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ABSTRACT

This handbook was developed to assist human services representatives in forming interagency linkages and planning more effectively for the transition of handicapped youth from school to adult life. A model is presented as a framework for conceptualizing the student's movement through various educational levels and for planning the transition from school to adult life. Also discussed are the planning process, written plans for transition, student and parent involvement, and transition planning teams. Problems frequently encountered in implementing transition services and strategies for resolving the problems are presented, focusing on interagency linkage, community-based training, transportation, liability, wage and hour information, graduation requirements, follow-up of graduates, transition in rural areas, physical requirements of adult life, and transition considerations for specific disabilities. Appendixes contain a community self-appraisal instrument for assessing current status and needs in transition services; forms for individual transition planning; a directory of statewide North Carolina resources that work with disabled youth or their families; forms developed by individual local school administrative units, including form letters to parents, student evaluation checklists, school-business agreements, and training plans; interagency agreement samples; a glossary; and a bibliography of 29 items. (JDD)

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**TRANSITION**

*From  
School  
to  
Adult Life*

*A Handbook for Service Providers*

**DIVISION FOR EXCEPTIONAL CHILDREN  
SUPPORT SERVICES AREA**

**BEST COPY AVAILABLE**

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TRANSITION FROM SCHOOL TO ADULT LIFE:

A HANDBOOK FOR SERVICE PROVIDERS

Division for Exceptional Children

Department of Public Instruction

Raleigh, North Carolina

August, 1987

*"The present definition (of transition) emphasizes the shared responsibility of all involved parties for transition success, and extends beyond traditional notions of service coordination to address the quality and appropriateness of each service area."*

*Madeleine Will  
Assistant Secretary  
Special Education and  
Rehabilitation Services  
U.S. Department of Education .*

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## FOREWORD

The primary purpose of programs for youth with handicaps is to insure that these learners develop mentally, physically, emotionally, and vocationally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting. Because of the special education and related services provided to youth with handicaps in North Carolina's schools, these young people are making gains that would have been unpredictable 15 years ago. As these youth approach the age of leaving school, they and their families are often faced with limited opportunities for further education and training or employment. School staff, adult services staff, and community representatives must begin to forge strong cooperative linkages so that a wide array of post-school opportunities in education, training, employment, recreation, and residential settings can be developed with varying degrees of support services.

This handbook was developed to assist local human services representatives in forming interagency linkages and planning more effectively for the transition of handicapped youth from school to adult life. Schools, adult service agencies, and community leaders must accept joint responsibility for improving transition services for the handicapped youth in their community.



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# *Planning for Transition*

## PLANNING FOR TRANSITION

Children and youth with disabilities have been guaranteed a free, appropriate public education since the enactment of the Education for All Handicapped Children Act (P.L. 94-142) in 1975 and the Creech Bill (Article 9, Special Education) in North Carolina in 1977. The first generation of students educated throughout their school careers under these laws is approaching the age of leaving school. Approximately 6,400 students with disabilities exit the public schools each year in North Carolina. Unlike the disabled youth of fifteen or more years ago, this generation is better educated--most students receive at least part of their education with non-disabled peers. The students of this generation are also more socially integrated in their local communities. The parents of these students are more knowledgeable and involved in their children's education. Professionals that work with these students are less likely to set limits on individual potential. More services to prepare these students for adult life are available. Forty-nine percent of students with disabilities in North Carolina between the ages of 12 and 21 are enrolled in vocational education programs. Vocational Rehabilitation serves 9,800 students between the ages of 14 and 21 annually. Many others receive services from school counselors, Job Training Partnership Act programs, and other transition-related programs. Despite these gains in service delivery, the post-school adult world remains uncertain for many of these youth with disabilities.

Recent follow-up studies of special education graduates and surveys of the status of the nation's disabled adult population have produced sobering statistics. Follow-up studies in Florida found that approximately 25% of the

special education graduates made a successful transition to adult life, 25% had a difficult transition, experiencing waiting periods and frequent setting changes. Fifty percent of those surveyed in Florida had an unsuccessful transition and were back at home or in other segregated, nonproductive setting (Florida, 1986).

A 1985 Harris Poll found that 62% of disabled adults surveyed were not working, and most of those were denied other aspects of community life. Sixty-six percent of these adults wanted to work but cited employer misconceptions and lack of skills, transportation problems, lack of necessary equipment, and loss of benefits as reasons for their unemployment. No other demographic group in the United States under age 65 has such a small proportion working (Harris, 1985).

In Vermont, a study of special education graduates from nine rural school districts, over a five-year span, identified 55% as employed and only 37% in full-time employment (Hasazi, 1985). A similar study in Colorado identified a 69% unemployment rate among graduates of special education and most graduates in the study (ages 19 to 29) were living at home. Of those who were employed, most had held at least three jobs since leaving school (Mithaug and Horiuchi, 1983).

The last years of high school and the first years of post-secondary education and employment represent a difficult time for most young people. This period of transition from school to adult life requires decision-making, goal setting, adjustment, and adaptation to the demands of the adult world. This transition period is a normal part of life. As Gail Sheehy states in Passages, "Life after adolescence is not one long plateau. Changes are not only possible and predictable, but to deny them is to be an accomplice to one's own unnecessary vegetation.... If we do not change, we do not grow.

If we do not grow, we are not really living. Growth demands a temporary surrender of security." (Sheehy, 1977, pp. 15, 513)

For the young person with a disability, the transition from school to adult life can be particularly difficult and problematic. There are generally three groups of students with disabilities leaving school. Some students with disabilities will need no special services. They make the transition to post-school settings like their non-disabled peers--sometimes using generic services such as school guidance, community employment offices, and post-secondary educational institutions.

A second group of students with disabilities will need specialized but time-limited services during the transition period. These may include special vocational programs and services, job training and placement, or work adjustment services.

A third and smaller group of students will need ongoing services to be able to attain competitive employment and independent living. These services include intensive training in work and community living skills, follow-along case management, and retraining. These ongoing services do not include life-long custodial care but, instead, some degree of support for employment and an integrated, independent life style.

The purpose of this handbook is to provide assistance to school and adult services personnel in planning for the transition to adult life of all exceptional students regardless of the level of services they may require. Although there are many transitions in life, the term "transition" in this handbook refers to the last years of school, the point of school leaving, and the initial years of employment and adult life.

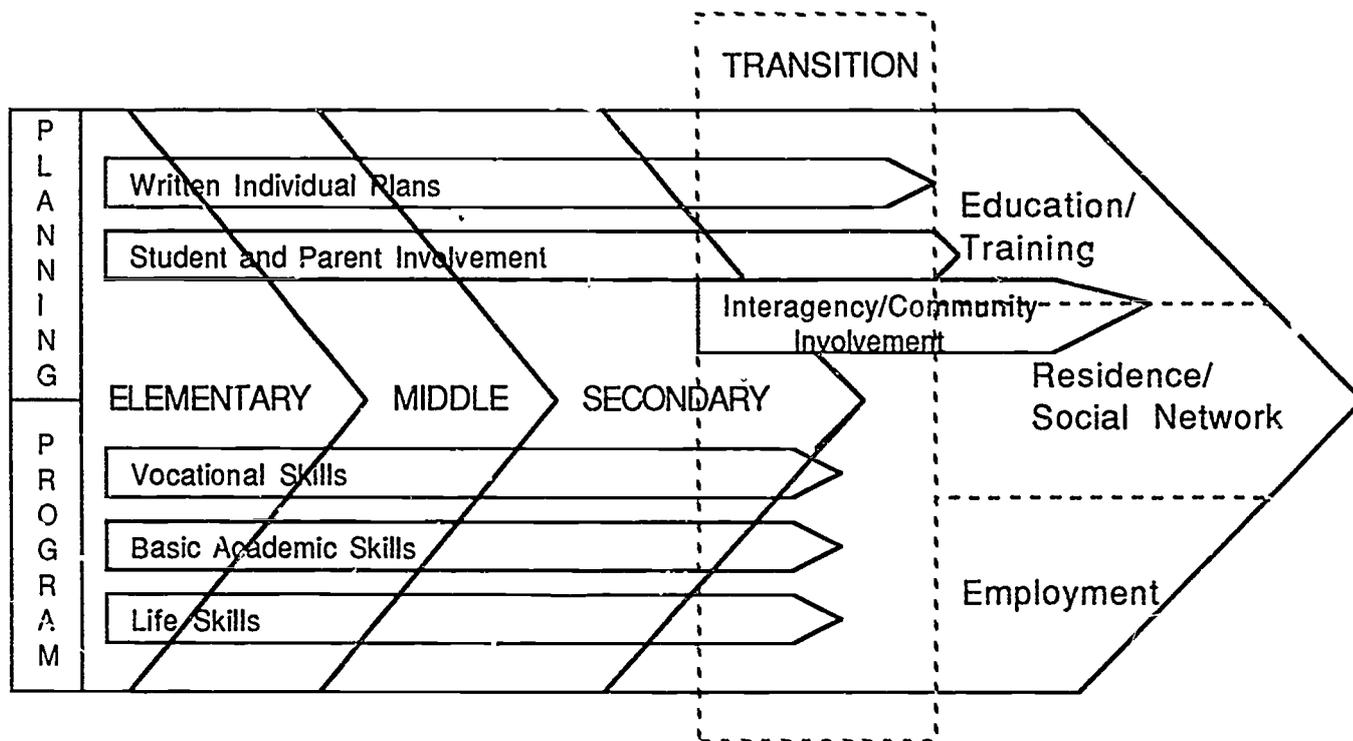
Another term that will be used frequently is "transition services." This term refers to those services which will assist the student in making a

successful transition to employment and quality adult life. These services may include guidance and counseling, vocational programs and services, formal planning for post-school outcomes, supervised work experience, job placement, work adjustment, community living services, case management, and/or family counseling. Planning for and providing transition services are discussed in the next section.

### A Plan for Services

The following model is presented as a framework for planning the transition from school to adult life of disabled students. The model is designed as a generic diagram of the movement of any student through school into adult settings. It provides a way to conceptualize the movement through various levels and highlights the period of transition between the school and adult settings. This model will be used to describe components of the transition planning process.

The model includes elementary, middle, and secondary school levels. It is important that post-school outcomes be considered even at the elementary level. Planning and programming must take place before the last years of school. In the planning component, students and parents are involved throughout the school years. Outside service providers are involved more in the last years of school but may be a part of the planning team for some students throughout the school years. Planning is documented at least annually through the IEP or another written individualized program. The program component includes the curriculum--activities, materials, and experiences in and out of the school building which prepare the student for post-school goals. Post-school settings described in the model include further education or training, employment, residence, and social network. The transition period focuses on the need to provide a bridge between school and adult life.



### Elementary

At the elementary level, curriculum is planned around early academic skills and social skills. Students learn about their own community and the roles of adults in the world of work. For many disabled students, talking about jobs or looking at pictures of adults at work will not be enough exposure to develop an understanding of adult roles or what work is like. More direct experience is needed. Visits to community sites where adults work, shop, travel, and conduct business are important. Adults in various occupations can

be invited to class to tell about their work and demonstrate activities. It is important when exposing the students to the community concept to recognize the many facets of community life--not just occupations. Other facets may include shopping, banking, transportation systems, recreation, information sources and citizenship responsibilities.

#### Middle School

The middle school grades generally provide students an opportunity to master basic academic skills, continue to develop interpersonal skills, and explore various vocational or enrichment activities. Exploratory vocational activities can give students the opportunity to discover areas of strength and interest. These activities can be scheduled into exploratory labs where students get a "taste" of an occupation or cluster of occupations in 4-, 6-, or 9-week rotations. Another exploratory experience is job shadowing and try-out where students can experience real jobs in the school or community. These activities can assist students in making decisions about high school programs and can provide a means for educators to conduct informal assessments of student performance on vocational tasks. Many schools also conduct a more formal vocational evaluation during the middle school years for help in planning high school programs.

#### Secondary School

At the secondary level, some students will work toward a diploma and others toward a certificate. Those working toward diplomas must carefully plan for required coursework and obtain a level of competency in math, reading, and written expression skills. Students not working for a diploma need no less planning to ensure achieving the highest levels of competency possible in functional academics, vocational training, interpersonal skills, and community living skills.

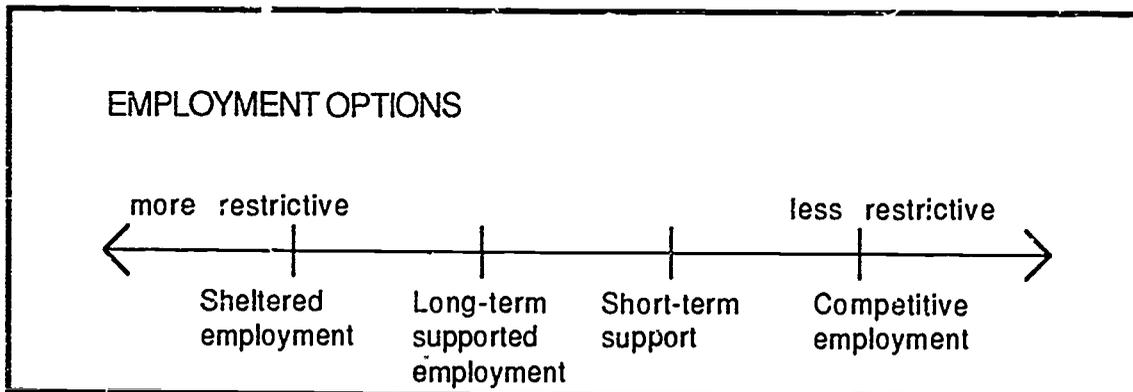
During the secondary school years, students must focus on outcomes--what they will do when they leave school. Decisions about obtaining a diploma or a certificate and post-school options guide planning for students' programs. A checklist of post-school options can be found in Appendix B.

### Final Year in School

Frequently the final year in school is confusing and frustrating for youth with disabilities. They witness their peers making plans for college or employment. Often these youth experience inappropriate counseling or referral services, minimal family involvement, and an end to individualized program planning. The final year in school should be the time for a transitional meeting. The student's transition plan should be reviewed and transfer of case management take place where post-school adult services are needed. Teachers and counselors should make linkages with whatever post-school services are identified to ensure a smooth transition.

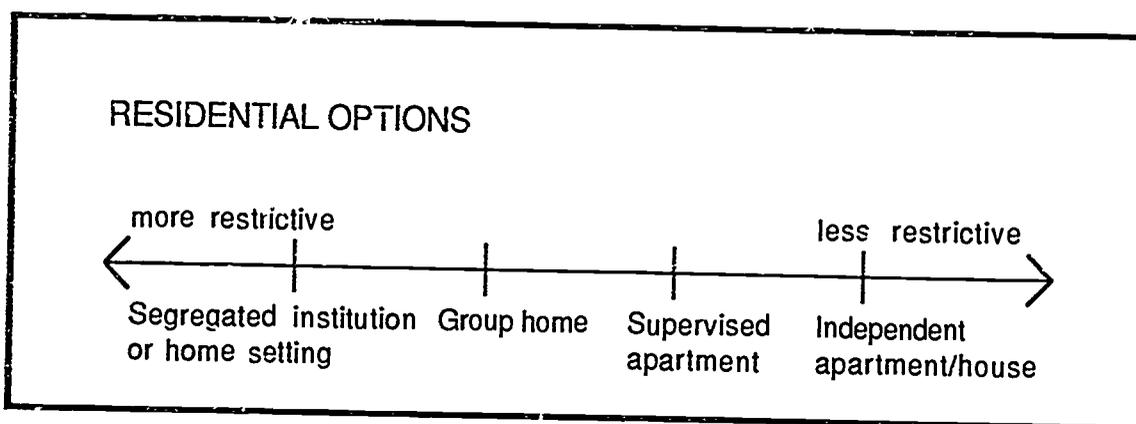
### Adult Life

Life for all adults, including the disabled, should be multifaceted. Employment is an important outcome for everyone. Having a job not only provides an individual with financial support but allows the individual to have a contributing role in the community. Employment settings fall on a continuum depending on the level of support needed.



Some students may seek additional education or training before entering an employment setting. Community colleges and other institutes of higher education offer advisor-advisee programs, counseling, and other support services. Training opportunities range from apprenticeships to on-the-job training to the military.

Residential options for adults also fall along a continuum.



Decisions are often based on resources available in a given community; however, decisions should be based on the level of support needed by an individual. The continuum of employment and residential options implies movement between settings as individuals need a more or less restrictive environment.

Establishment of a social network is important for all adults. No one is totally independent. The support and friendship of others at the workplace and in residential, leisure, and recreational settings are necessary elements of adult life. Social networks can also assist with employment leads.

## Planning

The successful transition of disabled youth from school to adult life requires early planning efforts. Recent studies in Florida (Blanton, 1986) on the components contributing to the transition process have found:

- . high school personnel are essential for providing services, initiating, and implementing the transition process;
- . on-going reinforcement by family members provides essential emotional and financial support; and
- . employment during the high school years is important.

Research at Virginia Commonwealth University (Project TIE) has identified four key elements for effective transition as:

- . systematic vocational training throughout the middle and secondary school years;
- . effective work by interagency teams;
- . parent, consumer, and employer involvement; and
- . community awareness and support.

## Written Plans for Transition

Many agencies use individualized written plans for setting goals and objectives. These may include the Individualized Education Program (IEP) in special education; Career Development Plan (CDP) in vocational education, Individualized Written Rehabilitation Plan (IWRP) in vocational rehabilitation or Individual Habilitation Plan (IHP) in mental health services. Written plans are important tools for planning activities, identifying needed services, documenting efforts, and evaluating progress. Local transition planning teams may choose to combine all individualized written plans into one document--an individualized plan for transition--in the last years of school. Another way to document transition plans is to make an amendment to the IEP. Examples of forms for transition planning can be found in Appendix B.

