The teachers' handbook on vocational education for students with special needs contains seven chapters, each one covering a basic area of concern to teachers of such students. Chapter 1 deals with identifying disadvantaged and handicapped students on the basis of easily recognizable characteristics. Chapter 2 covers assessing the needs of the individual handicapped or disadvantaged student on the basis of health, psychological, educational, social skills information, and work experience records. Chapter 3 discusses common characteristics and attitudes which affect learning in handicapped and disadvantaged students and suggests learning styles and teaching techniques best suited to those students. Chapter 4 provides an annotated guide to instructional materials particularly appropriate for use with special needs students. Chapter 5 discusses the procedures and expected outcomes of individual prescriptive education. Chapter 6 describes local resources and agencies and the primary services which they provide to the student with special needs. Chapter 7 briefly discusses student evaluation. A 10-page bibliography lists works appropriate to disadvantaged, handicapped, handicapped-learning disabled, and vocational education. An appendix contains sample forms useful to teachers in assessing and recording student handicaps, needs, and progress. (Author)
VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

A TEACHERS' HANDBOOK

JUNE 1975

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Project Tomorrow is funded by the Colorado State Board for Community Colleges and Occupational Education
Dear Vocational Teachers:

This Teacher's Handbook was developed by the Department of Vocational Education, Colorado State University as a result of the Teachers' Workshops held throughout the State and funded by the State Board for Community Colleges and Occupational Education.

The Handbook will assist you in three discrete areas.

1. Identifying the disadvantaged and handicapped student.
2. Identifying the needs of the disadvantaged and handicapped student.
3. Providing for the needs of the disadvantaged and handicapped student.

It is becoming more evident each year that while attempting to meet the educational needs of our students, Vocational Education is playing a most important role. It is a challenge to all teachers to better understand and to program for the needs of disadvantaged and handicapped students.

If assistance from the State Board for Community Colleges and Occupational Education is needed, please contact Mr. Paul E. May, Supervisor, Special Programs, telephone number 892-3192.

Additional assistance may be obtained from teacher educators located at Colorado State University and the University of Northern Colorado.

At Colorado State University, contact Mrs. Patricia Rocco and Mr. Ralph Hunter, telephone number 491-5884. At the University of Northern Colorado, contact Mr. LeRoy Nick, telephone number 351-2147.

We take this opportunity to thank all teachers for attending and participating in the workshops and we hope, as a result of the workshops and of this Handbook, you can find better ways of meeting the needs of the disadvantaged and handicapped students in your school district.

Sincerely,

William D. Woolf, Director
Occupational Education
Dear Educator:

This handbook is one product of the continuing effort on the part of the Vocational Education Department at Colorado State University to provide assistance to vocational teachers of students who are not succeeding because of certain disadvantages and handicaps.

Over the past two years the Department has been providing opportunities for prospective teachers to gain school and community experiences with disadvantaged and handicapped youth prior to teaching. This experience was enthusiastically welcomed by the prospective teachers.

At the in-service level, a course entitled "Teaching Students With Special Needs" has been offered on and off campus.

Also, upon request, numerous short workshops have been conducted throughout Colorado by Ms. Patricia Rocco and Mr. Ralph Hunter, teacher trainers.

It is hoped that it will be possible for the Department of Vocational Education, in cooperation with the State Board for Community Colleges and Occupational Education, to continue to provide these services in the future.

Sincerely,

B. Harold Anderson, Ph.D. and Head
Department of Vocational Education
Let us ask what we want for our children.
Then let us ask not less for all children.

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Special thanks is extended to Ms. Ruth Slomer and Ms. Donna Wright of Aims Community College for sharing their experiences and progress in the area of learning disabilities. Warm appreciation goes to Dr. Joel DuBow for his suggestions and encouragement.

A great debt of gratitude is owed to the teachers who participated in the Project Tomorrow workshops and who provided suggestions and constructive criticism regarding the direction of this handbook. Their offerings were invaluable.

I owe the most to my students in New York City who taught me the lessons of poverty and despair.

Myra Altfest
INTRODUCTION

We live in a time of change. Education plays an important role in this changing world as we seek new and better ways to prepare students to take their places in society. It is particularly challenging for the vocational educator who is trying to help the disadvantaged or handicapped student to prepare for self-sufficiency.

Every school has "them." We all know who "they" are. We are talking about the multitude of children who have never found success in education. They are the students who, for many different reasons, consistently fail to meet the demands of the assigned curriculum. They have unique learning characteristics which require equally unique curriculum designs and teaching methods. They need teachers who are committed to teaching individuals. This is particularly vital since the movement toward mainstream education strives to accommodate as many children as possible, regardless of uniqueness or handicapping condition.

Today, programs for the student with special needs command more interest in vocational education than ever before. The federal government has recognized the problem by enacting legislation which gives high priority to students who have academic, socioeconomic, cultural, or other handicaps which prevent them from succeeding in regular vocational programs. The state government also has realized the urgency in serving special needs students.

It is our responsibility as educators to see that certain of our students' needs are met. Their needs are real. These people have found little relevance in classes dealing with the past or future. Turned off or rejected by the educational system early in their lives, they missed the training that their classmates acquired in language skills, computational skills, and the development of positive attitudes toward themselves. Characteristically, they do poorly on tests, have short attention spans, and poor attendance records. They are conditioned to accept failure.

Schools can reach these students. We, as teachers, must view each youngster as an individual and find ways to help each student. This is a task which is not likely to be accomplished through traditional means.
A recent nationwide conference identified three key elements in teaching students with special needs: (1) All teachers of special needs students must be more concerned about people and less about programs, (2) Teachers must develop and conduct activities consistent with students' value systems, and (3) Teachers should be free of the bonds of tradition.

If the needs of students are to be met, and if they are to become productive members of society, then priorities must shift from content-centered programs to student-centered programs. Emphasis must be placed on the students' strengths, interests, and aptitudes, and programming should be designed to meet the students' needs, not the needs of the school or system. Individualization is essential.

Teachers must be flexible and accepting of students and must conduct activities which are relevant to students and consistent with their value systems. Educators must eliminate the foreign, hostile environment that school has become for many students.

In a speech presented to vocational educators in Durango, Colorado, Dr. Gil Carbajal, of the Poudre R-1 school district, made the following statement:

We look at these students as very different, inferior, dumb, not interested. We ignore them, we leave them out, we push them out, we mark them and identify them as dropouts. We make them just that . . . because their hair is long, they smoke, they dress differently, they are minority group members, and they resist some of our out-dated and traditional rules and values.

Many students view school as a dreaded experience. Their histories in educational institutions communicate the theme of failure, with all of its negative implications. Feelings of dignity and self-worth are absent. It is our responsibility as educators to work with each student to help him succeed to his fullest capacity and to help him achieve a feeling of personal satisfaction and fulfillment.

The following article illustrates the experience which many students endure to some degree.
It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners Bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank near the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white, even against the snow. He was dead, the driver whispered.

I didn't register for a minute; I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel...."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad." He muttered, "Just tapped me on the shoulder and said, real quiet, 'I'm sorry. I have to get off at the hotel.' That's all. Polite and apologizing like."

At school, the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school? I heard one of them half-whisper.

"Don't know his name: some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone, and anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted lamely. "And in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy. Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about being ill!"

His step-father snorted. "He ain't said nothin' about anything since I moved in here," Mrs. Evans pushed a pan to the back of the stove and began to unlace her apron. "How 'bout breakfast before I get out of here? Now! Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by step-father, five young half-brothers and sisters. These meager strands of information and the list of 0 grades were all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evenings, and that was all. He had never belonged to a club. He had never played in a game. How many whispering child conversations had excluded him, I wondered. How many happy, noisy kid things had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read "sweet, shy child," "timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk. Uncooperative. Slow learner." The other academic sheep had followed with "dull," "slow-witted," "low I.Q." They became correct.

The other academic sheep had followed with "dull," "slow-witted," "low I.Q." They became correct. The boy's I.Q. score in the ninth grade was listed at 83. Out his I.Q. In the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big, eared file.

They became correct. The boy's I.Q. score in the ninth grade was listed at 83. But his I.Q. in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

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I could guess how many times he'd been chosen last to play sides in a game. How many whispered child conversations had excluded him, how many times he hadn't been asked. I could see and hear the faces and voices that said, "You're dumb. You're a nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me. When finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list 'heart failure' as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student-body officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or ankles scrounged into a seat in an alien world.

"Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end and battle with society and the school board, but I won't have one of you coming out of here thinking himself into a zero."

Most of the time—not always, but most of the time—I've succeeded.


The National Educational Association retains literary property rights on copyrighted articles. Reprints for educational distribution, unless specifically noted otherwise, is permissible.
We are concerned with the thousands of students who leave school each year feeling that they are zeroes, nobodies . . . ciphers.

This handbook was developed to help these youngsters by helping you, as a teacher, to understand and to identify them, to determine their needs, and to plan the best course of action to provide them with the means to lead satisfying and fulfilling lives.

Patricia Rocco
Myra Altfest
Outline of Handbook

This handbook covers seven basic areas concerning the teaching of students with special needs.

Chapter I involves the identification process, including common observable characteristics of disadvantaged and handicapped students. Proper identification facilitates program planning and provides justification for additional services or funds.

Chapter II deals with assessing the needs of the individual students who are identified. Assessment is an ongoing process involving the student in the evaluation of his progress, adjustments and changing needs at school.

Chapter III describes common learning styles of the target group and teaching methods which best suit those learning styles and characteristics.

Chapter IV is a sample listing of instructional materials which are particularly appropriate for use with special needs students.

Chapter V concerns Individual Prescriptive Education, one solution that has proven successful in schools for meeting students' needs.

Chapter VI charts local resources and agencies and the primary services which they provide.

Chapter VII plans for the evaluation of the student's progress based on objectives established at the onset of the program.

A bibliography of professional references is included to aid the educator in further exploring the subject of this handbook.

The appendices contain forms which may be used by teachers as guides for facilitating program implementation. They are intended as resource materials which teachers might choose to utilize or to adapt to meet the needs of their particular student group and teaching situation.
CHAPTER I
SEPARATION OF STUDENTS

The right to teach only nice, clean, willing learners is not a basic right that regular classroom teachers can be granted. The regular classroom teacher must accept responsibility for the "unmotivated," the "hard-to-reach," the "disabled," the "disturbed," and the "retarded."

Robert Farrall
Richard Schember
It has been estimated that 50% of the students in vocational programs in Colorado are disadvantaged and 3% are handicapped. In order to serve the students in our classes who are not succeeding because of the effects of a disadvantage or a handicap, we must first identify those students. The following chart illustrates the categories of disadvantages and handicaps as described in this chapter, based on state and federal guidelines.

**STUDENTS WITH SPECIAL NEEDS**

**DISADVANTAGED**

- Academically disadvantaged
  - Language deficiency
  - Reading/Writing deficiency
  - Computational deficiency
  - General Ed. deficiency

- Socioeconomically disadvantaged
  - Hostile/Defiant attitude
  - Passive/Apathetic attitude

- Economically disadvantaged
  - Needs economic assistance

- Other remediable effects

**HANDICAPPED**

- Mentally retarded
  - Educable
  - Trainable

- Learning disabled
  - Visual
  - Auditory
  - Motor

- Seriously emotionally disturbed

- Orthopedically handicapped

- Visually handicapped
  - Partially sighted
  - Blind

- Hearing impaired
  - Hard of hearing
  - Deaf

- Speech impaired

- Other health impaired

- Multi-handicapped
Identification and Common Characteristics of Disadvantaged Persons

Disadvantaged students may be identified through observation, inquiry, and examination of previous school records and test scores. Interviewing the student, analyzing the student's vocational interests, personal adjustment, and character traits, are also significant in the identification process.

According to Federal guidelines, a disadvantaged person is one who has an academic, socioeconomic, or other disadvantage, and the effects of the disadvantage prevent the person from succeeding in a regular vocational program. Therefore, this person needs assistance in some form in order to benefit from the vocational program. Alternatives to this assistance are alienation, unemployment, and a tremendous burden to society.

Disadvantaged students can be classified in one or more of the following categories. The categories have been selected for ease of identification, and common characteristics of persons in each category are listed. A suggested "Identification Sheet for Disadvantaged Students" can be found in this manual (Appendix A). It is designed for teacher use for easy identification of students in a particular class based on these categories. The organization of the identification sheet is consistent with the organization of this section.

A. Academically Disadvantaged

These individuals are not succeeding in a regular vocational education program because of at least one educational deficiency. Examples of the most common deficiencies are:

1. Language (speaking/comprehension) deficiency

   Individuals in this group experience sufficient difficulty with verbal communication so that their apparent capacity to learn is significantly reduced. A person in this category may have one or more of the following characteristics.

   Poor speech and/or limited formal English vocabulary. Inability to use the formal language effectively in school. Serious language difficulties in any language.
Common Observable Characteristics

- Has difficulty making transition from native language to English if English is a second language.
- Avoids speaking and spontaneous conversation.
- Answers questions with single words or phrases.
- Cannot follow a series of instructions (teacher must say one thing at a time).
- Does not understand definitions of lesson vocabulary.
- Is unable to properly construct a sentence.
- Has difficulty with pronunciation of words used in classroom.

2. Reading and/or writing deficiency

Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. A person in this category may have one or more of the following characteristics:

- Poor reading ability and limited formal vocabulary.
- Inability to write or communicate in writing.
- Has insufficient vocabulary to accomplish lessons.
- Reads so slowly that the student is behind others in assignments.
- Is unable to relate written words to application of task.
- Is unable to comprehend meaning of written lesson.
- Cannot express thoughts in writing.

3. Computational deficiency

These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program. A person in this category may have one or more of the following characteristics:

- Serious difficulties in comprehending computational concepts.
- Insufficient computational skill to compete effectively with peers.
- Is unable to perform simple mathematics.
- Can memorize but not apply mathematical concepts.
- Has poor recognition of mathematical symbols.
- Does not relate mathematical formulas to classroom problems in vocational programs.

4. General educational deficiency

Individuals in this group have educational deficiencies which are principally responsible for their inability to
succeed. A person in this category may have one or more of the following characteristics:

- Low achievement scores.
- Poor attendance records.
- School dropout.
- Potential school dropout.
- Unaware of educational procedures and/or opportunities.
- Lacks parental support and guidance.

. Does not understand what is expected in school.
. Does not like school.
. Has low motivation to achieve in school.
. Does not find positive rewards in school.

5. **Hostile or defiant attitude**

Individuals in this group exhibit excessively aggressive, anti-social, or disruptive behavior. A person in this category may have one or more of the following characteristics:

- Higher incidence of involvement with the criminal justice system.
- Persistence in trying to dominate the scene.
- Withdrawal from normal social interaction.
- Unrestrained behavior.

- Tells bizarre tales.
- Seeks out and sets up failure experiences.
- Fights and argues with peers.
- Cannot make and keep friends.
- Rejects acceptance.

