Development of a Manual on Transitional

Education Models

by

Patrick Michael Caballero

Dissertation submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

IN

SPECIAL EDUCATION ADMINISTRATION

APPROVED:

Dr. Harold J. McGrady
Co-Chair

Dr. Susan Asselin
Co-Chair

Dr. Sharon deFur

Dr. Jimmie Fortune

Dr. Gary Wamsley

October 30, 1995

Blacksburg, Virginia

Key words: Transition, Resource Manual, Design/Development

DEVELOPMENT OF A MANUAL ON TRANSITIONAL

EDUCATION MODELS

by

Patrick Michael Caballero

Dr. Susan Asselin, Co-chair
Dr. Harold McGrady, Co-chair

Education

(ABSTRACT)

The transition of students with disabilities into adult life is an area of education which is receiving increasing emphasis. The importance of transition services was emphasized by the passage of the Individuals with Disabilities Education Act. That statute requires a transition statement in the individualized education program of each student with disabilities by the age sixteen. The development of appropriate, practical service delivery models is quickly becoming a major concern of education agencies throughout the country. Developing Transition Service Delivery Models is a manual to facilitate the development of transition services delivery models designed specially to meet the needs of the individuals and local school districts.

Research and development methods used in this study include: (1) initial product development based on review of current research literature and governmental

regulations, (2) review by knowledgeable professionals in education and individuals with no prior knowledge of the subject, (3) case studies of applicability to two school districts - one small (fewer than 5000 students) and one large (10,000 or greater students), and (4) qualitative and descriptive analysis of data obtained in the case studies.

Everyone makes transitions throughout their life. There are certain pervasive commonalities in the transition process. A simple quasi-formal procedure for the design and development of transition services delivery models can provide the tools necessary to identify and implement appropriate outcome oriented goals and objectives for students with disabilities. This should help them in this progress towards successful transition into adult life.

Acknowledgements

The author would like to take this opportunity to show gratitude for the hard work and support provided to him throughout his doctoral program. First, I would like to thank those people who had enough faith to encourage me to even try. I want to especially thank my brother Bill, who never forgot to ask how things were going, even though we seldom spoke across the country. Next, I want to thank my three children, Bernadette, Casey, and Christian, who have, in a way, suffered through this educational process, yet who remained proud of their Dad for having finished.

Of all the people I must thank, none can be so important as Dr. Philip R. Jones, the special educator who gave me the opportunity to accomplish a goal of a lifetime. I want to also recognize Dr. Harold McGrady, who has been both friend and mentor throughout the dissertation process. I must also thank Dr. Susan Asselin for her hard work in seeing me trough a difficult process, made even more arduous by circumstance. I want to thank, most of all, my dear wife Pam. She has been there for me in as many ways as possible. She has been my sustaining force, the reason for doing all that has been necessary. If not for her, many things would have been very difficult, if not near impossible. Thank you my loving wife.

Table of Contents

ABSTRACT ii

Acknowledgements iv

Table of Contents v

List of Tables vi

List of Figures vii

Chapter One - Introduction 1
Problem 5
Perspective 5
Significance 12
Purpose 13
Organization 14

Chapter Two - Educational Technology 17
Development 18
What Are Considered Adequate Transition Services? . 25
Eight Components of A Comprehensive Program 29

Chapter Three - Methodology 37
Procedures Used for This Study 37
Creation of the Resource Manual 39
Case Study Research. 41

Chapter Four - Results 45
Development of The Resource Manual 47
Participating School Divisions 57
Document Review 61
Results of Field Testing of The Resource Manual . . 64
Review and Revision of The Resource Manual 74

Chapter Five - Summary and Recommendations 78

Recommendations for Further Research 83

References 85

Appendix A 91

Appendix B 96

Vita 102

List of Tables

Table 1. Mean Responses and Standard Deviations for Study Participants 49

Table 2. Personal Responses of Members of the Expert Panel N=3 55

Table 3. Personal Responses Made by Participants in District A N=4 70

Table 4. Personal Responses Made by Participants in District B 72

List of Figures

Figure 1. Timelines 15

Figure 2. Program Development Model 24

Figure 3. Program Components 31

CHAPTER ONE

Introduction

In an effort to provide a free appropriate public education (FAPE) for all students, educators have sought to implement programming that meets the individual needs of the student while fulfilling the greater need of the community. A free appropriate public education has taken many forms over the years. Some ideas are accepted as educational hallmarks while others are dismissed as useless fads. The effectiveness of innovative educational programming is difficult to determine without adequate implementation under various conditions.

With the passage of the Individuals with Disabilities Education Act (IDEA, Public Law 101-476) in 1990, came the mandate for transition goals in the individualized education program (IEP). Many local school districts are inadequately prepared to design and develop transition services delivery models that provide the spectrum of programming needed to contend with the diversity of needs in an increasingly multi-faceted population (Clark, Carlson, Fisher, Cook, & D'Alonzo, 1992; Halpern, 1992). Secondary special education programs have failed to equip individuals with disabilities with the skills necessary for access to and success in competitive employment (Ramasamy, 1995). An outmoded

conceptualization of transition services, a limited school-to-work model, lingers in many local school districts today. Programming designed to provide students with disabilities particular or specific vocational skills falls short of developing the coping strategies necessary for success in today's complex society (Clark, Carlson, Fisher, Cook, & D'Alonzo, 1991; Halpern, 1991; Sands, Kozleski, & Goodwin, 1992; Stodden & Leake, 1994). Many of these programs do not appear to prepare students adequately for employment and adult living (Karge, Patton, & de la Garza, 1992). In practice, most of the activities originally intended to be "work/study" transition-type programs have never integrated academic, social, and vocational curricular, but just reschedule school to include time for work experience (Stodden & Leake, 1994). Some of the most important skills for success in future residential, social/interpersonal, and vocational environments for today's young people are work competence, community participation, and self-advocacy (De Fur & Taymans, 1995). In order for individuals with disabilities to be self-determinant, the ability to self-advocate is one of the most important life skills (Halpren, 1994).

Transition services must focus on more than work and productivity if individuals with disabilities are to achieve a quality of life which includes a wide variety of

dimensions; policies must acknowledge the complexity of quality of life and provide support (Sands, Kozleski & Goodwin, 1992). A number of skills are needed to establish and maintain one's own personal residence. Managing finances, shopping for and preparing food, maintaining personal hygiene, establishing social relationships, and being mobile in the community are all very important to success (Halpren, 1994). Life skills instruction should be a part of, or a recognized option to, transition programming for students so that they and their families have the opportunity to make life related decisions with regard to individual educational outcomes which they regard as important (Clark, Field, Patton, Brolin, & Sitlington, 1994). It is the responsibility of special educators to provide specialized instruction in functional skill areas with sufficient quality to demonstrate the commitment to meeting special needs (Clark, Field, Patton, Brolin, & Sitlington, 1994). Students may make smoother transitions between programs when their parents are assured of continuity in services and continual communications with professionals. Orienting family members, having written guidelines, scheduling advanced meetings, and soliciting help from former parents and students provide opportunities to solve potential problems (O'Shea, 1994).

Unfortunately, a large number of students exiting special education find their post-school goals compromised, particularly the goal of full time employment. Data are emerging which suggest that certain high school experiences may contribute significantly to obtaining and keeping employment (Rusch, Enchelmaier, & Kohler, 1994). Since 1970 2.5 million individuals with disabilities have left the nation's public schools. Only 23% were either fully employed or enrolled in college and 40% were underemployed or earning wages at or below the poverty level. Another 26% were unemployed and on welfare (Wika & Rudrud, 1992). The need for more appropriate programming for better results is never clearer than when employers consider individuals with disabilities for hire, despite rising education, the unemployment rate remains near 70% (Heumann, 1994).

A survey commissioned by the National Organization on Disability (NOD) indicates that the percentage of adults with disabilities who failed to finish high school fell from 40% in 1986 to 25% in 1994. During this same period the percentage of disabled American adults who were employed fell from 33% to 31% (Special Education Report, 1994). Though individuals with disabilities are staying in school longer, it is obvious that programming is not preparing then

for the transition to independent life. It is this very fact that prompts this study.

Problem

If individuals with disabilities are to receive appropriate transition services, local school districts need adequate information to design and develop delivery models. Such resources are not readily available in a single document. Indeed, the impetus for developing the resource manual developed for conducting this study was a request from a local school district Director of Special Education in rural Virginia. That director was seeking consultant services to develop a transition services delivery model. This study endeavored to validate a process of developing transition services delivery models for local school districts. A manual developed prior to the study was designed as a fundamental resource. This resource manual was field tested as part of the study.

Perspective

Without closer observation, transition appears to be an expensive addition to the already comprehensive spectrum special education of services. However, transition may be

viewed as a pragmatic, realistic approach to the organization of programming for students with disabilities (Mithaug, Martin, & Agran, 1987). All students move in a continuing sequence of transitions (Fowler, Schwartz, & Atwater, 1991). They move from preschool to kindergarten, to elementary school, to middle school, through high school, and on to post-high school endeavors: further education or a chosen career (Clark, Carlson, Fisher, Cook, & D'Alonzo, 1991).

Factors To Be Considered

Transitioning can not stop upon completion of public education. The governmental infrastructure must provide for continued services from adult service agencies (Ludlow, Turnbull, & Luckasson, 1988). The design/development process must be a multi-agency, transdisciplinary, collaborative effort (Elksnin & Elksnin, 1990; Lapkin & Bruninks, 1985; Syzmanski, Hanley-Maxwell, & Asselin, 1990). Though a primary responsibility remains with the local education agency, every service delivery agency must contribute to the provision of services for persons with disabilities (Elksnin & Elksnin, 1990). Community based programming is vital to the development of transition skills of individuals with disabilities. The classroom setting can not provide the types of specific experiences individuals

need to become independent adults. Many independent living skills such as banking, shopping, leisure activities, and the use of public transportation must be learned and practiced in the community (Halpren, 1994). The process must involve continued participation by adult service agencies. Frequent and periodic evaluation of the success and permanence of transition into adult interdependent life is a necessary part of the greater scenario (Richardson & Pritchette, 1989).

Full and permanent assimilation into adult life can not be easily achieved without students learning self-advocacy skills (Huefner, 1988). One of the most important components of transition is the ability to adequately express personal desires, skills, needs, and opinions. The concept of self-determination instruction is rapidly gaining acceptance among education professionals who plan programs for special needs students (Field & Hoffman, 1994). Field and Hoffman (1994) consider self-determination as the ability to define and achieve goals based on a foundation of knowledge and valuing oneself. It is nurtured or discouraged by factors within the individual's control and variables which are environmental in nature. Program design/development must contemplate future residential, social, employment, and post-secondary employment related (education or training) environments to identify program

standards. These standards, stated as outcomes, are used to develop goals and objectives for the present learning environment. An important caveat accompanying this logic is to consider coping strategies that students must demonstrate in future environments as goals and not behavior prerequisites for transition into that setting (Salsbury & Vincent as cited in, Fowler, Schwartz, & Atwater, 1991).

One of the most salient components of transition and transition planning is the role of the student in the process. Opportunities for students to express preferences are sometimes constrained by a planning process that is directed primarily by professionals (Halpren, 1994). Many students who receive special education services do not have an opportunity to learn how to plan and manage their lives and consequently have no vision for their future (White & Bond, 1992; Zetlin & Hosseini, as cited in Martin, Marshall, & Maxson, 1993). An outcome which deserves closer attention in transition planning is the degree to which programming empowers students to be self-determining. Self-determination refers to the abilities and attitudes necessary to act as the primary change agent in one's life and to make choices based on one's preferences resulting in decisions free from undue external influence or interference (Wehmeyer, 1992). Considering self-determination as a standard requires identification of outcomes which are

indicative of successful transition. Individuals making a full and permanent transition into the community need to be self-determinant in order to self-advocate. Self-determined individuals are able to assume control over choice and decisions which impact their lives and by which personally preferred outcomes are achieved (Welmeyer, 1992). Outcomes which have been identified as indicators of self-determination are: (a) decision making, (b) independent performance, (c) self-evaluation, and (d) adjustments (Martin, Marshall, & Maxson, 1993). Abilities and attitudes leading to self-determination develop across multiple environments throughout an individual's life (Welmeyer, 1992). Because many individuals with disabilities receiving special education services have no vision for their future or any idea of how to plan for it, self-determination skills must be a part of transition planning to enable these individuals to be self advocates (Martin, Marshall, & Maxson, 1993).

Procedures providing for parent participation are also essential in the design/development of successful transition service delivery models (Miller, La Follette, & Green, 1990; Phillips & McCullough, 1990). Parents can provide perspectives on transition which are distinctive and specific to their home and community. Parents possess unique knowledge of their child which is unavailable to

professionals. This expertise makes parents the most logical advocates (Phillips & McCullough, 1990) and may help remove barriers to successful, full and permanent transition into the community.