It is important that local planning teams maintain confidentiality by obtaining permission for sharing student data with adult services personnel. See an example permission form in Appendix B. It is also important that IEP committees (or transition teams) document vocational assessment data, participation of vocational or other agency staff, and the student's level of involvement in vocational programs and services (including work experience). Specific goals and objectives for involvement in vocational programs and services are required if the student receives any level of support or specialized education (modification of curriculum, consultation by resource persons, separate program).

#### Student and Parent Involvement

By state and federal mandate, parents must be involved in the planning of handicapped students' educational programs. Parents should be involved in planning educational programs which prepare for the transition from school to adult life. Parents are the one constant in the handicapped person's life and act as long-term case managers and advocates. Parents can provide important information about their children's abilities and needs. Parents who understand the need for transition planning can support school and adult agency efforts and advocate for improved opportunities in the community. The educational program can be enhanced by training efforts at home. Families play a major role in making decisions about handicapped individuals' work, residential, transportation, and leisure options. Parents who have been partners in planning throughout the school years and who are informed about choices can make better decisions.

As the handicapped student approaches the transition period, he or she should be as involved as possible in decision making. A wide range of experiences--in the school and in the community--will enable the student to make informed choices about post-school education, training, employment, and residential options.

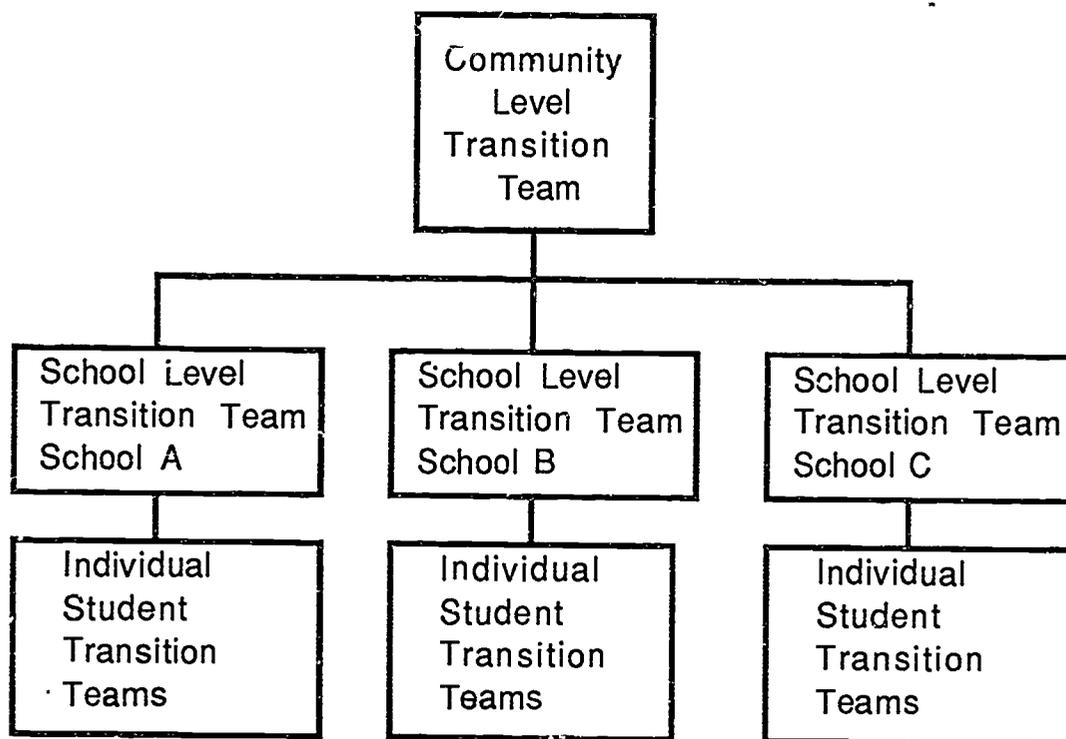
### Transition Planning Teams

Transition teams may be organized at community level, school level, or student level. Each is needed for maximum coordination of services as each has distinct objectives. The community level transition team serves to:

- . identify community resources,
- . clarify roles of service providers and coordinate services,
- . seek new funding and support of programs,
- . offer assistance to agencies working with difficult-to-serve clients,
- . share new information,
- . develop a community tracking system,
- . share data for making future projections,
- . coordinate community awareness of the abilities of individuals with disabilities, and
- . develop and implement interagency agreements.

Membership on this team can include representatives from:

- . Business and industry
- . Chamber of Commerce
- . Community Colleges
- . Consumer groups
- . Counselors and other support personnel
- . County Commissioners
- . Court Counselors
- . Employment Security Commission
- . Mental Health Services
- . Parents
- . Private Industry Council
- . Private/Non-profit organizations
- . School Administrators
- . Social Services
- . Special Education
- . Vocational Education
- . Vocational Rehabilitation



The school level transition team can include representatives of many of the same groups but should be those individuals directly involved with students/clients. This team serves to:

- . share information about students,
- . transfer case management of some individuals to adult services in the senior year,
- . recommend changes in programming,
- . refer problems to the community-level team,
- . collect data on students/clients,
- . set timelines and schedule individual planning meetings, and
- . assist in resolving individual problems in service delivery.

The transition team for an individual student may consist of many of the members of the school level team. Membership will differ for each student depending on projected outcomes. The parent and student should be involved in these planning efforts. Employers, advocates, and other direct service providers may also be included.

The purpose of the individual transition team is to:

- . share data and observations about the student's current level of performance,
- . identify program components and areas of responsibility,
- . project timelines for service delivery,
- . evaluate program effectiveness,
- . project post-school needs, and
- . work through problems or barriers to successful transition.

By the time each disabled student enters the final year in school, post-school settings (school, training, employment, residence) should be determined and decisions made about post-school support services that are needed and the source of service delivery. Service providers may vary from college advisor to mental health counselor to long-term case manager.

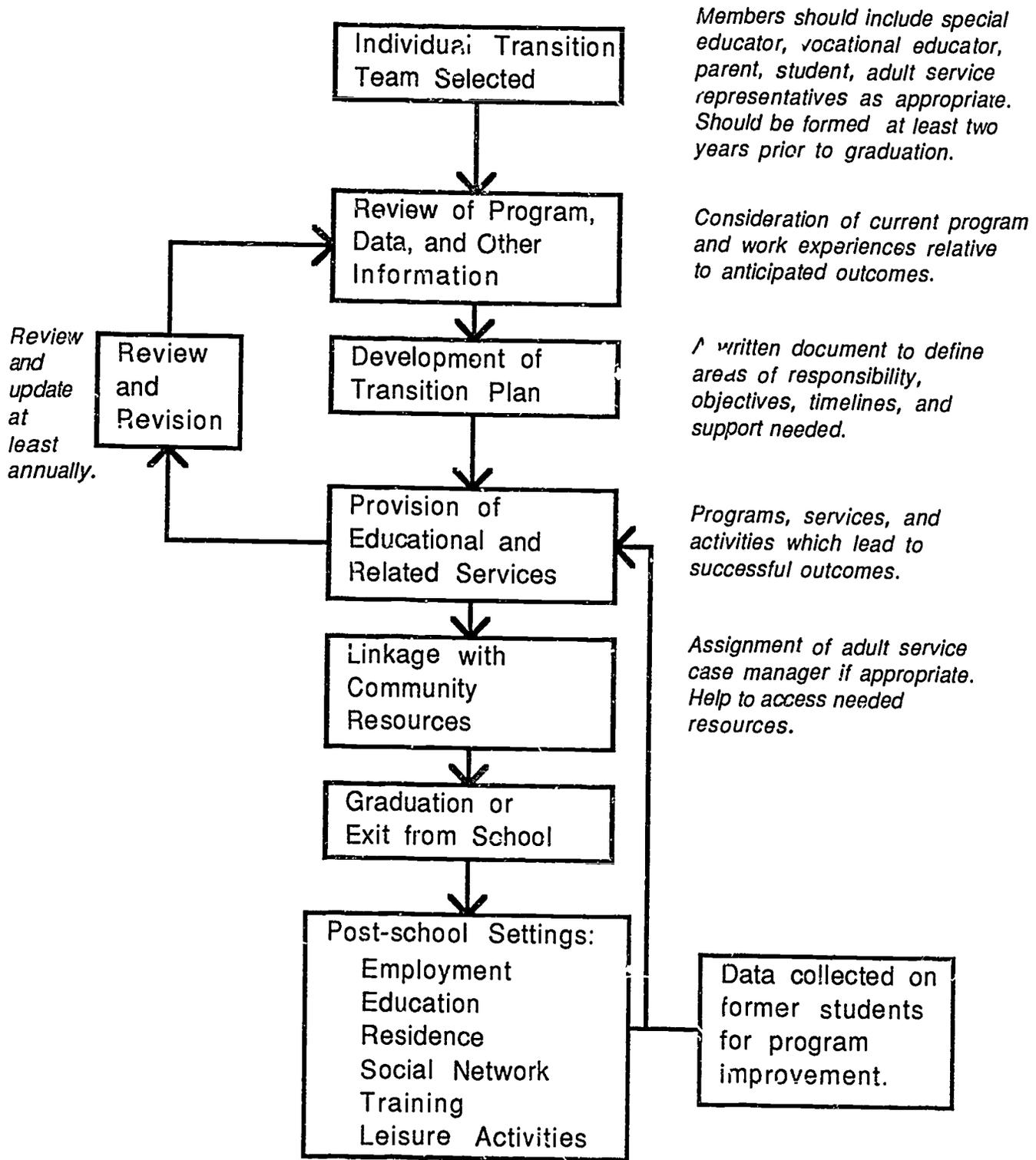
*"It is essential that the planning of special education, vocational education, and vocational rehabilitation be coordinated in order to achieve optimum results in the transition of handicapped youth."*

*Claude Myer*

*Director*

*N.C. Division of Vocational  
Rehabilitation Services*

# TRANSITION PLANNING



*Members should include special educator, vocational educator, parent, student, adult service representatives as appropriate. Should be formed at least two years prior to graduation.*

*Consideration of current program and work experiences relative to anticipated outcomes.*

*A written document to define areas of responsibility, objectives, timelines, and support needed.*

*Programs, services, and activities which lead to successful outcomes.*

*Assignment of adult service case manager if appropriate. Help to access needed resources.*

*Data collected on former students for program improvement.*

*Review and update at least annually.*

## Strategies for Implementing Transition Services

As the key representatives in a community begin to plan for improved transition services, issues will be raised. This section highlights the issues identified most frequently at conferences and workshops across North Carolina (1986-1987). Strategies for working through each issue are offered as suggestions to local planning teams. All strategies will not be appropriate for all communities. If the planning team bogs down with problems or individual members refuse to believe certain issues can be overcome, the group should reexamine its philosophy and goals. Team efforts will be futile if one or more members are unwilling to devote the necessary energy, thought, and commitment that make transition programs work.

### Interagency Linkage

#### Problem

Current cooperative efforts between the schools and adult service agencies are extremely limited. In order to provide individualized, goal-oriented, uninterrupted services, all responsible for providing services during the transition period must work together. Unlike public school education, adult services are not guaranteed and vary widely in focus, quality, and availability from community to community.

#### Strategies

Paul Wehman (Virginia Commonwealth University) identifies two critical aspects of effective interagency coordination. "The first is frequent communication, trust, and reciprocal understanding of responsibilities between key agency representatives, parents, and advocacy groups. The second is that the coordination and agreements to share resources which are undertaken for the common good of the exiting student are done best at the local level" (Clark & Knowlton, 1987, p. 547).

The following strategies are presented as ideas for local planners. Implementation of quality transition programs requires change--often radical departure from traditional methods of operation. Until all the key players in a community can agree on goals, have ownership in new program models, and be willing to communicate and share resources, strategies to improve transition services will be inadequate.

A community-level planning committee is the best vehicle for improving communication and effecting change. Members should be of equal standing and have decision-making powers within their respective organizations. All agencies and organizations who provide services to disabled youth during the transition period should be included. Suggestions for membership can be found on page 12. This committee should establish goals and a community philosophy related to the transition of disabled youth from school to adult life. The members of the committee should share information about the agencies and organizations represented. This committee can also conduct a community needs assessment, define terminology to promote common understanding, explore new models of referral and service delivery, coordinate public information strategies, develop a tracking system for individual students, survey the local job market, develop a community resource directory, explore new funding sources and ways to pool existing resources, develop joint staff development opportunities, and find solutions to problems that may develop.

## Sample Local Philosophy Statements

- Programming for transition should address all citizens with disabilities who leave school for adult services and opportunities.

- Sustained employment represents an important outcome of education for all citizens.

- The determination that an individual with disabilities has made a successful transition to adult life should be based on the same criteria as for non-disabled individuals: quality employment, integrated work and community life, and satisfaction with life style.

- Planning for transition includes preparation for work, residential, social, and leisure dimensions of adult life.

- Local agencies will work together to locate or create services according to the needs of individuals with disabilities in the community.

- Planning for the transition from school to post-school settings must begin early in the individual's school career.

- The participation of families in planning for transition is essential for ensuring continuity between school and adult services.

- Individuals with disabilities should receive education or adult services in age-appropriate, integrated settings.

### Roles and responsibilities of various agencies should be delineated.

The agencies which provide services to youth with disabilities during the transition period vary from community to community. The types of services provided and the populations(s) served can shift with changing federal, state, and local initiatives.

1. Public schools. Children with special needs from age five through age 20 are provided a free, appropriate, publicly-supported education. Special needs students are provided programs and services identified in their individualized education program (IEP). This program is updated at least

annually. Instruction may be provided in a variety of settings--from regular classes to special classes to home-bound services--depending on the IEP. For more information about special education and related services, please refer to Procedures Governing Programs and Services for Children with Special Needs available from the State Department of Public Instruction.

Vocational education programs, services, and activities are available to students in grades 7 through 12. Programs include prevocational education, exploratory and introductory courses, sequences of courses in specific career areas, and cooperative work experiences. Related vocational services include guidance and counseling, job placement, support services, provision of special equipment, remedial education, vocational assessment, work-study opportunities, and follow-up of completers.

The 1984 reauthorization of the Vocational Education Act (The Carl D. Perkins Act) contains provisions to improve the access to vocational education services and activities to those who have been underserved in the past or who have greater-than-average educational needs. This includes individuals with handicaps. Under Part A of Title II, 10% of the basic state grant must be used for handicapped persons. This set aside can only be used for "supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for handicapped individuals in vocational education." (Note: This provision is commonly called the excess costs feature.)

Section 204 requires assurances that equal access will be provided to handicapped individuals in recruitment, enrollment, placement, and the full range of vocational programs, and that vocational education programs and activities will be provided in the least restrictive environment and be included (when appropriate) as a component of the IEP. Each handicapped stu-

dent who enrolls in vocational education must receive an assessment of interests, skills and special needs; special services to meet identified needs; guidance, counseling, and career development activities; and counseling to facilitate the transition to post-school employment and career opportunities.

The publication, Challenge: A Handbook for Serving Disadvantaged and Handicapped Students, provides additional information about the provision of vocational education for handicapped students under the Carl D. Perkins Vocational Education Act. This publication is available through the Division of Vocational Education.

2. Job Training Partnership Act Programs. The Job Training Partnership Act (JTPA) or P.L. 97-300 is administered by the Department of Labor. JTPA's purpose is "to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment" (29 USCS 1501).

Seventy-eight percent of JTPA funds under Title IIA are disbursed through local Private Industry Councils (PICs). Of these locally-controlled funds, 40% must be used for the employment and training of youth aged 16 to 21. Additional funds are provided to the PICs for Summer Youth Employment and Training Programs.

Eight percent of Title IIA funds are allocated to the State Education Agency. These funds must be matched by recipients and their expenditure approved by the local PICs. Many of the JTPA programs in the nation are in-school programs or school and business, local government, or community-based organization partnership programs.

In the period July 1984 through June 1985, 13.6% of the youth successfully completing JTPA programs in North Carolina were handicapped youth (Tindall, Gugerty & Dougherty, 1986). JTPA programs have the potential to help a significant number of handicapped youth receive job training for entry into the labor force.

3. Vocational Rehabilitation. Vocational rehabilitation is a State-operated Federal program with a categorical focus of helping eligible handicapped individuals to go or return to employment. Eligibility is based on the presence of a physical or mental disability which for the individual constitutes or results in a substantial handicap to employment. There must also be a reasonable expectation, based on an assessment battery, that vocational rehabilitation services may benefit the individual in terms of employability.

Vocational rehabilitation has entered into cooperative agreements with 56 of the 140 school systems in North Carolina. These agreements provide 62 counselors who serve only school-based handicapped youth. Students can also be served by rehabilitation facilities and workshops which have contracts with vocational rehabilitation. These programs are administered through 31 unit offices.

Services which may be provided by vocational rehabilitation (based on need) include vocational evaluation, work adjustment training, interpreters, attendant services, on-the-job training, counseling and guidance, transportation, services to family members necessary to the adjustment of the handicapped individual, reader services, orientation and mobility training, technological aids and devices, job placement, employment maintenance services, occupational licenses, tools or equipment, and other goods and services which can reasonably be expected to benefit a handicapped individual in terms of his or her employability.

Vocational rehabilitation can also provide the initial training, work adjustment, and other services for individuals with severe handicaps entering supported employment for which another agency will pick up long-term support.

4. Mental Health, Mental Retardation and Substance Abuse Services. The Division of Mental Health, Mental Retardation and Substance Abuse Services with the Department of Human Resources administers 41 area programs across North Carolina. Each area program houses a Mental Retardation Coordinator. Area programs provide life-long services to individuals with mental retardation. Some services are provided to individuals with other developmental disabilities. These area programs provide a wide array of community-based services as an alternative to institutional care. Day services include long-term support in employment and adult day activity programs. Residential services include group homes, supported apartments, and alternative family living programs. Other services are long-term case management, services to families of mentally retarded individuals, the coordination of community services, and referrals.