- Rebels against authority--defies rules.
- Acts suspicious of teacher's motives.
- Does not do any long-range planning.
- Exhibits behaviors with little thought of social appropriateness.
- Associates with anti-social "gangs."
- Disrupts school activities.

6. **Passive or apathetic attitude**

Individuals in this group exhibit unusual lack of participation in, and response to, the learning situation.
A person in this category may have one or more of the following characteristics:
- No interest in learning or in school work.
- Negative attitude toward learning.
- Discouraged in school work.
- Poor attendance records.
- Lack of personal motivation—indifference.
- Potential school dropout.
- Very poor or negative self-image.
- Overly sensitive to constructive criticism.
- Lack of experience with successful work examples of own ethnic group.
- Underachievement.
- Other identified disadvantages, such as ill health, poor nutrition, broken home, out-of-wedlock pregnancies, or family underemployment.

Common Observable Characteristics

. Is frequently absent from school and home.
. Becomes discouraged in simple tasks.
. Hesitates to participate in competitive activities.
. Interacts very little with peers.
. Rejects direction from teacher.
. Does little to find solutions to problems.
. Accepts a passive role in class—rarely volunteers.
. Leaves rather than face problems.

C. Economically Disadvantaged
Individuals in this group are not succeeding in a regular vocational education program for one or more economic reasons. The effects tend to be clear to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel. Persons in this category may have one or more of the following characteristics:

7. Needs economic assistance to succeed

Common Observable Characteristics

. Is unable to concentrate because primary needs may not be met due to a lack of money.
. Is absent because of lack of money to buy clothing or appropriate uniform for a particular activity in school.
. Appears to be unkempt and unclean.
. Appears to lack proper nutrition.
D. Other Remediable Effects

This is a "catch all" category and should be restricted to special situations. One effect that might fall into this category is:

8. **Lacks proficiency in manual dexterity required for success in the vocational studies area.**

- Has difficulty in coordination.
- Has difficulty in manipulation of small objects, tools.
- Cannot easily perform placing and turning movements with hands.
Identification and Common Characteristics of Handicapped Persons

A handicapped person is one who has a mental or physical handicap which prevents the individual from succeeding in a regular vocational program designed for a person without such a handicap. Therefore, this person needs assistance, in some form, in order to maximize the likelihood of successful completion of a vocational program.

Handicapped students have, for the most part, been identified by the time they enter a vocational program. This identification and classification must be made by a trained professional person.

Categories of handicaps will be described in the following pages. These are included so that the teacher can gain a clearer understanding of the problems facing the handicapped. A "Referral Sheet for Handicapped Students" is provided in this handbook, (Appendix A). This form may be prepared for use with a diagnostic team, a group organized for the purpose of assessing the student's needs and formulating a method for meeting those needs, or for the teacher's personal use.

The categories of handicaps are defined. Each is followed by common observable characteristics which students with that handicap may manifest in the classroom. Some of the characteristics are common among handicapped individuals in several different categories and may be repeated.

1. Mentally Retarded

   Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.

   Inclusion in these categories requires professional diagnosis in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation are ruled out as the primary cause of lack of ability to succeed.
a. Educable retarded

Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally at the sixth grade level in academic work. However, they can be educated and trained to succeed in the world of work, contribute to society, and attain self-respect in positions which formerly may have been considered beyond their capabilities.

b. Trainable retarded

Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the Educable retarded. Many can be trained for jobs which require single skills and which provide adequate supervision.

A mentally retarded person may exhibit one or more of the following characteristics:

- Exhibits immature or impulsive behavior.
- Behavior seems inconsistent with chronological age.
- Has short attention span--does not complete tasks.
- Is easily distracted--always looks around the room.
- Has poor motor ability--trips over things, walks awkwardly.
- Has short memory retention--forgets previous learnings.
- Has poor language development--uses short, unfinished sentences.

2. Learning disabled

Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental
aphasia, etc. This category does not include learning problems which are primarily because of visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages. 4

Learning disability, as defined here, implies freedom from gross impairment of basic sensory organs. Gross impairment, for example, would be categorized under (5) visually handicapped--partially sighted or blind; and (6) hearing impaired--hard of hearing or deaf. These categories will be discussed later in this chapter.

Examples of some common learning disabilities and observable behavioral characteristics of individuals in each category follow. 5

a. Visual disability

The visual channel is one of the major passages for receiving information. It has been estimated that eighty percent of all learning takes place through the eyes. Therefore, visual disabilities (problems in detecting, perceiving, understanding, and retaining visual information) may be strong contributors to learning problems. Often, students with visual problems had the same difficulties as young children and were not fitted with glasses at that age.

Some observable characteristics which a student with a visual disability may exhibit are:

- Looks up often when copying from a distance.
- Avoids close desk work.
- Holds book too close; bends over paper when writing.
- Cannot follow written direction but can follow verbal instructions.
- Exhibits limited attention span for visual tasks.
- Frequently forgets things seen.
- Is unable to evaluate visual phenomena.
- Seems easily distracted by surrounding activities.
- Contorts face; blinks and squints excessively.
- Tilts head, thrusts head forward.
- Rubs eyes frequently.
- Complains of headaches, dizziness, fatigue.
- Moves eyes excessively and inappropriately.
- Has difficulty following a moving object smoothly with eyes.
- Repeats (omits) words when reading, confuses words that look alike.
- Is clumsy—bangs into things.
- Confuses foreground and background.

Common Observable Characteristics
b. **Auditory disability**

The auditory modality is an important sensory channel which greatly influences school success. The ability to detect, perceive, understand, and retain a great deal of auditory information is required for normal development and for progress in school. Disabilities in that process, therefore, will contribute strongly to learning problems. In many cases, children who grow up being poor readers haven't learned phonetic principles. The reason may be that they were exposed to phonics techniques in grades 1-3 when their learning disability was probably the most severe.

Some observable characteristics which a student with an auditory disability may exhibit are:

- Gives inappropriate or wrong answers to simple questions.
- Understands better at a one-to-one level rather than at usual classroom distances.
- Cannot follow oral directions (frequently asks for instructions to be repeated).
- Talks too loudly or too softly.
- Is easily distracted by noise; may respond to every noise.
- Cannot distinguish between background noise and teaching sounds.
- Is hyperactive—greater motor activity than other students.
- Cannot localize the direction of a sound (may look around room randomly for the source of a sound).
- Cannot distinguish between similar sounding words (e.g. map-nap, pin-pen).
- Seems "too attentive" when verbal instructions are given. Strains to "see" what is being said.
- Cannot remember what has been discussed in class.

c. **Motor disability**

The psycho-motor domain refers to the student's awareness and knowledge of self in the following areas: movements; relationship to environment; how environmental information is received, analyzed, and integrated; and how responses are controlled and evaluated. A lack of development in any of these areas might interfere with a student's achievement in school.
Some observable characteristics which a student with a motor disability may exhibit are:

- Has problems in drawing and writing.
- Dislikes physical education classes.
- Has unusual pencil grasp.
- Is slow to finish written work.
- Writes very heavily, very small, or very large.
- Has illegible handwriting--tremor.
- Has difficulty organizing paper (cramps work into one corner, draws along one edge, doesn't establish any pattern).
- Is in poor physical fitness.
- Writes unevenly.
- Needs support when standing (leans against the blackboard, desk, chair).
- Trips or bumps into things.
- Uses one hand then the other, showing no definite hand preference.

**Common Observable Characteristics**

3. **Seriously emotionally disturbed**

Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services. An individual in this category may exhibit one or more of the following characteristics:

- Is unusually intense (anxious, frowning).
- Is easily frustrated.
- Is overly sensitive to criticism and has a negative self-image.
- Is shaky and nervous, explosive.
- Demands attention.
- Is overly self-critical.
- Imagines peer and/or teacher persecution.
- Disrupts classroom repeatedly.
- Does not participate in any activities.
- Behaves inappropriately or immurally under normal conditions.
- Is unable to evaluate personal behavior in terms of the consequences it has for others or self.
- Appears extremely and frequently unhappy and depressed.
4. Orthopedically handicapped

These individuals have a limited ability to mobilize themselves, sit in a classroom, and/or use materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

An individual in this category may have one or more of the following characteristics:

- Absence of limb or presence of limp.
- Slow movement because of painful infections in joints.
- Lack of motor control.

5. Visually handicapped

These individuals are severely limited in their ability to see.

State laws and regulations establish the criteria for diagnosis and classifications of visual handicaps. There are two classifications of visual handicaps.

a. Partially sighted

Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the vocational program.

b. Blind

State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individuals must depend, to a large extent, on their senses of touch and hearing rather than on their sense of sight. An individual who is visually handicapped may have one or more of the following characteristics:

- Has retarded mobility--appears awkward, clumsy, careless.
- Tilts head.
- Holds objects close to eyes.
- Rubs eyes, squints, rolls eyes.
- Is sensitive to bright lights.
- Is inattentive to visual objects or tasks such as looking at pictures.
- Is awkward in activities requiring hand-eye coordination (e.g. hammering a nail, welding).
- Avoids tasks requiring close eye work.
6. **Hearing impaired**

Individuals in this group have a sense of hearing that is inadequate for success in the learning situation. State laws and regulations establish the criteria for diagnosis and classifications of hearing impairments. There are two classifications of hearing impairment.

a. **Hard of hearing**

Individual can hear and understand speech but with difficulty. The speech must be loud and the individual must use a hearing aid, or lip reading along with a hearing aid, to supplement hearing.

b. **Deaf**

Even with the amplification of sound provided with a hearing aid, the individual is unable to hear and recognize all speech sounds.

An individual who has a hearing impairment may have one or more of the following characteristics:

- Fails to respond to questions frequently.
- Seems constantly inattentive, especially when auditory activities are taking place.
- Asks to have words or questions repeated often.
- Uses "what" frequently.
- Shows a repeated inability to hear in a group.
- Frowns or strains forward when addressed.
- Holds head in a peculiar position when spoken to or turns one ear to speaker.
- Is unable to tell from which direction sounds come and may be unable to tell who is speaking in a group.
- Omits certain sounds from speech, substitutes others, or mispronounces simple words.
- Shows deformity or swelling in or about the ears, discharge from ears, or often has earaches or colds.
- Becomes very tense during periods requiring listening.

7. **Speech impaired**

These individuals have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.
An individual in this category may have one or more of the following characteristics:

1. Speaks so differently from others that the speech is unintelligible and interferes with communication.
2. Speaks unusually slowly or quickly.
3. Has speech that is characterized by substitutions, omissions, additions, or distortions of speech sounds.
4. Stutters--repeats initial sounds or syllables and repeats entire words.

8. **Other health impaired**

This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.

An individual in this category may exhibit the following characteristics:

1. Is frequently absent.
2. Appears tired, thin, etc.

9. **Multi-handicapped**

Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning or modifying programs.

Many students may exhibit one or a combination of these forms of disadvantages and handicaps. A "Vocational Class Data Sheet on Disadvantaged and Handicapped Students" can be found in this handbook (Appendix A). This form provides a means for the teacher to accumulate the information gathered from the identification and referral sheets and to chart that information to get a picture of the total class.

Guided by this data, the instructor can group students in order to gear the teaching style, program modifications, individualized instruction, etc., toward meeting the needs of those individuals. For example, if it is discovered that several students are suffering from computational deficiencies which prevent them from succeeding in the vocational subject, the teacher can group those students and spend a portion of a period working with them,
or provide peer tutors to work with them. The purpose would be to remedy the computational deficiency to an extent which would enable them to accomplish their vocational objectives. The teacher can determine the required degree of individualization based on the information on the "Class Data Sheet."

The next section deals with the assessment of the needs of the individual students who have been identified. A variety of sources for obtaining relevant information are suggested along with various options for meeting the student's needs.
NOTES


4. Definitions of "learning disabilities" vary considerably in educational literature. The definition included in this section is the one provided in the Federal Guidelines (Surge) and is based on the definition supplied by The Council For Exceptional Children.


6. Communications with Donna Wright and Ruth Slomer of the Counseling Center at Aims Community College, Greeley, Colorado, contributed greatly to this section.
CHAPTER II
RECOGNITION OF STUDENT NEEDS

Each one is equally an individual and
entitled to equal opportunity of development of
his own capacities, be they large or small in range.

John Dewey
This chapter is concerned with assessing the needs of the student who is not succeeding. Assessment should take into account the assets and liabilities that are pertinent to the student's choice of career goals. Some factors to consider are: interests, aptitude, temperament, physical limitations, mental and/or educational limitations, work attitudes, behavior previously acquired, and vocational skill competencies.¹

Assessment is an on-going process, aimed at evaluating the student's progress, adjustments, and changing needs at school and, if applicable, at community work experience stations. It should be viewed as something to be done with the student, not for the student.

The chart on the following page is a graphic representation of the procedure for assessing the needs of the student who is not succeeding, as described in this chapter.
ASSESSING STUDENT NEEDS

**HEALTH**
- Medical Information
- Handicap
- Physical Limitations

**PSYCHOLOGICAL**
- Intelligence Test
- Interest Inventory
- Aptitude Test
- Personality Profile
- Perceptual Motor Test

**EDUCATIONAL**
- Grades
- Performance Sheets
- Anecdotal Records
- Observations
- Reading-Math Scores

**SOCIAL**
- Interpersonal Relationships
- Personality
- Personal Care
- Behavioral Characteristics

**WORK EXPERIENCE**
- Work Attitudes
- Physical Stamina
- Job Performance

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Teacher
Counselor

Student
Counselor

Social Worker
Parent
Employer
Peer
Related Agencies

Employment
Health
Law
Finances
Personal

BOCES
MODIFY EXISTING PROGRAM

PROVIDE ADDITIONAL SERVICES

ADOPT MORE APPROPRIATE TEACHING METHODS

ADAPT INSTRUCTIONAL MATERIALS

CONTINUE, REVISE, HOLD, TERMINATE PROGRAM
Assessing Student Needs

A formal needs assessment can be done with the student. It is stressed that such an assessment must be done on an individual basis, taking into account as much information as is available, or can be obtained, concerning the person. Accumulation of pertinent data should be concentrated in the areas presented below and should be a joint effort of the teacher, counselor, and other staff members. Relevant types of information are listed below each category.

1) How to Use Health Records
   - Medical Information.
   - The nature and level of the person's handicap.
   - Limitations in terms of physical capacities.
   - Environmental conditions which should be avoided.

The capacities and limitations of the student should be compared with the physical demands and working conditions of the chosen occupation to determine the appropriateness of the student's placement.

For example, a person who has a diagnosed back problem and is enrolled in an Auto Mechanics course may be qualified for certain jobs within this occupation where the back problem would not interfere with job performance. Alternatively, the job may be easily modified and the requirements adapted or changed to a degree to which the person can meet the job demands. This student may need to be directed away from activities which require a great deal of lifting. Training and ultimate job direction might be toward those Auto Mechanics tasks which are physically feasible for the individual. These might include doing tune-ups, managing parts, etc., but avoiding tasks such as major engine overhauls.