Barriers To Programming

Three primary barriers to integrating students with disabilities into the general or general/vocational setting are: (a) students with disabilities do not have the prerequisite entry skills that are necessary to benefit from the regular content area instruction; (b) general education teachers do not have the knowledge or skills to modify their instructional procedures in order to accommodate students with disabilities, and; (c) general education teachers do not want to teach students with disabilities (Halpern, Benz, & Lindstrom, 1992).

Evaluation of student success is measured by demonstrated proficiency of the stated outcomes in the new learning environment (West, 1989). One of the most significant, traumatic, and visible transitions in life is the transition from student to adult life. Many environments, privileges, and responsibilities are transfigured into a maze of pivotal decisions. The student, those who are the closest to the student, and persons responsible for implementation of transition programs

experience the uncertainty of the unknown. Fowler et. al. (1991) identify key points to consider:

> * The stress of transition may be reduced if families have adequate information about the process, assistance in clarifying their concerns, and strategies for addressing those concerns.
>
> * Families might facilitate the transition by providing information to programs, by helping their child adjust to the change and learning the skills required in the new environment, and by actively participating in placement decisions and planning for the child's transition.
>
> * Through their active involvement, families might gain valuable information and skills for dealing with future transitions (p. 140).

Areas Of Concern

The fundamental importance of mobilizing community resources to enhance transition services and outcomes has been recognized and discussed by special educations for many years (Benz, Lindstrom, & Halpern, 1995). The implementation of appropriate transition services is a major concern for many local school districts nationwide. Four major areas of concern that have been identified are: (a) the limited focus of current transition goals on employment, (b) the lack of assigned responsibility for coordinating transition services, (c) the need for greater parental involvement in the transition process, and (d) the need for follow-up and follow-along studies to document transition

outcomes (Halpern, Benz, & Lindstrom, 1992; Strodden & Leake, 1994).

In a study involving 1,450 local education agencies, Fairweather (1989) found that only half offered even one transition oriented program and only one-third said that they had one staff member whose main function was to help students with disabilities find jobs. The Individuals with Disabilities Education Act (Public Law 101-476) mandate for a statement of transition services by age sixteen, fourteen and younger if appropriate, is an indication that society is becoming aware of the importance of providing a structured program for the mastery of coping strategies which enables individuals with disabilities to progress smoothly from one stage of life to another.

Significance

The intended results of this study are to provide local education agencies (LEAs) a functional resource manual and a procedure for the development of appropriate transition services. This study examines the process by which members of a community may work together to provide the best possible education for their youth. A recognizable, easy to implement procedure for team building, assessing needs, designing and developing programming, implementing

programming, evaluating outcomes, and making needed revisions, allows educators, parents, and other stakeholders to build a stronger community.

Purpose

The purpose of this study was to demonstrate that: (a) provided with a practical, understandable procedural manual, personnel in local school districts can design and develop flexible service delivery models to provide for the transitional needs of students with disabilities, and (b) given ample information, and an adaptable, open-ended approach to design and development, regardless of the district's demographic characteristics, successful transition services delivery models can be implemented by any local education agency.

The research and development (R&D) model used in this study was: (a) develop a prototype manual based on research of various transition services delivery paradigms, professional experience in the field, and federal statutes and regulations; (b) conduct a review of the manual by special education professionals, educational experts, and individuals who are unfamiliar with the field of transition; (c) identify and adapt a design/development procedure; (d) review the procedure and manual by a panel of four experts

in the field of transition; (e) revise the manual based on expert and professional review; (f) implement and field test the first three steps of the procedure, using the manual as a resource, using a multi-agential team in two school districts (one small district with fewer than 5,000 students and one large, greater than 10,000 students), and (g) revise the manual as determined by field testing. Figure 1. illustrates the time lines used in this study.

The R&D process used here was designed to produce an informative manual and a practicable procedure for the development of transition services delivery models. The most important features of this design/development process was practicality, usability, and ease of implementation.

The original resource manual was developed prior to the study through a series of research assignments in a special education doctoral program. The document was a compilation of perspectives on transition, standards for developing and evaluating transition services programs, and adaptations of existing programming. The resource manual has gone through several revisions with input from a variety of sources.

Organization

Chapter One introduced the need for transition services and stated the purpose of this study and the problem being

Time Lines For Project Activities/Tasks

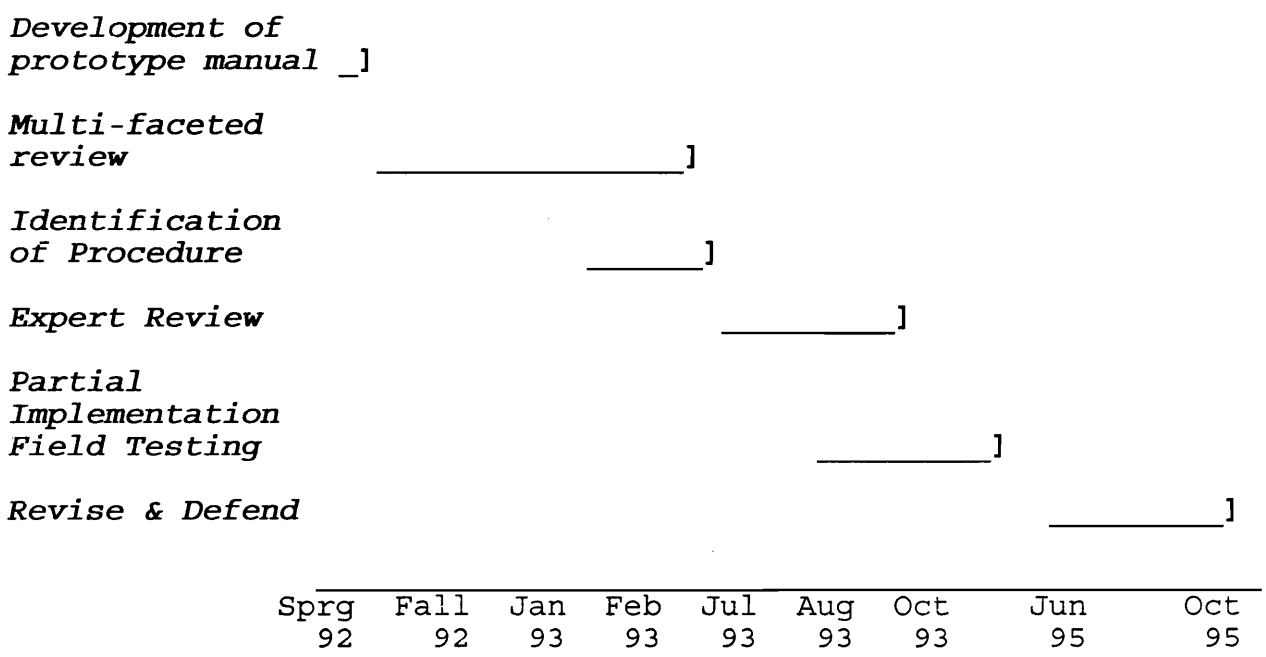

Figure 1. Time Lines For Project Activities/Tasks

addressed. It examined a perspective on transition services and explained the significance of this project.

Chapter Two (**Review Of The Literature**) demonstrates how decision-oriented inquiry is used in development. Several perspectives on decision-oriented inquiry and their purposes are discussed. Chapter Two also describes the development of procedures to implement decision-oriented inquiry in information utilization. Adequate transition services, the eight components of sound programming, the purpose of this study, and the design/delivery model are discussed. Also explained is the who, the why, and the how of implementation.

Chapter Three (**Methodology**) discusses the development model used in this study. There is a discussion of project design and case study research. Also discussed are the types of research, data collection, and possible modes of analysis.

The results of the study are discussed in Chapter Four (**Results**). This chapter includes a review of how the resource manual was developed, participating schools districts, service delivery models submitted, and analysis of the data.

Finally, Chapter Five (**Summary and Recommendations**) contains a discussion of the implications of the data analysis and suggestions for further research.

CHAPTER TWO

Review Of The Literature

Improved educational effectiveness can be achieved by a systematic attempt to test what is done and why on the process and products of inquiry. Individuals learn at varying rates, employ particular combinations of sensory modalities, and develop personal "styles" of learning that best suit their abilities (Gideonse, 1983). Strategies of instruction, organization and character of curriculum, placement of students, and the organization and selection of learning environment are all affected by how well this is understood by educational leaders.

Quantitative outcome data are not the only important information produced by inquiry, and detailed, formal written reports are not the only, or even necessarily the most important means by which information is presented (Anderson & Biddle, 1991). Such knowledge and understandings do not fit into neat packages. The implementations possible extend in many directions and require myriad interpretations and configurations (Gideonse, 1983).

Gideonse (1983) distinguishes three types of decisions: (a) policy decisions, (b) practical decisions, and (c) operational decisions (development). Policy decisions are

generally influenced by both formative and summative evaluations. Formative evaluation is used to alter approaches, practices, and programs. Summative evaluation is used to determine the program's value and whether or not to continue, expand or reduce the program. Formative and summative evaluation research, directs, guides, or reconfigures existing policy (Gideonse, 1983).

One of the most unrecognized forms of inquiry is that which is ongoing in practice. Teachers engage in diagnostic inquiry daily, assessing progress and assaying dynamics of particular situations where desired outcomes or processes are not occurring as intended (Gideonse, 1983). Through the constant adjustment of instruction, the instructional process and environment are altered by inquiry. The inquiry process, both formal and informal, couches needs assessment, resource selection, acquisition, installation, and evaluation. Program design and development, and staff development should be a function of inquiry (Gideonse, 1983).

Development

Development is the engineering component of inquiry. Development is the process of creating capabilities to perform specific functions or achieve specific outcomes

where that capability did not exist before (Gideonse, 1983). Gideonse (1983) maintains: "The objective of development is, on the basis of theoretical principles and understandings already established, to design, construct, and then test materials, techniques, organizational structures, equipment, and the like intended to carry out or achieve instructional or educational functions or objectives" (p. 42). This represents an increase in capacity to deliver appropriate services.

Systematic change requires not only the aggregation of stakeholders' skills, but also an understanding about the process of change, itself (Smith & Stodden, 1994). A systems change model is needed in order to achieve such capacity-building in a methodical and effective manner (Halpern, Benz, & Lindstrom, 1992). Four conditions must be present in order for a capacity-building model to work (Becklund & Haring, 1982).

1. The model must be *guided* by a set of *program standards* which provide a rationale for change and a set of targets for guiding change.

2. The model must be *implemented* through a set of efficient and effective *procedures* which provide structure for the program improvement efforts of diverse stakeholders in local communities. These stakeholders include people with disabilities and their families, school personnel, adult service agency personnel, and members of the general public such as employers.

3. The model must be *supported* by the provision of *training and technical assistance* for those who are responsible for implementing the model.

4. The model must be *documented* with concise and effective *materials*, so that the program improvement efforts can be replicated efficiently and effectively (p. 110).

A sequential approach to systems change which uses the process of inquiry for the purposes of development is: (a) needs assessment to develop curricular goals, (b) sketch, design, construct, and implement the outline of the curriculum, (c) evaluate, and (d) revise and re-trial (Gideonse, 1983). This sequence comprises a possible model of development which operationalizes programming.

Halpern et. al. (1992) have developed a systems change model which is similar to the one mentioned above. However, they add an additional step, one of team building, and combine the evaluation and "recycling" phase into the final step. Their model includes: (a) team building, (b) needs assessment, (c) program planning, (d) program implementation, and (e) program evaluation and repetition of cycle. An explanation of the design/development sequence follows:

Team Building. The beginning of the local effort to implement the transition team model is an ongoing process. This process must continually evolve and improve if the efforts of the community are to stay visible. Method: The

three stages of team building are, identifying potential team members, selecting a leader, and establishing a working rapport among team members (Halpern, Benz, & Lindstrom, 1992).

Needs Assessment. The process of stating the standards to be met (in terms of outcomes), identifying outcomes to be used in the development of goals, and determining how well the existing program is meeting these goals according to the standards. The process begins with the development of a rating instrument in which each standard is rated along two dimensions, relative importance and current status. This needs assessment includes input from the ultimate implementers (instructional staff) and users (students) of the program. This information is used to identify both general and specific needs. Method: Describe the context in which the program standards are to be set, compare actual inputs and outputs of subsystems, analyze discrepancies between what actually exists and intended desirable outcomes (Stufflebeam, 1973).

Program Design/Development. Team members identify, prioritize, and delineate goals and objectives and formulate a customized service delivery model best suited to the current local climate and/or conditions. This phase develops steps that will be needed for assessing whether the program is operating as planned and how well it is achieving

its objectives. Method: (a) Identify specific objectives for each selected standard stated as a goal, (b) identify, tasks, time lines, intended outcomes, and resources, (c) name the people responsible for accomplishing the selected objective, (d) develop an annual calendar of activities combining task specific objectives, and (e) identify any costs 3(annual budget) which may be incurred in implementing the plan (Halpern, Benz, & Lindstrom, 1992).

