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ABSTRACT

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available resources in audiovisual format. Covered in the individual sections of the guide are materials for educators in the following forms: films, filmstrips and cassettes, slides and tapes, cassettes, computer software, records, and kits. A list of audiovisual materials for use with students makes up a final section. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

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VOCATIONAL SPECIAL NEEDS LENDING LIBRARY

Audio-Visual Materials

A Resource Guide

Edited by:

Marilyn R. Kok

The Vocational Special Needs Program  
Texas A&M University

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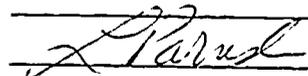
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For over five years, the Vocational Special Needs Program at Texas A&M University has offered a lending library of materials to educators in Texas who desire information on the vocational needs and preparation of special education students. In 1981, the library was computerized, simplifying access and increasing the library's popularity. A complete Catalog of Holdings was published in 1981, with supplements each year. Our subscribers (and we encourage any educator in Texas to become one) have begun to ask for more specialized and more "user-friendly" resource guides. We are responding with this series of manuals.

Guides in the series will address the following topics:

- Agricultural Education Materials
- Assessment Materials
- Audio-Visual Materials
- Employment-Related Instructional Materials
- Health Education Materials
- Homemaking Materials
- Industrial Education Materials
- Limited English Proficiency Materials
- Marketing and Distributive Education Materials
- Office Education Materials
- Prevocational Instructional Materials

We hope these resource guides will encourage more subscribers to the library. We are currently acquiring many software packages for teachers to use in computer-assisted instruction, but remain interested in hearing about any resources you can recommend to us. Please contact us if our library can be of any assistance to you.

The Vocational Special Needs Program  
College of Education  
Texas A&M University  
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409-845-2444

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FILMS

Academy-McLarty Productions. You and Office Safety. Columbus, OH: Xerox Films, n.d. VSN# 01617

Now there's no excuse for the "serious-lecture" approach to office safety! Using visual hyperbole and laughter, this delightful, fast-paced spoof illustrates how easy it is to avoid many common office accidents. The viewer quickly sees that safety in the office can be assured by using a little common sense, by thinking ahead and by considering the consequences of one's actions.

Brigham Young University. A Cipher in the Snow. Provo, Utah: Author, n.d. VSN# 01727

This is the story of Cliff, an ignored and neglected 6th grader, who gets off the school bus one day and, without warning, dies. The film discusses his background and what might have caused him to die. This film, sensitive and moving, stresses the problems that students with special needs have and the responsibility of the teacher to realize those needs and accept the challenge of meeting them.

Centron Films. Leo Bauerman. Lawrence, Kansas: Author, n.d. VSN# 01847

Leo, born January 5, 1902, had normal sight and hearing until an attack of measles in 1918. By 1925 he was totally deaf, could not speak, had limited vision, could not walk, and had limited use of his arms. He lived until age 66 under the shelter of his mother until she died. Then, Leo began a life of self-sufficiency, supporting himself by repairing watches and selling them. This inspirational film gives viewers a new insight into what it means to be handicapped, and has proven useful with intermediate grade levels, high school, college, and adults.

Gold, Marc. Try Another Way: Introduction. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00486

Thousands of people throughout the country have been influenced to "Try Another Way" by the Marc Gold technology. This film attempts to capture the essence of Gold's philosophy and work. It demonstrates very candidly the validity of the method, by teaching a retarded boy a complex assembly skill. A good overview to the following series.

Gold, Marc. Try Another Way: Task Analysis: An Introduction to a Technology of Instruction. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00487

In this film, Dr. Gold shows the importance of the trainer knowing the task he is to teach and being able to break it down into teachable components. Using different formats, Gold works with

preschool children learning to build with blocks, to use screwdrivers and to recognize coin values. He also describes Criterion Data Collection and the Seven-Phase Sequence for doing a complete task analysis.

Gold, Marc. Try Another Way: Content and Process: Two Components of Task Analysis. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00488

In this film, Gold states that "'Teachable' is determined by the skills of the teacher and those of the learner." He then trains two people learning to assemble electronic circuit boards, showing that though the "subdivision of steps" may be different for each person, the result is the same.

Gold, Marc. Try Another Way: Formats for Single Pieces of Learning: Subcategories of Process Task Analysis. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00489

Gold explains the following formats for learning in this film and demonstrates their use: Match to Sample, Oddity, Paired Associate Learning, Recognition and Recall, Successive and Simultaneous Presentation.

Gold, Marc. Try Another Way: Formats for Multiple Pieces of Learning. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00490

Gold explains the following methods for multiple pieces of learning: Forward Chaining, Backward Chaining, Total Task Presentation, and Organized Exposure with Feedback. He shows that much of what we learn consists of pieces of information having logical connections to one another, then goes on to demonstrate how teachers can use this fact in their training.

Gold, Marc. Try Another Way: Feedback—General Issues. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00491

According to Gold, "Feedback means letting the learner know what is wanted of him and if he is achieving it." Gold explains many of the facets of this concept in this film, and then demonstrates feedback by trainers working with deaf-blind children.

Gold, Marc. Try Another Way: Feedback—Specific Issues. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00492

In this, Gold discusses five specific rules "that should be sitting on the shelf of your mind ready to be brought into play on a second-by-second basis." These rules are intended to provide the trainer with some of the power needed during on-the-spot decision making.

Gold, Marc. Try Another Way: Reinforcement and Influence. Indianapolis: Marc Gold Film Associates, Inc., n.d. VSN# 00493

Gold contends that trainers would be wise to avoid artificial reinforcement when working with clients, using instead Process Influence and Content Influence, two concepts he defines and demonstrates in this film.