5. Community-based organizations. Community-based organizations are private, non-profit organizations which are representative of communities or segments of communities. These may include Opportunities Industrialization Centers, The National Urban League, United Way of America, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development organizations, vocational rehabilitation facilities, agencies serving youth, agencies serving the handicapped, union related organizations, or employer related non-profit organizations.

In some communities these organizations handle their own referrals and enrollment. Individuals needing services must investigate the services and eligibility requirements of each agency and usually sign up on a waiting list

for services. In a few communities the local service providers have created a community service board or committee and operate a single portal entry system. Each agency refers clients to the committee. The committee locates appropriate services for each individual on the referral list--in order of referral. The use of a single portal service committee can eliminate gaps in service for youth with disabilities exiting school. The committee can provide information to parents and arrange for post-school services before students exit school.

6. Community Colleges. The North Carolina Community College System was created in 1963 and is now comprised of 58 institutions. The Community Colleges provide educational services and programs to adults who are high school graduates or who are beyond the compulsory age limit and have left public schools. The primary purpose of each institution is to offer vocational and technical education and training and the academic education needed in order to profit from vocational and technical education.

Each institution is required to maintain an open door policy and keep tuition charges at a minimum. Most institutions have support services such as counseling, student advisors, financial aid services, learning-resource centers, tutoring, child care, remedial programs, and compensatory education programs (mentally retarded adults).

7. Employment Security Commission. The North Carolina Employment Security Commission operates 78 Job Service Centers in the State. The purpose of these centers is to match job seekers with jobs. Services provided include vocational evaluation, job market information, job seeker files, job information service, and summer youth employment for ages 14 to 21.

8. Department of Social Services. Every county in North Carolina has a County Department of Social Services. If a child's handicapping condition is related to abuse, neglect, or dependency, or if a young adult's handicap is

related to poverty, the local Department of Social Services is a resource for financial, medical, and other types of assistance.

9. Local committees. There may be other local groups or organizations which can have an impact on transition or adult services for individuals with disabilities. Some of these may include the County Commissions, City Councils, Mayors' Committees on the Handicapped, Private Industry Councils, County Transportation Boards, County Housing Authorities, Chambers of Commerce and various advisory groups. Individuals and groups who want to improve transition and adult services for individuals with disabilities should make their goals known to community groups, seek to have a voice in decision-making and funding allotments, and develop relations through the exchange of information.

Local interagency agreements can facilitate understanding and cooperation.

Interagency collaboration is more than an agreement on paper. It is "a process through which two or more agencies work together to articulate their separate programs for the purpose of providing special educational and related services to handicapped individuals and their families" (Johnson, McLaughlin & Christensen, 1982, p. 396). Transition efforts are often fragmented, disorganized, and ineffective. Improvement in transition services requires interagency planning and coordination. Several factors are indicative of the need for interagency agreement.

- . Local agencies may provide similar services.
- . Limited resources compel the most effective use of available services.
- . No one agency can provide all needed services in a community.
- . Many individuals with disabilities need long-term case management services.
- . Systematic and coordinated service delivery will draw attention to service gaps and barriers.

- . Planning future services requires projection of the needs of future clients.
- . Families are often confused and frustrated with uncoordinated services.
- . The development of new programs and models of service delivery demands pooling resources and expertise.

The literature on interagency collaboration recommends specific steps in the planning and implementation of a formal agreement (Tindall, 1982; Woodward, Cooper & Trohanis, 1982; West Virginia Regional Education Service Agencies, 1985). Fundamental procedures include:

- . identification of all parties of the agreement;
- . review of existing agreements and current policies and regulations;
- . identification of categories or program areas to be covered by the agreement;
- . specification within each category of program modifications, roles of agencies, and funding strategies;
- . establishment of an authority base for decision-making;
- . design of evaluation and monitoring procedures;
- . negotiation of specific components of the agreement;
- . sign-off by authorized personnel; and
- . implementation of the agreement.

An interagency agreement for transition services may be as simple as providing for the exchange of student/client data or as complex as a community-wide service delivery system. Some components of interagency agreements may include the purpose and goals of the agreement, services provided by each

agency, a description of administrative relationships, referral procedures, financial responsibilities, procedures for the exchange of information, schedules of meetings, procedures for evaluation and revision of the agreement, specific activities and timelines, parameters for the agreement, specific staff members involved in the agreement activities, and procedures for the coordination of individual written plans (IEP, IWRP, IHP).

Joint staff development activities can enhance cooperation and understanding. The implementation and expansion of transition services requires a parallel program of staff development. Few pre-service special education programs address the delivery of transition services in more depth than an awareness level. Professionals in secondary schools and adult service agencies may find their roles changing with changes in philosophy, policy, and procedures. Agencies who consider joint staff development strategies can realize benefits in resource savings, increased understanding and cooperation among client-level staff members, and new sources of technical assistance.

Several methods of joint staff development have proven to be effective.

1. In-service to promote new interagency efforts should be designed by the cooperating agencies and should address agency identity issues as well as technical/procedural issues. A pre-workshop needs assessment can assist in the identification of training needs. Strategies should be developed to minimize conflict and polarization. Participants should have a clear understanding of who the other participants are and the purpose of the workshop. A third-party facilitator is often effective in keeping the atmosphere positive and the activities moving. Specific products such as the

development of a community resource guide for families promote the feeling of achievement and contribution among participants.

2. In-service to acquaint two or three groups of staff members with each others' department or agency is most successful if planned and conducted by the staff members involved. Staff combinations for this type of in-service include (but are not restricted to) special educators and vocational educators; school staff and community college staff; and special educators, vocational educators, and vocational rehabilitation counselors. In this model each group of staff members presents important information about their services for youth with disabilities. Staff members share their own expertise and experiences. Hand-outs reinforce important concepts. After each group has delivered a segment of the workshop, a final activity is a discussion of ways to facilitate future information sharing and technical assistance. Interagency cooperation at the level of individual service providers is the most effective for students and clients.
3. Staff development for teaching new skills is the most difficult to plan and conduct. This type of training must involve practice of new skills and follow-up strategies to ensure successful use of the skills learned. Staff from different agencies involved in providing transition services may have similar training needs. Conducting joint staff development is cost effective and promotes standardization of practices.

Interagency linkage efforts must be ongoing. Interagency coordination is not an event but a process. Formal agreements should include a regular schedule for meetings. As policy and regulations change, problems rise, and evaluation and feedback indicate modifications are needed, an interagency committee on transition must be able to respond. Transition programs and services developed should be designed to accommodate review and modification. If the history of special education and adult services for individuals with disabilities is indicative of future trends, change is the rule.

#### Resources on Interagency Linkage

Clark, G. M., & Knowlton, E. (Eds.). (1987). The transition from school to adult life [Special issue]. Exceptional Children. 53 (6).

Martinson, M. C., (Ed). (1982). Interagency Services: A new era for an old idea [Special issue]. Exceptional Children. 48 (5).

Olsen, K. R. (1983). Obtaining related services through local interagency collaboration. Lexington: University of Kentucky.

Tindall, L. W. (Ed.). (1982). Vocational education models for linking agencies serving the handicapped: Handbook on developing effective linking strategies. Madison, Wisconsin: Vocational Studies Center.

Tindall, L. W., Gugerty, J., & Dougherty, B. (1986). Partnerships in business and education: Helping handicapped students become a part of the Job Training Partnership Act. Madison, Wisconsin: Vocational Studies Center.

Woodard, M., Cooper, J. H. & Trohanis, P. L. (Eds.). (1982). Interagency casebook. Chapel Hill: University of North Carolina.

## Community-Based Training

### Problem

Instructional curricula for individuals with moderate and severe disabilities have changed from developmental and self-help skills to emphasize skill development in the vocational, community-living, and recreational domains (Baumgart & VanWallegham, 1986). Along with this change in focus has been a change in setting--from segregated, self-contained classrooms with models of the real world and simulation activities to the natural environment with non-handicapped persons and real-life circumstances. The term community-based instruction refers to instruction or supervised training in community sites where the skills being learned are naturally performed. For moderately and severely handicapped youth who require concrete learning experiences and have difficulty transferring skills across people, places, and things, this type of instruction may be critical for skill acquisition and generalization.

Some barriers to implementing community-based programs cited in the literature (Hamre-Nietupski, Nietupski, Bates & Maurer, 1982; Fimian, 1984; Hutchins & Talarico, 1985) include: staffing, scheduling, transportation, cost, reactions to change, applicability to the most severely disabled, liability, and program continuity. The issues of transportation and liability are discussed elsewhere in this section.

### Strategies

Staffing and scheduling. Strategies to staff community-based training programs include the use of a consultant to work with several teachers, staggering the implementation of new programs, grouping students heterogeneously rather than by disability, restructuring the schedules of related services personnel, team teaching, and using teacher assistants, peer tutors, and volunteers. The strategy or combination of strategies used will depend on:

the expertise of the staff, fiscal resources, system-level goals and timelines, needs of various students, and the availability of technical assistance and other resources (Baumgart & VanWalleghem, 1986). Creative scheduling such as using alternate days for different groups or starting one or two students in the program at a time will help with staffing problems.

Applicability to the most severely handicapped. There is a growing body of research which validates the effectiveness of training the severely disabled in the natural environment. (Bellamy, Peterson, & Close, 1975; Wehman & Hill, 1979; Rusch & Mithaug, 1980; Wehman, 1983). This literature also shares methods for selecting appropriate sites, training the necessary skills, and providing follow-along services.

Cost. Materials are required for community-based programs but they replace paper, pencil and ditto masters. Some materials can be procured through donations or bartering. Money for community-based training should be included in the annual program budget.

Reaction to change and program continuity. As community-based training programs are established, staff must have administrative support for learning new skills, obtaining technical assistance, and interacting with staff in other agencies. A program coordinator position could be established to oversee program activities, communicate with employers, monitor training programs, collect program data, and meet with program staff. The program coordinator would have an important role in maintaining program effectiveness and sharing program results with community leaders.

*"In the field of transition (a trend) is a broadening of the goals to include residential, social, and leisure dimensions, in addition to the vocational dimension."*

*Andrew S. Halpern  
University of Oregon*

## Transportation

### Problem

The availability of transportation from school to training and work sites can be a problem for many disabled youth and program administrators. Employers expect employees to have access to reliable transportation. Those living in rural areas are faced with very few transportation options.

### Strategies

All possible options should be explored by the transition coordinator, program administrator, and the local transition planning committee. Some strategies that have been used successfully include:

1. Securing a driver's license. Most youth with disabilities can enroll in driver education and become licensed drivers. Some of these students may need curricular modifications, adaptive driving devices, and/or modifications in testing procedures. These needs should be examined by the IEP or individual transition committee.
2. Carpooling. A common practice among non-disabled students in cooperative work experience programs is carpooling with other students. Usually the student receiving a ride reimburses the driver for a portion of fuel costs. Similar arrangements can be made with adults who drive regular routes. Use the local newspaper to advertise for carpools.
3. Public transportation. Training or work sites should be selected in proximity to public transportation routes. The students' skills in using public transportation should be assessed and training provided. Trainer permits for teachers and reduced fares for students may be available from some transportation companies.

All counties receive funds for transportation of the disabled and elderly. Transition committee members should seek to have a voice in the design and administration of the local transportation plan. Vehicles purchased through this program should be marked with county insignia--not labeled as the "handicapped van."

4. School-owned vehicles. The use of school-owned cars, vans, or buses should be investigated. These can be particularly useful for job shadowing or training sites where a group of students is training in the same business or general area.

The transportation used for training and work experience during school years should approximate as closely as possible that which will be used during adult life. Work sites should be chosen with transportation as a primary consideration.

## Liability

### Problem

The issue of liability arises whenever students leave the school building for community-based activities during school hours. This issue focuses on transportation to community sites and placement of students in employment settings.

### Strategies

A business is liable for any individual's injuries that occur on its property. Students involved in community-based activities should be covered by insurance. Most school systems offer accident and health insurance packages. Some of these are for "school hours only" while others are for 24-hour coverage. If the community-based program is prescribed in the IEP, the insurance cost can be covered by handicapped funds or other sources such as JTPA or Vocational Education. Information about the student's insurance status should be kept in the student's file.

When an employer/employee relationship has been established (paid employment), it is the responsibility of the employer to comply with local, state, and federal labor regulations regarding wages, hours, working conditions, insurance, and hazardous occupations.

Individual school systems may have policies related to insurance coverage for students in work sites or other school-related activities in the community. Existing policies should be reviewed and updated if necessary.

## Wage and Hour Information

### Problem

Students participating in training or employment programs may be subject to the provisions of the Fair Labor Standards Act.

### Strategies

Coordinators of all employment and training programs should contact the nearest office of the Wage and Hour Division, Employment Standards Administration, U. S. Department of Labor. The nature of the activities students in the program will undertake on the premises of the employers should be described. A determination will be made in writing about the employment relationship and the applicability of the Fair Labor Standards Act. This documentation can be provided to employers.

The Supreme Court, in *Walding vs. Portland Terminal*, established six criteria to be used in determining whether an employment relationship exists. All six must be met before a student would not be considered an employee under the Act:

- (1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.
- (2) The training is for the benefit of the trainees or students.
- (3) The trainees or students do not displace regular employees, but work under their close observation.
- (4) The employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded.
- (5) The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

- (6) The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

The training programs involved in the Supreme Court decision were limited to programs of seven or eight days duration.

If an employment relationship does exist between a student and an establishment covered by the Fair Labor Standards Act, then the student would be entitled to all the benefits of the Act and the employer would be responsible for complying with its provisions.

## Graduation Requirements

### Problem

Many students with disabilities will not be able to meet state and local requirements for graduation with a high school diploma.

### Strategies

All students in high school graduation programs must receive passing scores on the North Carolina Competency Tests in Mathematics, Reading, and Writing. Remedial instruction, modified testing procedures, and repeated testing opportunities are available for students who need assistance. Handicapped students may be exempted from taking the competency test, but must submit a written request for a waiver.

In addition to passing the Minimum Competency Tests, students must complete 20 units of credit in grades 9 through 12. These units must include: four units of English, two units in mathematics, two units in social studies (government and economics, U.S. history), two units in science (life science or biology and physical science), and one unit in health and physical education. Local school administrative units may adopt additional requirements which students must also attain in order to graduate from high school.

Students not meeting the requirements for a diploma may be eligible for a certificate of attendance or program completion. Local school units may issue other types of certificates such as a certificate for the completion of a specific vocational program.

It is important that each student's IEP committee plan coursework in secondary school so that the student meets necessary diploma or certificate requirements. If a student is receiving instruction in an academic subject

(English, mathematics, social studies, science) in a separate class for exceptional children, the goals and objectives for that instruction should be documented in the IEP. Decisions about graduation goals and participation in diploma track programs should be made with the parents and the student as participants.

*"The trend now is to look at the requirements of adulthood and then devote the last 10 years of education to teaching students to behave as adults and to function as effectively as possible in integrated environments and activities."*

*Lou Brown  
University of Wisconsin-  
Madison*

## Follow-up of Graduates

### Problem

Local planners need a data base for examining the outcomes of special education in order to evaluate program effectiveness, facilitate curriculum modification, and develop procedures for transition from school to employment (Edgar, Levine, & Maddox; 1985). Questions about special education programs and graduates include: What happens to youth with disabilities during the first few years after school? What individual, family, curriculum, or other factors contribute to successful employment and independent living? What are the desired outcomes of special education and how do we evaluate the products? How do we measure program effectiveness or even improvement? In a time when many audiences (legislature, county commissions, parents) require answers to questions like these, few school units are able to provide this information.

### Strategies

Follow-up studies of special education graduates have been conducted state-wide in Colorado, Washington, and Vermont (Mithaug & Horiuchi, 1983; Edgar, Levine & Maddox, 1985; Hasazi, Gordon & Roe, 1985). Local studies in North Carolina have been conducted by the Moore County Schools, Rockingham County Schools, and Wilson County Schools.

In developing a follow-up procedure, there are several steps which should be followed.

1. Determine the basic questions to be answered. Will the questions involve employment status, living setting, post-school education and training, or satisfaction measures? Questions should be very specific.
2. Determine the audience for the survey results. Who should this information be shared with?

3. Determine the sample. Should the follow-up cover all graduates or a random sample? Which exceptionalities should be included?
4. Determine research design. Many follow-up studies such as those conducted by vocational education examine the individuals' status at a given time after leaving school. Other studies include more dynamic measures by asking for a history of employment or other activities. The most in-depth studies are longitudinal, beginning when the individual is still enrolled in school and continuing through the first few years after school. Another issue related to the design is the method of data collection that will provide the greatest validity while preserving confidentiality. Examination of records, telephone interviews, personal interviews and surveys by mail are the most common methods. The former student and parents or family members are the most frequently interviewed subjects. The research design should also allow for collecting demographic data and school program information for comparison with a group of non-disabled graduates.
5. Develop, select, or modify instrument. If a computer is available for data entry and analysis, the instrument should be designed for easy coding. Give the instrument a trial run with a few individuals to ensure clarity.
6. Determine the analysis of data. Plan how the data will be analyzed before conducting the study. Consider the appropriate report formats and the use of charts, matrixes, raw numbers, or percentages.
7. Develop specific timelines. For each step in the study, a due date should be established.

8. Train staff. Determine who will collect the information (teachers, counselors, volunteers) and train these individuals so that the results are reliable.
9. Collect the data. Ensure that confidentiality is maintained. The subjects should give permission for the data to be recorded and should receive assurances about how it will be used. The sponsoring agency should always be clearly identified.
10. Analyze, interpret, disseminate, and use the follow-up data. Data analysis should be based on the original study questions. Study results should be disseminated to the identified audiences in appropriate formats. Most importantly, the information should be used in program planning and improvement.