Implementation. The duration of the plan should be specified in the written document generated by the design/development phase. Those responsible for the implementation may divide into subcommittees to facilitate the completion of each objective. Monthly or bi-monthly meetings of the entire team are held in order to coordinate efforts and to make any mid-plan corrections.

Evaluate and Revise/Re-trial. Information gathered in the earlier stages of development is considered as a whole to determine the success of the service delivery model. This information can support a decision to maintain, modify, expand, or discontinue the model. Team members construct an end-of-plan report, each person who was responsible for specific objectives will be responsible for that portion of the report. Part of the composite report should be the targeted standards for the next year. Method: Define operationally and measure criteria associated with the

objectives, compare these measurements with the predetermined standards, interpret the outcomes in terms of program input (total effort) and process information (effectiveness) (Stufflebeam, 1973).

Billingsley & Houck (1988) delineate steps in design and development of service delivery models at the various levels of a school district (See Figure 2). It is very important that the major stakeholders be involved at every level of development. The design and development teams should have some common members.

Development in education, to obtain the necessary support, must include essential team members. This may include, but is not limited to, the program director, the school principal, a district-office level administrator and a school board representative (Anderson & Biddle, 1991). Halpern et. al. (1992) identify, people with disabilities and their families, school personnel, adult agency personnel, and members of the business and general community as essential members of the planning team. A pivotal point in the development of a successful service delivery model is the inclusion of the stakeholders in the planning stage (Halpern, Benz, & Lindstrom, 1992; Miller, La Follette, & Green, 1990).

Information yielded from a development model may also be used to reaffirm previous policies, designs, decisions,

Program Development Model

CENTRAL PLANNING RESPONSIBILITIES

Establishment of a Planning Model
Formulation of a System-Wide Planning Committee
Development of Philosophy and Goals
Review of Best Practices
Assessment of Program Strengths and Needs
Delineate Steps of an Improvement Procedure

SCHOOL-BASED PLANNING

Formulation of School-Based Planning Teams
Review Indentified Philosophy and Goals
Identification of Key Individuals in the Development Process
Comparison of Present System to Philosophy and Goals
Target Areas for Program Development and Identify Objectives/Strategies
Develop School-Based Plans of Implementation (Central Participation in In-School Teams)
Review and Modify Plans (In-School Teams/Central Personnel)

IMPLEMENTATION AND EVALUATION

Implementation of Plans with Support and Monitoring
Review School-Based Outcomes
Examinations of Continuing Needs

Figure 2. (Billingsley & Houck, 1988)

practices, or programs. In order to effectively use the data collected, information provided to practitioners must: (a) communicate a prior situation or condition to the development team, (b) be *used* by the appropriate user(s), (c) be used properly, either as a single input or as one of several inputs, and (d) be fully utilized, whether in making or sustaining decisions, taking action, or modifying attitudes (Anderson & Biddle, 1991). Other users and clients of the eventual information or process to be developed may provide a valuable perspective. The only real need for implementation of the process may be to substantiate prior actions. There may be no pressing need to make program decisions, but the information can be used to alter attitudes that positively influence opinion towards programming (Anderson & Biddle, 1991).

What Are Considered Adequate Transition Services?

The following criteria are used to determine whether or not a school district is considered as delivering adequate transition services. Districts possessing a significant number of these criteria are considered as delivering adequate transition services.

1. Provide a transition plan for all students with disabilities, regardless of type or severity of disability (Mithaug, Martin, & Agran 1987).
2. Have personnel with the term transition in their title, or someone otherwise entitled to address transition planning who spend a significant percentage of their time in the execution of duties related to transition services or transition planning (Fairweather 1989; Miller, La Follette, & Green 1990).
3. Include a transition goal statement on the IEP for all students 16 years or older, or for younger students when appropriate (Individuals with Disabilities Education Act, 1990).
4. Include written or verbal inter-agency agreements for the purpose of transition planning which provide for transdisciplinary implementation of the transition plan, including, but not restricted to: general education, special education, vocational education, administrative or auxiliary personnel, adult services providers, and representatives of the business community (Heal, Copher, & Rush 1990; Syzmanski, Hanley-Maxwell, & Asselin 1990).

5. Involve the student and parent or guardian or surrogate parent in the formulation of the transition plan (P.L. 101-476; Heal et. al. 1990; Miller et. al. 1990; Repetto et. al. 1990).
6. Acknowledges ultimate responsibility for the implementation of the transition plan (Public Law 101-476).

LEAs must reach beyond the basic "add-on" programming mind set and look to build new and innovative systems to better serve students with disabilities. The active participation of diverse stakeholders must be viewed as essential to the school-family-community partnerships and the change process (Benz, Lindstrom, & Halpern, 1995). Also, change must be viewed as a process and not an event; the effective implementation of this principle will require a structure and procedure that is responsive to the diverse conditions that exist in rural and nonrural communities (Benz, Lindstrom, & Halpern, 1995). The criteria stated above are merely the minimum guidelines gleaned from the literature that a number of authors feel would indicate that there is a earnest effort to develop transition services. Program developers are called upon to look at future environments to determine desired outcomes of stated program goals. Data are beginning to emerge suggesting that high school experiences may contribute to obtaining and

maintaining competitive employment (Rusch, Enchelmaier, & Kohler, 1994). Secondary-level school programs, in conjunction with other community organizations, must establish interventions that will lead to employment for youths with disabilities (Kohler & Rusch, 1995). It is the development of school experiences that transition service delivery models must seek to address. As stated above, though students with disabilities are staying in school longer, the numbers of individuals who maintain gainful employment have not changed significantly in the last two and one half decades. Efforts to restructure the methods and substance of special education must focus on more than what occurs in the individual classroom (Rusch, Enchelmaier, & Kohler, 1994) and include the student, parent, educators, business, and the community at large. The establishment of school-family-community partnerships as a strategy for improving school programs and community resources is an essential component for the transition process. These relationships are receiving considerable attention in both general and special education as a fundamental strategy for improving transition programs (Benz, Lindstrom, & Halpern, 1995).

Eight Components of a Comprehensive Program

Program design/development, like individual learning, is an interactive, mutually reinforcing enterprise which requires the collaborative effort of all involved in a collegial supportive environment (Clark, 1994). An effort must be made not to partially use the talents and intellectual abilities of those who design transition programs. Policy makers should attempt to introduce initiatives which create conditions to improve performance levels (Clark, 1994). Business and employment representatives have a vested interest in students graduating from secondary school programs and the skills they offer (Wald & Repetto, 1995).

If LEAs are to be responsive to lifetime needs, strategies must be developed early on in the students' educational career which will help them act in their own behalf; many of the most salient elements fail to be addressed (Lightenstien & Michaelides, 1993). One must call into question the design/development procedure by which schools develop plans as well as the efficacy of those service delivery models once they are put into place. Given that schools are the only agency with a mandate to deliver transition services the form in which these services are provided must be comprehensive in nature.

The ability to serve one's community is an integral part of the high school curriculum (Haberman, 1994). Since students must develop the knowledge necessary to live in and improve their community, the community should play a major role in the development and delivery of transition services (Haberman, 1994). The school must be central to the life of the community. The distribution of school resources should be flexible and subject to change, determined by the needs of students and families; and the school should reach out to parents, enlisting their help and advice in the education of the students. In practice, these principles would mean not only that the school shall become site managed, but also that many of the changes would be guided by stakeholder participation in program decisions (Stone, 1995). Each programmatic component must evaluate the student's ability to become a productive stakeholder in community efforts.

Providing transition services is not an individual endeavor. It requires preparation, planning and joint effort by a team of individuals. The following is a list of eight components which will assure a successful program. Figure 3 (Billingsley & Houck, 1988; Grosenick, George, & George, 1990; Miller, La Follette, & Green 1990) illustrates how, like the spokes of a wheel these eight components fit together to create the infrastructure of transition programming. Building the framework as soundly

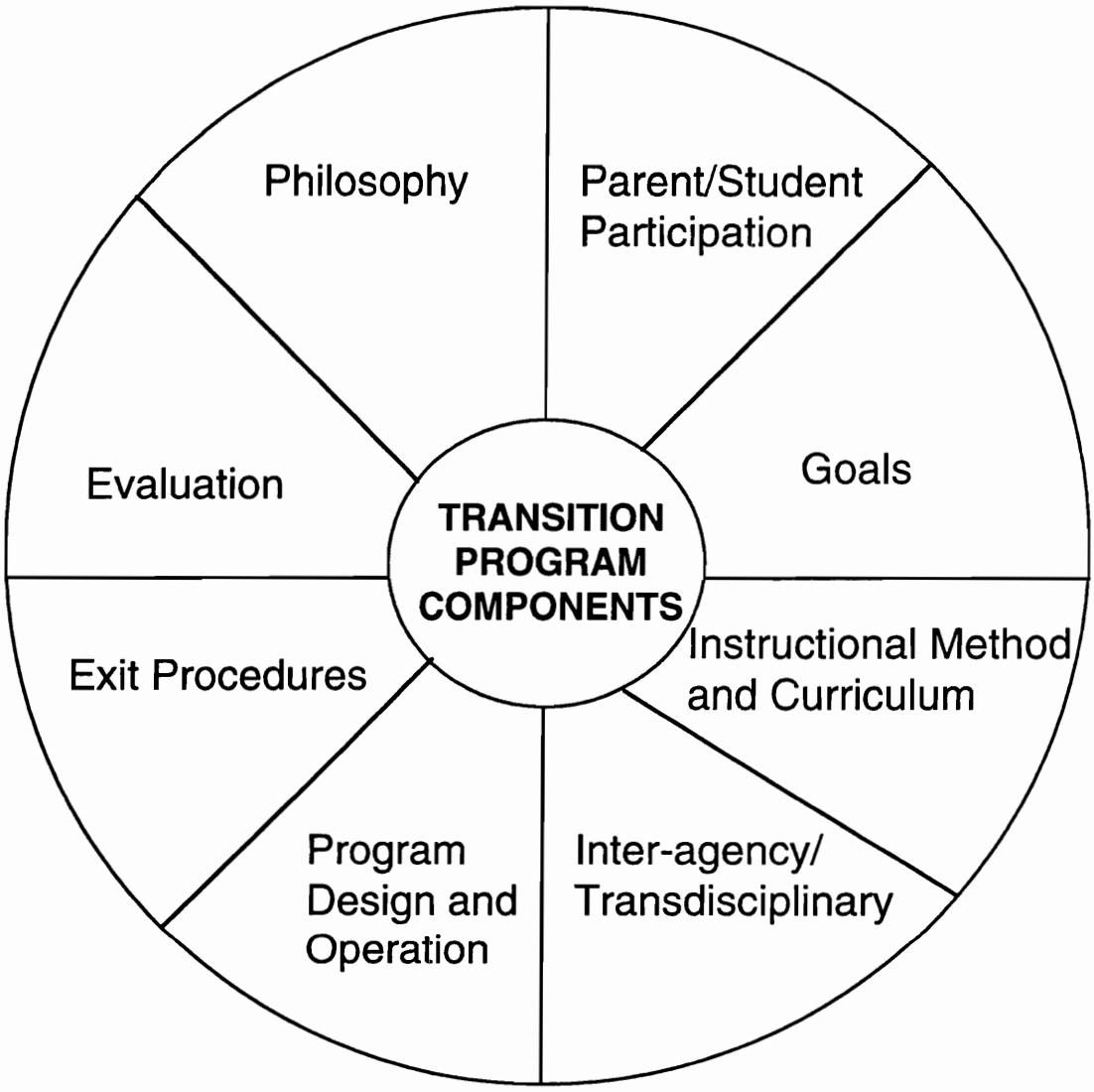

Figure 3. Program Components (adapted from Grosenick, George & George, 1990)

as possible with sturdy components that stand independently of every other component is of primary importance. Each component must be developed by "stakeholders" who are enthusiastic about their particular contribution to the whole.

1. **Philosophy** - A statement of program philosophy informs everyone of what planners are trying to do and the importance of getting it done; this is a statement of a shared vision, a common mission. The philosophy should contain statements concerning program purpose; the impact on the student and on the community; prognosis of outcomes in relation to programming; who are the stakeholders (those with a vested interest who may directly or indirectly benefit from predicted outcomes); and should justify each component giving a perspective for its inclusion. A program philosophy should be an operational statement of fundamental values and beliefs that justify the unique characteristics and scope of the services which are proposed to be delivered.

2. **Parent and Student Participation** - The student, being the primary stakeholder, and the parent, another stakeholder who directly benefits from services provided by the program, should be involved at every phase of development. Everyone, as much as possible, tries to choose a career to meet their

needs. To accomplish this, a transition program must have input from the student and their parent or guardian.