Image Transform. The Hidden Resource. VSN# 00602

This film describes the experiences of special education students in vocational education classes, stressing the strengths that these students can bring to their endeavors. A straightforward, positive film that nevertheless addresses the problems inherent in accommodating students who learn differently, this film has proven to be a successful introduction to the vocational education of special education students.

ISURF/Film Production Unit. The Toughest Barrier. Ames: Author, Iowa State University, n.d. VSN# 01852

This candid documentary features four people who have handicaps, showing what they do, their jobs, their attitudes toward life, their social activities and more. This can be used to introduce both educators and their students to the attitudes and misconceptions society has about the handicapped.

Kennedy, Joseph P. Foundation. Who Shall Survive? (Medical Ethics Series). West Hartford, CT: Author, n.d. VSN# 01936

This film describes a recent case in which a newborn with birth defects was allowed to die and raises issues related to a child's "right to life" or the "right to quality of life." These issues are not settled, merely raised for discussion. A guide for discussion and a bibliography accompany the film.

Lawren Productions, Inc. Adolescence and Learning Problems. Mendocino, CA: Author, n.d. VSN# 00735

Six nationally recognized innovators define the tasks of adolescence and offer specific suggestions and techniques for helping the learning disabled student acquire the skills necessary for survival on leaving school. The four main tasks adolescents must achieve in high school are: (1) achieve a good self-image, (2) come to terms with their sexuality, (3) set long-range goals, and (4) meet society's demands. These students need survival skills, practical preparation for work, prevocational programs and a sense of success.

Lawren Productions, Inc. If A Boy Can't Learn. Mendocino, CA: Author, n.d. VSN# 00736

Mike, aged 17, is a high school senior who cannot read, cannot do math, and has trouble behaving in school. His reading teacher takes an interest in him, and refers him to the Learning Disabilities Center at a hospital. After testing and evaluation, the Center finds a specialist who works with Mike and discusses results with Mike's teachers. This consultant helped Mike's teachers devise strategies to utilize Mike's strengths and overcome his learning weaknesses. This is a good description of the referral, assessment, and treatment process that special education students go through. See the follow-up film, below.

Lawren Productions, Inc. Whatever Happened to Mike? Mendocino, CA: Author, n.d. VSN# 00737

Mike, the learning disabled youth, first introduced in the film above, has built a full life after receiving late—but significant—help from his teachers. In the six years since high school graduation, Mike has worked up from unskilled laborer in a sawmill to a highly skilled worker, operating sophisticated equipment.

National Audiovisual Center. The Glass Wall. Washington, D.C.: Author, n.d. VSN# 01454

This film, an introduction to the experiences of hearing disabled people and the assistance available to them, is narrated by Nanette Fabray, who describes her life before an operation enabled her to hear. Actor William Gargan, who lost his voice because of cancer, then demonstrates esophageal speech.

National Audiovisual Center. Working on Working. Washington, D.C.: Author, n.d. VSN# 01535

This film profiles secondary vocational classes into which mentally retarded and learning disabled students have been mainstreamed. It discusses the attributes of the vocational program in teaching a specific skill that will help in employing these individuals, showing such programs as drafting, cosmetology, building construction, food service, vocational office education and driver's education. The film does a good job of showing how vocational education programs can teach to the students' strengths by modifying instruction. It also discusses educating the employers about handicapped workers. The film is fast paced, filmed with interviews, and is taken from actual experiences. It comes with a manual for guiding discussions.

Nazzaro, Jean. Exceptional Times: An Historical Perspective of Special Education. Reston, VA.: Council for Exceptional Children, n.d. VSN# 00999

Handicapped persons, special education pioneers, innovators and advocates are brought together in this filmed documentary of the

history of special education. An inspiring story and useful resource, this helps educators understand the perspective and priorities of special education personnel.

South Bay Mayor's Committee for the Employment of the Handicapped. A Different Approach. Manhattan Beach, CA: Author, n.d. VSN# 01350

The humorous methods used in this film to "sell" handicapped employees point to a serious issue: that handicapped persons are capable and available for competitive and productive employment. This film has been one of most successful and frequently requested.

South Bay Mayor's Committee for the Employment of the Handicapped. It's A New Day. Los Angeles: ZICA Films Co., n.d. 9 min., 9 sec. VSN# 01726

This film celebrates the new attitudes and technology available to disabled people to increase their integration into the mainstream of life. The film highlights disabled people using new-devices such as verticle-lift wheelchairs, talking calculators, Opticon-scan and Porta-printer. Individuals are seen in diverse and challenging life styles and activities, such as dirt-biking, playing tennis and racquetball, as well as holding such jobs as forest ranger, engineer, airline reservations agent, school teacher and psychologist.

Spinnello, Barry. A Day in the Life of Bonnie Consolo. Pasadena, CA: Barr Films, n.d. VSN# 01728

This film spends a typical day with Bonnie Consolo, a woman born without arms, who has learned to master her environment. She discusses how she views her life, the barriers that she faced, and her triumph over disability. This film has been very successful in showing the unexpected strengths and abilities of handicapped individuals.

Stanfield Film Associates. Graduation. Santa Monica, CA: Author, n.d. VSN# 01358

This film provides an overview of existing postgraduate programs available to moderately retarded adults. Through personal interviews, the film relates the quality of the lives of 120 retarded adults after leaving school, focusing on one young adult. The lack of programs and the lack of community support are dramatized. Although 94% of these students live at home and care for their own personal needs, with 92% assisting in home maintenance, only 2% are competitively employed. As many as 40% never leave home and 60% never meet with friends socially.

