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ABSTRACT
              The implementation guide for special education
administrators and teachers provides a review and synthesis of
programing in experienced based career education (EBCE) for the
handicapped, describes exemplary programs, and gives implementation
guidelines. The first chapter provides background information, an
overview, and summaries of legislation and research related to
implementation of experiential education for handicapped youth. The
second chapter includes descriptions of four exemplary programs: the
Iowa EBCE Project: Project PRISM in Portland, Connecticut: EBCE for
the Handicapped in Arlington, Virginia: and Project CAST, an EBCE
program for the handicapped in rural Charles County, Maryland. The
following four chapters comprise the implementation manual itself and
are concerned with developing and implementing an EBEH instructional
program, all aspects of program administration, guidance and
counseling functions of EBEH programs, and installation and
maintenance of EBEH programs in the community. (DB)

EXPERIENCE-BASED EDUCATION FOR THE HANDICAPPED (EBEH)

Implementation Guide

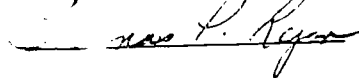For Special Education Administrators and Teachers

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PART I

REVIE. AD SYNTHESIS OF PROGRAMMING
       EXPERIENTIAL EDUCATION
       OR THE HANDICAPPED

Background, Over ew, and maries of Legislation and Research
Related I plementa of Experientia Education
for Har ped Youth

In ction

Recognitic f ights of handic ed individuals has been a major

development in C s. Educati academic and vocational, stands

among the forer these rights. ucation of All Handicapped Childre

Act of 1975 an federal laws now uarantee handicapped students the

rights to a fu pu education, and many federal, state, and local agencies

have designate ch a as a priorit expanded efforts and programs.

A pertinent e le this trend is mergence of state Master Plans for

Vocational ar ree Education, whic ave as a major goal the institution

of policies f exp ding the partici on of handicapped and exceptional

students in c er and vocational edu ion programs.

This mov ent has brought to educators a growing awareness that both

the options and the needs of handicapped people are broader than has previously

been acknowledged. Teachers, counselors, and administrators are becoming aware

that handicapped people have a wider choice of career options and the potential

for a greater degree of self-sufficiency than was previously assumed, and

are beginning to place greater emphasis on such developmental needs (that

exceptional students have in common with non-handicapped students) as the

need to be aware of a variety of options. Education serving such needs is

particularly important for many handicapped students, who have been hindered

in learning these skills either by their disabilities or by overprotectiveness

on the part of their families and the agencies serving them. The result is

often an insulation of handicapped students from the school, community, and

particularly from work or career opportunities.

To date, traditional and special education approaches in our nation's classrooms have resulted in programs for handicapped students that have enabled many students to profit academically in the classroom setting and to learn the personal and social skills necessary to maintain themselves in a classroom environment. However, they may still be unequipped to cope with the working world outside of the school setting. There is a continuing need for a learning environment which combines vocational and special education to provide handicapped students with opportunities to learn the life, job, and social skills necessary for survival in the working world. There also is increasing pressure from legislation and from the concerned community of parents, students, and educators to offer handicapped students the option of a mainstreamed environment in which to acquire career-related skills.

The Legislation

The legal mandate is a powerful one. Three federal laws now require public schools to provide handicapped individuals with a full education, including career and vocational education, if appropriate. The first of these is Public Law 94-142, the Education for All Handicapped Children Act of 1975, which mandates a "free appropriate public education" in the "least restrictive setting" to all persons between the ages of 3 and 21. It authorizes grants of federal funds, channeled to school districts through state education agencies, to cover the excess costs of educating handicapped students. Vocational education is one of the services it specifically requires schools to provide. Section 121 of a.14 of the law states: "...'special education' means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.... The term also includes vocational education if it consists of specially designed

instruction...to meet t'-e ....que needs of a handicapped child." Career

education is specifica: ..luded through subsection (b)(3) of Section 121

a.14, which clarifies a: : ..ows: "'Vocational Education' m:ans organized

education programs whi:: ::= directly related to the preparation for a

career requiring other ::=:. a baccalaureat or advanced degree."

The mechanism tha: :.L. 94-142 establishes for the delivery of services

is the Individualized _=ucation Program (IEP), a plan of education and

related services specially designed for each child.   An IEP must be recorded

in writing and review== at least annually.   The team that prepares an IEP

for a student consist= of a school district representative (such as a

principal), who is qu.lified to provide or supervise the provision of special

education; the stude:.t's teacher or teachers; one or both parents or a parent

surrogate; the student, when appropriate; and other individuals, at the dis-

cretion of the parent or agency.

P.L. 94-142 also states that appropriate vocational services must be

included in the student's Individualized Education Program.   Since parents

and students are included at the IEP planning conferences, they may share in

the career and vocational planning.

A second law, the Vocational Education Act Amendments of 1976 (P.L. 94-482)

extends help to handicapped and disabled individuals of all ages who need

vocational education services.   The law requires that at least 10 percent of

federal vocational funds received by states must be spent on vocational educa-

tion for the handicapped.   Services for handicapped children include: voca-

tional instruction, curriculum development and modification to enable students

to take part in programs, vocational evaluation, interpreters for the deaf,

readers for the blind, note-takers, tutors, and vocational counseling.

Further, P.L. 94-482 requires that vocational education planning be coordinated

within the student's IEP.

Supporting these two is a third law, Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination against handicapped people on the part of any agency (including a school district) that receives federal funds. The law secures the civil rights of all handicapped individuals by prohibiting discrimination on the basis of handicap in any program receiving federal financial assistance. It supports the P.L. 94-142 mandate that every handicapped student has a right to a free and appropriate education and reaffirms the right of the handicapped to receive appropriate vocational training opportunities.

Requirements for the education of the handicapped are also incorporated into many state and local laws and policy documents. For example, in addition to the Master Plans cited earlier, the California Education Code, Section 7504, states that every individual leaving school must have had the opportunity to be prepared to enter the world of work. Ohio State Law 455, passed to support the provisions in P.L. 94-142, requires schools in the state of Ohio to provide an appropriate education for handicapped children.

Both the need (on the part of the students) and the mandate (for special and vocational educational educators and administrators) are clear. Several federal agencies have responded to the need by funding an array of demonstration programs across the country, four of which are described as examples in Chapter 2 of this document. Two of the four were funded by the Bureau of Education for the Handicapped (BEH), under the Secretary of HEW; one by the Bureau of Occupational and Adult Education (BOAE) of USOE; and one using federal pass-through funds (Title IV) at state discretion.

These four programs have been selected as examples because (a) they are all variations of the Experience-Based Career Education program developed by AEL, (b) they are all operated in a manner generally consistent with the manual

which comprises Part II of this document, and (c) they are in strict compliance
with the laws cited earlier in this section.

Related Literature

The approach to programming for the handicapped proposed in Part II of
this document (and summarized in the four programs cited) is supported by
a rich body of research and related literature, a brief sample of which follows.

In its 1978 Delegate Assembly, the Council for Exceptional Children adopted
the position that appropriate education for exceptional children must include
"the opportunity for every student to attain his/her highest level of career
potential." The Council stated that this involves "the academic, daily living,
personal-social, and occupation knowledges, and specific vocational skills level
of economic, personal, and social fulfillment" (Council for Exceptional Children,
1978).

Handicapped students include those with speech impairment, mental retarda-
tion, learning disabilities, emotional disturbances, orthopedic impairment,
deafness, limited hearing, blindness, limited vision, and other health impair-
ments. In 1975, the U. S. Bureau of Education for the Handicapped estimated
that 12 percent of elementary and secondary students had one or more of these
conditions. The most frequently occurring conditions were speech impairment
(3.5 percent of the total population), mental retardation (2.3 percent), learning
disabilities (3.0 percent), and emotional disturbance (2.0 percent) (Halloran,
1978). Many students with these and other disabilities or impairments have
been insulated educationally and socially from the workaday world. They have
had little or no opportunity to learn how to function in that world, to find
out firsthand what kind of options it offers them and to develop the skills
needed to pursue such options. For example, it was reported in 1975 that

handicapped persons represented only 1.7 percent of the total students enrolled in vocational education classes in the nation (Lee, 1975). It also has been reported that two-thirds of the vocational education provided to handicapped students is non-skills training not intended to prepare students for the open market and that most handicapped students receiving vocational education are placed in special classes (Olympus Research Corporation, 1974). A study by Brolin (1973) indicated that the majority of the teacher-training schools surveyed did not offer career education as part of the special education cur-ciculum.

In a study of a California community, a sample of more than 50 parents, educators, other professionals, and community members used a Delphi technique to identify the priorities they perceived for further training for handicapped young adults. Of 32 areas, the highest priority was for expanded vocational and vocational training for employable skills.

Vocational programming can serve several particular needs in the education of handicapped students. Perhaps the most fundamental is the need to eliminate stereotyped beliefs about limitations in the capabilities of handicapped persons. Davis and Weintraub (1973) point out that handicapped individuals are capable of performing successfully in a wide range of careers. Among the causes of unnecessarily delimited career choices are overprotectiveness on the part of teachers and families, insufficient coordination between special educators and career and vocational educators, and lack of knowledge about careers and inaccurate self-perceptions on the part of handicapped persons. A second and related need is to provide handicapped students very early in their school years with opportunities to become aware of the broad range of career options available to them. The Parents' Campaign for Handicapped Children and Youth stresses the fact that this is particularly important for those who are

handicapped because they may have been deprived of "experience others get as a matter of course--from tinkering with cars to lawn mowing or caring for the neighbor's children" (Parents' Campaign, 1978).

Philip Hatlen, a professor of special education at San Francisco State University, has argued that handicapped individuals strongly need education that will help them overcome the "learned helplessness" historically fostered by overprotectiveness on the part of agencies that have cared for the handi-capped (Hatlen, 1978). Hull (1977) has stated that vocational educators can identify handicapped students who participate successfully in regular vocational programs.

The above citations represent but a brief sample of the research and the consensus of opinion of top professionals in the field which support the approach being proposed. For more complete and detailed information on the subject, the reader is referred to the Selected Bibliography on the following page.

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CHAPTER 2

Descriptions of Four Exemplary Programs Implementing
Experiential Education for the Handicapped

Introduction

Of the growing number of programs providing experiential education for

the handicapped (most of the new ones springing from the successful EBCE pro-

grams), four have been selected for inclusion in this document for two basic

reasons: (1) each is an assisted spinoff of AEL's EBCE program in some fashion,

giving AEL extensive knowledge of both the implementation and evaluation out-

comes; and (2) these four each offer unique variations in adaptation of the

EBCE program to the needs of special students.

One (the Iowa program) is very similar to the original EBCE program,

with each document slightly adapted to use with mildly mentally disabled

students. Procedures are almost identical; the basic differences lie in the

course content (reflected in the cross-reference catalogs) and in the selection

of sites. The other three programs retain the structure of EBCE and the

career component, but use different sources for the academic material (each,

in varying degrees, the Adult Performance Level materials). Taken together,

they represent a complementary view of the state-of-the-art in current program-

ming from an EBCE base.