In examining a student's health records to determine physical limitations, one should avoid reaching hasty conclusions. It is important to consider the many other factors which affect success. A recent article exemplifies two cases in which students accomplished far more than they would appear to be capable of, in light of their handicaps. The two Auto Mechanics students were both handicapped by the absence of an arm and a
With the aid of special tools and the encouragement of tolerant employers, the two men had every reason to be optimistic about total success in their chosen careers.

Psychological Information

(2) How to Use Psychological Information from Diagnostic Tests

- Verbal performance scores on I.Q. tests.
- Interest inventories.
- Aptitude scores.
- Personality profiles.
- Perceptual Motor tests.

If psychological services by trained personnel are accessible, such services might yield pertinent information. The data might pinpoint the student's intellectual and personality strengths and weaknesses. These are relevant considerations in vocational programming and would help to determine the needs of the student and help the student to achieve success.

Educational Information

(3) How to Use Educational Information from Cumulative Records

- Grades.
- Performance sheets.
- Anecdotal records, observations.
- Attendance records.
- Reading and math scores.

Although many jobs do not require strong academic skills, a minimal level of functioning in daily activities is essential. Besides the sources listed above, the assessment may also incorporate recommendations from previous teachers or from the student's on-the-job supervisors.

A problem which the teacher should be aware of when interpreting grades and standardized test results for the handicapped is that time lost from school because of illness or the nature of a handicap might be reflected by low achievement results. For example, if a student has asthma or is confined to a wheelchair, bad weather might restrict travel to school, increase absences, cause the student to miss school work, and result in lower grades.

Social Information

(4) How to Use Social Skills Information Based on Teacher's Observations

- Interpersonal relationships.
- Personality.
- Behavioral characteristics.
- Personal care.
- Attitudes toward peers, authority figures, etc.
Evaluation in this area is crucial since studies have shown that a lack of appropriate social skills and problems with interpersonal relationships are far more frequently the cause of job losses by the handicapped than is the ability to do the job.

(5) How to Use Work-Experience Records

- Performance on the job.
- Physical stamina.
- Work attitudes.
- Prior work experience.

There is close correlation between performance in a simulated work situation and performance on the job. Therefore, observing the student in a simulated situation, as well as reviewing prior work records (looking for the above attributes), would yield meaningful results. The student's work personality and behavior can be compared with standards of behavior necessary for successful job performance. Common work behavior traits which need to be reinforced are: punctuality, reliability, ability to follow instructions, and the ability to get along with job supervisors and co-workers. This evaluation should focus on the following questions: Can the person work alone? Can the person work under authoritative supervision? Can the person adapt to mounting tensions and shifting pressures? Can the person follow directions?

Assessment in the last two areas, social and work experience, is especially critical. Priorities of employers begin with work habits and attitudes (including apparent motivation to do the job and ability and willingness to follow instructions), then proceed to adequacy in vocational, then academic skills. The social and work experience evaluations of the student might show strong deficiencies in these first areas. If this is the case, the teacher can attempt to meet the student's need to develop in these areas through the use of a variety of methods which will be discussed in Chapter III--"Learning Styles and Teaching Methods."
Recording Information

To satisfy the requirement for recording data to assess the needs of the student, a form entitled "Individual Student Needs Profile Sheet" (Appendix B) has been developed to supplement the accumulated data outlined above. A sample completed profile sheet is also included (Appendix B).

Teachers are encouraged to use such forms to their best advantage, including adding or deleting sections to maximize their usefulness in particular school situations.

The teacher who identifies the disadvantaged or handicapped student can begin to record significant data on the profile sheet with the help of the counselor.

Organizing the Diagnostic Team

Once the data is recorded, the formation of the diagnostic team\(^3\) is recommended. The student, teacher, and counselor can have input into the selection of diagnostic team members. The team might include: counselor, vocational/academic teacher, principal, social worker, psychologist, employer, parent, or peer. The student should be on the team. If possible, the team should be limited to 3-5 people for maximum effectiveness.

The function of the diagnostic team is to examine the accumulated data and to contribute additional information.

Team members determine the student's needs based on that data and their combined observations.

Focusing on the student's needs, the diagnostic team writes realistic student performance objectives based on those needs.

At this time, the team surveys the available resources and prescribes modifications in the existing program, additional services, appropriate teaching methods, or adaptation of instructional materials to meet the student's needs.

The diagnostic team should meet periodically to evaluate the student's progress toward meeting the objectives and to consult with the individual concerning personal satisfaction with the program. Evaluation should utilize the most objective methods possible (i.e. pre- and post-tests) in order to best measure progress.
Changes in the prescription are often necessary and should certainly involve the student. Based on the evaluation results, the team can decide to continue, revise, hold, or terminate the program.

Meeting Student Needs

The options for helping troubled students are limitless. Teachers are encouraged to capitalize on personal and technical resources from within the system and to search for new possibilities from outside. Examples of the latter would be local agencies and job stations in the community, and commercially prepared instructional materials.

After the student's needs are determined, the teacher might find it helpful to utilize the list of suggested services or modifications for meeting the needs of disadvantaged and handicapped students (Appendix B).

Some of the ways in which a student can be helped are:
(1) Making modifications in the individual's existing program;
(2) Providing additional services from personnel on the school staff or from outside agencies (Chapter VI);
(3) Utilizing approaches, teaching methods (Chapter III), and materials (Chapter IV) which are better suited to the pupil's learning style. A combination of all three methods might be most beneficial.

(1) Modifications might include:
- Longer (shorter) school day.
- Longer (shorter) time for course completion.
- Homebound instruction.
- Dropping a class and doubling up in others.
- Pairing students to help each other.

(2) Additional Services might include:
- Counseling.
- Tutoring (paid/volunteer).
- Job placement and follow-up.
- Paraprofessional assistance.
- Interpreter services for the deaf.
- Reader services for the blind.
- Bilingual instruction.
- Remedial reading and math.
Teaching
Methods and
Materials

(3) Teaching approaches, methods, and materials best suited for common learning styles of the disadvantaged and handicapped will be discussed in detail in the next chapters, "Learning Styles and Teaching Methods," and "Instructional Materials."
NOTES

1. A portion of this chapter is based on: Claire Olson Szoke, To Serve Those Who Are Handicapped (Champaign, IL: Technical Education Research Centers/ Midwest, 1973), pp. 21-48.


3. Patricia Rocco and Ralph Hunter, How to Implement Individual Prescriptive Education (Colorado State University, 1972-73), to be discussed further in Chapter V—"Individual Prescriptive Education."
CHAPTER III
STYLES AND TEACHING METHODS

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Thoreau, in Walden
If a boy can't learn the way we teach then we'd better teach the way he can learn.

Robert Buck

People have many different learning styles. Historically, educators have been "program oriented." They have required students to accommodate to a particular program. Student needs were secondary to the designs and needs of that program. All pupils were taught in the same manner and were expected to learn at the same rate. This is unrealistic, since students develop at different rates. A great many students were programmed to fail. Their individual needs were not met.

In recent years, educators have come to recognize that each person has his or her own unique mode of learning. Moreover, resources and techniques are now available to meet individual needs to a degree unimaginable a few years ago. Although some people find it easy to learn through traditional teaching methods, others require strategies and techniques which more closely suit their unique learning styles.

This chapter will deal with characteristics and learning styles which are commonly recognized among students with special needs. It also suggests techniques for dealing with these characteristics. Although there is danger in classifying disadvantaged and handicapped persons into categories, there is considerable educational benefit in identifying common tendencies among members of these groups and developing techniques to deal with these tendencies. An awareness of recurring attitudes toward school and other characteristics which affect learning provides the educator with a basis for determining the most effective teaching techniques.

First, common attitudes and styles of the disadvantaged will be discussed. Techniques which are best suited to those learning styles will be presented.

The same approach will be used in the discussion of the handicapped. Many characteristics and techniques described for the disadvantaged also apply to the handicapped. It is the responsibility of the teacher to identify them.

Disadvantaged Students

Disadvantaged students have difficulty in adapting to conventional school programs because they do not possess the basic academic skills necessary to succeed. They have developed a limited perception of educational value and lack the motivation to achieve in regular programs. This lack of success
contributes to the development of poor attitudes and poor self-images. They lack self-confidence and rely on others for support. This increases dependency on others and decreases individual initiative and independence.

Basic methods and techniques used in Vocational Education, with the philosophy of "learning by doing," are well adapted to working with disadvantaged students. Some of those methods are: the teaching of manipulative skills, small group and individualized study, the use of demonstrations and field trips, supervised occupational experience programs, and problem solving techniques.

Furthermore, Vocational Education is at an advantage because parents of disadvantaged pupils are quite concerned with education for occupational ends. Disadvantaged students frequently exhibit above average physical skills and manipulative abilities. They tend to be motivated to develop proficiency in areas where their interests lie. They are capable of working on a specific task which has a purpose for them and value Vocational Education as training for a job leading to a career. Vocational courses can be used to motivate students to complete other academic courses if the other courses are related to the vocational skills being taught.

In Vocational Education there remain many areas which can be improved to serve the needs of the disadvantaged and handicapped. Some possible improvements are:

- More small group and individualized study.
- Better counseling and guidance.
- Better coordination of teaching activities to occupational needs (including more on-the-job supervision and job analysis studies).
- Stronger relationships between general education subjects and the vocational needs of students (students are more easily motivated to learn communication, math, and science skills if subjects are related to vocational occupational needs and operations).
- Better teaching techniques and methods to meet the needs of the disadvantaged.

Some of these improvements will be expanded upon in the remainder of this chapter.
Common Characteristics and Attitudes Which Affect Learning

Disadvantaged students tend to feel unsuccessful, worthless, and unwanted, without any direction or goal. They envision themselves as failures. Some elements contributing to these feelings are discrimination, failure of parents and friends to succeed economically, and failure to achieve in school.

Suggestions

- Design programs to enable pupils to achieve success and build their self-images. For example, since many disadvantaged youth are physically well-coordinated, elementary skills in metal, woodworking, or mechanics projects would provide opportunities for initial success.
- Design some simple short-term objectives for a particular unit and make it clear and rewarding to the pupil when the objectives are accomplished.
- Show interest in helping the student reach self-established goals.
- Work with others to recognize the student's strengths.
- Encourage the student to participate in community and group activities to gain recognition.

Fear of Failure

Disadvantaged students suffer from a strong feeling of failure. They are too insecure and defensive to respond to being "challenged." They will rarely volunteer in class for fear of responding incorrectly.

Suggestions

- Praise student for correct answers.
- Expect the student to succeed.
- Listen to what the student says.
- Don't overlook delayed responses in favor of quick ones.
- Don't feed the self-fulfilling prophecy--having low opinions and expectations of the youngsters, therefore facilitating their performance on a low level.
- Design simulation activities to encourage discussion.
- Create activities for everyone to respond to, thereby increasing group unity in the classroom.

Low Levels of Aspiration

Parents with low occupational and educational achievements have low levels of aspiration for their children. Failure by students to perceive the value of education has greatly limited development of educational and personal goals. Students develop negative attitudes toward work because they recognize their limitations for economic advancement. Success and security are uncertain and therefore they are oriented more toward the present
than the future. They need immediate rather than long-term gratification. The pupils often choose jobs based on the money they can earn rather than on vocational interests. If they do get jobs they are unwilling to leave them to continue their education and gain economic advancement. Therefore they are frequently locked into low-skilled entry level positions. There may be few successfully employed work models, of similar backgrounds, at home or in the community to help students develop an understanding of career possibilities.

Suggestions

Many students demonstrate behaviors and attitudes which are contrary to those expected of them in school. They may become frustrated easily because of limited abilities and experiences. The insecurities of daily living, a history of failure in school, and inner tensions caused by family conflicts may contribute to a hostile or apathetic attitude toward education. They may view school as irrelevant and feel alienated from the educational system. Survival may be their main goal.

Suggestions

. Help the student gain a feeling of self-worth through successful experiences.
. Invite employees from the community, with whom students can identify, to speak to the students in order to broaden their understanding of career options.
. Increase career exploration activities.
. Rewards and encouragement are more effective than punishment, scolding, criticism, and discouragement.
. Examine the number of rules and regulations that you've placed upon the student in the classroom. Be prepared to filter out those which are irrelevant to learning (e.g. gum chewing, smoking, sitting still).
. Be specific rather than general in your statements.
. Visit industry to evaluate projects or skill experiences.
. Develop rapport with parents through home visits, etc.
. Invite and encourage industrial representatives to visit classes to demonstrate skills, or to discuss job opportunities and qualifications.
. Equip school facilities (labs, shops) as they are equipped in the real world.
. Show practical application of ideas and theories presented.
. Provide continuous feedback to the student for socially approved behavior, and academic and skill achievement.
. Accept the student as a person and always acknowledge the individual's self-worth.
. Provide positive reinforcement for even small accomplishments.
. Note behavioral changes in student. Discuss these with the student and if appropriate send to counselor for help—not discipline.

**Need Structure and Order**

Disadvantaged students generally feel a need for security which can be met through structure and routine.

. Be consistent and clear about what is expected of the student.
. Establish routines.
. Limit the number of rules so that they are reasonable to follow.
. Avoid confrontations with the student in front of the class.

**Motivated by Extrinsc Needs**

Disadvantaged people tend to be motivated by extrinsic needs more than intrinsic needs. Therefore, they often lack internal controls and rely on external forces for support and acknowledgement. They are more motivated by needs whose gratifications are primarily physical, material, or "other" oriented rather than by those needs which are internalized by the individual.

. Develop more effective curricula by proceeding theoretical work with practical work more relevant to the student's needs and interests.
. Strive to integrate the curriculum to make it more relevant to the practical aspects of the world.
. Utilize motivational techniques to encourage long-range goal formulation and achievement.
. Encourage the student to become more aware of and concerned with personal needs.

**Dependent on Peer Group Affiliations**

Disadvantaged youth are usually more dependent on peer group affiliations than on family to fill belongingness, love, and self-esteem needs.

. Encourage special identity clubs or organizations as an aid toward improving chances for academic success.
. Encourage positive peer relationships.

**Prefer High- or Low-Risks in Life Goals**

Disadvantaged people tend to prefer either high or low risks in life goals to medium risks. The high-risk-oriented student may
have the drive to succeed beyond expectations and is not likely
to accept lesser goals. The disadvantaged person may work with
determination to achieve ambitious goals and would prefer nothing
rather than settle for a lesser goal.

. Develop programs so that lesser goals may clearly be seen as
   intermediate and not terminal but a direct step towards the
goal.
. Establish a goal setting procedure, day by day, week by week,
   until a long-range goal is established. For example, determine
daily goals of lessons—long-range goal of skill in a trade.