Stanfield Film Associates. People First. Santa Monica, CA: Author, n.d. VSN# 01359

People First began when a small group of former residents of Fairview Hospital and Training Center decided to speak for themselves about the rights they felt were denied them due to their handicaps. They also wanted to address the false, stereotypical ideas that often accompany the labels of "handicapped" and "mentally retarded." Out of this desire grew the People First Statewide Conference in Bend, Oregon. Over 600 handicapped persons attended this conference, organized by and for mentally retarded participants.

Stanfield Film Associates. They All Can Work. Santa Monica, CA: Author, n.d. VSN# 01725

This film is about people who are learning to function in a society that does not always have time for them. They are employed by Natural Recovery Systems, a recycling factory located in Moncton, New Brunswick, where automobile alternators are rebuilt and glass and cardboard are collected and recycled. An innovative experiment which is commercially viable, this enterprise provides on-the-job training that will eventually permit many of its employees to leave and find work elsewhere. In addition, an after-hours Life Skills Program teaches skills like taking a bus, banking, cooking a meal, or balancing a budget.

Weaver, Janet. Taking on Tomorrow. Washington, D.C.: National Audiovisual Center, n.d. VSN# 01387

This film profiles the Santa Ana College in Santa Ana, California. This community college has created many programs to serve the needs of handicapped students. Educational services provide students with vocational skills necessary to compete successfully in the job market. The film describes educational and support services for hearing impaired, learning disabled, and physically handicapped students, and shows interviews with administrators, teachers, and students. A guidebook comes with the film.

Xerox Films. Never Say You Can't Until You Try. Columbus, OH: Author, n.d. VSN# 01616

With original music and lyrics, live action and animated vignettes, this film is designed to help students understand the universality of trying, failing, and succeeding. The film also emphasizes the importance of making a start, and of asking for help when it's needed. Most suitable for elementary students.

FILMSTRIP/CASSETTES

Bradley, Curtis H. and Joan E. Friedenberg. Vocational Training for LEP's: Ten Tips for Teachers. Washington, D.C.: Center for Applied Linguistics, 1983. VSN# 02362

This filmstrip was developed for vocational education personnel who are beginning to enroll students with limited English skills. The filmstrip discusses some of the most common problems faced by limited English proficient students and presents ten tips which English-speaking educators can employ with these students. Materials with the filmstrip and cassette give methods for presentation, preparation, review, and discussion questions.

Council for Exceptional Children. P.L. 94-142, The Education For All Handicapped Children Act: Implementing Procedural Safeguards (A Guide for Schools and Parents). Reston, VA: Author, 1977. VSN# 00289

The purpose of this package is to provide a practical guide to administrators, parents, teachers, advocacy groups, and other interested groups of professional and lay persons in meeting the requirements of Public Law 94-142. The three filmstrips are entitled:

The Identification, Evaluation, and Placement Process  
How the Law Works: Three Case Studies  
How a Procedural Safeguards Hearing Works

Appendices have materials for use with participants: sample forms, copies of the law, duplications masters, and more. A User's Guide comes with the package.

Hoyt, Kenneth B., Rupert Evans, Edward F. Mackin, and Garth L. Mangum. Career Education: What It Is and How To Do It. Salt Lake City: Olympus Publishing Co., n.d. VSN# 00581

This filmstrip, produced by some of the leading names in career education and vocational education, defines career education and describes how it can be a part of a child's education. It comes with two filmstrips and one cassette.

Interpretive Education. Social Consequences At Work. Kalamazoo, MI: Interpretive Education, 1979. VSN# 00605

This is a multimedia program with a filmstrip, cassette, workbook and activities, all designed to help students understand and use the concepts of "Situation," "Response," and "Consequence" in work settings. The filmstrip is presented in sections, with workbook exercises for each section. The student learns to recognize elements of a situation, then decide on a response while considering the

consequences that will occur. An attractive package, written in simple English. An Instructor's Guide comes with the package, as well.

Johnson, Carole M. Expanding Work Options for Exceptional Students: A Self Instructional Manual. Reston, VA: The Council for Exceptional Children, n.d. VSN# 00617

This kit, which comes with filmstrip, cassette, and self-instructional manual, is designed to help participants provide meaningful and appropriate career education experiences for exceptional students. The manual has three parts: Fundamentals of Career Education, Career Education for Exceptional Individuals, and Implementing Career Education for Exceptional Individuals. The filmstrip and cassette give an overview to career education. A Facilitator's Guide comes with the kit.

Kids, Mainstreaming and You. Dayton, OH: The Kids Come in Special Flavors Co., n.d. VSN# 00690

This filmstrip has three sections. The first, "KIDS," addresses children's unique educational needs and how grouping and individualization can work together. The second part, "MAINSTREAMING," discusses the procedures and precautions of putting students in regular classes, and describes the IEP. The third part, "AND YOU," shows how the education of handicapped students must be a team effort. The filmstrip comes with a cassette. It is 16 minutes long.

Marlin, Jeffrey. Adolescence to Adulthood: Rites of Passage. Pleasantville, NY: Sunburst Communications, Inc., 1974. VSN# 02493

This program is designed to develop concepts of maturity and to describe the process of becoming an adult in our society. Part I contrasts the period of adolescence in primitive societies with that in modern American society and Part II investigates various rites of passage, some meaningful to the adolescent, some to the family, and some to society as a whole. The program also analyzes the effects of prolonged adolescence on today's young people, and encourages young people to reflect on their own adolescent experience and to articulate a personal definition of maturity. The Teacher's Guide that comes with the program has an introduction, learning objectives, key words and concepts, a summary of the program, review questions, a bibliography, and scripts. The program has two filmstrips with cassettes.

Mt. San Jacinto College. Movement Defects and Learning. San Jacinto, CA: Author, n.d. VSN# 00928

This lessons describes for vocational teachers ideas they can use when planning instruction for students with neuro-muscular and certain health or skeletal defects. After the filmstrip, teachers should be

able to describe the three prerequisites for body system readiness, three general types of movement defects that could affect vocational instruction, and the major problems to be overcome with students having movement defects. Worksheets accompany the filmstrip.