3. **Goals** - Every program of this sort must have goals that address the needs of the student, specifically, and the purpose of the program in general. The goals of the program are structured in such a way that they facilitate the accomplishment of the goals of the individual student.

Goals set for the program reflect what the stakeholders hope to accomplish. The common mission stated in the philosophy is materialized through the program goals. Program goals bring together the resources of the district and direct them towards this shared vision. This is the means by which evaluation and restructuring guides the process of program improvement.

Student goals are stated in terms of outcomes to better facilitate student progress into productive adult life. Student goals should be a composite of the objectives set forth in the individualized education plan. Each goal has sub-parts which are stated in behavioral objectives. The achievement of each objective brings the student closer to the accomplishment of the goal.

4. **Instructional Methods and Curriculum** - This component is a composite of the strategies and methodologies used to present the activities and content in the total program. Together with the plan of implementation and the procedure

for evaluation it constitutes transition services. Curricular components include all activities, from traditional classroom seat work, to employment training and proficiency in the residential environment. Curriculum, broadly defined, is any strategy, method, activity, facility, resource, or personnel available to achieve both program and student goals.

5. **Inter-agency and Transdisciplinary Involvement** - Multi-agency (discipline) involvement is the single most underdeveloped component of the educational system. The mandates of Public Law 101-476 require the involvement of more than one entity [300.2, 34 Code of Federal Regulations (CFR)]. This will avoid duplication of services. The effective use of the multitude of resources sponsored by public dollars benefits the individual community and society as a whole. Public Law 101-476 specifically states that the involvement of any agency does not supplant the responsibility of the primary agency to provide the appropriate service (Miller, La Follette, & Green, 1990).

6. **Program Design and Operation** - This is the manner in which the individual components will be tied together to make up the total program. Included are: management strategies, personnel structure, recording and reporting systems, assessment and evaluation procedures, instructional supervision, off site implementation logistics, and any

other activity or procedures necessary to fully implement programmatic goals.

7. Exit Procedures - With the concern that many people have about the duration of services for students who enter special education, an identified exit procedure helps to assure all stakeholders that the program is a valid attempt to facilitate student growth and progress. This procedure consists of identified criteria which indicate proficiency in the requisite program areas. These criteria are stated in terms of proven proficiency in specific behavioral objectives and more general individual goals. There should be a definite point at which a student can be declared ready to attempt the appropriate level of independence considering individual abilities.

8. Evaluation - Evaluation refers to the ongoing process of data collection and resulting appraisal of the transition services to determine how well program components facilitate implementation of established goals. A strong evaluation plan provides necessary information to readjust and realign the operations and resulting outcomes.

These components provide a sound foundation to develop comprehensive transition programming, that will complement preexisting programs. A program developed on the foundation of these eight components may be more likely to provide

students with the knowledge and skills to be a contributing member of the community.

CHAPTER THREE

Methodology

For school systems attempting to develop transition services, it was thought useful to create a manual that would apply the principles of program development and utilize the criteria for effective transition services as they were discussed in Chapter Two. Prior to beginning this study, such a manual was developed by this investigator (Caballero, 1993) (see Footnote).

The ultimate goal was to be able to provide local school districts with a practical procedure and a comprehensive resource manual for the design and development of appropriate transition services. The materials developed were open-ended and nonrestrictive. This study provided a means of testing the efficacy of such an approach.

Procedures Used for This Study

A multi-case, embedded (the study of a single program involving analysis of outcomes from sub-systems or secondary procedures within that single case) design was used to gather information in this study. In the logic underlying multi-case studies, selection of cases must ensure that they

A copy of this document is available by request from the author.

either, produce similar results (a literal replication), or produce contrary results but for predictable reasons (a theoretical replication) (Yin, 1984).

In this study a panel of three experts reviewed the resource manual and provided feedback on the validity and useability of its content. Revisions were made as determined by the panel. The design/development model was field tested by personnel in two school districts in Virginia, one small (fewer than 5,000 students) and one large (10,000 or greater students). Through implementation of the first three steps, practitioners determined the applicability of the procedure, the comprehensiveness of the manual, and the feasibility of accomplishing successful implementation. Participants completed an evaluative questionnaire and commented on various aspects of the manual and procedure. Descriptive statistics indicated the areas which need review and/or revision.

The special education directors of two local school districts were asked to implement the first three steps (team building, needs assessment, and design/development). Through implementation of these first three steps, practitioners determined the applicability of the procedure, the comprehensiveness of the manual, and the feasibility of accomplishing successful implementation. Participants completed an evaluative questionnaire and commented on

various aspects of the manual and procedure. Descriptive statistics were used to indicate the areas which need review and revision. Qualitative and descriptive analysis were completed on the data using a multi-attribute case study model.

This study sought to validate a resource manual for the development of transition services delivery models in local school districts via a case study approach. The procedure and accompanying resource manual may facilitate the design, development, and implementation of successful transition services delivery models. The researcher posed two questions: (a) if given a practical procedure, can local school districts' central office staff design and develop flexible service delivery models to provide for the transitional needs of a diverse population of students with disabilities, and (b) do demographic characteristics, information, and an open-ended approach to the design and development of a service delivery model effect the constellation of the model?

Creation of the Resource Manual

The paradigm of research and development used in the resource manual was based on two evaluation schema. Development of the resource manual in this study used an

adapted evaluation model comprised of inquiry and information utilization principles from several authorities: Anderson & Biddle, 1991; Halpern, Benz, & Lindstrom, 1992; Gideonse, 1983; Klein, Burry, & Chruchman, 1979; Stufflebeam, 1973). A combination of the Community Transition Team Model (CTTM) (Halpern, Benz, & Lindstrom, 1992), organized around a management by objective paradigm, and structural and procedural principles from the Context, Input, Process, and Product (CIPP) Evaluation model (Stufflebeam, 1973) was used. The CTTM model was specifically developed to facilitate the improvement of transition programs. The basic procedure remained the same, however, sections were renamed and reconfigured.

An attempt was made to keep the entire process informal to ensure usability for practitioners in special education. The term practitioners included, administrators and instructional personnel in local education agencies.

The basic design, discussed earlier, included: (a) team building, (b) needs assessment, (c) program design/development, (d) implementation, and (e) evaluation and revision/re-trial. This straightforward procedure was intended to provide program developers with a model for inquiry and information utilization (Anderson & Biddle, 1991).

Innovation in education diffuses very little through product distribution. More frequently diffusion is through re-development in each sector and locale by a virtual army of professional educators in our service delivery system (Gideonse, 1983). Everyone who is to employ and implement such innovation must "re-invent the wheel". Development, in education is not complete until the requisite skills and capabilities are successfully incorporated in the professional repertoire of practitioners (Gideonse, 1983). Halpern et. al. (1992) point out that it is not enough to select an effective strategy for change, but the team must also select one or more person(s) to serve as "change facilitators". The change facilitator must assure that several key roles are played to the fullest; these are: (a) understanding the full complexity of the issues being addressed, (b) providing leadership and technical assistance in the implementation of the procedures that are being initiated to accomplish the changes, and (c) evaluating the outcomes of implementing change (Halpern, Benz, & Lindstrom, 1992).

Case Study Research

A working definition of the term case study given by Yin (1984) is: "A case study is an empirical inquiry that

investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used." (p. 23) As a research strategy, the case study contributes to the knowledge of individual, organizational, social, and political phenomena. The case study is preferred for studying contemporary events when the relevant behavior cannot be manipulated. The unique strength of this research model is its ability to deal with a full variety of evidence--artifacts, documents, interviews, and observations (Yin, 1984). Four characteristics of case studies used as evaluation research are: (a) exploration of the causal links in real-life interventions that are too complex for survey or experiential strategies, (b) description of the real-life context in which an intervention has occurred, (c) an evaluation can benefit from the descriptive mode of an illustrative case study, and (d) the strategy can be used to explore those situations in which the intervention being evaluated has no clear, single set of outcomes (Yin, 1984).

Five components for research design for case studies are important: (a) a study's question(s), (b) its propositions, if any, (c) its unit(s) of analysis, (d) the logic linking the data to the propositions, and (e) the criteria for implementation of the findings. A case study

is most likely to be appropriate for "how" and "why" questions. The initial task is to clarify the nature of the study question(s) in this regard (Yin, 1984). Each proposition directs attention to something which should be studied, e.g., how and why do school districts design and develop service delivery models? Only if a proposition is stated is the study moving in the right direction. The proposition reflects an important theoretical issue and tells where to look for relevant evidence (Yin, 1984). If the case studied is an individual, then the unit of analysis is one individual. A case study of a specific program may reveal, (a) variation in program definitions, depending upon the perspective of the different actors, and (b) program components that preexist the designation of the program. These conditions would have to be confronted in developing a unit of analysis. As a general rule the definition of a unit of analysis, and of the case, is related to the way the initial research questions have been defined. In linking the data to the propositions, no clear cut method has surfaced as a best practice. "Pattern-matching", where several pieces of information from the same case may be related to some theoretical proposition is presently the best hope for an acceptable method of interpreting the study's findings. Currently there is no precise way of

setting the criteria for interpreting these types of findings (Yin, 1984).

CHAPTER FOUR

Results

The purpose of the study was to provide local school districts with a practical procedure and a comprehensive resource manual for the design and development of appropriate transition services. More specifically two Virginia school districts were to develop an appropriate transition service delivery model when provided substantial information (a resource manual) and a procedure for design and development. District staff were asked to assess the resource manual's usefulness in providing an overview of transition services for special needs students, organization and ease of use, its value as a source of important and/or useful information; and suggest revisions to make the manual a "user friendly" resource for school district staff. The discussion of results is presented in five sections.

The first section, **Development Of The Resource Manual**, discusses the development and initial review of "Developing Transition Service Delivery Models" (Caballero, 1993) (see Footnote). The manual was developed as part of on-going research in the doctoral program in special education administration at Virginia Polytechnic Institute and State University. "Developing Transition Service Delivery Models"

This document is available by request from the author.

(resource manual) was written in accordance with and in recognition of the regulations set forth in the Individuals With Disabilities Education Act (IDEA) of 1990. The author also conducted a review of the literature on community based instruction, life centered skills, and transition services for adolescents with disabilities. A draft of the resource manual was reviewed by a panel of experts in the field of transition services and by practitioners in the field of special education in the United States and Canada.

The second section, **Participating School Districts**, describes two Virginia school districts, the staff of which participated in the study. There is a discussion of how these districts were selected and the criteria set for participation. Also included is a review of the stated and apparent problems district staff experienced in completing the required tasks, the numerous difficulties in data collection, and the resulting final products.

The third section, **Document Review**, details program components included in the written feedback submitted to the author. The participating school districts developed transition service delivery programs suited for their students and community. This discussion is a comparative look at these transition services programs.

The fourth section, **The Results Of Field Testing Of The Resource Manual**, examines the analysis of data collected

through questionnaires (Appendix B) completed by individuals participating in the study. Descriptive statistical analysis is used to determine the effectiveness of organization, understandability, and useability of the manual as a resource for developing service delivery models. Presented in this section is a review of the comments made in response to the open-ended questions posed in the questionnaire. Finally, a case study approach is used to review the service delivery model descriptions submitted by the directors of participating school districts.

The fifth section, **Review And Revision Of The Resource Manual**, discusses changes made to the resource manual and includes: (a) changes indicated by questionnaire respondents; and (b) final revisions made to "Developing Transition Service Delivery Models".

Development Of The Resource Manual

The resource manual gave a comprehensive overview of factors to be considered in the development of a service delivery model for transition services. It was not a "how-to" cookbook style resource for developing transition services delivery models. The purpose of the resource manual was to provide copious information, a recommendation for a design/development procedure, examples of approaches

and formats, and suggestions for converting existing programs into transition services activities. The premise of the study was that district personnel can assimilate the information provided and formulate the best system-wide philosophy and transition services programming.

"Developing Transition Service Delivery Models" was based upon a review of various transition services delivery paradigms, special education transition services, vocational education, and federal statutes and regulations. Five special education professionals were asked to examine the resource manual for overall readability and understandability. These individuals were not provided specific criteria for their response. The resource manual also underwent numerous editorial revisions by the doctoral advisory committee.

A draft of the resource manual was also sent to members of an expert panel of leaders in the field of transition services for review prior to field testing. Panel members were asked to review the information and complete the questionnaire developed for study participants to evaluate the manual and its contents (Appendix B). All three panel members stated that the questionnaire would provide more valid information when used by program designers. However, they completed the sections with the rating scale (Table 1) and made personal recommendations for improvement.

