
Volumes 1 through 6 of the bibliography annotate over 2,400 references on topics related to transition of individuals with disabilities. Examples of topics covered by the bibliography include: accommodation, advocacy, attitudes, barriers, behavior analysis, behavior modification, career guidance, co-worker involvement, community integration, competitive employment, cost effectiveness, curriculum, data analysis, deinstitutionalization, disincentives to work, employer attitudes, employment outcomes, family involvement, federal legislation, follow-up studies, generalization, independent living, individualized education programs, individualized transition plans, interagency cooperation, job coaches, job matching, job placement, job retention, leisure skills, mainstreaming, microcomputers, model programs, normalization, parent involvement, peer involvement, personnel preparation, productivity, program development, program evaluation, quality of life, rehabilitation counseling, self-control training, sheltered workshops, Social Security benefits, social skills, special education, supported employment, video production, vocational education, vocational evaluation, vocational rehabilitation, vocational training, and work environment. (JDD)
Master Index of the Annotated Bibliography on Transition from School to Work (1985-91)

Volumes 1-6

Compiled by Adrienne S. Flannery
Research Faculty at the University of Illinois at Urbana-Champaign

Janis Chadsey-Rusch  
Assistant Professor of Special Education

Lizanne DeStefano  
Assistant Professor of Educational Psychology

Delwyn L. Harnisch  
Associate Professor of Educational Psychology

Laird W. Heal  
Professor of Special Education

John R. Johnson  
Visiting Assistant Professor of Special Education

Frank R. Rusch  
Professor of Special Education

John S. Trach  
Assistant Professor of Special Education and Rehabilitation

Jho-Ju Tu  
Visiting Assistant Professor of Special Education

Thomas R. Wermuth  
Visiting Lecturer of Special Education

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (cooperative agreement number H115STAXX).

Project Officer: William Halloran

For more information on the Transition Research Institute at Illinois, please contact:

Dr. Frank R. Rusch, Director  
College of Education  
University of Illinois at Urbana-Champaign  
61 Children's Research Center  
51 Gerty Drive  
Champaign, Illinois 61820  
(217) 333-2325
MASTER INDEX TO VOLUMES 1-6

Annotated Bibliography on Transition
from School to Work (1985-1991)

Compiled by
Adrienne S. Harmon

Transition Institute at Illinois
University of Illinois at Urbana-Champaign
1991
TABLE OF CONTENTS

Preface ................................................................................................................................. 5
Integrated Title Index, Volumes 1-6 .................................................................................. 7
Integrated Author Index, Volume 1-6 ................................................................................. 111
Integrated Descriptor Index, Volumes 1-6 ..................................................................... 149
PREFACE

This Master Index compiles titles, authors, and descriptors from the first six volumes of the Annotated Bibliography on Transition from School to Work (Leach & Harmon, 1985-1991) into three integrated indexes. Entries in each integrated index have two parts: (a) a number in parenthesis to indicate in which volume the entry appears, followed by (b) the entry number(s) for within-volume reference.

Volumes 1-6 annotate over 2400 references on transition related topics. Heretofore, a reader desiring to do research on a particular subject or subjects would have to refer to the separate indexes of each volume to identify relevant citations—a time consuming process. This new index was compiled to facilitate serious research on transition by permitting more efficient use of the annotated bibliographies.

Adrienne S. Harmon
1991

INTEGRATED TITLE INDEX
VOLUMES 1 - 6

-A-


Acceptance of severely handicapped students by nonhandicapped peers. - (2) 344.

Access to leisure. - (3) 275.


Accommodating the spectrum of individual abilities. - (1) 390.

Accommodation of adults who are mentally retarded in community colleges: A national study. - (6) 112.

Accumulating evidence on the benefits and costs of supported and transitional employment for persons with severe disabilities. - (4) 111.

The accuracy of counselor perceptions of client work values and client satisfaction. - (4) 327.

Achieving outcomes: A guide to interagency training in transition and supported employment. - (3) 246.

Achieving transition through adaptability instruction. - (4) 261.

Acquisition and generalization of coffee purchase skills by adults with severe disabilities. - (3) 441.

Acquisition of incidental learning in moderately and severely handicapped adults. - (4) 177.

Acquisition performance by mentally retarded children and young adults on a complex benchwork task. - (2) 288.

Acquisition transfer and social validation of two vocational skills in a competitive employment setting. - (1) 417.

Active learning and student attitudes toward exceptional children. - (2) 258.

The activities catalog: An alternative curriculum for youth and adults with severe disabilities. - (4) 90.

Activity patterns of mentally retarded adults in institutions and communities: A longitudinal study. - (4) 105.


Adaptability instruction: The goal of transitional programming. - (1) 300, (2) 240.

Adaptability Training Workshop. - (4) 43.

Adaptability training workshop modules. - (4) 30.

Adapting instructional materials for mainstreamed students. - (3) 136.

Adapting Visual Response System teaching technology to the conventional classroom. - (5) 125.

Adding results to a meta-analysis: Theory and example. - (1) 65.

Addressing the needs of handicapped persons after they leave school. - (1) 64.

The adjustment of students with learning disabilities to university and its relationship to self-esteem and self-efficacy. - (5) 393.

Adolescents and young adults. - (2) 195.

Adult leisure education for the independent use of a community recreation center [Brief report]. - (3) 368.

Adult services: Pathways to independence for parents of youth with mild disabilities. - (4) 378.

Adult services: Pathways to independence for parents of youth with severe disabilities. - (4) 379.

Adult transition model: Planning for postschool services. - (1) 246.

Adults with learning disabilities: Clinical studies. - (3) 72.

Advances in mental retardation and developmental disabilities (Vol. 1). - (5) 6.

Advances in mental retardation and developmental disabilities (Vol. 2). - (5) 7.

Advances in mental retardation and developmental disabilities (Vol. 3). - (5) 8.

Advances in statistical methods for meta-analysis. - (1) 34.

"Advocate" vs. "professional employee": A question of priorities for special educators. - (2) 180.

The affirmative industry. - (1) 396.


Agency resource guide: A resource guide for students in transition from school to the community and world of work. - (3) 198.

Aging and developmental disabilities: Issues and approaches. - (4) 335.

Aging and mental retardation: Extending the continuum. - (3) 195.
The aging parent with a home-living handicapped dependent: Issues and legal planning. - (3) 17.

An alternate employment model for handicapped persons. - (5) 205.

An alternative approach to employment for people with deaf-blindness. - (5) 78.


Alternative paths to implementation. - (6) 276.

Alternative work patterns and rehabilitation. - (1) 283.

American productivity center computer conference on training and productivity for the White House conference on productivity. Final report. - (1) 95.

An analysis and validation of vocational special needs inservice issues. - (2) 108.

Analysis of co-worker involvement in relation to level of disability versus placement approach among supported employees. - (5) 369.

Analysis of costs and benefits in rehabilitation. Final report. - (2) 86.

An analysis of employer evaluations of of workers with mental retardation. - (4) 315.

An analysis of employer incentive rankings relative to the employment of retarded persons. - (2) 8.

An analysis of federal and state policy related to transition from school to adult life for youth with disabilities. - (5) 25.

An analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G). - (6) 67.

The analysis of human service programs: A field guide. - (2) 149.

An analysis of job terminations by length of time on the job for persons with severe disabilities in supported employment. - (5) 325.

An analysis of minority status supported employees in relation to placement approach and selected outcomes. - (6) 192.

An analysis of occupational requirements relative to the employment of severely handicapped individuals. - (3) 227.

Analysis of policy issues: Graduation and the diploma for handicapped students in public schools. - (4) 44.

An analysis of select psychometric properties of the Vocational Assessment and Curriculum Guide. - (3) 243.

Analysis of seven behavioral domains of independent living. - (3) 223.

An analysis of the effects of a self-control training program on the acquisition and generalization of social behaviors in a work setting. - (3) 115.
An analysis of the effects of a social skills training program using self-instructions on the acquisition and generalization of two social behaviors in a work setting. - (3) 252.

An analysis of the hours of direct training provided by employment specialists to supported employees. - (5) 366.

Analysis of the interrelationship of employment services and supported employment program outcomes. - (5) 437.

An analysis of the procedural components of supported employment programs associated with employment outcomes. - (5) 319.

An analysis of the procedural components of supported employment programs associated with worker outcomes. - (5) 104.

Analysis of the relationship between employment integration and selected employment setting characteristics and outcome variables. - (6) 279.

Analyzing individualized education programs for vocational components: An exploratory study. - (2) 289.

Analyzing the relationship between acknowledgment and compliance in a nonsheltered work setting. - (1) 362.

Annotated bibliography on social skills instruction for persons with disabilities. - (6) 235.

Annotated bibliography of theoretical papers, literature reviews, and position [sic] papers on social skills for persons with disabilities. - (6) 236.

Annotated bibliography on behavioral self-control strategies for persons with disabilities. - (6) 237.

Annotated bibliography on community integration for people with severe disabilities. - (3) 56.

Annotated bibliography on social skills assessment of persons with disabilities. - (6) 240.

Annotated bibliography on social support networks. - (6) 238.

Annotated bibliography on social/sexual skills for persons with moderate/severe handicaps. - (6) 239.

Annotated bibliography on transition from school to work (Vol. 1). - (2) 62.

Annotated bibliography on transition from school to work (Vol. 2). - (3) 82.

Annotated bibliography on transition from school to work (Vol. 3). - (4) 87.

Annotated bibliography on transition from school to work (Vol. 4). - (5) 268.

Annotated bibliography on transition from school to work (Vol. 5). - (6) 290.

Annotated bibliography on transition policy. - (2) 276.

Annotated bibliography: Transition research on problems of handicapped youth. - (3) 316.
Annual performance and financial reports: Developing Cooperative State Models to Meet the Transition Needs of Disabled Youth: An interagency approach. - (3) 230.

Annual Report 1986. - (2) 144.


Apple Computer resources in special education and rehabilitation. - (4) 192.

Application of self-control strategies to facilitate independence in vocational and instructional settings. - (6) 113.

Applications of meta analysis in individual-subject research. - (5) 171.

Applied time series analysis for the social sciences. - (1) 392.

Applying a systems view to placement and career services in rehabilitation: A survey. - (1) 324.

Applying a technology of self-control in community environments for individuals who are mentally retarded. - (2) 131.

Apprenticeship for people with disabilities. - (6) 226.

Apprenticeship programs and cooperative vocational education. Can they work together for special needs students? Technical assistance services: Illinois special needs populations. - (1) 140.

Aptitude by treatment interactions in computer-assisted work learning by mentally retarded students. - (5) 313.

ARCA response on transition from school to work and on supported employment. - (3) 321.

Are disabled trainees handicapped by our designs? - (2) 223.

Are we in danger of making the same mistakes with ITPs as were made with IEPs? - (6) 104.

As others see us: Attitudes of physically handicapped and normals toward own and other groups. - (1) 210.

Assessing & teaching job related social skills: A curriculum manual for students with mild handicaps. - (3) 92.

Assessing employability of handicapped persons: The vocational rehabilitation perspective. - (1) 295.

Assessing employer attitudes toward hiring persons with disabilities. - (5) 256.

Assessing employers' expectations of entry-level survival skills for light industrial occupations. - (2) 162.

Assessing outcome criteria in rehabilitation: A multi-component approach. - (4) 76.

Assessing outcomes, costs, and benefits of special education programs. - (5) 95.

Assessing parent participation: The parent/family involvement index. - (2) 282.
Assessing post-school outcomes for students with moderate to severe mental retardation. - (5) 97.

Assessing prevocational competencies of profoundly, severely, and moderately retarded persons. - (5) 56.

Assessing the multidimensional nature of integration in employment settings. - (6) 34.

Assessing the problematic interpersonal skills of mentally retarded individuals in a vocational setting. - (4) 106.

Assessing the quality of longitudinal surveys. - (3) 333.

Assessing the quality of supported employment services. - (5) 15.

Assessing transition services for handicapped youth: A cooperative interagency approach. - (2) 246.


Assessment and selection of leisure skills for severely handicapped individuals. - (2) 302.


Assessment of applied academic and social skills. - (4) 254.

Assessment of children. - (4) 27.

Assessment of individuals with severe handicaps: An applied behavior approach to life skills assessment. - (3) 77.

Assessment of intellectually handicapped adults: A cognitive processing model. - (4) 107.

An assessment of state agency rehabilitation counselors' knowledge and utilization of supported employment. - (5) 87.


The assessment of vocational motivation of physically disabled clients. - (1) 247.

Assimilating the learning disabled into a community college environment. Human Services Center. Final report. - (3) 217.

Assistance at work. - (2) 54.

Assisting learning disabled students transition to post-secondary programs through cooperative planning at the secondary level: Final report. - (4) 49.

Assisting persons with severe disabilities to achieve success in integrated workplaces: Critical elements. - (3) 53.

Assisting the learning disabled: A program development and service delivery guide for university service providers, diagnosticians, tutors, counselors, and learning disabled students. - (3) 29.

Associated work skills: A manual. - (4) 55.
To assure the free appropriate public education of all handicapped children. - (2) 107.

Assuring quality in supported employment. - (5) 66.

At the heart of the advocacy dilemma: A mechanistic world view. - (2) 286.

At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems. - (6) 136.


Attitudes of handicapped and nonhandicapped university students on three attitude scales. - (2) 3.

Attitudes of vocational horticulture teachers towards students with handicaps. - (6) 163.

Attitudes toward and performance evaluations of workers with disabilities. - (1) 275.

The Attitudes Toward Disabled Persons Scale: Susceptibility to faking. - (2) 320.

Attitudes toward people with disabilities as expressed by rehabilitation professionals. - (4) 75.

Attitudes toward persons with disabilities: A compendium of related literature. - (2) 225.

Attribution of responsibility and predicted social acceptance of disabled workers. - (4) 362.

Audio-visual bibliography. - (6) 156.

Autism and life in the community: Successful interventions for behavioral challenges. - (6) 40.

Autonomy and adaptability in work behavior of retarded clients. - (4) 239.

Awarding exemplary status. - (6) 31.

Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. - (5) 439.

Barriers to normality for the handicapped adult in the U.S. - (1) 211.

The basics of item response theory. - (1) 62.

A Bayesian aggregate meta-analytic evaluation approach. - (1) 33.

Beginning rehabilitation counselors' attitudes toward disabled persons. - (1) 318.

Behavior analysis in developmental disabilities. - (2) 38.

Behavior management in work settings. - (3) 387.

Behavior modification in a sheltered workshop for severely retarded students. - (5) 253.

Behavioral assessment of client problems in a comprehensive rehabilitation center. - (1) 253.
Behavioral assessment of occupational skills of learning disabled adolescents. - (3) 171.
Behavioral training strategies and applied research in competitive employment. - (5) 80.
Benefit-cost analysis of social programs: Deinstitutionalization and education programs. - (4) 113.
Benefit-cost analysis of supported competitive employment for persons with mental retardation. - (4) 313.
Best practices in mild mental disabilities. - (6) 134.
The best that you can be. - (3) 394.
Beyond separate education: Quality education for all. - (5) 44.
Bi-directional and cross-categorical social status of learning disabled, behaviorally disordered, and nonhandicapped adolescents. - (5) 424.
Bilingual vocational education for handicapped students. - (2) 256.
A biosocial ecological perspective on mental retardation (Part V. Chapter 26). - (4) 221.
Blind students: Transition from high school to college. - (5) 121.
A blueprint for ACTION. - (1) 353.
Bridges from school to working life for handicapped youth: The view from Australia. - (3) 158.
Building bridges: Transition from school to work for youth who are disabled. - (5) 301.
The business-rehabilitation partnership. - (1) 143.
But what will happen to their benefits if they go to work? - (6) 142.

Campus access for learning disabled students: A comprehensive guide. - (2) 57.
Campus coordinator's notebook. - (4) 347.
A capital concern with employment: New laws focus on workers with disabilities. - (2) 207.
The career and vocational development of handicapped learners. - (2) 19.
Career and vocational development of handicapped learners: An annotated bibliography. - (1) 96.
Career aspiration models of adolescents and young adults: A comparison of handicapped and nonhandicapped students. - (3) 9.

-C-
Career decision making for adolescents and young adults with learning disabilities. - (3) 109.

Career Development. Chapter Nine. - (6) 1.

Career development for persons with learning disabilities. - (3) "62.

Career development of the learning disabled adolescent: A focus on career maturity. - (1) 74.


Career education for handicapped children and youth. - (2) 74.

Career education for handicapped individuals. - (1) 144.

Career education for the learning disabled — Where are we now? - (3) 393.

Career education for physically disabled students: A bibliography. - (1) 331.

Career education for students with disabilities. - (5) 438.

Career education for students in special education. - (5) 447.

Career education for trainable mentally retarded youth. - (2) 337.

Career education in 1975. - (1) 131.

Career expectations and aspirations of youth with and without handicaps. - (5) 363.

Career exploration: A curriculum manual for students with mild handicaps. - (3) 97.

Career exploration: A curriculum manual for students with moderate/severe handicaps. - (3) 98.

Career focus: A curriculum manual for students with mild, moderate or severe handicaps. - (3) 90.

Career guidance and assessment tools for handicapped persons. - (1) 3.

Career guidance and the Dictionary of Occupational Titles. - (2) 192.


Career Ladders - (6) 90.

Career opportunities for culturally diverse handicapped youth. - (2) 255.

Career planner: A guide for students with disabilities. - (2) 137.

Career related interpersonal skills for special education students: A high school curriculum. - (3) 209.

Career vocational programming for the severely handicapped individual. - (1) 327.

Career Transition Institute training manual. - (6) 61.
Career/vocational assessment of the special needs individual: A conceptual model. - (2) 250.

Career/vocational assessment in the public school setting: The position of the division on career development. - (1) 45.

Career-vocational education for handicapped youth. - (2) 50.

Careers, computers, and the handicapped. - (4) 89.

Case studies in the management of inappropriate behaviors during prevocational training. - (5) 60.

Case studies of an urban, rural, and suburban supported employment program: The role of the job trainer. - (5) 204.

Case study research: Design and methods. - (1) 406.

Cash and in-kind benefits: Incentives rather than disincentives for vocational rehabilitation. - (5) 328.

Cashing in on recovery: A challenge for rehabilitation. - (1) 344.

Catalog of exemplary rehabilitation programs and practices. - (3) 1.

Caught in the mainstream: The severely and profoundly retarded learner and the least restrictive environment. - (1) 358.

A cautious look at supported work. - (5) 163.


Challenges for cognitive strategy training: The case of mental retardation. - (5) 307.

Challenges of emerging leadership: Community based independent living programs and the disability rights movement. - (1) 399.

Changes in the nature and structure of work: Implications for skill requirements and skill formation. - (6) 18.

Changing attitudes toward handicapped persons: A review and analysis of research. - (2) 183.

Changing children's perceptions of handicapped people. - (2) 203.

Changing vocational teachers' attitudes toward the handicapped. - (2) 272.

The changing workplace: Implications of quality of work life for vocational education. - (3) 308.

A checklist for measuring nonfunctional behavior of regressed chronic psychiatric patients. - (4) 176.

Children's psychological testing: A guide for nonpsychologists. - (4) 342.


Civil rights issues of handicapped Americans: Public policy implications. - (1) 282.
Class size. - (1) 25.

A classroom-based prevocational program for the severely handicapped. - (2) 336.

Classwide peer tutoring with mildly handicapped high school students. - (5) 400.

Cleaning out the wheelbarrow: Planning appropriate assessments for transition. - (6) 93.

Client factors affecting the practice of rehabilitation counseling. - (1) 268.

A client outcome planning model for assessing psychiatric rehabilitation interventions. - (4) 171.

Client perceptions of the microcomputer evaluation and screening assessment. - (5) 115.

Closing the shop on sheltered work: Case studies of organizational change. - (5) 443.

The closure of mental retardation institutions: Trends and implications. - (5) 19.

The closure of mental retardation institutions I: Trends in the United States. - (5) 16.

The closure of mental retardation institutions II: Implications. - (5) 17.


Co-worker implemented job training: the use of coincidental training and quality-control checking on the food preparation skills of trainees with mental retardation. - (5) 320.

The Co-worker Involvement Instrument. - (5) 434.

Co-worker involvement in supported employment programs. - (5) 235.

Co-worker involvement scoring manual and instrument. - (6) 108.

Cognitive and academic performance of college students with learning disabilities: A synthesis of the literature. - (5) 416.

Cognitive and metacognitive learning strategies -- their role in the instruction of special education students. - (5) 167.

Cognitive and metacognitive learning strategies -- their role in the instruction of special education students. Executive summary. - (5) 239.

Cognitive counseling and persons with special needs: Adapting behavioral approaches to the social context. - (5) 441.

Cognitive perspective on teaching self-regulation. - (5) 308.

Cognitive return of schooling for the handicapped: Findings from high school and beyond. - (6) 164.

College Access Program. - (1) 55.
College and industry: Partners in the handicapped role (Cipher III). - (1) 104.

College and the learning disabled student: A guide to program selection, development, and implementation. - (2) 231.

College education for mentally retarded adults. - (3) 424.

College freshmen with disabilities: Preparing for employment. - (2) 168.

College transition. - (6) 80.

College: A realistic option for the student with learning disabilities. - (5) 230.

Colorado statewide follow up survey of special education students and appendices. - (1) 102.

Comments: Subsidized extended employment plus intensive placement activity. - (1) 234.

Communication skills training for parents: Experimental and social validation. - (3) 418.

The community: The vital component. A guide for community participants. Vocational education for special students. - (1) 141.

Community based competitive employment preparation of developmentally disabled persons: A program description and evaluation. - (2) 169.

Community based employment and training programs available to persons with disabilities in Illinois. - (5) 365.

Community based service delivery in rural Vermont: Issues and recommendations. - (2) 280.

Community Based Training Project: Final report. - (4) 300.

The community classroom: Technological vocational training for students with serious handicaps. - (3) 347.


The Community Exploration Program: Vocational laboratory experiences for psychiatrically disabled youth. - (4) 281.

Community instruction: A natural cues and corrections decision model. - (3) 435.

Community integration for people with severe disabilities. - (3) 194.


Community integration of young adults with mental retardation: Transition from school to adulthood. - (2) 170.

Community involvement of persons with severe retardation living in community residences. - (4) 273.

Community psychology: Values, research, and action. - (2) 73.
Community recreation and persons with disabilities: Strategies for integration. - (4) 334.

Community reintegration: The value of educational-action-training models. - (1) 343.

Community residences for persons with developmental disabilities: Here to stay. - (3) 193.


Community resources revisited: Sources of support in the rehabilitation process. - (1) 270.


The community vocational transition center. - (4) 292.

The Community Vocational Training Program: A transition program for youths with mild handicaps. - (5) 135.

Community work development: A marketing model. - (5) 346.

Community-based curriculum: Instructional strategies for students with severe handicaps. - (2) 39.

Community-based employment training for persons with severe handicaps: The Stone Belt Center manual for job developers and job coaches. - (4) 112.

Community-based instruction slide show. - (4) 202.

Community-based instruction with profoundly mentally retarded persons: Client and public responsiveness. - (4) 314.

Community-referenced instruction: Research and issues. - (3) 345.

Comparing employer and teacher identified entry-level job requisites of service occupations. - (2) 157.

Comparing special education and vocational rehabilitation in serving persons with specific learning disabilities. - (5) 150.

Comparison between workers who are nonhandicapped and mentally retarded: Why they lose their jobs. - (4) 188.

A comparison of attitudes held by male and female future school administrators toward instructional goals, personal adjustment, and the handicapped. - (1) 238.

A comparison of computerized job matching systems. - (3) 155.

A comparison of employer attitudes toward the worker problems of eight types of disabled workers. - (1) 279.

A comparison of external and self-instructional teaching formats with mentally retarded adults in a vocational training setting. - (3) 278.
Comparison of hearing impaired to hearing graduates on the High School Graduates Follow Up Career Survey. - (1) 352.

A comparison of in-context and traditional instructional approaches: Total task, single trial versus backward chaining, multiple trials. - (3) 367.

A comparison of leisure skills training procedures for the mentally retarded. - (4) 100.

A comparison of peer-directed and teacher-directed employment interview training for mentally retarded adults. - (4) 33.

A comparison of preschool and elderly community integration/demonstration projects at the University of Missouri Institute for Human Development. - (3) 133.

A comparison of procedures to increase responding in three severely retarded, noncompliant young adults. - (5) 57.

Comparison of sheltered and supported work programs: A pilot study. - (2) 190.

A comparison of successful and unsuccessful placements of secondary students with mental handicaps into competitive employment. - (4) 243, (6) 278.

A comparison of successful and unsuccessful placements of youths with mental handicaps into competitive employment. - (6) 257.

A comparison of the effects of teacher and peer supervision on work performance and on-task behavior. - (3) 431.

A comparison of the long range benefits of graduation from special vs. mainstream school for mildly mentally handicapped students. - (1) 92.

A comparison of the perceptions of high school and college faculty: Implications for program development for secondary learning disabled students. - (2) 119.

A comparison of WAIS-R profiles of nondisabled college freshmen and college students with learning disabilities. - (4) 272.

Comparisons of backward chaining and total task presentation in training severely handicapped persons. - (4) 252.

A compendium of interagency agreements: Vocational education, special education, and vocational rehabilitation. - (2) 106.

Compendium of project profiles. - (2) 66.

Compendium of project profiles 1987. - (3) 81.


Compendium of project profiles: 1990. - (6) 271.
A compendium of research & evaluation in secondary special education, transition, and related topics.
- (6) 168.

Competency-based training for job coaches: A self-guided study course for trainers in supported employment. - (5) 159.

Competency-based training for job coaches. - (5) 160.

Competitive employment. - (2) 215.

Competitive employment: Assessing employee reactivity to naturalistic observation. - (5) 119.


Competitive employment: Overview and analysis of research focus. - (4) 241.

Competitive employment: Teaching conversational skills to adults who are mentally retarded. - (5) 1.

Competitive employment: Teaching mentally retarded employees self-instructional strategies. - (1) 431.

Competitive employment: Teaching mentally retarded employees to maintain their work behavior. - (2) 155.

Competitive employment: Toward employment integration for mentally retarded persons. - (1) 423.

Competitive employment education: A systems-analytic approach to transitional programming for the student with severe handicaps. - (1) 430.

Competitive employment for mentally retarded persons: Costs versus benefits. - (1) 422.

Competitive employment for persons with mental retardation: From research to practice, (Vol. 1). - (1) 149.

Competitive employment for persons with mental retardation: From research to practice, (Vol. 2). - (3) 121.

Competitive employment for persons with mental retardation: A followup six years later. - (1) 174.

Competitive employment and workers with mental retardation: An analysis of employer's perceptions and experiences. - (2) 309.

Competitive employment issues and strategies. - (2) 34.

Competitive Employment Through Vocational Experience (CETVE). Final report. - (3) 201.

Competitive employment for moderately and severely handicapped individuals. - (2) 179.

Competitive employment: Utilizing the correspondence training paradigm to enhance productivity. - (1) 360.

Competitive employment training for mentally retarded adults: The supported work model. - (3) 107.

Competitive employment training for moderately retarded adolescents. - (1) 375.
Competitive placement and training manual: PROGRESS. - (3) 379.

Competitive vocational training. - (1) 425.

Compilation of statistical sources on adult disability. - (3) 325.

Complete guide to employing persons with disabilities. - (1) 124.

 Compliance with Public Law 94-142 and consumer satisfaction. - (2) 172.

Composition, word processing, and the learning disabled college writer: An annotated bibliography. - (3) 142.

A comprehensive guide to The Activities Catalog: An alternative curriculum for youth and adults with severe disabilities. - (4) 284.

A comprehensive model program for learning disabled university students. - (1) 58.

Comprehensive vocational evaluation for clients with psychiatric impairments. - (1) 289.


Computer accessibility: A study. - (2) 291.

A computer analysis of written language variables and a comparison of compositions written by university students with and without learning disabilities. - (4) 237.


Computer programmer: Training for the disabled. - (3) 69.

Concepts and issues related to choice-making and autonomy among persons with severe disabilities. - (3) 443.

Concepts of adjustment to disability: An overview. - (1) 317.

A conceptual approach to job placement with psychiatric and mentally retarded clients. - (5) 334.

A conceptual framework and process for identifying the inservice needs of vocational educators serving special needs populations. - (3) 290.

Conceptual systems and teacher attitudes toward regular classroom placement of mildly mentally retarded students. - (5) 427.

Conducting a labor market trend analysis: process and results. - (1) 160.

Conducting an analysis of community work environments relative to the employment of the severely handicapped. - (1) 159.


Conference proceedings from: Enhancing transition from school to the workplace for handicapped youth: The role of vocational rehabilitation, Des Moines, IA (Conference Proceedings Document: 4). - (2) 71.

Confessions of a community placement optimist. - (3) 132.

Considerations and outcomes in transitional supported employment. - (1) 201.

Considerations for a collaboration/transition model in high school. - (5) 341.

Considerations in facilitating the entry of severely developmentally disabled individuals into competitive employment. - (4) 230.

Considerations in the development of the job placement specialist. - (1) 315.

Construct validation of the scale of attitudes toward disabled persons. - (1) 278.

Consultation strategies. - (5) 198.

Consumer choice and satisfaction. - (6) 49.

Consumer involvement: The Massachusetts vocational rehabilitation program. - (2) 295.

Consumer Job Satisfaction Scale. - (6) 229.

Consumer-centered transition and supported employment. - (4) 62.

Contemporary issues in social skills research with mentally retarded persons. - (3) 295.

Contextual control of problem behavior in students with severe disabilities. - (6) 189.


Continuing views of the financial implications of employment for persons with disabilities. - (4) 322.

Continuous Comprehensive Transition Model: Final report. - (6) 83.

Continuum of services: School to work. - (1) 132.


Convergent-discriminani validity of the Jewish Employment and Vocational Service System. - (3) 164.

Conversation skill training with mentally retarded and learning disabled sheltered workshop clients. - (5) 215.
Conversion: Restructuring for integrated community placement. - (5) 23.

A cooperative model for planning and developing transition services for handicapped youth - report of activities (Vols. 1-2). - (1) 134.

Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth: Final evaluation report. - (3) 215.


Cooperative occupational preparation of the handicapped: Exemplary models. - (2) 174.

Cooperative programs for transition from school to work. - (1) 21.

The cooperative vocational program. - (2) 28.

Cooperative vocational program. Curriculum Modules. - (2) 27.

Cooperative work-study programs in vocational rehabilitation: Results of a national survey - (2) 321.

Coordinating services to handicapped children: A handbook to interagency collaboration. - (2) 257.

Coping strategies of university students with learning disabilities. - (5) 165.

Correlates and predictors of absenteeism among sheltered workshop employees. - (1) 245.

Correlates of community opposition to community residences for mentally retarded persons. - (5) 429.

Corridors to careers: A trainer's manual. - (3) 125.

Cost analysis of special schools for students with mental retardation. - (6) 8.

Cost benefit analysis of placing moderately and severely handicapped individuals into competitive employment. - (3) 319.

Cost effectiveness of four educational interventions. - (1) 28.

A cost-effectiveness analysis of residential alternatives for selected developmentally disabled citizens of three northern Wisconsin counties. - (2) 334.

Counseling, state vocational rehabilitation agencies, and related matters. - (1) 242.


Counselor perceptions of employer concerns about workers with disabilities and employer-rehabilitation partnerships. - (5) 327.

Counselor variables and rehabilitation outcomes: A literature overview. - (1) 294.

Counselors' perceptions of clients' needs. - (2) 330.

Counselors' policy manual. - (6) 10.
Covert conditioning and self-management in rehabilitation counseling. - (5) 173.

Coworker-Mediated Intervention Research Program: Identifying post placement follow-up services. - (5) 433.

The credibility of a local educational program. Evaluation report: Author source and client audience characteristics. - (1) 191.

A crisis in appropriate education: The dearth of data on programs for secondary handicapped adolescents. - (1) 81.

A criterion-oriented approach to skills training. - (5) 315.

Critical issues in career education for handicapped students. - (2) 154.

Critical issues in the lives of people with severe disabilities. - (6) 36.

Critical issues related to supported competitive employment: Proceedings from the first RRTC Symposium on Employment for citizens who are mentally retarded, Richmond, VA. - (1) 154.

Critical values in employment programs for persons with developmental disabilities: A position paper. - (5) 304.

Criticism at work. - (2) 55.

Crossing the bridge: An analysis of integrated employment outcomes of adults with developmental disabilities. - (6) 94.


Current methods of measuring client outcomes in rehabilitation programs for the physically disabled. - (1) 113.

Current transition assessment practices. - (5) 123.

Curriculum development on supported employment: A resource manual for rehabilitation educators. - (6) 256.

Curriculum for classes for severely and profoundly retarded learners. - (1) 158.

A curriculum to foster understanding of people with disabilities: Staff orientation manual. - (3) 35.

A curriculum to foster understanding of people with disabilities: Science and health education perspectives on the handicapped. - (3) 37.

A curriculum to foster understanding of people with disabilities: The handicapped in literature. - (3) 36.

A curriculum to foster understanding of people with disabilities: The handicapped in society. - (3) 38.


Curriculum-based assessment procedures for secondary learning disabled students: Student-centered and programmatic implications. - (2) 14.

A curriculum-based vocational assessment procedure: Addressing the school-to-work transition needs of secondary schools. - (3) 350.

Daily decision-making in community residences: A social comparison of adults with and without mental retardation. - (3) 448.

Data on blindness and visual impairment in the U.S.: A resource manual on social demographic characteristics, education, employment and income, and service delivery. - (6) 132.

Data on disability from the National Health Interview Survey 1983-1985. - (4) 127.


DD client and staff variables influencing outcomes of service delivery: Present and future models. - (4) 212.

Deaf students and the school-to-work transition. - (5) 42.

Dealing with difficult choices about drinking and drug use: Abstinence and achievement on the job. - (5) 360.

Dealing with diversity: At risk students [special issue]. - (5) 170.

Dealing with dropouts: The urban superintendent's call to action. - (3) 245.


A decision-making process for the college-bound student: Matching learner, institution, and support program. - (3) 399.

Defining and measuring the quality of work and outside life. - (5) 179.

The definition of developmental disabilities: A concept in transition. - (3) 422.

Deinstitutionalization and community adjustment of mentally retarded people. - (5) 381.


Delivering vocational education to handicapped learners. - (2) 177.

Delphi survey results: Adult services for persons with developmental disabilities in Washington State. - (4) 7.

Demographic analyses related to successful job retention for competitively employed persons who are mentally retarded. - (1) 172.

Demographic, social, and behavioral characteristics of students with educable mental retardation. - (2) 166.
Demonstration project for the learning disabled. - (4) 373.

A descriptive analysis of interactions between co-workers and supported employees. - (5) 435.

A descriptive analysis of Competition 84.158C: Transition strategies and techniques. - (4) 263.

Descriptive analysis of Competition 84.078C: Post Secondary Education Programs for Handicapped Persons - Demonstration Projects. - (6) 68.

A descriptive analysis of OSERS Competition Number 84.128A (Priority Three): "Transition from School or Institution to Work." - (6) 66.

A descriptive analysis of high school seniors with speech disabilities. - (2) 150.

A descriptive follow-up of behaviorally disordered adolescents. - (5) 252.

Design and implementation of a short-term inservice training program for supported employment service providers. - (5) 99.

Design of high school programs for severely handicapped students. - (1) 364.

Designing useful evaluations: The stakeholder survey. - (1) 182.

The determinants of high school dropout. - (2) 146.

Determining competency in guardianship proceedings. - (6) 65.

Developing a dialogue between rehabilitation practitioners and researchers: A research dissemination approach. - (1) 347.

Developing a leisure skill repertoire in severely and profoundly handicapped persons. - (5) 141.

Developing a vocational education training program for severely handicapped adolescents and young adults: A feasibility study. - (2) 138.

Developing constructive views of life with a disability. - (1) 310.

Developing effective integration between students with severe handicaps and their peers: A teacher's manual. - (4) 51.

Developing faculty understanding of college students with learning disabilities. - (5) 164.

Developing independence. - (1) 146.

Developing job interview skills in mentally retarded adults. - (4) 231.

Developing job interview skills in mentally retarded adults. - (1) 221.

Developing job maintenance skills in learning disabled youth. - (5) 183.

Developing programs meeting the special needs of physically disabled adolescents. - (1) 305.

Development and disability: A psychobiological analysis for special educators. - (4) 336.

Development and psychometric analysis of the Scale of Attitudes toward Disabled Persons. - (1) 357.

Development of a community based pre-employment program for moderately and severely retarded adults. - (1) 232.

The development of a quality of life model as an outcome measure of rehabilitation programs for people with developmental disabilities. - (5) 197.

Development of performance measures for supported employment programs. Task 2: Documentation of program objectives. - (2) 122.


Developmental skill attainment among college students with disabilities. - (6) 129.

A developmental stage approach to program planning and evaluation. - (4) 372.

Developmental tasks and transitions of adolescents with chronic illnesses and disabilities. - (2) 319.

Developmental training program: Individual educational plan/individual transitional plan. - (2) 26.

Developments in meta-analysis: A review of five methods. - (1) 27.

Diagnostic techniques in research synthesis. - (1) 23.

Dictionary of occupational titles. - (2) 79.

The differences and similarities between public and private sector vocational rehabilitation: A literature review. - (5) 331.

Differences between public and private rehabilitation services and the professionals who staff them. - (3) 302.

The differences in inappropriate behavior and instructional interactions in sheltered and nonsheltered work environments. - (3) 366.

Different shades of grey. - (3) 130.

Differential reasons for job separation of previously employed persons with mental retardation. - (2) 307.

Digest of data on persons with disabilities. - (3) 22.

Digest on youth in transition. - (2) 63.

Digest on youth in transition (Vol. 2). - (5) 283.

Direct observation: Factors affecting the accuracy of observers. - (4) 71.
Direct observation of social interactions in a supported employment setting. - (5) 75.

The direct pay waiver for severely intellectually handicapped workers. - (2) 229.

Directions in vocational services for moderately retarded persons in Newfoundland and Labrador. - (2) 284.

Directory of interpreters for people who are hearing impaired. - (5) 262.

Disability: A variable in counselor effectiveness and attitudes toward disabled persons. - (2) 326.

Disability: The view from social policy. - (1) 339.

Disability and the family: A guide to decisions for adulthood. - (5) 45.

Disability and the labor market: Economic problems, policies, and programs. - (3) 24.

Disability and work: The economics of American policy. - (4) 194.

Disability expenditures. - (5) 77.

Disability rights guide: Practical solutions to problems affecting people with disabilities. - (5) 287.

Disability simulation as a strategy for attitude change. - (1) 250.

Disabled adults in America: A statistical report. - (1) 31.

Disabled and nondisabled persons' satisfaction with conditions in the world of work before and after the Rehabilitation Act of 1973. - (1) 284.

Disabled policy: America's programs for the handicapped: A twentieth century fund report. - (4) 50.

The disabled student in transition: Developing cooperative state models to meet the transition needs of disabled youth: An interagency approach. - (4) 84.

Disabled students beyond school: A review of the issues. - (2) 127.

Discovering an untapped work force. - (5) 371.

Discrimination learning. - (4) 164.


Disincentives to work under Social Security laws: Topic paper C. - (5) 184.