Mt. San Jacinto College. Physical Handicaps and Learning. San Jacinto, CA: Author, n.d. VSN# 00929

This lesson focuses upon physical defects which affect the learning processes. It seeks to increase vocational teachers' knowledge of the characteristics associated with physical handicaps, and provide a basis for re-examination of instruction to determine how physically handicapped persons may be included within vocational programs. Worksheets accompany the filmstrip.

Mt. San Jacinto College. Planning Courses for the Disadvantaged. San Jacinto, CA: Author, n.d. VSN# 00930

This packet will help educators identify actions that vocational teachers can use to serve the needs of the disadvantaged, especially the special considerations basic to planning courses for fulfilling those needs. With the filmstrip and cassette are worksheets, pre- and post-tests and evaluation forms for participants.

Mt. San Jacinto College. Positive Approaches for Teaching the Disadvantaged. San Jacinto, CA: Author, n.d. VSN# 00931

This filmstrip describes the kinds of instruction that may encourage disadvantaged students to remain in school and that will increase the probability that they will achieve their maximum development and be prepared to advance rapidly on the job. With the filmstrip comes worksheets for participants, pre- and post-tests, and evaluation sheets.

Mt. San Jacinto College. Resources and Methods in Teaching Visually Handicapped Students. San Jacinto, CA: Author, n.d. VSN# 00932

After observing this filmstrip and completing the accompanying worksheets, vocational teachers should be able to describe two types of orientation that functionally blind students would need, list and describe four types of tools or aids for these students, and identify and describe the main functions of eight personnel, organizations or agencies providing special materials or services to these students.

Mt. San Jacinto College. Sensory Defects and Learning. San Jacinto, CA: Author, n.d. VSN# 00933

Written specifically for vocational teachers, this describes sensory systems and ways to increase learning by designing instruction which deliberately uses many sensory pathways, or that circumvent

conventional, but defective pathways. Worksheets accompany the filmstrip.

Mt. San Jacinto College. Teaching the Handicapped. San Jacinto, CA: Author, n.d. VSN# 00934

Also written for vocational teachers, this lesson explores major problems and conditions which need conscious treatment through instructional processes, addressing both physical and mental handicaps. After this filmstrip, participants should be able to describe why physical and mental handicaps could become educational handicaps, the major areas that can be treated through instruction, and the techniques or special services needed for instructing physically and mentally handicapped students. Worksheets accompany the filmstrip.

National Center for Research in Vocational Education. Individualized Education Programs (IEPS): A Filmstrip/Audio Tape for Vocational Educators. Columbus: Ohio State University, n.d. VSN# 01885

This packet provides an overview of IEP requirements and procedures and describes the role vocational educators may play in formulating and implementing an IEP. The presentation is directed toward vocational educators generally, whether they be teachers, administrators, or counselors.

National Education Association. The Handicapped, The Teachers, and the Law. Washington, D.C.: The National Education Association, 1978. VSN# 00989

This filmstrip and cassette describe the Education for All Handicapped Children Act (P.L. 94-142), what has happened to teachers as a result of this law, and what more needs to be done to see that the law is properly implemented in the classroom.

Nazzaro, Jean. Preparing for the IEP Meeting: A Workshop for Parents. Reston, VA: The Council for Exceptional Children, 1979. VSN# 01000

This package has all the instructions, materials, and audio-visual supplies necessary for a workshop. Objectives include understanding the IEP, being familiar with placement options, being able to contest a proposed IEP, and many more. The manual includes invitations, evaluation forms, detailed instructions for the workshop, script of the filmstrip, and activities. A filmstrip and tape are part of the package.

Northwest Special Education Instructional Materials Center. Workshop: Creating Instructional Materials for Handicapped Learners. Washington, D.C.: National Audiovisual Center, 1975. VSN# 01009

The purpose of this kit, which comes with two filmstrips and three cassettes, is to provide an opportunity for teachers to develop skills in adapting and improvising instructional materials for

handicapped learners. "Selecting Instructional Materials" is a 7-minute audio cassette and filmstrip, "Creativity" is a 13-minute audio cassette, and "Educating Young Handicapped Children: Getting the Most Out of Materials" is a 15-minute audio cassette and filmstrip. The Coordinator's Guide which comes with the kit, gives complete instructions for a workshop.

Singer Career Systems. Skills Orientation Series. Rochester, NY: The Singer Company, 1980. Numbers follow.

Each kit in this series includes a filmstrip and cassette, plus an instructor lesson plan, a student activity sheet, and program summary card. The lesson plans describe the program content, vocabulary, student objectives, vocabulary words, lesson presentation and follow-up instructions, supplementary activities, and more. The student activity sheets are all legally reproducible. All is written in extremely simple English, suitable for students with reading or learning problems. The series includes the following kits:

Applying Wallpaper VSN# 01299  
Bits & Pieces for Electric Drills VSN# 01300  
Carpet Maintenance VSN# 01301  
Circuit Breakers VSN# 01302  
Construction Lumber VSN# 01303

Electrical Switches VSN# 01304  
Electric Wire and Cable VSN# 01305  
Types & Uses VSN# 01306  
Installing Asphalt VSN# 01307  
Installing Drywall VSN# 01308

Installing Gutters VSN# 01309  
Installing Roll Installation VSN# 01310  
Installing Wood Shingles VSN# 01311  
Locating Defective Circuit Parts VSN# 01312  
Locating Wall Studs VSN# 01313