No attempt has been made in this document to reproduce or otherwise provide

actual materials from the projects; interested readers should process these

directly from the agencies involved.

Iowa Project (EBCE-MD)

Iowa Central Community College in Fort Dodge, Iowa, was the recipient of

a Part D Vocational Education Grant to develop, establish, and operate model

vocational education programs utilizing the Experience-Based Career Education

project (Appalachia Educational Laboratory model) in fiscal year 1977. An

additional exemplary project was initiated in March 1977 to analyze the potential

and demonstrate components of an EBCE model in meeting the career education

needs of mildly mentally disabled adolsecents in secondary schools. The

project included establishing procedures, editing and rewriting component

parts, developing experience sites, in-service, implementation, and evaluation

of the components.

In a three-year project from 1978-1981, training and materials have been

presented to all 15 Area Education Agencies in Iowa. A framework was established

so that a pilot project can be established in at least one community in each

of the 15 AEA's. Instructional personnel of each AEA are trained to continue

the project on their own. There are 15 communities where EBCE now serves

mentally disabled students.

The Iowa project has adapted four major components of the original AEL

program: the curriculum structure, the career component, the experience site

development and selection process, and the evaluation methodology. In each

case, Iowa has developed comparable documents to the original AEL/EBCE documents,

tailored to geographic needs and the requirements of the mentally disabled

population.

The curriculum is built around major concepts of four discipline areas:

personal/social skills, mathematics, English/communications, and career educa-

tion. Because the development of learning activities around major organizing

concepts is unwieldy at best, sub-concepts and analytical questions that relate
to each concept were delineated. Through a matrix analysis, those concepts and
analytical questions which relate to specific courses were determined that, in
turn, provided interdisciplinary course content. The analytic questions provide
a flexible focus around which students and learning coordinators may develop
objectives and develop problem-solving skills. This process provides a way
for students to establish personalized courses based on graduation requirements,
interests, and diagnosed basic skill needs in reading and mathematics. Descrip-
tions of courses are utilized to help students, work-study teacher, and guidance
counselor to select those courses that match their assessed academic needs
and interests. Once courses or broad areas of study have been determined,
students work with their learning coordinators to personalize their academic
learning by individually determining what the content of that course will be
(i.e., goals and objectives to be pursued). Translating academic goals into
specific tailor-made learning activities is a function of the Activity Sheet--
a simplified communication device that provides both the learning coordinator
and the individual EBCE student a methodology for designing program prescrip-
tion. This single-page contract provides the student with all the information
necessary to carry out a learning activity and provides the learning
coordinator (when used in conjunction with the EBCE Student Program Guide) a
basis on which to pace, evaluate, reinforce, and give feedback to the student
regarding progress on his/her learning activities.

The career component is implemented through the Student Career Guide--
a self-directed and collaborative career planning document. It is designed
to provide students with a way to capture important information about explora-
tion activities and then evaluate those activities in relation to introspective
and collaborative interpretations of self.

The Guide is utilized by both students and the learning coordinator. The Student Career Guide activities reflect essential elements of career planning: personal perferences, interests, aptitudes, values, and related work satisfaction considerations.

In addition to these elements, the document provides students with the necessary questions to ask and a way to evaluate the outcomes in a problem-solving, career decision-making mode.

The site placement process consists of a series of procedures that together form a way to systematically and professionally handle student placement. In addition to program record keeping and monitoring concerns, it encourages more clear-cut role explorations. The Iowa process (almost identical to AEL's) provides students and learning coordinators with a way to determine those community sites and resource persons that are representative of their own interests and preferences. The site selection process contains a series of activities that incorporate the following important considerations of experiential career exploration: (a) a way to help students learn about themselves by determining their interests, aptitudes, and temperaments; (b) a way to help students relate what they have learned about themselves to career clusters; (c) a way to allow students to discover the variety of jobs that relate to a specific career cluster, as well as to identify specific experience sites in their own community that employ persons in such jobs; (d) a way for students to draw some conclusions about their desire to be involved in specific jobs prior to being placed with a resource person; (e) a way to capture and record career interests; and (f) a way to provide the learning coordinator with concrete information to guide and motivate each student.

Periodic program evaluation incorporates all aspects of a student's growth while involved in EBCE. Project evaluations constitute the major form

of credit translation--evaluative inputs from resource persons and learning
coordinators constitute a report of progress in the personal development area.
The key component of the evaluation process is the maintenance of each student's
individuality, both in academic and career growth. Program evaluation is
designed to serve as an intrinsic reinforcement for successful experiences,
as well as provide an extrinsic motivation for continued positive student
growth. The evaluation of the EBCE-MD program requires the collection of both
summative and formative data. Summative evaluation is conducted by an external
agency to assess the overall success of the three-year project. Formative
evaluation is carried out primarily by the individual Area Education Agencies
to demonstrate conformity with project requirements and to improve project
operations.

Portland, Connecticut (Project PRISM)

This program, begun in 1978, is based on the Portland School District's
involvement with the Appalachia Educational Laboratory's EBCE model. Program
features include revision of EBCE materials for handicapped students, combining
of the documentation features of EBCE with those of the IEP process, revision
of the existing site analysis process to accommodate handicapping conditions,
and a carefully structured evaluation process.

The program served 20 handicapped students the first year, 40 students on
a regionalized basis ·the second year, and will serve 50 students the third
year. Students are identified, assessed, and selected through a detailed and
carefully structured in-place planning-and-placement team/IEP process.
Participants, identified as handicapped according to the due process procedures
required by federal and state regulations, show evidence of one or more of

the following conditions: (1) a reduced rate of intellectual development and level of academic achievement--below that of peer-age group--as evi....   by significant deficits in essential learning processes; (2) mental de\ measured at a rate approximately two to three standard deviations b.   ; mean on individual test(s) as determined by intellectual assessment   ;cores approximately within the lowest sixth percentile rank of a standardized test in reading and mathematics; (4) disorder in one or more of the basis psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or to do mathematic calculations; or (5) evidence of sensory deficits of orthopedic crippling conditions sufficiently severe to interfer with learning in the mainstream of education, i.e., hearing impaired, visually impaired, etc.

Programmatic design and development activities, which primarily occurred during the first year, largely involved adaptation of the EBCE materials (for use under specific handicapping conditions) in three major areas: (1) the site analysis process, in which an appropriate number of the existing community sites were reevaluated for suitability to each of the handicapping conditions; (2) the academic goal structure and materials, which will require rewriting for some handicapping conditions; and (3) merging of the EBCE instructional system procedures for IEP procedures.

The program was staffed in combination from experienced special education teachers and EBCE learning coordinators--for complementary contributions to total services and reduction of preservice training requirements.

Staff development was a major activity during the first year. Each staff member received, with the aid of AEL, training in the details of EBCE and in the necessary revisions to accommodate the handicapping conditions.

This training, and the specific materials adaptation, occurred in a workshop setting--where the expertise of the staff regarding the implication of the specific handicapping conditions of the Portland student provided valuable input into the materials adaptation process.

The academic process is structured around five major disciplines: English, mathematics, science, social studies, and career planning. Working with a student program coordinator, each individual has a highly individualized educational program. This program is structured around individual needs and objectives and is continually related to the experiences of the job site. This process enables the student to focus on academic skills and develop them to a level needed to obtain a high school diploma or further their education. At the same time, the skills needed to gain and maintain employment are developed. Using a modified structure of the existing AEL/EBCE program, each enrollee is assessed, placed in a team-developed IEP, monitored, and evaluated as to his/her level of performance and adjustments will be made that will enable each person to achieve. The program's main focus is to create learning environments that are meaningful for the students and realistic when related to future goals. To insure that meaningful educational experiences are developed for each enrollee, the Portland School District has modified the EBCE academic activity sheet to incorporate the basic elements of the District's planning and placement team procedure.

Although the basic career component of the EBCE program is used, this component was modified to adjust to fewer job sites per cycle than the traditional EBCE career exposure program.

The career site selection process is used and Worker Trait Groups identifed, and these are developed with a goal of entry-level employment as well as the typical career exposure experience.

The core of the handicapped career component is the PRISM Student Career Guide. This booklet addresses such topics as occupational awareness, self-awareness, and career planning/decision-making.

PRISM has been subjected to a rigorous third-party evaluation throughout its two years of existence and has received excellent reviews--both as to project operation and student outcomes--for both years. Portland is already planning to institutionalize the program when the third and last year of federal funding terminates in 1981.

Arlington, Virginia (EBCE for Handicapped)

In October 1977, the Arlington Career Center (ACC) of the Arlington Public Schools was awarded a grant by the U. S. Office of Education to apply and implement an Experience-Based Career Education program for handicapped senior high school students. The strategy proffered by ACC involved a review of the EBCE models developed by four regional educational laboratories beginning in 1971. After a review of all four available models, the Appalachia Educational Laboratory's EBCE model was selected to provide the operational and procedural guidelines for the Arlington Public Schools' EBCE project. The AEL/EBCE system for site development and analysis, student placement, student activity development, and the on-site tracking of student performance were adapted for the project. AEL was retained by Arlington Public Schools to provide training and technical assistance in these efforts. During November 1977, a full-week training program was conducted by AEL for the EBCE project staff and other school personnel. The training covered all aspects of the AEL/EBCE model (e.g., site development and analysis, student activity sheets, use of the cross-reference catalogs, etc.) through use of participatory seminars. In addition to the Arlington Public Schools' EBCE project staff,

other school system personnel working with the handicapped were present. AEL staff members visited the project in December 1977 and in January 1978 to provide additional personalized training for project staff.

The first major objective of the program was to operate an EBCE program for identified handicapped students attending Arlington Public Schools in grades 10, 11, and 12. The categories of handicapping conditions served included moderate and mild mental retardation, specific learning disabilities, and multi-handicapped. Each participating student had a preliminary IEP developed by the project staff. Previously developed IEP's (by the high schools), student test data, and performance data were available. Using this information as a base, the project staff developed new IEP's containing extensive sets of short-term objectives. This was accomplished prior to the student'e entry into the program. The plan was to modify these preliminary IEP's after the staff could interact with and learn more about the students, their performance levels, and their potential. The staff decided to build a broad-based curriculum, to be entitled "Functional Level Skill Curriculum" (FLS). The original source of the Functional Level Skill curriculum was the Adult Performance Levels developed at the University of Texas at Austin. The modification and adaptation of these materials was begun in late December 1977 as a joint effort of the Arlington Public Schools and AEL. The areas of FLS include: consumer economics; government and law; community resources; health, physical and mental; occupational knowledge; and personal and social skills. Those students who were candidates for high school diplomas received course credit for class performance as appropriate. Goals, short-term instructional objectives, and activities suggested by the FLS curriculum, developed as part of the project, were considered at the IEP conferences attended by the student, parent, teacher, and project director. The students attended experience sites three days a

week and academic classes two full days a week. Mastery of the goals and
objectives specified in the IEP's were the basis for evaluation of student
learner outcomes.

