The bibliography contains over 3,000 citations on all aspects of career education and provides a frame of reference to adapt programs for the physically disabled. Sources were derived from the Educational Resources Information Center (ERIC) system, Dissertation Abstracts International (1972-1977), Education Index (1971-1977), and various public and private sector publications. The following major areas are covered: the theory of career education, curriculum, participants in career education programs, program evaluation, a survey of research, vocational educational, occupational information, career counseling and staff roles, job placement, world of work, and the case for career education. The curriculum section is divided into the following subsections: general, elementary, junior high, senior high, college, specific academic areas, physically disabled, minorities, intellectually gifted, deaf, educable mentally retarded, other countries, business ventures, resource materials, and electronic media and computers. The section on participants includes references on teacher in-service training, parents, the community, and business. Research areas include: career maturity, attitudes, self-image and personality, interest and motivation, vocational preference and choice, job status, values, women, sex roles, testing and instrumentation, and job satisfaction. References are arranged alphabetically by author within each topic area and usually include author, title, date, and source. (SEW)
Career Education for Physically Disabled Students

Maria N. Stieglitz, M.S.
James S. Cohen, Ph.D.
Career Education for Physically Disabled Students, A Bibliography, is a comprehensive bibliography for both researchers and teachers of career education. The bibliography includes all aspects of career education and provides a frame of reference from which program adaptations for the physically disabled can be made.

Over 3,000 citations are included in this bibliography. The sources were derived from ERIC, Dissertation Abstracts International (1972-77), Education Index (1971-77), and various publications from the public and private sectors.

The bibliography has been broken down into nine major areas. The publication begins with a section on the theory of career education. Subsequent sections deal with curriculum; participants in career education programs; program evaluation; a survey of research; vocational education; occupational information, career counseling program and staff roles; job placement; world of work, and the case for career education. In many instances, citations were appropriate for more than one category, but only one listing could be made for each citation. Readers are advised to do their own cross-referencing when looking for specific information. It is hoped that Career Education for Physically Disabled Students, A Bibliography, will prove to be a useful and beneficial resource.
Career Education for Physically Disabled Students Series

A Theoretical Perspective
Speakers' Bureau
Classroom Business Ventures
Field Trips/Media Projects
A Work Experience Program
Self-Concept Curriculum (K-8)
Career Awareness Curriculum (K-8)
Decision-Making/Transitional Living Experience Curriculum
Evaluating Career Development Program
Adapting the School Environment
Career Education for Physically Disabled Students

A BIBLIOGRAPHY

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A Project PREP Publication

Research and Utilization Institute
national Center on Employment of the Handicapped at
HUMAN RESOURCES CENTER
Albertson, NY 11507
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Foreword

Human Resources Center began in 1952, when we founded Abilities Inc., a work environment intended to demonstrate the capability of disabled individuals for participation in America's competitive economy. Had someone told me then that someday I would be President of an organization that included an internationally renowned demonstration work center, a school which provides educational, vocational, social and recreational opportunities for severely disabled youngsters and attracts thousands of visitors every year, a Center whose programs encompass job training and placement, academic and vocational education, independent living, research and information dissemination and a national Center on Employment of the Handicapped, I would have asked him to step aside and let me continue with the business of the day while he dreamed for me.

Now, 27 years later, we have assembled under the auspices of Project PREP the finest staff of researchers in vocational rehabilitation and career education in the world. We are charged with a great responsibility—to reach out to communities across this nation and share with them the knowledge we have amassed that helps prepare disabled individuals to become independent and productive citizens.

During my tenure as Chairman of the White House Conference on Handicapped Individuals, I had the opportunity to travel all over the United States meeting with disabled people, members of their families, and other interested parties. I found that more than three million disabled individuals in the United States ask little more than the opportunity to receive an education, secure a job, and become taxpaying, contributing citizens of this great nation.

It is our destiny at Human Resources Center to unite several great forces in our nation's economy—industry, organized labor, education, and rehabilitation—in a monumental effort to provide opportunities for handicapped Americans to achieve their fullest potential as human beings.

Henry Viscardi, Jr.
President
Preface

Since 1952, Human Resources Center has created methods to integrate the nation's disabled into the mainstream of American life. This effort has centered particularly on the problems of job preparation and placement.