Learning Styles and Teaching Techniques

The attitudes discussed above have a direct effect on the
learning styles exhibited by these students. This section dis-
cusses these learning styles and how to work with them to achieve
educational objectives.

Disadvantaged pupils are generally more physically oriented
and learn better by doing rather than by reading or hearing about
something.

. Schedule as much class time as possible on laboratory assignments
   which are physical in nature.
. Involve motor activities whenever possible.
. Stress action rather than tests.
. Employ role playing to provide a common base for people with
   different frames of reference or background. It will enable
everyone to see the same incident and share reactions to it.
   Role playing gives reality to job training. Role playing
   should be carefully explored by the teacher before it is
   implemented.
. Classroom instructional units should be based on student's shop,
   laboratory, job, or home projects.
. Always scan material to be taught for new words and concepts
   which need clarification.
. Through planned role playing dramatize outcomes or decisions.
. Take advantage of community and industrial resources to make
   teaching more relevant. For example, a student in Health
   Occupations may spend a day with the public health nurses
   as they proceed through their daily routine.
Disadvantaged pupils are often classified as "non-verbal" due to their inability to use the "language of the classroom." The roots of a limited vocabulary may be the lack of opportunity to speak with elders in the early stages of development and lack of reading materials and travel experiences. However, when pupils are observed in a comfortable, informal setting they are frequently very verbal.

### Teaching Techniques

- Accept differences in language usage and encourage expression, even in "hip" language. Avoid being critical.
- Role-play to encourage verbalization. For example, have two students act out an employer-employee job interview. Videotape the interview and play it back for the students.

Also, teacher participation will decrease the psychological distance between the student and teacher, and role playing will provide an opportunity for the teacher to learn more about the students. Role playing satisfies the need for concrete, physical, visual, and practical experiences.

### Limited Experience in Dealing With Abstractions

- Limit the number of abstractions presented and develop skills through concrete experiences and first-hand practical illustrations.
- Teach skills through repeating and practicing experiences in the situation in which they will be used.
- Relate subject matter to the world of work or to the life situations of the students and their everyday needs. In academic subjects for example, a unit of English instruction may be geared toward filling out job applications, credit and charge account forms. Social studies might include the use of local maps and bus schedules. Math could deal with practice in budgeting, figuring income taxes, payroll deductions, making change, measuring, and keeping simple accounts.
Students may have developed a dependency on one sense to learn. For example, a student who is dependent upon the auditory mode may talk through activities and may be able to follow verbal but not written instructions. Generally, disadvantaged students respond more readily to visual and/or verbal signals rather than written stimuli.

Presentations should appeal to as many senses as possible (use movies, slides, video tapes, teaching machines, charts).

Determine through which sensory mode the student learns best, and teach mostly through that sensory mode.

Ask a question and call on many different students for responses in a fast-paced but relaxed manner. (Repetition and liveliness will improve listening skills.) This is also a good transitional technique for developing auditory attention.

Walk around the room and ask questions at random.

Students are not sophisticated in the art of test taking. They have difficulty going from question to question and are better able to concentrate on one thing for a long period of time.

Allow for a variety of ways for the student to demonstrate proficiency.

Utilize physical and visual techniques.

Measure progress in the classroom, shop, laboratory, on the job, and in the community. Both subjective and objective evaluations should be made.

Eliminate the pressure of time limits in administering tests to allow students to respond at individual rates.

Allow student to walk around periodically during a test to prevent build-up of tension.

Consider substituting evaluatory terms such as satisfactory, progressing, unsatisfactory for letter or number grades.

Students are often weak in the area of reading and writing skills.

Where possible, break down manuals into sections or instructional packets, simplifying the vocabulary.

Limit amount of written materials.

Provide materials on a fourth to sixth grade reading level.

Substitute diagrams and pictures, where possible, for written material, (e.g. in Auto Mechanics).
Teaching Techniques

Relatively Slow in Performing Tasks

- Develop new materials or adapt old materials to relay subject matter at a lower reading level.
- Put written material on tape.
- If in a vocational program, concentrate on vocabulary used in that area.
- Label tools and things around the room.
- Pair students to help each other and to demonstrate skills whenever possible, thereby eliminating extra reading (e.g., in Auto Mechanics). It has been demonstrated that peer tutors learn more than the tutored, since they become active learners of the subjects they deal with in tutoring.²

Our culture emphasizes and rewards speed and has learned to equate fast thinking with being smart, and slow thinking with being dull.³ However, there are weaknesses in speed and strengths in slowness. A person might be working slowly to be extremely careful, meticulous, or cautious. For example, a student may have difficulty with speed in a typing class, perhaps due to some learning problem. The teacher should question the value of speed vs. accuracy, and allow for individual differences in learning.

Disadvantaged youngsters are "physical" learners and seem to learn in a "one" track way. Although sometimes appearing dull, they often possess creative potential which goes unrealized because of a lack of appreciation for divergent thinking in the educational system. Economically disadvantaged students may suffer from dietary deficiencies which reduce their rate of performance.

- Capitalize on student ideas to increase participation, interest, and learning.
- Allow for individual differences in learning style and performance by accepting each student as an individual and avoiding comparisons.
- Move from simple skill development initially to more complex and involved problem solving and reasoning later.
- Introduce one step at a time and be sure this is understood before proceeding to the next step. One learning skill should be mastered before new ones are introduced.
- Don't expect numerous "rapid and direct" responses to a number of questions.
- Listen to complete student response and reward any part of it which is correct.
. Since the student learns primarily by repetition of tasks use highly motivated practice periods and frequent reviews.
. Provide materials within the student's level of ability.
. Avoid tasks which set the student up for failure.
. When tasks are to be performed, have the student prepare and practice in advance.

Disadvantaged pupils frequently have short attention spans and are easily distracted by extraneous stimuli. For example, a student may frequently look around the room or appear to "daydream" during a lesson. A person may appear to be hyperactive.

. Use short well-motivated periods of learning.
. Allow student to work for short periods of time and move around in between.
. Set up short-term education goals which are achievable.
. Provide tasks that are at the student's level in order to maintain interest and involvement.
. Plan a few long-term topics broken into a framework of short sequences.
. Allow for flexibility in schedules. Perhaps the hyperactive student could be scheduled into programs which would allow for constructive release of energy. For example, schedule Physical Education classes at regular times when the student appears to be particularly hyperactive. Channel the student into programs such as Auto Mechanics, where movement is acceptable. If the student is in Distributive Education, provide a job placement in a retail store where a great deal of activity is appropriate.
. Have materials which are interesting and relevant and have them ready to use.
. Present the student only those materials that are to be used immediately.
. Give specific directions and help to only a few students at a time.

Students frequently fail to recognize familiar elements in new problems or situations. They have difficulty utilizing effective problem solving techniques because of an inability to examine problems realistically and to identify possible solutions.
Teaching Techniques

- Repeat previous explanations and don't assume students will use past experiences.
- Review the same procedures in different settings.
- Progress slowly from the known to the unknown.
- Provide experiences in the situations in which they are to be used.

Difficulty in Establishing and Maintaining Standards of Workmanship

Disadvantaged students often find it difficult to establish and maintain standards of workmanship. These students are not job ready. They are vocationally immature.

- Plan and guide the student in every detail.
- During the early stages, choose projects with short-term, attainable goals.
- Set up one goal at a time and approach it step by step.
- Make the work patterns routine in order to promote security.
- When the student becomes frustrated, give some extra help and don't become annoyed with incomplete work and false starts.
- Use praise whenever the pupil shows any indication of progress.
- Have students compete with their own records rather than with other students.
- If the student has difficulty completing work on time, set up a specific time schedule in which the student is to finish tasks within a given interval. Time limits should be consistent with the student's capabilities.

Handicapped Students

Many of the conditions and teaching methods described thus far apply not only to the disadvantaged, but to the handicapped as well. This section will concern itself with the problems unique to handicapped persons, and methods for meeting their common needs.

Common Characteristics and Attitudes Which Affect Learning

Many handicapped people lack feelings of personal dignity and self-worth. Often, they have been unable to accept their disability and have met with negative stereotyping by society. They tend to magnify their shortcomings and minimize their attributes. As a result of this, they may have failed so often that they have feelings of hopelessness.
Suggestions

. Acknowledge the student as a person--as a unique individual.
. TLC--Give the student some extra attention and tender loving care.
. Emphasize anything that can be seen as a positive strength in the student's life.
. Emphasize contributions that the student has made.
. Encourage interpersonal communications.
. Create tasks that will meet with positive reinforcement.

Limited Mobility

Handicapped people may have limited mobility within their own communities. This may be a result of physical limitations and/or lack of knowledge of the mechanics of getting around and of using public transportation. They may lack important information regarding the community's geography, institutions, and places of commerce and industry. As a result they may not view themselves as part of the community.

Suggestions

. Arrange field trips to acquaint the student with the community.
. Arrange simulation games that will familiarize the student with aspects of the community.
. Bring in guest speakers so the student will become acquainted with community members.
. Allow "hands on" activities wherever possible.

Chronic Illness
Sensory-Motor Defects

These people may be affected by chronic illnesses and by sensory-motor defects which reduce their effective response to training and placement. They may also possess physical characteristics which can elicit rejection and are often viewed by peers, teachers, and employers as unpleasant. With proper placement, these characteristics may not interfere with functioning on a job. Often the rejection shown these people is caused by prejudice as a result of lack of familiarity with handicapping conditions.

Suggestions

. Encourage the student to set realistic goals within the range of personal capabilities and promote creativity and self-direction.
. Utilize vocational counseling and placement services.
. Begin activities to increase the awareness of teachers, peers, and employers concerning potential problems that the handicapped individual may have.
Unrealistic Goals

Handicapped students may have unrealistic ideas as to what occupational area would be most appropriate for them.

Suggestions

- Utilize vocational counselors for guidance and testing.
- Make vocational materials available so the student will become more aware of career options.
- Encourage goal setting activities so that the student will develop realistic concepts of personal abilities.

Lack of Exposure to Worker Models

Many handicapped youth have not been exposed to models of successful workers, especially handicapped workers, at home or in the community. This would be especially true of the large number of handicapped youth whose families receive public assistance or who suffer from chronic unemployment. Often, because of the handicapping condition, the student and parents may not recognize the student's occupational opportunities.

Suggestions

- Introduce handicapped workers from the community to the student.
- Have workers describe the adaptations they were required to make in order to enter the world of work.
- Develop simulation games to acquaint the student with the world of work.
- Utilize role playing.
- Practice interviewing for jobs--have students fill out job applications.
- Develop community contacts which would encourage employers to hire the handicapped.

Sensory Problems and Compensatory Measures

Many students have auditory problems which are not as severe as being hard of hearing or deaf. Students may have visual problems, which are not as severe as being partially sighted or blind. These students may be learning disabled as a result of interferences or inadequate development of the auditory and visual channels. Methods for helping students who have problems with these sensory channels may be similar to those employed to aid students with more serious handicaps. Therefore, strategies for both will be listed together.
Specialized equipment, and equipment modifications, are listed for the more acute handicapping conditions. Some equipment modifications can be done in shop classes of vocational programs. They are often easily and inexpensively accomplished. For example, students in the shop class can adapt a piece of equipment to make it more useful for a handicapped individual. In the long term, student benefits from such equipment modifications far outweigh the time and cost invested in making them.

Visual Problems

Special methods and materials may be needed to aid the student with visual problems in the classroom.

- Provide supplementary books with larger than ordinary type.
- Use magnifiers, talking books, records, etc., which are available to the legally blind.
- Pair with a student who can assist by tape-recording textbook information which cannot be obtained in braille or large type.
- Read aloud to the handicapped youngster.
- If the student is distracted by extraneous visual stimuli, closing one's eyes and listening is one compensatory method.
- Use the overhead projector, since the image projected is often larger than that which would be visible on a blackboard.
- Be conscious of the visual clarity of duplicated materials.
- Transfer work onto auditory materials to reduce the youngster's anxiety.
- Recommend an optometric examination if uncertain about problem.

Suggestions

- Special control dials with the actual, rather than visual markings; brailled controls; use braille tape or raised marks (e.g. dots of glue) which would achieve similar results.
- Auditory rather than visual warning signals.
- Guard plates on power equipment (where feasible).
- Specially designed measuring tools are available and can be considered for visually impaired students on an individual basis (e.g. audible multimeter, audible electronic level, brailled ruler, micrometers modified for fingernail readings).

Equipment

Auditory Problems

Students who have auditory problems may appear to be inattentive or distracted because they are attracted to every stimulus, regardless of its pertinence to the task at hand. They cannot screen out superfluous, extraneous sounds. They may
be recognized as having a short attention span, or as being hyperactive. They may suffer from auditory figure-ground confusion, an inability to "see" all the parts of the stimulus pattern as a meaningful whole. This produces frustration and, perhaps, withdrawal from auditory tasks.\(^7\)

To help youngsters who have auditory problems, whether in auditory discrimination or more seriously in being hard of hearing or deaf, the teacher can make various adjustments.

. Try to limit the amount of external noise which can affect the learning situation.
. Place student in a work area with a minimum of noise and distractions.
. Give student a favorable seat in class.
. Since the student may lipread, be sure to face the person when you speak, and do not speak until you have the student's attention.
. Try to speak clearly and precisely, yet avoid exaggerated lip movement.
. Pair the student with another student to review lecture notes.
. Provide the student with tapes and headphones to block out extraneous noise.

. Install a red light next to the switch indicating when the machine is in operation.
. Connect bells to a light that turns on when the bells ring (typewriter bells, class bells, timers, fire alarms, emergency stop procedures).

**Handicaps and Compensatory Measures**

The mentally retarded student can benefit from special materials. Many of the teaching techniques suggested for students who have limited experience in dealing with abstractions, and who are weak in reading and writing skills, apply to the mentally retarded student. For these students proper guidance is essential, since there are a number of jobs which are particularly well suited to mentally retarded students. For example, certain repetitive production line jobs may be better performed by these students than by others who may find them dull.
Suggestions

. Use special textbooks and materials which are adapted for the slow learner.
. Modify textbooks being used.
. Give very systematic instruction to the student, proceeding one step at a time.
. Do Task Analysis—Break down each process of a task into its component parts. Define the requirements for mastery of each task, and evaluate mastery before moving on to the next stage. This will eliminate the student’s feeling of being overwhelmed by the task.
. Allow as much time as needed to finish the task. If the time spent seems unduly long you may need to break the task down into smaller components.
. Encourage students, wherever possible, so they do not become frustrated with the task.
. Give positive reinforcement after successful completion of the task.
. Present material in an oral rather than written form to eliminate reading problems.
. Repeat material to encourage understanding of the assignments.
. Try to develop feelings of accomplishment in the student as each unit of study is completed.
. Emphasize the use of programmed material and video tape demonstrations to allow the repetition needed by the student without taxing the teachers.