The project's community development objective was to identify and develop
at least 30 experience sites to serve the target population. Using materials,
strategies, and procedures recommended by AEL, 60 sites were developed and 54
were used. (All students used public transportation and the fares were reim-
bursed by the project.) Each student had a minimum of two career exploration
experiences during a school semester. The sites used represent a reasonable
cross-section of the community. Included in the sites are organizations
representing the following: (a) federal government (four agencies, each pro-
viding multiple sites); (b) county government (four agencies, each providing
multiple sites); (c) public nonprofit organizations (these included health
care organizations); and (d) private profit organizations (four organizations
representing both large business and small retail businesses).

Learner outcome objectives were evaluated on an individual basis, accord-
ing to the goals and short-term instructional objectives (STO) specified in each
student's IEP. Students mastered 87 percent of the STO specified in the IEP's.
The evaluation results in the cognitive domain were also based on pre-/post-
testing obtained from the Peabody Individual Achievement Test (PIAT).
Significant gains were recorded on the PIAT subtests of mathematics, reading
comprehension, and general information. Observations, interviews, anecdotal
records, questionnaires, and self-concept measuring instruments were used to
assess gains in the affective domain including personal and social skills. The
third-party evaluation has reported consistent meeting of project goals and
substantial student gains. The program has been institutionalized at Arlington
since termination of federal funds.

Charles County, Maryland (Project CAST)

The Charles County Board of Education was awarded a grant by the U. S. Office of Education to conduct an EBCE program for handicapped students residing in a rural area. The program, which is known as Project CAST, is a four-phase activity which addresses the career education needs of students in grades 9-12. The first two phases (grades 9 and 10) provide students with structured class and field trip activities that are intended to enhance the students' knowledge of occupations and careers and to provide them with information and guidance relating to career choices. The third phase (grade 11, primarily) is modeled on the EBCE program developed by the Appalachia Educational Laboratory, which places students, on an individual basis, in various experience sites in the community for extended periods of time (i.e., 4-8 weeks), spending 3-4 days a week on site with a community resource person (RP), and the remainder of the week at their home high school engaged in academic and counseling activities related both to their academic needs and their career education experiences on site. The fourth phase provides specific vocational/occupational training in an area (or areas) selected by a student as a result of phase three activities.

Project CAST became operational during the second semester of the 1978-79 school year. At that time, five students from each of the five participating county schools were recruited for the program. All students recruited had been officially classified as handicapped (i.e., either IL, LD, or TMR) and had volunteered for the program. Parental approval was required.

A major objective of Project CAST was the development of a curriculum that could be used not only by LC's in all phases of the program but also by special education teachers in regular classrooms. The goal was to generate a curriculum that was functional in nature, one that addressed life skills

needs rather than one that was purely academic (i.e., directly and only keyed to standard school subjects). The procedures used to develop this curriculum were as follows:

1. A draft of objectives was distributed to a cross-section of school personnel for feedback.

2. The draft objectives were also sent to consultants for review and feedback.

3. Once feedback had been provided by the sources cited above, teams were formed to further revise the curriculum, based on these inputs and on additional material that had been collected by the Project Director. The teams were composed of:

   ● the Project Director,

   ● a Curriculum Supervisor,

   ● the Project's Site Developer, and

   ● special education teachers.

4. After receiving inputs from these teams, the Project Director rewrote the curriculum. This resulted in a curriculum that addresses consumerism, measurement, managing finances, communication, and career education. The career education objectives were put in final form by a consultant who wrote them to match the various program phases.

Project CAST assigned one of its two professional people a full-time role as site analyst and developer. This individual began the site development effort immediately after grant award. By the time students entered the program (February 1979), 35 experience sites had been developed and analyzed and the resource persons had been provided orientation regarding Project CAST. These experience sites reflected occupations in 13 of the 15 USOE Occupational Clusters. During the course of the second semester, an additional 10 experience sites were developed. Project CAST decided to classify experience sites in terms of job titles, rather than occupational clusters.

The site analysis procedure used by Project CAST was a modification of the AEL procedure. The objective for the first year of operation was to have sufficient sites to service the pilot test population (25 students) and to expand the number of sites so that additional students could be serviced in phase three during the second semester. This objective was achieved. All pilot semester students were placed in either one or two experience sites. The number of experience sites increased to more than 70 by the time 1979-1980 phase three students were ready for placement.

Project CAST is a "decentralized" program which has a significant bearing on the operations and management of the project. The term "decentralized" is used to describe a program that, although nominally managed or directed from a central location, operates in five separate locations in each of which authorities, other than project management authorities, control various functions. Specifically, the principal of each of the participating schools exercises ultimate control over the instructional staff operating within that building (including assignment of special education teachers as learning co-ordinators). In order to minimize operational problems, the Project Director and staff developed a Project CAST handbook and instituted a major staff development effort.

Project CAST set out to answer two basic questions: (1) Would the community, in response to Project CAST staff efforts, respond by providing handicapped students "real world" experiences? (2) Could these handicapped students function in the kinds of environments that the experience sites provided?

Based on documentation, observations, and interviews, the third-party evaluator concluded that both can be answered in the affirmative. That is, the community responded to the needs of students and the students were able to cope with these new experiences.

PART II

IMPLEMENTATION MANUAL FOR SPECIAL EDUCATION
ADMINISTRATORS AND TEACHERS

CHAPTER 3

Developing and Implementing an EBEH Instructional Program

Introduction

There are several critical considerations which must be taken into account when starting an Experience-Based Education for the Handicapped (EBEH) program. Student selection, pre-orientation planning for orientation week, and legal and insurance concerns must be dealt with before bringing students on board if the program is to operate efficiently.

The target population of the program should be identified in the early stages of program implementation. In order to identify students who would best benefit by participation, consideration should be given to student selection criteria and how the program can best be presented to the students. The program staff needs to be reminded that, in many cases, EBEH may not be easily understood by school staff, students, or parents. It is important that school staff, students, and parents understand the program and accept it. Therefore, presentations should be viewed as an awareness session.

Since orientation will be a student's first intense contact with the program, the activities need to be preplanned specifically and efficiently. That means an hour-by-hour schedule for the first week of all events and activities. The preplanning of orientation also allows for checking to insure that all program materials and facilities are in order.

Legal and insurance concerns must also be worked out prior to bringing students on board. Often, in fact, before recruiting sites, program staff need to be aware of how these issues are to be handled and be prepared to deal with any concerns of students, school staff, and cooperating sites as they arise.

The key word in preparing to start with students is planning--what is
going to happen, when, and how. Knowing what you're doing and being organized
to carry it out is a key element in building student and school confidence in
the EBEH program.

The remainder of this chapter provides a suggested organization for an
EBEH operating staff, a discussion of staff roles based on EBCE and on the
adaptations for the handicapped described earlier, and a checklist for program
startup.

Organization

The key to successful organization for EBEH is simplicity. Because so
much of the activity takes place in multiple locations, and because of the
potential complexity of the logistics of such an operation, it is important
that one person be in charge and that all operating staff members report directly
to this individual with no internal chain of command. The suggested role of the
administrator is described in Chapter 4; as part of that description, a sug-
gested table of organization is presented. There are three other types of
roles necessary to an EBEH program: the Learning Coordinator (by whatever
name one chooses), the Counselor-Coordinator (as the name implies, the counsel-
ing role may be combined with others), and support staff.

Staff Roles

Learning Coordinator

The Learning Coordinator (LC) is the capstone of the EBEH program.
Success or failure, for individual students and as a total program, depends
heavily upon the enthusiams, ability, and integrity with which the LC's per-
form their difficult roles. One clear pattern in successful programs of this

type involves one Learning Coordinator having responsibility for every aspect

of a student's program throughout the student's stay in the program. In most

educational programs, a student will relate to various staff members who have

limited responsibility for one content area, one type of learning, or one

aspect of student growth. Within EBEH, a student relates to a single LC as the

focal point for all of his learning. This is particularly important with handi-

capped students.

The term "learning coordinator" was chosen with care; it encapsules the

fact that the LC is not primarily responsible for providing students with

factual knowledge ("teaching"), but rather is responsible primarily for guiding

and encouraging a student in reaching, absorbing, and integrating many sources

of knowledge.

The Learning Coordinator's prime responsibility is to facilitate the

student's own proficiency in learning--in effect, helping the student learn

how to learn and then to do it. In this process, the LC "teaches" the student

two important things: (1) how to use the community and other resources to gain

access to relevant learning experiences, and (2) how to organize, assimilate,

and draw inferences from those experiences. Ideally, the LC is "teaching"

the student that his or her whole life will be a learning process, and should

be consciously approached as such. In accomplishing this prime responsibility,

the LC has four general functions:

1. Provide an optimum environment for individualized learning. In
    order to create a package of learning activities which are truly
    relevant, useful, and unique to each individual student, the LC
    must have sole responsibility for a student's total program; be
    able to integrate a student's academic needs, personal goals
    and abilities, and career interests into a single learning
    program; meet with the student on a one-to-one basis often;
    and adjust the student's program frequently in response to
    student growth, new insights, and changes in aspiration.

2. <u>Give students access to primary learning experiences.</u> To make direct community experiences the primary sources of student learning, the LC must know precisely what community resources are available; be able to match those resources with each student's academic, career, and personal development needs and interests; create specific student activities which tailor the resources to each student; schedule and monitor each student on site; evaluate student outcomes; and plan future student activities in light of the learning that has occurred. The LC is, in this sense, an ongoing curriculum developer for each student.

3. <u>Provide students with access to realistic information relevant to career decisions.</u> In order to fully use the experience to make each student more capable of making realistic and fruitful career decisions, the LC must have access to realistic information; be able to guide and challenge each student to clarify and explore goals; help students realistically assess and explore their own abilities and interests; allow students to get firsthand and pragmatic insights into possible careers; and enable students to master such basic career skills as seeking and applying for work.

4. <u>Manage and monitor student learning.</u> In order to assure that each student is undertaking a closely tracked, documented, and evaluated program, the LC must have mechanisms for documenting, in detail, the objectives and activities a student will pursue; establish and use clear measures of student performance; frequently observe student activities; obtain evaluative information from community and other individuals with whom the student is working; apply a relatively objective strategy for establishing credit for student activities; be able to relate all student activities to chosen goals and objectives; and report student progress and credit outcomes to the school system, parents, and other interested parties.

The Learning Coordinators are thus the front-line staff implementers of the program. Theirs is the responsibility to meld students, community sites and people, and program resources together into a creative blend of activities unique to each student.