In 1976, a major five-year program was launched to examine issues related to the career development of the severely physically disabled, especially during the transition years from school to work. This program, known as Programmatic Research on Employment Preparation (Project PREP), examines the role of the education, rehabilitation, and employment communities as they interact to create an environment most conducive for career fulfillment for the disabled. The results of this research are providing the foundation for a national Center on Employment of the Handicapped to be established at Human Resources Center.

The Project is involved in developing and testing a career-development model for those with severe physical disabilities. This model is being formed on the basis of information from three major research components—Career Education, Vocational Rehabilitation, and Employment. Each of these areas is being studied to determine (a) contributions from each sector that promote, or have the potential to promote, career development; (b) gaps in knowledge in relation to career needs of students, clients, and other individuals with severe physical disabilities, and (c) methods to utilize the contributions found in item (a) and other techniques, in order to fill the gaps discovered in item (b).

This search enlists the help of experts throughout the nation from education, rehabilitation, industry-labor, other related fields and, primarily, the disabled themselves to find solutions to these important problems. Findings will be disseminated nationally through publications, conferences, multimedia materials, and training and technical-assistance programs. Target audiences include researchers, disabled individuals and their families, educators, rehabilitation practitioners, employers, labor-union personnel, government officials, and other interested individuals.

Human Resources Center provides an ideal setting for this project. The school and rehabilitation services provide laboratories for gathering information and for testing out ideas to understand the "supply" side of the labor market equation. The Center also sponsors the Industry-Labor Council, whose hundreds of corporate and union members comprise a significant portion of the "demand" side.
Specific foci of each research area are as follows:

**Career Education.** Career Education provides the opportunity for students who are disabled to increase their awareness and knowledge of the world of work. Special needs of students with severe physical disabilities are addressed through curricula developed for self concept, decision making and career awareness. These curricula are being tested and their impact evaluated through student, teacher, and parent feedback. Finally, research will be undertaken to explore mainstreaming needs and to develop strategies for more effective mainstreaming of students with severe physical disabilities.

**Vocational Rehabilitation.** This research area explores the problems involved in the preparation of clients for meaningful career opportunities. This research is concerned with job readiness, placement and career development. While emphasizing the placement aspects of vocational rehabilitation programming (e.g., job analysis, job development and job-search skills), the importance of adequate evaluation and training programming is also covered to establish the parameters for adequate preparation.

The research incorporates the viewpoint and knowledge of disabled individuals and their families, employers, rehabilitation professionals, and other manpower specialists on problems of entering, maintaining, and advancing in employment.

**Employment.** The final core area is aimed at discovering the problems of industry labor and employees in the provision of career opportunities for individuals with severe physical disabilities. This research attempts to discover major adjustment problems of disabled workers so that deficits can be addressed via alterations in the career education, vocational rehabilitation, and/or employment systems. This research attempts also to identify strategies used in industry that may be relevant for inclusion in career education and/or vocational rehabilitation programming.

Studies will concern the career patterns of disabled workers as well as the organizational patterns of players with respect to provision of career opportunities. Research also will identify the extent to which job modification techniques have been adapted and found useful by employers and unions.

The above areas are seen as aspects of the overall development of an individual from school through work as he/she prepares for, realizes, and enhances a career. Project PREP seeks to identify and explicate this process and its components. An important aspect of this work will be a description of how education, rehabilitation, and industry labor can inter-relate to provide a smooth path for individuals with severe physical disabilities to achieve maximum independence and fulfill their productive potential.

Jack Victor, Ph.D
Director of Research and Research Utilization
The authors would like to thank their colleagues Bob Hanley, John Palmer, Lana Smart, Ruth Velleman and Veronica Washam for their help in developing this bibliography, and we especially thank Lenore Greenberg for her patience and good humor in dealing with our innumerable requests for assistance.

We would also like to thank Petra Saitta and Jill Monahan for typing this manuscript and providing editorial assistance when needed. Their diligence and alertness greatly facilitated the production of this manuscript.
Introduction

The more than 3,000 citations included in this bibliography represent the results of a literature search which encompassed ERIC, Dissertation Abstracts (1972-1977), Education Index (1971-77), and various publications from the government and private sectors.

Although originally intended to be a bibliography of Career Education for the physically disabled, it soon became apparent that few Career Education programs for physically disabled students presently exist. Therefore, this bibliography includes all aspects of Career Education and provides a frame of reference from which program adaptations for the physically disabled can be made. As the purpose was to create as comprehensive a bibliography as possible, all material related to Career Education was included; readers can make their own judgments regarding the quality and usefulness of the references.