### Resources

An example follow-up instrument can be found in Appendix A.

*"Deficits in information about former special education students obstruct efforts to improve the transition from school to work and adult life."*

*G. Thomas Bellamy  
Director  
Special Education Programs  
U.S. Department of Education*

## Transition in Rural Areas

### Problem

In a 1984 study of rural school graduates, the American Council on Rural Special Education found that only 23% of students with disabilities who had left high school were employed in integrated settings, 14% were in job training programs and 63% were in segregated settings (sheltered workshops, parents' homes, group homes or institutions) (Helge, 1984). The study found that rural communities typically are characterized by:

- . a lack of appropriate transition services (inadequate vocational training programs, segregated placements);
- . few role models of successful workers with disabilities;
- . almost non-existent adult service agencies;
- . few parent-school-employer partnerships;
- . a lack of motivation by business (usually small) to hire individuals with disabilities;
- . employers who are unaware of assistance for training the disabled;
- . remoteness of services;
- . limited transportation to and from work training or employment sites;
- . limited volunteer involvement in program implementation and maintenance;
- . the lack of job placement procedures and related personnel; and
- . inadequate finances for program development and expansion.

## Strategies

The following strategies for facilitating rural outreach programs were shared with participants of the annual conference of the National Rural and Small Schools Consortium, Bellingham, Washington, October 7-10, 1986, by Dr. Duane Nelson, Chief of the U.S. Department of Education, Rural Education Committee.

1. Effectively recruit and retain teachers and administrators in rural areas.
2. Foster community involvement in the delivery of educational instruction and transition programs.
3. Encourage the development of partnerships with civic organizations, churches, businesses, industries and volunteers.
4. Form and maintain professional and paraprofessional "Information Sharing and Dissemination Networks" to foster communications regarding rural education issues.
5. Use mobile units to implement assessment and instructional programs in rural areas serving fewer students.
6. Use telecommunications and other effective means of modern technology to deliver student instruction and disseminate transition information.
7. Develop partnerships with providers of post-secondary education, adult education, business, and industry to implement on-the-job training programs.
8. Implement vocational evaluations, career guidance and counseling services to assist handicapped students and their parents to gain necessary information for making transition plans.

9. Develop vocational aptitude and interest evaluation consortiums.
10. Develop rural consortiums of two or more school systems to meet the career development needs of low incidence and severely handicapped youth.
11. Initiate therapist programs.
12. Develop creative group scheduling programs through team instruction and assessment.
13. Initiate mentor programs between education, business, and industry.
14. Operate shared occupational awareness projects.
15. Expand JTPA programs to fund local educational and other service provider positions.
16. Conduct training programs at the work site.
17. Implement pre-employment strategies such as work adjustment programs emphasizing the development of appropriate work behaviors.
18. Form community level task forces to encourage school-community partnerships and to explore transportation options.

### Resources

American Council on Rural Special Education and Rural Special Education

#### Quarterly

National Rural Development Institute

Western Washington University

Bellingham, Washington 98225

Parents as Partners: A Rural Intervention Model, Rural Arkansas Parent  
Training Program, 2917 King Street, Suite C, Jonesboro, AR 72401

International Conference on Rural Rehabilitation Technologies, Engineering  
Experiment Station, Box 8103, University Station, Grand Forks, ND 58202

*"The transition from school to adult life  
is an outcome-oriented process encompassing  
a broad array of services and experiences  
that lead to employment."*

*Madeleine Will  
Assistant Secretary  
Special Education and  
Rehabilitative Services  
U. S. Department of Education*

## Physical Requirements of Adult Life

### Problem

Employers frequently comment on the lack of stamina among youth who are handicapped. These students are often sedentary at school and are encouraged to remain seated most of the day. The level of involvement in organized physical education varies for handicapped students. If leisure time consists of watching television, the handicapped student is even less prepared for the physical demands of employment.

### Strategies

A complete educational program for handicapped students should include physical education. North Carolina Administrative Code Regulation 162 .013(2) (c)(e)(f) states that physical education shall be implemented (for every student) in kindergarten through the eighth grade and a minimum of one course unit during high school (grades 9-12). "If an identified handicapped student cannot participate safely or successfully in the regular physical education program, then a specifically designed adapted physical education program should be developed." (Division for Exceptional Children, 1985)

The IEP should indicate whether a handicapped student will participate in regular or special physical education. Service delivery for special physical education may vary from separate classes to regular classes with special modifications.

Other related service personnel, such as the occupational therapist or physical therapist, can serve as consultants in the development of an individual student's physical education program. As the transition period nears, the physical education program should reflect skill training related to employment demands.

Classroom teachers can make adaptations in daily activities by having students stand during portions of the day and plan for activities which stress the use of the nondominant hand, reaching, or other job-related physical tasks.

Other resources in the community, such as Parks and Recreation, YWCA, and YMCA can be utilized. These community-based programs can "bridge the gap" between school-based physical education and life-long leisure and recreation involvement in integrated adult settings.

A planned physical education program during the school years and transition to community-based recreation will produce adults who, while handicapped, are healthier, more physically able to work, and more able to participate in integrated leisure and recreational activities in the community.

#### Resource

Bullock, C. C. (1986). Planning recreation for persons with developmental disabilities: Instructor's manual. Raleigh: North Carolina Council on Developmental Disabilities.

## Transition Considerations for Specific Disabilities

### Problem

North Carolina's public schools serve all children and youth of school age--regardless of type or severity of handicap. Many students with handicaps will need specialized transition planning and services. There are some considerations and strategies unique to type of disability.

### Strategies

Behaviorally/Emotionally Handicapped (B/EH) students are characterized by an inability to maintain satisfactory interpersonal relationships, inappropriate behaviors, and/or general unhappiness or depression. The frequency, duration and intensity of these behaviors have interfered with academic progress. Because success in training and employment settings often depends on successful relationships with co-workers and supervisors and the ability to adapt as conditions change, many of our behaviorally/emotionally handicapped youth will be at risk in adult life without adequate transition planning and support services.

Behaviorally/Emotionally Handicapped students should be assisted in the development of self-regulation skills rather than remaining dependent on a teacher or other behavior manager. There is a need for post-school counselor services from mental health or employment agencies. A variety of on-site transition services, including job coaching, is also needed.

Resources for B/EH students and their families include mental health and employment agencies, college support services and advocacy groups.

Students with speech and/or language impairments need job-related experiences and simulations of the kinds of communications needed to obtain and maintain employment. Other facets of adult life also require good communication skills or the ability to compensate for weak areas.

Students with autism have a severe developmental disorder which impairs communication and the ability to relate to others. These students usually function at a mentally handicapped level cognitively.

Resources for individuals with communication disorders include public/private therapists, employment counselors, college support services, and advocacy groups.

Mentally Handicapped (MH) individuals have significantly subaverage general cognitive functioning and a slower rate of learning. Mentally Handicapped individuals are also handicapped by myths surrounding mental retardation and its effect on adult life outcomes. Mentally Handicapped individuals generally need tasks broken down into smaller parts, longer time to master tasks, and extensive hands-on realistic experiences in order to master skills required in community, home, and work settings.

In the area of transition services, some needs for MH students include functional vocational assessment; counseling by individuals who are trained to work with MH students; many opportunities during the school year to learn and practice domestic, community living, social, recreational and vocational skills in real world settings with non-handicapped peers; a wider variety of career options (supported and competitive) in integrated settings; and long-term case management services when needed.

Resources for individuals with mental handicaps include mental health/mental retardation/developmental disabilities services, vocational rehabilitation, community colleges, and advocacy groups such as the Association for Retarded Citizens.

Students who have sensory or physical impairments comprise a very low percentage of the total student population. Because of this low incidence and the very specialized services required, these students may not make successful

transitions to meaningful employment and integrated community life, especially in rural communities.

There is a great need for increased understanding by counselors, trainers and employers of the potential of these individuals and how adaptations can be made to job requirements or the work environment to ensure successful employment. Similar adaptations can be made in the home environment. There is also a need to dispel many myths about the kinds of jobs sensory and physically handicapped individuals can hold. Another area of concern for many disabled individuals relates to social security/medicare benefits. Informed counseling is needed so that families can plan for the most appropriate work, home, and community situations.

Resources for sensory and physically handicapped individuals include mental health and employment agencies, vocational rehabilitation (counselors and technological aids), college support services, advocacy groups, national clearinghouse, public or private support services (i.e., occupational and physical therapy, interpreters, readers), and private/non-profit organizations (i.e., Rotary, Lions).

Students with specific learning disabilities often have difficulty with organization, goal setting, learning applications presented in abstract form, self-motivation, oral comprehension, problem solving, questioning/communication skills, self-advocacy, and adding on new skills to a weak basic skills foundation.

There are often unrealistic expectations (too high, too low, inappropriate) on the part of parents, other adults, and the learning disabled individual him/herself. Learning disabled students often need assistance in

selecting career options. They need to be involved in planning and decision making. There is a need for post-school support services (i.e., tutoring). Students need to develop coping strategies that can be generalized to post-school situations. There is a need for employer awareness and understanding.

Resources which can smooth transition for LD students include vocational rehabilitation services, community colleges, college support staff, and LD advocacy groups.

*"...more and more parents and advocates are going to insist on real employment before students leave school. Prevocational, simulated, or other pretend types of work are increasingly in disfavor in many school systems."*

*Paul Wehman  
Virginia Commonwealth  
University*

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# *Appendices*

## APPENDIX A

### Assessment of Current Status and Needs

Local transition planning committees should develop a way to determine the current status of transition services for disabled youth and to identify areas for improvement. Similar procedures can be used to measure progress in improving services. The following questions can be used or adapted as a community self-appraisal instrument.

1. Do youth with disabilities in this community have the opportunity to be involved in work experience prior to leaving school?
2. How do disabled students and their families find out about or access needed adult services?
3. Are representatives of adult services currently involved in IEP planning during the last years of school?
4. Are the adult service agencies aware of the numbers and needs of students approaching the age of leaving school?
5. Do disabled students have an opportunity for community-based training in community living skills?
6. Are the roles and responsibilities of the various service providers understood by staff of the other agencies?
7. Are written transition plans or transition components of the IEP being developed for every secondary student with disabilities?
8. Is a local interagency agreement related to transition services in place?
9. Are vocational education staff included in IEP and transition planning?
10. What vocational programs are currently enrolling disabled students?
11. What is the attitude of local businesses toward employing disabled workers?

12. What happens to special education students after graduation? (A suggested procedure for collecting follow-up data on former students begins on the next page.)

Other strategies for determining the current status of transition services include interviewing or surveying parents and teachers, studying data from the Employment Security Commission, Vocational Education, and other sources, and analyzing budgets.

Suggested Follow-Up Procedures

Collect the following information before students leave school. Codes may be developed for using a computerized data management system.

Student Number \_\_\_\_\_

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Sex \_\_\_\_\_ Race \_\_\_\_\_ Date of Exit \_\_\_\_\_

School \_\_\_\_\_ Reason for Exit \_\_\_\_\_

Parent's Name \_\_\_\_\_

Phone \_\_\_\_\_ Address \_\_\_\_\_

Other Relative's Name \_\_\_\_\_

Phone \_\_\_\_\_ Address \_\_\_\_\_

Handicapping Condition(s) \_\_\_\_\_ (primary)  
other \_\_\_\_\_

Program Setting \_\_\_\_\_

Certificate or Diploma \_\_\_\_\_

Vocational Education Program \_\_\_\_\_

Did the student have a written transition plan? \_\_\_\_\_

Other program information:

Record Reviewer \_\_\_\_\_ Position \_\_\_\_\_

Date \_\_\_\_\_

Upon 6 month, 1 year or longer follow-up date, contact the individual and/or his or her family by using the information on the previous page. Follow-up data may be descriptive, coded, or in checklist form.

### Sample Follow-Up Instrument

Date of Follow-Up \_\_\_\_\_

Interviewer \_\_\_\_\_ Position \_\_\_\_\_

\_\_\_\_ Cannot locate. Comments \_\_\_\_\_

#### Script:

Hello. This is \_\_\_\_\_  
May I please speak with \_\_\_\_\_?

student/parent/guardian/friend

I'm calling for the \_\_\_\_\_ School district. We are interested in finding out how \_\_\_\_\_ is doing since he/she left school. All information you provide will be kept confidential. If there is any question you do not want to answer, that's fine. Is this a good time or shall I call back?

1. Is \_\_\_\_\_ currently enrolled in school? \_\_\_\_\_

Where? \_\_\_\_\_ How long? \_\_\_\_\_

2. Is \_\_\_\_\_ currently employed or in a training program?

Where? \_\_\_\_\_ Position? \_\_\_\_\_

How did he/she obtain this position? \_\_\_\_\_

Type of work? \_\_\_\_\_

Pay (range) \_\_\_\_\_

Hours \_\_\_\_\_

How long in this position? \_\_\_\_\_

Satisfied? \_\_\_\_\_

Previous employment:

3. Type of transportation:

4. Where does \_\_\_\_\_ live? \_\_\_\_\_

Satisfaction with living arrangement \_\_\_\_\_

5. Problems with the law?

6. Marital status:

7. Any children? \_\_\_ Ages? \_\_\_\_\_

8. How many good friends does \_\_\_\_\_ have? \_\_\_\_\_

9. What does \_\_\_\_\_ do in his/her spare time?

10. Receive S.S.I.?

11. How pleased were you with the school program at \_\_\_\_\_

12. Did people at the \_\_\_\_\_ school assist with employment,  
school or training opportunities?

Thank you for your assistance.

## APPENDIX B

### Individual Plans for Transition

The following form is an example of a written individualized plan for transition. Transition plans should be documented in writing to clarify areas of responsibility, establish timelines, determine needed services, and serve as tools for evaluation. Local interagency agreements should describe the use of a written plan for transition. Areas for transition planning may include employment, training, residence, recreation and leisure, transportation, medical services, and personal management.

The written transition plan can take the place of or combine other documents such as the Individualized Education Program (IEP), Career Development Plan (CDP), or Individualized Written Rehabilitation Plan (IWRP). If this procedure is used, requirements of the other documents must be met. The community level transition team should draft an appropriate form.

The transition plan can be an admendment to the other documents or serve as a separate document. A separate written plan for transition has the advantage of being a document which is added to (not replaced) each year or more often if necessary. Participants of planning meetings to draft or update individual transition plans should document their involvement by signing and dating appropriate sections of the plan. A form such as the one on the next page can be developed.

INDIVIDUAL PLAN FOR TRANSITION: DOCUMENTATION

Student Name \_\_\_\_\_ Number \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Committee Members Present:

Positions:

Date(s):

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Description of current level of functioning, strengths and needs related to transition planning areas:

# INDIVIDUAL PLAN FOR TRANSITION

Student Name \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_

Goal or Planning Area \_\_\_\_\_

Objectives/ Recommendations	Resources/ Responsibility	Timeline	Evaluation/ Comments

INDIVIDUAL PLAN FOR TRANSITION: DOCUMENTATION

Student Name Joe Jones Number 12345

School Central High School Date 1/15/86

Committee Members Present:	Positions:	Date(s):
<u>Sue Smith</u>	<u>special ed. teacher</u>	<u>1/15/86, 9/10/86</u>
<u>John Johnson</u>	<u>vocational teacher</u>	<u>1/15/86, 9/10/86</u>
<u>Jane Jones</u>	<u>parent</u>	<u>1/15/86, 9/10/86</u>
<u>Bob Brown</u>	<u>work coordinator</u>	<u>9/10/86</u>
<u>Mary Meadows</u>	<u>MH counselor</u>	<u>9/10/86</u>
<u>Joe Jones</u>	<u>student</u>	<u>1/15/86, 9/10/86</u>

Description of current level of functioning, strengths and needs related to transition planning areas:

1/86 Joe has worked around the school in volunteer jobs -- janitorial, yardwork, and cafeteria chores. He works best with large tools. Joe can follow up to three directions given orally. Joe needs frequent counseling and help with grooming. He is always on time. He can count money to \$10 but cannot make change. Joe has never ridden public transportation. Joe currently lives at home. He has responsibility for his own room, vacuuming, and dishes.

9/86 Joe has had tryout experiences in 5 different jobs. He prefers janitorial or yard maintenance. He is improving in completing tasks before moving on to the next. Joe's grooming has become more self-regulated. He needs to work on money concepts - how much things are worth. Joe can board, ride, and exit a bus appropriately. He is sometimes confused about where he is after getting off.