Lockset Maintenance VSN# 01314  
Preparing for Exterior Painting VSN# 01315  
Preparing for Interior Painting VSN# 01316  
Reading Electric Meters VSN# 01317  
Repairing Drywall VSN# 01318

Repairing Fluorescent VSN# 01319  
Replacing A Light Fixture VSN# 01320  
Replacing Aluminum Screens VSN# 01321  
Replacing A Plug VSN# 01322  
Replacing A Receptacle VSN# 01323

Replacing Asphalt Tile VSN# 01324  
Replacing A Wall Switch VSN# 01325

Replacing Ceramic Tile VSN# 01326  
Sharpening Woodworking VSN# 01327  
The Portable Electric Drill VSN# 01328

The Propane Torch VSN# 01329  
Using A Belt Sander VSN# 01330  
Using A Circular Saw VSN# 01331  
Using A Pop Riveter VSN# 01332  
Using A Rafter/Framing Square VSN# 01333

Using A Saber Saw VSN# 01334

Sunburst Communications. I'm Just Like You: Mainstreaming the Handicapped.  
 Pleasantville, NY: Author, 1977. VSN# 01381

This two-part filmstrip is designed to give parents, educators, and students a broader understanding of the needs and capabilities of handicapped people. Actual case histories of handicapped children mainstreamed in regular public schools provide the basis for an examination of the psychological needs of handicapped students, the attitudes of nonhandicapped students toward their handicapped peers, and the advantages and disadvantages of placing students in regular school settings. Discussion questions at the end of each program part are designed to encourage a lively examination of these issues among your group. A Teacher's Guide, complete with activities, scripts, bibliographies, and more, comes with the package.

Tindall, Lloyd. Better Than I Thought. Madison: Wisconsin Vocational Studies Center, University of Wisconsin-Madison, n.d. VSN# 01467

This filmstrip series is designed to help vocational teachers prepare both themselves and their programs for service to handicapped students. The eight filmstrips provide the framework and structure necessary to inform viewers about handicapping conditions, to activate their empathy and to indicate the kind and extent of modifications required to adapt vocational teaching to students who are handicapped. The series eight filmstrips are titled:

- "Txxk tx thx Xpxn Rxxd" (learning disability)
- "Disturbed? Who's Disturbed?" (emotional disturbance)
- "Unaccustomed As I Am. . ." (mental retardation)
- "Feel Not Good" (hearing impairment)
- "Placement by DISability" (visual impairment)
- "Willing to Try" (physical disability)
- "Square Peg, Round Hole" (disadvantaged)
- "Rx for Independence" (adapting to students' needs)

Tindall, Lloyd. Whatever It Takes. Madison, WI: Wisconsin Vocational Studies Center, n.d. VSN# 01477

This package includes three filmstrips, intended for training vocational educators, special educators, administrators and others in the vocational education of handicapped students. The three filmstrips are:

Yes, But . . . This describes the need for expanded staff when handicapped students are placed into vocational education, program individualization, the effect of home life and employment goals, and more.

As For That Mustache, Dear Ben . . . This describes informal assessment, self-assessment, need for communication among staff members, and more.

Whatever It Takes: This shows the importance of flexibility in the program, teaching modifications, individualization methods, and more.

#### SLIDE/TAPES

Instructional Materials Laboratory. Vocational Vocabulary Module: Auto Body. Columbia: Author, University of Missouri, n.d. VSN# 02382

The Auto Body Vocational Vocabulary Module is a project designed to provide special needs students with opportunities for developing vocabulary skills in the area of auto body. The module provides academic support in regular classes, supplements vocational curriculum of student in regular auto body classes, and provides vocational instructional materials for the modified classroom. The module is divided into three units: metal forming, filling, and painting. The module includes seven slide sets, each with a cassette, seven worksheets, one student progress chart, and an answer sheet. This approach allows a visual presentation, audio support, definition, context sentence and a reinforcing visual, and is particularly valuable in using different learning styles with students.

Instructional Materials Laboratory. Vocational Vocabulary Module: Auto Service. Columbia: Author, University of Missouri, n.d. VSN# 02384

The Auto Service Vocational Vocabulary Module is a project designed to provide special needs students with opportunities for developing vocabulary skills in the area of auto service. The module provides academic support in regular classes, supplements vocational curriculum of student in regular auto service classes, and provides vocational instructional materials for the modified classroom. The module is divided into three units: Tool Identification, Under Hood Inspection, and Under Car Inspection. The module includes five slide sets, each with a cassette, five worksheets, one student progress

chart, and an answer sheet. This approach allows a visual presentation, audio support, definition, context sentence and a reinforcing visual, and is particularly valuable in using different learning styles with students.

Instructional Materials Laboratory. Vocational Vocabulary Module: Health Occupations. Columbia: Author, University of Missouri, n.d. VSN# 02383

The Health Occupations Vocational Vocabulary Module is a project designed to provide special needs students with opportunities for developing vocabulary skills in the area of health occupations. The module provides academic support in regular classes, supplements vocational curriculum of student in regular health occupations classes, and provides vocational instructional materials for the modified classroom. The module is divided into three units: personal care, asepsis, and abbreviations. The module includes seven slide sets, each with a cassette, seven student worksheets, a student progress chart and an answer key. This approach allows a visual presentation, audio support, definition, context sentence and a reinforcing visual, and is particularly valuable in using different learning styles with students.

Instructional Materials Laboratory. Vocational Vocabulary Module: Small Engines. Columbia: Author, University of Missouri, n.d. VSN# 02389

The Small Engines Vocational Vocabulary Module is a project designed to provide special needs students with opportunities for developing vocabulary skills in the area of small engines. The module provides academic support in regular classes, supplements vocational curriculum of student in regular small engines classes, and provides vocational instructional materials for the modified class-room. The module is divided into three units: ignition, carburetion, and compression. The module includes five slide sets, each with a cassette, and a student manual with progress chart and an answer key. This approach allows a visual presentation, audio support, definition, context sentence and a reinforcing visual, and is particularly valuable in using different learning styles with students.