Dissemination manuals of programs. - (3) 378.

[Dissemination packet.] - (5) 245.

Do we know enough to plan for transition? A national survey of state agencies responsible for services to persons with severe handicaps. - (3) 370.

Don't give those kids fish! Teach'em how to fish! - (1) 72.
Dropouts: The relationship of student characteristics, behaviors, and performance for special education students. - (5) 32.

The dually diagnosed offender: Community based service system needs. - (6) 305.


Early intervention for socially withdrawn children. - (4) 81.


Early lessons from the Marion County demonstration in integrating vocational and mental health services. - (3) 337.

Earnings of deaf RIT graduates as reported by the Internal Revenue Service. - (3) 323.

EASE: Exit assistance for special educators - helping students make the transition. - (6) 312.

Easing the transition from school to work for students with severe physical disabilities: A summer work experience. - (1) 215.

The ecology of the workplace. - (2) 333.

Economic costs and benefits of private gainful employment of the severely handicapped. - (4) 114.

Economic evaluation of employment services: A review of applications. - (4) 115.

Economics, industry, and disability: A look ahead. - (4) 293.

Educating handicapped students. - (1) 48.

Educating students with learning problems: A shared responsibility. - (2) 233.

Educating the severely/profoundly handicapped in the public schools: A side-by-side approach. - (2) 269.

Education and career preparation. - (1) 148.

Education and career preparation for youth with disabilities. - (1) 147.


The education and training of the mentally retarded: Recent advances. - (1) 167.


Education and transition: Is there a relationship? - (5) 133.

Education curriculum for severely and profoundly handicapped persons: A review. - (1) 263.
The education evaluator's workbook: How to assess education programs (Vols. 1-3). - (3) 31.


The Education for All Handicapped Children Act: Schools as agents of social reform. - (6) 117.

Education of learners with severe handicaps: Exemplary service strategies. - (6) 22.

The education of students with disabilities: Where do we stand? - (5) 218.


The education of the handicapped adolescent: The transition from school to working life. - (1) 155.

Educational and occupational outcomes of Hispanic learning-disabled high school students. - (3) 297.

Educational competencies for support specialists and supervisory personnel: Supplemental guide. - (6) 200.

Educational evaluation: Alternative approaches and practical guidelines. - (4) 297.

Educational programs and achievements of secondary special education students: Findings from the National Longitudinal Transition Study. - (5) 2.

Educational testing and evaluation: Design, analysis, and policy. - (1) 385.

Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners. - (3) 344.

Educational validity revisited. - (5) 128.

An educative approach to behavior problems: A practical decision model for interventions with severely handicapped learners. - (4) 333.

Educators' attitudes toward the employability of persons with severe handicaps. - (5) 134.


The effect of functional vs. non-functional activities on attitudes/expectations of non-handicapped college students: What they see is what we get. - (3) 434.

The effect of social skills training procedures on the acquisition of appropriate interpersonal skills for mentally retarded adults. - (4) 215.

Effect of supported employment on the vocational outcomes of persons with traumatic brain injury. - (5) 324.

The effect of total task chain training on the acquisition of busperson job skills at a full service community restaurant. - (2) 159.

Effect size estimation in meta-analysis. - (1) 39.
Effective counseling techniques for LD adolescents and adults in secondary and postsecondary settings. - (4) 182.

Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches. - (1) 405.

Effective job matching in supported employment: The Client-Job Compatibility Screening Instrument. - (6) 176.

Effective management of supported employment. - (6) 48.

Effective microcomputer assisted instruction for the vocational education of special needs students. - (3) 340.

Effective self advocacy: Empowering people with disabilities to speak for themselves. - (6) 228.

Effective transition from school to work and adult services: A procedural handbook for parents and teachers. - (1) 121.

Effective transition programming for severely handicapped individuals. - (2) 217.

The effectiveness of psychiatric rehabilitation: A summary of research at Thresholds. - (6) 118.

The effectiveness of special education: A time series analysis of reading performance in regular and special education settings. - (5) 420.

The effectiveness of special education programs: Rethinking the initiative. - (6) 205.

The effectiveness of tokens in increasing and maintaining promptness of work groups in a sheltered workshop. - (1) 265.

Effects of a film on nonhandicapped children’s attitudes toward handicapped children. - (2) 263.

Effects of career adaptive behavior activities in mentally handicapped students. - (2) 287.

Effects of choice on leisure participation for persons with severe handicaps. - (3) 444.

Effects of chosen versus assigned jobs on the work performance of persons with severe handicaps. - (6) 60.

The effects of complexity, time, and feedback upon experimenter calculation errors. - (5) 142.

The effects of consumer characteristics and type of employment model on individual outcomes in supported employment. - (5) 318.

The effects of contact with handicapped persons on young children’s attitudes. - (2) 317.

Effects of co-worker training on job coach fading for persons in supported employment. - (5) 244.

Effects of deficient reporting on meta-analysis: A conceptual framework and reanalysis. - (1) 42.

The effects of handicap, sex, and competence on expected performance hiring and salary recommendations. - (1) 276.
Effects of institutionalization on the self-concept and outerdirectedness of adolescents with mental retardation. - (6) 264.

Effects of part versus whole instructional strategies on skill acquisition and excess behavior. - (5) 312.

The effects of past psychiatric disability on employer evaluation of a job applicant. - (1) 298.

The effects of school characteristics and program participation on special education dropouts. - (5) 5.

The effects of self-instruction on on-task behavior and work performance in a vocational training setting. - (3) 135.

The effects of social skills training and peer involvement on the social adjustment of preadolescents - (6) 111.

Effects of the label "institutionalized" vs. "regular school student" on teacher expectations. - (2) 273.

The effects of three types of career exploration instruction on the career choices of adolescents with handicaps. - (6) 241.

The effects of verbal labels on the acquisition and retention of a complex assembly task. - (4) 169.

Effects of visual cues upon the vocational task performance of students with mental retardation. - (6) 260.

The effects of youth employment program participation on later employment. - (2) 206.

Eight questions employers ask about hiring the mentally restored. - (4) 179.

Eleventh annual report to Congress on the implementation of the Education of the Handicapped Act. - (5) 238.

Eliminating unacceptable behavior: Evaluation of an employer’s procedure to eliminate unacceptable behavior on the job. - (1) 409.


Emotionally disturbed mentally retarded people: An underserved population. - (6) 119.

Employability of clients served in state vocational rehabilitation agencies: A national census. - (4) 219.

Employability skills for the special needs learner: An integrated program of reading, math, and daily living skills. - (2) 46.

Employee training needs as expressed by employers in Washington State. - (6) 206.

Employer and nonhandicapped coworker perceptions of moderately and severely retarded workers - (4) 252.

Employer attitudes toward hiring the learning disabled. - (3) 163.

Employer's rankings of factors judged critical to job success for individuals with severe disabilities. - (4) 271.
The employer's role in the transition from school to work. - (1) 68.

Employers as partners: A guide to negotiating jobs for people with disabilities. - (1) 163.

Employing the disabled. - (1) 19.

Employment: The final frontier -- issues and practices for persons with learning disabilities. - (5) 154.

Employment - or access to ownership - as a property right? - (1) 271.

Employment and adjustment of special class graduates in a New Zealand city. - (1) 77.


Employment characteristics of handicapped graduates and dropouts. - (6) 268.


Employment environments and outcome for adults with developmental disabilities. - (6) 161.

Employment for clients who are mentally retarded: Misconceptions and realities. - (1) 274.

Employment for persons with severe disabilities: Interagency strategies for expanding work opportunities. - (5) 186.

Employment for persons with severe handicaps: Curriculum development and coordination of services. - (1) 351.

Employment in individuals with multiple sclerosis. - (6) 7.

Employment incentives manual: How to motivate businesses to hire individuals with disabilities. - (5) 55.


Employment issues for women with disabilities. - (1) 334.

Employment issues for young adults with mild handicaps. - (6) 302.

Employment manual: Enhancing parent participation in the transition of adolescents and adults with developmental disabilities. - (5) 375.

Employment of developmentally disabled persons: Obstacles inherent in the service system. - (5) 191.

Employment of the handicapped through community involvement. - (3) 16.

Employment of youth with and without handicaps following high school: Outcomes and correlates. - (5) 217.

Employment outcomes and social integration of students with mild handicaps: The quality of life two years after high school. - (6) 224.

Employment outcomes from psychiatric rehabilitation. - (5) 84.

Employment outcomes from secondary school programs. - (5) 192.

Employment outlook for young adults with mental retardation. - (1) 176.

Employment outcomes of private rehabilitation clients. - (5) 122.

Employment patterns of former vocational rehabilitation clients and implications for rehabilitation practice. - (4) 73.

Employment preparation for high school students with severe handicaps. - (6) 183.

Employment rates among severely physically disabled and nondisabled college graduates and dropouts. - (1) 325.

An employment related follow-up of former special education students in Pierce County, Washington. - (1) 98.

Employment research: Working with business and industry. - (2) 323.

The employment retention program: Supported employment for disabled youth in transition. - (1) 56.

Employment survey for adults with developmental disabilities. - (6) 32.

Employment survey for adults with developmental disabilities: A national survey. - (2) 142.

Employment Training and Transition Project: Final report. - (3) 301.

The empowerment dynamic: Planning and implementing a support group network. - (3) 34.

The empowerment dynamic: Synergistic activities for support groups. - (2) 105.

Enclaves. - (3) 126.

Enclaves in industry. - (1) 116.

The end of the quiet revolution: The Education for All Handicapped Children Act of 1975. - (2) 193.


Enhancing children's social skills: Assessment and training. - (4) 185.

Enhancing employability: A curriculum to prepare psychiatrically disabled youth for community employment. - (4) 286.

Enhancing in-service education: Book 1. - (6) 201.

Enhancing nonsymbolic communication interactions among learners with severe disabilities. - (5) 65.

Enhancing social skills and self-perceptions of physically disabled young adults. - (5) 403.
Enhancing the potential for employment of persons with disabilities: A comparison of two interventions. - (4) 326.

Enhancing transition from school to the workplace for handicapped youth: Personnel preparation implications. - (2) 25.

Enhancing transition from school to the workplace for handicapped youth: Summary of mini-conferences. - (2) 87.

Enhancing vocational possibilities for young adults with learning disabilities: Final report. - (6) 218.

An enriching experience. - (3) 162.

Entering postsecondary programs: Early individualized planning. - (6) 274.

Environmental factors of employment placement strategies for persons with challenging behaviors. - (4) 147.


Establishing and maintaining vocational training sites for moderately and severely handicapped students: Strategies for community/vocational trainers. - (1) 371.

Estimation of effect size under nonrandom sampling: The effects of censoring studies yielding statistically insignificant mean differences. - (1) 40.

Ethics of dealing with persons with severe handicaps: Toward a research agenda. - (4) 341.

Ethnicity and disability: Two minority statuses. - (1) 292.

Evaluating educational programs: An integrative, causal-modeling approach. - (2) 306.

Evaluating educational software for the microcomputer. - (5) 126.

Evaluating interagency collaborations. - (2) 313.

Evaluating program implementation. - (1) 272.

Evaluating the degree of concordance between employers' evaluations of work behavior. - (1) 428.

Evaluating the outcomes of human service programs: A reassessment. - (1) 192.

Evaluating the role of job site supervisors in the long-term employment of persons with severe disabilities: Focus on supported employment. - (6) 162.

Evaluating work performance by severely handicapped students in work experience settings. - (3) 229.

Evaluation: A systematic approach (3rd ed.). - (1) 386.

Evaluation: Promise and performance. - (1) 203.

Evaluation of an age-appropriate leisure skills program for moderately retarded adults. - (2) 355.
Evaluation of community-based support services for families of persons with developmental disabilities. - (5) 413.

Evaluation of discretionary programs under the Education of the Handicapped Act: Goal evaluation of the Secondary Education and Transition Services Program. - (4) 277.


Evaluation of interagency collaboration. - (5) 143.

An evaluation of labeling-ther. doing with moderately handicapped persons: Acquisition and generalization with complex tasks. - (4) 205.


The evaluation of successful rehabilitation outcomes by rehabilitation workers of different backgrounds. - (1) 322.

Evaluation of the generalized effects of a peer-training procedure with moderately retarded adolescents. - (5) 247.

Evaluation of the role of job site supervisors in the supervision of employees with severe disabilities. - (4) 211.

An evaluation of vocational placement success at a comprehensive rehabilitation center. - (1) 241.

An evaluation of vocational placement success at a comprehensive rehabilitation center: A third measurement. - (1) 309.


Evaluation planning considerations for postemployment training of professionals in rehabilitation. - (1) 262.

Evaluation report for Comprehensive Transition Model Vocational Training Program. - (3) 376.

Evaluation research and program evaluation: Retrospect and prospect. - (1) 187.

Evaluation research methods: A basic guide (2nd ed.). - (1) 197.

Evaluation studies review annual (Vol. 1). - (2) 76.

Evaluation studies review annual (Vol. 6). - (1) 202.

Evaluation studies review annual (Vol. 10). - (2) 226.

Evaluation technical assistance: Dissemination series. - (4) 236.

An evaluative review of social validation research involving persons with handicaps. - (5) 73.

Evaluator's handbook. - (4) 91.

The ex-mental patient as an employee: An on-the-job evaluation. - (4) 172.

An examination of the social behavior of mentally retarded workers. - (4) 249.

Examiners's manual. ICAP (Inventory for client and agency planning). - (3) 273.

"Excuse me: I'll have...": Teaching appropriate attention-getting behavior to young children with severe handicaps. - (5) 364.

Executive summary. Project CCTM. Year I. Tucson Unified School District. - (3) 324.


Exemplary supported employment practices. - (6) 44.

Exit patterns and placement practices among Illinois' special education joint agreements and districts for 1987-88. - (6) 57.


Expanding competitive employment opportunities for people who are labeled retarded: The WORC Model. - (5) 254.

Expanding systems of service delivery for persons with developmental disabilities. - (6) 196.

Expectancy effects of labels: Fact or artifact? - (2) 264.

Expectations of vocational teachers for handicapped students. - (2) 271.

Expected educational outcomes from students with disabilities. - (6) 321.

An experiment in the pre-occupational education of mentally retarded students on the junior high school level. - (2) 362.

An experimental analysis of generalization of banking skills from classroom to bank settings in the community. - (2) 164.

Experimenter effects on attitudes toward disability. - (4) 267.

Exploration of skills associated with successful functioning of retarded individuals in a sheltered workshop. - (2) 342.

An exploratory investigation of the information desired by employers when hiring people with disabilities. - (1) 290.

Express yourself: Communication disabilities need not be handicaps. - (3) 70.

Extended sociometric status of adolescents with mild handicaps: A cross-categorical perspective. - (6) 263.
Extending the traditions of Congress to one person with a developmental disability. - (3) 284.

Facilitating access to employment through an employer/school consortium: Final report. - (4) 42.
Facilitating learning disabled adolescents' successful transition from school to work. - (5) 302.
Facilitating the employment of hearing impaired students through an employer group/school consortium. - (1) 53.
Factors affecting client achievement of rehabilitation goals. - (1) 323.
Factors affecting employment success and quality of life: A one year follow-up of students in special education. - (6) 99.
Factors affecting production by the retarded: Base rate. - (4) 159.
Factors associated with the employment status of handicapped youth exiting high school from 1979-1983. - (1) 2.
Factors influencing parents' vocational aspirations for their children with mental retardation. - (3) 282.
Factors related to the support provided by coworkers to employees with handicaps. - (4) 238.
Factors that impede competitive employment of mentally retarded workers: A review and analysis. - (2) 278.
Facts and attitudes about adult services for people with severe disabilities. - (3) 114.
Faculty attitudes toward handicapped students. - (1) 237.
Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions. - (5) 391.
Faking can elevate scores on the Attitudes Toward Disabled Persons scale. - (5) 177.
Families of handicapped persons: Research, programs & policy issues. - (2) 111.
The family: A potential resource in the provision of rehabilitation services. - (3) 305.
Family life cycle: Theoretical and empirical implications and future directions for families with mentally retarded members. - (3) 100.
Fast food employment for moderately and mildly retarded adults: The McDonald's Project. - (3) 420.

Federal assistance for mental retardation and developmental disabilities II: The modern era. - (3) 408.

Federal policy toward mental retardation and developmental disabilities. - (2) 109.

Federal programs for education of the handicapped: Issues and Problems; Report to the Congress. - (1) 229.

Fee-for-service manual: Establishing fee-for-service rates for individual placement models of supported employment. - (6) 141.

Fifty years of institutional habilitation outcomes: Inventory and implications. - (1) 378.


Final evaluation report: Post-secondary Nonscheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults. - (3) 234.


Final evaluation report: The job training and tryout project. - (3) 186.


Final performance report. Part II: Project summary. Planning and developing cooperative transitional services for the handicapped in Connecticut. - (3) 41.


Final report: A non-sheltered community-based vocational training model for students with severe behavior disorders. - (3) 218.

Final report: Career skills upgrading project. - (4) 309.


Final report: Demonstration of a school-based vocational preparation model from transition to school to work. - (4) 13.

Final report: Demonstration project for learning disabled students in college. - (3) 152.


Final report: Distributed Supported Work: A competitive employment model for post-secondary individuals with severe handicaps. - (5) 236.

Final report: Employability Support Network of Disabled Youth. - (3) 214.

Final report: Evaluating post-school transition of secondary students with moderate to severe handicaps. - (6) 207.

Final report: Handicapped Children's Model Demonstration Projects: A program for youth employment in rural and sparsely populated areas. - (3) 88.

Final report: Interagency guidelines for transition. - (3) 43.

Final report: Model for the Coordination of Post School Training for Special Education Graduates. - (3) 111.

Final report: Model Orientation Program for Students with Learning Disabilities. - (4) 301.

Final report: National study of rehabilitation facilities and their involvement in the integrated employment initiatives — developing new approaches, restructuring programs and redirecting resources. - (5) 249.


Final report: Project HIRED. - (6) 155.


Final report: Project Life LAB. - (6) 88.


Final report: Project STRIDE: Services for Transition to Independence Through Education. - (6) 254.

Final report: Research into self advocacy as a technique for transition. - (4) 150.

First annual monograph: Meta-analysis evaluation group. - (2) 67.

Five transition policy studies including pertinent literature synthesis. - (4) 14.

A five-year follow-up of sheltered workshop employees placed in competitive jobs. - (3) 401.

Flathead Reservation Accessibility Survey. - (6) 289.

A flexible approach to career development: Balancing vocational training and training for independent living. - (2) 341.

Focus on outcomes: Comparisons of graduates and non-graduates of programs for students with handicaps in two Florida school districts. - (6) 170.

Focus on outcomes: Post-school follow-up activities for handicapped students in Florida school districts. - (6) 314.

Follow-up of postsecondary age learning disabled graduates and drop-outs. - (6) 293.

Follow-up of postsecondary-age rural learning disabled graduates and dropouts. - (5) 396.

Follow-up of TMH program graduates as a basis for planning future educational services. - (3) 19.

The follow-up study: An annotated bibliography. - (4) 3.

Follow-up study of family attitudes toward deinstitutionalization: Three to seven years later. - (6) 128.

A follow-up study of 52 learning disabled adolescents. - (3) 166.

A follow-up study of participants in a longitudinal transition program for youths with mild handicaps. - (6) 25.

A follow-up study of recent special education graduates of learning disabilities programs. - (5) 392.

Follow-up study of the visually impaired 1976. Monograph no. 5: Program accountability in special education. - (1) 100.

For the handicapped, rights but no welcome. - (2) 325.

Forging a new era: The 1990 report on people with developmental disabilities. - (6) 147.

The forgotten half: Non-college youth in America. An interim report on the school-to-work transition. - (4) 381.

The forgotten half: Pathways to success for America’s youth and young families. - (4) 207.

Fostering independence in young persons with disabilities. - (5) 250.

Foundations of the vocational rehabilitation process. - (4) 16.

Four more considerations about self-regulation among mentally retarded persons. - (5) 309.

Four supported employment alternatives. Manuscript submitted for publication. - (1) 118.

Fourth national forum on issues in vocational assessment: The issues papers. - (5) 344.

A framework for comprehensive evaluation of the individualized education program (IEP). - (3) 392.

A framework for curriculum development for secondary learning disabled students. - (2) 12.


From high school to college: Keys to success for students with learning disabilities. Strategies to facilitate transition for college, high school and rehabilitation professionals. - (3) 235.

From school to adult living: A forum on issues and trends. - (2) 247.

From school to what? Transition services for students with severe handicaps. - (1) 119.

From school to work: A vocational transition model for handicapped students. - (1) 6.

From sheltered to supported employment outcomes: Challenges for rehabilitation facilities. - (4) 80.

From theory to reality: Obstacles to the implementation of the normalization principle in human services. - (3) 426.

From validity generalization to meta-analysis: The development and application of a new research integration procedure. - (1) 22.


A functional analysis of the acquisition and maintenance of janitorial skills in a competitive work setting. - (5) 127.

A functional analysis of the relationship between attending and producing in a vocational training program. - (1) 411.

Functional assessment in rehabilitation. - (2) 53.

Functional assessment inventory manual. - (3) 175.

Functional assessment of students with handicaps. - (5) 199.

Functional changes of individualized education programs following transition planning training and implementation. - (6) 179.

Functional curriculum for transition: A resource guide. - (6) 56.

Functional learning curricula in secondary schools. - (2) 261.

Functional living skills for moderately and severely handicapped individuals. - (1) 361.

The future impact of technology on work and education. - (3) 86.

The future of rural special education - a rising tide of optimism. - (2) 129.
The future of the handicapped person and his community. - (3) 131.

The future of work for people with disabilities: A view from Great Britain (Monograph Number Twenty Eight). - (1) 355.

A futures orientation to vocational special needs education. - (1) 80.

The games analysis intervention: A procedure to increase the peer acceptance and social adjustment of a retarded child. - (2) 338.

General case simulation instruction and the establishment and maintenance of work performance. - (5) 108.

The General Education Initiative and children with special needs: A false dilemma in the face of true problems. - (5) 389.

Generalizable interpersonal relations skills for students with handicapping conditions: Are assessment strategies and procedures valid? - (6) 292.

Generalization and maintenance: Life-style changes in applied settings. - (4) 340.

Generalization for students with severe handicaps: Strategies and solutions. - (5) 51.

Generalization of positive social behavior by severely handicapped students: A review and analysis of research. - (1) 373.

Generalization of prevocational and vocational skills: Some practical tactics. - (2) 351.

Getting employed, staying employed: Job development and training for persons with severe handicaps. - (3) 64.

Getting the gist: Relating text processing research to reading and writing instruction for learning disabled secondary students. - (2) 15.

Getting the job done: A manual for the development of supported employment programs for people with physical and multiple disabilities. - (4) 174.

Gleaning: Sheltered employment for retarded adults in rural areas. - (3) 445.

Goodwill Industries of America, Inc. Department of Special Education and Rehabilitation Services. Special Projects and Demonstration for the Severely Disabled Grant. - (5) 240.

Grant writing for human services: A training manual. - (3) 28.


The Greenleigh Associates' study of sheltered workshops: A response. - (2) 368.

Group training to increase social behaviors in young multihandicapped children. - (5) 401.
A guide for parents of college-bound learning disabled high school students. - (2) 13.

The guide to basic skills jobs. - (2) 116.

Guide to determining the vital components needed for a realistic vocational preparation program for severely disabled students. - (4) 369.

A guide to job analysis: A "how-to" publication for occupational analysis. - (5) 345.

A guide to linkages between vocational education and organized labor in the United States. - (2) 130.

A guide to selecting word-processing software for learning disabled college writers. - (3) 146.

A guide to vocational assessment. - (2) 33.

Guided vocational choice. - (1) 128.

Guidelines for assessing job-related social skills of mildly handicapped students. - (3) 351.

Guidelines for employment specialists, counselors, job coaches, and advocates. - (6) 231.

Guidelines for evaluating, reviewing, and enhancing employment-related services for people with developmental disabilities. - (1) 89.

Guidelines for evaluations during a PASS, PASSING, or similar assessment of human service quality. - (1) 394.

Guidelines for identifying California community college students with learning disabilities. - (4) 283.

Guidelines for making simulation an effective adjunct to in vivo community instruction. - (3) 365.

Guidelines for labor unions and their members. - (6) 230.

H-

Habilitation of the severely and profoundly retarded: Illustrations of competence. - (2) 365.

Handbook for adult clients. - (3) 14.

Handbook for conducting follow-through studies with students in transition. - (4) 356.

Handbook for educators involved in vocationally oriented programming for moderately retarded adolescents. - (1) 184.

A handbook for evaluating secondary/transition projects for handicapped students. - (4) 32.


Handbook for Project Directors. - (1) 420.

Handbook for the implementation of school-to-work transition skills for disadvantaged youth. - (3) 7.

Handbook of developmental and physical disabilities. - (4) 285.
Handbook of evaluation research (Vol. 1). - (1) 199.
Handbook of evaluation research (Vol. 2). - (1) 401.
Handbook of measurement and evaluation in rehabilitation. - (2) 43.
Handbook of mental retardation. - (4) 289.
Handbook of microcomputers in special education. - (3) 317.
Handbook of social intervention. - (6) 35.
Handbook of special vocational needs education. - (2) 48.
Handicapped applicants to college: An analysis of admissions decisions. - (3) 65.
Handicapped needs assessment. - (1) 70.
Handicapped student, parent and special educator involvement in vocational education in Vermont: Final report. - (4) 34.
Handicapped students as tutors. - (3) 296.
The Hawaii Transition Effectiveness Program: Final evaluation report. - (6) 79.
The Hawaii Transition Effectiveness Program replication guide. - (6) 169.
Hawaii transition project; First year progress report. - (1) 63.
The Hawaii Transition Report: Final evaluation report. - (3) 258.
Head injury: A family matter. - (6) 149.
Help Wanted. - (3) 395
Helping people change: A textbook of methods. - (2) 44.
Helping persons with severe mental retardation get and keep employment: Supported employment strategies and outcomes. - (6) 133.
A helping relationship: Federal programs for special children. - (2) 316.
High school and beyond: A national longitudinal study for the 1980's. Characteristics of high school students who identify themselves as handicapped. - (1) 367.


High school and beyond: Revised parent questionnaire codebook. - (4) 123.

High school and beyond postsecondary education transcript study: Data file user's manual. - (4) 125.

High school and beyond school questionnaire codebook: Version I. - (4) 126.


High school programs for students with disabilities: What should parents expect? - (3) 411.

High school seniors with special needs: An analysis of characteristics pertinent to the school-to-work transition. - (5) 388.

The high school-college connection: A guide for the transition of learning disabled students. - (2) 120.

High-tech opens doors. - (3) 414.

Hiring the handicapped. - (1) 82.

Hiring the handicapped - what every employer should know. - (1) 181.

Hiring workers who have an intellectual impairment: A guide for employers. - (3) 291.

Historical overview of supported employment: The influence of applied behavior analysis. - (4) 367.

History of federal transition policy. - (3) 287.

A history of mental retardation. - (4) 331.

A history of mental retardation: A quarter century of promise. - (4) 332.

The home school: Why students with severe intellectual disabilities must attend the school of their brothers, sisters, friends, and neighbors. - (5) 405.

A homogeneous group of persons with learning disabilities: Adults with severe learning disabilities in vocational rehabilitation. - (6) 182.

Housing and transportation: Twin barriers to independence. - (1) 236.

How do special education students fare after they leave school? A response to Hasazi, Gordon, and Roe. - (1) 8.

How technology brings blind people into the workplace. - (5) 24.

How to analyze data. - (4) 98.
How to assess program implementation. - (4) 95.

How to communicate evaluation findings. - (4) 99.

How to design a program evaluation. - (4) 93.

How to establish competency model programs for the delivery of vocational services to the severely multihandicapped. - (3) 309.

How to focus an evaluation. - (4) 92.

How to integrate autistic and other severely handicapped children into a classroom. - (4) 17.

How to measure attitudes. - (4) 96.

How to measure performance and use tests. - (4) 97.

How to succeed in college: A handbook for students with learning disabilities. - (3) 236.

How to teach adaptability during community training and supported employment. - (5) 47.


How to teach prevocational skills to severely handicapped persons. - (4) 130.

How to teach self-management to people with severe disabilities: A training manual. - (6) 123.

How to teach sign language to developmentally disabled children. - (4) 18.

How to teach success strategies to students with special needs. - (5) 67.

How to use qualitative methods in evaluation. - (4) 94.

How to write vocational training manuals. - (4) 291.

Human judgment and the logic of evidence: A critical examination of research methods in special education literature. - (6) 160.

The human sciences and clinical methods: A national historical perspective. - (1) 336.

Human services that work: From innovation to standard practice. - (1) 363.

"I've seen it all": Lives of older persons with mental retardation in the community. - (6) 42.

The ICD Survey II: Employing disabled Americans. A nationwide survey of 920 employers conducted for the disabled. - (3) 71.

The ICD survey III: A report card on special education. - (5) 92.

The ICD survey of disabled Americans: Bringing disabled Americans into the mainstream: A nationwide survey of 1,000 disabled people. - (2) 77.

The ideal human service for a societally devalued group. - (2) 4.

Identification of co-worker involvement in supported employment: A review and analysis. - (4) 213.

Identification of important community living skills for adults with mental retardation. - (4) 325.

Identification of the supported work model of competitive employment: A review and analysis. - (2) 189.

Ideologies of clinical and ecological models. - (1) 338.

The IEPs of Down syndrome children: A content analysis. - (2) 171.


The Illinois Competitive Employment Project: Enhancing transition through interagency collaboration: The final report. - (3) 151.

Illinois directory of vocational education special needs personnel. - (2) 72.


Imminent considerations in transition service delivery. - (2) 314.

The impact of deinstitutionalization on families: A family systems approach. - (3) 75.

The impact of federal legislation for handicapped people on the rehabilitation counselor. - (1) 269.

The impact of interagency collaboration on system and client outcomes. - (5) 330.

The impact of vocational assessment information on the individualized education planning process. - (6) 186.

The impact of young handicapped children on families: Future research directions. - (3) 102.

Impacts of transitional employment for mentally retarded young adults: Results of the STETS demonstration. - (2) 60.

Implementation of selected sex education and social skills to severely handicapped students. - (2) 361.


Implementing a community-based vocational training model: A process for systems change. - (2) 167.

Implementing career education: Barriers and potential solutions. - (5) 182.
Implementing federal transition initiatives for youths with severe handicaps: The Utah Community-Based Transition Project. - (2) 239.

Implementing life-centered career education: Contextual barriers and implementation recommendations. - (5) 446.

Implementing supported employment: Follow-along, ongoing support and troubleshooting. - (5) 448.

Implications of inservice training requests from sheltered workshop paraprofessionals. - (2) 301.

Important skills for adults with mental retardation: The client's point of view. - (3) 281.

Improving attitudes toward retarded children by using group discussion. - (2) 268.

Improving evaluations. - (1) 198.

Improving job-seeking skills of adolescents with handicaps through job clubs. - (4) 269.

Improving the options of handicapped students in mainstream vocational education. Final report. - (6) 81.

Improving the post-secondary education and employability of learning disabled students. - (3) 167.

Improving the post-secondary education and employability of learning disabled students. - (5) 147.

Improving the work performance of severely/profoundly retarded young adults: The use of a changing criterion procedural design. - (1) 220.

Improving vocational education for mentally retarded persons: A conversation with L. Allen Phelps. - (1) 379.

In vivo use of picture prompt training to increase independent work at a restaurant [Brief report]. - (5) 89.

Increasing compliant work behaviors in a non-sheltered work setting. - (1) 418.

Increasing counselor-client communication. - (1) 259.

Increasing positive social interactions by handicapped individuals during a recreational activity using a multicomponent treatment package. - (3) 280.


Increasing social acceptance: Mentally retarded students tutoring regular class peers. - (2) 156.

Increasing vocational options for students with learning handicaps: A practical guide. - (6) 146.

Independent and social play among profoundly mentally retarded adults: Training, maintenance, generalization, and long-term follow-up. - (2) 274.

Independent living: A survey of program and service needs. - (4) 74.

Independent living: Philosophy, process, and services. - (2) 41.
Independent living models. - (1) 307.

Independent living programs: Preparing the learning disabled for life in the real world (or preparing the real world for life with the learning disabled). - (6) 270.

Independent performance among individuals with mental retardation: Promoting generalization through self-instruction. - (6) 266.

Index of least restrictive employment. - (4) 64.


Individualized education programs: A cost study. - (2) 186.

Individualized educational programs and transition. - (5) 28.

Individualized transition plans (ITP): A national perspective. - (6) 100.

Industrial relations: A service-oriented approach to job development. - (3) 303.

The industrial work model: A guide for developing transitional and supported employment. - (5) 49.

Industry-based supported employment: An enclave approach. - (1) 117.

Industry-education collaboration for special needs youth and adults. - (1) 354.

Influence of forms upon application completion skills of learners who are hearing impaired. - (4) 244.

Information management for a rehabilitation client assistance program. - (5) 76.

Innovation and you: How to unlock your mind for innovation. Facilitator's guide and participant outline. - (6) 203.

Innovation in the products and services of sheltered workshops. - (5) 248.

Innovations in vocational education: Meeting the needs of the handicapped—an emerging responsibility. - (1) 230.

Innovative practices in transition services. - (5) 83.

Institutions cost more than community services. - (3) 184.

Instructional environments in secondary vocational education programs: Implications for LD adolescents. - (4) 359.

An instructional guide for training on a job site: A supported employment resource. - (4) 200.

Instructional strategies for using microcomputers in vocational education. - (3) 68.

Instructions at work. - (2) 56.

Instructor's guide: The integrated reading/writing strategies curriculum. - (2) 148.
Integrated employment for people with severe physical disabilities: Case studies and support issues. - (5) 353.

The integrated programming team: An approach for coordinating professionals of various disciplines in programs for students with severe and multiple handicaps. - (3) 255.

Integrated work and community training: Costs and outcomes - a pilot study. - (5) 85.

Integrated work opportunities for adults with severe handicaps: The extended training option. - (3) 432.

Integrating disabled employees into the workplace. - (1) 207.

Integrating handicapped students into the mainstream. - (2) 270.

Integrating moderately and severely handicapped learners: Strategies that work. - (1) 151.

Integration of developmentally disabled individuals into the community. - (3) 254.

Integration of developmentally disabled individuals into the community. - (3) 61.

An integrative model for designing instructional programming for trainable mentally retarded children. - (2) 352.

Inter-agency agreements (IAAs) among agencies responsible for the transition education of students with handicaps from secondary schools to post-school settings. - (6) 101.

Inter-observer agreement: How large should Kappa be? - (3) 439.

Interaction between college students with physical disabilities and their professors. - (5) 332.

Interaction between rehabilitation and education: The National Leadership Training Program experience. - (1) 18.

Interactions between severely mentally retarded students and other students in integrated and segregated public school settings. - (5) 425.

Interagency collaboration: Driving and restraining forces. - (2) 175.

Interagency collaboration in providing vocational education for handicapped individuals. - (2) 254.

Interagency planning for transition: Quality standards for improvement. - (6) 299.


Interagency services: A new era for an old idea. - (2) 173.

Intercompany action to adapt jobs for the handicapped. - (1) 368.


An interview with Rupert N. Evans and Maynard C. Reynolds. - (2) 104.

Introduction to behavior analysis in special education. - (4) 35.

Introduction to Project T.A.P.S. - (3) 268.

Introduction to technical assistance in supported employment: Building capacity for excellence. - (6) 199.

Introduction. Postsecondary education/rehabilitation transition for the mildly mentally retarded and the learning disabled (Project PERT). - (1) 115.

An investigation of critical job-related social skills: An employer survey. - (6) 244.

Invited reaction to Bolton's "Preparing rehabilitation rehabilitation counselors to be research consumers." - (2) 294.

Involving consumers in decision-making. - (3) 99.

Iowa Statewide Follow-up Study: Adult adjustment of individuals with behavior disorders one year after leaving school. - (6) 63.

Iowa Statewide Follow-up Study: Adult adjustment of individuals with learning disabilities one year after leaving school. - (5) 379.

Iowa Statewide Follow-Up Study: Adult adjustment of individuals with mental disabilities one year after leaving school. - (5) 378.

Iowa Statewide Follow-up Study: Adult adjustment of individuals with mild disabilities one year after leaving school. - (6) 62.

IRWE Package. - (6) 144.

Is there life after high school? - (6) 298.

Issues affecting the involvement of mildly retarded individuals in competitive employment. - (5) 94.

Issues and guidelines in designing follow-up systems for special education service programs. - (5) 98.

The Issues in Disability Scale: A new cognitive and affective measure of attitudes toward people with physical disabilities. - (5) 335.

Issues in research on evaluation: Improving the study of transition programs for adolescents with handicaps. - (2) 69.

Issues in supported competitive employment for youth with mental illness: Theory, research and practice. - (5) 361.

Issues in the evaluation of human services delivery. - (1) 227.

Issues in the implementation of extended school year programs for handicapped students. - (2) 205.

Issues in the professional preparation of secondary school special educators. - (2) 181.
Issues in the transition from school to adult services: A survey of parents of secondary students with severe handicaps. - (1) 85.

It's more than a job. - (4) 258.

It's never too e... it's never too late. A booklet about personal futures planning for persons with developmental disabilities, their families and friends, case managers, service providers and advocates. - (6) 92.

Japanese model factory employment of handicapped persons: An economic evaluation. - (1) 194.

The Job Accommodation Network: A tool for transition. - (1) 12.

Job analysis and workplace design resources for rehabilitation. - (1) 349.

Job club counselor's manual: A behavioral approach to vocational counseling. - (2) 35.

The job coach: Function in transitional and supported employment. - (1) 9.

Job coach and implementation issues in industry: The Illinois experience. - (6) 283.

Job coaching in supported work programs. - (4) 10.

Job coaching manual. - (4) 65.

Job enrichment and the mentally retarded worker. - (3) 437.

Job interview training for the mentally retarded: Issues and applications. - (4) 110.

Job Match: A process for interviewing and hiring qualified handicapped individuals. - (1) 106.

The job module: An alternative approach to contract procurement, training, and curriculum development. - (1) 226.

Job opportunities today and tomorrow: Ensuring career choices, mobility, and employment continuity: Reinforcing supported employment systems and programs. - (4) 57.

Job performance and satisfaction of successfully rehabilitated vocational rehabilitation clients. - (1) 217.

Job placement: Another discovery. - (1) 209.

Job placement: New tactics for securing job leads. - (4) 170.

Job placement and follow-up of moderately and severely handicapped individuals after three years. - (1) 43.

Job placement for mentally retarded individuals. - (1) 372.

Job placement handbook for protected populations. - (2) 96.

Job placement of handicapped persons: A positive approach. - (1) 206.
Job preparation: A curriculum manual for students with mild, moderate, or severe handicaps. - (3) 91.

Job satisfaction and social interactions of mildly retarded males in uni- and multi-disability workshops. - (1) 251.

The job seeker's workbook. - (5) 212.

Job seeking skills course: Instructor's manual. - (5) 213.


Job survey and data management system. - (5) 124.

A job trainer's manual: Supported employment for low functioning rehabilitation clients and disabled secondary students. - (5) 348.