INDIVIDUAL PLAN FOR TRANSITION

Student Name Joe Jones

Date 1/15/86 School Central High School

Goal or Planning Area Vocational Training

Objectives/ Recommendations	Resources/ Responsibility	Timeline	Evaluation/ Comments
1/15/86 Place Joe in several community sites to try out other jobs	job coach	1/86 - 5/86	does not like kitchen jobs. Successful in janitorial or maintenance
Conduct on-site evaluations	vocational assessor	1/86 - 5/86	see summary in folder
9/10/86 Place Joe in a work experience program for 3 hrs. per day	Vocational counselor work/placement coordinator	9/86	Placed at local YMCA - janitorial duties
Develop strategies with employer for fade-out of training	work/placement coordinator	9/86 - 12/86	
Work on identifying tools and cleaning solutions	special education teacher	9/86 - 12/86	



INDIVIDUAL PLAN FOR TRANSITION

Student Name Joe Jones

Date 1/15/86 School Central

Goal or Planning Area Personal Management

Objectives/ Recommendations	Resources/ Responsibility	Timeline	Evaluation/ Comments
1/15/86 Emphasize grooming in lessons on interviewing	Job skills teacher	1/86 - 5/86	Joe is paying more attention to his appearance.
Work at home on a grooming schedule.	parents	1/86 - 5/86	Schedule established
Assist Joe with making purchases in the community	parents work experience coordinator	4/86 - 5/86	
9/10/86 Work with Joe on budgeting his allowance and paycheck	special ed teacher	9/86 - 12/86	
Assist Joe in opening a checking account	parents	9/86	

INDIVIDUAL PLAN FOR TRANSITION

Student Name Joe Jones

Date 1/15/86 School Central

Goal or Planning Area Transportation Training

Objectives/ Recommendations	Resources/ Responsibility	Timeline	Evaluation/ Comments
<p>1/15/86 Practice in using public transportation to job try-out sites</p> <p>Emphasize rules and etiquette for bus travel</p>	<p>work/experience Coordinator</p> <p>Special education teacher</p>	<p>1/86 - 5/86</p> <p>1/86 - 5/86</p>	<p>Successfully boards, rides and exits. Confused about where he is when he exits.</p> <p>demonstrates understanding of rules</p>
<p>9/1986 Work with Joe on finding landmarks upon exiting the bus</p>	<p>work/experience Coordinator</p>	<p>9/86 - 12/86</p>	

INDIVIDUAL PLAN FOR TRANSITION

Student Name Joe Jones

Date 1/15/86 School Central

Goal or Planning Area Residential

Objectives/ Recommendations	Resources/ Responsibility	Timeline	Evaluation/ Comments
1/15/86 Discuss residential options for after graduation	Transition team	by 5/86	Group home may be the best initial setting
5/86 Visit group homes	Teachers, parents, Joe, MH coun. relor	by 9/86	Visited 3 homes over the summer
9/86 Work on other domestic skills: cleaning, doing small repairs, sharing responsibilities	Special education teacher, Parents	9/86 - 5/87	
Apply for group home	Counselor, MH staff	by 1/87	



## TRANSITION PLANNING AREAS

### Education/Training

- community college
- college or university
- apprenticeship
- other training programs
- military
- specialized school or training
- other \_\_\_\_\_

### Residence

- remain in home
- group home
- supervised apartment
- apartment or house
- subsidized housing
- dormitory
- other \_\_\_\_\_
- household management skills

### Employment

- competitive employment
- on-the-job training
- job coaching during training
- supported employment (long term)
- mobile crew
- enclave or station
- peer coaching
- sheltered employment
- part-time employment
- volunteer work
- other \_\_\_\_\_

### Personal

- personal hygiene
- social skills
- money management
- safety
- counseling/therapy

### Recreation/Leisure/Social Network

- clubs
- community recreation programs (integrated)
- team sports
- personal hobbies
- family
- friends
- other \_\_\_\_\_

### Other post-school considerations

- transportation
  - driver's license, personal car
  - public transportation
  - car pool
  - specialized equipment
- medical care
  - medical insurance
  - personal budgeting
  - supplemental
  - security income (SSI)
  - social security benefits
  - food stamps
  - other support \_\_\_\_\_
- case management
- guardianship
- citizenship responsibilities
  - taxes
  - voting
  - jury duty

Adapted from Transition! School to Community: A Guide for Transition Planning.  
Idaho Department of Education, 1986.

INTERAGENCY RELEASE OF INFORMATION AUTHORIZATION

In order to facilitate the smooth transition from school to adult services, this form authorizes the agencies listed below to share confidential information on the identified student during the last two years of enrollment in the \_\_\_\_\_ Public Schools. Only that information which is required for implementation of services will be shared. This information may include educational, vocational, psychological, medical and social information relevant to this student's needs during the transition period.

Student Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Anticipated Date of Leaving School \_\_\_\_\_

<u>Agency Name, Address</u>	<u>Contact Person</u>	<u>Telephone</u>
-----------------------------	-----------------------	------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

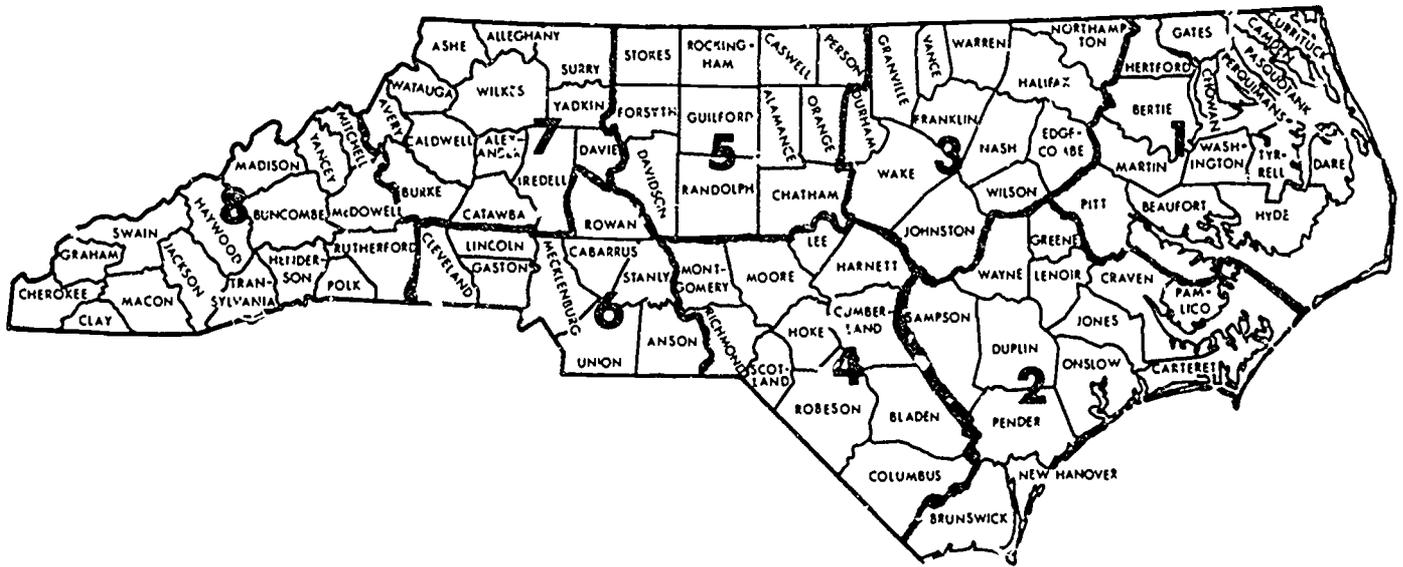
\_\_\_\_\_  
Date

Adapted from materials produced by the Rehabilitation Research Training Center, Virginia Commonwealth University.

## APPENDIX C

### Resource Directory

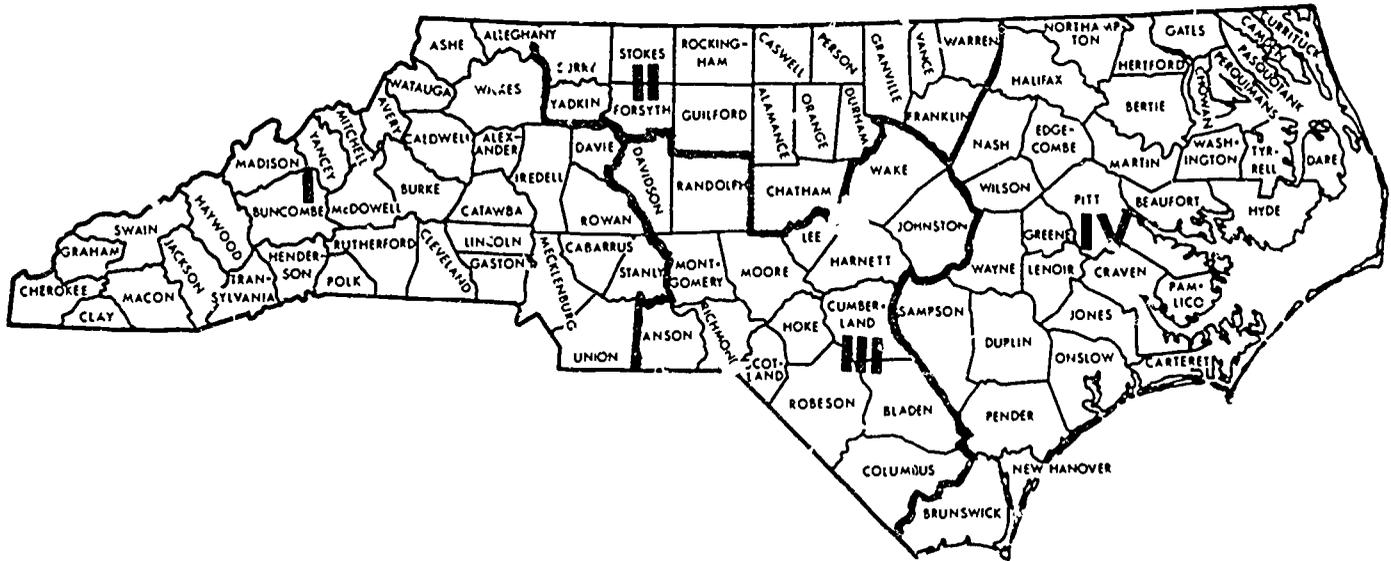
The information on the following pages refers to statewide agencies and organizations that work with disabled youth or their families during the transition period or facilitate this work through local and regional offices. The transition planning committee in each community should compile a similar directory of local service groups. This information would be useful to agency staff and families of disabled youth.



NORTH CAROLINA EDUCATIONAL DISTRICTS

Regional Centers

- |  |  |
|--|--|
| 1. Northeast, Williamston<br>(919) 792-5166  | 5. North Central, Greensboro<br>(919) 334-5764   |
| 2. Southeast, Jacksonville<br>(919) 455-8100 | 6. Southwest, Charlotte<br>(704) 392-0378        |
| 3. Central, Raleigh<br>(919) 733-2864        | 7. Northwest, North Wilkesboro<br>(919) 667-2191 |
| 4. South Central, Carthage<br>(919) 947-5871 | 8. Western, Waynesville<br>(704) 452-0363        |



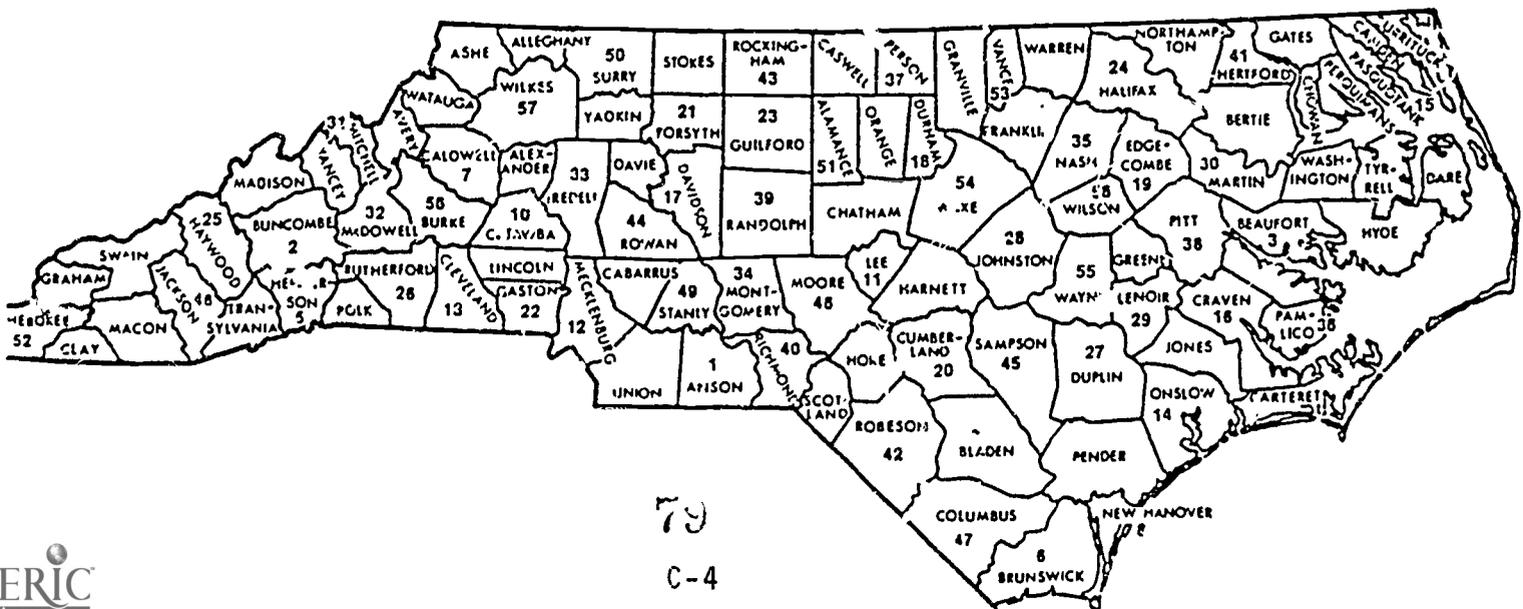
NORTH CAROLINA DEPARTMENT OF HUMAN RESOURCES

Regional Offices

- I. Eastern, Greenville  
(919) 756-3112
- II. North Central, Winston-Salem  
(919) 761-2290
- III. South Central, Fayetteville  
(919) 486-1475
- IV. Western, Asheville  
(704) 251-6191

# THE COMMUNITY COLLEGE SYSTEM

1. Anson Technical College  
Post Office Box 68  
Ansonville, NC 28007  
(704 826-8333)
2. Asheville-Suncombe Technical College  
340 Victoria Road  
Asheville, NC 28801  
(704 254-1921)
3. Beaufort County Community College  
Post Office Box 1069  
Washington, NC 27889  
(919 946-8194)
4. Bladen Technical College  
Post Office Box 288  
Dublin, NC 28332  
(919 862-2164)
5. Blue Ridge Technical College  
Flat Rock, NC 28731  
(704 692-3572)
6. Brunswick Technical College  
Post Office Box 30  
Suoply, NC 28462  
(919 754-8775)
7. Caldwell Community College and Technical Institute  
Post Office Box 600  
Lenoir, NC 28645  
(704 728-4323)
8. Cape Fear Technical Institute  
411 North Front Street  
Wilmington, NC 28401  
(919 343-0481)
9. Carteret Technical College  
3505 Arendell Street  
Morehead City, NC 28557  
(919 726-2811)
10. Catawba Valley Technical College  
Hickory, NC 28601  
(704 327-9124)
11. Central Carolina Technical College  
1165 Kelly Drive  
Sanford, NC 27330  
(919 775-5401)
12. Central Piedmont Community College  
Post Office Box 35009  
Charlotte, NC 28235  
(704 373-6633)
13. Cleveland Technical College  
137 South Post Road  
Shelby, NC 28150  
(704 484-4000)
14. Coastal Carolina Community College  
448 Western Boulevard  
Jacksonville, NC 28540  
(919 455-1221)
15. College of The Albemarle  
Post Office Box 2327  
Elizabeth City, NC 27809  
(919 335-0821)
16. Craven Community College  
Post Office Box 885  
New Bern, NC 28560  
(919 638-4131)
17. Davidson County Community College  
Post Office Box 1287  
Lexington, NC 27292  
(704 249-8186)
18. Durham Technical Institute  
Post Office Drawer 11307  
Durham, NC 27703  
(919 596-9311)
19. Edgecombe Technical College  
Post Office Box 550  
Tarboro, NC 27886  
(919 823-5166)
20. Fayetteville Technical Institute  
Post Office Box 35238  
Fayetteville, NC 28303  
(919 323-1981)
21. Forsyth Technical Institute  
2100 Siles Creek Parkway  
Winston-Salem, NC 27105  
(919 723-0371)
22. Gaston College  
New Oakes Highway  
Dallas, NC 28034  
(704 922-3136)
23. Guilford Technical Institute  
Post Office Box 309  
Jemf., own, NC 27282  
(919 292-1101)
24. Halifax Community College  
Post Office Drawer 809  
Weidun, NC 27890  
(919 536-2551)
25. Haywood Technical College  
Post Office Box 457  
Clyde, NC 28721  
(704 627-2821)
26. Isothermal Community College  
Post Office Box 804  
Spindale, NC 28160  
(704 288-3636)
27. James Sprunt Technical College  
Post Office Box 388  
Kenansville, NC 28349  
(919 298-1341)
28. Johnston Technical College  
Post Office Box 2350  
Smithfield, NC 27577  
(919 934-3051)
29. Lenoir Community College  
Post Office Box 188  
Kinston, NC 28501  
(919 527-6223)
30. Martin Community College  
Kehukoe Park Road  
Williamston, NC 27892  
(919 792-1521)
31. Mayland Technical College  
Post Office Box 547  
Spruce Pine, NC 28777  
(704 785-7351)
32. McDowell Technical College  
Post Office Box 1049  
Marion, NC 28752  
(704 652-6021)
33. Mitchell Community College  
West Broad Street  
Statesville, NC 28677  
(704 873-2201)
34. Montgomery Technical Institute  
Post Office Drawer 487  
Troy, NC 27371  
(919 572-3891)
35. Nash Technical Institute  
Route 5, Box 255  
Rocky Mount, NC 27801  
(919 443-4011)
36. Pamlico Technical College  
Highway 306, South  
Grantsboro, NC 28529  
(919 249-1851)
37. Piedmont Technical College  
Post Office Box 1197  
Roxboro, NC 27573  
(919 599-1181)
38. Pitt Community College  
Post Office Drawer 7007  
Greenville, NC 27834  
(919 757-3130)
39. Randolph Technical College  
Post Office Box 1009  
Asheboro, NC 27203  
(919 628-1471)
40. Richmond Technical College  
Post Office Box 1189  
Hemlet, NC 28345  
(919 582-1980)
41. Roanoke-Rowan Technical College  
Route 2, Box 46-A  
Ahsosie, NC 27510  
(919 332-5921)
42. Robeson Technical College  
Post Office Drawer A  
Lumberton, NC 28358  
(919 738-7101)
43. Rockingham Community College  
Wentworth, NC 27375  
(919 342-4261)
44. Rowen Technical College  
Post Office Box 1595  
Salisbury, NC 28144  
(704 637-0760)
45. Sampson Technical College  
Post Office Drawer 318  
Clinton, NC 28328  
(919 592-8081)
46. Sandhills Community College  
Route 3, Box 182-C  
Carrhage, NC 28327  
(919 692-6185)
47. Southeastern Community College  
Post Office Box 151  
Whiteville, NC 28472  
(919 642-7141)
48. Southwestern Technical College  
Post Office Box 95  
Sylva, NC 28779  
(704 563-4091)
49. Stanly Technical College  
Route 4, Box 5  
Albemarle, NC 28001  
(704 982-0121)
50. Surry Community College  
Post Office Box 304  
Dobson, NC 27017  
(919 358-8121)
51. Technical College of Alamance  
Post Office Box 623  
Haw River, NC 27258  
(919 578-2002)
52. Tri-County Community College  
Post Office Box 40  
Murphy, NC 28908  
(704 837-8810)
53. Vance-Granville Community College  
Post Office Box 917  
Henderson, NC 27536  
(919 492-2081)
54. Wake Technical College  
9101 Fayetteville Road  
Raleigh, NC 27603  
(919 772-0551)
55. Wayne Community College  
Caller Box 8002  
Goldsboro, NC 27530  
(919 735-5151)
56. Western Piedmont Community College  
1001 Burkemont Avenue  
Morganton, NC 28655  
(704 437-6888)
57. Wilkes Community College  
Post Office Drawer 120  
Wilkesboro, NC 28687  
(919 667-7138)
58. Wilson County Technical Institute  
Post Office Box 4307, Woodard Station  
Wilson, NC 27193  
(919 291-1195)



## Other Agencies and Organizations

Advocacy Center for Children's Education and Parent Training (ACCEPT)  
Bryan Building, Cameron Village  
P.O. Box 10565  
Raleigh, N.C. 27605  
919/821-2048

- . Provides training to help parents meet the needs of their special child. Also serves as an information source for parents.