Instructional Materials Laboratory. Vocational Vocabulary Module: Welding. Columbia: Author, University of Missouri, n.d. VSN# 02385

The Welding Vocational Vocabulary Module is a project designed to provide special needs students with opportunities for developing vocabulary skills in the area of welding. The module provides academic support in regular classes, supplements vocational curriculum of student in regular welding classes, and provides vocational instructional materials for the modified class-room. The module is divided into two units: gas and arc welding. This module includes six slide sets, each with a cassette, and six student worksheets, one student progress chart and an answer key. This approach

allows a visual presentation, audio support, definition, context sentence and a reinforcing visual, and is particularly valuable in using different learning styles with students.

Kok, Marilyn and Linda H. Parrish. Three Options for Placement. College Station: Vocational Special Needs Program, College of Education, 1982. VSN# 02562

This slide/tape module, which includes a slide presentation, audio cassette, script, handouts, and activities, uses interviews with teachers to describe the three different kinds of programs in which students with special needs can receive vocational training: Coordinated Vocational Academic Education (CVAE), Vocational Education for the Handicapped (VEH), and regular classes.

Kok, Marilyn and Linda H. Parrish. Vocational Teachers Discuss Special Learning Needs. College Station: Vocational Special Needs Program, College of Education, 1982. Numbers follow.

These modules, each of which includes a slide presentation, audio cassette, script, handouts and learning activities, was designed to introduce vocational teachers to the experiences they might have when students with special learning needs enter their classes. The series was based on interviews with actual teachers who gave their insights and suggestions related to teaching special needs students. Included in the series are the following:

Agricultural Education Teachers VSN# 02566  
Health Occupations Teachers VSN# 02563  
Homemaking Teachers VSN# 02568  
Industrial Education Teachers VSN# 02567  
Office Education Teachers VSN# 02565  
Marketing and Distributive Education Teachers VSN# 02564

Materials Development Center. Assessment Modules. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, n.d. Numbers follow.

This series of slide/tape modules describes well-known vocational assessment systems. The modules were designed for the instruction of teachers, rehabilitation counselors, counselors, and work-study coordinators. The following systems are presented, each with its own set of slides and a tape.

Comprehensive Occupational Assessment and Training System (COATS)  
 VSN# 01165  
Hester Evaluation System VSN# 01166  
Orientation to Dexterity Tests VSN# 01171  
Philadelphia JEVS Work Sample Battery VSN# 01172  
Singer Vocational Evaluation System VSN# 01173  
Situational Assessment: A Vocational Evaluation Technique VSN# 01174

Talent Assessment Program (TAP) VSN# 01175  
Tower Work Sample Battery VSN# 01176  
VALPAR Component Work Samples Series VSN# 01177  
Vocational Information and Evaluation Work Samples (VIEWS) VSN# 01179  
Vocational Interest Temperament Aptitude System (VITAS) VSN# 01180  
Wide Range Employment Sample Test (WREST) VSN# 01181

U.S. Civil Service Commission. Successful Supervision of Handicapped Employees. Washington, D.C.: National AudioVisual Center, n.d. VSN# 01500

This workshop kit was designed to help supervisors and managers achieve goals through effective utilization of the valuable staff resources represented by qualified handicapped individuals. It stresses the principles of selective placement—the careful matching of skills of a person with the duties of a job. The kit comes with six slide/tape presentations, a Leader's Guide, and a General Workbook. Slide/tape presentations are entitled: "Workshop Overview," "Facts About the Handicapped," "The Selective Placement Program," "Job Analysis," "Job Modification," "Architectural and Transportation Barriers," "Good Supervisory Practices," and "Review and Summary."

#### CASSETTES

Adult Performance Level Project. Community Resources (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01869

This kit is based on the competencies that the APL Project at the University of Texas identified as necessary for adults to have. This particular kit addresses being able to use the telephone and library as information sources, being aware of public assistance programs, knowing about driving regulations, transportation and reservations, recreation and mass media. The kit includes three cassette tapes, a teacher's manual, and a set of flashcards. The material is all simply written and has numerous worksheets for students to complete.

Adult Performance Level Project. Consumer Economics I (Teacher's kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01861

This kit is based on the competencies that the APL Project at the University of Texas identified as necessary for adults to have. This particular kit addresses counting and currency, measuring and metrics, comparison shopping, ordering food, catalog ordering, and care and upkeep of personal possessions. The kit includes three cassette tapes and a teacher's manual. The material is all simply written and has numerous worksheets for students to complete.

Adult Performance Level Project. Consumer Economics III (Teacher's Kit).

New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01866

This kit is based on the competencies that the APL Project at the University of Texas identified as necessary for adults to have. This particular kit addresses world resources, housing and utilities, car buying and maintenance, advertising techniques, and consumer fraud. The kit includes two cassette tapes and a teacher's manual. The material is all simply written and has numerous worksheets for students to complete.

Adult Performance Level Project. Government and Law (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01866

This kit is based on the competencies that the APL Project at the University of Texas identified as necessary for adults to have. This particular kit addresses government structure and function, civil law and criminal law, citizen's rights and duties, and common legal documents. The kit includes two cassette tapes, a teacher's manual, and a "Legal Concentration" game. The material is all simply written and has numerous worksheets for students to complete.

Glasner, Lynne and Marilyn Thypin. Pacemaker Vocational Readers. Belmont, CA: Fearon Pitman Pubs., 1976. Numbers follow.