Seriously Emotionally Disturbed

It is important to distinguish between the seriously emotionally disturbed and the socially maladjusted. The primary classification of the latter is disadvantaged (e.g. exhibiting hostile or apathetic behavior). It should also be noted that the emotionally disturbed may be mentally able students who require additional psychological services but who should in no way be labeled as retarded.

. Maintain a supportive social climate in the classroom and encourage peers to support the student.
. Be a model of support and respect for the peer group to imitate.
. Consistently point out and clarify the relationship between the student’s behavior and consequences. Do this in a personal interaction with the student.
. Provide opportunities for success; maximize success, minimize failure.
. Provide peer tutor to work with and empathize with student.
. Remove distractions when feasible.
Orthopedically Handicapped

It would be most advantageous for an orthopedically handicapped person to have certain conveniences in the classroom. Many suggestions are listed here and the teacher is encouraged to choose those which are the most feasible in the particular situation.9

Suggestions

- If a student has limited use of upper limbs, pair with another student who can make carbon copies of lecture notes.
- Provide for easy access to laboratories.
- Have the student prepare work on transparencies which can be used with an overhead projector. This provides an alternative to tedious chalkboard work.
- Batwing faucets that require minimal manual dexterity for manipulation.
- Power tools should have guard devices and machine switches may need to be moved for easier accessibility.
- All semi-stationary equipment should be put on variable height bases.
- Some hand tools can have extra large handles for easy use by a student with weak hands.

Equipment

Speech Impaired

A speech impairment may lead to many other problems for the student. It will diminish effectiveness in communication by inhibiting the oral expression of ideas. This can elicit ridicule and rejection from peers and produce self-conscious and withdrawn behavior characteristics in the individual.

Suggestions

- Never ridicule or call attention to the student's speech problem.
- Reduce pressures which the person might be experiencing in the classroom.
- Elicit oral expression in a one-to-one setting.
- Provide a good model for the student to listen to and to imitate.
- Provide a comfortable atmosphere in which the student can discuss topics comfortably and feel relaxed.
- Pay careful attention when the person is speaking.
- Provide opportunities for success in non-speech related activities to compensate for problems in speech related situations.
-Refer student to speech therapist.
Guidelines for Planning Vocational Programs for Students With Special Needs

The following guidelines are presented as a summary of the key points to consider in planning vocational programs for disadvantaged and handicapped students. The guidelines cover program planning, teaching practices in various areas, and practices to avoid in the classroom.

Program Planning

1. Train for the acquisition of basic employability characteristics.
2. Provide academic teachers with information about the needs in academic skills as they relate to a specific vocational training area.
3. Train at a level of competency which matches the youth's potential.
4. Train in an area where the student can master a skill which is salable.
5. Where possible, combine training in the school with on-the-job training.
6. Be prepared to provide for shorter instructional periods and for longer total time for course completion.
7. Be prepared to repeat segments of instruction.
8. Make provision for individualized instruction.
9. Utilize demonstration lessons and manipulative endeavors.
11. Make certain to treat all aspects of a learning situation; never take for granted the occurrence of incidental learning.
12. Place great emphasis upon safety procedures and caution in the use of tools and equipment.
13. Ensure an emotionally stable and predictable training environment.
14. Make copious use of the prevocational evaluation and the vocational counselor's support.
15. Enlist the aid of parents, community members, workers, and agencies.

Teaching Practices

1. Seek student participation in planning the learning activities.
2. Encourage students to seek additional knowledge by asking relevant questions.
3. Find out what the student knows and begin with this in further teaching.
4. Keep in mind that daily assignments involving specific meaningful tasks are the most effective.
5. Utilize manual activities.
. Provide more frequent evaluations of student progress and more remedial work.
. Utilize teaching aids.
. Attempt to discover the areas of special interest of the individual student and utilize these as an incentive for learning.
. Assign students to the jobs that they want to work on.
. Assign a minimum of book work.
. Keep in mind that student goals are to be considered in the long range planning of the course.
. Get involved with the student.
. Utilize teaching methods that require demonstrations.
. Make use of mini-course teaching.
. Maintain a structured classroom situation in which the student can function.
. Show students the purpose of each assignment and relate assignments to things that are important to them.
. Relate instruction to students' lives and cultures when possible.
. Plan repetition for reinforcement.
. Use a variety of methods to prevent boredom and facilitate learning.
. Capitalize on getting students to give you their ideas and encourage participation at all times.
. Keep presenting the information in small steps, and be sure that the student has achieved an acceptable degree of success before moving on to the next step.
. Always acknowledge all student responses whether correct or incorrect. Be careful not to use comments that "put down" the student, as, "How could you say that?"
. Provide feedback that is immediate and specific to the student's response.
. Allow the student to proceed in a self-paced manner.
. Return all assignments promptly and communicate something on each assignment as a personal message to the student such as praise or encouragement, etc.
. Offer as much work or laboratory related experiences as possible.
. Use guest speakers and people that the student can relate to as "motivators."

**Instructional Materials**

. Provide reading material with easy vocabulary and with sentence structure and content suited to the student's age level, interests, and experience.
. Provide a core of material within the program that reflects the position of industry.
. Prepare instructional materials in shorter units of work.
. Be aware that students may not readily see relative generalizations or meanings and plan instructional materials accordingly.
. Utilize real visual objects and other concrete and lifelike teaching aids whenever practical in the instructional program.
. Allow students to use tape recorders, radio, and TV.
Discipline
- Seek student participation in establishing desirable standards of conduct.
- Set up a minimum number of ground rules and guidelines which will clearly define behavioral limits and penalties for violation. Adhere to these principles and rules.

Employment
- Consider job placement in the community as a factor in motivating the student.
- Provide realistic examples of job placements in various occupational areas.
- Have people from industry come in and relate actual experiences.
- Arrange field trips into the business and Industrial community to give youngsters a chance to see work areas.
- Encourage students to personally interview employees concerning job duties, feelings, and strengths and weaknesses of the job.

Teacher
- Accumulate and analyze all available information relating to the student.
- Be patient and encouraging in word and manner.
- Maintain an awareness of the importance of eye-contact and body language which might underscore what you are saying.
- View each student as an individual and make an effort to understand personal problems.
- Work at building respect between student and teacher. Talk at a level which the students can understand.
- Use language that the student can understand and use in self-expression.
- Restrict yourself to constructive criticism.
- Tell the students, in detail, exactly what is expected of them and how they will be able to meet these responsibilities. Let them know where they stand regarding their responsibilities.
- Treat all efforts with respect.
- Pay attention to the slow students or those who cannot keep up.
- Commend all students for good work, giving praise and encouragement and showing real interest in accomplishments and progress.

Student
- Encourage student initiative, originality, and independence.
- Encourage appreciation for the abilities of other individuals.
- Encourage divergent thinking.
- Promote a realization of self-worth.
- Be alert for any opportunity to praise the student.
- Encourage students to express their own opinions.
- Provide a success oriented program. Strive to maintain learning situations in which students will succeed and experience personal satisfaction.
- Keep the student aware of progress at all times and provide reasons to succeed.
Practices to Avoid

- Do not be irritated by symptoms of lack of interest, tension, discouragement or mild disorder which diminish as the students are given learning activities that are appropriate to their capacities, abilities, and interests.
- Do not criticize a student in the presence of peers.
- Do not be condescending or patronizing.
- Do not judge by middle-class standards or impose your individual values on students.
- Do not be narrow minded or biased.
- Do not be authoritarian.
- Do not subject the students to changes without advanced notice.
- Do not expect consistent progress toward more acceptable standard social behavior. Environmental influences will precipitate regressions in behavior.
- Do not be afraid to admit your own mistakes.
- Do not expect to reach every student.
- Do not let your own problems get in the way of good discipline.
- Do not back yourself or a student in a corner. Always leave a way out.
- Do not take slight irregularities of conduct too seriously.
- Do not limit the class to one type of classroom procedure.
- Do not give the student meaningless tasks from which little progress in learning can be expected.
- Do not attach permanent importance to initial expressions of student hostility and/or indifference which may be a student "front" for mistrustfulness or insecurity.
- Do not, in conversations, correct student's speech or manner of speech, especially in the presence of others.
- Do not measure achievement in terms of only grades.
- Do not compare students with each other.
- Do not threaten or argue with a student in class.
- Do not be sarcastic or critical. Praise the student for accomplishments.
- Do not use words which reflect hostility, sharpness, suspicion, apathy, or disrespect.
- Do not be overly familiar, rude, sarcastic, or unfriendly.
- Do not do things that you do not want the student to do. Use integrity and honesty. BE A GOOD MODEL!
NOTES

1. Communications with Ruth Slomer and Donna Wright of the Diagnostic Center at Aims Community College, Greeley, Colorado, contributed greatly to this chapter.

2. National Commission on Resources for Youth, Youth Tutoring Youth Projects.


And Helen E. McCullough and Mary Farnham, Kitchens for Women in Wheelchairs: Circular 841 (Urbana: University of Illinois, Extension Service in Agriculture and Home Economics, 1961).

CHAPTER IV

INSTRUCTIONAL MATERIALS

Sitting in a classroom for 180 days listening to lectures or memorizing facts that do not seem relevant to their lives can be an intellectually deadening experience.

The Foundation for Exceptional Children
Instructional materials must be matched to the unique learning characteristics of the student... the judgment of appropriateness of instructional materials rests with the teacher who examines, evaluates, and selects on the basis of meeting specific, well-defined instructional needs of individual youngsters.

Robert Farrald
Richard Schamber

Obtaining instructional material for students with special needs can be approached from two directions: (1) modifying existing materials and (2) acquiring materials which have been designed specifically for use by students with special needs.

Modification of Existing Materials

Frequently, regular curriculum materials for occupational information and vocational skill preparation classes can be adapted for students manifesting various handicapping conditions. Such materials are particularly useful for regular vocational teachers who have classes consisting of both "regular" and special needs students. Adaptations might include:

1. Braille, thermo-formed or large print versions of regular material.
2. Written versions of taped material.
3. Taped versions of written material. This would be beneficial to any students who have reading problems and who can comprehend better if material is presented in oral rather than written form.
5. Preparation of a vocabulary list of essential vocational terms necessary for mastery of a particular course, written at a very basic reading level. This glossary could be used by the student both in the vocational class and in English or other academic classes.

Instructional Materials for Students with Special Needs

In addition to the adaptation of already existing materials, many vocationally oriented instructional materials for students with special needs have been developed. It is beyond the capability of this publication to provide a complete and appropriate listing of vocational materials which
are available for use with special needs students. Therefore, this section is an attempt to provide a *sampling* of useful material which is available to teachers.

The following list has been compiled from a variety of sources. A brief description of the materials and the source are included. Teachers should contact the source to secure information on price and availability of materials. It is suggested that all materials be examined prior to purchase.
This Guidebook contains a complete reference set of Occupational Training Guides developed within the Department of Labor Job Corps training program. Each Training Guide reflects minimum job entry-level requirements as well as the latest state-of-the-art technology of the specific occupation. Each Guide states the minimum amount and type of training that an individual must accomplish to become employable at minimum entry-levels in a specific occupation. Each Guide serves five primary purposes:

1. To state the general Occupational Tasks necessary for a person to successfully perform at entry level in the occupational area.
2. To state the general Education and Technical Knowledge that a person must know to successfully accomplish the occupational tasks.
3. To state the general Job Physical Profile requirements related to the occupational area.
4. To state the Attitudes and Professional Ethics necessary for each individual to develop to become an entry level employee.
5. To indicate the Proficiency Level the individual must reach in each training element to meet minimum job entry level requirements. Each training element was derived and developed from the Dictionary of Occupational Titles, D.O.T., Supplements, Occupational Outlook Handbooks, Handbook of Analyzing Jobs, and other Career Guidebooks prepared by the U. S. Department of Labor.
The following is an excerpt from the Job Corps Occupational Training Guide. It is the training guide for an Automobile Front End Person, as it appears in the Guidebook. Teachers can send for the training guide for a particular occupation by referring to the identification number which appears in the Alphabetical Index on pages 56-57 of this handbook.

SOURCE: Job Corps, Development Division Manpower Administration, U. S. Department of Labor, 1111 18th Street, N. W., Washington, D. C. 20210.

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### AUTOMOBILE FRONT END MAN

#### TRAINING ELEMENTS

**Safety**
1. Apply safety precautions for shop practices and first aid procedures
2. Select and wear appropriate clothing and safety equipment
3. Clean and maintain work area free of oil and grease

**General**
4. Use and care for all automotive shop hand tools, work equipment
5. Use tools and measurement devices to test and adjust front ends
6. Select and use various fasteners common to automotive repair
7. Use various welding equipment
8. Set up and operate common power tools and machinery
9. Read and interpret meter, repair and parts manuals
10. Know and understand the physical principles of rotary motion

**Chassis and Rear Axle Housing Assembly Servicing**
11. Align wheels, axles, frame, torsion bars and steering mechanisms of automotive vehicles
12. Drive automotive vehicle onto wheel alignment rack and test vehicle for faulty wheel alignment
13. Straighten axle and steering rod
14. Adjust shock, tie rods and joining plates to align wheels
15. Select and use hand tools to fit and install new parts
16. Place wheel on balancing machine and balance wheels
17. Install shock absorbers
18. Straighten frame using hydraulic jack, chassis aligner and acetylene torch
19. Complete test report sheets
20. Read tire /vehicle

### ATTITUDES AND PROFESSIONAL ETHICS

1. Demonstrate correct safety practices on the job
2. Maintain appropriate personal hygiene and appearance
3. Arrive on the job on time
4. Do a job every day
5. Perform work of consistently good quality
6. Function cooperatively with fellow workers
7. Treat others courteously
8. Work with even temperament
9. Accept constructive criticism
10. Follow instructions willingly
11. Deal well with supervision
12. Willingly work unusual schedules when required
13. Handle proprietary information discreetly; respect confidences
14. Respect worth of equipment, company and personal property

### EDUCATION AND TECHNICAL KNOWLEDGE

1. Carry out instructions furnished in written, oral or diagrammatic form
2. Deal with problems defining numerous specific tasks from standard practices
3. Make arithmetic calculations, including fractions, decimals and percentages
4. Read manuals and write reports, using proper sentence structure
5. Pass written and manual driving operator’s examination

### JOB PHYSICAL PROFILE

1. Able to lift 20 lb. maximum; carry objects up to 10 lb.; walk or stand continuously
2. Able to use fingers, hands, arms to reach, handle and feel ability to use back muscles and legs to stoop, bend, crouch, crawl
3. Able to see both near and far and to function efficiently in depth perception, vision field, accommodation and color vision
4. Work indoors, protected from weather conditions
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<thead>
<tr>
<th>Occupational Training Guide Title</th>
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<tbody>
<tr>
<td>Accounting Clerk</td>
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<td>Air Conditioning Installer</td>
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<td>Air Conditioning &amp; Refrigeration Mechanic</td>
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<td>Automobile Body Repairmen</td>
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<td>Automobile Engine Overhaul Specialist</td>
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<td>Automobile Front End Man</td>
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<td>Automobile Tune-up Man</td>
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<td>Cement Mason</td>
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TITLE:  How to Get a Job
CORPORATE AUTHOR:  American Visuals Corporation, New York.
RELEVANT TO:  Disadvantaged and Handicapped.
COMMENT:  Comic-book-like materials with title headings such as:  "Forget the Hangups," "Where to Look for a Job," "Use the Employment Agencies," "How to Follow-Up a Lead," "When You Get An Interview."
SOURCE:  Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.