Association for Retarded Citizens - North Carolina (ARC-NC)  
2400-A Glenwood Avenue  
Raleigh, N.C. 27608  
919/782-4632

- . Provides a wide range of services for individuals with developmental disabilities and their families. Through the Transition Service Centers, the ARC-NC seeks to improve the quality of life for persons with mental retardation and other developmental disabilities who are leaving or have recently left school. The Centers promote increased employment and integration in the community.

Department of Commerce  
. Employment Security Commission  
700 Wade Avenue  
Raleigh, N.C.  
919/733-3098

- . Operates 78 Job Service Centers in the State. The purpose of these centers is to match job seekers with jobs.

Department of Community Colleges  
200 W. Jones St.  
Raleigh, N.C.  
919/733-7051

- . Administers a network of 58 institutions. The primary purpose of each institution is to offer vocational and technical education and the academic education needed in order to profit from vocational and technical education.

Department of Public Instruction  
116 W. Edenton St.  
Raleigh, N.C. 27603-1712  
Division for Exceptional Children 919/733-3921  
Division of Vocational Education 919/733-7362  
Division of Support Programs (JTPA) 919/733-5461

- . Administers the State elementary and secondary public school system.

Department of Human Resources

325 N. Salisbury St.

Raleigh, N.C.

Division of Services for the Blind 919/733-9822

Division of Mental Health, Mental Retardation and Substance

Abuse Services 919/733-7011

Division of Social Services 919/733-3055

Division of Vocational Rehabilitation 919/733-3364

Division of Youth Services 919/733-3011

- . Administers various area and community programs.

Department of Labor

214 W. Jones St.

Raleigh, N.C.

Division of Education and Training 919/733-7533

- . Administers the Job Training Partnership Act.

Developmental Disabilities Training Institute

University of North Carolina at Chapel Hill

431 West Cameron Ave.

Chapel Hill, N.C. 27514

919/966-5463

- . Provides intensive, short-term training to administrative and direct-care staff in community and institutional programs serving developmentally disabled individuals. Technical assistance is also provided to individual agencies.

Division on Career Development, North Carolina Federation

c/o Department of Curriculum and Instruction

UNC-Charlotte

Charlotte, N.C. 28223

- . A Division of the Council for Exceptional Children, DCD is a professional organization concerned with addressing the career/vocational needs of handicapped youth and adults.

Governor's Advocacy Council for Persons with Disabilities

1318 Dale Street, Suite 100

Raleigh, N.C. 27605

919/733-9250

- . Advocates for the disabled who are not receiving needed services or are receiving inappropriate services. Also involved in policy development.

North Carolina Council on Developmental Disabilities  
The Governor Morehead School  
1508 Western Boulevard  
Raleigh, N.C. 27606  
919/733-6566

- . A planning body composed of 32 members including persons with developmental disabilities. Funds community-based activities in priority areas including employment-related programs and alternative living arrangement services.

## Appendix D

### Local Forms

The following forms have been developed by individual local school administrative units for use in transition programs. Other units are welcome to use and adapt these forms as needed. Included are form letters to parents, student evaluation checklists, school-business agreements, and training plans.



TRANSITIONAL SERVICES FOR SPECIAL NEEDS STUDENTS

WHITEVILLE CITY SCHOOLS

EXCEPTIONAL CHILDREN'S PROGRAM

Training Agreement

Responsibility Statements will be provided for:

School  
Student  
Employer  
Parent/Guardian

SCHOOL RESPONSIBILITIES

As a teacher/coordinator in the Transitional Work Experience Program, I agree to:

1. Inform the student of program rules and regulations.
2. Assist the student in obtaining and completing necessary program forms.
3. Instruct the student regarding the dual responsibility to the employer and to the school.
4. Coordinate the student's on-the-job experiences with in-school related learning activities.
5. Work closely with the employer in order to provide the student with maximum benefit from the employment experience.
6. Visit the student's place of employment, and consult with the employer regarding the job performance of the student.
7. Assign and assist the student to fulfill related learning activities.
8. Assist in the resolution of the student's school or job-related problems that are affecting job performance.
9. Provide the employer with evaluation forms and discuss the job performance of the student with the employer and the student.
10. Perform a liaison and coordinating function between the school and the business/industrial community.
11. Sign the training agreement that indicates acceptance of the student of the program.

Teacher/Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Phone number \_\_\_\_\_

Address \_\_\_\_\_

## Transitional Services for Special Needs Students

### STUDENT RESPONSIBILITIES

As a student in the Transitional Work Experience Program, I agree to:

1. Follow the program rules and regulations established by the school and the employer.
2. Obtain a work permit and a social security card if needed.
3. Submit a time card, as required by the teacher/coordinator, to verify the number of hours worked.
4. Notify the teacher/coordinator and the employer of school- or job-related problems that may affect job performance.
5. Maintain regular attendance and punctuality in school and on the job.
6. Fulfill related learning activities and attend meetings as required by the teacher/coordinator.
7. Sign the training agreement that indicates understanding of the responsibilities and acceptance of the program requirements.

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Job Title \_\_\_\_\_

## Transitional Services For Special Needs Students

### EMPLOYER RESPONSIBILITIES

As a career station sponsor in the Transitional Work Experience Program, I agree to:

1. Inform the student of rules, regulations, and duties expected on the job.
2. Supervise the student on the job; assist in improving job performance; and assign the student to more responsible duties or positions if openings occur for which the student is the most qualified.
3. Plan an appropriate variety of job tasks/responsibilities.
4. Abide by State and federal laws/regulations pertaining to employment.
5. Verify the hours the student worked by signing the time card.
6. Consult with the teacher/coordinator regarding the factors which relate to the student's job performance.
7. Inform the teacher/coordinator when planning to terminate a student's employment.
8. Discuss the job performance of the student with the teacher/coordinator, and complete the written evaluation form that will be provided.
9. Sign the training agreement that indicates a willingness to participate as a career station sponsor, and to accept the program responsibilities.

Employer's Signature \_\_\_\_\_ date \_\_\_\_\_

Name of Firm \_\_\_\_\_

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

Transitional Services For Special Needs Students

PARENT/GUARDIAN RESPONSIBILITIES

As the parent/guardian of a student in the Transitional Work Experience Program, I agree to:

1. Approve of the student's enrollment in the program.
2. Arrange transportation for the student and accept liability if incurred. Transportation for the program is the responsibility of the student and the parent. The school will not authorize, nor be held responsible for, the mode of transportation that is used.
3. Sign the training agreement that indicates understanding of the responsibilities and acceptance of the program requirements.

Parent's/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Work Phone Number \_\_\_\_\_

TRANSITIONAL SERVICES FOR SPECIAL NEEDS STUDENTS

WHITEVILLE CITY SCHOOLS

EXCEPTIONAL CHILDREN'S PROGRAM

SURVEY OF STUDENT BEHAVIOR  
(Teacher Form)

STUDENT \_\_\_\_\_ SCHOOL \_\_\_\_\_

SUBJECT \_\_\_\_\_ TEACHER \_\_\_\_\_

The intent of this form is to rate the student's behavior and performance in class in order to determine his/her job readiness. Please rate the student's behavior characteristics using the following scale:

4=Outstanding; 3=Very Good; 2=Satisfactory; 1=Poor; 0=Not Observed/Unkn.

**WORK HABITS**

Attendance

- is reliable in punctuality & attendance 4 3 2 1 0

Appearance

- has good hygiene, grooming, dress 4 3 2 1 0

Safety

- uses care in activities that pose a hazard to others 4 3 2 1 0

**LEARNING AND COMPREHENSION**

Oral Communication

- understands instructions, asks for assistance, relays messages 4 3 2 1 0

Written Communication

- follows written instructions, writes messages/orders 4 3 2 1 0

Demonstrative Instructions

- follows demonstration, model or diagram 4 3 2 1 0

Memory

- remembers locations, instructions, codes, procedures, nomenclatures 4 3 2 1 0

Judgement

- selects among alternatives, makes decisions, solves problems 4 3 2 1 0

INTERACTION WITH PEOPLE

Sociability

- relates well with public 4 3 2 1 0

Teamwork

- works well as member of a team, focuses attention of team on the work 4 3 2 1 0

Accepts Criticism

- accepts suggestions, handles complaints 4 3 2 1 0

PERFORMANCE AND ABILITY

Quality

- Performs within well-defined tolerances or specifications 4 3 2 1 0

Timing

- adheres to schedule, aware of time restraints 4 3 2 1 0

Pace

- performs at a consistent rate of speed 4 3 2 1 0

Organized

- follows established methods, sets up efficient work space or methods 4 3 2 1 0

Simultaneity

- performs several activities at or near the same time 4 3 2 1 0

Dexterity

- makes fine, coordinated movements 4 3 2 1 0

Stamina

- has strength, perseverance, resists fatigue 4 3 2 1 0

Visual Acuity

- perceives detail in paperwork or materials 4 3 2 1 0

PERSONAL CHARACTERISTICS

Frustration Tolerance

- handles problems or stress, copes with difficulties 4 3 2 1 0

Independence

- shows initiative, works with minimal supervision 4 3 2 1 0

Tenacity

- willing to perform repetitive or unpleasant tasks 4 3 2 1 0

TRANSITIONAL SERVICES FOR SPECIAL NEEDS STUDENTS

WHITEVILLE CITY SCHOOLS

EXCEPTIONAL CHILDRENS' PROGRAM

SURVEY OF EMPLOYEE BEHAVIOR  
(Employer Form)

COMPANY \_\_\_\_\_

CONTACT PERSON \_\_\_\_\_ JOB SITE \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

Please rate the level to which the following behaviors or characteristics are required by the job using the following scale:

4=Outstanding; 3=Very Good; 2=Satisfactory; 1=Poor; 0=Not Observed/Unkn.					
<b>WORK HABITS</b>					
<u>Attendance</u>					
- is reliable in punctuality & attendance	4	3	2	1	0
<u>Apperance</u>					
- has good hygiene, grooming, dress	4	3	2	1	0
<u>Safety</u>					
- uses care in activities that pose a hazard to others	4	3	2	1	0
<b>LEARNING AND COMPREHENSION</b>					
<u>Oral Communication</u>					
- understands instructions, asks for assistance, relays messages	4	3	2	1	0
<u>Written Communication</u>					
- follows written instructions, writes messages/orders	4	3	2	1	0
<u>Demonstrative Instructions</u>					
- follows demonstration, model or diagram	4	3	2	1	0
<u>Memory</u>					
- remembers locations, instructions, codes, procedures, nomenclatures	4	3	2	1	0
<u>Judgement</u>					
-selects among alternatives, makes decisions, solves problems	4	3	2	1	0

TRANSITIONAL SERVICES FOR SPECIAL NEEDS STUDENTS

WHITEVILLE CITY SCHOOLS

EXCEPTIONAL CHILDREN'S PROGRAM

SELF-EVALUATION FOR ON-THE-JOB TRAINING

Name: \_\_\_\_\_

1.	JOB DUTIES	TIME SPENT
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____

	ALL	MOST	SOME
2. Were you on time to work?			
3. Did you complete your duties every day?			
4. Were you friendly with other persons in the job?			
5. Were you happy with your job?			
6. Did you work well with your job supervisor?			
7. Did you enjoy the job?			
8. Do you think your supervisor was pleased with your work?			

9. \_\_\_\_\_  
What did you do best on the job?

10. \_\_\_\_\_  
What did you have difficulty with on the job?

11. \_\_\_\_\_  
Would you like to do this job again?

12. \_\_\_\_\_  
Additional Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WEST BRUNSWICK HIGH SCHOOL  
TRANSITIONAL SERVICES PILOT PROGRAM  
TRAINING SPONSOR AGREEMENT

By this agreement \_\_\_\_\_ will permit  
Training Sponsor

\_\_\_\_\_, age \_\_\_\_\_ to enter its establishment  
Name of Student

for the purpose of securing vocational job specific training for \_\_\_\_\_  
job

This Training Agreement is to serve as a guide for all cooperating parties by providing the student with opportunities for training in the specific skills of the occupation he/she has chosen and the technical information related to it.

A systematic plan which provides for well-rounded training must be followed. The plan includes a schedule of work experiences and a course of study developed from the job analysis. The Training Plan has been worked out and agreed upon by the employer and a representative of the school called a School Representative.

The student agrees to attend diligently to the training assigned by the employer. The School Representative will see that the student abides by the same company policies and regulations that apply to regular employees when appropriate for the training situation. The student agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve efficiency, knowledge and personal traits so that he/she may enter a chosen occupation as a desirable employee at the termination of the training period.

It is agreed that the employer will not pay the student for the tasks accomplished while in the training program.

The training period begins the \_\_\_\_\_ day \_\_\_\_\_, 19\_\_\_\_,  
and extends through the \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_. The student will  
attend the site from \_\_\_\_\_ to \_\_\_\_\_,  
Starting Time Ending Time Days Per Week

The major purpose of this program is to provide valuable vocational training for the student in the occupational field of his/her choice. This agreement is to show the responsibilities of the trainees, parent, school and training sponsor.

All persons concerned jointly agree to the following conditions:

1. The trainee enters this program to learn all that the training sponsor and technical tutor can provide in the area of job information, skills, and attitudes concerning a particular occupation or career.
2. The trainee must maintain regular attendance in school and at the training site. He/she cannot attend the training site on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the training sponsor and the School Representative.
3. A student will be dropped from the program resulting in a loss of school credits if he leaves his training site without the consent of the School Representative.
4. The training sponsor expects the trainee to be honest, punctual, cooperative, courteous and willing to learn. The training sponsor may discharge the trainee for just cause; however, the School Representative requests consultation with the training sponsor before final action is taken.
5. The training sponsor is asked to inform regular employees of their important role in assisting in the training of the trainee.
6. The trainee must be at least 16 at the time he enters the program. All local, State and Federal regulations regarding the employment of youth under the age of 18 apply to cooperative training students.
7. The school provides a technical tutor to supervise the students on the site and to provide relative instruction in the occupation named above. Evaluation of student performance will be the responsibility of the School Representative. School credit is granted for successful training performance, as well as related classroom performance.
8. The training agency will direct the observation and participation of the student in the occupational experience indicated, with the objective of assisting the student in understanding the nature of the occupation and its responsibilities and opportunities.
9. The school supervisor will also serve as technical tutor for the duration of the training period.
10. Safety instruction shall be given by the school and correlated by the technical tutor with on-the-job training.