Counselor-Coordinators

Within most educational systems, guidance counselors in reality have almost total responsibility for the personal growth and development of students; the instructional staff's responsibilities focus on the content material which is being imparted to students. Within EBEH, the instructional staff is more

concerned with who they are teaching than in what they are teaching. That is, the total learning process is geared to the growth and maturation of the individual student. Learning Coordinators, in effect, serve as ongoing, first-line "counselors" for their students, not through special counseling sessions but through the procedures they use to make, track, and evaluate decisions about what a student will experience and has learned. All such learning decisions are made jointly by LC and student, and not on the basis of the value of the content per se, but on the basis of what will help a student grow the most.

The Learning Coordinators, however, are not expected to have extensive formal training in guidance and counseling, either in career or personal areas. Thus, it is recommended that this system contain a Counselor-Coordinator function. The Counselor-Coordinator, who in most adopting systems will likely be a guidance counselor assigned part-time to assist, has split responsibilities to serve part-time as a backup Learning Coordinator and part-time as a career and personal development counselor. The division of time is not formally split; the Counselor-Coordinator is on tap for both roles and varies emphasis according to the need of the moment.

Generally, the counseling/guidance role involves periodic checks of student records to determine that students are following their program outlines, assistance to students in making long-range plans, and assistance to students in reaching decisions about and grappling with personal problems.

Additionally, the Counselor-Coordinator may take the lead in establishing and conducting group sessions aimed at helping students discover a realistic concept of their abilities, interests, and perferences; understand their adjustment needs, work values, etc.; and master various important adjustment and personal development techniques. More specific suggestions for the

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counseling function, whether performed by full-time guidance personnel or by

a Counselor-Coordinator, are to be found in Chapter 5.

Support Staff

The EBEH support staff may consist of two types of personnel--clerical

and transportation. The clerical staff have three primary responsibilities:

1. Typing, filing, scheduling, and other functions needed
    to support the Learning Coordinators and Counselor-Coordinators
    in their instructional activities

2. Similar functions needed to support the Director of Operations
    in those areas that extend beyond direct delivery of learning
    to students (e.g., contacts with the school systems, parents,
    employers, etc.)

3. Scheduling of the drivers

Most EBEH programs will also need drivers, who may be assigned full-time

to the program or may be regular school system employees assigned to regular

"runs" as part of the program.

Program Startup Checklist

The following is a list which others have found useful in preparing to

bring students into an EBEH-type program.

1. Student Selection Criteria

    Disabilities/handicaps to be served
    Adaptability of materials
    Ability to meet responsibilities
        Using program materials
        Maintaining schedule
        Adjusting to freedom
    Recommendations for participation
    IEP considerations
        Consent forms
        PPT sessions

2. Factors Related to Participation

    Transportation
    Credits needed
    Extracurricular activities

3. Events to Occur Pre-school

Awareness sessions
Parent/student interviews
Follow-up notifications
Preplanning for orientation
Scheduling student/Learning Coordinator appointments
Three RFP forms for each student
Develop complete orientation schedule
Identify EBEH school concerns
Organize student files
Backup support
Prepare folder for each student to use during orientation
Testing
Check learning guides
Check log and list
Check all program material
Check space availability and phones

4. Orientation Schedule

Explain philosophy of program
Familiarize students with EBEH program
Develop student's program
Familiarize students with each other and staff
Keep students occupied
Reinforce importance of process
Schedule individual appointments with students and begin
   writing Activity Sheet, working in Student Career Guide,
   and reading core materials
Coordinate schedules with work-study teacher

5. Health, Welfare, and Legal Concerns

Utilize sites that abide by OSHA regulations
List of hazardous occupations in ESA Manual (applies to
   students under 18)
Abide by child labor laws
Check state regulations
Workmen's Compensation--not applicable; students are not paid
Personal insurance of student--satisfactory
24-hour coverage--most appropriate but no liability
Hold harmless agreements--not legally binding
Sites have liability insurance
Always go with most restrictive rulings on legal and
   insurance issues
Liability concerns of many experience sites
Brief description of coverage

6. <u>Facilities and Materials</u>

Establish atmosphere conducive to learning with sufficient
   furniture to accommodate the number of students in the
   center at any given time
Phone should be readily available for Resource Person calls, etc.
File space sufficient to house all student materials
Resource materials on hand
Refer to display of resource material to assist participants
   in determining needs for ordering resource materials
Cross Reference Catalogs are key to interest areas (objective)
One set of core materials for each Learning Coordinator
   (review documents)
One set of student documents (display)
Access to <u>Camera-Ready Consumable Forms</u> for reproduction
Texts from home high school
School library
Resource persons
Graduate students
Company libraries
Government agencies
Work-study teacher
High school career information center

7. <u>Student Files</u>

Attendance on sites
Phone calls from student and Resource Person
Site visit report form
Attendance in-house
Should have policy
Individual appointment schedule
Attendance records
Student record sheet
School attendance records
Learning Coordinator files
Student Program Guide
Open activity sheets
Closed activity sheets
Request for Placement forms
Evaluations
Records/tests
Miscellaneous

CHAPTER 4

Administration

Introduction

An EBEH program attempts to provide handicapped students with new kinds
and new mixes of learning experiences within an environment that is manageable
and yet responsive to each student's special requirements.

The administrator's role, simply stated, is to enable students, instruc-
tional staff, and community people to link up with each other for learning
purposes, in ways which satisfy the responsibilities and expectations of all
three parties. Students, staff, and community people all have different roles
to play within the program, and all three have their own perceptions and expecta-
tions about what is important and how learning should take place.

The students, generally, want to make the most of opportunities open to
them in their own unique ways, to learn what seems important, interesting, and
useful to them. The community people want to provide learning opportunities to
those students, but in ways which they feel they understand and can provide
without imposing unacceptable burdens on themselves and on their other
responsibilities. The instructional staff want to facilitate and guide these
student-community interactions, to supplement on-site learning, to help each
student grow as an individual, to assure that the students get the credits and
certifications they need, and to assure that the requirements of the IEP are
met for each student. All the rest of the EBEH components--the curriculum,
the instructional delivery system, the community and site analysis system, the
guidance component--are there simply to make the student-staff-community links
occur effeciently and effectively.

The original EBCE program, and the EBEH adaptation described in this document, have been created and tested to assure that the linkups do happen under normal circumstances. Within this program, "business as usual" means that students are pursuing their own structured learning programs, with documentable success, through experiences which primarily take place at community sites. Equally important, this is happening in ways which are satisfactory to students, staff, and community people alike--in compliance with the applicable laws and with each student's IEP.

The Role of the Administrator in EBEH

The primary role of the EBEH administrator can be described as that of facilitator. The term "facilitator," though often overworked today, best describes the administrative responsibility to enable learning to occur; this responsibility needs to be exercised in ways which are, in the aggregate, considerably different from traditional administrative roles.

The differences arise from the nature of the program which is to be administered. There are three major actors (student, staff, community) rather than one (staff). The main learning occurs in the community rather than in the classroom. All curricular elements--academic, career, and personal development--are blended into a single package rather than treated as discrete elements. Although there are instructional routines and protocols, the emphasis within EBCE in inevitably on subjective judgment, as the actors try to creatively blend general requirements and opportunities into unique configurations for each student. The administrator must maintain a balance between responsiveness (allowing learning to happen) and leadership (making it happen). The administrator must constantly investigate how the program is working, both as a whole and

for each individual; must challenge and inspire students, staff, and community alike to make the learning activities richer, more solid, and more effective; must operate under the positive assumption that the program is working well (accepting, lacking strong evidence to the contrary, that whatever students, staff, and community agree upon is appropriate and should be allowed to happen); must restrain the human temptation to impose subjective judgment of what is best on the persons involved. Above all, the administrator must adhere closely to EBCE's basic philosophy--that there are many ways for experiential learning to occur and that many alternatives may be possible for someone at a given point in time. Problems should be solved and instructional decisions made less on the basis of policy and precedent than on the basis of careful consideration of individual situations. The first deep concern that individual students (or the program as a whole) should not be harmed by some proposed action must not prevent new ideas being tried unless there is strong, definitive evidence to the contrary.

In short, the EBEH administrator must ensure that the system is functioning properly (for individuals and as a whole); must constantly seek to make the program broader, richer, and more flexible; yet must simultaneously allow students, staff, and the community to "have their heads" in deciding what is most appropriate in individual situations. The effective EBEH administrator should not see the role primarily as making it happen (that role is too active), or of simply allowing it to happen (too passive). Rather, the role is to enable it to happen (reflecting active concern and awareness, but responsive and supportive decision-making).

Administrative Organization

The figure below presents a suggested table of organization for an EBEH

operating staff. The key feature of this table of organization is its simplicity.

All operating staff members are directly and immediately responsible to the

administrator; there are no internal chains of command within the operating

staff. Another aspect of this simplicity is the lack of specialized staff

roles. All learning coordinators, for example, have identical responsibilities--

there is no separation into subject-matter specialization, curricular versus

instructional delineations, etc. The specific responsibilities of each job are

spelled out in the staffing section of this manual.

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                        ┌──────────────────┐
                        │   Director of    │
                        │  EBCE Operations │
                        └──────────────────┘
                                 │
        ┌────────────────────────┼────────────────────────┐
┌──────────────┐        ┌──────────────┐        ┌──────────────┐
│   Support    │        │   Learning   │        │  Counselor-  │
│    Staff     │        │ Coordinators │        │ Coordinators │
└──────────────┘        └──────────────┘        └──────────────┘
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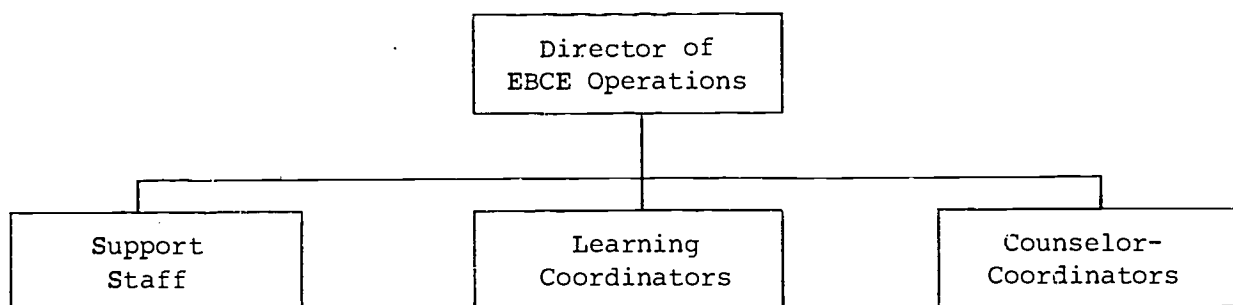
The simplicity of this organizational scheme tends to disguise the complexity

of the staff relationships when the program is actually operating. It is easy

to say that the program blends staff, students, and community resources into a

learning program which is uniquely relevant to each student. In practice, this

means that decisions are constantly being made which (at some point) involve all

levels of the staff and which represent interpretations of, rather than simple

adherence to, basic procedures and policies. For example, a student may insist

that a certain site placement, with certain learning objectives, is what he/she

most wants and needs at the moment. The Learning Coordinator may have doubts

about the wisdom of such a placement because of his/her more removed impressions

of what will foster the student's growth most at that point. The Counselor may have insights which suggest that the student is averse to being challenged to test full potential, and that the specific site placement reflects the student's tendency to seek "low effort" placements and activities. The support staff may find considerable difficulty in scheduling and transporting the student at the time desired. The Director of Operations may be aware that the chosen site has recently had a negative reaction to a previous student's tardiness and is questioning its support of EBEH. The student, however, can rationally discuss desires for specific experiences, reasons, and the relevance of those experiences to the overall learning program.