Citations have been organized into categories the authors thought most useful for Career Education practitioners and researchers. In many instances citations were appropriate for more than one category, but only one listing could be made for each citation. Readers are advised to do their own cross-referencing when looking for specific information.
Career Education for
Physically Disabled Students

A BIBLIOGRAPHY
This section contains theoretical articles related to Career Education. Researchers and practitioners may find that a theoretical knowledge of career development helps them to orient and plan their respective career education research and programs.

**THEORY**

Munley, P. H. Erik Erikson's theory of psychosocial development and voca-
4  Theory


Citations in this section reflect the “State of the Art” in Career Education. The literature falls into two main areas: Career Education Projects and Career Education Programs.

Career Education Projects have a time span defined by the nature of the project, i.e. an 8th grade social studies class prepares job descriptions for occupations of American colonists and compares them to contemporary occupations. Projects are usually initiated by one teacher or guidance counselor and are not part of a school-wide, comprehensive Career Education Program.

Career Education Programs, on the other hand, revolve around goals and objectives which are achieved through a planned sequence of activities throughout the school years and involve more than one subject area and teacher.

Though evaluation methods are still in the developmental stages, the ideas presented in the literature review may provide impetus, ideas, and content for new projects and programs.

**General**


Barber, D. Career education in Owatonna schools. *Agricultural Education*, December 1974, 47:133+.


Daly, C. B. Strange things happened on the way to learning! Career unit relates school subjects to work. *Industrial Education*, September 1972, 61:21-22.


Foxworth, E. I want to be a truck driver, and other interesting careers. Instructor, Fall 1975, 84:98-99.

Fraleigh, V. A. Students investigate career in writing and on-the-top. NASSP Bulletin, April 1976, 60:118-119.


Lawson, J., & Finn, P. Career ed is no orphan: 12 ways to use it with the curriculum family. *Instructor*, November 1976, 86:71-77.


Curriculum/General


What would you like to be? *Instructor*, March 1973, 82:120.


ELEMENARY


Gestetner machines help K-6 kids learn about publishing. *Industrial Education*, September, 65:75.


Curriculum/Junior High


Washburn, G., & Schmaljohn, P. What do you want to be when you grow up? A pilot project to career awareness. *Elementary School Guidance and Counseling, December 1975, 10:142-147.*


JUNIOR HIGH


Esry, C. M. Career information days. When, where and how much? *School and Community, October 1975, 62:37.*


**SENIOR HIGH**


Hoyt, K. B., & Mangum, G. L. Career education in the high school. *Salt Lake City: Olympus, 1976*


**COLLEGE**


### SPECIFIC ACADEMIC AREAS


Good, P. K. Should we teach about work in the social studies? World of work education project. Social Education, Fall 1977, 41:134-137.


PHYSICALLY DISABLED


Osipow, S. H. What do we really know about career development? Proceeding
of the Fourth Annual Conference of Guidance Personnel in Occupational Education. The University of the State of New York, n.d.


**MINORITIES**


INTELLECTUALLY GIFTED


Sanderlin, O. In setting up effective community visitation: Can we do too much for the gifted? *Gifted Child Quarterly*, Summer 1972, 16:114-118.


DEAF


**EDUCABLE MENTALLY RETARDED**


**OTHER COUNTRIES**


**BUSINESS VENTURES**


RESOURCE MATERIALS


Tennyson, W., & Monneus, L. “The world of work through elementary readers.” In Gysbers, H. C., Miller, W., & Moore, E. J. *Developing careers with the elementary school*. Columbus: Charles E. Merrill, 1973


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**ELECTRONIC MEDIA AND COMPUTERS**


In addition to students, participants in Career Education programs include the school’s teachers and guidance counselors, who generally lead Career Education programs. Positions unique to the field — “Career Education Director”, “Work-Study Coordinator”, “Resource Room Coordinator” — are also staffed in some instances. Parents, employers, community representatives and both federal and state governments also participate to varying degrees in Career Education programs.

Parents may attend conferences concerning their children’s progress in school and future work. If they are employed, they may participate in a Career Education Speaker’s Bureau and discuss their jobs with students.

Sites for field trips, speakers for the Speaker’s Bureau, work-study opportunities and curriculum input are provided by employers and representatives from community organizations.

Government funding is largely responsible for the expansion of Career Education programs across the country.