Job training and tryout...a post secondary program to assist young adults in the transition from school to work. - (1) 135.

Job Training and Tryout employability skills curriculum [DRAFT]. - (3) 188.

Job training placement for retarded youth: A survey. - (3) 450.

Job-PAK: Job Placement Assistance Kit. - (5) 370.

Job-related social skill assessment for students with learning disabilities: What to teach. - (6) 247.

Job-related social skill interventions: Suggestions from managers and employees. - (6) 248.

Job-related social skills training for adolescents with handicaps. - (5) 131.

Jobs for the disabled. - (1) 83.


Jobs obtained by spinal cord injured rehabilitants: Implications for job placement practices. - (3) 307.

A JTPA school to work transition program for disabled university students. - (1) 169.

Judicial interpretation of the Education for All Handicapped Children Act. - (2) 236.


Lack of focus on special education in literature on educational reform. - (6) 211.

The Latino family and public policy in the United States: Informal support and transition into adulthood. - (5) 221.

Leadership functions in a work-group clique of adults with mental retardation. - (3) 405.
Learning and adjustment: Implications of a national profile of development for adults with developmental disabilities. - (3) 105.

Learning disabilities at the college level: Products and procedures. - (6) 317.

Learning disabilities: A report to the U. S. Congress. - (3) 329.

Learning Disabilities Consortium final report. - (6) 166.

Learning disabilities definitions used by state education departments. - (4) 85.

Learning disabilities teachers' perceptions of educational programs for adolescents with learning disabilities. - (5) 175.

The learning disabled college student: Some considerations in setting objectives. - (3) 169.


The learning disabled student in a college environment: A report of Wright State University's program. - (3) 168.

Learning disabled 10th graders in mainstreamed settings: A descriptive analysis. - (2) 212.

"Learning how to learn": A high school/college linkage model to expand higher education opportunities for learning disabled students: Final project report. - (4) 307.

The learning mystique: A critical look at "learning disabilities." - (3) 456.

The learning of difficult visual discriminations by the moderately and severely retarded. - (4) 166.


Learning strategies: An instructional alternative for low achieving adolescents. - (2) 327.

Learning to achieve: Rehabilitation counseling & the learning disabled adult. - (3) 300.

The least restrictive alternative: Principles and practices. - (6) 39.

Least restrictive employment: The challenge to special education. - (3) 355.

Leaving special education: Issues for research. - (1) 10.

Leisure programs for handicapped persons. - (6) 16.

Leisure skills instruction for the moderately and severely retarded: A demonstration program. - (2) 359.

Lessons on transitional employment: The STETS demonstration for mentally retarded workers. - (3) 446.
Liability issues in community-based programs: Legal principles, problem areas, and recommendations. - (3) 60.


Life satisfaction and sense of coherence among young adults with cerebral palsy. - (3) 356.

Life skills counseling with adolescents. - (4) 20.

Lifelong career development handbook: Linking community services for disabled adults. - (1) 110.

Lifelong career development for handicapped individuals. - (2) 97.

Lifelong career development for individuals with disabilities: A resource guide. Cerebral palsy, epilepsy, orthopedic, visual. - (1) 185.

Lifestyle Satisfaction Scale (LSS). - (5) 34.

The lifestyle satisfaction scale (LSS): Assessing individuals' satisfaction with residence, community setting, and associated services. - (2) 139.

Lifting barriers to provision of VR services to persons disabled by autism and other severe handicapping conditions. - (4) 148.

A limitation of the applicability of interval shift analysis to program evaluation. - (1) 189.

Limited and unlimited workers' compensation wage replacement benefits and rehabilitation outcomes. - (5) 333.

The limits of cost-benefit analysis as a guide to priority-setting in rehabilitation. - (1) 219.

Linking school and work. Promising practices from a national demonstration. - (1) 112.

Lives in process: Mildly retarded adults in a large city. - (1) 105.

Lives of the mentally retarded: A forty-year follow-up study. - (1) 204.

Living and learning in the least restrictive environment. - (4) 191.

Living environments and mental retardation. - (3) 196.

Living Skills Center for the Visually Handicapped. Career Education Program Project performance reports. - (1) 166.

Local implementation of PL 94-142: Third year report of a longitudinal study. - (5) 188.

A local team approach. - (6) 272.

Long-term job retention of workers placed in supported employment. - (6) 174.

Longitudinal benefit-cost analyses of supported employment programs: An examination of the benefits and costs of a pilot competitive employment program and its implications for a statewide initiative on supported employment. - (4) 210.
Longitudinal leisure skills for severely handicapped learners: the Ho'onanea curriculum component. - (3) 2.

A longitudinal study of disability group acceptance. - (1) 264.

A longitudinal study of graduates of special education. - (3) 277.

Longitudinal transition plans in programs for severely handicapped students. - (2) 259.


A look at policy and its effect on special education and vocational rehabilitation services. - (3) 352.

Looking at quality in supported employment for people with severe disabilities: Quality outcome & process indicators. - (5) 86.

Lou Harris reached out and touched the disabled community. - (2) 2.


Mainstreaming handicapped students into cooperative education: A handbook for vocational educators. - (1) 330.

Mainstreaming programs: Design features and effects. - (3) 298.

Mainstreaming students in vocational education: A resource guide for vocational educators. - (2) 296.

Maintaining Social Security and Supplemental Security Income if you are developmentally disabled. - (4) 149.

Making a new start: Redefining the role of the school in helping people with severe disabilities to prepare for life. - (4) 69.

Making choices: A handbook for the transition from school to work for learning disabled young adults and their parents. - (3) 160, (5) 145.

Making effective use of mailed questionnaires. - (3) 330.

Making integration work. Human policy reports: An action series. - (3) 128.

Making the promise of technology a reality [Special issue]. - (5) 9.

Making the transition: An explanatory model of special education students' participation in postsecondary education. - (5) 4.

Making the transition from school to community living. An interim report to the 112th Maine Legislature. - (1) 59.

Making transitions work: Short- and long-term transition strategies: A planning guide for junior and senior high school teachers. - (3) 95.
Managing and employing the handicapped: The untapped potential. - (4) 155.

Managing the aggressive and self-injurious behavior of adults disabled by autism. - (4) 142.

Managing the behavior of adults with autism in the job setting. - (4) 141.

Mand interactions in retarded and nonretarded adolescents: An observational study in vocational settings. - (2) 366.

A mandate to educate: The law and handicapped children. - (3) 457.

Manpower policy and the disabled person: An international perspective. - (2) 304.

A manual for implementing Project STRIDE: Services for Transition to Independence through Education. - (6) 255.

A manual for labor organizations and their members & rehabilitation organizations, employment specialists, job coaches, rehabilitation counselors, and advocates. - (6) 232.

Marketing supported employment. - (3) 357.

The Marriott philosophy at work: A study of corporate success with the handicapped. - (5) 27.

Master directory: Research projects currently funded by U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, Division of Innovation and Development. - (3) 267.

A match-pairs analysis of co-worker interactions in relation to opportunity, type of job, and placement approach. - (6) 281.

Materials directory. - (5) 261.

Materials on community programs for people with challenging behaviors. - (3) 57.

Materials on integrated early intervention programs for children with severe disabilities. - (3) 58.

Materials on integrated school programs for students with severe disabilities. - (3) 59.

Maximizing social contact for secondary students with severe handicaps. - (3) 442.

The measurement of attitudes toward people with disabilities: Methods, psychometrics and scales. - (4) 296.


Measures of psychological, vocational and educational functioning in the blind and visually handicapped: Introductory remarks. - (1) 129.

Measures of self-concept which are predictors of job success for Appalachian adolescents with school learning problems. - (2) 367.

Measuring effectiveness. - (4) 9.

Measuring knowledge of citizenship rights and responsibilities. - (4) 361.
Measuring pupil progress toward the least restrictive alternative. - (3) 391.

Measuring the efficiency of public programs: Costs and benefits in vocational rehabilitation. - (5) 52.

Measuring the social integration of supported employment workers. - (6) 175.

Media and disability. - (1) 301.

Mediating behavior challenges presented by individuals with dual sensory impairments. - (3) 222.

Meeting the challenge of disability or chronic illness - A family guide. - (5) 351.

Meeting the challenge of transition service planning through improved interagency cooperation. - (2) 244.

Meeting the needs for health services of persons with mental retardation living in the community. - (6) 265.

Meeting the transition needs of college-bound students with learning disabilities. - (3) 165.

Mental disability law: A primer. - (5) 225.

Mental retardation: A life cycle approach. - (4) 11.

Mental retardation: Community transition. - (3) 453.

Mental retardation in the United States: Assessment, program development, and applied research. - (4) 103.

Mental retardation research in the Soviet Union. - (6) 131.

Mentally retarded workers' reactions to their jobs. - (5) 404.

A mentor program for facilitating the life transitions of individuals with handicapping conditions. - (5) 368.

Meta-analysis in social research. - (1) 384.

Meta-analysis of project replications. - (3) 276.

Meta-evaluation. - (3) 256.

Methodological issues in the meta-analysis of quasi-experiments. - (1) 35.

Methodological nuances and pitfall of benefit cost analysis: A critique. - (4) 45.

Methodological problems in estimating dropout rates and the implications for studying dropouts from special education. - (6) 259.

A methodological review of follow-up and follow-along studies tracking school leavers from special education. - (6) 70.

Methods for managing stress in the workplace: Coping effectively on the job. - (5) 358.
Methods for promoting attitude change toward and among physically disabled persons. - (1) 321.

Microcomputer resource book for special education. - (3) 318.

Microcomputers and the learning disabled college writer. - (3) 147.

Micros for LD college writers: Rewriting documentation for word-processing programs. - (3) 145.

Mildly handicapped learners in vocational education: A statewide study. - (5) 423.

Minnesota Secondary Transition Follow-Along/Follow-Up System: Overview and preliminary assumptions on the proposed system. - (5) 96.


Minnesota/Washington Postsecondary Transition Project: Guide to providing postsecondary student transition services. - (4) 278.

Misguided mainstreaming: The case for social skills training with handicapped children. - (2) 178.

The missing link in evaluating sheltered workshop programs: The clients' input. - (3) 404.

A model for developing vocational objectives in the IEP. - (2) 260.

A model for meeting informational needs of vocational rehabilitation agencies. - (1) 287.

A model for vocational assessment of handicapped students. - (1) 67.

A model for vocational evaluation in community based employment. - (5) 81.

A model of career development for disabled adults. - (3) 279.

A model of parental participation in the pupil planning process. - (3) 428.

Model secondary programs for students with disabilities: A review of current research and a position paper to guide program improvement in Delaware. - (6) 251.

A model to facilitate the transition from school to work. - (1) 79.

A model to prepare vocational educators and support services personnel in curriculum-based assessment. - (3) 292.

Model transition programs for learning disabled high school and college students. - (5) 153.

Models for serving rural children with low-incidence disabilities. - (2) 128.

Modern technology in sheltered workshop production. - (2) 143.

The modification and maintenance of time spent attending using social reinforcement, token reinforcement and response cost in an applied restaurant setting. - (1) 408.

Modifying attitudes toward persons with disabilities: A review of reviews. - (3) 182.
Monte Carlo studies of effect size estimates and their approximations in meta-analysis. - (1) 26.

Movement of developmentally disabled individuals among out-of-home residential facilities. - (5) 105.

Moving persons with disabilities into workforce 2000. - (3) 382.

A multidimensional scaling study of administrators' and teachers' perceptions of disabilities. - (5) 421.

Multidisciplinary assessment of children with learning disabilities and mental retardation. - (2) 51.

A multi-level perspective on community employment problems for adults with mental retardation. - (4) 262.

A multi-level perspective on job terminations for adults with handicaps. - (3) 21.


Multiple ratings of employees' social behaviors by work supervisors. - (5) 228.

-N-

Nasty girls, thugs, and humans like us. - (5) 168.

A national analysis of supported employment growth and implementation. - (6) 307.


National Clearinghouse on Transition from School Abstracts, 2(3). - (1) 329.

National directory of transition specialists. - (2) 90.

National directory of training and employment programs for Americans with disabilities. - (3) 116.

The national education reports and special education: Implications for teacher preparation. - (6) 187.

National forum on issues in vocational assessment: The issues papers. - (1) 404.

National Network for Professional Development in Vocational Special Education: Final report. - (2) 88.


National study of public spending for mental retardation and developmental disabilities. - (3) 185.

The national supported employment initiative and its impact upon state agency rehabilitation counselors. - (6) 121.


National survey of day and vocational programs: For adults with severe disabilities: A 1984 profile. - (2) 281.
A national survey of mainstreamed hearing impaired high school sophomores. - (2) 208.

A national survey on the taxonomy of community living skills. - (3) 228.


Nationwide survey of postsecondary education services for students with learning disabilities. - (5) 398.

Natural supports in the workplace: A reexamination of supported employment. - (4) 364.

Naturalistic evaluation. - (3) 332.

A new approach to a vocational program for severely handicapped high school students. - (2) 135.

New challenges for parents of the mentally retarded in the 1980s. - (3) 310.

New directions for service delivery for learning disabled youth and young adults. - (3) 452.

The new institutions: Last ditch arguments. - (3) 451.


New opportunities for the disabled. - (1) 107.

New perspectives on Down Syndrome. - (3) 78.

New rehabilitation law requires a clearer definition of handicap. - (1) 212.

New roles for parents. - (3) 413.

New semi-sheltered forms of employment for disabled persons: An analysis of landmark measures in the Member States of the European Communities. - (5) 166.

The new victors: A progressive policy analysis of work reform for people with very severe handicaps. - (3) 400.

A new way of thinking [videocassette]. - (4) 374.

A new way of thinking. - (6) 33.

Nexus between competency-based education and vocational planning for students with handicapping conditions: A model. - (3) 349.

1987 special education yearbook. - (5) 38.

1988 special education yearbook. - (6) 17.

1989 resource guide to organizations concerned with developmental handicaps. - (6) 77.

1990 report to Congress. - (6) 19.

1990 supported employment resource guide. - (6) 46.
Ninth annual report to Congress on the implementation of the Education of the Handicapped Act. - (3) 74.

Nonaversive intervention for behavior problems: A manual for home and community. - (5) 41.


Nonhandicapped peers as tutors for autistic children. - (2) 251.

Non-sheltered competitive employment of the mentally retarded adult: Research or reality? - (1) 412.


Normalization, social integration, and community services. - (3) 110.

Normalizing client's attitudes and knowledge about the world of work. - (1) 296.


Now is the time: Employment for people with dual sensory impairments. - (6) 297.


Observational studies of staff working with mentally retarded persons: A review. - (4) 358.

Obstacles to vocal normalization for the developmentally disabled. - (1) 235.

Obtaining consumer input: Two strategies for identifying and ranking the problems of mentally retarded young adults. - (2) 354.

Obtaining employer commitments to job development for persons with special needs: The employer interaction process. - (3) 304.

Occupational and psychosocial stressors as related to health problems: Implications for the rehabilitation counseling process. - (3) 299.

Occupational help for the severely disabled: A public school model. - (1) 213.

Occupational information systems and their use in rehabilitation. - (1) 258.

Occupational preparation of secondary educable students. - (1) 76.

Occupational training of the hearing impaired. - (2) 182.

Oklahoma special education-vocational rehabilitation cooperative work-study program. - (1) 326.
On developing LD college programs. - (3) 170.

On elements which should be taken into account in the attempt to develop a measure of the quality of life. - (5) 207.

On my own: The impact of semi-independent living programs for adults with mental retardation. - (2) 40.

"On Our Own" Employment Series. - (5) 376.

"On Our Own" Transition Series. - (5) 374.

On placement of multiply handicapped clients into the open job market. - (1) 257.

On the origins of negative attitudes toward people with disabilities. - (1) 302.

180 day barrier: Issues and concerns. - (2) 201.

One hundred years of data on populations of public residential facilities for mentally retarded people. - (5) 432.

Opening remarks. (Conference on Youth with Disability: The Transition Years, Wayzata, MN, June 20-22, 1984.) - (1) 145.

Opportunity knocking: The story of supported employment. - (5) 257.

Options and alternatives: Policy decisions yet to be made. - (2) 184.

Organizational barriers to productivity, meaningful wages, and normalized work opportunity for mentally retarded persons. - (3) 415.

Organizational barriers to transition: Summary. - (6) 215.

Organizations providing psychosocial rehabilitation and related community support services in the United States: A national directory. - (6) 288.

Organizing community partnership programs. - (1; 133.

OSERS programming for the transition of youth with disabilities: Bridges from school to working life. - (1) 398.

Our work study product: Does it stand up? - (1) 95.

Outcome assessment in special education: Lessons learned. - (6) 151.

Outcome assessment of student competence: Issues and implications. - (6) 213.

The outcome of normalization: Strengthened bonds between handicapped persons and their communities. - (1) 366.

Outcome-based school-to-work transition planning for students with severe disabilities. - (6) 74.

An outcome-oriented vocational process for students with severe handicaps. - (6) 273.
Outcomes of a vocational program designed for students with mild disabilities: The Pierce County Vocational/Special Education Cooperative. - (6) 222.

Outline and support materials to assist in the preparation of proposals to provide time-limited and ongoing services within a program of supported employment. - (4) 158.

Overview of supported employment. - (5) 323.


A parent handbook: Transition from school to adult life. - (5) 50.

Parent involvement in the education of handicapped children: A critique. - (3) 417.

Parent involvement in transition programs. - (5) 367.

Parent perceptions of their adult offspring with disabilities. - (6) 311.

Parent primer: Secondary programs for students with severe disabilities. - (5) 116.

Parent survey: Identification and validation of transition issues. - (3) 289.

Parent training guide. - (3) 385.

A parent's guide: Helping the handicapped student make a smooth transition to adult life. - (3) 205.

A parent's guide to vocational education. - (3) 371.

A parent, school, community partnership in career education for the mentally retarded. - (3) 148.

Parent-employer partnerships: Developing employment opportunities for youth with disabilities. - (3) 447.

Parent/guardian attitudes toward the working conditions of their mentally retarded children. - (1) 171.

Parent-professional partnerships in developmental disability services. - (2) 7.

Parent-professional teamwork. Employment project for persons with disabilities. - (3) 63.

Parental concerns and priorities in the education of disabled students. - (3) 315.

Parents as transitional specialists. - (4) 59.

Parents of young persons with special needs in transition from school to adulthood: Report for participating school districts. - (6) 152.

Parents speak out: Then and now. - (5) 350.


Parents' role in the decision process. - (2) 197.
Participation of handicapped in apprenticeship: The state-of-the-art. - (3) 274.

Participation of special education students in high school vocational education: The influence of school characteristics. - (6) 145.

Partners in change: A transition manual for parents of moderate/severe students. - (5) 246.


Partners in the process: A handbook on transition for school and community programs serving learning disabled young adults. - (3) 161, (5) 146.

Partnership as a method of enhancing attitudes and behaviors toward employment of disabled individuals. - (2) 328.

Partnerships in business & education: Helping handicapped students become a part of the Job Training Partnership Act. - (1) 125.

Partnerships in rehabilitation: Tradition and challenge. - (3) 363.

Passages to career: A framework for transition policy for mildly handicapped young adults. - (2) 11.

PASSING - Program analysis of service system's implementation of normalization goals: Normalization criteria & ratings manual (2nd ed.). - (1) 395.

Paternalism and public policy. - (1) 108.

Pathways to employment for adults with developmental disabilities. - (1) 196.

Patterns of counselors' attitudes toward disability groups. - (4) 268.

Patterns of job satisfaction among mentally retarded adults. - (2) 221.

Patterns of program evaluation practice among members of the Evaluation Research Society and Evaluation Network. - (3) 180.

Payment mechanisms for community employment: Realities and recommendations. - (3) 436.

The Peer Mentor Training Manual. - (6) 304.

The Pennhurst longitudinal study: A report of five years of research and analysis. - (6) 20.


Perceived importance of counselor characteristics among vocational rehabilitation counselors and supervisors. - (5) 103.

Perceived importance of occupations by adolescents with and without learning disabilities. - (4) 324.

Perceived importance of social skills: A survey of teachers, parents and other professionals - (6) 242.

Perceptions of effectiveness: Two case studies of transition model programs. - (4) 349.
Perceptions of Illinois preservice vocational education teachers regarding the instruction of special needs students: Executive summary. - (2) 89.

Perceptions of mentally retarded persons. - (2) 165.

Performance of learning disabled university students on the Woodcock-Johnson Psycho-Educational Battery, Part II: Tests of achievement. - (4) 61.

Person to person: Community awareness of disability. - (5) 223.

The person with disability and the benefits of the microcomputer revolution: To have or to have not. - (1) 332.

The person with mental handicap: Preparation for an adult life in the community. - (5) 53.

Personal care attendants: Key to living independently. - (1) 363.

Personality patterns of successful and unsuccessful adults with learning disabilities. - (6) 69.

A personalized system of instruction for teaching checking account skills to adults with mild disabilities. - (6) 59.

Personnel preparation: Historical perspective. - (2) 315.

Personnel preparation for leadership in transition. - (4) 214.

Personnel to educate the handicapped in America: A status report. - (2) 113.

Personnel to educate the handicapped in America: Supply and demand from a programmatic viewpoint. - (2) 75.

Persons with profound disabilities: Issues and practices. - (4) 353.

Physically disabled people assess the quality of their lives. - (2) 292.

Pizza Hut delivers on supported employment. - (3) 283.


Placement from community-based mental retardation programs: How well do clients do after 8 to 10 years? - (2) 140.

Placement handbook for counseling disabled persons. - (5) 347.

Placement in rehabilitation: A career development perspective. - (2) 32.

Placement of developmentally disabled individuals into competitive employment: Three case studies. - (2) 339.

The placement process in the rehabilitation of the severely handicapped. - (1) 267.

Placement: Rehabilitation's asset to industry. - (3) 311.
Placement: The employer’s view. - (1) 208.

Planning and developing cooperative models of transitional services for North Carolina’s handicapped youth: Final evaluation report. - (3) 200.

Planning and implementing the transition of severely handicapped students from school to postschool environments. - (2) 103.

Planning for the Transition to Work and Adult Services for Students with Severe Handicaps: Final evaluation report. - (5) 265.

A planning model for the development of intersector agreements and transitional services: Final report. - (3) 197.

Planning the transition of severely handicapped youth from school to adult services: A framework for high school programs. - (2) 152.

Planning useful evaluations: Evaluability assessment. - (1) 403.

Policy development and public expenditures in supported employment: Current strategies to promote statewide systems change. - (5) 411.

Policy issues for assuring the delivery of continuing education programs for handicapped persons. - (2) 98.

Policy related problems for delivering vocational education to handicapped learners as perceived by state agency personnel (Policy Research and Resource Series Doc. 2). - (1) 170.

Policymakers are turning their attention to the transition from special education. - (6) 30.

The political economy of developmental disabilities. - (3) 79.

The politics of vocational evaluation: A qualitative study. - (1) 346.

Position statement on vocational education for students with disabilities. - (1) 29.

Post school employment patterns of handicapped and nonhandicapped graduates and dropouts. - (5) 387.

Post-school adjustment of educable retarded students. - (2) 364.

Post-school occupational and social status of persons with moderate, severe, and profound mental retardation. - (5) 285.

Postschool placements: Planning for public school students with developmental disabilities. - (1) 152.

Post-school status of young adults identified as learning disabled while enrolled in public schools: A comparison of those enrolled and not enrolled in learning disabilities programs. - (1) 88.

Post-secondary community placement of handicapped students: A five-year follow-up. - (3) 398.

Postsecondary education for students with learning disabilities. - (5) 397.

The postsecondary learning disabilities primer: A training manual for service providers. - (5) 273.

Postsecondary transition needs and employment patterns of individuals with mild disabilities. - (6) 184.

Postsecondary vocational adjustment of rural, mildly handicapped students. - (1) 7.

Postservice adjustment of former rehabilitation center clients: A longitudinal analysis. - (1) 348.

Potential advantages of the meta-analysis technique for research in special education. - (1) 38.

The potential effects of meta-analysis on special education practice. - (1) 36.

Practical significance in program evaluation. - (1) 190.

The practical use of microcomputers in rehabilitation. - (4) 265.

A pre and post graduation study of social support networks of adolescents with mild learning disabilities - (6) 245.

Predicting the vocational capacity of the chronically mentally ill: Research and policy implications. - (1) 377.

Predicting vocational placement and performance of moderately and severely retarded individuals returned to their communities. - (4) 228.

Predicting vocational programming levels for handicapped students using the McCarron-Dial System: Implications to the supported employment model. - (2) 136.

Predictors of transition problems among learning disabled adults. - (5) 112.

The preparation of secondary teachers of the mentally retarded. - (4) 163.

Preparing for the world of work success. - (6) 158.

Preparing handicapped youth for jobs: A six-site study of school-community collaboration. - (4) 290.

Preparing personnel to work with persons with severe disabilities. - (6) 3.

Preparing professional educators to be advocates for vocationally-oriented special needs students. - (2) 134.

Preparing rehabilitation counselors to be research consumers. - (2) 293.

Preparing secondary-level handicapped students for work and life after school: Traditional vs. nontraditional approaches. - (6) 294.

Preparing students for employment. - (6) 286.

Preparing students with cerebral palsy and mental retardation for the transition from school to community-based employment. - (5) 132.

Preparing teachers to move students with severe handicaps from school to adult service options. - (1) 75.
Preparing transition specialists: Competencies from thirteen programs. - (4) 189.

Preservice personnel preparation programs in career/vocational programming for the special needs learner. - (6) 58.

Presidential address 1983: Social support of mentally retarded persons. - (2) 224.

Pretesting artifacts: A study of attitudes toward disabilities. - (2) 322.

Preventive rehabilitation: Moving the point of referral to increase program and cost effectiveness. - (5) 113.

Prevocational training for retarded students. - (1) 304.

Prevocational training of the severely retarded using task analysis. - (3) 429.

Preworkshop skills for the trainable: A sequential technique. - (4) 160.

Principles of shared responsibility. - (6) 105.

Priorities in the school-to-community transition of adolescents who are deaf. - (6) 75.

Proactive vocational habilitation. - (1) 127.

Problem behaviour in people with severe learning disabilities: A practical guide to a constructional approach. - (6) 15.

Problem solving and strategy production in mentally retarded persons. - (4) 312.

A problem-solving approach to social skills training in employment settings with mentally retarded youth. - (5) 321.

Problems and issues in delivering vocational education instruction and support services to students with learning disabilities. - (3) 172.

Problems and promises of meta-analysis in special education. - (1) 37.

Problems of mentally retarded adults: A study of rehabilitation service consumers and providers. - (2) 329.

Procedural hand...Look for implementation of special education vocational delivery system. - (3) 250.

Procedures handbook for special needs work-study coordinators. - (2) 37.


Proceedings and resource guide: Leadership training for transition planning. - (3) 237.


Process of change during social skills training with preadolescents and its relation to treatment outcome. - (5) 356.

Professionals' knowledge of educational due process rights. - (2) 266.

Profile of Illinois employment specialists: An analysis of educational background, experience, and related employment variables. - (4) 209.

Profile of Illinois supported employment specialists: An analysis of educational background, experience, and related employment variables. - (5) 410.

A profile of learning disabled twelfth-graders in regular classes. - (2) 211.

Program evaluation: A field guide for administrators. - (4) 23.

Program evaluation: An empirical study of individualized instruction. - (1) 188.

Program evaluation and the Education for All Handicapped Children Act. - (2) 185.

Program evaluation in independent living rehabilitation. - (1) 320.

A program evaluation study on employment services for developmentally disabled adults comparing a sheltered workshop program with a supported work program. - (3) 248.

Program issues in developmental disabilities: A resource manual for surveyors and reviewers. - (2) 58.

Program models with exemplary components. - (3) 238.

Programming generalization and maintenance of treatment effects across time and across settings. - (5) 107.

Programming maintenance through sequential withdrawal of social contingencies. - (4) 226.

Programming treatment effects to the natural environment: A procedure for training institutionalized retarded adults. - (2) 347.

Programs demonstrating model practices for integrating people with severe disabilities into the community. - (3) 129.

Programs demonstrating model practices for integrating people with severe disabilities into the community. - (3) 54.

Programs for severely mentally retarded adults: Perspectives and methodologies. - (6) 287.

Progress in behavior modification. - (2) 234.


Progress without punishment. - (3) 221.

PROGRESS: A model program for promoting school to work transition. - (1) 57.
Project abstracts. - (3) 388.


Project ASSIST - a demonstration project (Adult Services Supporting Instructional Survival Tactics): Final report. - (3) 212.

Project ASSIST program guide. - (3) 225.

Project Bridge FY02 status report. - (2) 237.

Project CAREER curriculum guides. - (6) 185.

Project CAST. - (2) 92.

Project COMPETE: Center for Innovation in Teaching the Handicapped. Final report. - (3) 241.

The project directors' annual meeting. - (1) 421.

Project directors' fourth annual meeting. - (5) 267.

Project directors' second annual meeting. Conference proceedings. - (2) 61.

Project directors' third annual meeting: Conference proceedings. - (4) 86.


Project Employ: A multidisciplinary approach utilizing rehabilitation engineering to affect employment for persons with severe developmental disabilities: A handbook. - (3) 33.

Project Employability: Home/school/work handbook. - (2) 99.

Project Employment program presentation. - (2) 214.

PROJECT ENTRANS: A model for transition of preschool children with handicaps into public school. - (4) 53.

Project IMPACT. Folder and videocassette. - (1) 150.


Project INTERACT: An interagency linkage system between education and rehabilitation. - (1) 139.

Project Interface: Transition models for persons with disabilities. - (1) 50.

Project LINK guidebook: A manual for operating an employment services program for persons with disabilities. - (5) 13.

Project MEAL (Model for Employment and Adult Living): Final report and replication model. - (3) 242.

Project OVERS: Overview. - (5) 229.
Project PET. Annual report. - (3) 153.

Project PET: Final report. - (4) 72.

Project Plantwork: A horticulture employment initiative for workers with developmental disabilities. - (3) 40.

Project READDY (Real employment alternatives for developmentally disabled youth): Final report. - (3) 207.

Project READDY: Job training manual. - (3) 203.

Project READDY. The READDY Program. - (3) 269.

Project RESPECT: A rural vocational training model. Final project report. - (4) 137.

Project RETAIL (Reaching employment through applied individual learning). Final report. - (3) 46.


Project SETS: Annual performance report: Year one. - (5) 270.

Project STEER: Stimulate transition to employment through education and rehabilitation. Final report. - (4) 134.

Project SUCCESS: Meeting the diverse needs of learning disabled adults. - (5) 385.


Project Test Core. - (6) 296.

Project Transition: Competitive employment service for the severely handicapped mentally retarded. - (4) 31.

Project WIN: Work Incentives Network training manual. - (6) 140.

Projects with industry: Its role in transition. - (2) 1.

Promising practices in community employment. - (6) 198.

Promising practices in supported employment: The A-B-Cs of being an employment specialist. - (6) 202.

Prompting and fading guidance procedures: Their effect on chaining and whole task teaching strategies. - (1) 223.

Prompting sequences in teaching independent living skills. - (3) 421.

A proposal for research: Longitudinal study of a sample of handicapped students. Technical proposal. - (3) 67.

Providing career planning and placement services for college students with disabilities. - (5) 144.

Providing guidance for program evaluations: Sunset reviews versus educational plans. - (2) 132.

Psychosocial and vocational rehabilitation approaches to multiple sclerosis. (6) 23.

Psychosocial aspects of the adult learning disabled person in the world of work: A vocational rehabilitation perspective. (1) 350.

Psychosocial rehabilitation: Towards a theoretical base. (5) 232.

Psychotropic drug use with successful and unsuccessful community placed developmentally disabled groups. (5) 176.

A psychovocational evaluation model: A new perspective for testing handicapped students. (1) 142.

Public attitudes and community acceptance of mentally retarded persons: A review. (2) 353.


Public Law 94-142: One response to the personnel development mandate. (2) 267.

Public Law 94-142 and Section 504: What they say about rights and protections. (2) 194.


Public Law 94-142, Section 504, and Public Law 99-457: Understanding what they are and are not. (5) 40.

Put that person to work! A co-worker training video for the co-worker transition model. (4) 1.

Put that person to work! A co-worker training manual for the co-worker transition model. (4) 2.

Putting youth with disabilities to work: A teacher's guide to a career exploration partnership. (6) 165.

Qualitative and quantitative methods in evaluation research. (1) 402.

Qualitative data analysis: A sourcebook of new methods. (1) 393.

Quality and equality in employment services for adults with severe disabilities. (2) 228.

Quality and equality in employment services for adults with severe disabilities. (3) 433.

Quality assurance for individuals with developmental disabilities: It's everybody's business. (6) 14.

Quality assurance in supported employment: New approaches to improvement. (6) 177.

Quality in personnel preparation for the education of the handicapped: The baseline book. (2) 121.

Quality of life for handicapped people. (4) 224.
Quality of life in severely and profoundly mentally retarded people: Research foundations for improvement. - (4) 60.

Quality of life. - (5) 255.

Quality of life: Its measurement and use. - (4) 317.


Quality of life: Perspectives and issues. - (6) 37.

A Quality of Life Interview. - (6) 313.

The quantitative synthesis of single-subject research: Methodology and validation. [Plus "Response" - by Salzberg, Strain & Baer] - (5) 100.

Quantitative vs. qualitative approaches to quality special education program evaluation. - (1) 365.

Quantity and quality of participation in community environments by mentally retarded adults. - (2) 160.

The Quota system for the employment of disabled persons. - (4) 266.

R R N innovation directory: School-to-work transition programs. - (2) 262.

REACH for a difference-in the way you live: Guidelines for disabled adolescents. - (1) 342.

Readings in ecosocial development. - (6) 64.

Real work for real pay. - (1) 156.

A reappraisal of vocational evaluation from an ecological systems perspective. - (2) 24.

Reasonable accommodation for workers with psychiatric disabilities. - (6) 98.

Reasons for job loss: A review of employment termination studies of mentally retarded workers. - (3) 8.

Recent case law on handicap discrimination in employment. - (5) 224.

Reconceptualizing disability: A political science perspective. - (1) 340.

Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers: Final report. - (3) 213.

Redundant cue removal in skill training for the retarded. - (4) 161.

A reference manual for parent training about supported employment. - (5) 355.

A reference manual for parent training about supported employment. - (6) 124.

Reference manual of supported employment terms and concepts. - (4) 199.
Reflection-impulsivity and work adjustment. - (5) 329.

Reflections on transition: Model programs for youth with disabilities. - (2) 10.

Refocusing special education for career development. - (1) 71.

A regional model to promote linkages to support vocational education for the handicapped. - (2) 17.

Regular lives. - (6) 153.

Regular- and special-education teachers' judgments about mentally retarded children in an integrated setting. - (5) 428.

Rehabilitating America. - (1) 387.

Rehabilitation: Dynamic of change. An anthropological view. - (3) 87.

Rehabilitation: Focus on disabled women as a special population. - (1) 280.

Rehabilitation case management: An empirical investigation of selected rehabilitation counselor job skills. - (3) 341.

Rehabilitation counseling in transition planning and preparation. - (5) 129.

Rehabilitation counseling with persons with learning disabilities: An ecological framework. - (5) 152.

Rehabilitation counseling, special education, and vocational special needs education: Three transition disciplines. - (6) 71.

Rehabilitation counselor and supervisor perceptions of counselor training needs and continuing education. - (1) 252.

Rehabilitation job placement research: A trend perspective. - (1) 313.

Rehabilitation Job Satisfaction Inventory. - (4) 220.

Rehabilitation of the severely brain-injured adult: A practical approach. - (4) 343.

Rehabilitation of unemployable mentally retarded persons: The avocational alternative. - (1) 345.

Rehabilitation outcomes: Analysis and measurement. - (3) 32.

Rehabilitation planning with Social Security work incentives: A sequential guide for the rehabilitation professional. - (4) 117.

Rehabilitation research and the practice of rehabilitation. - (1) 254.

Rehabilitation techniques: Vocational adjustment for the handicapped. - (2) 9.

Rehabilitation terminology: Who is severely disabled? - (2) 298.

Rehabilitation's partnership with the schools in vocational programming for handicapped youth: A survey. - (1) 244.
The relationship between learning disability and delinquency: A review and reappraisal. - (5) 394.

The relationship between parents' socioeconomic status and education level, and adult occupational and educational achievement of children with learning disabilities. - (6) 220.

The relationship between training activities and job placement in vocational education of the severely and profoundly handicapped. - (5) 58.

The relationship of job characteristics to successful placements for psychiatrically handicapped individuals. - (1) 297.

The relationship of rehabilitation client vocational appraisal to training outcome and employment. - (1) 248.

The relationship of self-esteem and contact to attitudes of students in rehabilitation counseling toward persons with disabilities. - (6) 130.

The relationship of types of post-high school education to occupation and economic independence of physically handicapped adults. - (1) 255.

Replicating jobs in business and industry for persons with disabilities (Vol. 1). - (2) 21.

Replicating jobs in business and industry for persons with disabilities (Vol. 2). - (2) 141.

Replicating jobs in business and industry for persons with disabilities (Vol. 3-5). - (5) 110.

Report from the study group on peer counseling as a rehabilitation resource. - (2) 232.

Report from the study group on the use of vocational evaluation in VR. - (5) 296.

A report on competitive employment histories of persons labeled severely mentally retarded. - (2) 308.

A report on the Colorado statewide follow-up survey of special education students. - (1) 16.

A report on the National Conference on Transition for Youth with Handicapping Conditions to Work, coordination of state policies and practices. - (1) 99.

Reported factors contributing to job terminations of individuals with severe disabilities. - (3) 369.

Research and managerial strategies for integrating evaluation research into agency decision making. - (3) 179.

Research and trends in employment of adolescents with handicaps. - (4) 208.

Research implications on choosing a program to teach about disabilities. - (1) 286.


Research in mental retardation: Underreporting of medication information. - (4) 329.

Research in secondary special education and transitional employment. - (6) 193.
Research on general-case procedures for learners with severe disabilities. - (6) 122.

Research on professional rehabilitation competencies [Special issue]. - (3) 364.

Research priorities in secondary special education and transitional services: A national survey. - (4) 247.

Research projects funded by U.S. Department of Education. OSERS. Office of Special Education Programs. Division of Innovation and Development.
A. FY 84-85/85-86. Topic: Vocational education.
C. FY's 84-87. Topic: Subject matter.
D. FY's 84-87. Topic: Language.
E. FY's 84-87. Topic: Assessment.
F. FY's 84-87. Topic: Instruction.
- (2) 147.

A research strategy to enhance the employability of handicapped persons. - (1) 291.

Residential placement of individuals with mental retardation: Factors influencing court decisions. - (6) 126.

Residual learning disabilities in young adults: Implications for rehabilitation. - (1) 319.

Resource guide: Employment of the handicapped. - (3) 314.

[Resource guides]. - (6) 159.

Resource services for the disabled in higher education. - (1) 256.


Resources available in school districts serving secondary special education students: Implications for transition. - (5) 422.

Retrospective and prospective analysis: Linking program evaluation and forecasting. - (3) 51.

A retrospective follow-up of behaviorally disordered adolescents: Identifying predictors of treatment outcome. - (5) 69.