No simple list of policies, procedures, and guidelines could provide clear and simple resolution to the issues involved in this example, especially since it may be reproduced in varying degrees many times during the year. The situation is one which requires careful assessment by all parties of the specific circumstances. The nature of the site, the learning objectives, the student's track record in the program, whatever evidence the LC and Counselor have to support their doubts, possible alternatives, specific transportation and scheduling problems, strength of the student's position, and ultimate significance all come into play. In some cases, such a decision point might suggest review of the student's IEP and program plan.

In practice, most program decisions are made routinely by the LC's and students as they plan, carry out, and evaluate a student's placement and accomplishment. No matter whether such decisions are made at this level or through a full-blown conference of all parties, the issue is the same: what, ultimately, is best for the student and the program.

The administrator serves primarily as orchestrator of this process of making appropriate decisions about student learning programs and activities

and must be totally aware that (a) the decisions about what students will do

are almost always "judgement calls;" (b) even with the evaluation and assessment

procedures used within the program, determining exactly what a student has

learned and how well it has been learned is ultimately a subjective judgement;

(c) the basic premise in making decisions about student learning is that a

specific learning activity consistent with the IEP must be judged appropriate

until proven otherwise; and (d) direct administrative intervention into a

student's learning program will occur only when there are sharp "deviations

from the norm" when it is clear that either there is a significant problem or

when a very unique situation requires mediation.

Key Administrative Functions

The administrator does have several key functions within the process of

delivery of learning to students, but few of them involve direct intervention

between the Learning Coordinator and student. Among the more important roles are:

1. An open, detailed, and ongoing assessment of each LC's and
    Counselor's performance. This requires full awareness of
    how each staff member operates with students, judgments as
    to each staff member's areas of strength and weakness, and
    determination of how (and how often) to interact with that
    person for the benefit of the students and the program.

2. Establishment of a clear, consistent, and appropriate set
    of relationships with each LC and Counselor. The administrator
    has final responsibility for the program and for each student's
    learning. The LC's and Counselors are the major resources in
    carrying out this responsibility. It is important to (a) estab-
    lish a clear and unique relationship with each of these staff
    members (rather than treating them as interchangeable parts),
    (b) share with them any assessment of their strengths and
    weaknesses and the implications of that assessment in terms
    of an ongoing relationship with them. Ultimately, the administra-
    tor and each staff member must understand and agreed upon how
    (and how often) they will relate.

3. <u>Periodic review of individual student programs</u>. It is important to establish and adhere to a schedule and strategy for reviewing the learning pattern of individual students. It is not feasible for the administrator to be totally conversant with every aspect of every student's program, but it is necessary to be in a position to identify potential problems with individual students or react knowledgeably when others identify such problems.

4. <u>Mediation and final arbitration of problems or decisions with learning programs</u>. The major direct administrative role in student learning is in resolving unique situations, disputed problems, or uncertainties concerning what is best for the program and the student. Although it may be appropriate to raise issues and questions as a result of a review of student and LC performance, in general, the mediation role should be carried out as a reactive one. The key is establishment of relationships with the staff so that they will feel free to voice concerns and problems for advice, interpretation, and, sometimes, final decisions.

5. <u>Direct interactions with students</u>. This should generally occur in two relatively limited ways. First, casual discussions with various students, on an unscheduled basis, as a sort of "how are things going" activity. Second, in cases where students' requests or ongoing patterns of activity require serious, firsthand discussions. Such conferences might be one-on-one, or might include LC's, Counselors, parents, or others involved in the IEP process. They might arise from such things as unusual student requests, major disruptive behavior, consistent lack of progress in the learning program, etc. These latter types of conferences should occur only after considerable discussion with the LC.

Obviously, the administrative role of the administrator in facilitating effective student learning is not amenable to a short, clear list of "how to do it" policies and guidelines. Effective performance of the responsibilities requires a clear understanding of the basic premises and implementing system of EBEH, and a relaxed response to a position which requires sensitive and flexible mediation and reaction, rather than aggressive leadership and intervention.

The <u>EBCE Administrative Manual</u>, available from AEL along with the other EBCE documents, contains a long list of specific problems and suggested solutions, most of which are as appropriate for EBEH as for EBCE.

CHAPTER 5

Guidance and Counseling

Introduction

The role of the counselor in the EBEH program represents one of the

significant required changes from the original EBCE program. The planning and

placement team process (by whatever name it is called in each school system) and

its resultant Individualized Education Plan (IEP)--mandated by law--involves

the professional counselor substantially in the total educational process for

handicapped youth.

Hyre and Henderson (1976), in a paper presented to AERA, note that the

AEL/EBCE program:

> ...integrates academic requirements and work experience oppor-
> unities into comprehensive curricula. It takes the courses
> high school students normally study and adds in people, self,
> jobs, and the way communities work. This enables students to
> learn all about these things through direct experience with
> hundreds of adults in the community. In the process, students
> learn much about who they are and what they want to become and
> and obtain academic credit while exploring the real dimensions
> of many careers.
>
> The entire community, with all its richness, confusion, and
> reality, becomes the school for these junior and senior students.
> A student's goal is not to train for one pre-selected job, but
> to discover by direct experience what careers are found most
> potentially rewarding; not to use occasional "field trips" to
> supplement classroom study, but to actually do the studying in
> the context of sites and people in the community; not just to
> learn about responsibility, values, and maturity, but to become
> more responsible and mature, and to begin developing a conscious
> and consistent set of values.

The remainder of this chapter is addressed both to experienced and trained

guidance counselors (who may want to use the materials for either EBEH or

non-EBEH students) and to those others identified above who will have guidance

and counseling responsibility within the EBEH context. It will address

guidance and counseling issues as they relate to experience-based education,

suggestions for individual and group counseling of EBEH students, and some

specific ways in which the materials can be used with other handicapped

students. It is intended as summary rather than comprehensive treatment of

the substance of guidance and counseling; those desiring further information,

background, or detail are referred to the bibliographic citations embedded

in the text and to the program materials referenced in the text which follows.

Guidance and Counseling in the EBEH Context

Experience-based career education, in general, and the EBCE and EBEH

programs in particular, require a high degree of personal involvement between

students and staff. In the EBCE program, the Learning Coordinator has the

responsibility of managing and/or delivering a complete program of experiences

for each of his/her students. This type of teaching arrangement, in contrast

to the departmentalized approach typical of secondary education, emphasizes

the need for a strong, positive relationship between student and helping adult.

This requirement, of course, is even greater for handicapped students and

requires the reinforcement of the Counselor.

It is the purpose of this section to examine some issues and to offer

some suggestions related to helping staff members engaged in such activities

to strengthen their relationships with students and utilize those relationships

to aid student growth, development, and mental health. The writings of

Carl Rogers, Arthur Combs, and Ralph Ojemann, all of whom are identified with

the "Humanistic Movement," are the primary resources for these suggestions.

The Humanistic Movement is characterized by a desire to understand the nature

of people's feelings, attitudes, beliefs, concepts, purposes, desires, loves,

hates, values, etc. (i.e., the qualities that most uniquely make us human).

Educators who have the privilege of interacting with students (and particularly handicapped students) should recognize their potential for becoming a significant person in the life of each such student. A teacher's position in relation to a student is often secondary in importance, with other support systems providing stable ingredients needed for sound growth and development. However, in situations of unusual circumstance such as a handicapping condition, school personnel can become the source of needed stabilizing elements. These elements have been presented by Preston (1943) as affection, praise, and consistency. Affection is defined by Preston to mean "trust" in the sense that it is given by one person to another with a feeling of goodwill. Praise is defined as words, gestures, or acknowledgements by others concerning achievement, success, intelligent action, moral action, bravery, etc., which communicate approval. Praise is needed to protect the individual against the flow of demeaning experiences which occur frequently (and especially to the handicapped) in a complex society. Consistency is defined as a pattern of responses which enables an individual to build a strong personal foundation for a belief in cause and effect. Consistency must be present in a teacher's, parent's, or counselor's reactions to a student in order for him/her to develop faith in the affection and praise received.

There appears to be a high degree of similarity between the supports for sound mental health and the essential elements for good interpersonal relationships. Rogers (1962) has indicated that good relationships, which he considers to be the core of guidance, are characterized by counselor behavior that is warm, accepting, congruent, and understanding of the other individual's internal frame of reference. It is the presence of these elements when working with students that leads to reaching relationships characterized by a reciprocal

liking and understanding. An atmosphere is created where interests can surface

and be shared openly. This is precisely what Edgar Dale (date unknown) has

offered in his comment that "teaching at its best is a kind of communion, involv-

ing a meeting and merging of minds."

Rogers (1952), through an introspective examination of his teaching

experiences, came to the following conclusions about his ideas and attitudes

toward teaching:

1. Teaching was of no value and that it should be done
   away with.

2. Learning was important and that the most rewarding ways
   to learn were (a) purpose, (b) in a one-to-one relationship
   with a person, or (c) alone.

(While Rogers was not specifically addressing the handicapped in these observa-

tions, recent experiences in experiential programs such as those cited in

Chapter 2 reinforce these concepts.)

These references indicate the importance of the relationship between "those

who are instructing and the learners." Many people in education tend to think

of the "method" as being the most crucial element in the teaching process.

However, much research dealing with those in the helping profession (such as

teachers) tend to indicate that it is not "method" that differentiates good

teachers from poor teachers (Combs, 1973). It is also not as important to have

a storehouse of knowledge as it is to know how to use knowledge and information

when working with students. Good helpers must be thinking, problem-solving

people. Their primary tool for helping is their own personal involvement,

coupled with basic understanding of the handicapped condition of the students

and the resources available for learning in (in this case) the EBEH situation.

Research with several hundred persons engaged in helping activities has

indicated that a primary difference between the helper and the non-helper rests

in their differing belief systems. Most educators know there is a difference

between individual children, but lack sufficient belief to review this knowledge

in their practice. Those who have been successful in working with students

have generally been found to have believed that man is good and trustworthy,

as opposed to evil and deceitful.

Learning Coordinators and teachers in general could improve their effec-

tiveness with students by adopting the following beliefs advanced by Bumstead

(1973):

- Each student will succeed.

- The development of sound mental health is essential to success
  in school.

- A real respect for (and devotion to) the integrity of each
  student is crucial.

- The atmosphere of the learning environment should be one that
  engenders mutual love and concern among all those who work there.

- School administration must give to every instructor the respect
  for his/her professional status and human dignity.