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APPROVALS

\_\_\_\_\_  
Student

\_\_\_\_\_  
Training Sponsor

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Name of Company

\_\_\_\_\_  
School Representative

\_\_\_\_\_  
Principal

WEST BRUNSWICK HIGH SCHOOL  
TRANSITIONAL SERVICES TRAINING PLAN

Student Name \_\_\_\_\_ Program \_\_\_\_\_

Training Dates \_\_\_\_\_ (Beginning) TO \_\_\_\_\_ (Ending)

Occupational Job Title \_\_\_\_\_

Skills To Be Mastered	Date of Completion	*Competency Level!	Remarks
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	

\*Competency Level: Please Circle  
 1 = Excellent  
 2 = Good  
 3 = Acceptable



WEST BRUNSWICK HIGH SCHOOL  
TRANSITIONAL SERVICES TRAINING PLAN

Student Name \_\_\_\_\_ Program \_\_\_\_\_

Training Dates \_\_\_\_\_ TO \_\_\_\_\_  
(Beginning) (Ending)

Occupational Job Title Warehouseman Construction

Skills To Be Mastered	Date of Completion	*Competency Level	Remarks
1. Compare identifying information & count, weigh or measure items of incoming or outgoing shipments to verify against bills of lading, invoices, orders or other records.		1 2 3	
		1 2 3	
		1 2 3	
2. Assemble or select containers		1 2 3	
3. Insert item into containers		1 2 3	
4. Unpack and examine incoming shipments		1 2 3	
5. Store stock in designated areas according to style, size, type of material and/or demand		1 2 3	
		1 2 3	
		1 2 3	
6. Fills order & issues spare and replacement parts, equipment and expendable items.		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	

\*Competency Level: Please Circle  
1 - Excellent  
2 - Good  
3 - Acceptable

Work Experience Instructor \_\_\_\_\_

Training Sponsor \_\_\_\_\_

**WEST BRUNSWICK HIGH SCHOOL**  
**TRANSITIONAL SERVICES TRAINING PLAN**

Student Name \_\_\_\_\_ Program \_\_\_\_\_

Training Dates \_\_\_\_\_ TO \_\_\_\_\_  
 (Beginning) (Ending)

Occupational Job Title Cook Helper - Buffet Service

Skills To Be Mastered	Date of Completion	*Competency Level	Remarks
1. Clean and maintain kitchen equipment		1 2 3	
2. Clean and sanitize entire kitchen equipment		1 2 3	
3. Wash dishes and utensils by hand		1 2 3	
4. Clean and maintain serving area equipment		1 2 3	
5. Replenish condiments		1 2 3	
6. Supply service bar with food		1 2 3	
7. Assist in arranging foods for buffet service		1 2 3	
8. Prepare beverages (hot and cold)		1 2 3	
9. Trim, cut and shred fruits and vegetables		1 2 3	
10. Make and prepare sandwiches		1 2 3	
11. Cook and prepare vegetables		1 2 3	
12. Cook and prepare cookies		1 2 3	

\*Competency Level: Please Circle  
 1 - Excellent  
 2 - Good  
 3 - Acceptable

Work Experience Instructor \_\_\_\_\_

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Training Sponsor \_\_\_\_\_

WEST BRUNSWICK HIGH SCHOOL

TRANSITIONAL SERVICES TRAINING PLAN

Student Name \_\_\_\_\_ Program \_\_\_\_\_

Training Dates \_\_\_\_\_ (Beginning) TO \_\_\_\_\_ (Ending)

Occupational Job Title Cook Helper - Buffet Service

Skills To Be Mastered	Date of Completion	*Competency Level	Remarks
13. Cook and prepare quick breads		1 2 3	
14. Personal Hygiene		1 2 3	
Nails		1 2 3	
Hair		1 2 3	
Shoes		1 2 3	
Hands		1 2 3	
Clothing		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	

\*Competency Level: Please Circle  
 1 = Excellent  
 2 = Good  
 3 = Acceptable

Work Experience Instructor \_\_\_\_\_

Training Sponsor \_\_\_\_\_

WEST BRUNSWICK HIGH SCHOOL

TRANSITIONAL SERVICES PILOT PROGRAM  
JOB SITE EVALUATION RATING FORM

Name of Evaluee \_\_\_\_\_ Name of Company \_\_\_\_\_

Supervisor \_\_\_\_\_ Address \_\_\_\_\_

Job Title and Description of Work Performed \_\_\_\_\_

Week of Evaluation: From \_\_\_\_\_ to \_\_\_\_\_ Weeks On Job \_\_\_\_\_

Please rate the evaluee on a four-point scale.

Trait	4 Good	3 Average	2 Fair	1 Poor
1. Attendance and punctuality				
2. Speed of work				
3. Accuracy of work				
4. Neatness				
5. Ability to work without much supervision				
6. Safety awareness and practice				
7. Physical capacities				
8. General health				
9. Ability to adjust to varied work assignments				
10. Interest in work				
11. Ability to adapt to work environment				
12. Motivation (initiative)				
13. Attention span				
14. Reaction to pressure				
15. Reaction to constructive criticism				
16. Ability to follow directions				
17. Ability to retain instructions				
18. Judgement and problem-solving abilities				
19. Academic skills				
20. Communication skills (speech)				
21. Cooperation with supervisor				
22. Relationship with coworkers				
23. Personal grooming and hygiene				
24. Appearance				
25. Potential for work performed				

Explanation of traits rated fair or poor:

Number:

Recommendations:

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Work Supervisor

### The TEAMS At Work:

Association for Retarded Citizens  
Columbus County Council on  
Developmental Disabilities  
Columbus County Mental Health  
Columbus County Workshop  
Community Living Services  
Program  
Employment Security Commission  
Sencland Community Action, Inc.  
Vocational Education Program  
Vocation Rehabilitation  
Whiteville City Schools  
Exceptional Children's  
Program

**TEAMS At Work is a Federally Funded  
Mini-Grant**

#### Other Supporting Agencies:

Chamber of Commerce  
Columbus County Department  
of Social Services  
Columbus County Health  
Department  
Columbus County Inter-  
Agency Council  
Columbus County Mental  
Health Association  
Committee of 100  
Southeastern Community College  
Whiteville City Schools Extended  
Day Program

For more information on the TEAMS At Work Project,  
please contact: Armelda B. Jones. Phone: 642-4116

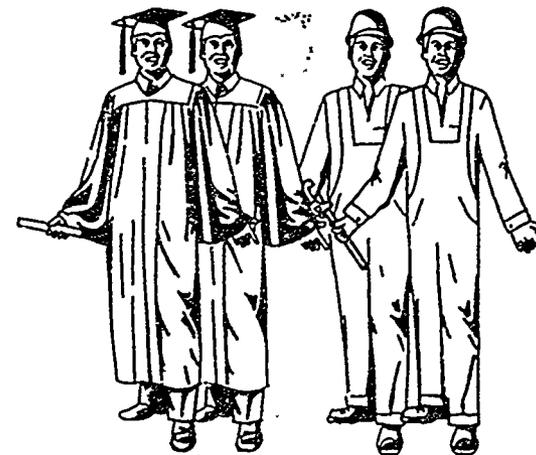
The Transition from Education to Adult Members of Society at Work Project is a federally funded mini-grant designed to provide a smooth transition from school to work for students with special needs through interagency coordination. In order to meet this goal, the following objectives have been identified:

1. Identify exceptional children who are ready for the transition
2. Assess the vocational needs of such children
3. Provide for the vocational application of needed skills
4. Provide resources for adult services, including the Community Living Skills Program, Adult Developmental Activity Program, and Work Adjustment Program
5. Develop avenues for transition to the world of work with suggestions for alternatives for total living needs
6. Assess anticipated needs of elementary and pre-adolescent handicapped students in the community
7. Disseminate information about services to parents and young adults with special needs about services available

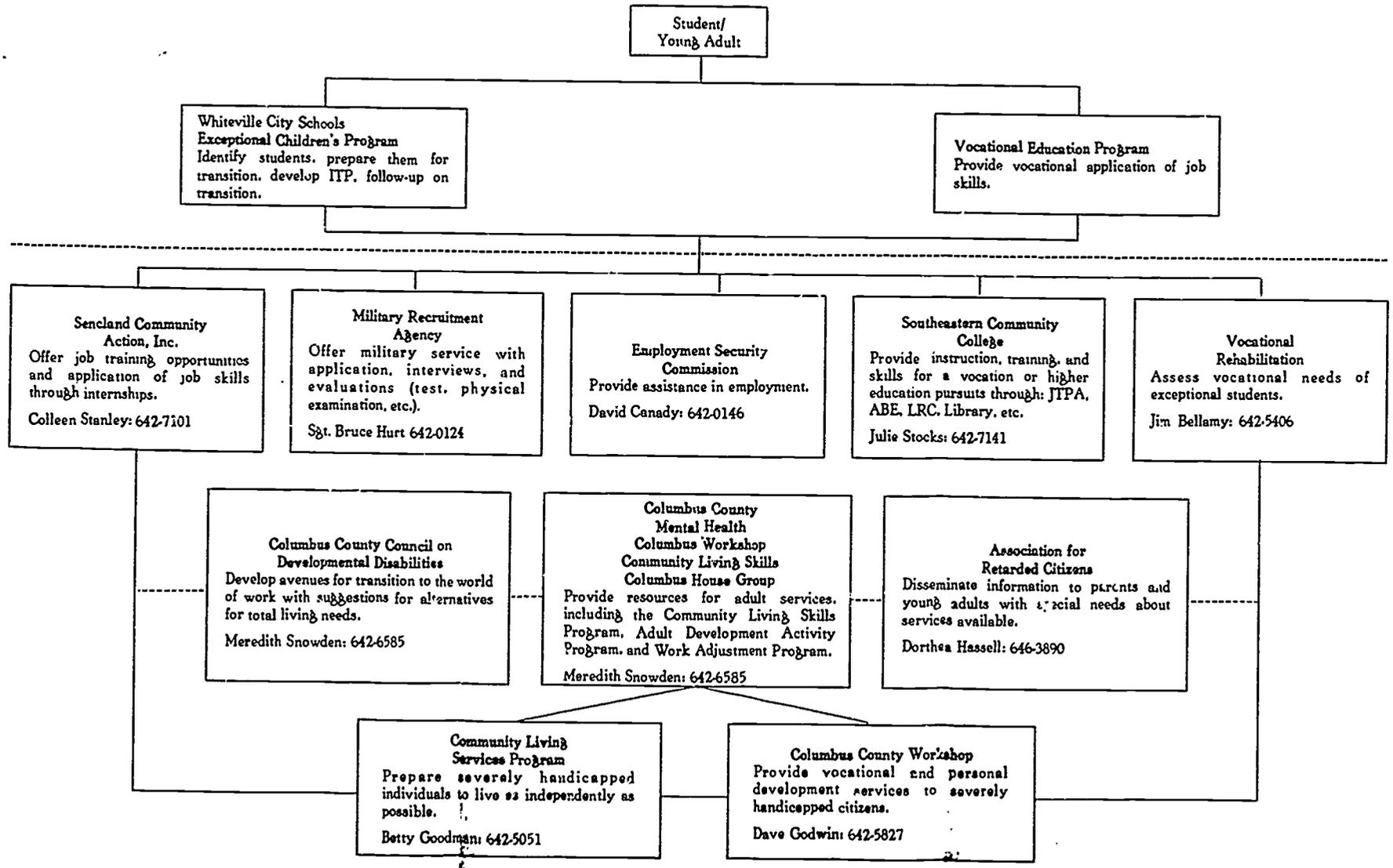
For this project to achieve its goal, we need communication, coordination, and cooperation between our agencies and programs. Let's work as TEAMS to make this program a success!

Whiteville City Schools  
Jerry D. Paschal, Superintendent  
Carlton Prince, Assistant Superintendent  
Armelda B. Jones, Program Administrator

## Transition Services For Young Adults With Special Needs Leaving High School



Where Is Your Agency  
In Providing Transition Services?



## INITIAL AGENCY INVOLVEMENT

EXCEPTIONAL CHILDREN'S PROGRAM  
Northampton County Schools

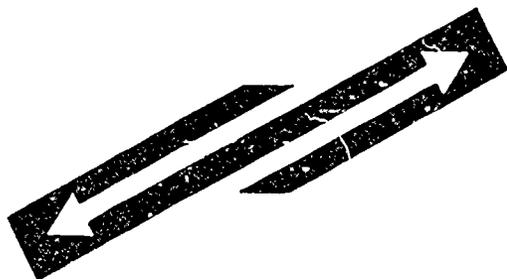
JOB TRAINING AND PARTNERSHIP  
ACT DIVISION  
Northampton County Schools

NORTH CAROLINA POWER COMPANY  
Roanoke Rapids, North Carolina

VOCATIONAL EDUCATION  
Northampton County Schools

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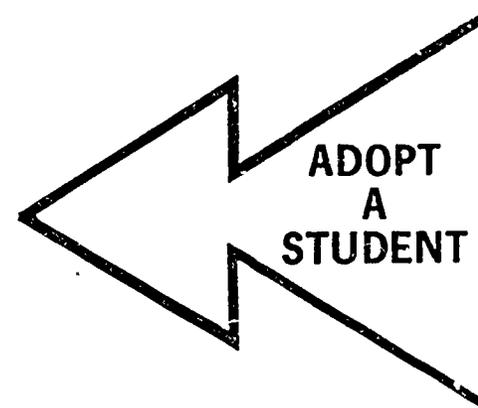
VOCATIONAL REHABILITATION  
Roanoke Rapids, North Carolina



For Further Information Contact:  
LINDA ROBBINS, Vocational Director  
or  
LINDA BOWMAN, Exceptional Children's  
Program Administrator

NORTHAMPTON CITY SCHOOLS  
P. O. Box 158  
Jackson, N.C. 27845  
1-800-682-4009

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## ADOPT-A-STUDENT

### PURPOSE:

To provide identified handicapped students with opportunities to acquire basic working skills on actual job sites after specific classroom instruction.

This goal will be achieved through the use of the following activities:

Planning and developing interagency coordination with emphasis on student job placement.

12-0  
1-21 Training and staff development of local educational staff in career plans related to students abilities and interests.

Finding job placements with local business and industry based on individual career plans for learning attainment of basic working skills.



Personal attention goes a long way toward helping handicapped students reach their full potential.



Students receive job seeking skill training by vocational rehabilitation

## TRANSITION PROVIDES FOR:

### JOB INTEREST SURVEY

### JOB ABILITY SURVEY

### DEVELOPMENT OF A CAREER PLAN

### JOB SEEKING SKILLS

- Filling out an application
- Presenting a positive image
- Dressing for the interview and job
- Improving attitudes at work
- Accepting orders and following direction
- Dealing with the public

### JOB PLACEMENT

- Locating job openings
- Arranging for interviews
- Providing for transportation
- Counseling and follow-up

## PROJECT BENEFITS

### STUDENTS WILL:

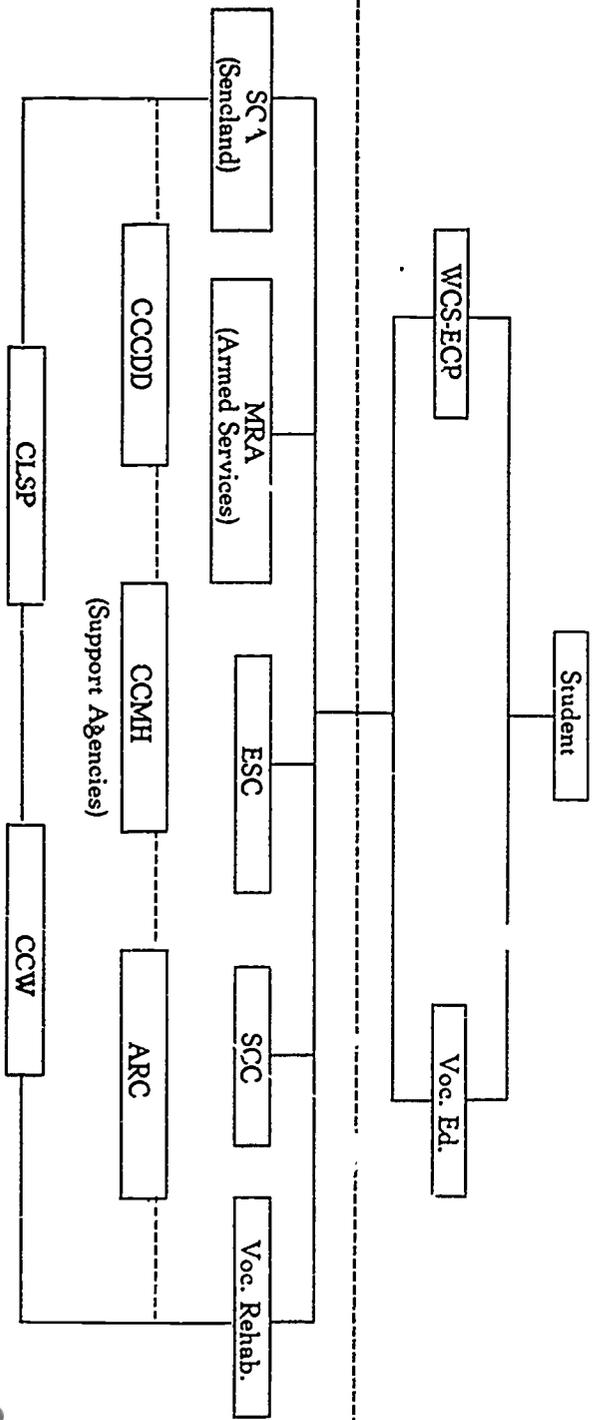
- Obtain an increased knowledge about potential careers and their own job skills.
- Gain an opportunity for on-the-job training in basic skills needed for beginning employment.
- Apply classroom instruction by practice through employment.

### EMPLOYERS WILL:

- Assist students who are making the transition from the classroom to the working world.
- Assist students in learning desirable work habits, technical skills and attitudes necessary for success.
- Gain insight into potential output of handicapped youth.
- Develop an understanding of the transition issues, goals and services in the community.
- Help make the community a more self-reliant income base for future generations.



Making the transition from school to job.



The Transition from Education to Adult Members of Society at Work Project is a federally funded mini-grant designed to provide a smooth transition from school to work for students with special needs through interagency coordination. In order to meet this goal, the following objectives have been identified:

1. Identify exceptional children who are ready for the transition
2. Assess the vocational needs of such children
3. Provide for the vocational application of needed skills
4. Provide resources for adult services, including the Community Living Skills Program, Adult Developmental Activity Program, and Work Adjustment Program
5. Develop avenues for transition to the world of work with suggestions for alternatives for total living needs
6. Assess anticipated needs of elementary and pre-adolescent handicapped students in the community
7. Disseminate information about services to parents and young adults with special needs about services available

For this project to achieve its goal, we need communication, coordination, and cooperation between our agencies and programs. Let's work as TEAMS to make this program a success!

Whiteville City Schools  
 Jerry D. Paschal, Superintendent  
 Carlton Prince, Assistant Superintendent  
 Armelda B. Jones, Program Administrator

## Where Do I GO After Leaving High School?



It's tough deciding what to do after High School. If you are a person with special needs it may be helpful to know what opportunities are available to you. This pamphlet has been written to show that the following agencies and programs are here to help, guide, and support you in your search for employment and independence.