Designed for high school students with limited reading abilities, these are simply written with large photographs. Each explains career opportunities by using an entertaining, fictional account of a young adult's experiences on a job. They teach a variety of job skills and behaviors. A Teacher's Guide (VSN# 02336) and a set of audio cassettes (VSN# 02347) accompany the series.

And It's So Quiet: Porter or Janitor VSN# 02337

Fitting Sewing Machine Operator VSN# 02342

Give the Kid A Chance: Baker's Helper VSN# 02343

I'll Try Tomorrow: Gardener VSN# 02345

The Other Side of the Counter: Short Order Cook VSN# 02340

Power On and Start Print: Duplicating Room Worker VSN# 02339

Ready to Go: Auto Mechanic's Helper VSN# 02338

Someone for the Summer: Waitress VSN# 02341

Until Joe Comes Back: Supermarket Stock Clerk VSN# 02346

You Know How Children Are: Day Care Center Aide VSN# 02344

Nazzaro, Jean. How Can Tests Be Unfair? A Workshop on Nondiscriminatory Testing. Reston, VA: CEC Information Services and Publications, 1975. VSN# 00217

The purpose of this workshop kit is to increase participants' sensitivity to possible discriminatory factors inherent in assessment instruments and practices. The workshop provides six simulated experiences in taking tests that are biased. The kit includes one audio cassette, numerous test booklets for participants to use, and a

workshop guide for the leader. Tests demonstrate discrimination against visual perceptual problems, auditory discrimination problems, muscle control, language, conceptualization, and cultural difference problems.

Wylie, Richard E. Personal Reading Modules. Clearwater, FL: Relevant Productions, Inc., n.d. Numbers follow.

One way to encourage students to read is to provide challenging materials that inform and teach skills that are generally not provided through mass media. Materials that respond to current important social and economic experiences appear to be providing this necessary challenge that stimulates people to read. The following modules, each with reading materials and an audio cassette have been designed to provide such reading materials. With each module are a package of 30 Reading Skill Sheets that are designed to help teach basic reading and English skills through the timely content of the modules. Each Reading Skill Sheet teaches three reading or English skills: vocabulary development, comprehension, and elaborative or critical thinking. As you can see from the following list of titles available through the Lending Library, these are indeed on topics of interest to secondary students:

Buying A Used Car VSN# 01606  
Comparative Shopping VSN# 01607  
Consumerism VSN# 01608  
Earning Money Now VSN# 01609  
Establishing Credit VSN# 01610  
First Week of Work VSN# 01611  
How to Get and Hold A Job VSN# 01612  
How to Handle Money VSN# 01613  
Making Decisions VSN# 01614  
You Can Get A Job VSN# 01615

### COMPUTER SOFTWARE

We are very pleased to have available the following computer software, appropriate for use with special education students, on topics related to vocational education. All software is for Apple computers. Other software will be available as we purchase back-up copies. We will not make back-up copies for you! We ask that you remember the following rules:

1. Keep software for only three weeks. We are getting many requests, so cannot offer renewing privileges.
2. Return the software by insured mail (\$200).
3. Please package carefully. These disks cost a lot!

Aquarius Publications: For use with Apple II, IIf

The following software programs are designed to improve students' reading and thinking abilities. Each lesson is written on both a fifth and third grade reading level. Students first read a fifth grade level paragraph and are then given a comprehensive question. A correct response causes a graphic reward and advancement to the next frame. An incorrect response causes a short explanation which tells why the response is wrong. The same concepts are then presented in a paragraph written on a third-grade level, and the student is again questioned. A scoring system comes with each program.

How To Get and Hold A Job VSN# 02462

Here are "how to" ideas to help students get and hold jobs. Students learn job selection, interview techniques, employer-employee relations, and essential occupational skills.

Interviewing VSN# 02460

When applying for a job, students will probably interview with a personnel director. This director will be looking for a certain kind of person. This program describes what a personnel director looks for and how he or she will get that information.

Tips On Buying A Used Car VSN# 02427

Describing what to look for and how to find a good used car, this program helps the student become a knowledgeable car buyer.

Reading an Advertisement VSN# 02425

This describes the advertising business and how the consumer is led to think or feel a certain way about a product or service.

Money VSN# 02426

This shows the relationship between cash, checks, charge cards, and charge accounts, and will also teach how students can make their money work for them.

Love Publishing Company: Professional Vocabulary Series: For use with Apple

Instructional Skills VSN# 02541

This provides a tutorial of instructional vocabulary in the areas of reading, language, career education, and vocational education.

Special Education A VSN# 02259

This gives a tutorial on vocabulary used in special education areas: general terms, legislative-legal terms, service and programs, assessment, and instructional planning.

Special Education B VSN# 02260

This gives vocabulary related to learning disabled, mentally retarded, gifted, and emotionally disturbed.

Special Education C VSN# 02261

This gives vocabulary related to physically handicapped, hearing impaired, visually impaired, and speech and language.

Minnesota Education Curriculum Consortium: For use with Apple

Finding Readability Levels VSN# 02450

This will help educators calculate the readability levels of any text or reading materials.

Micro Power & Light Co.: For use with Apple DOS 3.2

Readability VSN# 02457

This uses various types of readability formulas to analyze the reading difficulty of materials.

National Educational Software Service

Career Scan IV VSN# 02459

This program describes various occupations, encouraging students to form career objectives.

Sunburst Communications: For use with Apple

Survival Math VSN# 02458

This is a set of four computer programs that simulate realistic situations, and is designed to motivate students in grades 7-12 to become actively involved in developing their skills in math.

RECORDS

President's Committee on Employment of the Handicapped. Say Yes to the Handicapped. Washington, D.C.: Author, n.d. VSN# 02569

This record features public service announcements on hiring the handicapped.