Retrospective measures in the modification of attitudes toward persons with disabilities. - (5) 303.

Review and analyses of existing national data on vocational special needs education. - (3) 181.

A review and evaluation of interventions implemented by Faribault State Hospital for selected class members in Welsch v. Levine. - (3) 220.

A review of career education evaluation studies (Monographs on Career Education). - (1) 200.

A review of chaining techniques: Implications for future research and practice. - (4) 251.

A review of involvement programs for parents of learning disabled children. - (3) 173.


Review of student assessment instruments and practices in use in secondary/transition projects (Revised). - (3) 80.

Revised MDC behavior identification form. - (3) 117.

The right place at the right time: Finding a job in the new economy. - (3) 244.

The right to be heard: A resource guide for developing consumer-based service plans. - (4) 218.

The right to grow up: An introduction to adults with developmental disabilities. - (4) 22.

The role of a university affiliated facility (UAF) in providing services to young adults with developmental disabilities: Final report. - (4) 5.

The role of assessment in transitional, supported employment. - (1) 228.

The role of assessment in the vocational rehabilitation of adults with specific learning disabilities. - (5) 151.

The role of social competence in the community adjustment of persons with developmental disabilities: Processes and outcomes. - (5) 195.

The role of special education in LD adolescents transition from school to work. - (3) 397.

The role of the rehabilitation counselor in the provision of transition and supported employment programs. - (4) 119.

The role of the sheltered workshops in the rehabilitation of the severely handicapped. - (2) 161.

The role of voluntary self-assessment in quality assurance. - (6) 47.

The role of work in psychiatric rehabilitation: A therapeutic alternative to competitive employment. - (3) 150.

The role of work in psychiatric rehabilitation: The visiting chefs program as a therapeutic alternative to competitive employment. - (4) 280.

Roles of counseling in enabling persons with disabilities. - (6) 301.

RRTC lecture guide on supported competitive employment. - (4) 203.

Rural community attitudes toward the handicapped: Implications for mainstreaming. - (2) 265.

Rural transition strategies that work. - (6) 114.

Sample PASS package. - (6) 143.

Satisfaction and satisfactoriness measures for students with disabilities in postsecondary vocational education programs. - (4) 245.

Scales of independent behavior. - (3) 271.

The school administrator's role in providing vocational community-based programming for students with severe mental disabilities. - (3) 354.

The school and community partnership: Planning transition for students with severe handicaps. - (2) 245.

School drop-out prevention: A multifaceted program for the improvement of adolescent employability, academic achievement, and personal identity. - (6) 76.

School dropouts: Patterns and policies. - (2) 22.

The school psychologist and the exceptional child. - (5) 37.

School to work: Transition models for persons with disabilities. - (1) 51.

School to work transition: An interview with Sandra S. Parrino. - (1) 11.

School to work transition: Project M.E.A.L. model for employment and adult living. - (4) 270.

School to work transition: Reviews and synthesis of the literature. Research on youth employment and employability development. (Youth Knowledge Development Report 2.5). - (1) 186.

School to work transition for youth with severe disabilities. - (1) 180.


The school-age handicapped: A statistical profile of special education students in elementary and secondary school in the United States. - (2) 123.

School-aged transition services: Options for adolescents with mild handicaps. - (3) 353.

School-based vocational programs and labor laws. - (2) 222, (3) 253.

School-to-community transition experiences of hearing impaired adolescents and young adults in the northwest. - (6) 106.

School-to-work: Elements of successful programs. - (6) 208.

School-to-work research needs. - (2) 68.

School-to-work transition for students with disabilities: Historical, current, and conceptual issues. - (2) 318.

School-to-work transition for handicapped youth: Perspectives on educational and economic trends. - (3) 211.
School-to-work transition for handicapped youth: Perspectives on education and training. - (2) 124.

School-to-work transition issues and models. - (2) 64.

School-to-work transition of mildly disabled young adults: Parental perceptions of vocational needs. - (6) 223.

School/business collaborations: Their impact on teachers. - (2) 133.

The search for structure: A report on American youth today. - (5) 43.


Second national forum on issues in vocational assessment: The issues papers. - (2) 78.

Secondary and postsecondary transition models: An overview of the current state of the art. - (1) 52.

Secondary education and transitional services for handicapped youth planning project: Two year planning report. - (3) 44.

Secondary education for handicapped students: In search of a solution. - (2) 253.

Secondary programs in special education: Are many of them justifiable? - (2) 248.

Secondary special education: A guide to promising public school programs. - (5) 35.

Secondary special education and transition from school to work: A national priority. - (2) 238.

Secondary special education and transition services: Model program overview and recommendations. - (6) 282.

The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. - (3) 141.

Secondary transition inservice training: Conference summary. - (3) 154.

Secondary transition and employment project (STEP). - (1) 47.

Secondary/Transition Intervention Effectiveness Institute: Third annual report. - (4) 132.

Section 504 and higher education. - (2) 303.

A selected bibliography: Assuring legal rights. - (2) 82.

A selected bibliography: Adaptive behavior. - (2) 83.

A selected bibliography: Dual diagnosis. - (2) 81.

A selected bibliography: Individual program plans. - (2) 80.

A selected bibliography: Least restrictive alternative. - (2) 84.
Selected factors influencing job satisfaction of attendants of physically disabled adults. - (1) 285.

Selected proceedings from the International Conference on Career Development of Handicapped Individuals: Program implementation. - (2) 95.

Selected proceedings of region V leadership conference on transition, Chicago, Il. - (1) 205.

A selective literature review concerning the psychosocial issues of LD adolescents and adults. - (6) 1:6.

A selective review of the professional literature concerning the transition process of learning disabled adolescents and adults. - (3) 140.

Self advocacy handbook for the high school student. - (5) 342.

Self-administered written prompts to teach home accident prevention skills to adults with brain injuries. - (6) 110.

Self-advocacy and assertiveness for the learning disabled college student (Study Manual #4); How to use self-advocacy skills (Study Manual #4, Part II; & videocassette). - (3) 261.

Self-advocacy for transition: Indications of student leadership potential today. - (5) 114.

Self-determination. - (6) 258.

Self-directed behavior: Self-modification for personal adjustment. - (4) 196.

Self-help and social support groups for people with disabilities: A descriptive report. - (5) 326.

Self-management: Facilitating employee independence in supported employment settings. - (4) 354.

Self-management of classroom behavior with retarded/disturbed children. - (2) 348.

Self-management strategies in rehabilitation. - (5) 172.

Self-management tactics. - (4) 12.

Self-monitoring and self-managed reinforcement procedures for improving work productivity of developmentally disabled workers. - (5) 402.

Self-regulation and mental retardation. - (5) 305.

Self-starting in the job market: The continuing need for job seeking skills training in rehabilitation. - (3) 306.


Services and the new economy: Toward a new labor market segmentation. - (5) 383.

Services for developmentally disabled adults: Development, implementation, and evaluation. - (2) 36.

Serving students with disabilities. - (6) 275.
Seven special kids: Employment problems of handicapped youth. - (1) 103.

[1] Severe mental retardation.

Severe mental retardation: From theory to practice. - (4) 24.

The severely disabled psychiatric patient and the adjustment to work. - (4) 242.

Severely handicapped youth competing in the labor market: Implementation and effectiveness report from the first two years of Project COMPETE. - (2) 218.

Severely handicapped youth exiting public education: Issues and concerns. - (3) 322.

SEVTC assessment scales for community integration of the severely/profoundly handicapped. Part I. Pre-entry screening instrument. - (3) 137.


Sexuality curricula. - (3) 13.

Sheltered and supported work comparison: A response to Wehman's comments. - (4) 320.

Sheltered employment and disabled citizens: An analysis of the work stations in industry model. - (3) 113.

Sheltered industrial employment. Emerging issues in rehabilitation. - (1) 94.

Sheltered versus supported work programs: A second look. - (4) 319.

The sheltered workshop: A statement of principles. - (2) 188.

The sheltered workshop as a community recycling center. - (1) 261.

The sheltered workshop dilemma: Reform, or replacement. - (5) 189.

Sheltered workshop study: A nationwide report on sheltered workshops and their employment of handicapped individuals (Vol. 1). - (1) 381.


Sheltered workshops: Financial and philosophical liabilities. - (6) 127.


Should students with severe intellectual disabilities be based in regular or in special education classrooms in home schools? - (5) 436.
Significant action of 99th Congress: An overview. - (3) 288.

The SILC job directory. - (4) 46.

Simulation training: An instructional approach to transition: A select annotated bibliography. - (3) 3.

Simulation training as an instructional technology for transition: Final report. - (4) 129.

Site visit report. Community work services. - (3) 55.

Six postschool case studies of mildly learning handicapped young adults. - (4) 310.

SMARTS: A study skills resource guide. - (4) 351.

Social competence for workers with developmental disabilities: A guide to enhancing employment outcomes in integrated settings. - (5) 442.

A social competence model for community employment settings. - (5) 241.

Social ecology of supervised communal facilities for mentally disabled adults: II. Predictors of affiliation. - (4) 38.

Social ecology of supervised communal facilities for mentally disabled adults: III. Predictors of social choice. - (4) 39.

Social ecology of supervised communal facilities for mentally disabled adults: IV. Characteristics of social behavior. - (4) 40.

Social ecology of supervised communal facilities for mentally disabled adults: V. Residence as a predictor of social and work adjustment. - (4) 41.

Social ecology of supervised communal facilities for mentally disabled adults: VII. Productivity and turnover rate in sheltered workshops. - (5) 431.

Social ecology of the workplace. - (5) 157.

Social ecology of the workplace: Contextual variables affecting social interactions of employees with and without mental retardation. - (5) 390.

Social ecology of the workplace: Employers' perceptions versus direct observation. - (2) 332.


Social integration: Special education teachers' attitudes and behaviors. - (5) 314.

Social interaction patterns among employees in sheltered and nonprofit business settings. - (3) 134.

Social interactions of secondary-aged students with severe handicaps: Implications for facilitating the transition from school to work. - (6) 277.

Social judgment and vocational adjustment of mentally retarded adults. - (4) 104.

Social, political, and cultural challenges to behavioral programs in the community. - (5) 187.
Social relationships of adolescents with moderate mental retardation. - (4) 360.


Social Security incentives to work. - (5) 71.

Social service agency options for modifying existing systems to include transitional and supported work services for persons with severe disabilities. - (1) 179.

Social skills and self-efficacy for exceptional children. - (2) 283.

Social skills and vocational success for workers with learning disabilities. - (5) 155.

Social skills assessment technology for LD students. - (5) 418.

Social skills deficits as a primary learning disability. - (4) 323.

Social skills for job success: A critical element in the transition from school to work. - (6) 291.

Social skills instruction: Expectations for outcomes. - (6) 243.

Social skills training: What professionals say they do. - (6) 233.

Social skills training with persons who are mentally retarded. - (3) 403.

Social structure in a supported employment work setting: Clique analysis of social interactions. - (5) 72.

Social support: Its relationship to observed communication with peers and superiors. - (4) 225.

Social support and quality of life for learning disabled and mildly retarded youth in transition. - (6) 234.

Social support, emotional distress, and vocational outcomes among persons with brain injuries. - (6) 125.

Social validation in competitive employment: Evaluating work performance. - (1) 429.

Social validation in mental retardation. - (4) 102.

Social validation of a program to reduce topic repetition in a nonsheltered setting. - (1) 415.

Social validation of behavioral training techniques: Assessing the normalizing qualities of competitive employment training procedures. - (1) 419.


Social-interpersonal skills relevant to job tenure for mentally retarded adults. - (3) 419.

Socioeconomic status of educable mentally retarded graduates of special education. - (1) 222.

Solving problems through cooperation. - (2) 176.
Some cautions in synthesizing research studies. - (1) 46.

Some responses of vocational rehabilitation counselors to job placement. - (2) 300.

Some thoughts on training. - (4) 165.

Southwest SELPA transition curriculum and planning: Continuum of objectives for students with mild to severe disabilities. - (5) 269.

Special education: Congressional action needed to improve Chapter I Handicapped Program. - (5) 63.

Special education costs and the impact on Illinois school district financial operations. - (5) 82.

Special education graduates versus non-graduates: A longitudinal study of outcomes. - (6) 221.

Special education in America: Its legal and governmental foundations. - (2) 227.

Special education law. - (5) 343.

Special education students in transition: Methodological guidelines. - (4) 344.

Special issue: Organizational psychology. - (5) 339.

Special report: An examination of the impact of supported employment on our nation's citizens with severe disabilities. Proceedings from the 1988 annual meeting of The President's Committee on Employment of People with Disabilities. - (5) 337.

Specific learning disabilities and transition programs in Region IX. - (2) 275.


Stacking the deck: A social skills game for retarded adults. - (6) 9.

Staff development for the social integration of handicapped students into the mainstream. - (1) 78.

Staff development in mental retardation services: A practical handbook. - (4) 338.

Staffing strategies for implementing community-based instruction. - (3) 96.

Staffing supported and transitional employment programs: Issues and recommendations. - (4) 183.

Stakeholder participation and utilization in program evaluation. - (5) 206.

Standards and accreditation in independent living. - (3) 103.

Standards for the preparation of special education personnel. - (2) 290.

State directors of special education list. - (5) 91.

State efforts to examine the experiences, transition and post school outcomes of students with handicaps: A descriptive summary. - (5) 444.

The state of the states in developmental disabilities. - (5) 352.

State transition planning: A comparative analysis. - (5) 140.

State variation in placement of children with handicaps in segregated environments. - (5) 70.

The state-federal rehabilitation program: Interface with special education. - (5) 90.

A statewide assessment of attitudes toward the handicapped and community living programs. - (1) 370.

A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum. - (6) 188.

A statewide follow-up on post high school employment and residential status of students labeled, "mentally retarded." - (2) 163.

A Statewide Model for Cooperative Planning and Developing Transitional Services (G008730154-89): Final report. - (6) 87.

Statistical distributions in social research: Some empirical applications. - (1) 273.

Status of community placement research: Effects on retarded citizens. - (1) 273.

Status of due process hearings. - (2) 198.

STEEP SPAN: Secondary Education and Transitional Services for Handicapped Youth. Final report. - (3) 204.

Stepping out: An overview of the STEP curriculum. - (3) 93.

Strategies for achieving community integration of developmentally disabled citizens. - (4) 19.

Strategies for teaching handicapped adolescents: A handbook for secondary level educators. - (2) 52.

Strengthening skills for success: A manual to help parents support their psychiatrically disabled youth's community employment. - (4) 282.

Student assessment practices. - (1) 66.

Student, counselor, and employer perceptions of employment of severely retarded. - (1) 218.

Student handbook. - (3) 263.

Student-Directed Transition Model: Final report. - (5) 93.

Students in transition using planning: Teacher's manual. - (5) 258.

Study of procedures for estimating the services needed by handicapped students exiting schools. Executive Summary and Final Report. - (6) 308.

A study of selected post-school employment patterns of handicapped and nonhandicapped graduates and dropouts. - (3) 390.

A study of the field and student initiated research transition applications -- FY'89. - (6) 72.
A study of the relationship of education and transition factors to the job status of mildly and moderately handicapped students. - (6) 209.

A study of the vocational adequacy of former special education students following high school graduation. - (1) 165.

A study of the vocational assessment process as applied to vocational education: Final report. - (3) 23.

Study skills and learning strategies for transition. - (5) 340.

Studying policy implementation: A conceptual framework. - (1) 193.

Subjective and objective methods of evaluating social programs. - (3) 224.

Successful outcomes in supported employment: Quarterly report. - (4) 88.

Successful vocational rehabilitation of persons with learning disabilities: Best practices. - (6) 139.

Successfully employed adults with handicaps: Characteristics and transition strategies. - (6) 2.

The successfully employed worker with a handicap: Employee/employer perceptions of job performance. - (3) 360.

Suggested rationale, objectives, and curriculum for prevocational training of the severely handicapped. - (4) 121.

Suggestions for adapting the job club to the needs of learning disabled in two and four year college. #835 Vocational Special Needs. - (1) 73.

A summary guide to social security and supplemental security income work incentives for the disabled and blind. - (3) 84.

Summary of existing data base on adult services for persons with developmental disabilities in Washington State. - (4) 6.

Summary of legislation affecting persons with disabilities. - (4) 204.

Summary of literature and outreach findings on student follow-through systems: Background report, volume 1, for Grant A.3.3-1988C. - (5) 161

Summer: A transitional work opportunity. - (5) 79.

Summer Work Experience Program. - (1) 20.

Supervisor's manual: A handbook for supervisors and coworkers designed to enable workers with disabilities to reach their potential in the work force. - (4) 67.

Supplement #1 to: The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. - (6) 115.

Support and advocacy for vocational training of handicapped postsecondary adults. Final performance report. - (1) 90.
Support for caregiving families: Enabling positive adaptation to disability. - (5) 46.

Support groups for learning disabled students work! - (4) 181.

Support services for LD students in postsecondary education: A compendium of readings. - (6) 12.

Supported competitive employment: Implementing the model. - (4) 201.

Supported Competitive Employment Program for Youth with Severe Mental Illness: Final report to the U.S. Department of Education. - (5) 357.

Supported competitive employment for persons with severe disabilities. - (2) 310.

Supported employment. - (4) 259.

Supported employment [special issue]. - (3) 286.

Supported employment: A new way to work. - (4) 260.

Supported employment: An initiative for employing persons with severe developmental disabilities. - (5) 193.

Supported employment: An interagency funding model for persons with severe disabilities. - (4) 152.

Supported employment: An opportunity to save dollars. - (4) 198.

Supported employment: Challenge and opportunity for sheltered workshops. - (4) 175.

Supported employment: A community implementation guide. - (3) 122.

Supported employment: Emerging opportunities for employment integration. - (4) 368.

Supported employment: It works. - (3) 386.

Supported employment: Models, methods, and issues. - (5) 297.

Supported employment: New challenges for vocational evaluation. - (6) 303.

Supported employment: Parental involvement. - (3) 412.

Supported employment: Promises deferred for persons with severe disabilities. - (5) 412.

Supported employment: Promoting employee independence. - (4) 365.

Supported employment: Transition from school to work. - (3) 293.

Supported employment: Wishful thinking or genuine reform? - (4) 256.

A supported employment approach to transition. - (1) 14.


Supported employment conversion planning workbook. - (5) 178.
Supported employment for adults with severe disabilities. - (5) 30.

Supported employment for deaf-blind youth in transition. - (5) 139.

Supported employment for individuals who are mentally ill: Program development. - (3) 338.


Supported employment for persons who are psychiatrically disabled: An historical and conceptual perspective. - (3) 339.

Supported employment for severely psychiatrically disabled persons: A descriptive study. - (5) 300.

Supported employment implementation issues. - (5) 54.

Supported employment in Illinois: Assessment issues. - (3) 159.

Supported employment in Illinois: A benefit-cost analysis during the first two years. - (6) 50.

Supported employment in Illinois: Benefits versus costs. - (4) 363.


Supported employment in Illinois: Job coach issues. - (3) 270.

Supported employment in Illinois: Model programs. - (3) 11.

Supported employment in Illinois: Program implementation and evaluation. - (3) 104.

Supported employment in the public sector: Procedural issues in implementation. - (5) 74.

Supported employment, "In your best interest". - (6) 95.

Supported employment in context: NARF's National Scope Supported Employment Survey and policy implications. - (6) 45.

Supported employment program evaluation: Evaluating degree of implementation and selected outcomes. - (4) 366.

Supported employment personnel: An assessment of their self-reported training needs, educational backgrounds, and previous employment experiences. - (6) 227.

Supported employment research: A commentary. - (4) 328.

Supported postsecondary education for people with mental illness. - (6) 318.

Supported work: An introduction. - (2) 45.

A supported work approach to competitive employment of individuals with moderate and severe handicaps. - (1) 177.
Supported work as a modification of the transitional employment model for clients with psychiatric disabilities. - (3) 335.


The supported work model of competitive employment for citizens with severe handicaps: A guide for job trainers. - (1) 32.

Supporting families with a child with a disability: An international outlook. - (6) 41.

A survey of community sheltered facilities: Implications for mandated school programs. - (4) 253.

Survey of employment for adults with developmental disabilities. - (5) 190.

Survey of job training for hearing impaired youth questionnaire packet -
A) Career Training of Deaf Students;
B) Student Questionnaire - Survey of job training for hearing impaired youth;
C) Annual survey of hearing impaired child and youth form;
D) Counselor questionnaire.
- (3) 157.

A survey of nondisabled employees' attitudes toward supported employees with mental retardation. - (5) 414.

A survey of nondisabled employees' attitudes toward supported employees who are mentally retarded. - (4) 68.

A survey of parental perceptions of work training for their severely handicapped children. - (3) 231.

A survey of perceptions and practice: Interagency collaboration and rehabilitation of persons with long-term mental illness. - (6) 120.

A survey of postsecondary education opportunities offered by Illinois public community colleges for persons previously enrolled in special education programs. - (6) 51.

A survey of postsecondary programs for students with learning disabilities. - (5) 395.

Survey of professional opinion on critical transition skills for adolescents and young adults who are deaf. - (4) 375.

Survey-train-place: Vocational preparation for the severely handicapped student. - (5) 120.

Surveyed unstructured time of adults with mental retardation living in two community settings: A search for normalization. - (6) 261.

Survival skills for learning disabled college students: Microcomputer word processing in a freshman composition class. - (3) 143.

Sustaining employment: Social skills at work. - (5) 359.

Symposium on applying attribution theory to social problems: Vocational skill functioning of the severely retarded. - (4) 167.
Symposium overview: Employment for people with mental retardation. - (3) 406.

Synthesis of transition literature on education, employment, and independent living outcomes. - (3) 438.

Synthesizing outcomes: How to use research evidence from many studies. - (4) 255.

The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. - (5) 169.

A system for the identification, assessment and evaluation of the special needs learner in vocational education. - (1) 382.


Systematic instruction of person with severe handicaps. - (4) 287.

Systematic transition procedures. - (5) 200.

Systems barriers to supported employment for persons with chronic mental illness. - (3) 336.

Systems change to supported employment: An analysis of states' technical assistance needs. - (6) 173.

TAP into success with transitional assistance for postsecondary students. - (4) 345.

Task analysis of a complex assembly task by the retarded blind. - (2) 153.

A taxonomy of community living skills. - (4) 311.

Taxonomy of instructional goals and objectives for developmentally disabled learners. - (1) 61.

Taxonomy of instructional objectives for developmentally disabled persons: Personal maintenance and development: Homemaking and community; leisure; and travel domains. - (1) 161.

A taxonomy of instructional objectives for developmentally disabled persons: Vocational domain. - (1) 162.

The teachability of language. - (4) 234.

Teacher evaluation bias toward LD children – Attenuating effects of the classroom ecology. - (5) 417.

Teacher use of student performance data to make instructional decisions: Practices in programs for students with moderate to profound disabilities. - (5) 407.

Teaching a student with severe handicaps to self-instruct: A brief report. - (6) 284.

Teaching change computation to the mentally retarded. - (2) 346.

Teaching daily living skills to adults with mental retardation: A staff procedures and training manual. - (6) 197.

Teaching interpersonal and community living skills: A curriculum model for handicapped adolescents and adults. - (2) 42.
Teaching language in the natural environment: An analysis of spontaneity. - (2) 343.

Teaching learning disabled adolescents to think critically using a problem-solving schema. - (6) 262.

Teaching learning disabled students at the secondary school level: What research and experience say to the teacher of exceptional children. - (5) 36.

Teaching life skills to adults disabled by autism. - (4) 144.

Teaching mentally retarded adults to time-manage in a vocational setting. - (1) 414.

Teaching remedial mathematics to students with learning disabilities. - (5) 295.

Teaching self-control procedures to individuals who are mentally retarded. - (3) 362.

Teaching self-management skills to learning disabled adolescents. - (5) 419.

Teaching supermarket shopping skills using an adaptive shopping list. - (2) 158.

Teaching supported employees with severe mental retardation to solve problems. - (5) 322.

Teaching task sequencing via verbal mediation. - (6) 285.

Teaching the mentally retarded student: Curriculum, methods, and strategies. - (3) 62.

Teaching through imitation: Industrial education for the moderately and severely retarded. - (2) 349.

A team approach to planning and evaluating personnel preparation programs in public schools. - (2) 285.


Technical characteristics of postsecondary admissions tests for handicapped examinees: A review of research. - (3) 294.

Technical training for the severely disabled: A model. - (1) 233.

Technology for persons with severe disabilities: Practical and ethical considerations. - (3) 312.


A test battery for assessing the vocational competency of moderately mentally retarded persons. - (3) 425.

Test critiques compendium: Reviews of major tests from the test critiques series. - (3) 192.

Test preparation and test taking techniques. - (3) 266.
Testimony from learning disabled college writers on the efficacy of word processing in their writing process. - (3) 144.


Testing adults: A reference guide for special psychodiagnostic assessments. - (3) 190.

Testing and test modification in vocational evaluation. - (2) 209.

Testing handicapped people. - (4) 288.


A theoretical model for rehabilitation counseling. - (6) 191.

Theory of estimation and testing of effect size: Use in meta-analysis. - (1) 41.

There is always at least one! - (1) 316.

Third national forum on issues in vocational assessment: The issues papers. - (4) 295.

Three methods for encouraging interactions between severely retarded and nonhandicapped students. - (2) 356.

Three years later: The impact of Section 504 regulations on higher education. - (1) 308.

Thresholds Transitional Employment Program for Mentally Ill Young Adults: Final report to the U.S. Department of Education, Office of Special Education and Rehabilitative Services. - (4) 279.

Thresholds Young Adult Transitional Vocational Program. - (4) 371.

TICE: Test of Interpersonal Competence for Employment. - (4) 28.

Time limited training and supported employment: A model for redistributing existing resources for persons with severe disabilities. - (4) 153.


Toward a methodology of withdrawal designs for the assessment of response maintenance. - (4) 128.

Toward a placement system empirically established through criterion-group method: Self-employment for the severely handicapped. - (1) 266.

Toward a quality adult life: Planning for transition from school to work: A parent resource packet. - (2) 219.

Toward a social skills curriculum for developmentally disabled clients in vocational settings. - (1) 216.

Toward an appropriate assessment model for adolescents who are mildly handicapped: Let's not forget transition! - (4) 246.

Toward an understanding of the rehabilitation of the disabled adolescent. - (4) 264.
Toward equality: Education of the deaf. - (5) 436.

Toward excellence in secondary special education: A plan for statewide initiatives in Oregon. Management issues and guidelines. - (2) 126.

Toward excellence in secondary special education: A statewide study of Oregon's high school programs for students with mild disabilities. - (2) 125.

Toward independence: An assessment of federal laws and programs affecting persons with disabilities - with legislative recommendations. - (3) 66.

Toward supported employment: A process guide for planned change. - (3) 389.

Toward validation of social/vocational survival skills. - (1) 410.

Train, don't test - (3) 20, (4) 168.

A trainer's guide to self-advocacy skills for persons with disabilities. - (6) 150.

Training a mentally retarded woman to work competitively: Effect of graphic feedback and a changing criterion design. - (1) 369.

Training a severely retarded young adult to ride the city bus to and from work. - (1) 413.

Training a work ethic in severely mentally retarded workers -- Providing a context for the maintenance of skill performance. - (3) 423.

Training adults with mental retardation to pay bills. - (3) 183.

The training and generalization of social interaction during breaktime at two job sites in the natural environment. - (3) 106.

Training and generalization of social skills: A study with two developmentally handicapped, socially isolated children. - (2) 345.

Training and personnel issues for supported employment programs which serve persons who are severely mentally ill. - (3) 334.

Training and staff development issues in developmental disabilities. - (5) 196.

Training educators for the handicapped: A need to redirect federal programs. - (1) 231.


Training independent arrival behaviors to a severely mentally retarded child. - (3) 374.

Training interactional behaviors of adults with developmental disabilities: A systematic replication and extension. - (6) 319.

Training mentally retarded individuals for competitive employment: Benefits of transitional employment. - (1) 359.
Training needs of special education paraprofessionals. - (4) 217.


A training program for paraprofessionals working in special education and related services. - (5) 226.

Training retarded adults for competitive employment. - (1) 407.

Training self-advocacy skills to adults with mild handicaps. - (5) 88.

Training severely handicapped students to cross partially controlled intersections. - (3) 373.

Training social skills to severely mentally retarded multiply handicapped adolescents. - (4) 316.

Training the handicapped for productive employment. - (2) 49.

Transfer of training: An overlooked component of mainstreaming programs. - (2) 196.

Transition: A look at the foundations. - (1) 1.

Transition: A team approach: A process handbook. - (1) 306.

Transition: An historical consequence of federal special education legislation. - (2) 357.

Transition. Chapter six. - (6) 5.

TRANSITION: Resources to facilitate the transition from school to work of learners with special needs. - (4) 377.

Transition and other services for handicapped students in local education agencies. - (4) 274.

Transition and students with exceptionalities: A training manual. - (3) 240.

Transition assessment in rural areas. - (6) 27.

The transition experiences of youth with disabilities: A report from the National Longitudinal Transition Study. - (5) 31.

Transition for handicapped youth from school to work. - (1) 380.

Transition for persons with deaf blindness and other profound handicaps: State of the art. - (4) 54.

Transition from adolescence to adulthood: Perspectives of mentally retarded individuals and their families. - (5) 426.

Transition from school to adult life: A handbook for service providers. - (3) 239.

Transition from school to adulthood for youth with severe handicaps. - (3) 328.

Transition from school to community. - (5) 220.

The transition from school to community: A new role for colleges. - (4) 248.
Transition from school to community: What works for students with disabilities? Identification and evaluation of essential elements for building effective transition models. - (6) 53.

The transition from school to post-secondary education and training: A resource guide for students with a disability. - (3) 127.

Transition from school to work [Special issue]. - (5) 22.

Transition from school to work: A guide for parents of youth receiving special education. - (4) 66.

Transition from school to work: A guide for parents of learning disabled youth. - (1) 60.

Transition from school to work: A resource manual for practitioners and parents of students with disabilities. - (2) 277.

Transition from school to work: A parent's perspective. - (5) 137.

The transition from school to work: A sourcebook for administrators of rural Iowa schools. - (1) 123.

Transition from school to work: A study of young adults and their families in Pennsylvania. - (3) 108.

Transition from school to work: Changing attitudes and opportunities. - (3) 410.

Transition from school to work: Developing the process for individuals with severe disabilities. - (1) 173.

Transition from school to work: Developing your state team: Why and how. - (2) 117.

Transition from school to work: New challenges for youth with severe disabilities. - (3) 123.

Transition from school to work: Programs in practice. - (2) 114.

Transition from School to Work: Project funded by the U.S. Department of Education. Final program evaluation report. - (3) 206.

The transition from school to work: The problem that won't take care of itself. [Summary]. Youthwork/Institute for Educational Leadership Conference, Washington, DC. - (1) 111.

Transition from school to work: Training ideas, strategies and activities. - (2) 115.

Transition from school to work and adult life: A guide for planners. - (3) 10.

Transition from school to work for handicapped adolescents: Swedish position report to the OECD/CERI project concerning the education of handicapped adolescents—innovative approaches in the transition to adult and working life. - (1) 97.

Transition from school to work for handicapped students: A guide for community interagency coordination. - (6) 157.

Transition from school to work for individuals with severe handicaps: A followup study. - (1) 175.

Transition from school to work for persons with disabilities. - (4) 222.

Transition from school to work for students with disabilities: ARCA position on PL 98-199. - (3) 320.
Transition handbook: A guide for transitioning students with moderate and severe disabilities from school to quality adult lives and services. - (5) 293.

Transition Improvement Planning Project (TIP): Final report. - (3) 232.

[Transition informational packet.] - (6) 167.

Transition into employment: Correlates of vocational achievement among severely mentally ill youth. - (2) 305.

Transition issues and directions. - (6) 135.

Transition issues facing youth with severe disabilities. Parents' perspective. - (1) 120.

Transition issues for the 1990s. - (2) 249.

Transition literature review on educational, employment, and independent living outcomes. - (2) 70.

Transition literature review: Educational, employment, and independent living outcomes (Vol. 2). - (3) 199.

Transition literature review: Educational, employment, and independent living outcomes (Vol. 3). - (5) 216.

Transition manual. - (5) 264.

Transition manual: Enhancing parent participation in the transition of adolescents and adults with developmental disabilities. - (5) 373.

A transition model. - (5) 380.

Transition of individuals with developmental disabilities from school to adult services: A procedural handbook for parents and teachers. - (3) 249.


Transition planning: Creating a positive future for students with disabilities. A manual for students, parents, educators, and adult service providers. - (6) 180.


Transition planning guide from school to adult life. - (4) 83.

The transition process of disabled youth: A literature review. - (2) 220.

Transition progress: Comments on Hasazi, Gordon, and Roe. - (1) 5.

Transition project annual report, 1984-1985. - (1) 122.

Transition project update. - (3) 48.

Transition research on problems of handicapped youth. - (5) 26.
Transition research on services for handicapped youth. - (6) 214.

Transition Services for Handicapped Youth Project (CFDA 84.158N): Annual Report - Year 1. - (5) 263.

Transition services for secondary students with mild disabilities: A statewide perspective. - (2) 241.

Transition services for the disabled: A national survey. - (1) 183.

Transition services for young adults with severe disabilities: Defining professional and parental roles and responsibilities. - (3) 251.

The transition to adulthood of youth with disabilities. - (4) 357.

The transition to work and independence for youth with disabilities. A Report of the Tenth Mary E. Switzer Memorial Seminar. - (2) 230.

Transition, special needs, and vocational education. - (2) 243.

Transition tracking system. - (4) 257.

Transition-related assessment [Special issue]. - (4) 156.

Transition-to-work: The physical pursuit. - (6) 225.

Transitional employment and supported work: A partial annotated bibliography. - (3) 83.

A transitional employment strategy for the mentally retarded. The final STETS implementation report. - (2) 59.

The Transitional Employment Training Demonstration: Analysis of program impacts. - (6) 204.

Transitional programming for mildly disabled out of school young adults: An implementation manual. - (3) 187.

Transitional programming for special needs youth. - (2) 20.

Transitional rehabilitation: Another step toward community living. - (2) 299.

Transitional service centers: From school to work for students with developmental disabilities. - (2) 23.

Transitioning exceptional children and youth into the community: Research and practice [Special issue]. - (4) 173.

Transitioning persons with moderate and severe disabilities from school to adulthood: what makes it work? - (3) 118.

Transitioning special needs students into postsecondary vocational programs [Special issue]. - (3) 156.

Transitions. - (2) 216.

Transitions from school to work. - (4) 240.

Transitions to adult life for people with mental retardation. - (3) 327.
Transitions to supported living. Manuscript submitted for publication. - (1) 391.

Translating vocational assessment into transition objectives and instruction. - (3) 359.

Transportation and disability: An overview of problems and prospects. - (2) 297.


The treatment of severe behavior disorders: Behavior analysis approaches. - (6) 38.

A treatment package for increasing sight word recognition for use in daily living skills. - (4) 250.


Trends in mental retardation in the 1990s [editorial]. - (5) 162.

Tribal college faculty willingness to provide accommodations to students with learning disabilities. - (6) 212.


A true experiment evaluating adult skill training for severely mentally retarded secondary students. - (5) 430.

Try another way training manual. - (5) 349.

Twelfth annual report to Congress on the implementation of the Education of the Handicapped Act. - (6) 107.

Twelve years later: The vocational and psychosocial adjustment of former rehabilitation clients. - (1) 249.

2001: Employment odyssey or opportunity for persons with handicapping conditions? - (3) 348.

Typology of transition based on a synthesis of the literature. - (5) 29.


Understanding & guiding the career development of adolescents and young adults with learning disabilities. - (1) 126.

Understanding and conducting qualitative research. - (4) 223.

Understanding community based employment and follow-up services. - (5) 68.

Understanding mental retardation: Research accomplishments and new frontiers. - (4) 337.
Understanding motives of youth in transition to work: A taxonomy for rehabilitation counselors and educators. - (1) 293.

Units of analysis of social interaction outcomes in supported education. - (5) 408.

University students with special needs speak out: Improving the quality of educational experiences. - (1) 312.

University-agency contracts: A reality in rehabilitation. - (1) 299.

US Court of Appeals decision regarding Armstrong v. Kline: The 180 day rule. - (2) 199.

Use of goal setting procedures in increasing task assembly rate of severely retarded workers. - (2) 350.

The use of operant techniques in teaching severely retarded clients work habits. - (2) 358.

The use of paraprofessionals in achieving independent living for severely handicapped persons. - (1) 288.

The use of picture cues to establish self-control in the preparation of complex meals by mentally retarded adults. - (5) 251.

Use of similar sensory stimuli in the community-based treatment of self-stimulatory behavior in an adult disabled by autism. - (4) 145.

The use of standardized assessment in supported work/employment. - (2) 331.

A user's guide to community entry for the severely handicapped. - (2) 112.

Uses and misuses of meta-analysis. - (1) 24.

Using a pictorial job training manual in an occupational training program for high school EMR students. - (2) 363.

Using a slide presentation to change attitudes toward people with disabilities and knowledge of independent living services - (6) 190.

Using appropriate documentation within the secondary/postsecondary transition process with learning disabled adolescents and adults. - (3) 139.

Using benefit-cost analysis in special education. - (4) 216.

Using collaborative consultation with parents to promote effective vocational programming. - (6) 103.

Using interactive video to teach social problem solving to mildly handicapped learners. - (4) 118.

Using program theory in evaluation. - (3) 331.

Using qualitative data collection procedures to investigate supported education issues. - (5) 409.

Using self-management strategies to increase the production rates of workers with severe handicaps. - (4) 78.
The Utah Community-Based Transition Project for Youths with Severe Handicaps: Final report. - (3) 259.

The Utah Supported Employment Program Implementation Manual. - (4) 294.

The Utah Transition Planning and Employment Project: Final report. - (3) 216.

Utilizing a self-instructional training package to increase on-task behavior and work performance. - (3) 372.

Utilizing community jobs in developing vocational curriculum for severely handicapped youth. - (1) 224.

Validating entry-level survival skills for service occupations: Implications for curriculum development. - (1) 424.

The validation of procedures to assess prevocational task preferences in retarded adults. - (4) 36.


A value-critical approach to transition policy analysis. - (4) 348.

VECTOR: A new direction. - (1) 54.

VECTOR, a new direction: Final project report. - (3) 177.

Vermont's employment training programs. - (2) 279.

Vermont's School-Based Supported Employment Model: Interim report. - (6) 216.

Video taped self-modeling as a social skill intervention: A single-subject investigation. - (6) 246.

Virginia's approach to services for transitioning youth and young adults with disabilities: Project VAST: Final report. - (6) 86.

Virginia's approach to services for transitioning youth and young adults with disabilities: Project VAST. Project implementation handbook. - (4) 47.

The visibility and image of handicapped people on television. - (2) 204.

Visual handicaps and learning. - (4) 21.


The vocational adaptation rating scales. - (4) 108.

Vocational Adaptivity Scale (VAS). - (5) 211.

Vocational adjustment of disabled persons. - (2) 30.

Vocational and social work behavior: An evaluative review. - (1) 416.
Vocational and special education in career programming for the mildly handicapped adolescent. - (2) 252.

Vocational assessment. - (2) 94.