TITLE:  The Job Scene
CORPORATE AUTHOR:  American Visuals Corporation, New York.
RELEVANT TO:  Disadvantaged and Handicapped.
COMMENT:  Comic-book-like materials for individual occupations.  There is a booklet for each of the following occupational areas:  Health Work, Dairy Products, Electronics Worker, Motor Transport, Public Utility, Office Machines, Clerical Work, Drafting, Auto Mechanics, Hotel and Restaurant, Furniture Making, The Food Field, Retail Sales Work, and Fabricated Plastics.
SOURCE:  Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.

TITLE:  Audio-Visual Catalog, 1970
CORPORATE AUTHOR:  Colorado Division of Employment.
RELEVANT TO:  Vocational Students.
COMMENT:  This is a catalog of films which are available through the Division of Employment.  Films should be requested two weeks in advance.  The following pages list 16 mm films which are most appropriate for the target population.
SOURCE:  Colorado Division of Employment, 1210 Sherman Street, Denver, Colorado, 80203, telephone number: 893-2400 or Local Employment Agencies.
FILMS

A Chance to be Somebody
Camp life in the Job Corps. Shows the feelings of many boys regarding dropping out of school, their life in the Job Corps, and what the Job Corps has to offer regarding education, training, safety, etc. Shows interest of the staff and feelings of one parent.

A Morning for Jimmy
This film depicts the forces at home which Jimmy encounters in trying to see his way clear in the matter of forging ahead to overcome his experiences related to discrimination. Recommended for adults and secondary level schools.

Another Way
Covers one week on a Job Corps center, concentrating on Corpsman government. Also has several of the youth who run for office on the center tell why they joined Job Corps, what it has meant to them, etc. The three young men who seek office are black, white and Hispanic.

Applying for a Job
Shows youth the right way to apply for a job. Film is presented from employer’s point of view. Shows the things many young people say and do during an interview which impair their chances of getting the job the employer has to offer. Youthful viewers can identify with the various roles and situations shown, see what mistakes are being made and how to correct them. This is followed by a sequence showing the right way to apply. The youth in this film are all YOC applicants.

Hispanic Heritage
Traces the Hispanic heritage in New Mexico and Colorado, and points out the contributions of the Hispanic to the West. Excellent for training and broadening attitudes, and improving understanding of minorities.

Jimmy
Shows six weeks in the life of Jimmy Douglas, high school sophomore, and brings out characteristics of dropouts. This is a boy with abilities, but a poor attitude who has a desire for things that school cannot immediately give him, such as expensive clothes and a car. Jimmy finds a job in a car wash which presents obstacles to him in that it is a low level type of work with no future, and the weather affects the amount of work he can get in. Jimmy visits the neighborhood Employment Center and becomes a challenge to the counselor, the Center Director and the field worker, and from their efforts he returns to school, but the story does not end here.

Job Corps and You
Shows youth how to gain work experience and occupational training away from home; the Job Corps center settings; the types of work experience, occupational and educational training offered; other basic information as home leave, pay and recreational activities.

Man and the Job
Opening statements by the three Commissioners. In an attempt to show the many facets of the Employment Service, the story tells of a new plant of a refrigeration assembly firm moving into the community. Points that are touched upon are the needs and uses of local labor information, older worker programs, handicapped worker programs, testing and counseling, master orders, the Dictionary of Occupational Titles, clearance, selection and referral and monthly job market reports. Cooperation and teamwork are emphasized here.

Power of a Pot Roast
Tells the story of one man who is temporarily laid off from his job and is facing six weeks without income. He hesitatingly applies for Unemployment Insurance, which he finds to be of great help to him so that his savings will not be completely depleted, and yet he does not feel like he is on charity. The film points out the need for helping the community and the country through Unemployment Insurance. This film basically shows how Unemployment Insurance works and its objectives.

Road Ahead, The
Essentially a film which urges high school dropouts to return to school and get their diploma (or GED). Tells story of two young men (Tim McKenzie, white, and William Hooks, Negro) who are laid off when elevators they have been piloting are converted to automatic. Shows the problems they encounter when they begin to find other jobs. Tim is a high school dropout. William feels he is discriminated against because he is a Negro. Shows how both solve their job problems.

There Must be a Catch
HAD - employer practices exaggerated employment qualifications for machine operators in a coffee packaging plant. Depicts the frustration of a foreman trying to get the work out and the Employment Service who tries to get a disadvantaged young man placed, and the frustration of this youth in trying to find a satisfying job.

Your Job: Applying For It
Interviews with workers of varying ages and education show that the way to apply for a job and get it is by following a planned procedure which includes getting enough good leads, sticking with it, selling yourself and making the most of what you have.

Your Job: Finding the Right One
Shows how young people can locate jobs suited to their needs and abilities, how time and effort can be saved by a clear appraisal of abilities and interest, as well as past and future training. The film also shows how to organize a plan of action that will get the “right job.”
**Your Job: Fitting in**
Challenges the viewer to decide how he would respond to each situation, after witnessing the action of an employee who is fired for doing "too little" and the actions of another employee who is fired for trying to do "too much."

**Your Job: Getting Ahead**
Experienced workers, interviewed at their jobs, give tips on getting ahead--tips that are applied by a young man entering on a career as a newspaperman. Frankly, and sincerely answer questions about changing jobs, recognizing dead-end jobs, picking areas for advancement and planning for additional education.

**Your Job: Good Work Habits**
An interview with two high school graduates on their first full-time job helps us recognize work of good quality, done with safety and satisfaction. Illustrates how good work habits, such as working steadily, concentrating, and planning ahead, can lead to promotion, a raise and other benefits.

**Your Job: You and Your Boss**
Shows the relationship between worker and boss from both points of view. Interviews with supervisors and employees at their jobs answer many of the important questions faced by young people regarding dependability, familiarity, and authority. Bosses and employees tell the qualities they expect from each other.

**What's In It For Me?**
This is the story of too many young Americans, untrained, undereducated, and unemployed. Without help these youths will be stranded in the scrap heap of our society. This film shows what happens when young people like these have a chance. Many of the youths in this film are actual school dropouts whose lives parallel the screen story. They were drifting, getting nowhere until the Youth Opportunity Center reached out to help.

**When I'm Old Enough--Goodbye**
This is the story of Doug, a bright, ambitious, likeable young man who quits school and gets a monotonous no-future job. He later is laid off because of automation and drifts from job to job while his school friends are learning and doing the things that youngsters do to have fun. This film vividly and dramatically presents the frustrations of the dropout. He faces up to his problem by going to an Employment Service Counselor.

**OCCUPATIONAL FILMS**

**Appliance Repair**
Opens with dialogue featuring route repairman and helper at work during an emergency repair call in private home; shows number of job sites and work situations as repair shop is shown, major appliances from toaster to electric stoves, etc.

**Automotive Trades**
This fast moving film offers a fresh and dramatic insight into the many interesting and rewarding jobs in the automotive trades. Actual job duties are described as work is performed. Shows pit mechanics, tow truck driver, garage service department, etc.

**Business Machine Operators**
Opens in business office of large organization; shows entry jobs and entry workers using various machines; briefly explains jobs and gives factual information on careers ladders; also shows data processing machine operator being trained on the job to move up into the computer field.

**Cooks & Chefs**
Shows job sites on trains, planes, ships, restaurants, schools, hospitals, etc. Shows MOTA trained short order cook on his first move up the ladder and carefully defines the career and pay potentials.

**Drafting**
Shows young men and women at drafting boards in a construction engineering firm receiving work assignments, etc. Discuss tasks involved in construction of a suspension bridge. Strong emphasis on teamwork and fact that apprentice draftsmen are being assisted by employers to obtain education needed to become designers and supervisors.

**Health Services**
Shows the wide range of jobs in the health field, particularly in hospitals. Emphasizes opportunities for promotion within the health field.

**Machine Trades**
A graphic presentation of the many job opportunities for beginners in this field. Shows entry workers employed alongside experienced craftsmen; also shows a number of machinists' jobs in tool and die making and a young woman operating a grinding and polishing machine.

**Sales and Merchandizing Careers**
Shows career opportunities in sales and merchandizing occupations; how entry jobs fit into the career ladder; work settings; levels of occupations and information about preparatory work experience available through part-time work or a summer job in the retailing industry.

**Welding**
Opens in burst of color with close-up of spot welding in shop; shows manual, horizontal, and vertical welding; job sites in shipyard; shows automatic trackrod, fluxcore, and short-arc welding; boiler welding and welding on fork lift trucks, aircraft, uses of arc equipment, etc.
**TITLE:** Catalog of Films, Colorado State Library--Film Service 1974.

**CORPORATE AUTHOR:** Various authors.

**RELEVANT TO:** Disadvantaged/Handicapped Students.

**COMMENT:** Requests for films are honored when they come through local libraries on the established request forms. The following is a list of films which are available and which are appropriate for the target population.

**SOURCE:** Colorado State Library Film Service, 1362 Lincoln Street, Denver, Colorado 80203; telephone number: 892-2171.

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<td>How to Lose Your Best Customer</td>
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<td>without really trying</td>
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<td>What If You Do It?</td>
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<tr>
<th>VOCATIONAL GUIDANCE</th>
<th>VOLUNTEER WORKERS</th>
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<tr>
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<td>Challenge of Change (Penn. State) Engineering...Challenge of the Future</td>
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<tr>
<td>Filling Procedures in Business</td>
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<td>Getting a Job is a Job</td>
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<td>In a Medical Laboratory</td>
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<td>It’s All In a Day’s Work</td>
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<td>Job Interview</td>
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<td>Key to the Future</td>
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<td>Miner</td>
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<td>The Most Important Business in the World</td>
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<td>Salesmanship: Career Opportunities</td>
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<td>You and the Aerospace Future</td>
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<td>Night People’s Day</td>
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**PRE- VOCATIONAL & VOCATIONAL**

**EXAMINATION COPIES SENT ON REQUEST**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I WANT A JOB</strong></td>
<td>Margaret W. Hudson, Ann A. Wexler (Editors)</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.50</td>
</tr>
<tr>
<td><strong>On The Job</strong></td>
<td>Margaret W. Hudson, Ann A. Wexler (Editors)</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.00</td>
</tr>
<tr>
<td><strong>Getting Ready For Pay Day</strong></td>
<td>Margaret W. Hudson, Ann A. Wexler (Editors)</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.75</td>
</tr>
<tr>
<td><strong>The Getting Along Series of Skills</strong></td>
<td>Betty Dean Institute</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.75</td>
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<tr>
<td><strong>Getting And Holding A Job</strong></td>
<td>Betty Dean Institute</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.75</td>
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<tr>
<td><strong>Mack Works In A Clothing Factory</strong></td>
<td>Betty Dean Institute</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.75</td>
</tr>
<tr>
<td><strong>Jobs From &quot;A&quot; To &quot;Z&quot;</strong></td>
<td>Betty Dean Institute</td>
<td>Frank E. Richards Publishing Co., Inc.</td>
<td>$1.75</td>
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**SOURCE:** Frank E. Richards Publishing Co., Inc., 324 First Street, Liverpool, New York 13088.
GENERAL & SOCIAL ADJUSTMENT
EXAMINATION COPIES SLNT ON REQUEST

Family Life*
Two social adjustment textbooks prepared for use with the EMR students in their last year or years in school.
Book 1 - Partial Content: Family Life (Book 2)
- How Do You Think?
- How Do You Talk?
- How Do You Feel?
- Growing Through Talking It Over
- What Are You Thinking?
- Facing Your Problem
- Thinking It Through
- Asking It Over
- What Are You Like?
- How Do You Look?
- How Do You Talk?
- How Do You Act?
- How Do You Think?
- The Emotions of Hat and Anger
- The Emotions of Fear
- The Emotions of Love
- Friends of Society
- A Glossary of Terms Used Throughout the Book

Order No. 110 Book 1 Paper Cover $2.00
Order No. 111 Workbook for Book 1 Paper Cover $1.50
Order No. 112 Book 2 Paper Cover $2.00
Order No. 113 Workbook for Book 2 Paper Cover $1.50

Work For Everyone*
A vocational worktext in which fourteen young adults relate their experiences in obtaining employment and salaries for the first time.

Order No. 189 Paper Cover $1.75

Manners
A social adjustment workbook designed for use with students dealing with the concept of good manners and consideration for others.

Order No. 153 Paper Cover $1.75

All About The Hall Family*
A basic reader workbook for adults beginning at the literacy level. The book is valuable to anyone whose reading comprehension is less than grade 4. Units 1-5 are planned for students on the primary and first grade level in reading. Units 6-10 are suitable for all who need motivation on the second and third grade levels.

Order No. 154 Teacher's Key $1.25

Service Occupations*
The academic instructor has more confidence than any other on the history of the job market in the United States. It is the most recent among the United States Department of Labor, the largest employer in the United States. The author's own experience in service occupations has been utilized in the book. The book contains jobs that are suitable for people of all ages, with or without special abilities. The vocabulary is presented as a new teaching level.

Order No. 202 $1.95

*Catalog 1975, Cont'd.
TITLE: The World of Work
CORPORATE AUTHOR: Educational Design, Inc.
RELEVANT TO: Pre-Vocational students.
COMMENT: See the following descriptions of the available material.
SOURCE: Educational Resources Division, Educational Design, Inc.,
47 West 13 Street, New York, NY 10011, telephone number: (212) 255-7900.
There are skills and behaviors which are necessary and helpful in the World of Work whether one wants to be a welder, engineer, mechanic or secretary. The basic understanding of how businesses operate, their vocabulary and customs, is essential to the new entry into the World of Work of the '70s.