**PARTICIPANTS**


Farrill, L. H. Career education: Staff involvement's the key. School and Community, January 1977, 63:22-23+


Participants/Teacher In-Service Training


TEACHER IN-SERVICE TRAINING


Catchpole, B. In-service guidance courses for career teachers. Times Educational Supplement, February 28, 1975, 3118:73.


Clapsaddle, D. K. The relationship of career education teacher in-service


Swinney, R. J. A study to develop a career education component for teacher education students *Dissertation Abstracts International*, 1976, 36/08-A, 5218.

Vallejo, M. E. The relationship between the effects of a career education teacher

**PARENTS**


**COMMUNITY**


Dixon, L. E. Community resources during orientation. Portland, Maine, work

Educational Planning Associates. The city as educator. Proposal for the Boston Redevelopment Authority now being considered for Boston Public Schools, Boston.


**BUSINESS**


Participants/Business


Employing the disadvantaged: A company perspective Conference Board Record, 1972, 76.

Employing the high school dropout. Conference Board Record, 1968, 9-10

Employing the unemployable. The lessons of experience Conference Board Record, 1972, 12-16.


Hiring the hardcore unemployed. Conference Board Report, 1968, 18-22


Is cooperative education the answer? Conference Board Record, 1971, 48-51


Majumder, R. K. Role of occupational orientation and on the job experience for the vocational development of disadvantaged youth. Proceedings, 81st annual convention American Psychological Association, Montreal, Canada, 1973, 8:791-792.


Because Career Education programs vary greatly in goals, methods and populations served, methods used to evaluate the programs also vary. Behavioral observations, tests measuring occupational interest, aptitude and knowledge and assessments of competency in performing various job related skills are the methods most often used.

Many programs reviewed in the literature do not include a formal evaluation. However, some programs that were reviewed include pre-post testing for evaluation purposes.

**PROGRAM EVALUATION**


Dolliver, R. H., et al. Twelve-year follow-up of the Strong vocational interest
Program Evaluation


Peterson, P. Effectiveness of six methods of teaching agricultural careers *Agricultural Education*, September 1972, 45:64.


Sociologists, psychologists, economists and educators have researched areas which are both related to and relevant to career educators. A number of the sub-categories in this section—women, sex roles, values, decision-making, etc.—represent the psycho-social aspects of work. Inclusion of these areas expands the information base for planning programs and curriculum.

**GENERAL.**


Bliss, J. L., & Smith, S. E. MVII scores for two-year college students in four


Corbin, J. N. The effects of counselor assisted exploratory activity on career


Picou, J. S. & Campbell, R. *Career behavior of special groups*. Columbus, Ohio: Charles E. Merrill, 1975.


Radel, R. J. Comparative analysis of perceptions of vocational technical education students to general education students in three high schools *Dissertation Abstracts International*, 1975, 36/06-A, 3624.


Torrance, E. P. Career patterns and peak creative achievements of creative high school students twelve years later. Gifted Child Quarterly, Summer 1972, 16.75-88.


CAREER MATURITY


ATTITUDES


SELF-IMAGE AND PERSONALITY


INTEREST AND MOTIVATION


VOCATIONAL PREFERENCE AND CHOICE


DECISION-MAKING


Resource unit for decision-making skills including values clarification. Springfield, Ore.: Springfield Public Schools, 1974.


JOB STATUS


Dixon-Altenor, C., & Altenor, A. Role of occupational status in the career

VALUES


WOMEN


Laleger, G. E. Vocational interests of high school girls as inventoried by the Strong and Manson Blanks. New York: AMS, 1942.


**SEX ROLES**

Age and sex composition of the labor force and participation rates for both sex
Research/Sex Roles


Vallotie, R., & Drabkoski, D. Sex stereotyping Surveying its effect on students. *Media and Methods*, October 1975, 12:8+

**TESTING AND INSTRUMENTATION**


70


**JOB SATISFACTION**


Mangone, R. W., & Quinn, R. P. Job satisfaction, counterproductive behavior,
Research/Job Satisfaction


Smits, S. J. Counselor job satisfaction and employment turnover in state...