- There are no known bounds which set the limits to the potential
  of a student.

- Every human being in a school should feel the pride in being a
  part of a successful venture in living and learning.

Research conducted by Combs and his colleagues (1973) suggests that a

counselor/teacher's humanistic orientation toward clients will affect the

development and outcomes of their relationship. Those people who have been

most successful in their relationships with students have been individuals w' ,

saw their purpose as assisting and helping, rather than controlling and inhibit-

ing. They have also been people who have attempted to learn as much about

themselves as possible, to recognize that the behavior of others serves some

some purpose, and to deal with students as people rather than things or objects.

This people-orientation leads one to be more concerned with the internal world rather than the objective world or objective facts with which one is faced.

While these outcomes have meaning for all teachers and counselors, they are particularly significant in working with handicapped children and youth, whose need for understanding and "helping" assistance is so great. The counselor, with more training in the "helping arts," can be a key person in introducing and maintaining these attitudes in the instructional program.

Individual Counseling for EBEH Students

The original EBCE program, upon which EBEH is based, was developed because of concern in many sections of the educational community that traditional schooling was not meeting the needs of many high school students. In contrast to group-based, subject-matter-oriented public high schools, the EBCE model calls for an individualized, self-directed style of learning and for a high degree of personal interaction between instructor and student. It is based on the premise that the total community in which a student lives and functions can provide a wealth of educational experiences if they can be systematically tapped and organized. It is designed to provide alternatives to the classroom approach generally associated with public education. It is characterized by deep concern for the individual student. The instructional program is individualized, student-directed, inquiry-based, and interdisciplinary in nature. While EBCE has been successful with a wide variety of types of students, it is these very characteristics which have made it so perfect for handicapped students in meeting the needs described in such detail in Chapter 1 of this document.

The design of the EBEH guidance and counseling component strengthens the counseling process by making it an integrated and complementary component

of the instructional system. The counseling program rests on three basic

assumptions:

1. There is considerable confusion regarding the definition
   of terms such as guidance, counseling, and personal develop-
   ment.

2. Community persons can be utilized to provide growth-
   producing experiences for students and, in many instances,
   can speak to students with more credibility than educators.

Three basic terms require definition and description of their utilization

in the EBEH program.

1. Guidance: The process of identifying, designing, and applying
   program materials and processes for the purpose of meeting each
   student's interests and learning needs. The guidance process
   involves the identification of student needs and interests by
   reviewing basic school records, administering and interpreting
   standardized test data, and by interviewing students and parents
   to assess interests, goals, and objectives. Special educators
   will note that this definition closely parallels the activities
   which form the "Planning and Placement Team" process (called by
   different names in some school systems). The results of the
   needs and interest assessment are documented in the student's
   IEP, which becomes the guide for initial program planning, allows
   for expansion, and describes the scope and direction of the
   student's learning experiences. What is being suggested here is
   that the guidance specialist should become a key resource to the
   instructors in delivering the services. This is already happening
   in many enlightened school systems; EBEH provides a mechanism for
   insuring such involvement.

2. Counseling: A service made available to students. The personal
   relationship that exists between staff and students is a critical
   element within a program such as EBEH. Those staff members who
   work directly with students must understand and become sensitive
   to the nature of the relationships which they form with their
   students. These relationships serve as the "bonds" that keep
   persons together while they are trying to understand their own
   behavior, the behavior of others, or make modifications in
   behaviors as appropriate. This broad description of the counseling
   service is part of a deliberate effort to get all staff involved
   with the daily concerns of students, with direction from the
   counseling component.

3. Personal Development: A product (reflected in student behavior)
   of all program activities and learning experiences provided by
   the total program. All EBEH efforts converge to help enhance
   the personal development of students. This is not to say that

all students will receive a package of personal development
information tha: will equip them for the rest of their lives.
Rather, EBEH provides a set of prescribed activities and
learning experiences, which are delivered in a humanistic
manner, that will help prepare and guide the student toward
becoming responsible to the extent possible for his/her
continued personal development (a lifelong process). Program
activities and learning experiences will enable a student to
interact with the surrounding community while acquiring
academic knowledge, occupational information, knowledge of
leisure time activities, information relevant to social and
civic responsibilities, problem-solving skills, understandings
related to abilities, achievements, interests, and values.
These activities and experiences also provide situations in
which this information can be utilized to formulate goals,
make decisions, and develop the capability of self-guidance
of personal programs.

Since the personal development of students is the aim of the total program,

the counseling process becomes a responsibility of each staff member, with

direct input from the professional guidance counselor. Students should meet

with instructors and counselors on an individual basis to discuss and evaluate

their learning experiences. It is important that students have major input

into these sessions. In addition to the individual conferences, a weekly staff

meeting should occur where student problems and/or concerns can be discussed

and resolved to the best interests of the students.

In where-appropriate situations, community resource persons can be asked

to help counsel a student. In some situations, these individuals can bring

about a positive change in student behavior, especially in such pragmatic

areas as punctuality and attitude. The EBEH staff can facilitate this process

by (a) identifying behaviors which the student should improve, (b) soliciting

the student's willingness to correct these behaviors, (c) locating appropriate

resource persons who could assist the student in correcting the behavior(s),

(d) determining the willingness of such persons to work with the student,

(e) making the appropriate placement, and (f) conducting appropriate periodic

follow-up to see if results are being obtained.

In summary, individual guidance and counseling should be total staff
functions in an EBEH setting, supplemented by community resource persons--
each with careful training and coordination by guidance personnel. Individual
guidance and counseling activities, as defined earlier in this section, become
the driving force in program implementation for individual students.

Group Counseling for EBEH Students

Education as it has been approached in our public schools has, for most
students, been a group experience. Some of the groups were large classrooms
where the teachers aimed their lessons to the mean learning level, while other
groups had small numbers of students who had common interests or abilities.
In contract, experience-based education is largely an intense one-to-one
experience. Students must work closely with their learning coordinator and
counselor to select job sites, to implement IEP goals, and to evaluate their
experiences. They must work closely with resource persons to learn skills,
gather career information, and evaluate capabilities. For many handicapped
students, these may be their first close relationships with adults outside
their families.

Group guidance sessions meet four basic needs in supplementing the one-
to-one experiences. First, they bridge the gap between the group approach to
education and the new one-to-one relationship. Second, because the program
is based so much on the r lationship between the student and the Learning
Coordinator, the Counselor, and the Resource Person, a breakdown in communica-
tions or a personality conflict can disrupt the educational process. . (Group
discussion sessions bring out such problems and solutions can be suggested. .
Often, other students can be resources in working out differences.) A third

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reason is that some things are more efficiently done in groups. For example, students can share information about their job placements and use the information to evaluate a site's appropriateness for them. Fourth, there is real value in building skills through group interaction. As students build self-confidence and refine communication skills in group sessions, their attitudes and overall performance in other areas are positively affected.

Group guidance has been a functioning part of the EBCE program for several years and has great possibilities for EBEH. While each group and each group leader has been unique in many ways, there is also much that successful groups have in common: (a) students pursue their interests and their concerns; (b) student concerns become the topics for discussion; (c) the tone of the groups is open, relaxed, and practical in nature; and (d) emphasis is put on defining concerns, listing a range of solutions and trying out one or more solutions.

Group sessions should be totally voluntary. If sessions are voluntary, students can decide their merit on the basis of their benefit to them. Making attendance voluntary symbolizes a sincere effort to make the sessions useful and demonstrates a belief that students are responsible people.

The counselor should be a totally nonthreatening resource whose only purpose is to help the staff and EBEH students. Occasionally, a problem in communications arises between a Learning Coordinator and a student--and a person outside the problem can best serve both parties. This person should not be involved in grading students or in evaluating instructional personnel.

Some specific approaches recommended to the reader are contained in Client-Centered Therapy by Carl Rogers, Reality Therapy by W. Glasser, The Psychology of Learning by James Deese, and Guidance for Education in Revolution, edited by David Cook.

Remember that students come to group sessions with a range of concerns, needs, and perceptions--both real and imaginary. They come with varying levels of expectations and they participate in many ways. The nature of the groups are such that topics covered are most often related to problems the students have brought up. In some ways, this may load the conversation on the negative end, yet these concerns and complaints give students practice in defining problems and learning ways to deal with them constructively.

A major goal of group counseling is that students discover new techniques or learn new skills which will help them in other aspects of the program and in their futures. This can happen indirectly (e.g., when a student starts feeling better about himself/herself, starts handing in better work, becomes more punctual on experience sites) or can happen more directly (e.g., through resolution of specific communication problems between students and other students or adults involved in the program).

As long as the counselor sees the role as that of a resource and the group as a place where real problems can be confronted, it will be natural to relate what happens in groups to other aspects of the program, and the counseling function can serve as a positive influence on both students and staff.

CHAPTER 6

Installing and Maintaining EBEH in the Community

Introduction

This chapter deals with the three major elements involved in the installation and implementation of an EBEH program in a community: (1) the public relations and communication functions involved in community organization and the maintenance of community liaison, (2) community analysis, and (3) initiation and maintenance of a community advisory council. In addition, the bibliography contains references to background documents, selected articles by leading practitioners (both in education of the handicapped and in EBCE), and resources which can be used in implementing an EBEH-type program.

Community Liaison

Simply defined, the term "liaison" means a close bond or connection, and the very nature of an experiential education program requires an extensive amount of close personal interaction among staff, students, and cooperating business personnel if the program is to operate smoothly. This type of interpersonal communication occurs whenever a community resource person has contact with staff or students in connection with the program (to place a student, to monitor a student, to answer questions or concerns the employer may have, etc.). While the liaison function itself is really shared among many individuals, the person with prime responsibility for the maintenance of good relations between the EBEH program and its cooperating experience site personnel is the individual who has responsibility for placing students at experience sites. This is the person who will most likely be contacted whenever a situation involving students and/or the program arises.

Since liaison, like any other people-oriented task, is more an intuitive

art form than a precise science, the suggestions offered in this section

should be considered only as guidelines. As such, they represent the role

of liaison person but, at the same time, the reader should understand that

(a) they are only suggestions as to the handling of the liaison function, and

that (b) the actual tactics adopted in a given situation are largely matters

of reacting to circumstances.

The title of community liaison person conjures images of speedy solutions

to problems--the soothing over of matters before incidents get out of propor-

tion--and the maintenance of good relations in general. This, essentially, is

the job--as frontrunner for the program. For many people in the community, it

represents the initial and primary contact. It carries responsibilities not

only for recruiting and analyzing the experience sites, but also for maintain-

ing channels of communication among students, staff, and the various sites.

Personal conduct, competence, and professionalism as program representative

will affect how the community at large views the program. There are five basic

knowledge areas required for the liaison role:

1. Know the community. First, it is important to develop a
   thorough understanding of the political, economic, social,
   and geographic conditions of the area. This may necessitate
   a review of literature and other pertinent material. Second,
   access is important. Civic leaders, or those who have lived
   in a community long enough to know a lot of people, have
   a distinct advantage. In any case, it is important to begin
   early building contacts and developing access to community
   leaders in business, industry, government, and labor. These
   will be the people who will ultimately open the doors for
   the program.