Table 1
Mean Responses and Standard Deviations for Study Participants
Respondents N=11

Survey Component	Expert Panel N=3		Rural District A N=4		Urban District B N=4	
Format	X	SD	X	SD	X	SD
Organization of manual	2.0	.8	1.5	.5	1.8	.7
Statement of purpose	1.6	.5	1.3	.9	1.5	.5
Adequate information	2.3	.8	1.5	.5	1.3	.9
"User friendly"	3.0	.8	2.0	0	2.0	0
Major tenets of transition	2.0	0	1.3	.9	1.8	.7
Distinction between model & plan	2.3	.9	2.8	.7	2.3	.9
Incorporating community values	2.3	.9	2.5	.5	2.0	.7
Standards, outcomes, & goals	2.3	.9	2.5	.5	2.0	.7
Development procedure practical plan	2.6	.5	2.0	0	1.5	.5
Manageable development procedure	2.6	.5	2.0	0	2.0	.7
Procedure fosters systems change	2.6	.5	3.0	1.0	2.0	0
Implementation strategies	3.0	.8	2.5	.5	2.3	.9
Discusses implementation strategies	3.0	.8	2.8	.7	2.0	.7
Team Building phase	3.3	.9	2.5	1.1	2.0	0
Needs Assessment portion	2.3	.9	2.5	.5	2.3	.9
Design/Development phase	3.0	.8	2.5	.5	2.3	.9
Content Importance						
Too much background information	1.6	.5	2.3	.9	1.8	.9
Necessary Information	2.3	.9	2.5	.5	1.8	.7
Information for plan of organization	2.3	1.4	2.5	.5	2.5	.5
Targets curricular components	1.6	.5	2.5	.5	1.5	.5
Provides information for alternatives	1.6	.5	2.8	.7	2.3	.9
Enables reader to implement sequence	1.3	.9	1.5	.5	1.8	.7
Strategies for resolution of problems	1.6	.9	2.8	.7	2.3	.9
School building level protocol	1.6	.9	3.0	0	2.3	.9
Provides stakeholder members	1.0	0	2.0	0	1.5	.5
Content Usefulness						
Too much background information	2.3	.9	2.3	.9	1.5	.5
Necessary Information	2.3	.9	2.5	.5	1.8	.7
Information for plan of organization	3.0	.8	2.5	.5	2.0	.7
Targets curricular components	2.3	.9	2.5	.5	1.8	.7
Provides information for alternatives	2.6	.9	2.5	.5	1.5	.9
Enables reader to implement sequence	2.6	1.2	1.5	.5	1.8	.7
Strategies for resolution of problems	2.6	1.2	2.8	.7	2.0	.7
School building level protocol	2.6	1.2	2.8	.7	2.0	.7
Provides adequate stakeholder members	1.5	.5	2.3	.9	1.5	.5

Table 1 *(continued)*
Mean Responses for Study Participants
Respondents N=11

Survey Component	Expert Panel N=3		Rural District A N=4		Urban District B N=4	
Opinion	X	SD	X	SD	X	SD
Parameters define appropriateness	2.6	.5	2.3	.9	2.0	0
Parameters define inappropriateness	3.3	.9	3.0	.7	2.0	0
Standards identified	2.6	.8	1.5	.5	2.3	.9
Strategies are practicable	2.6	.8	2.0	.7	1.8	.7
Development strategies applicable	1.5	.5	1.5	.5	2.3	.9
Criteria for program success	2.3	.9	2.3	.9	2.5	.5
Stakeholder involvement addressed	2.6	.9	2.5	1.1	2.0	0
Process germane to team members	2.3	1.4	2.5	.5	2.0	0
Mandates stakeholder participation	2.3	1.4	2.0	.7	1.8	.7
Developed process/appropriate svrs.	2.6	.8	2.0	0	2.3	.9
Principles and practices prohibitive	3.3	.9	3.0	0	2.5	.5

The rating scale used in the questionnaire indicated the extent of agreement or disagreement with the format, content, and context of the resource manual. A rating of 1 being strongly agree and a rating of 4 strongly disagree. The mean score of 2.5 represented the midpoint of the scale and a standard deviation of .5 or greater was arbitrarily considered noteworthy. The very small number of respondents in the expert panel (N=3) prohibits the use of this data for any purpose other than indicating simple direction from the mean.

Eight of the 16 questions in the Format section of the questionnaire were rated with a mean score of <2.5. Three of the 8 items rated <2.5 were given mean scores of 2.0 or less. Among these items a standard deviation of .9 was the greatest distance from the mean. The remaining items were rated 2.5 or greater. Five statements with a mean score of 2.5 or greater were rated 3.0 or above. The greatest distance from the mean was again indicated by a standard deviation of .9.

The Content section of the questionnaire was rated twice; once for importance and once for usefulness. There were 9 items, the first being stated in the negative. This item (Too much background information) was scored on the agree side of the mean (1.6), indicating a negative response for importance; and on the disagree side of the mean (2.3),

indicating a positive response for usefulness. The remaining 8 items were all rated on the agree side of the mean with 6 of the 8 being scored more than .5 standard deviations away from the mean for importance. The greatest distance from the mean was 1.4 standard deviations. Panel members scored the usefulness of the remaining 8 items with 5 mean scores greater than 2.5 (disagree) and three less than 2.5 (agree), and only 1 positive score (1.5) was greater than .5 standard deviations away form the mean. The greatest distance was 1.2 standard deviations from the mean.

There were 11 items to be rated in the Opinion section of the questionnaire. Seven of the 11 were rated >2.5 (disagree) with 2 items being more than .5 standard deviations away form the mean: with a standard deviation of .9 being the greatest distance from the mean. Of the 4 items scored on the positive side of the mean, 2 were rated greater than .5 (1.4) standard deviations away.

Subsequently, the organization of the manual was restructured to improve the flow of the material. Information that was presented as a continuation of chapters was broken down into two discrete sections with the resource manual separate from the first 3 chapters.

The original draft of the resource manual sent to the expert panel was presented as one document: Chapter One--Introduction, Chapter Two--Educational Technology, Chapter

Three--Application Of Technology, Chapter Four--Perspectives On Transition, Chapter Five--An Example, and Chapter Six--Adaptations. This proved to be confusing and made the material intended for use as the resource manual and the research material inextricable for the reader. The material was then broken into two separate documents. The first was the dissertation project "Developing Transition Service Delivery Models", which consisted of three chapters, Introduction, Educational Technology, and Application of Technology. The second document was the resource manual which was comprised of three chapters, Perspectives On Transition, An Example, and Adaptations.

Among the three sections addressed on the questionnaire, the expert panel scored the Format portion the lowest. Eight of the 16 items were scored above the mean (indicating a negative response). The most notable of which was the item "User friendly" (3.0). In an attempt to improve the presentation of the material, various sections were moved from the manual into the research document. The section subtitled "Perspectives" was moved into Chapter One (Introduction) to more clearly identify the purpose of this material as background information.

Two sections originally found in the resource manual, "What Are Considered Adequate Transition Services?" and "Eight Components Of a Comprehensive Program", were moved

from Chapter Four of the original draft document into Chapter Two of the research document.

The illustrative figures Program Development Model and Transition Program Components were moved from chapter two of the original draft document into Chapter Two--Educational Technology of the research document. The figures accompanied the sections entitled "Development" and "Eight Components Of a Comprehensive Program", respectively.

The expert panel included: Dr. Gary Clark, Dr. Jeanne Repetto, and Dr. Gary Meers (the expert panel originally included a fourth member who was unable to participate). The expert panel members' comments were notably varied (see Table 2). For instance, Dr Clark felt that the resource manual should be a "how-to", replete with examples, samples, and specific directions on government regulations.

In contrast to Dr. Clark's comments, Dr. Gary Meers' indicated that he felt the manual is an invaluable resource to practitioners in the field. His comments indicated that the material was well organized and user-friendly. His only criticism was that he felt there was a need for more demonstrative figures to illustrate alternative transition models. In response to Dr. Meers' criticism, the final edition of the resource manual includes several additional figures which demonstrate the intent of the delivery of transition services.

Table 2
Personal Responses of Members of the Expert Panel N=3

Expert Panel Members (Reviewers on the expert panel did not specifically answer the open-ended questions, however, they chose to make suggestions for improvement.)

Respondent No. 1

* The organization of the manual was difficult to piece together.
* IDEA mandates were not addressed specifically enough for a "how-to" manual.

Respondent No. 2

* Use additional visuals to show optional models which may be used in transition planning.

Respondent No. 3

* I do not fully understand the design of the resource manual. My understanding is that the manual is to be used by districts to structure systems change in the area of transition service delivery.
* The manual does a very good job of presenting the theoretical base for systems change but not the application of the principles.
* Generally, you have done a thorough job of presenting the theory of systems change and the components of transition.
* With a restructuring of your approach to fostering systems change, you will have a document that promises to make an important contribution to the field.

The final participating expert, Dr. Jeanne Repetto indicated that the manual had the potential to be a "valuable contribution to the field". Her evaluation of the recommended procedure for developing service delivery models indicated that it fell short of the mark if intended to be a teaching instrument for a "systems change" protocol. Though the resource manual suggests a possible procedure, which is a systems change type protocol, the material was not intended to be a training tool for personnel in the process of systems change. Though the resource manual details and describes a systems change procedure and encourages the reader to attempt to make a stakeholder out of as many people as possible, the information presented was not intended to be used to facilitate systemic change but is a comprehensive resource for the design and development of a service delivery model. The author hopes to stimulate the reader's curiosity for further research into a systems change model. The author also felt that systems change protocols are far too complex to be adequately discussed in a resource manual for transition services.

Dr. Repetto's response was consistent with all participating experts. Each person who reviewed the resource manual gleaned something different from the material. All three panel members provided a different perspective of how the information should be used. Table 1

summarizes the open-ended comments made by the members of the expert panel.

Participating School Districts

The study utilized two school districts (a small rural district and a large urban district) to compare how special education personnel develop a transition service delivery model. The premise of the study, stated below, connotes that each district could produce a service delivery model which best suits their local situation.

Special education personnel in a rural setting, a school district with 5,000 or fewer students would have totally different resources than an urban district with 10,000 or greater students. Local education agencies in both rural and urban areas must provide transition services for their students. Using a rural and an urban school district demonstrates, that given similar resources, any district can provide appropriate services to their student population.

The special education directors from two Virginia school districts agreed to participate in the study. The districts were selected on the basis of size and demographic make-up. District A in Northern Virginia was selected as the rural school district (overall enrollment of 4,611 in

the 1994-95 school year), and District B located in Southeast Virginia (overall enrollment of 17,891 for the 1994-95 school year) was selected as the urban district.

Rural District A was located in a community of 28,000 people. The economic base of the community was agriculture and small industry. Being a bedroom community for the greater Washington D.C. area, many of its inhabitants earned their living in the Capitol city. The district had 6 elementary, middle, and high schools to serve a student population of 4,611. Five percent of the district's attending student population were members of minority groups (African American, Hispanic, and Asian). Thirteen percent of the total student population were identified as individuals with disabilities. The district employed 53 special educators to serve 607 special needs students. (This information was reported by school district personnel via the U.S. mail.)

Urban District B was located in a community with a population of 103,907. This metropolitan school district was comprised of 28 schools which served a student population of 17,891. The district employs 525 special education teachers. Fifteen percent (2,646) of the students enrolled in urban District B are identified as individuals with disabilities. Minority students consisted of African American, Asian, Hispanic, and others and constitute 86% of

the student population. Urban District B had a much greater representation of minority students than rural District A. The economic base of the greater community is tourism, small business and light industry. (This information was reported by school district personnel.)

School districts were informed of the requirements for participation by letter (Appendix A). The author did not make site visits or become actively involved in the development of the service delivery models because of the original premises of the study. The stipulations for participation included a willingness to use a practical manual and process in local school districts to design and develop flexible service delivery models to provide for the transitional needs of students with disabilities. School district personnel were to use the resource manual as a source of information to develop their own philosophy, approach, and plan of implementation tailored to the needs of the school district.

Several non-study related problems made it difficult to collect the necessary data from study participants. One of the original participating school districts withdrew after the necessary materials had been sent. It was then necessary to recruit another large, urban district.

At this time, the special education director of urban District B in Southeast Virginia agreed to participate in

the study. The director informed the author that district personnel were developing a service delivery model for transition services and would find the information useful.

The participating school districts were both, simultaneously, the subjects of an Office of Civil Rights investigation. These investigations were made top priority in the respective districts and this study was deferred for later consideration. These circumstances greatly delayed the completion of the tasks required to continue this study. Two years after the initial contacts, the author was able to collect the necessary data.

The special education staff of both rural District A and urban District B submitted a transition services delivery plan after reviewing and using the resource manual. These plans are available by request directly from the participating school districts. The Director of Special Education for rural District A, the smaller of the two districts, submitted a simple three page summary document entitled, County Public Schools Transition Planning, an outline of the types and variety of services which would best meet the needs of the students. The Special Education Program Monitoring/Technical Assistance Specialist (Director) for urban District B submitted a more detailed plan entitled, Project Unite Incentive Grant, a document written in the form of a grant proposal. This plan detailed

the scope of programming which would best serve special needs students.