Educators


Women


Personality


Gachman, A. S., & Wiener, Y. Job involvement and satisfaction as related to mental health and personal time devoted to work. *Journal of Applied Psychology*, August 1975, 60:521-523


Imparato, N. Relationship between Porter's need satisfaction questionnaire and the job descriptive index. *Journal of Applied Psychology*, October 1972, 56:397-405


Reseach/Job Satisfaction


Performance


---

**Supervision**


Compensation


Traditionally, vocational education programs have served non-college bound students. Career educators recognize that existing vocational education programs may fit into the "career preparation" stage of the career education continuum. In turn, vocational educators see that career education has helped students to make the transition from academic curriculum to programs in vocational education which facilitate entry into the job market.

Vocational educators are beginning to incorporate career education concepts and curriculum into their own programs. Work experience may be preceded by lessons in job-appropriate social skills, work values, decision-making and interview techniques.
Vocational Education


DuVall, J. B. Where we are today in graphic communications. *Industrial Education*, Spring 1975, 64:33-36.


Feirer, J. L. Industrial arts and vocational education can work together now. *Industrial Education*, April 1974, 63:25


*Five step workplan for vocational education planning with full accountability. Woodland Hills, CA. Eckman Center, 1973*


Hauck, R. Five weeks on campus at the School of Science American Vocational Journal, April 1975, 50:46-49.


Hecht, M., & Traub, L Alternatives to college. New York, MacMillan, 1974

Hemp, P. E. How to write and use behavioral objectives in vocational education programs. Danville: Interstate, 1973

Henderson, J. T. Program planning with surveys in occupational education Washington, D.C American Association of Community and Junior Colleges, 1970


Huffman, H. BO CEC project. Business and office career education curriculum


Johnson, C. Vocational education without higher costs? May 1977, 8:16-17


Klingler, R. D. A study of the status of vocational, technical and industrial education programs in the secondary schools of Pennsylvania in meet-
Vocational Education


Kurtz, M. Vocational training in New York City... where to find it. New York Vocational Foundation, 1974.


McCracken, J. D. From the research editor's desk. ERIC instructional package for vocational educators. *Agricultural Education*, December 1973, 46:143.


Mihalka, J. *Youth and work*. Columbus: Charles E. Merrill, 1974.


Noeth, R. J., & Hanson, G. Occupational programs do the job. Community and Junior College Journal, November 1976, 47:28-30.


Perman, R. Wrong ideas about jobs. Times Educational Supplement, July 14, 1972, 2982:7.


Principles of vocational education. A review of the historical background with a


Ressler, R. How to break down the wall between school and work. Industrial Education, February 1974, 63:36-37.  


Rush, M., & Mornsey, T. J. Telling them about jobs. How state employment
services work. *Industrial Education*, October 1974, 63.44-45
Short term training for job skills. *Education Digest*, March 1977, 42 56-59
Story, M. L. *Vocational education as contemporary slavery*. *Education Digest*, September 1974, 40:6-9


Todd, R. K. If you teach a trade, tell it like it is. *Industrial Education*, February 1974, 63:26-27.


Vocational Education/Programs for Special Needs Populations


**PROGRAMS FOR SPECIAL NEEDS POPULATIONS**


Flint, W., & Brigman, G. Dictionary of Occupational Titles as a guide to vocational education placement of the special ed students. *Journal for
**Special Education of the Mentally Retarded, Spring 1977, 13:205-207**

Gennich, S. The need for pre-voc. exploration to include work experience for the physically disabled. *Journal of Applied Rehabilitation Counseling*, Fall 1975, 6:183-187.


Occupational Information

Literature in this section describes the responsibilities, compensation, work schedules, education and training, employment outlook and other job-related characteristics of various occupations. This information is generally used in the career awareness and career exploration stages of the career education framework.

Most occupational information prepared for students does not include the psycho-social aspects of work such as values, status, etc. This information may be obtained from the research section of this bibliography.

OCCUPATIONAL INFORMATION


Careers and professions. New York, N Y.: Regnery, n.d


88

Occupational Information


Career Counseling

The literature in this section concentrates primarily on counseling methods. The necessity of teaching students occupational realities as well as testing their vocational interests and aptitudes is also presented.

As Career Education programs become an integral part of more and more school systems, the guidance counselor's role will have to be examined. In the past, guidance counselors were responsible for whatever formal career information or guidance students received. Counselors generally gave students vocational interest and aptitude tests, and then recommended occupations which corresponded to the test results. Now that the teaching staff is involved in developing career education curricula through which students can assess their own vocational interests and aptitudes, formal tests in these areas will no longer be the only source of personal career information for students. Counselors and teachers will need to work together to develop a Career Education program that is useful for students.