## TRAINING

**Columbus County Workshop (CCW)** — The Columbus County Workshop offers planned vocational and personal development services for mentally retarded, emotionally disturbed, or physically disabled adults, age 16 or older, who can not presently maintain employment in the community. This includes Vocational Evaluation — a period of testing and observation to determine a client's employment potential, and Work Adjustment through actual or simulated job situations. Contact person: Dave Godwin 642-5827

**Community Living Services Program (CLSP)** — Community Living Services is a day program for substantially mentally handicapped or severely physically disabled adults that helps to prepare them to live as independently as possible. This program provides for individual development in the areas of personal skills, social skills, pre-vocational skills, daily living skills, and the enjoyment of leisure activities. Among the eligibility requirements are:

1. 16 years or older
2. Documentation of severe physical disability, substantial mental handicap, and 1 or deficits in adaptive behavior
3. Client must have basic self-help skills in feeding and personal hygiene
4. Client must be able to interact with other clients and staff in a non-violent manner.

Support services are available to the families and consultation with other involved agencies for the client's continuing development. Contact Person: Betty Goodman 642-5051

**Southeastern Community College (SCC)** — SCC provides instruction, training, and skills to prepare students for a vocation or higher education pursuits through many programs, including Learning Resource Center, Library, Job Training Partnership Act, Adult Basic Education, etc. Contact Person: Julie Stocks 642-7141

**Vocational Rehabilitation (VR)** — VR provides evaluation of clients' needs, assists in training and skills, prepares for job opportunities, and rehabilitation, as needed. Contact Person: Jim Bellamy. 642-5406

**Military Recruitment Agency (MRA)** — The Military Recruitment Agency offers military service with application, interviews and evaluations (test, physical examination, etc.). Contact Person. Sgt. Bruce Hurst 642-0124

## JOB

**Employment Security Commission (ESC)** — The Employment Security Commission of North Carolina provides placement, counseling, testing services, and on-the-job training for occupationally qualified citizens. These services include job development contracts, aptitude and skill testing, contact with prospective employers, vocational counseling, and referral to other agencies if applicable. Contact Person: David Canady 642-0146

**Sencland Community Action, Inc. (SCA)** — Sencland Community Action, Inc. provides pre-employment skills training for people with no job experience, work experience, for those who

lack sufficient job skills for immediate employment, and actual job positions on a trial basis for people who are ready to seek employment. Contact Person: Colleen Stanley 642-7101

## SUPPORT

**Association for Retarded Citizens (ARC)** — The ARC collects information on available services, shares it with mentally handicapped citizens, and acts as a support group to those people and their families. Contact Person: Dorthea Hassell 646-3890

**Columbus County Council on Developmental Disabilities (CCDD)** — The function of the CCDD is a resource for any agency in need of further assistance in providing appropriate services to developmentally disabled citizens. This includes reviewing specific cases, aiding in the identification of critical needs, identifying agencies for further assistance, and providing follow-up services when necessary. Contact Person: Meredith Snowden 642-6585

**Columbus County Mental Health (CCMH)** — The Columbus County Mental Health Center provides a variety of services, including Outpatient and Inpatient therapy, Emergency medical services, Developmental Disabilities services (please refer to Columbus County Workshop and Community Living Services), the Children's Treatment Center, Willie M. services, and Alcohol and Drug Abuse services. Some services offered are diagnosis, evaluation, therapy/treatment, parent training, and residential placement. Contact Person: Meredith Snowden 642-6585

## APPENDIX E

### Interagency Agreements

The following documents are examples of interagency agreements related to the transition period for youth with disabilities. The first is a state level agreement between the Division of Vocational Rehabilitation in the Department of Human Resources and the Divisions of Exceptional Children and Vocational Education in the Department of Public Instruction.

The second document is an example of a local interagency agreement between the school system, Vocational Rehabilitation, and the area Mental Retardation Services. In this example a parent-professional advocacy group is included in the agreement and serves as facilitator for the agreement.

COOPERATIVE AGREEMENT BETWEEN THE DIVISION OF VOCATIONAL REHABILITATION  
SERVICES OF THE DEPARTMENT OF HUMAN RESOURCES AND  
THE DIVISION FOR EXCEPTIONAL CHILDREN AND THE DIVISION OF VOCATIONAL EDUCATION  
OF THE DEPARTMENT OF PUBLIC INSTRUCTION

I. Purpose and Goals

This agreement is entered into between the North Carolina Division of Vocational Rehabilitation Services of the Department of Human Resources and the Division for Exceptional Children and the Division of Vocational Education of the Department of Public Instruction for the purpose of improving quality and coordinating programs and services for the handicapped. The above Divisions will also work to insure that (1) handicapped persons eligible for services under the Education for All Handicapped Children Act of 1974 (P.L. 94-142), the Vocational Education Amendments (P.L. 94-482), and the Rehabilitation Act of 1973 (P.L. 93-112) as amended, receive all appropriate services for which they are eligible, and (2) that the rights of handicapped persons are protected in compliance with Section 504 of the Rehabilitation Act of 1973.

II. Interagency Responsibilities

It is hereby agreed that the aforementioned Divisions shall jointly implement the following:

- A. Mutual participation of appropriate personnel in the development of the vocational component of the Individualized Education Program and the Individualized Written Rehabilitation Program for handicapped students.
- B. Mutual determination of joint in-service training needs.
- C. Exchange of information deemed pertinent and of mutual concern regarding service delivery.
- D. Designation of an individual from each of the above divisions to serve as liaison with the other two divisions.

III. Responsibilities of the Division for Exceptional Children

- A. Assist local educational agencies in the planning, development and implementation of vocational services for handicapped students.
- B. Inform local school systems of services available from Vocational Rehabilitation and promote referrals.
- C. Provide technical assistance to local school systems to assure access for handicapped students in appropriate vocational education programs based on recommendations of the school-based committees.
- D. Encourage the provision of psychological, vocational and educational assessment and adjustment services by local education agencies for handicapped students having an identified need.

#### IV. Responsibilities of the Division of Vocational Rehabilitation Services

The Division of Vocational Rehabilitation Services accepts responsibility for providing a program of services for eligible clients.

- A. To ensure the provision of an appropriate program of Vocational Rehabilitation Services to its clients, the Division has the following responsibilities:
  - 1. To screen all handicapped students referred to the Division of Vocational Rehabilitation Services by school systems to determine eligibility for vocational rehabilitation services.
  - 2. To administer all aspects of the Vocational Rehabilitation program including the determination of eligibility, diagnostic and evaluation services, client rehabilitation planning, and the provision of a program of vocational rehabilitation services.
  - 3. To assume responsibility, within the limitation of resources, for the cost of vocational rehabilitation services for individuals meeting eligibility requirements for those services, and when such services are not the legal and traditional responsibility of other agencies.
- B. Provide administrative, technical and consultative services when needed through local, regional and state Vocational Rehabilitation Services' staff to local school systems serving handicapped students in vocational education programs.
- C. Provide vocational assessment and adjustment services to special education students who have an identified need and meet eligibility.

#### V. Responsibilities of the Division of Vocational Education

- A. Provide needed consultation to assure the initiation of cooperative vocational education programs for handicapped students involved in local school systems and other state agencies.
- B. Provide consultative services to local schools and other state agencies and institutions to assure initial placement and maintenance of eligible handicapped students in regular Vocational Education programs.
- C. Promote the provision of vocational assessment services, pre-vocational training, and vocational instruction of handicapped students in local schools.
- D. Promote vocational counseling, cooperative work experience, and job placement of handicapped students by local education agencies.

This agreement may be modified by mutual consent of all three parties and may be terminated by either party hereto on sixty (60) days written notice. This agreement will remain in effect until it is revised, amended or terminated.

Lowell Harris

Director  
Division for Exceptional Children

Date: 9-23-84

JLL R. Davis

Assistant State Superintendent  
Support Services

Date: 9.24.84

Clifton B. Baker

Director  
Division of Vocational Education

Date: 10-1-84

Joseph B. Tull

Assistant State Superintendent  
Instructional Services

Date: 10-2-84

Charles A. Jones

Director  
Division of Vocational Rehabilitation

Date: 10-10-84

The foregoing has been examined by me and is found to be in legal form and within legal authority of the Division of Vocational Rehabilitation Services.

10/11/84

Date

Ann Reed

Office of Attorney General

Title: Special Deputy Attorney General



## INTERAGENCY AGREEMENT FOR TRANSITION

### I. Purpose

This agreement encompasses the direct service agencies of Division of Vocational Rehabilitation Services (VR); Mental Health (Mental Retardation Developmental Disabilities [MR/DD]); and ██████ County Public School System, in cooperation with the Association for Retarded Citizens - Transitional Service Center (ARC-TSC). The purpose of this agreement is to encourage and provide for the cooperation, collaboration, and integration of efforts in the delivery of services to the moderate and severely developmentally disabled student from age 16 and above in Wake County during the preparation for and transition from public school to gainful employment in the community without an interruption of needed services. To accomplish this goal, services provided by each participating agency are described below.

### II. Responsibilities

#### General:

1. The agencies agree to share information regarding program changes and provide in-service training.
2. The agencies agree to meet on a quarterly basis to evaluate and plan the efforts of this cooperative effort.
3. The agencies agree that a 2-year service projection is adequate and will work cooperatively in obtaining necessary data.

#### ██████ COUNTY PUBLIC SCHOOLS

1. The ██████ County Public Schools will provide, for students enrolled in the school system, prevocational/vocational training, locate training sites, and support the student while in training. After a given period of successful work experience, a student's educational program will be considered completed.
2. Obtain release of information prior to forwarding any referral information to appropriate agencies.
3. When a student enters a Vocational Training Program, his/her name and other pertinent information will be sent to VR & MR/DD. Periodic progress reports will be forwarded to assist with screening & referral for appropriate services.
4. Prevocational and Vocational goals in IEP will be shared with cooperative agencies.
5. Will initiate conferences between MR/DD Habilitation Specialist, the designated VR Counselor & teacher for mutual cases to insure a smooth continuum of services.

## VOCATIONAL REHABILITATION

1. Serve as a consultant with other agencies to develop job sites for training and placement.
2. Attend prescreening meetings regarding new referrals.
3. Screen and evaluate referrals to determine whether case is appropriate for VR.
4. Assist with job placement and provide follow-up services to those eligible for VR services.
5. In addition to the above, VR also routinely provides these services to eligible clients:
  - A. Assist with cost of job coaches (pending final approval from VR State agency) and related job training in senior or last year.
  - B. Provide post-employment services to those eligible clients to assist them in maintaining employment.
  - C. Follow-up services to assure continued employment once placement takes place.
  - D. Provide vocational evaluations as needed.
  - E. Coordinate work adjustment training with appropriate local rehabilitation facilities.
  - F. Provide TJTC certification once individual is employed.
  - G. Provide wage and hour certification assistance as needed for individuals unable to produce goods at a competitive level.
  - H. Arrange or provide medical and psychological evaluations as indicated to access employability of student.
  - I. Purchase special clothing, shoes, and uniforms for student if unable to purchase and is determined economically eligible.
  - J. Provide rehabilitation engineering services for job site modifications and special adaptive equipment.
  - K. Assign counselor to each eligible individual to coordinate vocational experiences and to interact with other team members.

COUNTY MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES

1. Attend conferences of students in transition during their last year of school.
2. Initiate record keeping and open client files.
3. Support and assist WCPS and VR in job training and follow along.
4. Initiate case management for vocational services as well as referral to other needed or appropriate services.
5. To provide routine MR/DD services post graduation such as consultation with other agencies, referral to residential services, vocational follow-along, and counseling.

ARC - TSC

1. To assist with the collection of data as needs are presented in the quarterly meetings.
2. To provide and increase public awareness regarding transition services.
3. To lobby for legislation that the agencies feel would assist them in providing transition services.
4. Coordinate quarterly meetings and serve as chairperson.

This agreement and the performance thereof are contingent upon the appropriate and continuing availability of funding. Nothing in this agreement will supersede Federal or State laws and regulations. This agreement will take effect when the signatures of properly authorized agents of each agency are affixed. The agreement shall remain in effect until amended or terminated by written notice of any party, such notice to be given at least thirty (30) days prior to the effective date of the amendment or termination.

Agreement entered into on \_\_\_\_\_ 19 \_\_\_\_ (Date)

By

For [REDACTED] County Public Schools

For [REDACTED] County MR/DD Services

For Rehabilitation Services

For Association for Retarded Citizens/[REDACTED] Co.

## GLOSSARY

- ADULT DAY ACTIVITY PROGRAM (ADAP).** Program of activities and instruction for more severely developmentally disabled adults.
- ADAPTIVE PHYSICAL EDUCATION (APE).** A diversified program of activities specifically designed for an individual who meets verification criteria for physical, mental, and/or emotional handicapping conditions and is not able to participate safely and/or successfully in the regular physical education program.
- CAREER DEVELOPMENT PLAN (CDP).** An individualized written plan for vocational education programming and services.
- CASE MANAGEMENT.** Following an individual over a period of time and assisting with identifying problems and locating services.
- COMMUNITY-BASED ORGANIZATIONS.** Private, non-profit organizations which are representative of communities or segments of communities.
- COMMUNITY-BASED TRAINING.** Instruction or supervised training in community sites where the skills being learned are naturally performed.
- COMPETITIVE EMPLOYMENT.** Work in the regular job market.
- DEVELOPMENTALLY DISABLED.** Persons with disabilities attributable to mental and/or physical impairment manifest before age 22 and likely to continue indefinitely. Impairment results in substantial limitations in three or more areas of major life activities (self care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, economic self-sufficiency) and reflects the person's need for combination and sequence of special, interdisciplinary, or generic care, treatment or other services which are of lifelong or extended duration and individually planned and coordinated.
- ENCLAVE.** A small group of disabled individuals employed in business and industry under the daily supervision of a trained human services staff person.
- EXPLORATORY VOCATIONAL ACTIVITIES.** Activities which introduce a variety of hands-on experiences that enable students to discover more about their interests and abilities.
- FOLLOW ALONG SERVICES.** Establishment and maintenance of a counseling relationship on a lifelong basis or over an extended period.
- FOLLOW-UP.** Monitoring an individual's progress after they have stopped receiving services.
- GROUP HOME.** A closely supervised living situation for handicapped individuals which promotes interaction, social support, self-help training, independent living skills and access to community-based programs and services.

**HANDICAPPED CHILDREN.** All children who because of permanent or temporary mental, physical, or emotional handicaps need special education, are unable to have all their educational needs met in a regular class without special education or related services, or are unable to be adequately educated in the public schools. It includes those who are autistic, hearing impaired, mentally handicapped, multihandicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech-language impaired, and visually impaired.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP).** A written document required by P.L. 94-142 which is developed by an IEP Committee and contains a statement of the child's current level of educational performance, annual goals and short-term instructional objectives, a description of the services to be provided, the extent to which the child will participate in regular education programs, projected dates for initiation and duration of services, and objective criteria for determining (at least annually) whether short-term objectives are being achieved.

**INDIVIDUALIZED HABILITATION PLAN (IHP).** A written plan of intervention and action which is developed by an interdisciplinary team on the basis of assessment of skills and a determination of the needs of the individual receiving services.

**INDIVIDUALIZED WRITTEN REHABILITATION PLAN (IWRP).** A written plan outlining the services and training an individual needs in preparation for employment developed by the individual and counselors with the Division of Vocational Rehabilitation.

**JOB COACH MODEL.** A model of vocational training where the job coach task analyzes the job and teaches the client the skills one-on-one. As the client is able to handle the job, the coach gradually fades away until a minimal level of contact is reached.

**JOB-SHADOWING.** An supervised activity where students enter actual businesses in the community to tour and observe employees working in particular jobs.

**JOB TRY-OUT.** A supervised activity where students attempt sample tasks in a variety of jobs in actual businesses in the community.

**MINIMUM COMPETENCY TEST.** A test of basic skills required for obtaining a certain level of certification. In North Carolina, the passing of competency tests in reading, mathematics, and writing is required for students to be eligible for a high school diploma.

**MOBILE CREW.** A small group of handicapped employees who perform service jobs in community settings primarily in building and ground maintenance.

**ON-THE-JOB-TRAINING (OJT).** Employment training on the job site and supervised by the employer, often supported by employer incentives in the form of funding for the training period or tax credits.

- PRIVATE INDUSTRY COUNCIL (PIC). A local committee made up primarily of individuals from the private sector which oversees JTPA service delivery in the community.
- SHELTERED EMPLOYMENT. Work which is created to meet the needs of handicapped workers performed in a protective environment for wages that are usually below the minimum level of regular workers.
- SUPERVISED APARTMENT. A residential setting which is considered semi-independent living. Support personnel are available to assist residents with finances, obtaining services, and educational or recreational activities.
- SUPPORTED EMPLOYMENT. Paid employment in regular work sites with the opportunity for interaction with non-handicapped workers. This employment is accompanied by ongoing support and is usually for at least minimum wage. Models of supported employment include the enclave, job coach, and mobile crew.
- TIME-LIMITED SERVICES. Services which have set beginning and ending points such as those provided by Vocational Rehabilitation.
- TRANSITION. A period when an individual is making a significant change. In this handbook transition refers to a period which includes the last years of school, the point of school leaving, and the initial years of employment and adult life.
- TRANSITION SERVICES. Those services which will assist the student in making a successful transition to employment and adult life. These services may include, but are not limited to, guidance and counseling, vocational programs and services, formal planning, supervised work experience, job placement, work adjustment, community living services, case management, and family counseling.
- VOCATIONAL ASSESSMENT. A comprehensive process conducted over a period of time involving a multidisciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs to provide educators the basis for individual program planning.
- VOCATIONAL EVALUATION. A process that systematically uses work experiences as the focus for assessment to assist individuals in vocational development.
- WRITTEN PLAN FOR TRANSITION. A formal, written, individualized plan for education and related services which will enable the individual to make a successful transition to post-school life.

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