTAL	OWNERSHIP	OTHER	CAR	PUBLIC	CAR	HOUSE
1	X			X				X		X	
2	X			X					X		
3	X			X				X			
4	X			X				X		X	
5	X			X				X		X	
6	X				X			X		X	
7	X			X				X		X	
8	X			X				X			
9			X			X		X		X	X
10	X						X		X		
12	X			X					X	X	
13	X			X				X		X	
14	X			X				X		X	
15			X	X					X		
16		X		X				X		X	
17	X				X			X		X	
18	X			X				X		X	
21	X			X				X		X	
22	X			X				X		X	
23	X			X					X		
27		X				X		X		X	X
28	X			X					X		
29	X			X				X		X	
31	X			X				X		X	
32	X			X				X		X	
33	X			X				X		X	
36	X						X				
37	X			X				X		X	
38		X			X				X	X	
39	X			X				X		X	
40	X			X				X		X	
41	X			X				X		X	
42	X			X				X		X	
44	X			X				X		X	
47	X				X			X		X	
48		X				X		X		X	X
51	X			X				X		X	
53		X			X			X		X	
55	X			X				X		X	
57	X			X					X		
58	X			X							
59	X				X			X		X	
60	X						X				
61	X			X				X			
62	X				X			X		X	
63	X			X				X		X	

APPENDIX E-2: INDEPENDENCE LEVELS
GRADUATES USE OF FINANCIAL AND INSURANCE SERVICES

CASE #	BANK/CREDIT SERVICES				INSURANCE POLICIES			FIN. HELP BEYOND WORK		
	CHKG	SAV	CC	LOANS	AUTO	LIFE	DISABIL	MED/DENTAL	FAMILY	COMM/GOV'T
1	X	X			X				X	
2		X				X		X	X	
3		X	X	X			X		X	
4	X	X	X		X	X		X		
5	X	X			X	X		X		
6	X	X		X	X			X		
7	X	X	X	X	X	X		X		
8						X	X	X		
9	X	X	X	X	X			X		
10	X	X				X		X		
12					X			X		X
13		X			X					
14	X	X	X	X	X	X				
15										X
16	X	X	X		X			X		
17	X				X	X	X	X		
18				X	X					
21	X	X	X		X	X				X
22		X			X			X		
23		X								X
27	X	X	X		X	X	X	X		
28										
29	X	X	X	X	X					
31	X	X	X		X					
32	X	X	X	X	X			X		
33	X	X	X					X		
36	X	X								X
37	X	X		X	X			X		
38	X		X		X			X		
39		X	X	X	X			X		
40	X	X	X		X	X		X		X
41	X	X			X	X		X		
42	X	X			X			X		
44	X	X			X			X		
47	X	X	X	X	X					
48	X	X	X	X	X	X		X		
51	X	X		X	X			X		
53		X	X		X			X		
55	X	X	X	X	X			X		
57	X		X		X			X		
58								X		X
59	X	X		X	X					
60	X		X	X						X
61	X	X		X						
62	X	X		X	X	X				
63	X	X		X	X	X	X	X		

APPENDIX E-4: INDEPENDENCE LEVELS
GRADUATES FREE TIME ACTIVITIES AND SOCIAL ASSOCIATIONS

CASE #	SHOP	FREE TIME					SOCIAL INTERACTION				ORGANIZATIONS		
		FRIENDS HOMES	OUTDOOR REC	INDOOR REC	TV	OTHER	WORK FRIENDS	OUTSIDE FRIENDS	SELF	CHURCH	REC	OTHER	
1		X		X						X			
2		X			X					X			X
3					X	X	X	X	X	X	X		
4			X	X						X		X	
5		X		X						X			
6	X		X							X			
7					X					X	X		
8			X		X			X	X	X			
9			X		X					X			
10	X		X					X	X	X			
12	X	X								X			
13		X				X				X		X	
14		X			X		X						
15		X								X			
16		X		X						X			
17		X			X					X			
18		X			X					X	X		
21			X			X				X			
22				X		X				X			
23		X			X		X				X		
27			X			X				X			
28		X				X	X				X		
29			X							X		X	
31			X			X				X	X		
32			X	X						X			
33		X			X					X			
36			X	X						X		X	
37	X	X					X						
38	X				X		X						
39			X		X					X			
40		X				X				X	X		
41		X			X					X			
42			X	X						X			
44		X	X							X			
47		X			X					X			
48			X		X		X						
51			X	X						X			
53			X		X	X	X			X	X		
55		X	X							X			
57					X	X	X				X		
58		X			X					X			
59			X		X					X			
60		X			X					X	X		
61		X		X						X	X		
62			X			X		X	X	X	X		
63		X	X							X	X		

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A FOLLOW-UP STUDY OF 1983
GRADUATES OF A SPECIAL EDUCATION
PROGRAM FOR LEARNING DISABLED STUDENTS

By

John H. Robinson

Committee Co-Chairmen: Dr. Philip R. Jones

Dr. Kenneth Underwood

(ABSTRACT)

In response to the need for data on the post-high school experiences of graduates from special education programs, this follow-up study of the 1983 graduates of a special education program for severely learning disabled students sought the patterns of post-high school employment, and education/training and the status of independent living of the graduates.

In order to obtain a profile of the sample population, school records were reviewed. A telephone survey of graduates obtained employment history and experiences, identified types of frequency of education/training sought and assessed the status of independent living. All data were analyzed descriptively and conclusions and implications identified for future educational programming during the high school years.