2. Know the EBEH program. In one sense, this is a sales position.
   It requires a thorough knowledge of how the program works. Many
   questions will be asked about the program by many different
   types of people--employers, labor union officials, educators,
   parents, and students. The types of questions asked will depend
   on their exposure to and interest in the program. It is critical
   to be able to respond appropriately to all categories of questions.

3. <u>Know the students</u>. Issues dealing directly with students tend to be the most urgent and delicate. Therefore, it is important to know them, both as people and as clients. The attitude that students (particularly handicapped students) are somehow lesser individuals than adults, that most (if not all) trouble situations are their fault, or that they are generally difficult to work with can cause some major problems. Unless one enjoys working with these types of students, is ready to grant them responsibility and trust, and is willing to listen impartially to their side of a story, this job may prove too difficult.

4. <u>Know the employers</u>. The liaison person works with a vast assortment of employer types--small independent businessmen and women, labor leaders, large corporation executives, influential community leaders, and possibly even political figures. Each will have a different set of concerns and each will have different types of questions which they will want answered before consenting to cooperate. It is important to understand and respect their concerns--the number of students they will take at one time, the times they require students to be at their sites, the types of experiences they are willing to offer, etc. It is important to record this information in order to insure that employer restrictions are respected.

5. <u>Know yourself</u>. This line of work exposes one to many demands. Therefore, it is important to assess personal qualities as they relate to the demands of the job. Really liking the job is a tremendous asset towards making it successful. Further, an outgoing personality is almost a necessity in this field, as is the ability to adapt almost instantly to new daily circumstances. Another key to success will be initiative. Many situations can be handled more effectively and efficiently on a proactive basis, rather than waiting for the situation to develop to the point where people are requesting aid. Follow-up procedures are also important, especially when trying to develop new sites and/or contacts. In these situations, it is important to be articulate and as tenacious as possible in support of the program and its goals. Finally, efficiency and responsibility must be stressed. It is important to manage time carefully, since both liaison and office functions will make great demands. It helps to keep an objective outlook towards both of these functions.

The liaison role has five major areas of responsibility:

1. <u>Opening experience sites</u>. Experience sites need to be opened and subsequently analyzed when program demands indicate a need due to insufficient or no experience site coverage in the area being requested.

2. <u>Keeping experience sites informed</u>. Every experience site contact person should have the office phone number. It is important to be available to them as a troubleshooter.

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3. Resolving conflicts regarding student placements. The source
   of many placement conflicts is usually a different set of
   expectations between students and experience site personnel.
   Some of these differences may involve such issues as basic
   skills, dress codes, student behavior, attendance, personality
   conflicts, or safety factors.

4. Providing basic information to the community. The most
   frequent areas concern legal responsibilities, the Fair Labor
   Standards Act, Occupational Safety and Health (OSHA), fair
   employment practices, conflicting laws, and insurance coverage.

5. Ongoing public relations duties with students. One of the most
   important components of the program is the support of its students.
   Students in the program should be encouraged to publicize the
   contributions of the program to other students, to publicize the
   program to the community at large, to be on their best behavior
   at the site, and sincerely strive to do creditable work so that
   the experience site resource person can feel proud to be working
   with the program.

Community and Experience Site Analysis

"Experience site analysis" refers to a systematic method of analysis for

identifying what potential learning experiences exist for students at participat-

ing experience sites. "Community analysis," in this context, refers to assess-

ment of the total capability of a community to deliver this type of program,

i.e., the sum of the experience sites available in the community.

As the community analysis system outlined in this chapter was developed,

staff developers relied heavily on functional job analysis. Andrew Gibbons

(see Bibliography) has identified 28 different methods that are used prior

to instructional design to identify manageable and significant units of tasks

and content. Sidney Fine (see Bibliography) has identified 83 publications

that provide a chronological survey of the development and use of the functional

job analysis concept from 1951 to 1975. Thus, it is obvious that there are

multiple ways of analyzing community/work/experience sites in order to guarantee

appropriate student involvement for career and academic purposes. The developers

of the prototype programs have selected a method of community analysis which, while practical and not too complicated, can be defended on the basis of research evidence. While essential to installation of an experiential program, it can also be very useful for ongoing work.

On the following page is a one-page glossary of terms used in this section.

In order to develop meaningful and motivating activities for students at experience sites, it is necessary to know as much as possible about what is actually occurring at each site and the degree to which students can participate in those activities. The major purpose of experience site analysis is to find out what is occurring where. In order to accurately do this, the site analyst must gather information, both general and then specific in nature. The following pattern or sequence is offered as an efficient method by which to gather the information.

First, there should be a general description of the business (experience site). This can be used by the student for selecting and requesting potential placements and for preparing to go to the site once the placement has been made. A general description of the business can be obtained from information pamphlets put out by the business, information gathered from the EBEH representative responsible for liaison with that particular business, and by talking with a contact person or administrative representative for that particular business.

Second, there should also be a description of the section in which the student is going to be placed. This, too, can be used by the student and Learning Coordinator for placement and/or preparation. The description of a section may be obtained from the administrative representative or contact person. However, the contact person may feel that section descriptions are

GLOSSARY OF TERMS FOR EXPERIENCE SITE ANALYSIS

In order to be an informed representative of EBEH and interact effectively with cooperating experience site personnel, it is necessary for experience site analysts to be knowledgeable of the terms used, both in the analysis process and by cooperating experience site personnel. The following terms are those which experience frequent usage during the analysis process and are displayed for the reader's information.

1. Community Liaison Person/Site Placement Coordinator: *The individual within EBEH whose job responsibilities include development and analysis of community experience sites, the placement of students, and (optional to individual adopting systems) the initiation and maintenance of a community advisory council.*

2. Contact Person: *The experience site representative with whom initial contact is made in order to set up interviews for experience site analysis.*

3. Experience Site Learning Guide: *The document which captures all information obtained from experience site analysis for each employer site.*

4. Follow-up: *Refers to a return appointment with the experience site representative(s) after a learning guide has been completed, in order to ascertain validity of information obtained within the guide for that experience site.*

5. Hands-on Experience: *Refers to a student being allowed to do actual work activities occurring at the experience site where he is placed.*

6. Learning Coordinator: *The individual roughly equivalent to a teacher in a traditional school; this person is responsible for the total program coordination of a given number of students. As part of the learning coordinator's site monitoring analysis, he/she will often be in touch with the resource person(s) to check on student progress.*

7. Resource Person: *Those persons at experience sites who will work directly with EBEH students.*

best obtained from a resource person in each section, in which case the analyst

will have to wait until he/she interviews the resource persons to obtain section

descriptions. When this happens, the first thing an analyst should ask of

that resource person is to describe the purpose of the section in which that

resource person is working.

Third, there should be a description of what the resource person with whom

the student is to be placed does on his/her particular job. This description

must include a comprehensive and explicit definition of what a student can do

with the RP while at that specific placement. One very good way to obtain an

accurate description of what a resource person's job is about is to write task

statements. Task statements are aimed at finding out what work gets done and

how. This is more simply referred to as the worker's action, its results, and

what the limitations of that action are.

There are four major areas of emphasis within the experience site analysis

system:

1. To determine what learning potential exists at experience
   sites in terms of activities, resources, and personnel

2. To utilize those resources, activities, and personnel to
   provide students with learning experiences relevant to
   today's world

3. To establish communication links between employers and
   resource persons, learning coordinators, and students

4. To actively involve employers and employees in determining
   or establishing student learning experiences, with particular
   stress being given to "hands-on" experience

The experience site analysis flow breaks logically into four developmental

phases. The first three phases are information-gathering operations. Phase

four is a "follow-up" with resource persons and/or contact persons to check

whether or not the information gathered is correctly stated and whether students

may do all the activities described. The first three phases provide the follow-

ing categories of information or data:

1. General description of purpose(s) of the business

2. General description of the various sections of the business
    (for EBEH program purposes, it is only necessary to describe
    those sections in which students can actually be placed)

3. Specific description of the jobs of the resource persons
    with whom students are allowed to work

Phase one (description of purpose(s) of a business) leaves to the discre-

tion of the analyst just how the information can best be obtained. The site

analyst first checks any in-house files on the experience site before making

initial contact with that site's representative. This is called "pre-site

preparation" and should yield much of the information needed to fill in the

first few pages of the learning guide for that site (address, directions, phone

number, etc.). If further information or clarification is needed on any of

this information, it is obtained during the interview with the administrative

representative for the employer site. This employer representative or contact

person should be the first person the experience site analyst contacts for the

site analysis.

Under phase two, the analyst must explain to the representative how he/she

wishes to conduct the site analysis to gather information and how that informa-

tion is to be used. Besides obtaining any information needed to complete the

first few pages of the learning guide (see pre-site preparation, above), the

site analyst should determine whether any training programs, enrichment pro-

grams, or any other type of program exists at that site in which the employer

would allow appropriately selected students to participate. During this initial

interview, the developer also should try to obtain a description of the various

"sections" of the experience site. "Sections" refer to main divisions of

labor as they occur within the business. These divisions differ in specificity

of definition from one business to another. However, they generally fall into

one of the following categories:

1. Business with very specifically defined sections, such as a
    retail sales division, repair section, accounting section,
    public relations section, advertising section, etc. Such
    sections perform highly specific work operations and usually
    occur at large businesses such as hospitals.

2. Businesses which have separate sections but whose functions
    are not specifically defined. These are usually smaller
    businesses or organizations having personnel whose jobs are
    not specifically defined as being in only one section as
    opposed to another. An example of this type would be a
    business in which a salesman does part of his own secretarial
    work or stocking, etc.

3. Businesses which have no defined sections. These businesses
    are generally small and have no need to specifically delineate
    to different workers the tasks which need to be done. An
    example of this kind of business would be a small retail
    business employing nly one or two persons.

There is no reason to attempt to tightly fit all sites analyzed into one

of the above categories. However, the analyst should keep the general categories

in mind when writing a description of each section and then note in the guide

how the business is organized so that the learning coordinator or student who

reads and uses the information can have a better understanding of how to maximize

utilization of the site. For instance, a student could be sent to a large site

such as the telephone company and never leave the billing department if transfer

from that one department was not specifically arranged.

During this initial interview, the analyst should ask the representative

to offer suggestions for possible student projects or activities and make note

of those suggestions. It is important not to be critical or unappreciative of

any of the suggestions offered. The employer and employee will often have good

ideas for projects and activities. These should be outlined for later development

unless the person making the suggestion wishes to help work out various aspects of the projects or activities, and time allows for all to do so.

This initial interview process should take somewhere between one-half an hour to two hours, depending on the size of the site. The analyst should conclude the discussion with a promise that when the information is documented for that site, based on the interviews, the analyst will return and submit it for input, feedback, and final approval.