PROGRAMS AND STAFF ROLES


Ballard, J. How to get to do what you've always wanted to do—and get paid for doing it! Amherst: Mandala, 1976.


Bornstein, R. *Career information center. Staff roles*. New Brunswick The State University of Rutgers, 1975.


Career Counseling/Programs and Staff Roles


Occupational guidance, unit 3C. Minneapolis: Finney Company, 1976


Parks, D. L. & Hill, W. L. Planning for the single most important ingredient American Vocational Journal, November 1976, 51:52-54+


Reardon, R. C. Counselor and career information services Journal of College Student Personnel, November 1973, 14:495-500.


Rhodes, J. Vocational education and guidance A system for the seventies Chicago: Merrill, 1972.


Thoughts of career guidance. *School Guidance Worker*, November-December 1974, 30:N.


**WOMEN**


Brady, R. P., & Brown, D. B. Women's lib and the elementary school counselor


Skellett, P. Woman’s work is wherever she can find it: Career-planning audio-visuals. Media and Methods, April 1973, 9:58-61.

GROUP


Practical, job hunting strategies are given in this section. The current combination of a tight job market, high unemployment, and an increase in the number of women entering the labor force has created a market for the numerous popular books on job hunting and career planning now being published. These books offer job placement and guidance counselors an approach and perspective differing from that presented in traditional academic publications.

**JOB PLACEMENT**


Choosing a career made easy. Times Educational Supplement, September 22, 1972, 2991:12.
File, N., & Howroyd, B. How to beat the establishment and get that job. Los Angeles: Bowman, 1976.
Greco, B. How to get the job that's right for you. Homewood, Ill: Dow Jones-Irwin, 1975.


Students job hunt on microfilm before they join job market. *College and University Business*, April 1974, 56:42-43.

The literature in this section encompasses a wide range of work-related subjects. The two sub-categories, job enrichment and occupational mobility, reflect the current interest in these areas. The job environment literature should be useful to practitioners developing Career Education units on values. Guidance counselors seeking information about employees' perceptions of working conditions in various occupations should also find these references helpful.

**WORLD OF WORK**


Brief, A. P., & Oliver, R. L. Male-female differences in work attitudes among


Greener, M. M. *Subordinate participation and reactions to the appraisal interview.* *Journal of Applied Psychology,* October 1975, 60:544-549.


World of Work


World of Work/Job Enrichment/Occupational Mobility


JOB ENRICHMENT


OCCUPATIONAL MOBILITY

Baksh, A. Mobility of degree level graduates of the University of Guyana. *Comparative Education*, March 1974, 10:65-86.


The Case for Career Education

Being a new educational philosophy, Career Education has evoked both positive and negative reactions from educators, as well as varied interpretations of just what Career Education is or should be. The following literature reflects the variety of ways in which Career Education is viewed.

THE CASE FOR CAREER EDUCATION

Alaskan career education center planned. School Shop, October 1973, 33:45.
The Case for Career Education

Barriers to effective career education. Panel discussion. Compact, August 1972, 6:32.
Bowers, C. A. Emergent ideological characteristics of educational policy Teaching College Record, Summer 1977, 79:33-54.
Byrd, R. C. Education should be career-oriented. College Management, August 1972, 7:2.


Campbell, D. P. If you don't know where you're going you'll probably end up somewhere else. Niles: Argus Communications, 1974.


Collins, R. Where are educational requirements for employment highest? *Sociology of Education*, Fall 1974, 47:419-442.


Craven, L. Job skills are not enough. *Industrial Educational*, February 1977, 66:32-33.


The Case for Career Education


Education meets the world of work. *Compact*, Summer 1976, 10:21-23.


The Case for Career Education


Hoppock, R. Turn the other cheek? Counselor Education and Supervision, December 1972, 12:158-159.

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THE CAREER EDUCATION PROGRAM

The Career Education Program at Human Resources Center is built around three themes: self-concept, decision making as it relates to relative independence, and career awareness. These three themes permeate the entire K-12 program and reflect the developmental patterns of the student as he/she passes through the career development process. A career is a life-style of choice. The educational program is designed to enable the student to develop a realistic appraisal of self; to develop decision-making skills, which direct the individual to an increasing sense of control of his/her life-style; and to enable the student to have sufficient knowledge of career opportunities so that decisions related to career choices are not made in a vacuum. To this end the career education program includes:

1. Career Education Curriculum K-8 – This consists of activities related to the above themes that can be infused into the regular curriculum of the school.