CROSSVOCATIONAL SKILLS & INFORMATION is the perfect answer to these problems.
TABLE OF

MODULE 1
FOOD, CLOTHING, AND HOUSING
1. Fast Food Buys
2. Food Planning
3. Ready-to-Wear: A Unit on Women's Clothing
4. But Yourself: A Unit on Men's Clothing
5. Your and Your Landlord
6. A Place to Rent (tape)

MODULE 2
CARS, FURNITURE, AND APPLIANCES
1. Checking Out a Used Car
2. The Cost of Running a Car
3. Car Insurance
4. Furniture
5. Appliances
6. Buying a New Car (tape)

MODULE 3
PROTECTING FAMILY HEALTH AND SECURITY
1. Health Insurance: To Fit Your Needs
2. If Anything Happens to Me: A Unit on Life Insurance
3. Your Medicine Shelf
4. Die Now, Pay Later: A Unit on Funerals
5. Regular Health Care (tape)
6. Medical Help—Fast Track

MODULE 4
YOU AND THE LAW
1. Getting a Lawyer
2. The Rights of an Arrested Person
3. Common Problems with Civil Law
4. Contracts

MODULE 5
WAYS TO HANDLE MONEY
1. Different Ways to Pay for What You Buy
2. Figuring Credit Charges
3. A Place to Keep Your Money: A Unit on Banking
4. Taking Out a Loan, Part I
5. Taking Out a Loan, Part II

MODULE 6
WAYS TO SHOP
1. Number, Size, and Price
2. Guaranteed—Or Your Money Back
3. Coupons and Catalogs: Buying by Mail
4. And Now the Word from Our Sponsor...
5. A Place to Keep Your Money: A Unit on Banking

COMPLETE PROGRAM PRICE: $288.70 without Cassette Player
$296.70 with Cassette Player

SUPPLEMENT ONE
A complete, self-instructional consumer education program dealing with everyday consumer problems and situations.

Blended Trends in Consumerism
Current concerns of consumerism—traditional vs. modern attitudes toward consumerism—responses of business and government to new consumerism—consumerism and consumer legislation, consumerism and consumer action groups

Protect Your Safety

Product Safety
Safety and the manufacturer—safety and the consumer—safety and government regulatory agencies

Safeguarding Your Investments
Safeguards and legislative—common problems of product safety—safety precautions

Making Your Budget Work

Use of Leisure Time
Sports and hobbies—arts and crafts—collections—travel—vacations—leisure activities—reducing costs of leisure activities—expanding opportunities for leisure activities

Investments and Insurance Planning
Basic investment concepts—what to look for in an investment—tax advantages of investments—bonds, common and preferred stocks, and real estate

SUPPLEMENT ONE makes an excellent basic unit from which to build the foundation for a flexible and meaningful program. It is a realistic, up-to-date answer to the continuing need to keep the student consumer abreast of current happenings in the world of consumerism. A convenient, easy-to-use consumer oriented program comprised of 3 multimedia units... each unit consisting of an Audio Cassette Tape, Filmstrip and Comprehensive Instructor's Manual containing a complete description of the program and its suggested administration.

ALSO AVAILABLE
MCIE TEXT-PACK: 2 copies each of 27 text units, wall chart, instructor's manual, 8 student record books $84.80
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Note: All you need to extend the effectiveness of your existing Modern Consumer Education program with SUPPLEMENT ONE: a specially selected series of timely and useful consumer information covering.

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NOTES


2. The following publication was particularly useful in this area: Douglas C. Towne and Sydney Wallace, Vocational Instructional Materials for Students With Special Needs (Portland, Oregon: Northwest Regional Educational Laboratory, 1972).
CHAPTER V

PRESCRIPTIVE EDUCATION

Each learner should be considered as unique. Students have unique characteristics which are considered by alert teachers in their efforts to foster more effective learning. This is especially true in vocational programs where opportunities to know each learner are greater than in some other classroom situations.

Douglas Towne
Sydney Wallace
Individual Prescriptive Education is an approach which involves the total educational system to help identify and diagnose a student's needs, then to prescribe and implement a plan tailored to meet that individual's needs.

IPE is a program centered on the student who is failing because of disadvantages and/or handicaps. The program's objectives are designed to overcome the effects of those handicaps and to enable the student to experience success. It is this focus on individual success, rather than movement through a standardized program, which makes IPE the next logical step in attempting to eliminate the failure syndrome of the disadvantaged and handicapped.

The program is extremely flexible and effective in facilitating a student's progress both in attaining necessary salable skills and in developing a positive and productive self-concept.

(1) Identification of students who are not succeeding in the regular vocational program as a result of disadvantages and/or handicaps. The classification of the disadvantaged/handicapped are discussed in Chapter I of this handbook. However, additional identifiable traits may be added.

(2) Diagnosis of students who fit into one or more of the categories used for identification. Determine the need to develop an individual prescription for assisting the student to succeed vocationally and to leave school with a salable skill.

Set up a diagnostic team if the need for one is determined by one or more staff members. The purpose of the team is to develop a prescription consistent with the needs of that individual.

The selection of team members will vary with the vocational objectives of the students. Members might include: counselor, vocational/academic teachers, principal, social worker, employer, parent, or peer. The student is an essential member of the team.

The size of the team will vary. It is suggested that the size be limited to 3-5 members for maximum effectiveness.
The responsibilities vary according to the program which the team initiates. To develop the prescription, the team members might:

- Test the student.
- Make home visits.
- Observe the student.
- Visit on-the-job-training sites.
- Study school records.
- Visit with anyone who may be close to the student (pastor, employer, peer, etc.).

The student should always be aware of the ongoing activities of the team.

(3) Prescription for the individual student is the next step. After the team is organized, the members will begin to develop a prescription which could include:

- Modification of curriculum.
- Modification of schedule.
- Use of an advocate.
- Utilization of outside community agencies.
- Counseling student and/or parents.
- Tutorial services.
- Homebound study.
- Cooperative program.
- Vocational training beyond that already available.
- Independent study.
- Extra curricular activities.

The diagnostic team will select one or more of the methods outlined or others which may be worthwhile. It is essential that school personnel who are directly involved with the student be aware of the prescription and be involved in its implementation. The student will also be involved and be allowed to accept or reject the prescription.

(4) Implementation of the program will determine its success. The plan should have definite short-term objectives that are realistic to the student's interest and aptitude. The behavior and performance modifications must be written out and adhered to.

The diagnostic team will meet periodically to follow through with the prescription. It can proceed according to the following plan:
(a) Identification of student.
(b) Establishment of diagnostic team.
(c) Development of prescription.
(d) Implementation of prescription.
(e) Assessment of outcomes.
(f) Re-evaluation of prescription.
(g) Reassessment of outcomes.

(5) Assessment is as important as the prescription. Changes are often necessary. Success is the objective. Success should not be defined only as improvement in the student's grades, but rather as student feelings of success in everything involved.

(6) Re-evaluation of the prescription is necessary for continual refinement and planning of long range objectives. Focus on any changes in the student or the program that may necessitate revision of the original prescription. Success of the student should be the main consideration.

(7) Reassessment of outcomes is needed to effectively evaluate the program and the student's success. At this time the teacher must decide whether to revise, hold, or terminate the program.

As concerned school personnel continue to use this method of individualization, students with special needs will be served more realistically. The outcomes should be: lower dropout rates; improvement in basic communication skills; improvement in student attitudes; the obtainment of successful vocational skills; and readiness to become a productive member of the community.

Pre-test and post-test materials should be utilized to measure the degree of success the student has achieved. Performance tests, personality inventories, and aptitude batteries may be utilized as pre- and post-test instruments. If significant changes can be recorded as a result of Individual Prescriptive Education the likelihood of student success will be strengthened. In addition, this information improves the accountability of the particular program.
NOTES

1. This chapter was contributed by Ms. Patricia L. Rocco.

The Project Tomorrow publication, *How to Implement Individual Prescriptive Education (Phase II 1972-73 Report: Colorado State University)*, developed by Patricia L. Rocco and Ralph Hunter, details the "IPE" program.
CHAPTER VI
LOCAL RESOURCES

who speaks well thinks well, he who speaks
silently thinks badly, he who does not speak does
not think and therefore is educationally unfit.

Maynard C. Reynolds
Malcolm D. Davis
Educators must be able to tap all available resources to serve the special needs student population. This includes utilizing people in the community who have special skills and interests and who may volunteer to share them with needy youngsters. Help from these people may be in the form of tutorial services, apprenticeship projects, classroom assistance, etc. Community people are a resource that should not be overlooked.

Many agencies provide services for the disadvantaged and handicapped. Charts of local, state, and national agencies—and their primary services—appear in this chapter. These charts are designed to assist the teacher in utilizing the services of the various agencies to help meet the needs of the student.

Agencies which cover the areas of Employment, Law, Finances, Personal Needs, Special Interests, and Health are included. Their functions and services are described. There is some overlapping in services among agencies and the most appropriate one for handling a specific problem may be determined by making the contact. Not every agency, depending upon the case load in the particular region, provides all of the services listed.

Additional Agencies may be available in different regions, and would certainly be worthy of exploration. Many agencies can provide information for the diagnostic team in their effort to prescribe and implement a program suitable for the individual disadvantaged and handicapped student. Some will send representatives to the schools, upon request, to discuss their services. Teachers are encouraged to explore these facilities. They are valuable resources for meeting the special needs of students.
<table>
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<tr>
<th>AGENCY</th>
<th>FUNCTIONS AND SERVICES</th>
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<tbody>
<tr>
<td>Job Corps</td>
<td>Provides educational and vocational program for school dropouts and underprivileged youth.</td>
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<tr>
<td>Colorado Employment Service</td>
<td>Offers job training programs, job opportunities, etc.</td>
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<td></td>
<td>Provides vocational counseling and aptitude and interest training.</td>
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<td></td>
<td>Offers services to provide people with a broader understanding of their own abilities and potential, and of industrial requirements.</td>
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<td></td>
<td>Provides personnel to visit schools to talk to students and teachers about job requirements and employer expectations (especially helpful during &quot;Career Days&quot;).</td>
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<td>Provides materials such as pamphlets and films on getting and holding a job.</td>
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<td>Supplies various job application forms for practice use in classes.</td>
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<tr>
<td>Work Incentive Program</td>
<td>Provides counseling intervention on home difficulties, obtaining financial assistance.</td>
</tr>
<tr>
<td>Colorado Vocational Rehabilitation Department</td>
<td>Offers financial assistance, counseling, and job placement—all students identified by the school as potentially handicapped should be referred to the rehabilitation staff.</td>
</tr>
<tr>
<td></td>
<td>Is designed to develop and restore the working usefulness of physically and mentally disabled individuals (over age 16) so they may become self-supporting.</td>
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<td></td>
<td>Provides necessary diagnostic examinations and procedures.</td>
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<td>Provides medical, surgical, psychiatric, and hospital services.</td>
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<td></td>
<td>Provides prosthetic devices, such as artificial limbs, hearing aids, etc.</td>
</tr>
<tr>
<td></td>
<td>Provides individual counseling and guidance.</td>
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<tr>
<td></td>
<td>Provides vocational training in schools, on the job, by correspondence, or by tutor.</td>
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<td></td>
<td>Provides maintenance and transportation during rehabilitation, if necessary.</td>
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<tr>
<td></td>
<td>Provides necessary tools, equipment, and licenses.</td>
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<td>Provides placement on the right job.</td>
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## EMPLOYMENT
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<th>AGENCY</th>
<th>FUNCTIONS AND SERVICES</th>
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| Colorado Vocational Rehabilitation Department (continued) | - Provides follow-up to make sure the worker and the job are properly matched.  
- In some cases provides reimbursement to employers for work-study situations. |
| Trade/Labor Unions                          | - Provides community persons to speak to students regarding occupations.                                                                                     |
| Denver Opportunity Industrialization Center | - Offers training program to help unemployed disadvantaged people, ages 18-30.                                                                                  |

## FINANCES

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<tr>
<th>AGENCY</th>
<th>FUNCTIONS AND SERVICES</th>
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<tbody>
<tr>
<td>County Veteran's Service Officer</td>
<td>- Provides financial aid and counseling assistance if a student is a veteran or dependent of a veteran.</td>
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<tr>
<td>Local Service Clubs</td>
<td>- Offers financial assistance such as loans or grants.</td>
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<tr>
<td>Women's Clubs</td>
<td>- Offers services such as eye glasses, dental services, etc.</td>
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<td>AGENCY</td>
<td>FUNCTIONS AND SERVICES</td>
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<tr>
<td>Law Enforcement</td>
<td>Provides background information if a student has a record of involvement with law enforcement officials.</td>
</tr>
<tr>
<td>Department of Institutions</td>
<td>Provides diagnostic information on youth who have been incarcerated in youth institutions.</td>
</tr>
<tr>
<td>Division of Youth Services</td>
<td>Provides alternatives for youth who cannot cope with the public school setting.</td>
</tr>
<tr>
<td>Colorado Probation Department</td>
<td>Counsels students on probation and can provide much information about student background, home, and needs.</td>
</tr>
<tr>
<td></td>
<td>Provides supervision and counseling to children and their families in delinquency and Children In Need Of Supervision (CHINS) matters.</td>
</tr>
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<td></td>
<td>Works with schools, welfare, mental health, or other agencies to assist with pre-delinquency problems.</td>
</tr>
<tr>
<td>Colorado Parole Officers</td>
<td>Assist students on parole with counseling and in some limited way with obtaining financial aid through the Department of Institutions or Vocational Rehabilitation.</td>
</tr>
<tr>
<td>Court</td>
<td>Handles matters which require legal intervention on behalf of children where voluntary efforts have failed or are inappropriate.</td>
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<td></td>
<td>Provides direction for Children In Need Of Supervision (CHINS) who are runaways or beyond control.</td>
</tr>
<tr>
<td>Legal Aid Society</td>
<td>Assists students in avoiding legal problems and can assist with counseling on legal matters and with actual legal defense.</td>
</tr>
<tr>
<td>Colorado Rural Legal Service</td>
<td>Represents parents or children who fall within financial eligibility guidelines.</td>
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<td>AGENCY</td>
<td>FUNCTIONS AND SERVICES</td>
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<tr>
<td>Community Housing Authority</td>
<td>Assists the student and family with housing problems.</td>
</tr>
<tr>
<td>Out Reach Programs</td>
<td>Operates talent search programs which often provide diagnostic team with information about the student's abilities, home background, and lifestyle.</td>
</tr>
<tr>
<td>Department of Social Services (County Welfare Department)</td>
<td>Assists in dealing with home situations which are in need of modifications in order for the student to succeed in the educational program at school. Assists with some financial problems that are contributing to lack of success in the school program. Protects youngsters and helps their parents when there are problems which lead to beating, abuse, neglect, or exploitation of the youngster. Matches up volunteers (Big Brother, Sister). Provides educational services to help families use vocational and academic schools, help parents with their children's school problems such as poor attendance and discipline, assists older children in finding ways to continue their education. Assists in foster placement. Offers adolescent and crisis counseling. Provides job counseling services to help persons learn of jobs or training programs—social workers also help with problems which may hinder chances for landing and holding a job. Offers education-for-family-living services (help to families with parent-child difficulties, such as those arising because of physical and mental handicaps—aimed toward establishing stability and health of a family). Provides family planning services through medical advice; arranges help for mothers and babies in maternity homes; counsels unmarried fathers and provides information on sex problems, venereal disease, and other health problems.</td>
</tr>
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### PERSONAL Cont'd.