Document Review

Participating school districts reported that there were no transition services delivery models in place prior to the study. Both districts agreed to develop a written plan outlining their transition service delivery model using the resource manual. The written plans were then submitted for subjective review. The contents of each document were examined for apparent completeness and suitability; no specific instrument was developed to determine the thoroughness of the individual plans. The purpose of this project was to determine the usability of the resource manual, not to judge the appropriateness of the written plans. These documents were to be tailor-made for the needs of the students; it would be very difficult for an outsider to judge what should and should not be included. The plans submitted by the participating school districts along with the aggregate responses on the questionnaires provided an indication of how well the manual could be used.

Rural District A

Rural District A's service delivery model was developed

in response to the mandate set forth in IDEA. The plan indicates that it would be used as a basis to develop goals and objectives for IEPs. Rural District A's plan was developed by the special education director, the special education supervisor, a teacher of students with cognitive disabilities, and a teacher of students with learning disabilities. These individuals completed evaluative questionnaires.

The service delivery model indicated that students should have a strategic plan to transition into the next environment whether or not they were receiving services under an individualized education program (IEP). The traditional view of providing transition services does not usually include students who are not receiving special education services. It has only been recently that educators have accepted transition services as anything other than school-to-work programming. The inclusion of a statement addressing service parameters for students without an IEP seems to customize programming to specifically address the needs of rural District A. Services outlined for students "served under an IEP" were presented in a sequence of events which facilitate the provision of individualized programming. It would appear that the personnel of rural District A who developed the service delivery model for transition services included programs

which are best for that particular community. There is no mention of additional funds or an external funding source to implement the plan.

Urban District B

The plan submitted by urban District B provided a detailed outline of the transition services delivery model. The plan was in the form of a grant proposal. An objective of the project was to have a completed district-wide transition plan by June 30, 1995. A second objective stated that a Transition Advisory Committee would be named by December 1, 1994. This committee was made up of the following individuals: (a) special education teachers, (b) vocational resource teachers, (c) community agency representatives, (d) former special education students, (e) parents, and (f) community and business representatives. The service delivery model was developed by the special education director, two special education department head/school based transition coordinators, and an instructional mentor. These individuals submitted completed evaluative questionnaires.

The details of the document provided a clear understanding of the intended service delivery model. Urban District B took a more traditional approach to the delivery of transition services by addressing the needs of "ALL"

special education students. Program parameters indicated a vocational, job training approach to transition services. Urban District B's plan outlines objectives to include several external agencies in the planning and implementation of transition services. The transition services delivery model developed by urban District B included an external funding source. The plan outlined specific budget items to facilitate implementation.

Results Of Field Testing Of The Resource Manual

The data indicates that participants in rural District A were able to use the resource manual as a source of information to design and develop the transition service delivery model that was submitted. Review of the plan reveals that tenets of service delivery set forth in the resource manual were incorporated. For example, the resource manual strongly indicates that transition planning should not be restricted to those special education students that are exiting high school but strategic planning for all students should be considered as a means of assuring success in the next residential, social, and vocational environments. The document submitted by rural District A indicates that students with and without an IEP will

participate in transition planning. Whether all students in rural District A will develop a transition plan is not clearly stated. Further, rural District A's plan advocates transition/career planning for students as early as elementary school, with more proactive course work and participatory activities as the student moves through the middle school years. This is a common view held by those in the field of transition, however, the participants in rural District A indicated that they were not well versed in transition. The special education director, the special education supervisor, and participating teachers came from backgrounds other than a special/vocational education focus.

An Evaluative Questionnaire (Appendix B) was developed to permit study participants to express their personal opinion on needed revisions to the resource manual. Participants were asked to answer a series of questions addressing: (a) the format of the resource manual, (b) the importance of its content, (c) the usefulness of the content, and (d) each respondent's opinion of the material addressed. A descriptive statistical analysis and written representation of the comments are found in this section.

The evaluative questionnaire was developed as an means to determine the average response and review comments of individuals participating in the study. The researcher used

the same questions for the expert panel and study participants.

Respondents were asked to rate each statement on a Likert scale from 1 to 4; with One being Strongly Agree and 4 being Strongly Disagree. The questionnaire was comprised of 39 statements. There were 16 items which discussed the format of the material. These statements queried the reader as to the organization, clarity, and type of information presented in the resource manual. There were nine statements concerning the content of the resource manual. These statements were rated twice, once for importance and once for usefulness. The Opinion section contained 11 statements which allowed the study participants to rate statements of opinion. Three open-ended questions were included. The completed questionnaires (N=11) are used as instruments to collect and review the suggestions for changes which might improve the resource manual.

There were 4 questionnaire respondents (Table 1) in rural District A (N=4). Thirteen of the 16 questions in the Format section of the questionnaire were rated with a mean score of 2.5 or less. Seven of the 13 items rated <2.5 were given mean scores of 2.0 or less. Among these items a standard deviation of .9 was the greatest distance from the mean. The remaining 7 items were rated 2.5 or greater. One

statement was rated 3.0. The greatest distance from the mean was a standard deviation of 1.0.

The Content section of the questionnaire was rated twice; once for importance and once for usefulness. There were 9 items, the first being stated in the negative. This item (Too much background information) was scored on the agree side of the mean (2.3), indicating a negative response for importance and usefulness. Five of the remaining 8 items were all rated on the agree side of the mean for importance, with 4 of the 5 being .5 standard deviations away from the mean. The remaining item was 0 standard deviations away from the mean. The corresponding 3 items were scored as followed: 2.8, 2.8, and 3.0 with standard deviations of .7,.7, and 0 respectively. District A staff members scored the usefulness of 6 of the remaining 8 content items at 2.5 or less (agree), with .9 standard deviations representing the greatest distance from the mean. District A staff rated 2 items on the negative side of the scale (both 2.8) at .7 standard deviations away from the mean. The greatest distance from the mean was .9 standard deviations.

Of the 11 items to be rated in the Opinion section, 9 were rated 2.5 or less (agree) with 5 items being more than .5 standard deviations away form the mean. The greatest distance from the mean was 1.1 standard deviations. Of the

2 items scored on the negative side of the mean, 1 was rated greater than .5 (.7) standard deviations away.

There were 4 questionnaire respondents (Table 1) in urban District B (N=4). All of the 16 questions in the Format section of the questionnaire were rated with a mean score of <2.5. Twelve of the 16 items were rated 2.0 or less. Among these items a standard deviation of .9 was the greatest distance from the mean. The remaining 4 items were rated 2.3. All 4 statements had a standard deviation of .9 from the mean.

The 2 items stated negatively in the Content section (Too much background information) were scored on the agree side of the mean (1.8 & 1.5), indicating a negative response for importance and usefulness. The remaining 8 items were all rated on the agree side of the mean for importance, with 6 of the items being >.5 standard deviations away from the mean. The remaining 2 items were .5 standard deviations away from the mean. District B personnel scored all items for usefulness on the agree side of the scale, with a standard deviation of .9 being the greatest distance from the mean. District B staff rated all 8 items with mean scores of 2.0 or less.

District B again rated all 11 items in the Opinion section on the agree side of the scale. Six of the 11 had mean scores of 2.0 or less. In this section a standard

deviation of .9 was the greatest distance from the mean. Of the 5 items rated between 2.0 and 2.5, 3 received mean scores of <2.5 with all 3 items having a score of .9 standard deviations away from the mean.

Comments made by study participants are discussed as part of the analysis of the data presented in this section (see Tables 3 & 4). Responses to the open-ended questions permitted participants to state their opinions on the resource manual, its contents, applicability to their specific situation, and its usability.

Figures presented in Table 1 indicate that the participants in rural District A felt that the resource manual was useful in their work, though the open-ended comments (Table 3) indicate that it should be more specific and less general in the presentation of the material. The plan submitted seemed thorough and well suited to the needs of the students.

The data indicate that the special education staff of rural District A was able to use the resource manual to design and develop a transition service delivery model. The plan includes inter-agency cooperation, work study programs based in the county, and program components which serve the student, the district, and the community.

The transition services delivery model submitted by urban District B was quite different from that submitted by

Table 3
Personal Responses Made by Participants in District A N=4

District A Participants were given the opportunity to express personal opinions by answering three open-ended questions.

Respondent No. 1

Additional Information

* A clear understanding of the term stakeholders
* A chart to show a visual representation of the model
* Good background information but needs procedures outlined more clearly

Barriers

* Some confusion, some verbiage taken out and add simple steps
* Some vocabulary not consistent throughout
* More background information rather than actual procedures

Respondent No. 2

Additional Information

* Need to clearly identify roles and responsibilities
* Manual sections must match terms of design/development procedure
* Visual model is needed
* Good background information but model needs to be more explicit

Barriers

* Not enough specific directions for the team: can be used for foundational information

* Teachers are looking for a "how-to" manual not information in this format

Table 3 (*continued*)
Personal Responses Made by Participants in District A N=4

District A Participants were given the opportunity to express personal opinions by answering three open-ended questions.

Respondent No. 3

Service Delivery Model

* The local plan was developed based on the background information but specific to student needs and resources

Additional Information

* Revise manual to reflect step by step sequential development of transition programming

* Decreasing background information will help

Barriers

* We used major points but developed a transition council
* Had to supplement with staff development activities

Service Delivery Model

* Very useful provides guidance to all IEP team members

Table 4
Personal Responses Made by Participants in District B

District B Participants were given the opportunity to express personal opinions by answering three open-ended questions.

Respondent No. 1

Additional Information

* This document was well planned and written and should be very useful to school districts and their development and implementation of transition mandates.
* The basic design is one which would be very useful beyond the transition process

Barriers

* The barriers encountered in the procedure were not barriers regarding the design.
* The basic design is excellent and be very useful to school districts
* The barrier we have experienced the most is time restraints

Service Delivery Model

* The transition service delivery model and accompanied documents (transition brochure, transition student folder, transition IEP) are presently being developed.

* We believe the impact of this model and documents will result in improved accessibility, availability and quality of transition services for students with disabilities in the school system.

Respondent No. 2

Additional Information

* Funding sources
* Community resources
* How to involve community resources (how to ensure their active participation)
* How to solicit support from Central Office

rural District A. The plan was in the form of an application for a grant to be submitted to the Virginia State Department of Education. The plan was quite detailed including rationale, program descriptions, and an operating budget (all requirements of a formal grant proposal). Analysis of the data submitted by urban District B presents a totally different perspective than that of rural District A. The participants stated that the resource manual was a more than adequate resource for the development of a service delivery model and that the organization and presentation suited their purposes very well. Tables 1 and 4 indicate that participants in urban District B more strongly agreed with the format (no scores were greater then 2.3 with a standard deviation of .9), content (only one score at 2.5; all remaining scores were 2.3 or less indicating strong agreement), and suitability (9 of 11 responses scored below the mean [a positive response] to indicate usability) of the resource manual than did participants in rural District A who scored the corresponding sections of the document slightly lower.

Comments from participants in urban District B tended to be more supportive about the resource manual. They indicated that the resource manual was a very good source of information for the task at hand. Review of the service delivery model submitted by urban District B indicates that

participating personnel incorporated important points set forth in the resource manual. The plan includes the establishment of a Transition Advisory Committee which includes a variety of individuals representing the central branch of the district, the building administration, the instructional staff, parents, students, and representatives of the community. This comprehensive committee approach is a recurring theme in the resource manual. The resource manual recommends that "stakeholders", such as the ones listed above, be included in the planning process to build community awareness. This makes the naming of this committee a further indication that district personnel were able to use information provided in the manual.

Though the service delivery model developed in rural District A indicated that students with and without IEP's should have a transition plan, the perspective of the model submitted by the personnel in urban District B takes a somewhat more traditional approach. The urban District B plan advocated a stricter school-to-work orientation to the delivery of services.

Review And Revision Of The Resource Manual

Analysis of the data gathered from the study participants does not reveal any consistently recurring

trend for major revisions. As indicated above, there were several noteworthy comments. Revisions were made to the resource manual in response to comments made by the expert panel previous to the school districts' evaluation.

The original document distributed for review consisted of six chapters and several appendices. There was no distinction made between the prospectus portion (the first three chapters) and the resource manual itself. As discussed above, in subsequent revisions, the resource manual was presented as a separate document and appended to the first three chapters of the research document "Developing Transition Service Delivery Models". Separation of the research document from the actual resource manual made the information presented more easily understood.

The flow of information is presented in a more logical manner. In the final revisions of the resource manual, an additional chapter (Transition Services Infrastructure) was added. This chapter contains four subsections, Development, What Are Considered Adequate Transition Services, Eight Components Of a Comprehensive Program, and Design. Several illustrative figures were added; in Chapter One, Program Improvement Process; in Chapter Two, Program Development Model, Transition Program Components, and Interagency Collaboration; in Chapter Three, Strategic Problem Solving Skills and Transdisciplinary Services. These figures

present conceptualizations of service delivery models that include components presented in the resource manual. The material in the resource manual has been configured to present a logical sequence of development. The reader is provided: theory and factual information, the necessary components of transition services, and practical suggestions to design, develop, and implement a transition service delivery model. The resource manual is designed to help the reader become more knowledgeable about transition services and function as a resource for program development. It does not furnish the reader with copious examples of existing programs.