Vocational assessment and programming for handicapped students: A team effort in Houston Independent School District. - (2) 93.

Vocational assessment and evaluation systems: A comparison. - (3) 176.

Vocational assessment for the handicapped. Program manual and final report. - (1) 87.

Vocational assessment for vocational education: Competency analysis and work sample development. - (3) 26.

Vocational assessment in the school setting: A curriculum based model. - (3) 89.

Vocational assessment of special students: A guide. - (3) 27.

Vocational assessment of special students: A procedural manual. - (3) 25.


Vocational assessment of students with severe handicaps: A review of the literature. - (3) 358.

Vocational assessment of the visually impaired. - (1) 114.


Vocational assessment research project. A report of findings for project year 1985-1986. The impact of vocational assessment information upon the process of vocational educational planning and programming decision making. Part II. - (2) 312.


Vocational curriculum for developmentally disabled persons. - (1) 389.


The vocational development and success of visually impaired adolescents. - (1) 130.

Vocational education: Retooling the enterprise for job training. - (1) 376.

Vocational education for multihandicapped youth with cerebral palsy. - (4) 339.

Vocational education for persons with handicaps. - (3) 342.

Vocational education for special students (VESS). Basic manual. - (1) 137.

Vocational education for the handicapped: Methodology for planning and implementing inservice. - (2) 340.

Vocational education models for linking agencies serving the handicapped. - (2) 100.
Vocational education models for linking agencies serving the handicapped. Technical assistance report. - (2) 16.

Vocational education of the handicapped - state of the art. A NASBE report. - (2) 101.

Vocational education's role in establishing secondary students in business and industry. - (2) 18.

Vocational education of students with moderate and severe disabilities: Implications for service delivery and teacher preparation. - (5) 130.

Vocational education - the post secondary connection for learning disabled students. - (1) 44.

Vocational evaluation. - (2) 145.

Vocational evaluation in special education. - (3) 247.

Vocational evaluation of severely and profoundly retarded clients. - (1) 314.

Vocational evaluation, work adjustment, and independent living for severely disabled people. - (1) 388.


Vocational Habilitation for Severely Handicapped Youth Project: Implementor's manual and resource guide. - (4) 229.

Vocational habilitation of severely retarded adults: A direct service technology. - (2) 31.

Vocational histories of sheltered workshop employees placed in projects with industry and competitive jobs. - (3) 416.

Vocational integration for persons with mental handicaps: A cross-cultural perspective. - (2) 151.

Vocational outcomes of high school students with epilepsy. - (1) 281.

Vocational placement: The Pennsylvania Rehabilitation Center. - (1) 311.

Vocational preparation for high school students with mild disabilities: A statewide study of administrator, teacher, and parent perceptions. - (3) 346.

Vocational rehabilitation: A psychological perspective. - (1) 337.

Vocational rehabilitation: A USA/UK cross-cultural perspective. - (1) 341.

Vocational rehabilitation: Perspective on transition. - (1) 17.

Vocational rehabilitation and supported employment. - (4) 195.

Vocational rehabilitation and special education: A need for cooperation. - (3) 430.

Vocational rehabilitation counseling and advocacy: An analysis of dissonant concepts. - (1) 260.

Vocational rehabilitation counseling for women: Recommendations for the eighties. - (1) 333.
Vocational rehabilitation for persons with traumatic brain injury. - (6) 4.

Vocational rehabilitation in employment training (Information Series No. 272). - (1) 101.

Vocational rehabilitation of individuals with employability skill deficits: Problems and recommendations. - (2) 85.

Vocational rehabilitation of persons with prolonged psychiatric disorders. - (4) 154.

Vocational reintegration of handicapped workers with assistive devices. - (3) 120.

Vocational services handbook. - (5) 294.

Vocational skill training of the severely retarded. - (1) 69.

Vocational special needs education: The what and how of providing effective technical assistance. - (3) 455.

Vocational special needs teacher education directory. - (3) 4.

Vocational training. - (1) 427.

Vocational training. - (4) 162.

Vocational training: Are ecological strategies applicable for severely multihandicapped students? - (2) 91.

Vocational training and curriculum for multihandicapped youth with cerebral palsy. - (4) 197.

Vocational training & employment: Guidelines for parents. - (1) 178.

Vocational training and placement. - (1) 426.

Vocational training and placement of severely disabled persons: Project Employability - Volume 2 - (5) 201.


Vocational training and placement of the severely handicapped: Vocational opportunities. - (3) 326.

Vocational training curriculums for severely disabled workers. - (4) 190.

Vocational training for mentally retarded adults: A behavior analytic approach. - (1) 4.

Vocational training for students with severe handicaps. - (4) 56.

Vocational training of the severely retarded: Expectations and potential. - (1) 239.

VocSpedNet transition directory: Region V 1986. - (2) 118.

The volunteer model of vocational habilitation as a component of the deinstitutionalization process. - (3) 449.
VTC: Vocational Training Continuum for working with the disabled. - (2) 5.


-W-

Wait 'til you see what I can do. - (2) 191.

A waiting work force: Ready, willing, and DisABLEd. - (5) 372.

The Walker social skills curriculum: The ACCEPTS program. - (2) 47.

Washington state follow-up studies of postsecondary special education students in transition. - (4) 4.

The way to go. - (6) 295.

We do - they do: A model for practical service program evaluation. - (2) 29.


What happens after special education: A statewide follow-up study of secondary students who have behavioral disorders. - (6) 32.

What happens after the first job placement: Vocational transitioning among severely emotionally disturbed and behavior disordered adolescents. - (5) 362.

What were they like in high school? Profile of speech-disabled sophomores from a 1980 national study. - (2) 213.

When handicapped children grow up. - (1) 30.

When will persons in supported employment need less support? - (5) 222.

Where do I go from here? The involvement of vocational rehabilitation and occupational education with the learning disabled in North Carolina. - (1) 240.

Which clients should a sheltered workshop serve? Commentary. - (2) 324.

Who hires the seriously handicapped? - (4) 187.


Who works and what works: Effects of race, class, age and gender on employment among the psychiatrically disabled. - (3) 30.


Why is my child hurting? Positive approaches to dealing with difficult behaviors: A monograph for parents of children with disabilities. - (6) 137.

Why mentally retarded adults lose their jobs: Social competence as a factor in work adjustment. - (4) 101.
Why special education graduates fail: How to teach them to succeed. - (4) 184.

Widening their horizons: A model career development program for severely physically disabled youth. - (1) 214.

Women and disabilities: A life-cycle approach. - (3) 76.

Women and rehabilitation. - (1) 335.

Women in rehabilitation: An analysis of state agency services to disabled wom.:n. - (1) 277.

A word list of essential career/vocational words for mentally retarded students. - (2) 335.


Work Adjustment Training: A working model in the public schools. - (1) 356.

Work and mental illness: Transitions to employment. - (4) 193.

Work attendance in competitive employment: Comparison between employees who are nonhandicapped and those who are mentally retarded. - (3) 402.

The work behavior of employees with and without handicaps. - (3) 361.

Work disincentives and rehabilitation. - (5) 185.

The Work Education Consortium Project: A report on the first two years. - (1) 164.

Work evaluation and adjustment: An annotated bibliography. - (3) 454.

Work evaluation and the mentally retarded: Review and recommendations. - (3) 427.

Work experience: Employers' attitudes regarding the employability of special education students. - (5) 136.

Work experience education for individuals with exceptional needs at the secondary level in California. Summary. - (1) 328.

Work exploration: A manual for initial on-site work instruction for students with mild, moderate or severe handicaps. - (3) 94.

Work in the new economy: Careers and job seeking into the 21st century. - (5) 284.

Work performance and work personality: Employer concerns about workers with disabilities. - (4) 77.

The Work Personality Profile: Factor scales, reliability, validity and norms. - (5) 237.

Work status outcomes of vocational rehabilitation clients who are blind or visually impaired. - (4) 376.

Work-Ability: A state transition program. - (1) 15.

Worker alienation and the mentally retarded. - (2) 360.

Workforce composition in the year 2000: Implications for clients with learning disabilities. - (5) 156.

Workforce 2000 agenda recognizes lifelong need to improve skills. - (3) 383.

Working II - Interpersonal Skills Assessment and Training for Employment: Teacher's guide. - (4) 29.

Working people: Supported employment and labor unions. - (6) 96.

Working with autism: Social skills training in the workplace. - (4) 143.

Working with autism: Strategies for achieving behavioral adjustment at work — Revised. - (4) 146.

Workplace independence for students with severe handicaps. - (5) 174.

The workplace workbook: An illustrated guide to job accommodation and assistive technology. - (6) 138.

The world of work. - (5) 118.

Writing: The research paper. - (3) 265.

Yes we can! - (3) 226.

You and your disability. - (3) 15.

Young adults with learning disabilities and other special needs: Guide for selecting postsecondary transition programs. - (3) 285.

Young people with handicaps: The road to adulthood. - (3) 124.

The young person with Down Syndrome: Transition from adolescence to adulthood. - (4) 330.

Youth Employment: Transition from school to work. Final report. - (5) 234.

Youth employment and unemployment: A decade of decline. - (5) 64.

Youth employment training program development manual for the special needs student. - (1) 136.

Youth in transition: A description of selected transition programs serving adolescents with emotional disabilities. - (6) 11.

Youth with disabilities during transition: An overview of descriptive findings from the National Longitudinal Transition Study. - (5) 3.
<table>
<thead>
<tr>
<th>Name</th>
<th>Volume(s)</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aase, Susan</td>
<td>3</td>
<td>139</td>
</tr>
<tr>
<td>Abel, Mary Lou</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Abeson, Alan</td>
<td>2</td>
<td>193</td>
</tr>
<tr>
<td>Abrams, Julie M.</td>
<td>5</td>
<td>103</td>
</tr>
<tr>
<td>Ackerman, Adele</td>
<td>4</td>
<td>109</td>
</tr>
<tr>
<td>ACRES - American Council on Rural Special Education</td>
<td>4</td>
<td>380</td>
</tr>
<tr>
<td>Adkins, John I.</td>
<td>4</td>
<td>155</td>
</tr>
<tr>
<td>Affleck, James Q.</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>1</td>
<td>300, 424, 431</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>2</td>
<td>131, 240, 278</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>3</td>
<td>115, 252, 362</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>4</td>
<td>62, 78, 184, 261, 329</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>5</td>
<td>119, 123, 222</td>
</tr>
<tr>
<td>Agran, Martin</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td>Ahlgren, Charlotte</td>
<td>5</td>
<td>405, 406</td>
</tr>
<tr>
<td>Aiken, Linda H.</td>
<td>2</td>
<td>226</td>
</tr>
<tr>
<td>Albee, George W.</td>
<td>1</td>
<td>338</td>
</tr>
<tr>
<td>Albin, J.</td>
<td>2</td>
<td>228</td>
</tr>
<tr>
<td>Albin, Joyce M.</td>
<td>3</td>
<td>122, 433</td>
</tr>
<tr>
<td>Albin, Richard W.</td>
<td>5</td>
<td>289</td>
</tr>
<tr>
<td>Albin, Richard W.</td>
<td>6</td>
<td>122</td>
</tr>
<tr>
<td>Allwright, Kathy Zanella</td>
<td>3</td>
<td>219</td>
</tr>
<tr>
<td>Allbright, Leonard</td>
<td>2</td>
<td>254</td>
</tr>
<tr>
<td>Allbright, Leonard</td>
<td>3</td>
<td>292</td>
</tr>
<tr>
<td>Allbright, Leonard</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Albuquerque Public Schools</td>
<td>5</td>
<td>264</td>
</tr>
<tr>
<td>Alemi, Farrokh</td>
<td>3</td>
<td>224</td>
</tr>
<tr>
<td>Alexander, Charles</td>
<td>3</td>
<td>46</td>
</tr>
<tr>
<td>Algozine, Robert F.</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Allen, Lucy</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Allen, Thomas E.</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>Allen, William T.</td>
<td>4</td>
<td>218</td>
</tr>
<tr>
<td>Allen, William T.</td>
<td>5</td>
<td>85, 86</td>
</tr>
<tr>
<td>Althouse, Shaun</td>
<td>3</td>
<td>151</td>
</tr>
<tr>
<td>Alper, Sandra</td>
<td>1</td>
<td>224</td>
</tr>
<tr>
<td>Alper, Sandra</td>
<td>2</td>
<td>157</td>
</tr>
<tr>
<td>Alper, Sandra</td>
<td>4</td>
<td>229</td>
</tr>
<tr>
<td>Alsalam, Nabeel</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Altmann, Reuben</td>
<td>5</td>
<td>427</td>
</tr>
<tr>
<td>Amado, Angela R. Novak</td>
<td>3</td>
<td>254</td>
</tr>
<tr>
<td>Amarillo College. ACcess Division</td>
<td>4</td>
<td>345</td>
</tr>
<tr>
<td>Amarillo College. ACcess Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACcessibility Services</td>
<td>6</td>
<td>217</td>
</tr>
<tr>
<td>Amarillo College. ACcess Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACcessibility Services</td>
<td>3</td>
<td>268</td>
</tr>
<tr>
<td>American Association of University Affiliated Programs for Persons with Developmental Disabilities</td>
<td>6</td>
<td>77</td>
</tr>
<tr>
<td>American Association on Mental Deficiency</td>
<td>2</td>
<td>80, 81, 82, 83, 84</td>
</tr>
<tr>
<td>American Council on Rural Special Education (ACRES)</td>
<td>2</td>
<td>129</td>
</tr>
<tr>
<td>American Productivity Ctr</td>
<td>1</td>
<td>93</td>
</tr>
<tr>
<td>American Rehabilitation</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>American Rehabilitation Counseling Association</td>
<td>3</td>
<td>320, 321</td>
</tr>
<tr>
<td>Amsel, Rhonda</td>
<td>5</td>
<td>332</td>
</tr>
<tr>
<td>Anastasiow, Nicholas J.</td>
<td>4</td>
<td>336</td>
</tr>
<tr>
<td>Anderer, Stephen J.</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td>Anderson, Constance</td>
<td>2</td>
<td>319</td>
</tr>
<tr>
<td>Anderson, D. S.</td>
<td>1</td>
<td>329</td>
</tr>
<tr>
<td>Anderson, Jane</td>
<td>3</td>
<td>90, 91, 92, 93, 94, 95, 97</td>
</tr>
<tr>
<td>Anderson, Jane</td>
<td>6</td>
<td>247</td>
</tr>
<tr>
<td>Anderson, Julia</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Anderson, Patricia L.</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>Anderson, Ronald J.</td>
<td>1</td>
<td>371</td>
</tr>
<tr>
<td>Anderson, Ronald J.</td>
<td>2</td>
<td>356</td>
</tr>
<tr>
<td>Andrews, Cynthia</td>
<td>4</td>
<td>304</td>
</tr>
<tr>
<td>Andriano, Timothy A.</td>
<td>3</td>
<td>449</td>
</tr>
<tr>
<td>Anthony, William A.</td>
<td>1</td>
<td>377</td>
</tr>
<tr>
<td>Anthony, William A.</td>
<td>3</td>
<td>339</td>
</tr>
<tr>
<td>Anthony, William A.</td>
<td>4</td>
<td>63, 171</td>
</tr>
<tr>
<td>Anthony, William A.</td>
<td>5</td>
<td>330</td>
</tr>
<tr>
<td>Anthony, William A.</td>
<td>6</td>
<td>148</td>
</tr>
<tr>
<td>Antonak, Richard F.</td>
<td>1</td>
<td>278, 357</td>
</tr>
<tr>
<td>Antonak, Richard F.</td>
<td>4</td>
<td>296</td>
</tr>
<tr>
<td>Apostol, Robert A.</td>
<td>5</td>
<td>303</td>
</tr>
<tr>
<td>Apostoli, Beth</td>
<td>3</td>
<td>235, 236</td>
</tr>
<tr>
<td>Appell, Louise S.</td>
<td>3</td>
<td>162</td>
</tr>
<tr>
<td>Appell, Mel</td>
<td>4</td>
<td>150</td>
</tr>
<tr>
<td>Appell, Mel</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>Apple Computer, Inc. Office of Special Education Programs</td>
<td>4</td>
<td>192</td>
</tr>
<tr>
<td>Appleby, Judith A.</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Appleby, Judith A.</td>
<td>4</td>
<td>58</td>
</tr>
<tr>
<td>Arany, John</td>
<td>5</td>
<td>144</td>
</tr>
<tr>
<td>Arkell, Claudia</td>
<td>2</td>
<td>269</td>
</tr>
<tr>
<td>Arnold, Mitylene</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Arnold, Robert</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>Arnold, Sue</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>Arrowhead Area Education Agency</td>
<td>1</td>
<td>141</td>
</tr>
<tr>
<td>Ash, Paul</td>
<td>3</td>
<td>384</td>
</tr>
<tr>
<td>Ashby, Gordon</td>
<td>4</td>
<td>228</td>
</tr>
<tr>
<td>Ashby, Sybil</td>
<td>2</td>
<td>174</td>
</tr>
</tbody>
</table>
Ashe, William - (2) 280
Ashman, Adrian F. - (1) 167
Ashton-Shaeffer, Candace - (6) 55
Askvig, Brent A. - (6) 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248
Asselin, Susan - (6) 71
Association for Persons in Supported Employment - (6) 143, 144
Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) - (6) 12
Athelstan, Gary T. - (3) 175
Atkins, Bobbie J. - (5) 301
Atkinson, Robert - (4) 300
Aune, Betty - (6) 115
Austin, Gary F. - (2) 230
AVA - (3) 4
AVATRAC. Colorado Production Group - (4) 259
Aveno, Arlene - (4) 273
Ay, Unal - (3) 7, 181
Azrin, Nathan H. - (2) 35

-B-
Babeo, Thomas J. - (5) 401
Bachelder, Lynn - (5) 352
Backer, Thomas E. - (2) 275
Bacon-Prue, Ansley - (3) 105
Bacca, Gerald L. - (1) 261
Baer, Donald M. - (5) 306
Bailey, Jon S. - (2) 38
Bailey, Lenore - (4) 278
Bailey, Thomas - (6) 18
Bak, John J. - (4) 360
Baker, Betty C. - (4) 189
Baker, Edward T. - (3) 298
Baker, Eva L. - (1) 385
Baker, Frank B. - (1) 62
Ballard, Joseph - (2) 194, 227
Ballard, Joseph - (5) 40
Balilew, Constance - (4) 12
Balow, Irving H. - (6) 259
Balser, Richard M. - (5) 79
Balser, Richard M. - (6) 165, 291
Barnes, Kathy - (3) 375
Barraga, Natalie - (4) 21
Barrett, John - (5) 49
Barrer, Rowland P. - (5) 6
Barringer, Kenneth - (6) 210
Bates, Hennan - (2) 200
Bates, Paul - (1) 220, 263, 361, 369
Bates, Paul - (3) 434, 441
Bates, Paul - (4) 227
Bates, Paul - (5) 111, 233
Batsche, Catherine - (3) 349
Baughner, Dan - (4) 9
Baum, Herbert M. - (6) 7
Bauman, Mary K. - (1) 128
Baumgart, Diane - (2) 259
Baumgart, Diane - (3) 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98
Baumgart, Diane - (6) 13, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248
Baumgart, Diane M. - (1) 47
Baxter, Jan M. - (2) 176
Beale, Andrew V. - (1) 178, 274
Bean, Grace - (6) 180
Beane, William E. - (2) 200
Becker, Ralph L. - (2) 337
Beck, Frances W. - (2) 352
Becker, Ralph L. - (3) 450
Beckett, Carolyn - (3) 412
Beckstead, Susan Porter - (6) 295
Bedner, Mary Jo - (4) 33
Begab, Michael J. - (1) 204
Begab, Michael J. - (3) 196
Behle, Susan S. - (3) 216
Behrmann, Michael M. - (3) 317
Beirne-Smith, Mary - (5) 395
Belcher, James O. - (2) 130
Belcher, Ronald - (4) 144
Beley, Walter - (1) 289
Bell, Charles R., III - (4) 106
Bell, James - (4) 228
Barber, Louis S. - (1) 328
Barbrack, Christopher R. - (3) 392
Barcher, Peter R. - (4) 108
Barclay, Craig R. - (4) 166, 169
Barcus, J. Michael - (1) 6, 32, 173, 180
Barcus, J. Michael - (3) 123, 246
Barcus, J. Michael - (5) 54, 99
Barcus, J. Michael - (6) 133
Barcus, Michael - (4) 200
Barkin, Patti Zembrosky - (4) 118
Bartley, Patricia A. - (1) 283
Bass, Thomas - (6) 86
Bass, Thomas E. - (4) 47
Bates, Herman - (2) 200
Bates, Paul - (1) 220, 263, 361, 369
Bates, Paul - (3) 434, 441
Bates, Paul - (4) 227
Bates, Paul - (5) 111, 233
Beale, Andrew V. - (1) 178, 274
Bean, Grace - (6) 180
Beane, William E. - (2) 200
Becker, Ralph L. - (2) 337
Becker, Ralph L. - (3) 450
Beckett, Carolyn - (3) 412
Beckstead, Susan Porter - (6) 295
Bedner, Mary Jo - (4) 33
Begab, Michael J. - (1) 204
Begab, Michael J. - (3) 196
Behle, Susan S. - (3) 216
Behrmann, Michael M. - (3) 317
Beirne-Smith, Mary - (5) 395
Belcher, James O. - (2) 130
Belcher, Ronald - (4) 144
Beley, Walter - (1) 289
Bell, Charles R., III - (4) 106
Bell, James - (4) 228
Bell, Morris D. - (4) 154
Bellamy, G. Thomas - (1) 5, 85, 118, 120, 147, 363, 364
Bellamy, G. Thomas - (2) 31, 228, 281, 365
Bellamy, G. Thomas - (3) 122, 433
Bellamy, G. Thomas - (4) 90, 284
Bellamy, G. Thomas - (5) 70
Belmont, Robert M. - (3) 348
Bender, Henry E. - (1) 82
Bender, Michael - (2) 42, 349
Bender, Michael - (3) 174
Bender, Michael - (4) 89
Benedict, Thomas J. - (4) 187
Benedetti, Dina - (4) 48
Bennett, Barbara - (3) 48
Bennett, Randy Elliot - (3) 294
Bennet, Randy Elliot - (4) 288
Benowitz, Suanne - (6) 210
Bensberg, Gerard J. - (2) 174
Benshoff, John J. - (6) 129
Bensman, Alan S. - (2) 299
Benson, Holly Anne - (3) 443
Benson, Jill - (5) 248
Benz, Michael R. - (2) 125, 241
Benz, Michael R. - (3) 346
Benz, Michael R. - (6) 188
Berenson, Adam - (2) 137
Berg, Loydene - (3) 259
Berg, Wendy - (6) 174
Berg, Wendy K. - (4) 205
Berg, Wendy K. - (5) 247, 316
Berger, Karen - (2) 319
Berkeley Planning Associates - (2) 122
Berkell, Dianne E. - (3) 203, 207, 358
Berkell, Dianne E. - (4) 222
Berkell, Dianne E. - (5) 134
Berkowitz, Edward D. - (4) 50
Berkowitz, Monroe - (3) 24
Berkowitz, Monroe - (5) 52, 77, 185
Berkson, Gershon - (4) 38, 39, 40, 41
Bernacchio, Charles - (3) 167
Bernacchio, Charles - (5) 147
Bernstein, Gail S. - (1) 127, 235
Bernthal, John - (3) 260
Bernthal, John - (4) 140
Berry, Geraldine - (5) 141
Berry, Linda - (2) 132
Berry, Patrick - (3) 203
Berryman, Sue E. - (5) 382
Bersani, Hank A., Jr. - (6) 14
Berven, Norman L. - (1) 298
Besalel, Victoria A. - (2) 35
Best, Fred - (5) 161
Bestgen, Yo - (5) 200
Bethke, Albert D. - (6) 308
Bezziat, Chip - (6) 48
Bhaerman, Robert D. - (1) 96
Bickman, Leonard - (3) 331
Biehl, Robert F. - (5) 12
Bierman, Karen Linn - (5) 356
Bierman, Karen Linn - (6) 111
Bigelow, Douglas A. - (6) 313
Biklen, Douglas - (3) 194
Biklen, Douglas P. - (6) 39
Biller, Ernest - (1) 74, 126
Biller, Ernest F. - (2) 109
Biller, Ernest F. - (5) 150
Billingsley, Felix F. - (3) 367
Birch, Jack W. - (3) 166
Bireley, Marlene - (3) 168
Bisconer, Sarah W. - (2) 311, 312
Bisconer, Sarah W. - (6) 169, 186
Bitter, James A. - (1) 262
Black, Bertram J. - (4) 193
Black, Jim - (5) 169
Black, Lynda K. - (1) 70
Black, Toby Joanne - (1) 240
Blackwell, Robert - (1) 75
Blackwell, Robert - (2) 112
Blair-Thomas, Lynn - (4) 53
Blakers, C. - (1) 329
Blaulock, Jane W. - (1) 319
Blaulock, Jane W. - (3) 72
Blanch, Andrea - (3) 339
Blankertz, Laura - (5) 232
Bloomenthal, Anne - (2) 60
Boerner, Lee Ann - (5) 212, 213
Boggs, Elizabeth M. - (6) 39
Boles, S. M. - (2) 228
Boles, Shawn M. - (1) 85, 120
Boles, Shawn M. - (3) 370, 433
Bolles, Christine - (4) 74
Bolton, Bonnie - (3) 394, 395
Bolton, Brian - (1) 247, 249, 291, 295
Bolton, Brian - (2) 30, 43, 85, 293
Bolton, Brian - (4) 73
Bolton, Brian - (5) 237
Bond, Gary - (3) 335
Bond, Gary R. - (5) 84
Bond, Gary R. - (6) 118
Bone, Jerry - (4) 324
Boone, Rosalie - (2) 246
Boone, Rosalie - (3) 385
Bordieri, James E. - (4) 362
Bordieri, James E. - (5) 115
Borthwick-Duffy, Sharon - (6) 259
Boruch, Robert F. - (3) 333
Bos, Candace S. - (3) 39
Boschen, Kathryn A. - (1) 113
Bose, Julie L. - (5) 122
Bostwick, David H. - (2) 329, 354
Botterbusch, Karl F. - (2) 209
Botterbusch, Karl F. - (3) 117, 155, 176
Botterbusch, Karl F. - (4) 292
Botterbusch, Karl F. - (5) 68, 81
Bounds, Betsy - (3) 324
Bounds, Betsy - (6) 83
Bourbeau, Philip E. - (2) 164
Bourdon, Claudia V. - (5) 332
Bowe, Frank - (1) 31, 143, 368, 387
Bowe, Frank - (2) 291
Bowen, Jack - (2) 265
Boy, Craig - (2) 341
Boyce, Douglas A. - (1) 165
Braddock, David - (2) 109
Braddock, David - (3) 185, 407, 408, 409
Braddock, David - (4) 350
Braddock, David - (5) 16, 17, 18, 19, 20, 21, 352
Bradford, Charles - (3) 47
Bradley, Carolyn - (5) 203
Bradley, Carolyn - (6) 194
Bradley, Loretta J. - (1) 226
Bradley, Valerie J. - (6) 14, 20
Brady, Beverly A. - (5) 103
Brady, Michael P. - (1) 151
Brady, Patricia - (4) 174
Bragman, Ruth - (1) 106, 290
Braskamp, Larry A. - (1) 191
Braun, Henry - (4) 288
Braunling-McMorrow, Debra - (6) 110
Brechin, Connie C. - (6) 225
Breen, Catherine - (3) 106
Breen, Catherine - (5) 408
Breuning, Stephen E. - (5) 6, 7, 8
Bricker, Diane - (4) 24
Brickey, Michael P. - (3) 401, 416, 420
Brier, Norman - (5) 394
Brinkerhoff, Loring C. - (4) 70
Brinker, Richard P. - (5) 425
Britt, Connie - (1) 172, 174
Brock, William E. - (3) 383
Brodsky, Meredith - (4) 52
Brolin, Donna E. - (1) 45, 71, 110, 144
Brolin, Donna E. - (2) 19, 74, 97, 154, 296, 364
Brolin, Donna E. - (5) 438, 446, 447
Brolin, Donna E. - (6) 99
Bronicki, G. J. - (5) 45, 250
Brooke, Valerie - (1) 32, 43, 174
Brooke, Valerie - (4) 200
Brooke, Valerie - (5) 99
Brooke, Valerie - (6) 133
Brookings, Jeff B. - (1) 248, 249
Brooks, Martha A. - (6) 251
Brooks, Penelope O. - (6) 39
Brostrom, Glenn - (2) 245
Brostrom, Glenn - (4) 52
Brotherhood, Mary Jane - (3) 75, 100, 102
Brotherhood, Mary Jane - (5) 250, 351
Broader, Diane M. - (3) 77, 345
Broader, Diane M. - (4) 250
Broader, Phyllis Meighen - (2) 169
Broader, Phyllis Meighen - (3) 258, 385
Brown, Cynthia G. - (3) 230
Brown, Dale S. - (5) 156
Brown, Fredda - (4) 353
Brown, Fredda - (6) 213
Brown, James M. - (2) 108
Brown, James M. - (3) 156, 290
Brown, James M. - (4) 222, 245, 276
Brown, Lou - (2) 229, 259
Brown, Lou - (3) 219, 432
Brown, Lou - (5) 405, 406
Brown, Lou - (6) 36
Brown, Margaret - (4) 105
Brown, Robert D. - (1) 15
Brown, Roy L. - (4) 224
Browning, Debra A. - (6) 292
Browning, Lynne J. - (3) 401, 416
Browning, Philip - (3) 3
Browning, Philip - (4) 118, 129, 361
Bruininks, Robert H. - (2) 244
Bruininks, Robert H. - (3) 271, 272, 273
Bruininks, Robert H. - (4) 19, 191, 216
Bruininks, Robert H. - (5) 95, 96, 97, 98, 105, 285, 391, 432
Bruininks, Robert H. - (6) 8, 207, 221, 321
Brulik, Andrew R. - (3) 402
Brusca, Rita - (4) 71
Bryant, Brian - (1) 72
Bryant, Fred B. - (1) 35
Bryson, Fred - (3) 219
Bucci, Joseph R. - (2) 336
Buch, Paula Syby - (4) 42, 46
Buckley, Jay - (2) 281
Buckley, Jay - (4) 55
Buckley, Jay - (5) 236
Buckley, Jay - (6) 173
Buckley, Nancy K. - (5) 107
Bull, Bruce - (6) .06
Bullis, Michael - (2) 321
Bullis, Michael - (3) 351
Bullis, Michael - (4) 28, 375
<table>
<thead>
<tr>
<th>Name</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheney, Douglas</td>
<td>(4) 28, 249</td>
</tr>
<tr>
<td>Chernish, Walter</td>
<td>(1) 179</td>
</tr>
<tr>
<td>Chester, Anita</td>
<td>(4) 229</td>
</tr>
<tr>
<td>Chin-Perez, Gregg</td>
<td>(3) 442</td>
</tr>
<tr>
<td>Cho, Dong W.</td>
<td>(1) 194</td>
</tr>
<tr>
<td>Cho, Dong W.</td>
<td>(4) 114</td>
</tr>
<tr>
<td>Cho, Dong W.</td>
<td>(5) 205</td>
</tr>
<tr>
<td>Choisser, Lucy</td>
<td>(4) 229</td>
</tr>
<tr>
<td>Choisser, Lucy</td>
<td>(5) 247</td>
</tr>
<tr>
<td>Choy, Susan</td>
<td>(6) 146</td>
</tr>
<tr>
<td>Christensen, Margaret</td>
<td>(2) 175</td>
</tr>
<tr>
<td>Christoff, Karen A.</td>
<td>(4) 110</td>
</tr>
<tr>
<td>Ciardiello, Jean A.</td>
<td>(4) 154</td>
</tr>
<tr>
<td>Ciborowski, Jean</td>
<td>(5) 190</td>
</tr>
<tr>
<td>Ciborowski, Jean</td>
<td>(6) 43</td>
</tr>
<tr>
<td>Cioffi, Andrea</td>
<td>(5) 236</td>
</tr>
<tr>
<td>Cipani, Ennio</td>
<td>(3) 183</td>
</tr>
<tr>
<td>Cipani, Ennio</td>
<td>(4) 173</td>
</tr>
<tr>
<td>Cipani, Ennio</td>
<td>(5) 364</td>
</tr>
<tr>
<td>Cipani, Ennio</td>
<td>(6) 38</td>
</tr>
<tr>
<td>Clancy, Patrick</td>
<td>(3) 365</td>
</tr>
<tr>
<td>Claroq, Jack R.</td>
<td>(1) 230</td>
</tr>
<tr>
<td>Clark, Dewitt S.</td>
<td>(6) 205</td>
</tr>
<tr>
<td>Clark, Donald M.</td>
<td>(6) 226</td>
</tr>
<tr>
<td>Clark, Gary M.</td>
<td>(1) 45</td>
</tr>
<tr>
<td>Clark, Gary M.</td>
<td>(2) 247, 249</td>
</tr>
<tr>
<td>Clark, Gary M.</td>
<td>(6) 310</td>
</tr>
<tr>
<td>Clark, Marsha J.</td>
<td>(3) 222</td>
</tr>
<tr>
<td>Clark, W. Dave</td>
<td>(1) 250</td>
</tr>
<tr>
<td>Clarke, Blake S.</td>
<td>(2) 223</td>
</tr>
<tr>
<td>Clasby, Miriam</td>
<td>(4) 290</td>
</tr>
<tr>
<td>Clees, Tom</td>
<td>(1) 220</td>
</tr>
<tr>
<td>Clements, John</td>
<td>(6) 15</td>
</tr>
<tr>
<td>Clemmons, David C.</td>
<td>(1) 281</td>
</tr>
<tr>
<td>Cleveland, Paula</td>
<td>(1) 43, 372</td>
</tr>
<tr>
<td>Cloninger, Leonard</td>
<td>(1) 95</td>
</tr>
<tr>
<td>Close, Daniel W.</td>
<td>(1) 391</td>
</tr>
<tr>
<td>Close, Daniel W.</td>
<td>(2) 40, 164, 365</td>
</tr>
<tr>
<td>Clumpner, Jane L.</td>
<td>(5) 432</td>
</tr>
<tr>
<td>Cluver, Lissa Power</td>
<td>(4) 47</td>
</tr>
<tr>
<td>Cnaan, Avital</td>
<td>(5) 404</td>
</tr>
<tr>
<td>Cnaan, Ram F.</td>
<td>(5) 232, 404</td>
</tr>
<tr>
<td>Cobb, R. Brian</td>
<td>(1) 140</td>
</tr>
<tr>
<td>Cobb, R. Brian</td>
<td>(2) 289</td>
</tr>
<tr>
<td>Cobb, R. Brian</td>
<td>(3) 292, 353</td>
</tr>
<tr>
<td>Cobb, Richard M.</td>
<td>(1) 88</td>
</tr>
<tr>
<td>Coe, David</td>
<td>(4) 316</td>
</tr>
<tr>
<td>Cohen, Deborah E.</td>
<td>(4) 183</td>
</tr>
<tr>
<td>Cohen, James S.</td>
<td>(1) 331</td>
</tr>
<tr>
<td>Cohen, Phyllis Lee</td>
<td>(1) 104</td>
</tr>
<tr>
<td>Coker, Charles C.</td>
<td>(4) 13</td>
</tr>
<tr>
<td>Coker, Charles C.</td>
<td>(5) 208</td>
</tr>
<tr>
<td>Cole, Joyce Couch</td>
<td>(1) 106, 290</td>
</tr>
<tr>
<td>Cole, Robert E.</td>
<td>(3) 382</td>
</tr>
<tr>
<td>Coleman, Connie</td>
<td>(6) 11</td>
</tr>
<tr>
<td>Coleman, Doreen</td>
<td>(4) 141</td>
</tr>
<tr>
<td>Coles, Gerald</td>
<td>(3) 456</td>
</tr>
<tr>
<td>Collignon, Frederick C.</td>
<td>(3) 336, 337</td>
</tr>
<tr>
<td>Collins, M.</td>
<td>(2) 228</td>
</tr>
<tr>
<td>Collins, Michael</td>
<td>(3) 433</td>
</tr>
<tr>
<td>Collins, Terence</td>
<td>(4) 180</td>
</tr>
<tr>
<td>Collins, Terence G.</td>
<td>(3) 142, 144, 145, 146, 147</td>
</tr>
<tr>
<td>Collister, Larry</td>
<td>(1) 92</td>
</tr>
<tr>
<td>Colson, Linda S.</td>
<td>(5) 430</td>
</tr>
<tr>
<td>Comer, Ronald C.</td>
<td>(1) 210</td>
</tr>
<tr>
<td>Commission on Education of the Deaf</td>
<td>(5) 436</td>
</tr>
<tr>
<td>Commonwealth of the Northern Marian Islands, Department of Education, Special Education Program</td>
<td>(3) 154</td>
</tr>
<tr>
<td>Como, Perry</td>
<td>(5) 346</td>
</tr>
<tr>
<td>Comprehensive System of Personnel Development (CSPD) Assessment Project. Department of Special Education. University of Wisconsin-Whitewater</td>
<td>(4) 186</td>
</tr>
<tr>
<td>Comptroller General of the United States</td>
<td>(1) 229</td>
</tr>
<tr>
<td>Condon, Mary Ellen</td>
<td>(2) 344</td>
</tr>
<tr>
<td>Cone, John D.</td>
<td>(2) 282</td>
</tr>
<tr>
<td>Conley, Ronald W.</td>
<td>(4) 111</td>
</tr>
<tr>
<td>Conley, Ronald W.</td>
<td>(5) 191, 317</td>
</tr>
<tr>
<td>Conley, Stephen</td>
<td>(4) 339</td>
</tr>
<tr>
<td>Conliffe, Chris</td>
<td>(5) 53</td>
</tr>
<tr>
<td>Connecticut State Department of Education</td>
<td>(2) 277</td>
</tr>
<tr>
<td>Connell, Michael L.</td>
<td>(6) 160</td>
</tr>
<tr>
<td>Conners, Frances A.</td>
<td>(5) 313</td>
</tr>
<tr>
<td>Connis, R. T.</td>
<td>(1) 407, 408, 414</td>
</tr>
<tr>
<td>Connis, Richard T.</td>
<td>(4) 226</td>
</tr>
<tr>
<td>Conroy, James</td>
<td>(3) 108</td>
</tr>
<tr>
<td>Conroy, James W.</td>
<td>(6) 20</td>
</tr>
<tr>
<td>Conte, Luca E.</td>
<td>(2) 304</td>
</tr>
<tr>
<td>Conte, Luca Edward</td>
<td>(3) 113</td>
</tr>
<tr>
<td>Cook, Daniel</td>
<td>(3) 305</td>
</tr>
<tr>
<td>Cook, Daniel W.</td>
<td>(1) 248, 249, 254, 348</td>
</tr>
<tr>
<td>Cook, Iva Dean</td>
<td>(2) 340</td>
</tr>
<tr>
<td>Cook, J. J.</td>
<td>(1) 100</td>
</tr>
<tr>
<td>Cook, Judith A.</td>
<td>(2) 305</td>
</tr>
<tr>
<td>Cook, Judith A.</td>
<td>(3) 30, 150</td>
</tr>
<tr>
<td>Cook, Judith A.</td>
<td>(4) 279, 280, 281, 282</td>
</tr>
<tr>
<td>Cook, Judith A.</td>
<td>(5) 357, 358, 359, 360, 361, 362</td>
</tr>
<tr>
<td>Cook, Paul F.</td>
<td>(3) 326</td>
</tr>
<tr>
<td>Cook, Stephen B.</td>
<td>(3) 29</td>
</tr>
<tr>
<td>Cook, Thomas D.</td>
<td>(1) 402</td>
</tr>
<tr>
<td>Cook, Thomas J.</td>
<td>(1) 182</td>
</tr>
<tr>
<td>Cook, Thomas J.</td>
<td>(4) 32</td>
</tr>
<tr>
<td>Cooke, Nancy L.</td>
<td>(5) 125, 128</td>
</tr>
<tr>
<td>Cooley, Elizabeth</td>
<td>(5) 413</td>
</tr>
<tr>
<td>Cooper, Abby</td>
<td>(5) 353</td>
</tr>
</tbody>
</table>
Debnery, Joanne K. - (2) 108
deBettencourt, L'aurie U. - (5) 396
Deck, Mary D. - (5) 395
Decker, Paul - (6) 204
Decker, Paul J. - (5) 251
Decoteau, J. Patrick - (1) 420
Decoteau, J. Patrick - (2) 66
DeFazio, Nicholas - (3) 415
dejung, John E. - (2) 102
Delaware Transition Project - (6) 269
Delawyer, David D. - (2) 282
DeLoach, Charlene - (1) 268
DeLoach, Charlene P. - (2) 41
DeMarsh, Joseph P. - (2) 237
DeMarsh, Joseph P. - (3) 119
Demetral, G. David - (3) 130
Demos, George D. - (2) 3
Dempsey, Patrick - (5) 169
Dennis, Steven - (3) 291
Denny, Terry - (4) 349
Deno, Stanley L. - (3) 391
Depaolo, Ann - (1) 352
Department of Mathematics and Computer Science, Queensborough Community College - (5) 295
Department of Mental Health, Mental Retardation, and Substance Abuse [VA] - (4) 88
Department of Rehabilitation Services. Illinois. - (6) 10
Department of Rehabilitative Services [VA] - (4) 88
DeSanctis, Michael - (1) 244
Deshler, Don - (4) 150
Deshler, Donald C. - (2) 327
Deshler, Donald D. - (5) 368
DeStefano, Lizanne - (2) 65, 68, 314, 331
DeStefano, Lizanne - (3) 80, 159, 199, 270, 287
DeStefano, Lizanne - (4) 132, 243, 247, 263, 348, 349
DeStefano, Lizanne - (5) 140, 266
DeStefano, Lizanne - (6) 151, 257, 278, 279, 280, 282, 300
Dever, Richard B. - (1) 61, 158, 161, 162
Dever, Richard B. - (2) 217, 218
Dever, Richard B. - (3) 228, 229, 231, 241
Dev, Richard B. - (4) 112, 311
Diambra, Joel - (4) 178
Diambra, Tricia - (6) 273
Diamond, Teri - (5) 33, 124
Dick, Marlene A. - (3) 359
Dickerson, Altamont - (4) 152, 153
Dickerson, Martha Ufford - (3) 310
Dildy, Dennis R. - (4) 369
Dincin, Jerry - (6) 118
Division of Educational Services.Special Education Programs. U.S. Department of Education. U.S. Office of Special Education and Rehabilitative Services - (2) 107
Division of Occupational Analysis, United States Employment Service, Employment and Training Administration, U.S. Department of Labor - (5) 345
Division on Career Development. Council for Exceptional Children - (2) 110
Dixon, Benjamin - (2) 200
Dixon, Virginia L. - (6) 28
Dodd, John M. - (5) 391
Dodd, John M. - (6) 212
Dodrill, Carl B. - (1) 281
Dokecki, Paul R. - (4) 341
Dollahan, Jane - (2) 13
Domeck, Anne - (1) 110, 185
Dominic, Janice C. - (1) 330
Donahoe, Kathleen A. - (5) 36
Donaldson, Gary - (3) 338, 389
Donaldson, Joy - (2) 183, 204
Donder, Daniel J. - (3) 19
Dondis, Ernest H. - (1) 204
Donlon, Edward T. - (5) 138
Donnellan, Anne M. - (3) 218, 220, 221, 222
Donovan, William C., Jr. - (3) 284
Doonan, Marijant - (4) 135
Doty, Dale - (1) 67
Dougherty, Barbara - (1) 125
Dougherty, Barbara B. - (2) 21, 141
Dowler, Denetta L. - (5) 328
Dowling, Jane - (3) 81
Dowling, Jane - (4) 26
Drake, Gregory A. - (5) 302
Drehmer, David E. - (4) 362
Drew, Clifford J. - (4) 11
Driessen, Joan R. - (3) 418
Driscoll, John H. - (1) 298
Drum, Charles - (5) 74
Drummond, George - (1) 115
Drummond, O. George - (4) 303
Dubey, Peggy - (4) 344
Dubow, Sy - (5) 224
Dudley, James R. - (3) 404
Duffey, James B. - (2) 202
Dukels, Melinda - (5) 417
Dunfee, Matthew - (3) 23
Dunham, Trudy - (3) 50
Dunham, Trudy - (4) 138, 139
Dunlap, Glen - (4) 340
Dunn, Caroline - (5) 152
Dunn, Dennis J. - (5) 163
Dunn, Winnie - (3) 133
Dunst, Carl J. - (2) 185
Dunteman, George H. - (4) 32
DuPont de Nemours and Company - (3) 396
DuRand, John - (1) 396
DuRand, Lar e - (1) 396
Durand, Richard - (2) 364
Dybwad, Gunnar - (1) 397
Dybwad, Rosemary - (1) 397