OTHER KITS

Kids Come in Special Flavors. Kids Come in Special Flavors Workshop Kit. Dayton, OH: Kids Come in Special Flavors Co., 1980. VSN# 00689

A well-organized, easy-to-follow workshop, this is designed to help participants understand how it feels to have a handicap, become comfortable with a person who has a handicap, and learn to create a relaxed environment where each person can grow. What sets this workshop apart is the creative, entertaining methods used to convey the message.

AUDIO-VISUAL MATERIALS  
FOR USE WITH STUDENTS

Most of the materials listed in this resource guide are intended for use with educators, in preservice or inservice activities. The following materials (described in the previous pages) are appropriate for use with your students:

Films:

Academy-McLarty Productions. You and Office Safety. Columbus, OH: Xerox Films, n.d. VSN# 01617

Brigham Young University. A Cipher in the Snow. Provo, Utah: Author, n.d. VSN# 01727

Centron Films. Leo Bauerman. Lawrence, Kansas: Author, n.d. VSN# 01847

Xerox Films. Never Say You Can't Until You Try. Columbus, OH: Author, n.d. VSN# 01616

Filmstrip/Cassettes:

Interpretive Education. Social Consequences At Work. Kalamazoo, MI: Interpretive Education, 1979. VSN# 00605

Marlin, Jeffrey. Adolescence to Adulthood: Rites of Passage. Pleasantville, NY: Sunburst Communications, Inc., 1974. VSN# 02493

Singer Career Systems. Skills Orientation Series. Rochester, NY: The Singer Company, 1980. Numbers follow.

Applying Wallpaper VSN# 01299

Bits & Pieces for Electric Drills VSN# 01300

Carpet Maintenance VSN# 01301

Circuit Breakers VSN# 01302

Construction Lumber VSN# 01303

Electrical Switches VSN# 01304

Electric Wire and Cable VSN# 01305

Types & Uses VSN# 01306

Installing Asphalt VSN# 01307

Installing Drywall VSN# 01308

Installing Gutters VSN# 01309

Installing Roll Installation VSN# 01310

Installing Wood Shingles VSN# 01311

Locating Defective Circuit Parts VSN# 01312

Locating Wall Studs VSN# 01313

Lockset Maintenance VSN# 01314  
Preparing for Exterior Painting VSN# 01315  
Preparing for Interior Painting VSN# 01316  
Reading Electric Meters VSN# 01317  
Repairing Drywall VSN# 01318

Repairing Fluorescent VSN# 01319  
Replacing A Light Fixture VSN# 01320  
Replacing Aluminum Screens VSN# 01321  
Replacing A Plug VSN# 01322  
Replacing A Receptacle VSN# 01323

Replacing Asphalt Tile VSN# 01324  
Replacing A Wall Switch VSN# 01325  
Replacing Ceramic Tile VSN# 01326  
Sharpening Woodworking VSN# 01327  
The Portable Electric Drill VSN# 01328

The Propane Torch VSN# 01329  
Using A Belt Sander VSN# 01330  
Using A Circular Saw VSN# 01331  
Using A Pop Riveter VSN# 01332  
Using A Rafter/Framing Square VSN# 01333

Using A Saber Saw VSN# 01334

Sunburst Communications. I'm Just Like You: Mainstreaming the Handicapped. Pleasantville, NY: Author, 1977. VSN# 01381

Glasner, Lynne and Marilyn Thypin. Pacemaker Vocational Readers. Belmont, CA: Fearon Pitman Pubs., 1976. Numbers follow.

And It's So Quiet: Porter or Janitor VSN# 02337  
Fitting Sewing Machine Operator VSN# 02342  
Give the Kid A Chance: Baker's Helper VSN# 02343  
I'll Try Tomorrow: Gardener VSN# 02345  
The Other Side of the Counter: Short Order Cook VSN# 02340  
Power On and Start Print: Duplicating Room Worker VSN# 02339  
Ready to Go: Auto Mechanic's Helper VSN# 02338  
Someone for the Summer: Waitress VSN# 02341  
Until Joe Comes Back: Supermarket Stock Clerk VSN# 02346  
You Know How Children Are: Day Care Center Aide VSN# 02344

Slide/Tape Materials:

Instructional Materials Laboratory. Vocational Vocabulary Modules. Columbia: Author, University of Missouri, n.d. Numbers follow.

Auto-Body VSN# 02382

Auto Service. VSN# 02384

Health Occupations. VSN# 02383

Small Engines. VSN# 02389

Welding. VSN# 02385

Materials with Cassettes:

Adult Performance Level Project. Community Resources (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01869

Adult Performance Level Project. Consumer Economics I (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01861

Adult Performance Level Project. Consumer Economics III (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01866

Adult Performance Level Project. Government and Law (Teacher's Kit). New York: Harcourt Brace Jovanovich, Inc., 1979. VSN# 01866

Wylie, Richard E. Personal Reading Modules. Clearwater, FL: Relevant Productions, Inc., n.d. Numbers follow.

Buying A Used Car VSN# 01606

Comparative Shopping VSN# 01607

Consumerism VSN# 01608

Earning Money Now VSN# 01609

Establishing Credit VSN# 01610

First Week of Work VSN# 01611

How to Get and Hold A Job VSN# 01612

How to Handle Money VSN# 01613

Making Decisions VSN# 01614

You Can Get A Job VSN# 01615

Computer Software:Aquarius Publications:

How To Get and Hold A Job VSN# 02462

Interviewing VSN# 02460

Tips On Buying A Used Car VSN# 02427

Reading an Advertisement VSN# 02425

Money VSN# 02426

National Educational Software Service

Career Scan IV VSN# 02459

Sunburst Communications: For use with Apple

Survival Math VSN# 02458