In the "Service Delivery Model" section of the open comment portion of the evaluative questionnaire, participants were asked to express how the manual seemed to influence the service delivery model developed in their district. Respondents' comments in rural District A indicated that; (a) "the local plan was developed based on background information but specific to student needs and resources; and (b) "very useful provides guidance to all IEP team members". In urban District B, comments to this item were; (a) "the transition service delivery and accompanied documents (transition brochure, transition student folder, transition IEP) are presently being developed; and (b) "we believe that impact of this model and document will result

in improved accessibility, availability and quality of transition services for students with disabilities in the school system." These statements indicate that both school districts found the manual useful in developing a service delivery model for their students.

Revisions made to the resource manual do not drastically change its form or format. Though study participants indicated in the open-ended questions that the material was not amply specific, they were able to appropriately use the information to design a transition services delivery model which was submitted to the author. The revisions mentioned above may facilitate the use of the material discussed in the resource manual to design, develop, implement, and revise service delivery models.

CHAPTER FIVE

Summary And Recommendations

The purpose of this study was to field test a comprehensive resource manual that can be used by the special education personnel in rural and urban school districts to design, develop, implement, and revise transition service delivery models. The resource manual, Developing Transition Service Delivery Models, was developed by review and analysis of transition services delivery paradigms; special education, transition services, and vocational education literature; and federal statutes and regulations. The manual was also evaluated by special education professionals, some who were familiar with transition and others who were not, to determine the over all readability and understandability for purposes of importing salient information. Before field testing for this study the resource manual was presented to an expert panel of leaders in the area of transition services. Upon completion of these initial reviews, the manual was edited.

Two Virginia school districts were chosen to use the resource manual to design and develop a transition services delivery model. The districts were selected by demographic make-up: one small, rural district (District A) with 5,000 or fewer students, and one large, urban district (District B) with 10,000 or greater students. The rationale for the

selection criteria was that a rural district might have much different transition resources than an urban district.

Both districts were asked to use the resource manual to develop a written plan for the implementation of transition services. The districts were asked to complete the first three of five steps in a systems change procedure (Anderson & Biddle, 1991). This procedure included: (a) team building, (b) needs assessment (c) program design/ development, (d) program implementation, and (e) retention or revision of program components. A document review and case study analysis were performed on the written transition plans and evaluative questionnaires submitted by each district. Four conditions needed to be met before a model could build program capacity; (a) the model needed to be guided by program standards; (b) the model should have been implemented through a set of efficient and effective procedures; (c) the model needed to be supported by the provision of training and technical assistance; and (d) the model had to be documented with concise and effective materials (Becklund & Haring, 1982).

District personnel were given the opportunity to express their opinion about the resource manual, and to evaluate its format and importance, and usability of content. Participants' views were communicated by

responding to the evaluative questionnaire containing both statements rated on a Likert scale and open-ended questions.

Both school districts were able to use the information and an adapted form of the procedure presented in the manual to develop a transition service delivery model which best suited the students and the local community. Urban District B sought to involve stakeholders by including program directors, principals, business people, administrators, individuals with disabilities and their families, and service agencies, a practice promoted in the literature by Halpern, Benz, & Lindstrom (1992) and Anderson & Biddle (1991). The documents submitted by both rural District A and urban District B outlined services which were very different, indicating an effort to meet student needs and local circumstances.

A comparison of the responses made by the expert panel, school district personnel, and points brought out by Benz, Lindstrom, & Halpern (1995), seemed to support that transition service delivery models required a structure and procedure that was responsive at the district level. The concerns addressed in the manual, by the school districts, and by Gideonse (1983), identifying creating capabilities to perform specific functions and achieve specific outcomes seemed to be relevant to program developers currently addressing the special needs of individuals with

disabilities. The positive response by the expert panel, and District A, and the overwhelming positive response by District B indicated that the resources manual was a legitimate resource for today's special educator.

Data analysis of rural District A's questionnaires indicated that individual comments establish a desire for "ready-made" programming. Respondents in rural District A seemed to be seeking a panacea for strategic transition planning. Comments indicated that personnel would have been more satisfied with a "cookbook" of transition planning in which the reader could review the details and copy or adapt it to the local situation. Comments from rural District A, requesting more specific directions, seemed to indicate that district personnel were apprehensive about innovation in curriculum development.

Study participants in urban District B seemed to be more aware that they bore a responsibility to develop programming to best meet local needs. The efforts that urban District B made to cooperate with other community organizations to establish interventions for youths with disabilities were characteristics identified as desirable by Kohler & Rusch (1995). Study participants in urban District B indicated more strongly that the manual clearly met their needs in the development of a transition services delivery model.

When provided with a practical, understandable procedural manual, personnel in local school districts were able to design and develop flexible service delivery models to provide for the transitional needs of students with disabilities. Also, when given ample information, and an adaptable, open-ended approach to design and development, regardless of the district's demographic characteristics, successful transition service delivery models were implemented by any local education agency. The district-wide program development approached used by rural District A and urban District B supported that restructuring the methods and substance of transition services cannot focus on what occurs at the building level, but must involve district/community efforts (Rusch, Enchelmaier, & Kohler, 1994). The establishment of a school-community relationship identified by Benz, Lindstrom & Halpern (1995) and the involvement of stakeholders as an improvement strategy, was an essential component of the transition services process in both participating school districts.

The information and viewpoint outlined in the resource manual seemed to be more than sufficient for school systems to develop their own approach to service delivery. Participating district special education personnel seemed to, as Gideonse (1983) points out, have used information as inquiry to assess progress in programs. This theory is

further supported by the manner of use and the perspectives demonstrated in the analysis of data submitted by the participating school districts; the objective of development appeared to be design, construct, and test transition service models intended to carry out or deliver appropriate services (Gideonse, 1983). The contents of the resource manual presented perspectives and philosophies currently circulating in the field, but does not give endless samples of transition service delivery models.

Recommendations For Further Research

The transition services delivery plans submitted by the participating school districts contained adequate detail to provide the author with the information needed to complete the study. The perspectives of special education personnel in the two school districts were very different. Both districts needed a plan for the implementation of transition services; these plans were sufficiently developed. The subsequent implementation, retention and/or revision of program components was beyond the scope of this study. A follow-up study on the degree to which the school districts managed implementation would determine if the transition service delivery plans that were developed did actually meet the needs of the students.

The presentation of the study material, i.e., the resource manual, was one of two major factors in the completion of the required tasks. A second factor was quite apparent; the school districts' administrative personnel had difficulty expediently completing such programmatic, developmental tasks. Possible questions for further research might be: (a) how did district personnel evaluate the appropriateness of program components, (b) what factors determined whether service components were retained or revised, (c) what was the protocol used to improve deficient program components, and (d) how did changes in the service delivery model effect over all quality?

References

Anderson, D. S., & Biddle, B. J. (1991). Knowledge for policy: Improving education through research. Bristol: The Falmer Press

Becklund, J. D., Haring, N. G. (Eds) (1982). Strategies for change in special education: Maintaining and transferring effective innovations. Seattle, WA: University of Washington Press.

Benz, M. R., Lindstrom L. E., & Halpern, A. S. (1995). Mobilizing local communities to improve transition services. Career Development For Exceptional Individuals, 18(1), 21-32.

Billingsley, B., & Houck, C. (1988). Improving secondary learning disability programs: A system-wide participatory model. Planning and Changing, 205-215.

Caballero, P. M. (1993). Developing Transition Service Delivery Models, Unpublished.

Cashman, J. (1995). Collaboration and reform: The role of linkages for developing a coherent strategy for transition, 17(3), 104.

Clark, D. (1994). Redirecting reform: Challenges to popular assumptions about teachers and students. Phi Delta Kappan, (75)7, 512-520.

Clark, G. M., Field, S., Patton, J. R., Brolin, D. E., & Sitlington, P. L. (1994). Life skills instruction: A necessary component for all students with disabilities a position statement of the division on career development and transition. Career Education For Exceptional Individuals, 17(2), 125-134.

DeFur, S. H. & Taymans, J. M. (1995). Competencies needed for transition specialist in vocational rehabilitation, vocational educational, and special education. Exceptional Children, 62(1), 38-51.

Elksnin, L.K., & Elksnin, N. (1990). Using collaborative consultation with parents to promote effective vocational programming. Career Development for Exceptional Individuals, 13(2), 135-142.

Fairweather, J.S. (1989). Transition and other services for handicapped students in local education agencies. Exceptional Children, 55(4) 315-320.

Field, S. & Hoffman, A. (1994). Development of a model for self-determination. Career Development For Exceptional Individuals, 17(2), 159-169.

Fowler, S. A., Schwartz, I., & Atwater, J. (1991). Perspectives on transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58(2), 136-145.

Gideonse, H. D. (1983). In search of more effective service: Inquiry as a guiding image for reform in america. United States: S. Rosenthal & Company Inc.

Grosenick, J. K., George, M. P., & George, N. L. (1990). A conceptual scheme for describing and evaluating programs in behavioral disorders. Behavioral Disorders, 16, 66-74.

Haberman, M. (1994). Visions of Equal Opportunity Education: The top 10 fantasies of school reformers. Phi Delta Kappan, 75(9), 689-692.

Halpern, A. S. (1992). A follow-along study of participants in a longitudinal transition program for youths with mild disabilities. Exceptional Children, 58(4), 346-356.

Halpern, A. S. (1994). The transition of youth with disabilities to adult life: A position statement of the division on career development and transition, the council for exceptional children. Career Development For Exceptional Individuals, 17(2), 115-124.

Halpern, A. S., Benz, M. R., & Lindstrom, L. E. (1992). A systems change approach to improving secondary education and transition programs at the community level. Career Development For Exceptional Individuals, 15(1), 109-120.

Heal, L. W., Copher, J. I., & Rusch, F. R. (1990). Inter-agency agreements (IAAs) among agencies responsible for the transition education for students with handicaps from secondary schools to postsecondary settings. Career Development For Exceptional Individuals, 13(2), 121-127.

Hehir, T., (1994). ED seeks national, not federal, special education agenda. Special Education Report, 20(14), 3.

Huemann, J., (1994). ED seeks national, not federal, special education agenda. Special Education Report, 20(14), 3.

Huefner, D.S. (1988). The consulting teacher model: Risks and opportunities. Exceptional Children, 54, 403-414.

Individuals with Disabilities Education Act of 1990. Assistance To States For Education Of Handicapped Children, (34 Code of Federal Regulations Part 300). Sec. 602(a)(19), Sec.300.18.

Karge, B. D., Patton, P. L., & de la Garza, B. (1992). Transition services for youth with mild disabilities: Do they exist, are they needed? Career Development For Exceptional Individuals, 15(1), 47-68.

Klein, S. P., Burry, J., & Churchman, D. A. (1979). Evaluation workshop II: Needs assessment/preliminary version. Monterey: CTB/McGraw-Hill._

Kohler, P. D. & Rusch, F. R. (1995). School to work transition: Identification of employment-related outcomes and activity indicators. Career Development For Exceptional Individuals, 18(1), 33-50.

Lapkin, C.K. & Bruninks, R.H. (1985). Strategies for achieving community integration of developmentally disabled children. Baltimore MD: Paul H. Brookes Publishing Co.

Lightenstein, S. & Michaelides, N. (1994). Transition from school to young adulthood: Case studies of young adults labeled mentally retarded. Career Development For Exceptional Individuals, 16(2), 183-195.

Martin, J. E., Marshall, L. H., & Maxson, L. L. (1993). Transition policy: Infusing self-determination and self-advocacy into transition programs. Career Development For Exceptional Individuals, 16(1), 53-61.

Miller, L.J., La Follette, M., & Green, K, (1990). Development and field test of a transition planning program -1985-1988. Career Development for Exceptional Individuals. 13(1), 45-55.

Mithaug, D. E., Martin, J. E., & Agran, M. (1987). Adaptability instruction: the goal of transition planning. Exceptional Children, 53(6), 500-505.

O'Shea, D. J. (1994). Modifying daily practices to bridge transitions. Teaching Exceptional Children, 26(4), 29-34.

Phillips, V., & McCullough, L. (1990). Consultation-based programming: Instituting the collaborative ethic in schools. Exceptional Children, 56, 291-304.

Ramasamy, R. (1995). Effectiveness of high school curricula for the transition of apache special and general education students. career Development For Exceptional Individuals, 18(1), 51-58.

Repetto, J. B., White, W. J. & Snauwaert, D. T., (1990). Individualized transition plans (ITP): A national perspective. Career Development For Exceptional Individuals, 13(2), 109-119.