Eagle, Eva - (6) 146
Earnhart, Teresa - (2) 347
Eash, Maurice J. - (1) 187
Easterday, Joseph R. - (1) 159, 160
Easterday, Joseph R. - (2) 8, 217, 218
Easterday, Joseph R. - (3) 227, 229, 241
Ebert, Thomas A. - (3) 291
Edgar, Eugene - (1) 8, 152, 246
Edgar, Eugene - (2) 248
Edgar, Eugene - (4) 4, 5, 6, 7, 8, 344
Edgar, Eugene - (5) 59, 220
Edgar, Eugene B. - (3) 111, 277, 430
Edgar, Eugene B. - (6) 32, 222
Edgerton, Robert B. - (1) 105
Edgerton, Robert B. - (6) 42
Education Service Center, Region XI - (4) 257
Educational Service Unit #9 - (2) 26, 27, 28
Educational Service Unit #9 - (3) 198
Edwards, Jack E. - (1) 275
Edwards, Jean - (5) 203
Edwards, Jean P. - (6) 194
Edwards, Raleigh - (1) 375
Egan, Isabelle - (4) 55
Egelston-Dodd, Judy - (6) 75
Egly, Nancy J. - (3) 261, 262
Egly, Nancy Jo - (1) 73
Ehrle, Raymond A. - (1) 271
Eichenmuller, Angela - (6) 120
Eichleay, Kristen - (3) 414
Eigenvoord, Richard - (5) 136
Eiserman, William D. - (2) 156
Eisler, Richard M. - (2) 234
Eisner, Melvin - (5) 253
Ekstrom, Ruth, B. - (2) 206
El Paso Community College - (6) 185
Elder, Jean K. - (3) 410
Elder, Jerry O. - (2) 257
Elias-Burger, Susan - (6) 113
Elksnin, Linda - (6) 103
Elksnin, Linda K. - (4) 269
Elksnin, Linda K. - (5) 424
Elksnin, Nick - (4) 269

Elksnin, Nick - (6) 103
Ellien, Valerie - (6) 256
Elliott, Barb - (3) 197, 398
Elliott, Stephen N. - (4) 323
Elliott, Stephen N. - (5) 418
Elliott, Timothy R. - (1) 301
Ellis, Edwin S. - (5) 424
Ellis, James W. - (6) 39
Ellis, Joanne - (6) 140
Ellis, Thomas I. - (1) 25
Ellison, George W. - (6) 23
Ellmer, Jack R. - (1) 82
Ellsworth, Nancy J. - (6) 262
Elmer, John F. - (4) 5, 6, 7
Elrod, G. Franklin - (4) 156, 246
Elston, Randal R. - (4) 75
Elzey, Freeman F. - (1) 165
Emener, William C. - (5) 121
Emener, William G. - (1) 218, 284
Emener, William G. - (3) 341
Emmer, William H. - (1) 181
Emhoff, Borden - (3) 7
Enchelmaier, John F. - (6) 68
Enderlein, Thomas - (1) 200
Endres, Robert W. - (5) 253
Engelhard, Judy - (5) 175
Engen-Wedin, Nancy - (3) 142
Engleman, Marcia A. - (1) 87
Engleman, Vance - (2) 340
Ennis, Pamela - (6) 264
Epstein, Michael H. - (2) 166
Epstein, Roberta - (3) 180
ERIC Clearinghouse on Handicapped and Gifted Children - (2) 147
ERIC/OSEP Special Project on Interagency Information Dissemination, ERIC Clearinghouse on Handicapped and Gifted Children - (5) 336
ERIC/OSEP Special Project on Interagency Information Dissemination. ERIC Clearinghouse on Handicapped and Gifted Children. Council for Exceptional Children - (3) 267
Erlanger, Wendy J. - (4) 58, 277
Espin, Christine A. - (5) 399
Esposito, Beverly G. - (2) 317
Esposito, Louis G. - (3) 33
Esposito, Sally - (3) 41
Evans, Deborah Marinello - (2) 89
Evans, Ian M. - (3) 344
Evans, Ian M. - (4) 333
Evans, Ian M. - (5) 41, 312
Evans, Ian M. - (6) 213
Everson, Jane M. - (1) 14, 173, 180
<table>
<thead>
<tr>
<th>Name</th>
<th>Volume/Issue</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foss, Gilbert</td>
<td>(3)</td>
<td>351, 419</td>
</tr>
<tr>
<td>Foss, Gilbert</td>
<td>(4)</td>
<td>28, 29, 249</td>
</tr>
<tr>
<td>Foss, Gilbert</td>
<td>(5)</td>
<td>241</td>
</tr>
<tr>
<td>Foss, Paula D.</td>
<td>(6)</td>
<td>53</td>
</tr>
<tr>
<td>Foster, Jennifer</td>
<td>(5)</td>
<td>69</td>
</tr>
<tr>
<td>Foster, Jenny</td>
<td>(3)</td>
<td>187</td>
</tr>
<tr>
<td>Foxx, Richard M.</td>
<td>(4)</td>
<td>9</td>
</tr>
<tr>
<td>Frank, Alan R.</td>
<td>(2)</td>
<td>217</td>
</tr>
<tr>
<td>Frank, Alan R.</td>
<td>(5)</td>
<td>378, 379</td>
</tr>
<tr>
<td>Franklin, Karen</td>
<td>(4)</td>
<td>174</td>
</tr>
<tr>
<td>Fraser, Robert T.</td>
<td>(1)</td>
<td>313</td>
</tr>
<tr>
<td>Frasier, James</td>
<td>(2)</td>
<td>66</td>
</tr>
<tr>
<td>Frasier, James</td>
<td>(4)</td>
<td>34</td>
</tr>
<tr>
<td>Frazier, Margie</td>
<td>(5)</td>
<td>357</td>
</tr>
<tr>
<td>Freag, Sharon</td>
<td>(1)</td>
<td>69</td>
</tr>
<tr>
<td>Frederick Burk</td>
<td>(1)</td>
<td>166</td>
</tr>
<tr>
<td>Fredericks, Bud</td>
<td>(4)</td>
<td>54, 55, 56</td>
</tr>
<tr>
<td>Fredericks, H. D. Bud</td>
<td>(6)</td>
<td>22</td>
</tr>
<tr>
<td>Freeberg, Norman E.</td>
<td>(2)</td>
<td>206</td>
</tr>
<tr>
<td>Freeman, Donald J.</td>
<td>(1)</td>
<td>190</td>
</tr>
<tr>
<td>Freeman, Howard E.</td>
<td>(1)</td>
<td>202, 386</td>
</tr>
<tr>
<td>Freeman, Marie E.</td>
<td>(4)</td>
<td>99</td>
</tr>
<tr>
<td>Freidl, William K.</td>
<td>(2)</td>
<td>267</td>
</tr>
<tr>
<td>French, C.</td>
<td>(3)</td>
<td>148</td>
</tr>
<tr>
<td>Fried, Juliet H.</td>
<td>(6)</td>
<td>129</td>
</tr>
<tr>
<td>Frieden, Lex</td>
<td>(1)</td>
<td>307</td>
</tr>
<tr>
<td>Friedenberg, William P.</td>
<td>(3)</td>
<td>429</td>
</tr>
<tr>
<td>Friedman, Brenda G.</td>
<td>(3)</td>
<td>261, 264, 265, 266</td>
</tr>
<tr>
<td>Frink, Catherine B.</td>
<td>(1)</td>
<td>181</td>
</tr>
<tr>
<td>Frith, Greg H.</td>
<td>(1)</td>
<td>288, 375</td>
</tr>
<tr>
<td>Frith, Greg H.</td>
<td>(2)</td>
<td>180</td>
</tr>
<tr>
<td>Fromm-Steege, Lisa</td>
<td>(5)</td>
<td>316</td>
</tr>
<tr>
<td>Frongillo, Mary</td>
<td>(2)</td>
<td>72</td>
</tr>
<tr>
<td>Fry, Robyn</td>
<td>(4)</td>
<td>178</td>
</tr>
<tr>
<td>Fry, Robyn</td>
<td>(5)</td>
<td>324</td>
</tr>
<tr>
<td>Fry, Ronald</td>
<td>(1)</td>
<td>404</td>
</tr>
<tr>
<td>Fry, Ronald</td>
<td>(2)</td>
<td>78</td>
</tr>
<tr>
<td>Fry, Ronald</td>
<td>(3)</td>
<td>454</td>
</tr>
<tr>
<td>Fry, Ronald R.</td>
<td>(4)</td>
<td>295</td>
</tr>
<tr>
<td>Fry, Ronald R.</td>
<td>(5)</td>
<td>344</td>
</tr>
<tr>
<td>Fuchs, Douglas</td>
<td>(6)</td>
<td>210</td>
</tr>
<tr>
<td>Fuchs, Lynn S.</td>
<td>(6)</td>
<td>210</td>
</tr>
<tr>
<td>Fuhrer, Marcus J.</td>
<td>(2)</td>
<td>53</td>
</tr>
<tr>
<td>Fuhrer, Marcus J.</td>
<td>(3)</td>
<td>32</td>
</tr>
<tr>
<td>Fujiura, Glenn</td>
<td>(3)</td>
<td>185</td>
</tr>
<tr>
<td>Fujiura, Glenn</td>
<td>(5)</td>
<td>21, 352</td>
</tr>
<tr>
<td>Fullmer, Steven L.</td>
<td>(5)</td>
<td>328</td>
</tr>
<tr>
<td>Funderburg, Cynthia F.</td>
<td>(6)</td>
<td>156, 157</td>
</tr>
<tr>
<td>Funk, Robert</td>
<td>(1)</td>
<td>399</td>
</tr>
<tr>
<td>Funk, Robert J.</td>
<td>(2)</td>
<td>2</td>
</tr>
<tr>
<td>Fuqua, Dale R.</td>
<td>(1)</td>
<td>279</td>
</tr>
<tr>
<td>Furman, Wyndol</td>
<td>(6)</td>
<td>111</td>
</tr>
<tr>
<td>Fussey, Ian</td>
<td>(4)</td>
<td>343</td>
</tr>
</tbody>
</table>

- **G** -

<table>
<thead>
<tr>
<th>Name</th>
<th>Volume/Issue</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gable, Robert A.</td>
<td>(5)</td>
<td>8</td>
</tr>
<tr>
<td>Gade, Eldon M.</td>
<td>(1)</td>
<td>279</td>
</tr>
<tr>
<td>Gagnon, Duane</td>
<td>(5)</td>
<td>181</td>
</tr>
<tr>
<td>Gaines, Larry</td>
<td>(2)</td>
<td>3</td>
</tr>
<tr>
<td>Gajar, Anna</td>
<td>(1)</td>
<td>58</td>
</tr>
<tr>
<td>Gajar, Anna H.</td>
<td>(3)</td>
<td>29</td>
</tr>
<tr>
<td>Gajar, Anna Helen</td>
<td>(4)</td>
<td>61, 235, 237, 272</td>
</tr>
<tr>
<td>Gajira, Meenakshi</td>
<td>(4)</td>
<td>272</td>
</tr>
<tr>
<td>Gale, Margaret Ann.</td>
<td>(3)</td>
<td>326</td>
</tr>
<tr>
<td>Gallagher, James J.</td>
<td>(2)</td>
<td>111</td>
</tr>
<tr>
<td>Gallagher, John</td>
<td>(4)</td>
<td>56</td>
</tr>
<tr>
<td>Gallaudet University. Gallaudet Research Institute. Center for Assessment and Demographic Studies</td>
<td>(3)</td>
<td>157</td>
</tr>
<tr>
<td>Gallery, Michael Edward</td>
<td>(1)</td>
<td>358</td>
</tr>
<tr>
<td>Galloway, Charles</td>
<td>(1)</td>
<td>163</td>
</tr>
<tr>
<td>Galloway, James R.</td>
<td>(3)</td>
<td>45</td>
</tr>
<tr>
<td>Garber, Howard L.</td>
<td>(5)</td>
<td>113</td>
</tr>
<tr>
<td>Garcia, Ron</td>
<td>(3)</td>
<td>14</td>
</tr>
<tr>
<td>Gardner, James F.</td>
<td>(2)</td>
<td>58</td>
</tr>
<tr>
<td>Gardner, James F.</td>
<td>(3)</td>
<td>389</td>
</tr>
<tr>
<td>Gardner, James F.</td>
<td>(4)</td>
<td>338</td>
</tr>
<tr>
<td>Gardner, Jerome R.</td>
<td>(5)</td>
<td>232</td>
</tr>
<tr>
<td>Careau, Marguerite J.</td>
<td>(6)</td>
<td>313</td>
</tr>
<tr>
<td>Gargantiel, Carol W.</td>
<td>(2)</td>
<td>182</td>
</tr>
<tr>
<td>Garner, J. Bradley</td>
<td>(3)</td>
<td>64, 312</td>
</tr>
<tr>
<td>Garris, Raymond P.</td>
<td>(4)</td>
<td>215</td>
</tr>
<tr>
<td>Garske, Gregory G.</td>
<td>(6)</td>
<td>130</td>
</tr>
<tr>
<td>Garten, Ann</td>
<td>(3)</td>
<td>394, 395</td>
</tr>
<tr>
<td>Gartner, Alan</td>
<td>(3)</td>
<td>127</td>
</tr>
<tr>
<td>Gartner, Alan</td>
<td>(5)</td>
<td>44</td>
</tr>
<tr>
<td>Gartner, Alan</td>
<td>(6)</td>
<td>41</td>
</tr>
<tr>
<td>Garvan, Adrienne</td>
<td>(5)</td>
<td>421</td>
</tr>
<tr>
<td>Garvin, Richard E.</td>
<td>(3)</td>
<td>303</td>
</tr>
<tr>
<td>Gaston, Marcia A.</td>
<td>(6)</td>
<td>42</td>
</tr>
<tr>
<td>Gaule, Karen</td>
<td>(2)</td>
<td>158</td>
</tr>
<tr>
<td>Gay, Dennis A.</td>
<td>(1)</td>
<td>318</td>
</tr>
<tr>
<td>Gaylord-Ross, Cory</td>
<td>(1)</td>
<td>56, 201</td>
</tr>
<tr>
<td>Gaylord-Ross, Cory</td>
<td>(2)</td>
<td>167</td>
</tr>
<tr>
<td>Gaylord-Ross, Cory</td>
<td>(3)</td>
<td>347</td>
</tr>
<tr>
<td>Gaylord-Ross, Robert</td>
<td>(1)</td>
<td>56, 201, 228</td>
</tr>
<tr>
<td>Gaylord-Ross, Robert</td>
<td>(2)</td>
<td>151, 167</td>
</tr>
<tr>
<td>Gaylord-Ross, Robert</td>
<td>(3)</td>
<td>106, 280, 342, 347, 440, 442</td>
</tr>
<tr>
<td>Gaylord-Ross, Robert</td>
<td>(5)</td>
<td>135, 139, 321</td>
</tr>
<tr>
<td>Gaylord-Ross, Robert</td>
<td>(6)</td>
<td>25, 64, 89, 233, 234, 297, 302</td>
</tr>
<tr>
<td>Geckle, Michelle</td>
<td>(6)</td>
<td>120</td>
</tr>
<tr>
<td>Gee, Russell</td>
<td>(6)</td>
<td>235, 236, 237, 238, 239, 240, 241, 245, 246</td>
</tr>
<tr>
<td>Name</td>
<td>Pages</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>Geiger, William L.</td>
<td>(4) 189</td>
<td></td>
</tr>
<tr>
<td>Geis, Julie M.</td>
<td>(3) 261, 262, 263</td>
<td></td>
</tr>
<tr>
<td>Geist, Chrisann Schiro</td>
<td>(5) 347</td>
<td></td>
</tr>
<tr>
<td>Geist, Chrisann Shiro</td>
<td>(1) 275, 350</td>
<td></td>
</tr>
<tr>
<td>Geist, Glen O.</td>
<td>(5) 122</td>
<td></td>
</tr>
<tr>
<td>Geletka, James R.</td>
<td>(2) 1</td>
<td></td>
</tr>
<tr>
<td>Geller, Carol H.</td>
<td>(5) 175</td>
<td></td>
</tr>
<tr>
<td>George, Nancy L.</td>
<td>(6) 312</td>
<td></td>
</tr>
<tr>
<td>Georgia State University, Department of Special Education</td>
<td>(5) 270</td>
<td></td>
</tr>
<tr>
<td>Gerber, Paul J.</td>
<td>(4) 253</td>
<td></td>
</tr>
<tr>
<td>Geske, Terry G.</td>
<td>(1) 359, 422</td>
<td></td>
</tr>
<tr>
<td>Gething, Lindsay</td>
<td>(5) 223</td>
<td></td>
</tr>
<tr>
<td>Getzel, Elizabeth Evans</td>
<td>(2) 100</td>
<td></td>
</tr>
<tr>
<td>Getzel, Elizabeth Evans</td>
<td>(5) 143</td>
<td></td>
</tr>
<tr>
<td>Getzel, Elizabeth Evans</td>
<td>(6) 274</td>
<td></td>
</tr>
<tr>
<td>Giampiccolo, James S., Jr.</td>
<td>(1) 204</td>
<td></td>
</tr>
<tr>
<td>Gibbs, Howard</td>
<td>(2) 197</td>
<td></td>
</tr>
<tr>
<td>Gibson, Beth</td>
<td>(3) 105</td>
<td></td>
</tr>
<tr>
<td>Gibson, David</td>
<td>(1) 378</td>
<td></td>
</tr>
<tr>
<td>Giddan, Norman S.</td>
<td>(5) 121</td>
<td></td>
</tr>
<tr>
<td>Gifford, John L.</td>
<td>(4) 239</td>
<td></td>
</tr>
<tr>
<td>Gifford, John L.</td>
<td>(5) 80</td>
<td></td>
</tr>
<tr>
<td>Gifford, John L.</td>
<td>(6) 287</td>
<td></td>
</tr>
<tr>
<td>Gilchrist, Lewayne D.</td>
<td>(4) 20</td>
<td></td>
</tr>
<tr>
<td>Giles, Gordon Muir</td>
<td>(4) 343</td>
<td></td>
</tr>
<tr>
<td>Gill, Doug</td>
<td>(6) 222</td>
<td></td>
</tr>
<tr>
<td>Gill, Douglas H.</td>
<td>(1) 98</td>
<td></td>
</tr>
<tr>
<td>Gillat, Alex</td>
<td>(6) 109</td>
<td></td>
</tr>
<tr>
<td>Gillet, Pamela K.</td>
<td>(6) 1</td>
<td></td>
</tr>
<tr>
<td>Gilli, Angelo C.</td>
<td>(1) 86</td>
<td></td>
</tr>
<tr>
<td>Gilli, Lynne M.</td>
<td>(1) 86</td>
<td></td>
</tr>
<tr>
<td>Gilman, Beth</td>
<td>(6) 126</td>
<td></td>
</tr>
<tr>
<td>Gilmore, Jeffrey</td>
<td>(5) 10</td>
<td></td>
</tr>
<tr>
<td>Gioglio, Margaret</td>
<td>(3) 235, 236</td>
<td></td>
</tr>
<tr>
<td>Gladden, Debbie</td>
<td>(6) 166</td>
<td></td>
</tr>
<tr>
<td>Glaeser, Mary</td>
<td>(6) 159</td>
<td></td>
</tr>
<tr>
<td>Glascoe, Frances P.</td>
<td>(3) 361</td>
<td></td>
</tr>
<tr>
<td>Glass, Gene V.</td>
<td>(1) 28, 384</td>
<td></td>
</tr>
<tr>
<td>Glass, Gene V.</td>
<td>(2) 76</td>
<td></td>
</tr>
<tr>
<td>Glean, Richard</td>
<td>(2) 205</td>
<td></td>
</tr>
<tr>
<td>Gloeckler, Lawrence C.</td>
<td>(4) 49</td>
<td></td>
</tr>
<tr>
<td>Godar, Patrick G.</td>
<td>(5) 110</td>
<td></td>
</tr>
<tr>
<td>Goddard, Graham G.</td>
<td>(1) 19</td>
<td></td>
</tr>
<tr>
<td>Godley, Mark D.</td>
<td>(5) 158</td>
<td></td>
</tr>
<tr>
<td>Godley, Susan Harrington</td>
<td>(5) 158</td>
<td></td>
</tr>
<tr>
<td>Goetz, Lori</td>
<td>(5) 139</td>
<td></td>
</tr>
<tr>
<td>Goetz, Lori</td>
<td>(6) 64, 295, 297</td>
<td></td>
</tr>
<tr>
<td>Gold, Marc</td>
<td>(3) 20</td>
<td></td>
</tr>
<tr>
<td>Gold, Marc W.</td>
<td>(2) 153</td>
<td></td>
</tr>
<tr>
<td>Gold, Marc W.</td>
<td>(5) 349</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Joel</td>
<td>(2) 358</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Marge</td>
<td>(5) 258</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Paula F.</td>
<td>(5) 258</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Paula F.</td>
<td>(6) 124</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Richard T.</td>
<td>(1) 336</td>
<td></td>
</tr>
<tr>
<td>Goldberg, Richard T.</td>
<td>(4) 264</td>
<td></td>
</tr>
<tr>
<td>Golden, Nancy</td>
<td>(2) 47</td>
<td></td>
</tr>
<tr>
<td>Goldfarb, Lori A.</td>
<td>(5) 351</td>
<td></td>
</tr>
<tr>
<td>Goldman, Charles</td>
<td>(5) 287</td>
<td></td>
</tr>
<tr>
<td>Goldman, Leo</td>
<td>(3) 209</td>
<td></td>
</tr>
<tr>
<td>Goldstein, Arnold P.</td>
<td>(2) 44</td>
<td></td>
</tr>
<tr>
<td>Goldstein, Gerald</td>
<td>(6) 120</td>
<td></td>
</tr>
<tr>
<td>Goldstein, Marjorie T.</td>
<td>(2) 17</td>
<td></td>
</tr>
<tr>
<td>Goldstein, Marjorie T.</td>
<td>(4) 248</td>
<td></td>
</tr>
<tr>
<td>Goodall, Patricia</td>
<td>(2) 307</td>
<td></td>
</tr>
<tr>
<td>Goodall, Patricia</td>
<td>(4) 200</td>
<td></td>
</tr>
<tr>
<td>Goodall, Patricia</td>
<td>(5) 99</td>
<td></td>
</tr>
<tr>
<td>Goodall, Patricia A.</td>
<td>(1) 32, 43, 154, 372</td>
<td></td>
</tr>
<tr>
<td>Goodman, Libby</td>
<td>(2) 186, 205</td>
<td></td>
</tr>
<tr>
<td>Goodwill Industries of America, Inc.</td>
<td>(5) 240</td>
<td></td>
</tr>
<tr>
<td>Goodwyn, Roberta</td>
<td>(4) 197, 339</td>
<td></td>
</tr>
<tr>
<td>Goodyear, Rodney K.</td>
<td>(4) 268</td>
<td></td>
</tr>
<tr>
<td>Gordon, Lawrence R.</td>
<td>(1) 2</td>
<td></td>
</tr>
<tr>
<td>Gordon, Lawrence R.</td>
<td>(2) 163</td>
<td></td>
</tr>
<tr>
<td>Gordon, Lawrence R.</td>
<td>(5) 217</td>
<td></td>
</tr>
<tr>
<td>Gordon, Wayne</td>
<td>(4) 105</td>
<td></td>
</tr>
<tr>
<td>Gorman, Anita M.</td>
<td>(6) 179</td>
<td></td>
</tr>
<tr>
<td>Gorski, Robert</td>
<td>(2) 207</td>
<td></td>
</tr>
<tr>
<td>Gottesmann, Helene</td>
<td>(5) 21</td>
<td></td>
</tr>
<tr>
<td>Gottlieb, Amy</td>
<td>(4) 357</td>
<td></td>
</tr>
<tr>
<td>Gottlieb, Jay</td>
<td>(2) 196, 268</td>
<td></td>
</tr>
<tr>
<td>Gottlieb, Jay</td>
<td>(3) 428</td>
<td></td>
</tr>
<tr>
<td>Gould, Martin</td>
<td>(5) 114</td>
<td></td>
</tr>
<tr>
<td>Gouse, Allen S.</td>
<td>(2) 200</td>
<td></td>
</tr>
<tr>
<td>Governor's Planning Council on Developmental Disabilities Minnesota State Planning Agency</td>
<td>(4) 374</td>
<td></td>
</tr>
<tr>
<td>Governor's Planning Council on Developmental Disabilities</td>
<td>(6) 33</td>
<td></td>
</tr>
<tr>
<td>Gowing, Marilyn K.</td>
<td>(5) 339</td>
<td></td>
</tr>
<tr>
<td>Grace, Sarah</td>
<td>(3) 12, 13, 14, 15</td>
<td></td>
</tr>
<tr>
<td>Graesser, Raymond C.</td>
<td>(4) 47</td>
<td></td>
</tr>
<tr>
<td>Graff, Stacy</td>
<td>(2) 91</td>
<td></td>
</tr>
<tr>
<td>Granger, Carl V.</td>
<td>(2) 298</td>
<td></td>
</tr>
<tr>
<td>Grant, Lyle</td>
<td>(3) 421</td>
<td></td>
</tr>
<tr>
<td>Graves, William</td>
<td>(1) 269</td>
<td></td>
</tr>
</tbody>
</table>
Gray, Kenneth C. - (6) 254
Great Falls Public Schools - (5) 243
Great Falls Transition Project - (5) 245
Great Falls Vocational-Technical Center. Project
ACCESS - (4) 378, 379
Green, Gina - (6) 110
Green, Kathy - (6) 73, 174
Green, Lowell E. - (1) 170
Greenan, Jarnes P. -(1) 170
Greenan, James P. - (2) 177
Greenan, James P. - (3) 172
Greenan, James P. - (6) 292
Greenburg, David E. - (6) 28
Green, Carolyn
Greere, Jennifer G. - (5) 206
Greener, Karen - (5) 155
Greenleigh Associates, Inc. - (2) 161
Greenspan, Stephen
Greenwood, Charles R. - (4) 35
Greenwood, Charles R. - (5) 142
Greenwood, Reed - (1) 253, 291
Greenwood, Reed - (4) 77
Greenwood, Reed - (5) 327
Greer, Bobby G. - (1) 268
Greer, Ellen - (4) 105
Gregory, Denis - (5) 64
Gregory, James F. - (2) 150, 208, 210, 211, 212, 213
Gregory, James F. - (5) 388
Gresham, Frank M. - (2) 178, 283
Gresham, Frank M. - (4) 323
Gresham, Frank M. - (5) 418
Grennewald, Lee J. - (3) 218
Griffin, Susan - (5) 54
Grimes, Susan K. - (6) 128
Griswold, Peter P. - (5) 296
Groah, Christine - (4) 178
Groah, Christine - (5) 324
Gronberg, Lee D. - (3) 42
Gross, Jerry C. - (5) 430
Grossi, Teresa - (5) 127
Grossmont Union High School District - (3) 250
Grossmont Union High School District - (5) 293, 294
Gruenewald, Lee - (2) 259
Gruenewald, Lee - (5) 405, 406
Gruenewald, Lee - (5) 405, 406
Gruenewald, Kathleen A. - (1) 142
Guba, Egon G. - (1) 405
Guess, Carolyn - (2) 93
Guess, Doug - (3) 443
Guess, Doug - (5) 65, 250
Gugerty, John - (1) 125
Gugerty, John H. - (5) 110, 143
Gugerty, John J. - (2) 21, 100, 141
Gugerty, John J. - (3) 340
Guida, Judy Clark - (4' 53
Gunter, Philip L. - (1) 151
Gushee, Kathryn L. - (6) 165, 291
Guskin, Samuel L. - (1) 37
Guttenage, Marcia - (1) 199, 401
Gutterman, June K. - (1) 139
Gysbers, Norman C. - (5) 438