<table>
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<tr>
<th>AGENCY</th>
<th>FUNCTIONS AND SERVICES</th>
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<tbody>
<tr>
<td>Florence Crittenton, Inc.</td>
<td>Offers services to unmarried mothers (out-patients and residential).</td>
</tr>
<tr>
<td>Women's Crisis and Information Center</td>
<td>Acts as a referral agency giving ongoing supportive help, including aid in emergency</td>
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<td>housing, severe personal trauma, family crisis, and suicide prevention.</td>
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### BOCES

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<thead>
<tr>
<th>AGENCY</th>
<th>FUNCTIONS AND SERVICES</th>
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<tbody>
<tr>
<td>Boards of Cooperative Educational Services</td>
<td>Performs contracted services.</td>
</tr>
<tr>
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<td>Provides a wide variety of programs including special education, remedial reading, career</td>
</tr>
<tr>
<td></td>
<td>education, and vocational education.</td>
</tr>
<tr>
<td></td>
<td>Offers services including in-service education, educational consultant services, planning,</td>
</tr>
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<td>evaluation, materials selection, and information dissemination.</td>
</tr>
<tr>
<td>AGENCY</td>
<td>FUNCTIONS AND SERVICES</td>
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</tr>
<tr>
<td>County Public Health Nurse</td>
<td>Provides information about a specific student's physical handicap.</td>
</tr>
<tr>
<td>Health Department Local Hospital</td>
<td>Offers medical information and assistance and is especially helpful for the handicapped.</td>
</tr>
<tr>
<td>Drug Education Center</td>
<td>Provides information and counseling regarding drug abuse.</td>
</tr>
<tr>
<td>National Council on Alcoholism</td>
<td>Provides information and education on alcoholism and referrals to appropriate agencies.</td>
</tr>
<tr>
<td></td>
<td>Assists student with alcohol problems through therapy.</td>
</tr>
<tr>
<td>Mental Health Center</td>
<td>Offers diagnostic evaluation and psychological counseling for students and members of their families.</td>
</tr>
<tr>
<td></td>
<td>Provides services of a psychiatric social worker.</td>
</tr>
<tr>
<td></td>
<td>Provides family or group counseling regarding problems such as suicide, marriage problems, drug abuse, behavior disorders.</td>
</tr>
<tr>
<td>Planned Parenthood</td>
<td>Offers birth control information and services.</td>
</tr>
<tr>
<td></td>
<td>Provides pregnancy and abortion counseling.</td>
</tr>
<tr>
<td>Colorado Association for Retarded Children</td>
<td>Offers citizen advocacy program designed to provide friendship, support, and understanding to mentally retarded persons, to help them adjust to everyday situations and to develop their full potential.</td>
</tr>
<tr>
<td>AGENCY</td>
<td>FUNCTIONS AND SERVICES</td>
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</tbody>
</table>
| Colorado Commission on Civil Rights | - Administers civil rights laws in employment, housing, and public accommodations.  
- Assists with employer and home problems.  
- Provides counseling for the student and home and employment information for the diagnostic team. |
| Catholic Community Services | - Offers services to the poor and disadvantaged, for the preservation and strengthening of family life. |
| Colorado Urban League | - Is a help agency for minority people (mainly for Blacks).  
- Offers employment services. |
| Malcom X Center for Mental Health, Inc. | - Provides out-patient services for all persons including services to alcohol and drug abusers.  
- Provides consultation and educational services and crisis and emergency counseling. |
| Colorado Migrant Council | - Assists in home counseling and in obtaining financial aid such as MDTA. |
| Bureau of Indian Affairs | - Offers economic assistance. |
| Office of Indian Education | - Administers Public Law 92-318 (The Indian Education Act--1972) to assist in the development and implementation of elementary and secondary school programs specially designed to meet the special educational needs of Indian students.  
- Provides some funds for educational agencies. |
| La Raza | - Provides mental health services (mainly for Chicanos).  
- Provides immigration counseling. |
Additional organizations and agencies which might be contacted for services for the disadvantaged and handicapped are:

**Federal Agencies (State and Local Offices)**

- Immigration and Naturalization Services
- Social Security Administration
- Manpower Development and Training Administration
- Model Cities
- Job Corps
- National Youth Corps
- Community Action Program
- JOBS--National Alliance of Businessmen

**Educational Community Groups (Public and Private)**

- Compensatory Education
- ESEA Title I Programs
- Parent-Teacher Associations
- Dropout prevention
- Library services
- Opportunities Industrialization Center

**Special Interest Groups**

- National Association for the Advancement of Colored People
- Congress of Racial Equality
- Services Employment Redevelopment
- Association of Mexican American Educators
- Indian Tribal Councils
- American Indian Education Association

**State Agencies (Local Offices)**

- Governor's Committee for the Employment of the Handicapped
- State Agency for the Blind
- State Agency for the Deaf

**Private Non-Profit Organizations**

- Mental Retardation Associations
- Associations for the Blind
- Associations for the Deaf
- Crippled Children's Society
- Goodwill Industries
CHAPTER VII

EVALUATION OF STUDENTS

The secret of education lies in respecting the pupil.

Ralph Waldo Emerson
Evaluation of a student should be an ongoing process, taking into account the student's progress, adjustments, and changing needs at school and at work stations. Continuous vocational assessment should be done, evaluating the individual's vocational aptitudes and interests, and work behavior. Grades, performance sheets, anecdotal records, and observations and recommendations from teachers, counselors, and employers should be considered.

Periodic evaluation is a natural outgrowth of the "Individual Student Needs Profile" (Appendix B) if the form is used for initially assessing the individual's needs. Meetings with the diagnostic team and the student should be held regularly to evaluate the student's on-going satisfaction and progress with the prescription and to modify the prescription where necessary. The pupil's progress toward achieving the performance objectives, as formulated on the Profile Sheet (Part 3), should be one of the subjects of these periodic evaluations and of the final evaluation.

The final evaluation would occur after the student has received the services, modifications, or programs which were prescribed by the teacher or by the diagnostic team. If a teacher designed pre-test was administered when the prescription was developed, then a post-test would provide an objective measure of student progress. Counselor reports, teacher input, etc. would also contain essential information regarding student growth in the areas of psychological and social development, particularly as they relate to employability.

Ultimately, the administration should conduct a study on the individuals who have received special assistance through some of the methods outlined in this handbook. This follow-up study should answer the following questions:

1. Has the dropout rate among the disadvantaged and handicapped pupils decreased with the implementation of special services?
2. Has the employment rate of the target group increased with the implementation of special services?
3. Has the rate of absenteeism decreased with the implementation of special services?

In addition, job placement should have a follow-up procedure which includes an assessment of job adjustment (satisfaction, wages, training, opportunities). It should also include feedback concerning problems in bridging the gap between preparing for the job and actually working on it.

Evaluation, if effectively utilized, will provide vital information for modifying procedures, programs, and services to more completely meet the needs of the disadvantaged and handicapped student population.
BIBLIOGRAPHY OF PROFESSIONAL REFERENCES
The following bibliography provides the teacher of disadvantaged and handicapped students with an overview of professional books in those areas. It is divided into 5 sections. The books are categorized according to their major emphases, although in many cases the contents overlap. The topics are: Disadvantaged, Handicapped, Handicapped-Learning Disabled, Vocational Education, and General.

An asterisk (*) is used to indicate material which is particularly practical and useful.
DISADVANTAGED


*Cipher in the Snow. Brigham Young University: Department of Motion Picture Production. Provo, Utah, 84601.


Disadvantaged, Cont'd.


HANDICAPPED


Cole. Units of the Curriculum for the Senior High School Retarded. Syracuse, Board of Education.


Handicapped, Cont'd


HANDICAPPED-LEARNING DISABLED


97
VOCA:TIONAL EDUCATION


Vocational Education, Cont'd.


GENERAL


SUGGESTED JOURNALS AND OTHER PUBLICATIONS

American Journal of Mental Deficiency
American Journal of Psychology
American Vocational Association Journal
Bulletin of Orton Society (Learning Disabilities)
Digest of the Mentally Retarded
Education and Training of the Mentally Retarded
Exceptional Children
Learning
Psychology Today
The Education Digest
The Pointer (Mentally Retarded)
The Winnower (Handicapped)
GUIDE TO APPENDICES

The sample forms in the appendices are intended to serve as guides and accountability records for teachers in identifying disadvantaged and handicapped students, assessing their needs, and providing services for them. Teachers are encouraged to alter the forms where necessary or to develop new ones which would better suit their needs.

APPENDIX A

Identification Sheet for Disadvantaged Students
Referral Sheet for Handicapped Students
Vocational Class Data Sheet on Disadvantaged and Handicapped

APPENDIX B

Individual Student Needs Profile Sheet
Sample Student Needs Profile Sheet
List of Suggested Services or Modifications for Meeting the Needs of Disadvantaged and Handicapped Students
APPENDIX A

IDENTIFICATION SHEET FOR DISADVANTAGED STUDENTS
(FOR TEACHER USE)

STUDENT NAME __________________________ SOCIAL SECURITY # __________

AGE ________ SEX ________ GRADE ________ DATE __________

VOCATIONAL STUDIES AREA __________________________

TEACHER __________________________

Disadvantaged Students

Identify the student according to one or more of the following effects of disadvantages which interfere with the accomplishment of vocational objectives:

A. Academically Disadvantaged

1. _____ Language (speaking/comprehension) deficiency.

2. _____ Reading and/or writing deficiency.

3. _____ Computational deficiency.

4. _____ General educational deficiency (poor attendance, dropout, potential dropout, lack of parental support and guidance, low achievement scores).

B. Socioeconomically Disadvantaged

5. _____ Hostile or defiant attitude.

6. _____ Passive or apathetic attitude.

C. Economically Disadvantaged

7. _____ Needs economic assistance to succeed.

D. Other Remediable Effects

8. _____ Lacks proficiency in manual dexterity required for success in the vocational studies area.
Handicapped Students

Refer the student according to the following categories of handicaps which prevent the pupil from accomplishing his/her vocational objectives. Diagnosis and classification are to be done by qualified professional persons (school nurse, psychologist) if not already done for special education purposes.

1. _____ Mentally Retarded
   (Rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development.)

2. _____ Learning Disabled
   (Disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, development asphasis, etc.)

3. _____ Seriously Emotionally Disturbed
   (Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.)

4. _____ Orthopedically Handicapped
   (These individuals have a limited ability in self-mobility, sitting in a classroom and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.)

5. _____ Visually Handicapped
   (These individuals are severely limited in their ability to see.)
6. **Hearing Impaired**
   (Have a sense of hearing that is inadequate for success in the learning situation.)

7. **Speech Impaired**
   (Have speech patterns that differ from the normal to an extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.)

8. **Other Health Impaired**
   (Have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other illnesses.)

9. **Multi-Handicapped**
   (Have a combination of handicapping conditions, each of which must be considered in planning programs or program modification. Check off the individual handicaps as stated above.)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>School Year</th>
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Based on Identification/Referral Sheets

Check the category of disadvantage or handicap for each pupil identified.

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Sex</th>
<th>Disadvantage</th>
<th>Handicap</th>
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</tr>
</tbody>
</table>

Total # Identified: 0
Total # in Class: 0
Percent: 0%
APPENDIX B

INDIVIDUAL STUDENT NEEDS PROFILE SHEET
(FOR TEACHER USE)

Student Name ___________________________________________________________

Age _______ Sex _______ Grade _______ Date _______

Vocational Studies Area _________________________________________________

Vocational Teacher _____________________________________________________

1. Statement of Student's Learning Problem: (identified through records, teacher observation, student attitude, academic development, etc.)

2. How the learning problem is contributing to the student's lack of success in the Vocational Program:


4. How the needs were determined: (pre-test, counselor reports)

5. Services, modifications or programs prescribed to meet the student's needs:**

6. Diagnostic Team Members and Position:

7. Final Evaluation: (post-test)

*: Performance Objectives:
1. What the student needs to know (e.g. needs to ...)
2. How the student will acquire that knowledge
3. When the student is expected to achieve the objective

**: See attached list of suggested services and modifications.
APPENDIX B

INDIVIDUAL STUDENT NEEDS PROFILE
(FOR TEACHER USE)

Student Name

Age 18  Sex F  Grade 12th  Date

Vocational Studies Area  Business

Vocational teacher  Referred by Business Math Teacher

1. Statement of Student's Learning Problems. (identified through records, teacher observation, student attitude, academic development, etc.): a) academically disadvantaged--inadequate computational skills, insufficient understanding of mathematical terminology. b) Problem with eyes--they don't seem to move together. c) Extremely tense.

2. How the learning problem is contributing to the student's lack of success in the Vocational Program: a) Difficulty with math is a barrier to success in the business math class. b) Has difficulty taking notes from the blackboard. c) Tenses up on tests and writes the wrong answer. She becomes extremely tense when working on something for any length of time and is unable to perform.

3. Needs of student stated in terms of short term performance objectives. a) Needs to be able to understand and compute the following types of business math problems: basic mathematical operations; bank reconciliations; percentages; algebraic operations; notes and interest; inventory depreciation. b) Needs to relax and release tension.

4. How the needs were determined: (pre-test, counselor reports) Teacher recommendations (teacher prepared pre-test). Counselor reports based on testing.

5. Services, modifications or programs prescribed to meet the student's needs. a) Get tutor to help with business math problems described in part (3). b) Pair with another student to make carbon copies of blackboard notes. c) Provide oral tests instead of written, whenever possible. d) Refer for eye examination. e) Allow her to do work in short periods of time to relax and walk around in between to prevent and release any build up of tension.

6. Diagnostic Team Members and Position: Business Math Instructor; Vocational Coordinator; Student; Counselor; Tutor.

LIST OF SUGGESTED SERVICES OR MODIFICATIONS FOR MEETING THE NEEDS OF DISADVANTAGED AND HANDICAPPED STUDENTS*

Curriculum Modification

bilingual instruction
remedial reading
bicultral orientation

Schedule Changes

teachers - classes
homebound instruction
longer total time for course completion
drop a class--double up in another
programs conducted in cooperation with business and industry
longer (shorter) classes
extension (shortening) of school day
discussion periods
peer instruction
mini-courses of single skill development

Use of Community Classroom Aides

tutors
paraprofessionals
teacher aides
volunteers

guidance
job placement and follow-up
family counseling

Counseling

Facilities and Equipment

special lighting
modifications of desks, work benches, equipment
mobile units, workshops (especially in rural areas with limited facilities)
sound amplification devices
audio-visual aides (cassettes, films)

Instructional Materials

individualized instructional packages
materials in Braille
large print materials
printed rather than verbal instructions
simplified instruction guides and manuals

*The examples listed above should not limit local personnel in their planning. Local needs may be met by specific and unique services not found on any list.