Richardson, M. & Pritchette, A. (1989). A S.T.E.P. for tomorrow: A student transitional educational program for tomorrow. Chesterfield, VA: Author.

Rusch, F. R., Enchelmaier, J. F., Kohler, P. D. (1994). Employment outcomes and activities for youths in transition. Career Development For Exceptional Individuals, 17(1), 1-16.

Sands, D. J., Kozleski, E. B., & Goodwin, L. D. (1992). Quality of life for workers with developmental disabilities: Fact or fiction? Career Development For Exceptional Individuals, 15(2), 157-177.

Smith, G. J. & Stodden, R. A. (1994). Restructuring vocational special needs education through interdisciplinary team effort: Local motion in the pacific basin. The Journal For Vocational Special Needs Education, 16(3), 16-23.

Special Education Report (1994). ED Seeks National, Not Federal Special Education Agenda, 20(13), 3.

Stevenson, S. J., Hoover, J. H., Wheeler, J. J. (1994). Transition: An integrated model for the pre- and in-service training for special education teachers. Career Development For Exceptional Individuals, 17(2), 148.

Stone, C. R. (1995). School/community collaboration comparing three initiatives. Phi Delta Kappan, 76(10), 794-800.

Smith, G. J., Stodden, R. A. (1994). Restructuring vocational special needs education through interdisciplinary team effort: Local motion in the pacific basin. The Journal For Vocational Needs Education, 16(3), 20.

Stodden, R. A. & Leake, D. W. (1994). Getting to the core of transition: A re-assessment of old wine in new bottles. Career Development For Exceptional Individuals, 17(1), 65-76.

Stufflebeam, D. L. (1973). Towards science in educational evaluation. The Educational Technology Review Series: Evaluation of Education. New Jersey: Educational Technology Publications, p. 102-104.

Syzmanski, E.M., Hanley-Maxwell, C., & Asselin, S. (1990). Rehabilitation counseling, special education, and vocational education: Three transition disciplines. Career Development for Exceptional Individuals, 13(1), 29-38.

Todd, S. S., Fiske, J. J., Dopico, H. A. (1994). Vocational assessment iep students, 16(2), 20.

Wald, J. L., Repetto, J. B. (1995). Quality implementation in transition: A framework for specialist and administrators. The Journal For Vocational Special Needs Education, 17(2).

Webster's II new Riverside university dictionary (1988). Eds Soukhanov, A. H. & Ellis, K. Boston: New Riverside Publishing Company

Welmeyer, M. (1992). Self-determination: Critical skills for outcome-oriented transition services steps in transition that lead to self-determination. The Journal For Vocational Special Needs Education, 15(1) 3-7.

White, S. & Bond, M. R. (1992). Transition services in large school districts: Practical solutions to complex problems, Teaching Exceptional Children, 24(4), 44-47.

Wika, J. & Rudrud, E. H. (1992). School transition to employment partnership (STEP): Employability curriculum, using community based work sites to create transition opportunities. The Journal For Vocational Special Needs Education, 15(1), 9-13.

Yin, R. K, (1984). Case study research: Design and methods. Beverly Hills: Sage Publications Inc.

Appendix A

September 6, 1993

Patrick M. Caballero
P.O. Box
New Mexico 87531

Rural District A*
Urban District B*

Dear Director of Special Education,*

I would like to thank you and your staff for agreeing to participate in my study. I am asking participating school districts to implement the first three steps of the identified development procedure in whatever way they feel appropriate. This procedure is defined in the "Design" section found on pages 26-29. Upon completion of the process, I ask that all team members complete the enclosed simple questionnaire. Also, I request a copy of your written plan.

The purpose of my study is to provide local school districts with an adequate resource and procedure to develop their own service delivery model.

I will be getting back in touch with you soon. Once more, thank you for participating in my study. Feel free to contact me at (555) 969-0550** at any time.

Respectfully,

Patrick M. Caballero

*This is not the actual wording, information has been omitted to protect the identity of the district.
**Some numbers have been changed.

October 8, 1993

Patrick M. Caballero
P.O. Box
New Mexico 87531

Dear Director of Special Education,*

I would like to again thank you and your staff for agreeing to participate in my study. I am having trouble getting all of my material back from my expert panel. However, I have asked my professor if I can proceed with the ones I have received thus far. He said that this would be acceptable. I will be getting back in touch with you soon. I suspect that I will be able to get the necessary material to you by November 1st.

I have taken a job in New Mexico. My office number is 555-999-8000, ext 208. My home phone is (555) 757-3340. My new mailing address is P.O. Box, New Mexico, 87533. The Highland Road Ste 240, LA 70808 address is still valid. Please feel free to contact me at any of these telephone numbers and/or addresses.

I want to apologize to you for this unfortunate delay. Please contact me if there are any changes on your end. Once more, thank you for participating in my study.

Respectfully,

Patrick M. Caballero

*Information in this letter has been changed to protect the privacy of individuals.

November 7, 1993

Patrick M. Caballero
P.O. Box
New Mexico 87531

Rural District A

Dear Director of Special Education,*

Please find enclosed the materials you need to participate in my study. I have finally gotten a response from each member of the expert panel reviewing the document and have made revisions. I know that this material comes to you much later than we had originally agreed. I hope this is not an inconvenient time for you. If at all possible I would appreciate it if you could return your written plan and the completed questionnaires to me by February 1, 1994. Make duplicate copies of anything you feel necessary.

If you need to talk to me, my office number is 1-555-997-8000, ext 208. My home phone is (555) 757-3340. My new mailing address is P.O. Box NEW MEXICO, 87531. The Highland Road Ste 240, LA 70802 address is still valid. I will be calling you sometime in December to confirm receipt of the enclosed material. Please feel free to contact me at any of these telephone numbers and/or addresses.

I want to apologize to you for this unfortunate delay. Please contact me if there are any changes on your end. Once more, thank you for participating in my study.

Respectfully,

Patrick M. Caballero, Ed.S.

*Information in this document has been altered to protect the privacy of individuals.

March 13, 1994

Patrick M. Caballero
P.O. Box
New Mexico 87531

Urban District B

Dear Director of Special Education,*

I would like to thank you and your staff for agreeing to participate in my study. I am asking participating school districts to implement the first three steps of the identified development procedure in whatever way they feel appropriate. This procedure is defined in the "Design" section found on pages 26-29. Upon completion of the process, I ask that all team members complete the enclosed simple questionnaire. Also, I request a copy of your written plan.

The purpose of my study is to provide local school districts with an adequate resource and procedure to develop their own service delivery model.

I will be getting back in touch with you soon. Once more, thank you for participating in my study. Feel free to contact me at 1-555-999-8000 between 8:00 am and 5:00 pm (Mountain time) or (555) 757-3340 any other time.

Respectfully,

Patrick M. Caballero

*Information in this document has been altered to protect the identity of individuals.

Appendix B

Evaluative Questionnaire

The following questions are intended to ascertain the importance and usefulness of the design/development procedure and accompanying resource manual provided in this activity. Please answer questions along both dimensions of importance and usefulness, when appropriate. Please note that two scales will be provided with some questions.

Please circle the appropriate number:

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

Format

1.	The organization of the material is logical.	1	2	3	4
2.	There is a clear statement of the purpose of the manual.	1	2	3	4
3.	The information presented in the manual was adequate for the purpose of initial organization of transitional programming.	1	2	3	4
4.	The information provided is "user friendly".	1	2	3	4
5.	The information provided allows the reader to focus on the major tenets of transition.	1	2	3	4
6.	A clear distinction is made between a service delivery model and individual transition plans.	1	2	3	4
7.	The issue of incorporating community values is addressed to the extent required.	1	2	3	4
8.	Distinction is made among standards, outcomes, and goals.	1	2	3	4

9.	The design/development procedure enables the team members to set reasonable practicable parameters for a transition service delivery model.	1	2	3	4
10.	The design/development procedure is manageable in terms of time to fully develop a comprehensive transition service delivery model.	1	2	3	4
11.	The design/development procedure fosters a systems change interactive model for developing transition service delivery models.	1	2	3	4
12.	Strategies of implementation are clearly stated.	1	2	3	4
13.	Information is provided to fully implement the design/development procedure for developing a service delvery model.	1	2	3	4
14.	The Team Building phase of the procedure was of vital importance to the entire process.	1	2	3	4
15.	The Needs Assessment portion of this activity provided the foundations for the service delivery model.	1	2	3	4
16.	In the Design/Development phase of the process, service delivery parameters were cleary realized.	1	2	3	4

Content		Importance				Usefulness			
17.	The manual contains too much background information.	1	2	3	4	1	2	3	4
18.	Information contained in the manual is necessary for the reader to develop an understanding of the issues involved.	1	2	3	4	1	2	3	4
19.	Adequate information for the development of a clear straightforward plan of organization is included.	1	2	3	4	1	2	3	4

		Importance				Usefulness			
20.	The manual targets appropriate curricular components to develop a transition service delivery model.	1	2	3	4	1	2	3	4
21.	The manual provides adequate information for the development of alternatives in service delivery schema.	1	2	3	4	1	2	3	4
22.	The manual enables the reader to implement a sequence of developing a vision, setting standards, identifying outcomes, and writing goals.	1	2	3	4	1	2	3	4
23.	Thorough information concerning a procedure to identify and develop strategies for the resolution of problems in design is presented.	1	2	3	4	1	2	3	4
24.	Information is provided for developing a school building level protocol.	1	2	3	4	1	2	3	4
25.	The resource manual provides adequate members who are stakeholders.	1	2	3	4	1	2	3	4

Opinion

26.	Consideration is given to identifying parameters defining appropriateness of targeted program components.	1	2	3	4
27.	Consideration is given to identifying parameters defining inappropriateness of targeted program components.	1	2	3	4
28.	Transition programmatic standards were identified in terms of recognizing successful implementation.	1	2	3	4
29.	Strategies of implementation are reasonably practicable.	1	2	3	4

30.	Developmental strategies are applicable across environments.	1	2	3	4
31.	Adequate information is provided for developing criteria for evaluating program success.	1	2	3	4
32.	Stakeholder involvement is clearly addressed.	1	2	3	4
33.	The process used in the design/development of the transition service delivery model is germane to the duties and responsibilities of all team members.	1	2	3	4
34.	The design/development procedure mandates participation by a wide variety of stakeholders.	1	2	3	4
35.	A transition service delivery model developed using this design/development process enables school districts to provide appropriate transition services.	1	2	3	4
36.	The principles and practices presented in the manual are prohibitive given available resources in this school district.	1	2	3	4

Please answer the following questions frankly and succinctly using the back of the paper if additional space is necessary.

37. What additional information/explanations are necessary to make this document (procedure and manual) more relevant and useful to your school district?

38. What barriers did you encounter in the implementation of the design/develoment procedure?

39. In what ways is the service delivery model (and accompanying written plan) you developed relevant and useful to your local situation?

VITA
Patrick M. Caballero

ADDRESS: P. O. Box 4469
Fairview, NM 87533

EXPERIENCE: Classroom teacher, moderately mentally handicapped, 8/75 - 5/79.

Classroom teacher, mildly mentally handicapped, 8/79 - present.

Principal designee, Zion City Vocational Center, 8/82 - present (acting principal in absence of principal).

School board member St. Alphonsus Catholic School, 9/87 - 5/88.

Certified STAR (System for Teaching and Learning Assessment and Review) Assessor, 12/89.

Event Director International Summer Special Olympics, 5/81 - 7/83.

Presenter, International Conference on Career Development, 10/85.

EDUCATION: B.A. Psychology, Louisiana State University, 1974.

M.Ed. Administration and Supervision, Louisiana State University, 1979.

Ed.D. Virginia Polytechnic Institute and State University, Special Education Administration and Supervision (1995)

PROFESSIONAL AFFILIATIONS: Council for Exceptional Children, Chapter 386, Baton Rouge, Board of Directors, 7/84 - 9/85.

Council for Exceptional Children, Chapter 386, Baton Rouge, President, 7/88 - 6/89.

Council for Exceptional Children, Louisiana Division on Career Development, Treasurer, 2/83 - 6/85, President, 7/86 - 6/87.

Council for Exceptional Children, Louisiana Federation 769, Treasurer, 7/88 - 6/90.

PERSONAL DATA:

Birthdate:	October 30, 1950
Place of birth:	White Castle, LA.
Height:	5'8"
Weight:	160 lbs
Marital status:	Married
Religion:	Catholic

SALARY: Negotiable

REFERENCES:

Dr. Donald L. Hoover Ph.D.
Associate Superintendent
East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, Louisiana 70821

Charles P. Nettles - Principal
Zion City Vocational Center
5959 Cadillac Street
Baton Rouge, Louisiana 70811

Horace White
Deputy Superintendent
East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, Louisiana 70821

Dr. Sean O. Sheehy Ph.D. - Pastor
Ascension Catholic Church
P. O. Box 508
Donaldsonville, Louisiana 70346