-H-
Haenn, Joseph F. - (4) 32
Hafer, Marilyn - (2) 322
Hafer, Marilyn D. - (5) 158
Hallinan, Patricia C. - (3) 418
Halleran, William - (2) 314
Halleran, William - (3) 114
Halpern, Andrew S. - (1) 1, 391
Halpern, Andrew S. - (2) 40, 53, 125, 126, 195, 241
Halpern, Andrew S. - (3) 346
Halpern, Andrew S. - (6) 70, 188
Halpin, Gerald - (1) 296
Hameister, Brenda - (1) 58
Hamilton, James B. - (5) 260
Hammond, Sean T. - (1) 158
Hamre-Nietupski, Susan - (1) 371
Hamre-Nietupski, Susan - (2) 361
Hamre-Nietupski, Susan - (3) 365
Hanawalt, David A. - (4) 36
Hancock, David - (5) 415
Handrich, Rita R. - (4) 313
Hanebutt, Kathy Klees - (6) 251
Haney, Janell I. - (2) 67
Haney, Janell I. - (3) 254, 276
Haney, Janell I. - (4) 243
Hanley-Maxwell, Cheryl - (4) 262
Hanley-Maxwell, Cheryl - (2) 25, 64, 71, 87
Hanley-Maxwell, Cheryl - (3) 21, 369, 388
Hanley-Maxwell, Cheryl - (5) 325, 337
Hanley-Maxwell, Cheryl - (6) 71
Hansen, Cheryl L. - (2) 336
Hanson, Harold B. - (3) 441
Haraguchi, Rosemary S. - (1) 305
Harasymiw, Stefan J. - (1) 264
<table>
<thead>
<tr>
<th>Name</th>
<th>(Edition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harchik, Alan E.</td>
<td>(5) 439</td>
</tr>
<tr>
<td>Harder, Patricia J.</td>
<td>(6) 199, 200, 201, 202, 203</td>
</tr>
<tr>
<td>Harder, Stuart R.</td>
<td>(5) 176</td>
</tr>
<tr>
<td>Hardman, Michael</td>
<td>(2) 152, 239</td>
</tr>
<tr>
<td>Hardman, Michael L.</td>
<td>(3) 259</td>
</tr>
<tr>
<td>Hardman, Michael L.</td>
<td>(4) 11, 294</td>
</tr>
<tr>
<td>Hardman, Michael L.</td>
<td>(6) 183</td>
</tr>
<tr>
<td>Hardy, Richard E.</td>
<td>(1) 388</td>
</tr>
<tr>
<td>Hardy, Roy</td>
<td>(1) 189</td>
</tr>
<tr>
<td>Haring, Kathryn A.</td>
<td>(5) 392</td>
</tr>
<tr>
<td>Haring, Kathryn A.</td>
<td>(6) 311</td>
</tr>
<tr>
<td>Haring, Michael</td>
<td>(4) 68</td>
</tr>
<tr>
<td>Haring, Michael</td>
<td>(5) 414</td>
</tr>
<tr>
<td>Haring, Norris G.</td>
<td>(5) 51, 58</td>
</tr>
<tr>
<td>Haring, Thomas</td>
<td>(3) 106</td>
</tr>
<tr>
<td>Haring, Thomas G.</td>
<td>(5) 408</td>
</tr>
<tr>
<td>Haring, Thomas G.</td>
<td>(6) 189</td>
</tr>
<tr>
<td>Harley, Debra</td>
<td>(5) 337</td>
</tr>
<tr>
<td>Harmon, Adrienne S.</td>
<td>(1) 420</td>
</tr>
<tr>
<td>Harmon, Adrienne S.</td>
<td>(3) 82</td>
</tr>
<tr>
<td>Harmon, Adrienne S.</td>
<td>(4) 87</td>
</tr>
<tr>
<td>Harmon, Adrienne S.</td>
<td>(5) 268</td>
</tr>
<tr>
<td>Harmon, Adrienne S.</td>
<td>(6) 290</td>
</tr>
<tr>
<td>Harmon, Adrienne Seccia</td>
<td>(2) 62</td>
</tr>
<tr>
<td>Harnisch, Delwyn L.</td>
<td>(2) 63, 70</td>
</tr>
<tr>
<td>Harnisch, Delwyn L.</td>
<td>(3) 9, 199, 223, 438</td>
</tr>
<tr>
<td>Harnisch, Delwyn L.</td>
<td>(5) 109, 216, 283, 363</td>
</tr>
<tr>
<td>Harnisch, Delwyn L.</td>
<td>(6) 160, 164</td>
</tr>
<tr>
<td>Harper, Gregory F.</td>
<td>(5) 400</td>
</tr>
<tr>
<td>Harper, Roger S.</td>
<td>(4) 346</td>
</tr>
<tr>
<td>Harpring, Sharon A.</td>
<td>(4) 32</td>
</tr>
<tr>
<td>Harrington, Robert G.</td>
<td>(3) 191</td>
</tr>
<tr>
<td>Harris, E. Lowell</td>
<td>(3) 200</td>
</tr>
<tr>
<td>Harris, Mary B.</td>
<td>(3) 281</td>
</tr>
<tr>
<td>Harris, Mary B.</td>
<td>(4) 325</td>
</tr>
<tr>
<td>Harrison, Don K.</td>
<td>(5) 329, 333</td>
</tr>
<tr>
<td>Hart, Janet L.</td>
<td>(2) 299</td>
</tr>
<tr>
<td>Hartman Dan</td>
<td>(3) 442</td>
</tr>
<tr>
<td>Hartmann, Donald P.</td>
<td>(5) 171</td>
</tr>
<tr>
<td>Hartsborme, Timothy S.</td>
<td>(5) 198</td>
</tr>
<tr>
<td>Hartwell, Cindy</td>
<td>(4) 26</td>
</tr>
<tr>
<td>Hartwell, Cindy</td>
<td>81</td>
</tr>
<tr>
<td>Hartwell, L. Kay</td>
<td>(1) 52</td>
</tr>
<tr>
<td>Harvey, Brenda M.</td>
<td>(6) 165, 291</td>
</tr>
<tr>
<td>Harvey, Paul A.</td>
<td>(6) 199, 200</td>
</tr>
<tr>
<td>Hasazi, Joseph E.</td>
<td>(5) 217</td>
</tr>
<tr>
<td>Hasazi, Susan Brody</td>
<td>(1) 2, 13</td>
</tr>
<tr>
<td>Hasazi, Susan Brody</td>
<td>(2) 163</td>
</tr>
<tr>
<td>Hasazi, Susan Brody</td>
<td>(3) 353</td>
</tr>
<tr>
<td>Hasazi, Susan Brody</td>
<td>(5) 217</td>
</tr>
<tr>
<td>Hasazi, Susan E.</td>
<td>(2) 254</td>
</tr>
<tr>
<td>Hauber, Florence A.</td>
<td>(5) 105</td>
</tr>
<tr>
<td>Hauser-Cram, Penny</td>
<td>(1) 46</td>
</tr>
<tr>
<td>Hausman, Barbara</td>
<td>(5) 78</td>
</tr>
<tr>
<td>Haveman, Robert H.</td>
<td>(4) 194</td>
</tr>
<tr>
<td>Hawkins, Nancy</td>
<td>(5) 413</td>
</tr>
<tr>
<td>Hawks, Robin</td>
<td>(3) 163</td>
</tr>
<tr>
<td>Hawks, Robin</td>
<td>(6) 182</td>
</tr>
<tr>
<td>Hay, Richard A., Jr.</td>
<td>(1) 392</td>
</tr>
<tr>
<td>Hayden, David L.</td>
<td>(6) 205</td>
</tr>
<tr>
<td>Haynes, John</td>
<td>(6) 215</td>
</tr>
<tr>
<td>Haywood, H. Carl</td>
<td>(4) 221</td>
</tr>
<tr>
<td>Hazel, J. Stephen</td>
<td>(4) 150</td>
</tr>
<tr>
<td>Hazel, J. Stephen</td>
<td>(5) 368</td>
</tr>
<tr>
<td>Hazinski, Linda</td>
<td>(4) 215</td>
</tr>
<tr>
<td>Hazlett, Robert L.</td>
<td>(2) 9</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(1) 195, 426</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(2) 67, 139, 334, 344</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(3) 11, 61, 184, 254, 276, 439</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(4) 45, 243</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(5) 34, 105, 430</td>
</tr>
<tr>
<td>Heal, Laird W.</td>
<td>(6) 101, 257, 278, 281</td>
</tr>
<tr>
<td>Healas, Donald V.</td>
<td>(2) 18</td>
</tr>
<tr>
<td>HEATH Resource Center, American Council on Education</td>
<td>(2) 90</td>
</tr>
<tr>
<td>HEATH Resource Center, American Council on Education</td>
<td>(3) 285</td>
</tr>
<tr>
<td>Hecimovic, Anton</td>
<td>(6) 105, 199</td>
</tr>
<tr>
<td>Hedges, Larry V.</td>
<td>(1) 34, 40</td>
</tr>
<tr>
<td>Hedley, Eugene</td>
<td>(2) 323</td>
</tr>
<tr>
<td>Heffron, Thomas J.</td>
<td>(2) 21, 141</td>
</tr>
<tr>
<td>Heffron, Thomas J.</td>
<td>(5) 110</td>
</tr>
<tr>
<td>Heinemann, Allen W.</td>
<td>(1) 275</td>
</tr>
<tr>
<td>Heinisch, Barbara Shiller</td>
<td>(1) 286</td>
</tr>
<tr>
<td>Helge, Doris</td>
<td>(2) 128</td>
</tr>
<tr>
<td>Heller, Harold W.</td>
<td>(2) 253</td>
</tr>
<tr>
<td>Heller, Tamar</td>
<td>(5) 16, 17, 18, 19, 20</td>
</tr>
<tr>
<td>Hellige, Paula</td>
<td>(1) 265</td>
</tr>
<tr>
<td>Hemp, Richard</td>
<td>(3) 185, 409</td>
</tr>
<tr>
<td>Hemp, Richard</td>
<td>(4) 350</td>
</tr>
<tr>
<td>Hemp, Richard</td>
<td>(5) 352</td>
</tr>
<tr>
<td>Henderson, Janet L.</td>
<td>(6) 163</td>
</tr>
<tr>
<td>Henderson, Robert A.</td>
<td>(1) 422</td>
</tr>
<tr>
<td>Hendler, Nelson</td>
<td>(3) 299</td>
</tr>
<tr>
<td>Hendrick, Irving G.</td>
<td>(6) 259</td>
</tr>
<tr>
<td>Hendrickson, Kirk</td>
<td>(4) 55, 56</td>
</tr>
<tr>
<td>Henerson, Marlene E.</td>
<td>(4) 96</td>
</tr>
<tr>
<td>Hensel, James W.</td>
<td>(1) 7</td>
</tr>
<tr>
<td>Hensel, James W.</td>
<td>(3) 360</td>
</tr>
<tr>
<td>Hensel, James W.</td>
<td>(6) 2</td>
</tr>
<tr>
<td>Herman, Joan L.</td>
<td>(4) 91</td>
</tr>
<tr>
<td>Hermandson, Mike</td>
<td>(6) 212, 275</td>
</tr>
<tr>
<td>Heron, Timothy E.</td>
<td>(5) 125</td>
</tr>
<tr>
<td>Herr, Stanley S.</td>
<td>(2) 324</td>
</tr>
<tr>
<td>Hersen, Michael</td>
<td>(2) 234</td>
</tr>
<tr>
<td>Hersen, Michel</td>
<td>(4) 285</td>
</tr>
<tr>
<td>Hershenson, David B.</td>
<td>(6) 191</td>
</tr>
</tbody>
</table>
Heshusius, Lous - (2) 286
Hess, Carla - (3) 108
Heward, William L. - (5) 125
Hickrod, G. Alan - (5) 82
Higgins, Scottie - (2) 184
Hightower, Julia - (3) 259
Hightower, Julia - (6) 183
Hill, Bradley K. - (3) 271, 272, 273
Hill, Bradley K. - (5) 11, 105, 432
Hill, Bradley K. - (6) 11, 105, 432
Hill, Jane - (1) 309
Hill, Janet W. - (1) 149, 171, 172, 174, 221, 232
Hill, Janet W. - (2) 179, 307, 308, 309, 339
Hill, Janet W. - (3) 282
Hill, Janet W. - (4) 152, 153, 230, 231, 313
Hill, Joe E. - (2) 96
Hill, M. Anne - (3) 24
Hill, M. Anne - (4) 376
Hill, Mark - (1) 43, 172, 174, 179
Hill, Mark - (2) 307
Hill, Mark - (5) 201, 202
Hill, Mark - (6) 141, 176
Hill, Mark L. - (3) 121, 319
Hill, Mark L. - (4) 80, 115, 152, 153, 158, 232, 313, 315, 319
Hill, Michael - (6) 273
Hill, Michele - (3) 385
Hillier, Charles R. - (2) 284
Hines, Carol - (4) 250
Hinman, Suki - (1) 291
Hinman, Suki - (4) 326
Hippolitus, Paul - (1) 353
Hippolitus, Paul - (2) 168
Hirsch, Marilyn - (6) 233
Hoachlander, E. Gareth - (6) 146
Hockenberry, Cathe - (2) 184
Hocutt, Anne M. - (4) 32
Hodel, Sarah - (2) 311, 312
Hodel, Sarah L. - (6) 186
Hoffman, F. James - (6) 182
Hoffman, Karen - (4) 317
Hoffman, Karen - (5) 180
Hoffman, Roger C. - (6) 5
Hoffmann, F. James - (3) 163
Hohenshil, Thomas H. - (6) 301
Holes, M. Kay - (3) 206
Hollahan, Jim - (4) 174
Hollander, Elaine K. - (3) 313
Holmes, C. Thomas - (1) 39
Holmes, Deborah - (2) 47
Holmes, Gary E. - (5) 76
Holowinsky, I. Z. - (6) 131
Holveot, Jennifer F. - (2) 366
Honaker, Kay - (6) 163
Hood, Colleen Deyell - (6) 55
Hood, Paul D. - (1) 187
Hooe, Norman C. - (1) 270
Hooley, Michael - (3) 10
Hoover, Tracy - (3) 379
Horiuchi, Chiyo N. - (1) 16, 102
Horn, Christy A. - (2) 29
Horn, Christy A. - (6) 249
Hornby, Helaine - (4) 290
Hornby, Helaine C. - (5) 79
Horne, Marcia D. - (1) 264
Horn, Robert H. - (2) 31, 228
Horn, Robert H. - (3) 433
Horn, Robert H. - (4) 340
Horn, Robert H. - (5) 73, 289
Horn, Robert H. - (6) 22, 122
Horton, Amy A. - (4) 254
Horton, Betty T. - (6) 61
Horton, Bonnie - (1) 152, 246
Hosseini, Ashraf - (4) 310
Houck, Cherry K. - (5) 175
Howard, George - (4) 172
Howard, Ronald - (2) 101
Howell, Joanne C. - (3) 302
Howes, Ruth - (3) 409
Howes, Ruth - (4) 350
Hrydowy, E. Rosemarie - (5) 402
Huang, Jerry (Chin-Li) - (2) 182
Huberman, A. Michael - (1) 393
Hudson, Chris - (1) 413
Hudson, Pam - (3) 360
Hudson, Pamela J. - (6) 2
Huebner, Kathleen Mary - (2) 114, 115, 117
Hughes, Carolyn - (3) 135, 372
Hughes, Carolyn - (4) 211, 354, 365, 367
Hughes, Carolyn - (5) 174, 322, 323, 369, 435
Hughes, Carolyn - (6) 108, 162, 266, 281
Hughes, Charles A. - (3) 453
Hughes, Charles A. - (5) 416
Hughes, Charlie - (4) 85
Hughes, James H. - (6) 226
Hughes, Trudie - (5) 87
Hulbert, Dan - (3) 394, 395
Hull, Marc - (5) 217
Hull, Marc - (6) 87
Hull, Marc E. - (2) 163, 254
Human Resources Center - (4) 309
Human Services Development Institute Center for Research and Advanced Study - (1) 59
Human Services Research Institute - (3) 325
Hume, Maggie - (3) 457
Humes, Charles W. - (6) 301
Hunter, Christine - (5) 258
Hunter, Dawn - (2) 159
Hunter, Patricia - (1) 215
Hurd, Roberta - (6) 174
Hurely, Maureen - (5) 161
Hursh, Daniel E. - (4) 314
Hursh, Norman C. - (2) 295
Hursh, Norman C. - (3) 247
Husch, James V. - (2) 222
Husch, James V. - (3) 253
Husch, James V. - (4) 62
Husch, James V. - (5) 47, 67, 222
Hutchins, Margaret Penn - (5) 256
Hyatt, Keith - (6) 244, 247

Iagulli, Diane M. - (2) 58
Ianacone, Robert N. - (1) 64
Ianacone, Robert N. - (2) 250
Ianacone, Robert N. - (6) 97, 135, 184
Ianni, Francis A. J. - (5) 43
Icaboine, Dona Gordon - (1) 358
Illinois Association of Rehabilitation Facilities, Inc. - (5) 365
Illinois Department of Rehabilitation Services, Division of Services for the Hearing Impaired - (5) 262
Illinois Department of Rehabilitation, Illinois Supported Employment Program - (4) 258
Illinois Planning Council on Developmental Disabilities - (6) 19
Illinois State Board of Education - (6) 57
Illinois State Board of Education, Department of Special Education - (5) 83
Illinois Supported Employment Program - (4) 43
Information Center for Special Education Media and Materials, Linac Resources, Inc. - (5) 239
Ince, Katherine - (4) 200
Ince, Katherine J. - (1) 173
Ince, Katherine J. - (6) 133
Inman, Dean P. - (2) 31
Institute for the Study of Adult Literacy, The Pennsylvania State University - (6) 255
Institute for the Study of Family, Work, and Community - (6) 81
Institute on Community Integration, University of Minnesota - (5) 298, 299
International Association of Psychosocial Rehabilitation Services - (6) 288
Iowa Central Community College - (1) 141
Iowa Transition Initiative - (5) 380
Irvin, Larry - (4) 361
Irvin, Larry K. - (5) 46, 413
Irvin, Blair - (5) 413
Irwin, Judy - (1) 20
Ishbister, Fred - (6) 172

Iwata, Brian A. - (2) 38
Iwler, Irvin H. - (1) 330

Jaeger, Arnold - (2) 13
Jageman, Larry W. - (6) 197
James, Ronald K. - (6) 169
James, Vicki L. - (5) 251
Jameson, Debi - (1) 56, 201
Janson, Shamar Davis - (6) 124
Janicki, Matthew P. - (3) 193
Janicki, Matthew P. - (4) 335
Jansen, Mary A. - (1) 377
Jarecke, Walter H. - (1) 296
Jaskulski, Tecla - (6) 48, 147, 276
Jenkins, Joseph R. - (3) 391
Jenkins, William M. - (5) 90
Jennings, Debby - (4) 149
Jensen, Marilyn A. - (5) 176
Jepsen, Ann - (5) 342
Johanson, Ray - (5) 261
Johanson, Raymond - (4) 64, 66, 67
Johns, Antoinette - (1) 262
Johnson, Brian - (6) 106
Johnson, David R. - (2) 244
Johnson, David R. - (5) 96
Johnson, David R. - (6) 299, 309
Johnson, David W. - (1) 78
Johnson, David W. - (2) 270
Johnson, Doris J. - (3) 72
Johnson, Fran - (5) 405, 406
Johnson, H. Wayne - (2) 175
Johnnson, Jodi M. - (6) 99
johnson, John - (6) 283
johnson, John R. - (4) 368
johnson, John R. - (5) 366, 369, 390, 435
johnson, Kevin E. - (3) 141
johnson, Lawrence J. - (3) 439
johnson, Miriam - (5) 284
johnson, Patricia - (6) 106
johnson, Peg L. - (3) 70
johnson, Richard G. - (5) 173
johnson, Roger T. - (1) 78
johnson, Roger T. - (2) 270
johnson, Rosamund E. - (5) 217
johnson, Stephanie - (5) 301
johnson, Suzanne - (2) 303
Johnson, Virginia Anne - (4) 77
Johnson, Virginia Anne - (5) 183, 219, 327
Johnson, William A. - (3) 431
Johnson, William G. - (1) 109
Johnson-Dorn, Nancy - (4) 51
Johnston, Stacy - (5) 139
Johnston, William B. - (3) 381
Jones, C. D., Jr. - (1) 326
Jones, Eric - (1) 75
Jones, Julie K. - (2) 203
Jones, Larry A. - (3) 424
Jones, Michael L. - (4) 74
Jones, Priscilla - (2) 256
Jones, Reginald L. - (5) 14
Jones, Thomas W. - (2) 203
Jonikas, Jessica A. - (4) 281, 282
Jonikas, Jessica A. - (5) 357, 358, 359, 360
Jordan, June B. - (5) 38
Jordan, June B. - (6) 17
Jorgensen, Jack - (5) 405, 406
Jorjorian, Susan - (1) 72
Jostes, Kimberly F. - (1) 417
Joy, James E. - (2) 51
Ju, Jean J. - (4) 327
Ju, Jean Jiemean - (1) 294
Juhirs, Patricia - (4) 136, 147, 148, 149
Justice, Tom - (6) 215

Kacmarek, Peter A. - (3) 199
Kaiser, Ann P. - (6) 3
Kalachnik, John E. - (5) 176
Kallembach, Sheri C. - (4) 377
Kallembach, Sheri C. - (6) 159
Kallsen, Patricia G. - (1) 17
Kameenui, Edward J. - (5) 389
Kanfer, Frederick H. - (2) 44
Kapes, Jerome T. - (1) 3
Kaplan, Steven P. - (6) 125
Karan, Orv C. - (1) 235
Karan, Orv C. - (4) 317
Karan, Orv C. - (5) 141, 196
Karen, Robert L. - (5) 253
Karimi, Sherry - (2) 237
Karimi, Sherry - (3) 119
Klaran, George R. - (1) 360, 362
Klaran, George R. - (5) 1
Karp, Naomi - (3) 54
Karsh, Kathryn G. - (5) 440
Katski, Mary Ann - (3) 186, 187, 188
Katz, Bernard - (4) 275
Katz, David - (1) 104
Katz, David - (3) 209, 210

Katz, Lynda J. - (6) 120
Katz, Shlomo - (2) 358
Katz-Garris, Lynda - (4) 242
Kauffman, James M. - (5) 424
Kauffman, James M. - (6) 263
Kauffman, Pamela - (6) 299, 309
Kauffman, Phillip - (6) 145
Kavale, Kenneth A. - (1) 38
Kavale, Kenneth A. - (3) 174
Kavale, Kenneth A. - (5) 101
Kavanagh, James F. - (4) 337
Kay, Thomas - (6) 149
Kayser, Joan E. - (3) 367
Kayser, Terrence F. - (3) 156
Kayser, Terrence F. - (4) 276
Kazdin, Alan E. - (4) 102, 128
Kazdin, Alan E. - (5) 171
Keely, Maureen - (6) 291
Kehrer, Barbara H. - (2) 226
Keillitz, Ingo - (2) 366
Keith, Kenneth D. - (4) 212, 317
Keith, Kenneth D. - (5) 180
Keith, Timothy Z. - (4) 217
Kelly, Alice - (3) 371
Kelly, Jeffrey A. - (4) 110
Kelso, Cheryl A. - (6) 104
Kelvin, Mary - (4) 134
Kendall, Philip C. - (5) 307
Kennedy, Craig H. - (6) 189
Kentucky Coalition for Career and Leisure Development - (3) 275
Kerachsky, Stuart - (2) 60, 242
Kercher, Patricia - (5) 259
Kercher, Patricia - (6) 252, 253
Kernan, Keith T. - (5) 94
Kerns, Allen F. - (3) 247
Kessler, Kim - (2) 103, 229
Kessler, Kim - (3) 219, 432
Keul, Patricia - (5) 127
Keys, Daniel J. - (3) 189, 192
Keysor, Patricia - (5) 127
Keysor, Daniel J. - (3) 189, 192
Keysor, Daniel J. - (3) 189, 192
Keyston Area Education Agency - (6) 82
Kidder, Susan B. - (1) 17
Kiernan, John - (2) 355
Kiernan, William E. - (1) 196
Kiernan, William E. - (2) 142
Kiernan, William E. - (3) 406
Kiernan, William E. - (4) 293
Kiernan, William E. - (5) 190, 194
Kiernan, William E. - (6) 43, 161
Kihnel, Larry - (3) 14
Killam, Susan - (5) 87
Kimeldorf, Martin - (5) 203
Kimeldorf, Martin - (6) 194
King, Jean A. - (4) 95

-127- 128
<table>
<thead>
<tr>
<th>Name</th>
<th>(Events)</th>
</tr>
</thead>
<tbody>
<tr>
<td>King, John</td>
<td>(5) 90, 129</td>
</tr>
<tr>
<td>King, Rheta B.</td>
<td>(2) 275</td>
</tr>
<tr>
<td>Kirchner, Corinne</td>
<td>(6) 132</td>
</tr>
<tr>
<td>Kirk, Gennie</td>
<td>(4) 229</td>
</tr>
<tr>
<td>Kirmeyer, Sandra L.</td>
<td>(4) 225</td>
</tr>
<tr>
<td>Kirsch, Greg G.</td>
<td>(3) 112, 301</td>
</tr>
<tr>
<td>Kiser, Paula</td>
<td>(4) 65</td>
</tr>
<tr>
<td>Kiser, Paula</td>
<td>(5) 244, 246, 261</td>
</tr>
<tr>
<td>Kishi, Gloria</td>
<td>(3) 448</td>
</tr>
<tr>
<td>Kittrell, Ginger</td>
<td>(6) 106</td>
</tr>
<tr>
<td>Klas, Leroy D.</td>
<td>(2) 284</td>
</tr>
<tr>
<td>Kleiber, Douglas A.</td>
<td>(6) 55</td>
</tr>
<tr>
<td>Klein, Roger D.</td>
<td>(2) 348</td>
</tr>
<tr>
<td>Klepp, Terry G.</td>
<td>(1) 69</td>
</tr>
<tr>
<td>Kloud, Harriet</td>
<td>(4) 229</td>
</tr>
<tr>
<td>Knappcyk, Dennis R.</td>
<td>(3) 431</td>
</tr>
<tr>
<td>Knapp, Stephen F.</td>
<td>(4) 321</td>
</tr>
<tr>
<td>Knight, Catherine Berger</td>
<td>(5) 196</td>
</tr>
<tr>
<td>Knitzer, Jane</td>
<td>(6) 136</td>
</tr>
<tr>
<td>Knobloch, Marsha</td>
<td>(5) 61</td>
</tr>
<tr>
<td>Knold, John A.</td>
<td>(6) 206</td>
</tr>
<tr>
<td>Knoll, James</td>
<td>(3) 56, 194</td>
</tr>
<tr>
<td>Knopf, Linda G.</td>
<td>(5) 103</td>
</tr>
<tr>
<td>Knowlton, H. Earle</td>
<td>(2) 247, 249</td>
</tr>
<tr>
<td>Knowlton, H. Earle</td>
<td>(6) 310</td>
</tr>
<tr>
<td>Kochany, Linda</td>
<td>(1) 232</td>
</tr>
<tr>
<td>Kochhar, Carol</td>
<td>(1) 101</td>
</tr>
<tr>
<td>Koegel, Lynn Kern</td>
<td>(6) 123, 306</td>
</tr>
<tr>
<td>Koegel, Paul</td>
<td>(5) 94</td>
</tr>
<tr>
<td>Koegel, Robert L.</td>
<td>(4) 17, 340</td>
</tr>
<tr>
<td>Koegel, Robert L.</td>
<td>(6) 123, 306</td>
</tr>
<tr>
<td>Koehler, Frances</td>
<td>(2) 339</td>
</tr>
<tr>
<td>Koehler, Frances</td>
<td>(4) 230</td>
</tr>
<tr>
<td>Koehler, Frances</td>
<td>(6) 140</td>
</tr>
<tr>
<td>Koenigsberg, Ellen</td>
<td>(2) 119</td>
</tr>
<tr>
<td>Kohn, Mervin</td>
<td>(2) 360</td>
</tr>
<tr>
<td>Kohne, Rachel</td>
<td>(5) 36</td>
</tr>
<tr>
<td>Kohr, Melinda A.</td>
<td>(3) 418</td>
</tr>
<tr>
<td>Kohring, Curt</td>
<td>(2) 135</td>
</tr>
<tr>
<td>Kok, Marilyn R.</td>
<td>(2) 37</td>
</tr>
<tr>
<td>Kokaska, Charles J.</td>
<td>(1) 144</td>
</tr>
<tr>
<td>Kokaska, Charles J.</td>
<td>(2) 74, 95</td>
</tr>
<tr>
<td>Kolstad, Andrew</td>
<td>(4) 124</td>
</tr>
<tr>
<td>Kolstoe, Betty J.</td>
<td>(1) 256</td>
</tr>
<tr>
<td>Kolstoe, Oliver P.</td>
<td>(2) 19</td>
</tr>
<tr>
<td>Konar, Art</td>
<td>(1) 110, 185</td>
</tr>
<tr>
<td>Konke, Janis L.</td>
<td>(2) 346</td>
</tr>
<tr>
<td>Kopp, Kathleen</td>
<td>(3) 125</td>
</tr>
<tr>
<td>Korabek, Cynthia A.</td>
<td>(4) 314</td>
</tr>
<tr>
<td>Kornblith, Alice B.</td>
<td>(6) 7</td>
</tr>
<tr>
<td>Kortering, Larry J.</td>
<td>(3) 430</td>
</tr>
<tr>
<td>Koshel, Jeffrey J.</td>
<td>(2) 298</td>
</tr>
<tr>
<td>Kosovac, Linda</td>
<td>(3) 222</td>
</tr>
<tr>
<td>Kraemer, Helena Chmura</td>
<td>(1) 41</td>
</tr>
<tr>
<td>Kramer, Marjorie Kohn</td>
<td>(3) 162</td>
</tr>
<tr>
<td>Kranstover, Laura L.</td>
<td>(6) 221</td>
</tr>
<tr>
<td>Krantz, Gordon C.</td>
<td>(2) 11</td>
</tr>
<tr>
<td>Krantz, Gordon C.</td>
<td>(5) 432</td>
</tr>
<tr>
<td>Krauss, Marty Wynaarden</td>
<td>(3) 107, 193, 195</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(1) 6, 175, 176, 177</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(2) 170</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(3) 121</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(4) 315, 319</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(5) 286, 318, 411, 412</td>
</tr>
<tr>
<td>Kregel, John</td>
<td>(6) 175, 176</td>
</tr>
<tr>
<td>Kreutzer, Jeffrey</td>
<td>(5) 62, 324</td>
</tr>
<tr>
<td>Kreutzer, Jeffrey A.</td>
<td>(6) 4</td>
</tr>
<tr>
<td>Kreutzer, Jeffrey S.</td>
<td>(4) 178</td>
</tr>
<tr>
<td>Krieger, Nancy</td>
<td>(1) 241</td>
</tr>
<tr>
<td>Krishnaswami, Uma</td>
<td>(3) 300</td>
</tr>
<tr>
<td>Kromer, Keith</td>
<td>(2) 364</td>
</tr>
<tr>
<td>Krouse, James</td>
<td>(1) 75</td>
</tr>
<tr>
<td>Kruger, Reuven</td>
<td>(1) 258</td>
</tr>
<tr>
<td>Kulachi, Mehmet</td>
<td>(3) 7</td>
</tr>
<tr>
<td>Kulik, James A.</td>
<td>(1) 24</td>
</tr>
<tr>
<td>Kultgen, Phyllis</td>
<td>(3) 133</td>
</tr>
<tr>
<td>Kurz, Frederick W.</td>
<td>(1) 245</td>
</tr>
<tr>
<td>La Follette, Marsha</td>
<td>(6) 73</td>
</tr>
<tr>
<td>La Forge, Jan</td>
<td>(5) 333</td>
</tr>
<tr>
<td>La Rocca, Nicholas G.</td>
<td>(6) 7</td>
</tr>
<tr>
<td>La Campagne, John</td>
<td>(3) 183</td>
</tr>
<tr>
<td>Lagomarcino, Thomas R.</td>
<td>(3) 151, 293</td>
</tr>
<tr>
<td>Lagomarcino, Thomas R.</td>
<td>(4) 188, 241, 354</td>
</tr>
<tr>
<td>Lagomarcino, Thomas R.</td>
<td>(5) 124</td>
</tr>
<tr>
<td>Lagomarcino, Thomas Robert</td>
<td>(6) 34, 279, 280, 285, 286</td>
</tr>
<tr>
<td>LaGreca, Annette M.</td>
<td>(4) 106</td>
</tr>
<tr>
<td>Lai, Yee-Rong</td>
<td>(6) 271</td>
</tr>
<tr>
<td>Lakin, K. Charlie</td>
<td>(4) 19, 191</td>
</tr>
<tr>
<td>Lakin, K. Charlie</td>
<td>(5) 105, 381, 432</td>
</tr>
<tr>
<td>Lalli, Joseph S.</td>
<td>(6) 319</td>
</tr>
<tr>
<td>Lam, Chow S.</td>
<td>(2) 143, 190</td>
</tr>
<tr>
<td>Lam, Chow S.</td>
<td>(4) 320</td>
</tr>
<tr>
<td>Lam, Chow S.</td>
<td>(5) 122, 334</td>
</tr>
<tr>
<td>Lam, Chow Shing</td>
<td>(3) 248</td>
</tr>
<tr>
<td>Lambert, Jeffrey</td>
<td>(1) 207</td>
</tr>
<tr>
<td>Lambert, Thibault</td>
<td>(5) 166</td>
</tr>
<tr>
<td>Lambrinos, James</td>
<td>(1) 109</td>
</tr>
<tr>
<td>Lamprecht, Michael J.</td>
<td>(2) 264</td>
</tr>
<tr>
<td>Lamson, Deborah S.</td>
<td>(1) 409, 417, 419</td>
</tr>
<tr>
<td>Landesman, Sharon</td>
<td>(3) 196</td>
</tr>
<tr>
<td>Landstrom, Barbara</td>
<td>(6) 275</td>
</tr>
<tr>
<td>Lang, Eileen</td>
<td>(3) 379</td>
</tr>
<tr>
<td>Lange, Cheryl M.</td>
<td>(5) 97</td>
</tr>
<tr>
<td>Langford, James B.</td>
<td>(2) 63</td>
</tr>
</tbody>
</table>
Langone, John - (2) 160, 351
LaPlanté, Mitchell P. - (4) 127
Lapsley, Diana - (3) 203
Larkin, Dave - (1) 140
Larsen, Judith K. - (2) 6
Larsen, Larry - (2) 205
Larsen, Roger P. - (2) 181
Larson, Angela - (3) 368
Larson, Carl H. - (1) 123, 137
Las Cumbres Learning Services, Inc. - (2) 191
Las Cumbres Learning Services, Inc. - (3) 16
Lassiter, Martha Hughes - (1) 388
Lassiter, Robert A. - (1) 388
Latz, Adolph - (1) 311
Laura, Ronald S. - (1) 167
Lavigna, Gary W. - (3) 221
Lavin, Don - (5) 49
Lawrence, John E. S. - (1) 182
Lawrence, Richard E. - (1) 277
Lazar, Alfred L - (1) 388
Leach, Lynda C. - (1) 420
Leach, Lynda N. - (3) 82
Leach, Lynda N. - (4) 87
Leach, Lynda N. - (5) 268
Leach, Lynda N. - (6) 290
Leach, Lynda Nash - (2) 62
Leahy, Michael - (5) 334
Leake, David - (6) 169
Learning Disabilities Consortium - (6) 80
Learning Disabilities Training Project - (5) 273
Learning Research Center - (1) 141
Leconte, Pamela J. - (1) 101
Leconte, Pamela J. - (6) 97
Lee, Anita - (5) 144
Lee, Laura L. - (6) 55
Lee, Marjorie - (3) 63
Lee, Mellanie - (5) 139
Lee, Mildred K. - (3) 209, 210
Lee, Suzanne - (5) 33
Leepson, Marc - (1) 107
Lehr, Donna H. - (4) 353
Lehr, Robert - (6) 137
Lehr, Susan - (6) 137
Leinhardt, Gaia - (1) 188
Leithwood, Kenneth A. - (1) 272
Leitner, Rona K. - (5) 159
Lenz, Mark W. - (5) 440
Leonard, Judith - (2) 201
Leonard, Rosemary - (5) 223
Leone, Peter - (5) 69, 252
Lerman, Alan - (4) 42
Lesh, Kay - (1) 280
Leuenberger, Janice E. - (3) 260, 261, 262, 263, 264, 265, 266
Levin, Erwin K. - (3) 166
Levin, Henry M. - (1) 28
Levine, Phyllis - (3) 277
Levine, Phyllis - (4) 3, 4, 344
Levine, Phyllis - (6) 32
Levine, Ron - (4) 344
Levitan, Grant W. - (6) 119
Levitan, Sar A. - (1) 83
Levy, Merle - (2) 61
Levy, Sidney M. - (3) 361
Lewis, Darrell R. - (4) 216
Lewis, Darrell R. - (5) 95
Lewis, Darrell R. - (6) 8
Lewis, Frank D. - (5) 215
Lewis, Marvin C. - (1) 137
Lewis, Sally C. - (1) 264
Lewis, Timothy J. - (6) 312
Lexington Center, The - (1) 53
Lezzer, Leo L. - (6) 205
Lichtenstein, Stephen - (4) 69
Lichtenstein, Stephen - (6) 168
Lichtenstein, Stephen J. - (2) 63, 66
Lichtenstein, Stephen J. - (3) 390
Lichtenstein, Stephen J. - (5) 387
Liebert, Diane E. - (1) 90
Light, Richard J. - (4) 255
Lignugaris-Kraft, Benjamin - (2) 54, 55, 56
Lignugaris/Kraft, Benjamin - (3) 8, 134
Lignugaris/Kraft, Benjamin - (5) 320, 397
Likins, Marilyn - (5) 320
Lilley, Mary Ann - (2) 140
Lilly, M. Stephen - (3) 374
Lilly, M. Stephen - (6) 211
Liming, Roxi - (3) 125
Lin, Thung-Rung - (4) 225
Linar, Ronald F. - (3) 348
Lincoln, Mary Barbara - (3) 388
Lincoln, Yvonna S. - (1) 405
Lindheim, Elaine - (4) 97
Lindsey, Jimmy D. - (2) 352
Lindskog, C. O. - (5) 198
Lindskoog, Wayne - (3) 177
Lindskoog, Wayne A. - (1) 54
Linkowski, Donald C. - (2) 319
Linn, Robert - (2) 65
Linn, Robert - (3) 80
Linthicum, Somervell - (1) 233
Lippmann, Glenda K. - (3) 309
Lipsky, Dorothy Kerzner - (3) 127
Lipsky, Dorothy Kerzner - (6) 41
Lipsky, Dorothy Kerzner - (5) 44
Little, Neal - (1) 291
Little, Neal - (2) 291
Livingston, Roger H. - (5) 173
Livneh, Hanoch - (1) 302
Livneh, Hanoch - (4) 76, 296
Lockhart, Daniel C. - (3) 330
Loewinger, Howard - (5) 72, 75, 148, 236
Logan, Donald R. - (4) 11
Lombardi, Thomas P. - (2) 287
Long Island University, C. W. Post Center. Department of Special Education - (3) 269
Long, Bill - (6) 197
Long, Elise - (5) 405, 406
Long, James R. - (4) 305
Long, Linda - (2) 58
Long, Nancy - (4) 316
Lonnquist, Daniel E. - (1) 325
Loomis, Ruth - (2) 91, 103, 229
Loomis, Ruth - (3) 219, 432
Lorenz, Jerome R. - (5) 248
Louis Harris & Associates, Inc. - (3) 5, 6, 71
Louis Harris and Associates, Inc. - (2) 77
Louis Harris and Associates, Inc. - (5) 92
Lovett, David L. - (3) 281
Lovett, David L. - (4) 325
Lovett, David L. - (5) 392
Lovett, David L. - (6) 311
Lovett, Herbert - (5) 441
Loving, Steve - (5) 144
Lovitt, Thomas C. - (4) 12
Loyd, Robert J. - (5) 446, 447
Luck, Richard S. - (1) 287
Luckasson, Ruth - (3) 327
Luckasson, Ruth - (6) 261
Ludlow, Barbara L. - (3) 327
Ludlow, Larry H. - (1) 23
Luebke, Jerry - (2) 166
Luftig, Richard L. - (3) 62
Lundeberg, Mary - (5) 164
Lundstrom, Francesca - (6) 152
Lundstrom, Francesca - (5) 207
Lusthaus, Charles S. - (2) 197
Lusthaus, Evelyn W. - (2) 197
Lustig, Paul - (5) 334
Lutzker, John R. - (2) 322
Lyman, Gwen - (5) 241
Lynch, Karen - (5) 139
Lynch, Kevin P. - (2) 288
Lynch, Kevin P. - (4) 253
Lynch, Maureen - (3) 209
Lynch, William F. - (5) 66, 116
Lyon, Steven R. - (5) 108
Mace, F. Charles - (6) 319
Maddox, Mary - (1) 152, 246
Magnuson, Carolyn - (2) 296
Magrab, Phyllis R. - (2) 257
Maheady, Larry - (5) 400
Maher, Charles A. - (2) 285
Maher, Charles A. - (3) 392
Mahoney, Brennan - (5) 263
Mainstream, Inc. - (5) 13
Majumder, Ranjit K. - (1) 212
Makas, Elaine - (1) 259
Makas, Elaine - (5) 335
Malgady, Robert G. - (4) 108
Malik, Patricia Barrett - (6) 55
Malouf, David - (6) 58
Manceaux, Jean - (4) 351
Mancuso, Ellen - (2) 199
Mancuso, Laura L. - (6) 98
Mangrum, Charles T., II - (2) 231
Manikam, Ramasamy - (4) 316
Mank, D. M. - (2) 228
Mank, David - (6) 173, 177
Mank, David M. - (1) 118
Mank, David M. - (3) 122, 433
Mank, David M. - (5) 54, 66, 130, 236, 353
Manley, Elyse - (3) 168
Manning, Sandra - (4) 53
Mar, Deanna - (5) 56
Marchetti, Allen - (4) 100
Marchetti, Allen - (5) 48
Marcus, Lee M. - (2) 251
Marder, Camille - (5) 4
Margalit, Malka - (3) 356
Margolis, William - (3) 143
Marci, Teddi - (2) 13
Marinoble, Rita - (2) 136
Markward, Martha - (3) 80, 455
Markwood, Martha - (2) 66
Marlett, Nancy J. - (6) 219
Marlowe, Mike - (2) 338
Marquardt, Pam - (4) 205
Marr, John N. - (1) 253
Marr, John N. - (3) 387
Marsh, Gayle G. - (6) 23
Marshall, Catherine - (1) 280
Marshall, Kathleen - (2) 170
Marshall, Kathleen J. - (5) 424
Marston, Douglas - (5) 420
Martin, Andrew S. - (2) 350
Martin, Andrew S. - (3) 423, 429, 437
Martin, Edwin W. - (2) 316
Martin, Edwin W. - (4) 357
Mississippi State University, Department of
Counselor Education - (6) 158
Mitchell, Dale - (5) 352
Mithaug, Dennis E. - (1) 4, 16, 102, 300, 304, 430
Mithaug, Dennis E. - (2) 240
Mithaug, Dennis E. - (4) 30, 36, 62, 130, 131, 184, 261
Mithaug, Dennis E. - (5) 47, 56, 57, 58, 60, 67, 93, 222
Mithaug, Dennis E. - (6) 113, 260
Moccia, Ruth E. - (5) 368
Mock, Lynne Owens - (5) 362
Modrcin, Matthew J. - (6) 11
Moe, Randi - (3) 424
Mohr, Laura L. - (1) 142
Moilanen, Mark S. - (2) 299
Mollica, John - (6) 291
Monahan, Lynn H. - (5) 121
Monica, John - (6) 291
Monahan, Lynn H. - (5) 121
Moe, Randi - (3) 424
Morgan, Robert L. - (5) 123
Morgan, Tamara K. - (1) 431
Morgan, Tamara K. - (5) 119
Mori, Allen A. - (3) 393
Moriarty, Joseph B. - (4) 219
Morri, Allen A. - (2) 5
Morriss, Jerry L. - (3) 423, 437
Morriss, Kathleen C. - (5) 348
Morriss, Lynh Lyons - (4) 91, 93, 25, 96, 97, 98, 99
Morriss, Mary Jane - (3) 260, 261, 262, 263, 264, 265, 266
Morrisssey, Patricia A. - (5) 445
Morrow, Sue Ann - (3) 153, 434
Morrow, Sue Ann - (4) 72
Morsink, Catherine - (2) 121
Morton, M. V. - (3) 246
Morton, M. V. - (5) 62
Moseley, Chas - (3) 436
Mount, Beth - (6) 92
Mrdjenovich-Hanks, Patrice - (6) 190
Mueller, James - (6) 138
Muir, Charles - (3) 99
Mulcahey, Mary Ann - (3) 17
Mulick, James A. - (2) 7
Mulick, James A. - (4) 289
Mulkey, S. Wayne - (6) 225
Muller, Paul - (2) 364
Munson, Harold L. - (2) 182
Murphy, Clodagh - (6) 306
Murphy, Deborah - (4) 351
Murphy, Donna M. - (6) 319
Murphy, Harry J. - (3) 343
Murphy, Stephen T. - (1) 260, 346
Murphy, Stephen T. - (5) 443
Murphy, Thomas - (1) 134
Murphy, Thomas - (3) 49
Murray-Seegert, Carola - (5) 168
Musante, Penny - (1) 56, 201
Musgrave, Jack - (5) 115
Myers, Jane E. - (3) 279
- Mc -
MacEachron, Ann E. - (3) 107
MacLean, H. - (6) 219
MacMillan, Donald L. - (6) 259
McAfee, James K. - (6) 112
McCage, Ron - (3) 349
McCalmon, Diane - (5) 56
McCarthy, Cathrine - (6) 317
McCarthy, Henry - (1) 124, 293
McCarthy, Henry - (2) 328
McCarthy, Laurie Jo - (4) 250
McCarthy, Pat - (1) 173, 179, 180
McCarthy, Pat - (3) 328
McCarthy, Walter - (2) 342
McCarty, Toni - (1) 66
McCaughrin, Wendy B. - (4) 45, 206, 210, 363
McCaughrin, Wendy B. - (5) 317
McCaughrin, Wendy B. - (6) 50
McCleary, Richard - (1) 392
McCollum, Paul S. - (1) 270
McCombs, Barbara L. - (6) 291
McConaughy, E. Kathryn - (2) 55
McConaughy, E. Kathryn - (3) 134
McConaughy, E. Kathryn - (4) 2
McConaughy, E. Kathryn - (5) 228
McConkey, Roy - (5) 53
McConnell, Scott - (2) 47
McCord, William T. - (1) 366
McCord, William T. - (3) 426
McCray, Paul M. - (5) 209, 210, 214
McCue, Michael - (4) 242
McCue, Michael - (5) 151
McCuller, Glen L. - (3) 8
McDaniel, Lindy - (2) 272
McDermott, Gregory - (3) 431
<table>
<thead>
<tr>
<th>Name</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald, Michael</td>
<td>(2) 324</td>
</tr>
<tr>
<td>McDonnell, John</td>
<td>(2) 152, 239</td>
</tr>
<tr>
<td>McDonnell, John</td>
<td>(3) 259, 370</td>
</tr>
<tr>
<td>McDonnell, John</td>
<td>(4) 294</td>
</tr>
<tr>
<td>McDonnell, John</td>
<td>(5) 104, 319</td>
</tr>
<tr>
<td>McDonnell, John</td>
<td>(6) 183</td>
</tr>
<tr>
<td>McDonnell, John J.</td>
<td>(1) 85, 120, 121, 147</td>
</tr>
<tr>
<td>McEvoy, Mary Lou</td>
<td>(2) 192</td>
</tr>
<tr>
<td>McEvoy, Mary A.</td>
<td>(5) 428</td>
</tr>
<tr>
<td>McEwen, Delbert</td>
<td>(1) 57</td>
</tr>
<tr>
<td>McEwen, Irene</td>
<td>(5) 102</td>
</tr>
<tr>
<td>McGaughhey, Martha J.</td>
<td>(2) 142</td>
</tr>
<tr>
<td>McGaughhey, Martha J.</td>
<td>(6) 94, 161</td>
</tr>
<tr>
<td>McGaw, Barry</td>
<td>(1) 384</td>
</tr>
<tr>
<td>McGee, John J.</td>
<td>(3) 451</td>
</tr>
<tr>
<td>McGill, Kenneth</td>
<td>(4) 149</td>
</tr>
<tr>
<td>McGrath, Charline</td>
<td>(1) 350</td>
</tr>
<tr>
<td>McGrew, Kevin</td>
<td>(4) 216</td>
</tr>
<tr>
<td>McGuire, Joan M.</td>
<td>(3) 399</td>
</tr>
<tr>
<td>McHale, Susan M.</td>
<td>(2) 251</td>
</tr>
<tr>
<td>McInerney, Maurice</td>
<td>(5) 113</td>
</tr>
<tr>
<td>McKeen, Kathleen</td>
<td>(4) 306, 351</td>
</tr>
<tr>
<td>McKeer, Meredith</td>
<td>(3) 151</td>
</tr>
<tr>
<td>McKeer, Meredith</td>
<td>(5) 124</td>
</tr>
<tr>
<td>McKeer, Meredith</td>
<td>(6) 284</td>
</tr>
<tr>
<td>McKinney, James D.</td>
<td>(2) 263</td>
</tr>
<tr>
<td>McKinney, Jeff</td>
<td>(4) 205</td>
</tr>
<tr>
<td>McKinney, Lorella</td>
<td>(1) 79</td>
</tr>
<tr>
<td>McLaughlin, Don E.</td>
<td>(4) 219</td>
</tr>
<tr>
<td>McLaughlin, John A.</td>
<td>(2) 175, 313</td>
</tr>
<tr>
<td>McLaughlin, Margaret J.</td>
<td>(2) 113</td>
</tr>
<tr>
<td>McLaughlin, Phillip J.</td>
<td>(1) 389</td>
</tr>
<tr>
<td>McLeod, Beverly</td>
<td>(1) 156</td>
</tr>
<tr>
<td>McLaughlin, Caven S.</td>
<td>(3) 64</td>
</tr>
<tr>
<td>McMahan, Kevin</td>
<td>(4) 216</td>
</tr>
<tr>
<td>McWilliam, Brian T.</td>
<td>(1) 283</td>
</tr>
<tr>
<td>McMahon, Brian T.</td>
<td>(3) 307</td>
</tr>
<tr>
<td>McMillan, James</td>
<td>(3) 282</td>
</tr>
<tr>
<td>McMorrow, Martin J.</td>
<td>(6) 9</td>
</tr>
<tr>
<td>McNair, Jeff</td>
<td>(2) 68</td>
</tr>
<tr>
<td>McNair, Jeff</td>
<td>(4) 247</td>
</tr>
<tr>
<td>McNair, Jeff</td>
<td>(6) 108</td>
</tr>
<tr>
<td>McNair, Jeffrey</td>
<td>(3) 289</td>
</tr>
<tr>
<td>McNair, Jeffrey Lee</td>
<td>(5) 235, 367, 434</td>
</tr>
<tr>
<td>McNally, Richard J.</td>
<td>(6) 119</td>
</tr>
<tr>
<td>McNiel, John M.</td>
<td>(5) 281</td>
</tr>
<tr>
<td>McSweeney, Cary Ann</td>
<td>(6) 102</td>
</tr>
<tr>
<td>McTaggart, Nancy</td>
<td>(5) 114</td>
</tr>
<tr>
<td>McWhorter, Celene M.</td>
<td>(6) 3</td>
</tr>
</tbody>
</table>