2. Career Guidance 9-12 – This consists of ten-week group guidance programs for each of the four grade levels, with materials related to the three themes developed in increasing depth and intensity throughout the high school experience.

3. Speakers' Bureau 4-12 – Speakers associated with varied career opportunities relate information regarding their work to students grouped according to grades 4-5-6, 7-8, and 9-12. Approximately fifty percent of the speakers are severely disabled and, in effect, provide role models for the students. The culminating experience for this aspect of the program will be a career day planned jointly with able-bodied students from a neighboring school. Parents will be invited to attend both the Speakers' Bureau and the career day.

4. Business Ventures – Classroom business ventures develop student skills in planning, implementing, and evaluating actual business endeavors through "hands-on" experiences. The establishment of an advertising company, a recycling company, a working store, and other businesses help students gain educational as well as business experience. These real world learning situations are integrated into the school program. The intent of the
Business Ventures program is to have students assume more responsibility for the conduct of the ventures as the students reach senior high school. This will enable students to develop their decision-making skills more fully and, therefore, impact on their sense of control of their environment through experience with simulated business ventures.

5. Field Trips – Field trips centering around career opportunities are an integral part of the program for educational enrichment of the child. These outside experiences thrust the students into varied environments, which enable them to come to an understanding of their mobility potential, and provide opportunities for social growth beyond the classroom experience.

Media Presentations developed for use in Human Resources Center’s 360° Theatre bring inaccessible environments to the students. These productions, focusing on work in factories, restaurants, radio stations, newspapers, and other career areas help students gain career insights.

6. Work Experience Program – The work experience program consists of five experiences requiring increasing responsibility with regard to mobility skills and level of personal independence. The program begins with a functional capacities evaluation and/or a prevocational evaluation as early as grade 9. Shadowing experiences, which allow students to observe workers at work sites, are provided in grades 9 and 10. Skills-training takes place in grades 10 and 11. Work experience placements in Human Resources Center occur in the fall of the senior year. Work experience placements, outside of Human Resources Center, will occur in the spring of the senior year with the goal being transition to full-time employment upon graduation.

7. A Transitional Living Experience – An independent living skills curriculum has been developed by Human Resources School. This involves classroom instruction and a live-in experience of various duration related to grade level in an adapted home environment. The purpose of the program is to promote student independence. This field experience is the culmination of curriculum activities that relate to self-concept and decision-making skills.

8. Research and Related Studies – The research model involves a longitudinal assessment of the impact of the total educational program on the self-concept, locus of control, and career awareness and interest of the students from K through 12. Standardized components, such as the speakers’ bureau, business ventures, field trips, and the transitional living experience, will be evaluated as to the competencies they have developed through criterion-referenced tests. A data bank on the students has been established and will be used as a source to generate research problems for further study. Lastly, a follow-up study of graduates will be pursued to develop case studies relating to the problems encountered in effecting the transition from school to work.

The National Career Education Advisory Council has assisted in the
Human Resources Center is a private nonprofit organization dedicated to providing educational, vocational, social, and recreational opportunities for the severely disabled. The Center's broad spectrum of programs encompasses job training and placement, academic and vocational education, independent living, research, and information dissemination. Founded in 1952 by Dr. Henry Viscardi, Jr., Human Resources Center is composed of three coordinated units: Abilities Inc., Human Resources School, and the Research and Utilization Institute.

Abilities Inc. conducts programs of work evaluation, training, job development, and career placement for the disabled. Its demonstration work center employs disabled adults in fields that include electronics, telephone, banking, data processing, and other clerical and industrial operations.

Human Resources School offers tuition-free education to over 230 severely...
disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extracurricular program to previously homebound children from prekindergarten through high school level, as well as a summer camp.

The Research and Utilization Institute conducts research relating to the severely disabled, initiates and develops demonstration projects in rehabilitation and professional training, and disseminates information and program models nationally.

In August of 1977, Human Resources Center announced the establishment of a national Center on Employment of the Handicapped on its Albertson, Long Island, campus. The national Center will help communities across the nation increase and enhance employment opportunities for millions of disabled Americans.

The nucleus of this national Center is the Industry-Labor Council, an outgrowth of the White House Conference on Handicapped Individuals. The Industry-Labor Council unites labor, industry and rehabilitation, directing its efforts toward developing employment opportunities for our handicapped population through serving the needs of the employer community.

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