Having obtained a definition of the sections of the experience site and suggestions for possible activities, the analyst should then get permission from the employer representative to interview those people who are acting or may act as resource persons at that site. A resource person is an employee, employer, or other person with whom students may work or learn at experience sites. Identification of these personnel is crucial to the success of the analysis. By being able to work with a resource person, the student is not only provided with the opportunity for developing and learning academics related to work, but also can learn about the work situation of the resource person. Experience site analysis is aimed at getting an accurate description of a resource person's job. The description is used both to develop academic activities around and to give the student a better look at what the resource person's job is really like.

Phase three of the analysis system focuses on the interview with the resource person. During the interview, the analyst will be concentrating on writing "task statements" (Fine and Wiley, 1971). Task statements are aimed at finding out what work gets done and how. This could be more easily referred to as the worker's action, its results, and how to determine the limitations

or the action. Task statements seem to provide the best way to break down

fundamental units of work because:

- a job is made up of tasks,

- training is designed to teach a worker how to do a series
  of tasks on his/her job,

- supervision of worker performance is based upon a quantitative
  and qualitative evaluation of tasks, and

- job recruitment selection criteria are based, in part, upon
  the requirements or qualifications needed to perform specified
  tasks.

Thus, task statements present a viable method for description of work situations

if they are written in such a way that they describe the task fully.

Task statements describe:

1. What action is being performed (use action verbs such as
   "prepare," "interview," "develcp," etc.)

2. The object of that action (objects of the above action verbs
   might be prepare "reports," interview "applicants," develop
   "programs," etc.)

3. The result of that action, or what that action accomplishes
   (e.g., to prepare reports "to record monthly progress in sales,"
   or to interview applicants "to fill all vacancies which occur
   in the sales department," etc.)

4. What tools or work aids are used to perform the action (e.g.,
   telephone, Form 2-B, etc.)

5. The instructions under which the task is performed (instruction
   may vary in explicitness from highly prescribed or precise--
   "Follow Form 2-B exactly"--to very discretionary or general--
   "Exercise some judgment as to sequences of questions")

6. What standards must be met (e.g., "all forms must be typed
   accurately" or "have forms typed by 5:00 p.m.")

Fine further theorizes that while there may be an infinite number of ways

of describing tasks, there is only a handful of significant patterns of

behavior (functions) which describe how workers use themselves in relation to

data, people, and things. These primary tools provide a standardized, controlled

language to describe what workers do in the entire universe of work. For example:

- In interacting with clients, customers, and coworkers (people), workers serve, exchange information, coach, or consult with people.

- In using equipment (things), workers feed, tend, operate, or set up machines and drive/control vehicles.

Although each of these worker functions is performed under widely varying conditions, occurs over a range of difficulty, and involves different specific content, each within its scope calls for similar kinds and degrees of worker characteristics to achieve effective performance.

While the arrangement of tasks into data/people/things proportions may seem unnecessarily cumbersome for analysis purposes, it is a very helpful approach for EBEH learning coordinators and counselors to use to help students look at a job/make a request for placement. For example, if a student indicates that he/she likes situations which deal with high data and high things and needs very little "people" contact, it becomes easier to project a potential placement for that student. Chances are he/she would be happier working in a high data and thing situation involving minimum or little interpersonal contact than in a similar high data and things situation which calls for numerous interpersonal contacts.

Thus, the six components for writing a good task statement combined with the data/people/things approach comprise the categories or rubrics under which to write task statements. The following pages contain listings with accompanying explanations/definitions of key verbs associated with each category (data/ people/things) and examples of good task statements. Absorption of the materials should enable you to begin writing task statements.

As well as offering an organized way to break a job into separate tasks, task statements can also be organized around what is referred to as the "DPT" or data/people/things approach. Sidney Fine, the man who is responsible for major developmental work in the area of task statements and functional job analysis, explains the data/people/things theory as follows:

> What workers do as they perform the tasks that make up their jobs, they do in relation to Data, People, and Things. All jobs involve the workers, to some extent, with information or ideas (Data), with clients or coworkers (People), and with machines or equipment (Things). Workers function in unique ways in each of these areas.

In addition to the task statements, the following information should also be obtained from the resource person:

- A general description of the section(s) of the business in which each resource person is working (if not previously obtained from interview with administrative representative)

- A list of all activities or functions which the student could do or observe. This is referred to as the "four levels of involvement" with the EBEH program, and breaks out into the following levels:

  Level 1: Experience sites that offer special kinds of student involvement including discussions, demonstrations, and/or tutoring. (Note: This level does not necessarily imply that the student be present at the experience site--it could involve the employer coming to the learning center to make a presentation to students regarding some aspect of his/her business.) More specifically, this would involve identifying persons who could address a group of students by arrangement--this could be at either an experience site or the EBEH site; allowing the students to attend special seminars or sessions which are to be conducted by experience site; and identifying persons who could discuss, demonstrate, or tutor a student while the student is placed with said person.

  Level 2: Experience sites that allow the students to observe worker activities at the site, including student being allowed to question the worker. More specifically, this would involve allowing students to observe a specific job or job-related function while placed with a resource person or allowing students to observe a total work situation or section of an experience site.

Level 3: Sites that allow students "hands-on" experience with no prerequisite skills or training. More specifically, this would involve allowing student(s) to perform part/all of a work task, allowing student(s) to perform work-related task (e.g., assist with tool selection, etc.), allowing student to perform special work-related task (e.g., a special project such as a survey that would/could be used by/for experience site or student purposes).

Level 4: Sites that allow students "hands-on" experience if student has basic prerequisite skills. More specifically, this would involve allowing student(s) to perform regular work-related tasks with specified prerequisite skill (e.g., basic understanding of how to use a microscope), allowing student to perform special work-related task but must have specified prerequisite skills (e.g., must know how to gather survey information without con- taminating data), allowing student to perform part/all of work task if he/she has specified prerequisite skill (e.g., help set up battery charger but must know how to determine six-volt from twelve-volt battery).

The site analyst should inform the interested resource person that the "hands-on" category is most useful to students, although it is desirable that they experience all types at one time or another.

Once all information has been gathered, the analyst is ready to formally fill out documentation for that site (phase four). After this is filled out, it is to be returned to the experience site for validation. As part of this validation, the resource person should be asked to place a check mark next to the "suggested student activities" which that resource person is willing to evaluate. After the validation and evaluation check, appropriate corrections should be made and the information typed in final form. When in final form, complimentary copies should be sent to each site for which an analysis has been done.

Community Advisory Council

Early in 1971, the Commissioner of Education, Dr. Sidney Marland, issued a call for a massive program of career education designed to reach students at

all grade levels and abilities. The EBCE concept emerged as one of the various

programs proposed as an "out-of-school model," and from its onset, one of its

mandates was the establishment of a community advisory council (CAC), whose

purpose would be to aid and advise in the administration of the program. From

this early mandate, such community advisory councils have been established

by all successful adopters and adapters of the model, and all found that their

councils have proven invaluable to the establishment, operation, and even

replication of the concept. Such advisory councils, comprised of parents,

students, and interested community members, have been recently recognized as

effective institutions by educators everywhere. Increased involvement of local

constituen: in Federal education projects has been a top-priority objective

of the National Institute of Education.

Advisory councils are especially necessary in the case of experience-

based education, which is based upon actual career experience-participation

in a variety of working situations available in the local community. It

becomes obvious that such a concept of career education, based on an actual

field experience, can only be successfully translated into operational terms

when the host community is both aware of and responsive to the program's needs.

A strong foundation of mutual cooperation must be laid before a working program

can be constructed, and an advisory council can develop that foundation. This

need is multiplied, of course, in the case of programming for the handicapped--

in which such intense interest on the part of parents and community members is

currently focused. It becomes a representative forum which enables the

various constituencies to contribute to policy formation and program development.

It is of primary importance that everyone involved understand that the

CAC is an advisory council--that is, without formal administrative or policy-

making power. CAC responsibilities are limited by the wishes and time

constraints of its members since participation is strictly voluntary. However, administration should regard the CAC as a source of support, action, and/or recommendation. As such, the CAC is a functional association which greatly facilitates the effective operation of the program. Specifically, the CAC:

- provides a major channel of communication between the program and the community;

- assists with student recruitment;

- publicizes the program in the community;

- helps to locate and develop new experience sites;

- assists with the determination of standards for student selection;

- assists with development of courses of study;

- aids in the publication of bulletins and newsletters;

- provides a sounding board for new ideas;

- assists in planning for local expansion;

- assists in obtaining the cooperation of labor and management;

- assists in evaluating program progress, products, goals, and objectives;

- assists in efforts to replicate programs in other locations;

- assists in finding additional and/or alternate funding; and

- assists with special student and program problems as they arise, such as drug usage, dress code, or acceptable behavior standards.

It is important that the CAC be kept at a workable size (20-25 members) at all times. It is suggested that if, in setting up a new program, an ad hoc committee is formed prior to the program's implementation, the members of that ad hoc committee who proved to be most helpful serve as the nucleus of a

formal advisory committee. The composition of the CAC is representative of a

variety of organizations and groups that can make worthwhile contributions

to the effectiveness of a career education program and include the following

interests:

- Labor unions

- Business and industry

- Government

- Local media--radio, television stations, or newspapers

- Parents of students in the program

- Students, both presently enrolled and graduates

- Various special interest groups unique to a local situation

Representativeness is the key word in member solicitation, and selection of

individuals should be based on their potential contribution.

A community advisory council, with assistance and suggestions from the

administration, is free to organize its resources in whatever manner it believes

to be most functional. Bylaws should be kept as simple and flexible as the

situation allows, and it is suggested that the committee or committee lawyer

appointed to draft them send a copy of the proposed articles to all advisory

committee members well before the meeting for adoption takes place. The

same procedure is advised in cases of revision to allow all members the oppor-

tunity to fully acquaint themselves with the suggested material. There should

be ample time before the adoption meeting for members to put suggested proposals

and/or revisions in writing for the convenience of the council.

Miscellaneous suggestions for maintaining an effective community advisory

council are:

- Choose members who are representative of the total community.

- Consider particular skills and special interests of potential
  members.

- Consider the valuable time of busy CAC members and call meetings only when necessary--perhaps three to five times a year. (Advisory council members lose interest in the program when they feel their time is not being wisely used.)

- Be very explicit in communicating meeting places and times.

- Prepare a specific agenda for each meeting.

- Divide the council into subgroups or task forces to discuss specific needs, such as:

  (a) experience site usage and development,

  (b) evaluation,

  (c) program goals and objectives, and

  (d) replication, local expansion, and alternative funding.

- Once task force groups have been appointed, allow half the meeting time for division into those groups and task force business.

- Encourage each task force chairperson to prepare an agenda for group discussion.

- Follow up members' absenteeism/presence at council functions and meetings with courteous written communications.

- Promote a spirit of cooperation, both within the advisory council and between it and the total program.

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