-N-

Nadler, Barbara            | (2) 267 |
Neef, Nancy A. - (3) 418
Neel, Richard S. - (3) 367
Neel, Richard S. - (6) 32
Negri-Shoultz, Nanette - (3) 220, 221
Neigher, William D. - (1) 192
Nelson, Debra J. - (2) 40
Nelson, J. Ron - (5) 391, 397
Nelson, J. Ron - (6) 212
Nelson, Richard P. - (1) 148
Neubert, Debra - (1) 187
Neubert, Debra A. - (6) 184, 223
New York Area Study Group on Transition - (2) 10
New York State Education Department - (1) 99
Newbery, James F. - (2) 350
Newbrough, J. R. - (3) 405
Newman, Dianna L. - (1) 191
Newman, Edward - (3) 108
Newman, Joseph - (1) 237
Nichols, Jack L. - (3) 103
Nichols, Roann - (2) 58
Nicholson, Jan - (4) 229
Niemiinen, Gayla S. - (4) 71
Nietupski, John - (2) 158
Nietupski, John - (3) 365
Nietupski, John A. - (1) 371
Nisbet, Jan - (2) 91, 103, 259
Nisbet, Jan - (3) 53, 234, 366, 436
Nisbet, Jan - (4) 364
Nisbet, Jan - (5) 15
Nisbet, Jan - (6) 168
Nishimoto, Joanne - (3) 385
Nitsch, Kathleen E. - (3) 110
Noble, John H. - (4) 111, 152, 153
Noble, John H., Jr. - (1) 219
Noble, John H., Jr. - (3) 336, 337
Noble, Kathleen - (4) 48
Noel, Margaret M. - (2) 75
Nofs, Diane - (4) 294
Nofs, Diane - (5) 104, 319
Nordquist, Vey M. - (5) 428
Norman, Michael E. - (3) 232
North Carolina Department of Public Instruction, Division for Exceptional Children - (3) 237, 238, 239, 240
North Dakota, Department of Public Instruction, Division of Special Education - (1) 306
Northeast Metropolitan Intermediate School District 216 - (5) 265
Norton, Robert E. - (2) 130
Novak, Angela R. - (3) 61
Novak, Angela R. - (5) 34
Nowak, Mary Beth - (3) 437
Noyelle, Thierry - (5) 383
O'Brien, Shirley - (4) 233
O'Connor, Gall - (2) 224
O'Connor, Shelly C. - (6) 220
O'Loughlin, Kate - (5) 223
O'Neill, John - (4) 105
O'Neill, Robert E. - (5) 289
O'Reilly, Fran E. - (6) 26
O'Reilly, Mark F. - (6) 110, 192
Offerman, Lynn R. - (5) 339
Office of Special Education and Rehabilitative Services, U.S. Department of Education - (5) 9
Okolo, Cynthia M. - (3) 397
Okolo, Cynthia M. - (4) 359
Okolo, Cynthia M. - (5) 423
Okoro, Stanley - (5) 279
Olesen, Sylvia - (4) 351
Olinder, Ellen - (4) 71
Ollendick, Thomas H. - (4) 185
Olley, J. Gregory - (2) 251
Olsen, Susan - (4) 286
Olshansky, Simon - (1) 209, 242, 316
Olshansky, Simon - (2) 300, 368
Olson, Ted - (3) 46
Orelove, Fred - (1) 171
Orelove, Fred - (3) 282
Orelove, Fred P. - (4) 177
Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation (CERI) - (3) 124
Organizational Architects, Inc. - (3) 178
Orlansky, Michael D. - (2) 258
Orwin, Robert G. - (1) 42
Orza, Michele - (6) 195
Osborne, Jacqueline A. - (4) 150
Osguthorpe, Russell T. - (2) 156
Osigweh, Chimezie A. B., Yg. - (4) 318
Outreach Development & Dissemination Division. Developmental Center for Handicapped Persons. Utah State University - (4) 1
Owen, Steven D. - (1) 50, 51, 52, 183
Owings, Jeffrey - (1) 367
Owens, D. M. - (1) 427
Ozmun, Eleanor - (3) 202
Pinter-Lalli, Elizabeth - (6) 319
Pitts-Conway, Valerie - (3) 106
Piuma, Chesca - (2) 138
Plata, Maximino - (2) 256
Plata, Maximino - (4) 324
Platt, John S. - (2) 265
Piess, I. Barry - (1) 236
Plisko, Valena White - (1) 48
Policy Research Center. Council for Exceptional Children - (2) 98
Polifka, John C. - (2) 172
Polite, Mary M. - (5) 82
Falloway, Edward A. - (2) 166
Falloway, Edward A. - (6) 134
Polsgrove, Lewis - (3) 241
Pond, Sharon - (6) 78
Porter, Andrew C. - (1) 190
Porter, Grady C. - (3) 309
Porter, Mahlon E. - (3) 350
Porter, Stephen H. - (6) 268
Postma, Jan - (1) 285
Power, Paul W. - (2) 33
Powers, Donald E. - (4) 288
Powers, Laurie - (4) 151
Powers, Laurie - (5) 132
Powers, Michael D. - (6) 196
Prather, J. Maxine - (1) 158
Pratzner, Frank C. - (3) 308
President's Committee on Employment of People with Disabilities - (5) 338
President's Committee on Employment of the Handicapped - (1) 383
President's Committee on Employment of the Handicapped - (3) 447
Pressey, Michael - (5) 309
Pressman, Harvey - (1) 112
Pressman, Harvey - (3) 413, 414
Pressman, Harvey - (5) 254
Price, Lynda - (3) 139, 140, 141, 143, 144, 145, 146, 147
Price, Lynda - (4) 181, 182
Price, Lynda - (6) 115, 116
Price, Marianne - (2) 186
Price, Marilyn L. - (2) 59
Price, Mary Ann - (1) 110
Priest, John W. - (1) 349
Prieur, Joanne - (5) 135
Primus, Chris - (5) 271
Prichett, E. Milo - (1) 184
Project ASSIST - (3) 226
Project OVERS - (5) 118, 229
Protection & Advocacy, Inc. - (5) 354
Provencal, Gerald - (3) 132
Pruitt, Walter A. - (2) 145
Pueschel, Siegfried M. - (2) 7
Pueschel, Siegfried M. - (3) 78
Pueschel, Siegfried M. - (4) 330
Pugach, Marlene - (6) 187
Pullman, Robert J. - (1) 184
Pumpian, Ian - (2) 259
Pyeda, Susan - (3) 90, 91, 93, 94, 95, 98
Pyecha, John N. - (6) 308
Quarles, A. Geneva - (3) 215
Quellmalz, Edys S. - (1) 385
Quinn, Fred H. - (1) 292
Quinn, John R. - (6) 85
Quinones, Wm. A. - (3) 202, 425
Racino, Julie Ann - (3) 55
Rader, Barbara - (1) 257
Rader, Doris B. - (3) 152
Ragosta, Marjorie - (3) 294
Ragosta, Marjorie - (4) 288
Ramirez, Bruce - (5) 40
Ramirez, Bruce A. - (2) 227, 235
Ramsey, Sherry - (2) 66
Ramsing, Kenneth - (4) 115
Ramsing, Kenneth D. - (5) 66, 148
Raper, Ann - (1) 312
Rappaport, Julian - (2) 73
Rappaport, Julian - (3) 21
Rappaport, Julian - (4) 262
Rasch, John D. - (1) 297
Raschke, Donna - (2) 356
Rathbun, Michael - (1) 279
Ratzlaff, Leslie A. - (3) 31
Ratzlaff, Leslie A. - (5) 227
Rawlings, Brenda W. - (5) 42
Ray, M. Tipton - (4) 334
Raymond, Kelly - (4) 316
Reagles, Kenneth W. - (2) 294
Reed, Daisy M. - (2) 102
Reed, Thomas M., II - (2) 317
Rees, Teresa L. - (5) 64
Regional Rehabilitation Exchange - (3) 1
Regional Rehabilitation Network. Human Interaction Research Institute - (2) 262
Rehabilitation Continuing Education Program - (1) 205
Rehabilitation Research and Training Center, Virginia Commonwealth University - (4) 88, 198, 201, 202, 203
Reichardt, Charles S. - (1) 402
Reid, Dennis H. - (2) 38
Reid, Dennis H. - (4) 314
Reid, Dennis H. - (6) 60
Reiman, John W. - (4) 375
Reiss, David - (5) 335
Reiss, Steven - (6) 119
Remley, Theodore P., Jr. - (6) 156, 157
Renzaglia, Adelle - (1) 220, 361
Renzaglia, Adelle - (3) 369
Renzaglia, Adelle - (5) 141
Renzaglia, Adelle - (6) 284
Repetto, Jeanne B. - (3) 211, 455
Repetto, Jeanne B. - (6) 100
Repp, Alan C. - (2) 38
Repp, Alan C. - (4) 71, 358
Repp, Alan C. - (5) 440
Reschke, LaVonne A. - (2) 21
Reschly, Daniel J. - (2) 264
Research and Training Center on Community Living. Institute on Community Integration. University of Minnesota. - (6) 228
Retish, Paul - (1) 68
Retish, Paul - (5) 133, 136
Revell, W. Grant - (5) 172
Revell, W. Grant, Jr. - (1) 179, 314
Revell, W. Grant, Jr. - (4) 31, 119, 152, 153
Revis, Betty D. - (2) 297
Revis, Joseph S. - (2) 297
Reynolds, Jerry - (6) 60
Reynolds, Sharon - (1) 26
Rhoden, Robert B., Jr. - (4) 267
Rhodes, L. E. - (2) 228
Rhodes, Larry - (4) 115
Rhodes, Larry - (6) 173, 177
Rhodes, Larry E. - (1) 116, 117, 118
Rhodes, Larry E. - (3) 122, 433
Rhodes, Larry E. - (5) 54, 66, 72, 74, 75, 148, 193, 236
Riccio, James A. - (2) 59
Rice, B. Douglas - (2) 232
Rice, Mabel L. - (4) 234
Rice, Martha Larus - (4) 68
Rice, Martha Larus - (5) 414
Richardson, Nils R. - (1) 241, 309
Richland College - (5) 385, 386
Richmond, Lee J. - (4) 89
Rickards, William H. - (6) 315
Rikis, Suzi - (4) 229
Riley, Dorothea - (3) 323
Rist, Ray C. - (3) 85
Riva, Maria - (1) 431
Riva, Maria T. - (5) 1, 119
Robert, Matt - (5) 135
Robert, Matt - (6) 25
Roberto, Karen A. - (6) 129
Roberts, Cindy S. - (5) 272
Roberts, Ferne K. - (2) 114, 115, 117
Roberts, Shannon - (1) 67
Robinson, Greg A. - (6) 134
Robinson, Richard - (5) 85
Robinson, Rick - (2) 353
Robison, Judy - (6) 11
Rochester City School District - (4) 133
Rochester, Jane O. - (6) 166
Rochlin, Jay - (1) 12, 143
Rock, Donald A. - (2) 206
Rock, Donald A. - (4) 288
Rocky Mountain Resource and Training Institute - (3) 357
Rodenstein, Judith - (3) 68
Rodin, Ernst A. - (1) 257
Roe, Cheryl Ann - (1) 2
Roe, Cheryl Ann - (2) 163
Roedder-Gordon, Constance - (5) 45, 250
Roessler, Richard T. - (1) 253, 291, 320, 323, 349
Roessler, Richard T. - (3) 306, 387
Roessler, Richard T. - (4) 16, 73
Roessler, Richard T. - (5) 182, 183, 215, 219, 237, 446
Roessler, Richard T. - (6) 99
Roessler, Rick - (2) 85
Rogan, Patty - (3) 219, 432
Rogers, David - (2) 3
Rogers, E. Sally - (5) 330
Rogers, Erna S. - (3) 403
Rogers, Hugh K. - (6) 320
Rojewski, Jay W. - (6) 267
Romer, Daniel - (4) 38, 39, 40
Rose, Ernest - (5) 279, 280, 290, 291, 398
Rose, Heidi - (1) 147
Rose, Terry - (4) 35
Rose, Terry L. - (2) 196
Rosenberg, Bill - (5) 139
Rosenberg, Howard - (1) 251
Rosenberg, Howard - (2) 134
Rosenberg, Janet - (1) 255
Rosenberg, R. - (3) 394, 395
Rosenthal, Irwin - (3) 452
Rosenthal, Irwin - (4) 275
Rosenthal, Irwin - (5) 153
Ross, Irv - (3) 398
Ross, John W. - (2) 184
Ross, Robert T. - (1) 204
Ross-Gordon, Jovita - (6) 254
Rossi, Peter H. - (1) 227, 386
Rotatori, Anthony - (1) 69
Roth, Rodney - (1) 370
Rothstein, Laura F. - (5) 343
Rothstum, Ray S. - (6) 84
Roussel, Amy E. - (2) 305
Roussel, Amy Elizabeth - (3) 30, 150
Roussel, Amy Elizabeth - (4) 280
Routon, Vickie L (3) 206
Rowitz, Louis - (5) 162
Rowland, Paul - (1) 249
RPM Press, Inc. - (2) 116
RPM Press, Inc. - (4) 190
Ruben, Simha - (5) 250
Rubenstein, Jan - (1) 148
Rubin, Donna C. - (4) 170
Rubin, Stanford E. - (1) 284
Rubin, Stanford E. - (2) 303
Rubin, Stanford E. - (4) 16
Rubin, Stanford E. - (6) 280
Rucker, Ronald E. - (6) 199
Rudolph, Suzanne - (5) 278
Rudrud, Eric H. - (1) 127
Rueda, Robert - (3) 297
Rugg, Deborah - (5) 231
Rumberger, Russell W. - (3) 86
Rusch, Frank R. - (2) 34, 45, 64, 68, 155, 189, 238, 333
Rusch, Frank R. - (3) 11, 21, 52, 104, 151, 159, 270, 289, 293, 369, 373, 374, 402, 444
Rusch, Frank R. - (5) 1, 80, 119, 120, 142, 171, 174, 222, 251, 266, 297, 317, 322, 323, 366, 367, 369, 410, 411, 434, 435
Rush, Mary - (3) 14
Russell, Debbie - (6) 233
Russell, Jill Frymier - (3) 308
Russell, Roger A. - (1) 317
Rutgers University. The State University of New Jersey. Bureau of Economic Research - (2) 86
Ruth, David J. - (6) 141, 142
Rutman, Leonard - (1) 197, 403
Ryan, Patricia A. - (1) 214
Rynders, John E. - (3) 78

Sabatino, David A. - (2) 181
Sabornie, Edward J. - (5) 424
Sabornie, Edward J. - (6) 263
Sacca, M. Katherine - (5) 400
Sacks, Sharon - (3) 442
Sacks, Sharon - (6) 64, 233
Sadler, Roberta R. - (1) 287
Sale, Paul - (5) 324
Salembier, George - (2) 163
Salin, JoAnn - (2) 100
Salomone, Paul R. - (4) 170
Salt Lake City School District - (1) 91
Salvia, John - (2) 202
Salvia, John - (4) 272
Salvia, Shawn - (4) 272
Salyers, William M. - (1) 265
Salzberg, Charles L. - (2) 54, 55, 56
Salzberg, Charles L. - (3) 8, 134, 252
Salzberg, Charles L. - (4) 2, 25
Salzberg, Charles L. - (5) 228, 320
Sample, Pat L. - (6) 178, 179, 180
San Diego County Supported Employment Task Force - (3) 249
Sand, Colleen M. - (3) 90
Sanders, G. Earl - (1) 18
Sanders, James R. - (4) 297
Sandler, Allen - (1) 225
Sandler, Allen - (2) 353
Sandow, Dennis - (5) 66, 72, 75, 148, 236
Sandow, Dennis - (6) 177
Sansone, Janet - (5) 36
Santleben, Sharon - (1) 67
Santoro, Christine - (4) 33
Saracoglu, Berenice - (5) 393
Saren, Drucilla - (6) 311
Sargent, Laurence R. - (6) 134
Sarkees, Michelle - (3) 349
Sarkees, Michelle D. - (2) 96
Sarrett, Sheila - (6) 31
Satcher, Jamiie - (6) 155
Sattler, Jerome M. - (4) 27
Saudargas, Richard A. - (5) 417
Saunders, Marybeth K. - (2) 266
Sautter, Scott W. - (3) 163
Sawyer, Horace W. - (1) 250
Sawyer, Horace W. - (5) 172
Sayles-Folks, Sherry L. - (5) 329
Scalia, Vincent A. - (1) 318
Schaefer, Cathy - (4) 67
Schaefer, Cathy - (5) 261
Schafer, Lois A. - (2) 21
Schaff, Rhonda Leach - (4) 58
Schalock, Robert L. - (2) 36, 140, 142, 149
Schalock, Robert L. - (3) 398
Schalock, Robert L. - (4) 25, 212, 240, 293, 317, 346
Schalock, Robert L. - (5) 179, 180, 192
Schalock, Robert L. - (6) 37, 161

-138-
Seyfarth, John - (3) 282
Seyfarth, John P. - (1) 171, 175, 176
Seyfried, Envin - (5) 166
Shadish, William R. - (3) 180
Shafer, Dave - (2) 220
Shafer, Michael S. - (2) 309
Shafer, Michael S. - (3) 121
Shafer, Michael S. - (4) 68, 313, 315
Shafer, Michael S. - (5) 87, 286, 411
Shafer, Michael S. - (6) 121, 172
Shanahan, Timothy - (2) 150, 208, 210, 211, 212, 213
Shanahan, Timothy - (5) 388
Shanyfelt, Paul A. - (1) 76
Shapero, Susan - (3) 173
Shapiro, Zuz - (5) 404
Shapiro, Edward S. - (2) 348
Shapiro, Edward S. - (4) 109
Shapiro, Edward S. - (5) 419
Shapiro, Howard L. - (1) 257
Shapiro, Jonathan Z. - (1) 187
Shapland, Celia - (6) 124
Shaver, Debra - (6) 154
Shaver, Debra M. - (5) 2, 4
Shaver, James P. - (3) 182
Shaver, Michael S. - (5) 414
Shaw, Linda R. - (3) 307
Shaw, Stan F. - (2) 200
Shaw, Stan F. - (3) 399
Shea, John - (5) 85
Sheehan, Martin - (1) 121
Sheeler, Mary C. - (6) 112
Sheldon, Jan B. - (5) 439
Sheldon-Wildgen, Jan - (3) 60
Shell, Duane F. - (2) 29
Shell, Duane F. - (6) 249
Shepherd, Geoff - (5) 315
Sherman, James A. - (5) 439
Sherron, Pam - (4) 178
Sherron, Pam - (5) 62, 324
Shiraga, Betsy - (2) 91, 103, 229
Shiraga, Betsy - (3) 219, 432
Shisler, Lenore - (2) 156
Shkop, Yitzchak M. - (4) 187
Shook, Gerald L. - (2) 38
Shoultz, Bonnie - (4) 101, 104
Shurka, Esther - (2) 358
Siegel, Shepherd - (5) 135
Siegel, Shepherd - (6) 24, 25, 64, 89, 302
Siegel-Causey, Ellin - (3) 443
Siegel-Causey, Ellin - (5) 65
Stenick, Deborah A. - (3) 421
Sievert, Ann L. - (5) 88
Sigafoos, Ann - (5) 335
Sigford, Barbara B. - (5) 381
Silverstein, Robert - (5) 445
Simeonsson, Rune J. - (2) 251
Simpkins, Celeste G. - (3) 405
Simpson, Frank - (2) 114, 115, 117
Singer, George H. S. - (5) 46, 413
Singer, Judith D. - (6) 117, 121
Singh, Nirbhay N. - (2) 274
Singleton, Rebecca - (5) 117
Siperstein, Gary N. - (4) 360
Sisson, Lori A. - (5) 401
Sittington, Patricia L. - (2) 8, 218, 243, 252
Sittington, Patricia L. - (3) 229, 241, 397
Sittington, Patricia L. - (5) 378, 379, 423
Sittington, Patricia L. - (6) 58, 62, 63
Skarnulis, Edward R. - (5) 415
Skiba, Paul J. - (2) 305
Slonneger, Glen R. - (4) 134
Slovak, Irene - (6) 54
Slovic, Roz - (5) 116
Smart, Lana - (2) 323
Smith, Charles - (5) 241
Smith, Christopher A. - (4) 291, 292
Smith, Claudette A. - (2) 6
Smith, Deborah D. - (5) 392
Smith, Deborah D. - (6) 261
Smith, Deborah J. - (5) 391
Smith, Gwen J. - (2) 137
Smith, Joy - (5) 247
Smith, Judith Osgood - (5) 416
Smith, Marcia Datlow - (4) 141, 142, 143, 144, 145, 146
Smith, Marcia Datlow - (6) 40
Smith, Mary Lee - (1) 384
Smith, Maureen A. - (3) 453
Smith, Maureen A. - (4) 244
Smith, Nancy K. - (1) 303
Smith, R. C. - (1) 103
Smith, S. Mae - (2) 326
Smith, Sharlene L. - (2) 137
Smith, Tom E. C. - (1) 370
Smith, Tom E. C. - (2) 198
Smith-Davis, Judy - (1) 30
Smith-Davis, Judy - (2) 75, 113, 121
Smoot, Kay E. - (2) 72
Sna, Fern - (4) 107
Snaaert, Dale - (3) 287
Snaaert, Dale - (4) 348
Snaaert, Dale - (5) 109, 140
Snaaert, Dale T. - (2) 276, 314, 357
Snaaert, Dale T. - (6) 100
SNL - (3) 2
Snell, Martha E. - (3) 345
Snell, Martha E. - (4) 287
Snell, Martha E. - (5) 407
Snow, Brent M. - (4) 75
Snowden, Patricia B. - (1) 55
Snyder, Robert - (1) 122
Social Security Administration. Office of Disability - (3) 84
Soder, Marten - (1) 97
Soforenko, A. Z. - (2) 337
Solvay, Jo-Ann - (4) 151
Sowers, Jo-Ann - (2) 164
Sox, Charles - (5) 199
Snedl, Joyce D. - (4) 349
Stake, Robert E. - (4) 349
Stark, Jack A. - (1) 196
Stark, Jack A. - (3) 406
Stark, Jack A. - (5) 194
Stark, Mary C. - (5) 403
Stearns, Marian S. - (3) 67
Stearns, Marjanne S. - (5) 422
Stecker, Brian M. - (4) 92
Steele, Ernest F. - (6) 182
Steil, Dennis A. - (4) 217
Steinberg, Margaret A. - (3) 315
Steinberg, Zina - (6) 136
Steinmuller, Georgine - (1) 68
Stelmach, Madelyn - (1) 285
Stephens, Pat - (5) 200
Stephens, Robin - (2) 105
Stephens, Robin - (3) 34, 214
Stephens, Susan - (2) 60
Stern, Barry - (5) 161
Stern, Joyce D. - (1) 48
Stets, Frank - (5) 69
Stevens, Linda J. - (2) 11
Stevens, Marsha - (1) 353
Steuart, Arlene C. - (5) 272
Stewart, Jeffrey - (5) 56
Stieglitz, Maria N. - (1) 331
Stile, Stephen W. - (6) 69
Stirnkorb, Mary - (2) 3
Stocking, Carol - (1) 367
Stoddard, Susan - (4) 127
Stoddard, Susan - (6) 146
Stoddon, Robert A. - (1) 63, 327
Stoddon, Robert A. - (2) 94, 169, 246, 250, 311, 312
Stoddon, Robert A. - (3) 258, 350, 385, 427
Stoddon, Robert A. - (6) 79, 135, 169, 186
Stoddon, Robert L. - (1) 238
Stone, Wendy L. - (4) 106
Stonnington, Henry H. - (4) 178
Storey, Keith - (3) 280, 441
Storey, Keith - (5) 72, 73, 75, 130, 289
Stotland, Janet F. - (2) 199
Stover, David - (5) 248
Stowitschek, Joseph J. - (2) 54, 55, 56
Stowitschek, Joseph J. - (3) 134, 252
Stowitschek, Joseph J. - (4) 25
Stowitschek, Joseph J. - (5) 228, 320
Stowitschek, Joseph J. - (6) 104
Strain, Phillip S. - (4) 285
Strathe, Marlene - (1) 373
Stremel-Campbell, Kathleen - (4) 51
Strichart, Stephen S. - (2) 231
Strite, Carolyn - (6) 23

Southeastern Virginia Training Center for the Mentally Retarded - (3) 137, 138
Southwest SELPA Career Vocation Committee - (5) 269
Sowell, Virginia M. - (2) 203
Sowers, Jo-Ann - (1) 407, 408, 413, 414
Sowers, Jo-Ann - (2) 164
Sowers, Jo-Ann - (4) 151
Sowers, Jo-Ann - (5) 132
Spangler, Paul F. - (6) 126
Spankel, Cynthia L. - (1) 244
Spears, Debora L. - (3) 374
Specialized Training Program. Center on Human Development. College of Education. University of Oregon - (3) 126
Specter, Paul E. - (3) 341
Speece, Deborah L. - (6) 224
Spence, Brenda H. - (3) 278
Spence, Kathleen L. - (3) 41
Spencer, Bruce D. - (3) 377
Spencer, Karen - (6) 180
Spencer, Karen C. - (4) 298
Spooner, Doreen - (4) 251
Spooner, Fred - (4) 251, 252
Spooner, Fred - (5) 128
Sprague, Jeffrey R. - (5) 289
Sreen, Otfrid - (6) 220
Staats, Elmer B. - (1) 231
Staats, Thomas E. - (3) 299
Stacey, Nezver - (5) 10
Stainback, Susan - (1) 373
Stainback, Susan - (2) 356
Stainback, Susan - (4) 223
Stainback, Susan - (5) 409
Stainback, William - (1) 373
Stainback, William - (2) 356
Stainback, William - (4) 223
Stainback, William - (5) 409
Stake, Robert E. - (1) 187
Stake, Robert E. - (2) 69

Stake, Robert E. - (4) 349
Stark, Jack A. - (1) 196
Stark, Jack A. - (3) 406
Stark, Jack A. - (5) 194
Stark, Mary C. - (5) 403
Stearns, Marian S. - (3) 67
Stearns, Marjanne S. - (5) 422
Stecker, Brian M. - (4) 92
Steele, Ernest F. - (6) 182
Steil, Dennis A. - (4) 217
Steinberg, Margaret A. - (3) 315
Steinberg, Zina - (6) 136
Steinmuller, Georgine - (1) 68
Stelmach, Madelyn - (1) 285
Stephens, Pat - (5) 200
Stephens, Robin - (2) 105
Stephens, Robin - (3) 34, 214
Stephens, Susan - (2) 60
Stern, Barry - (5) 161
Stern, Joyce D. - (1) 48
Stets, Frank - (5) 69
Stevens, Linda J. - (2) 11
Stevens, Marsha - (1) 353
Steuart, Arlene C. - (5) 272
Stewart, Jeffrey - (5) 56
Stieglitz, Maria N. - (1) 331
Stile, Stephen W. - (6) 69
Stirnkorb, Mary - (2) 3
Stocking, Carol - (1) 367
Stoddard, Susan - (4) 127
Stoddard, Susan - (6) 146
Stoddon, Robert A. - (1) 63, 327
Stoddon, Robert A. - (2) 94, 169, 246, 250, 311, 312
Stoddon, Robert A. - (3) 258, 350, 385, 427
Stoddon, Robert A. - (6) 79, 135, 169, 186
Stoddon, Robert L. - (1) 238
Stone, Wendy L. - (4) 106
Stonnington, Henry H. - (4) 178
Storey, Keith - (3) 280, 441
Storey, Keith - (5) 72, 73, 75, 130, 289
Stotland, Janet F. - (2) 199
Stover, David - (5) 248
Stowitschek, Joseph J. - (2) 54, 55, 56
Stowitschek, Joseph J. - (3) 134, 252
Stowitschek, Joseph J. - (4) 25
Stowitschek, Joseph J. - (5) 228, 320
Stowitschek, Joseph J. - (6) 104
Strain, Phillip S. - (4) 285
Strathe, Marlene - (1) 373
Stremel-Campbell, Kathleen - (4) 51
Strichart, Stephen S. - (2) 231
Strite, Carolyn - (6) 23
Strohm, Beth - (2) 229
Strohm, Beth - (3) 432
Strong, Larry A. - (5) 170
Struck, John W. - (5) 50
Struening, Elmer L. - (1) 199, 401
Stubbins, Joseph - (4) 266
Stufflebeam, Daniel L. - (3) 256
Sturgell, Mark - (4) 256
Suarez de Balcazar, Yolanda - (3) 99
Suarez de Balcazar, Yolanda - (5) 326
Sudduth, Alice Prevatt - (6) 166, 304
Sullivan, Allen R. - (2) 255
Sultana, Qaisar - (2) 266
Sulzer-Azaroff, Beth - (6) 109
Summers, Jean Ann - (3) 75, 100, 102, 422
Summers, Jean Ann - (4) 22
Summers, Jean Ann - (5) 45, 250, 351
SUMMIT Independent Living Center, Flathead Reservation, Montana - (6) 289
Supported Employment Parent Training Technical Assistance (SEPT/TA) Project - (5) 355
Surrett, Judith Y. - (3) 33
Svien, Kaia - (5) 164
Swaim, Sharon - (2) 160
Swann, Valerie - (4) 107
Swarts, Valerie - (4) 205
Sweet, Mark - (2) 91, 103, 229
Sweet, Mark - (3) 432
Sweetland, Richard C. - (3) 189, 192
Swiercinsky, Dennis P. - (3) 190
Swirsky, Jessica - (3) 208
Switzky, Harvey N. - (4) 221
Syracuse University, Center on Human Policy - (6) 153
Syracuse University, Center on Human Policy - (3) 129
Syracuse University, Special Education Resource Center - (3) 128
Szuhay, Joseph A. - (5) 177
Szymanski, Edna M. - (2) 318
Szymanski, Edna Mora - (4) 117, 328
Szymanski, Edna Mora - (5) 90, 249, 152
Szymanski, Edna Mora - (6) 191, 301
Szymula, Gary - (2) 24

Tabor, Susan E. - (5) 76
Taft, Lawrence T. - (5) 12
Taggart, Robert - (1) 83
Takayama, Connie - (6) 169
Talarico, Robert L. - (2) 99
Talpers, Jeanne - (2) 57

Tang, Tina - (1) 67
Taperek, Paul - (1) 249
Tappe, Phyllis - (6) 234
Taras, Marie - (4) 316
Tarr, Donald E. - (5) 292
Taylor Institute - (4) 82
Taylor, Brenda - (4) 31
Taylor, Steven J. - (3) 54, 194
Tazzioli, Pam - (6) 93
Teaneck Board of Education - (1) 84
Teeluck Singh, Beth - (3) 448
Teff, Donald R. - (1) 208
Templeman, Mark - (4) 205
Templeton, Torry Piazzà - (2) 245
Tenney Fred - (3) 119
Tenney, Fred - (2) 237
Tenpas, Steven - (3) 63
Terrian, Linda J. - (4) 220
Teslowski, Dennis G. - (1) 296
Teslowski, Dennis G. - (2) 134
Test, David - (3) 201
Test, David W. - (5) 125, 126, 127, 128
Thaler, Richard - (3) 235, 236
Tharp, Roland G. - (4) 196
Thibodeau, Gerard P. - (2) 301
Thomas, Dale F. - (4) 13
Thomas, Dale F. - (5) 208, 209, 211, 214
Thomas, James E. - (1) 276
Thomas, Kenneth R. - (4) 327
Thomas, Kenneth R. - (6) 130
Thomas, Linda T. - (1) 276
Thomas, M. Angele - (1) 379
Thomas, M. Angele - (2) 314
Thomas, M. Angele - (3) 114
Thomas, Roosevelt - (2) 66
Thomas, Susan - (1) 395
Thomason, Jo - (2) 269
Thompson, L. E. - (1) 407
Thompson, Sandra J. - (6) 299, 309
Thompson, Sandra Jespersen - (4) 83
Thorin, Elizabeth - (4) 361
Thornton, Craig - (6) 204
Thornton, Craig V. D. - (2) 60, 149, 242
Thornton, Craig V. D. - (4) 23, 113
Thornton, Helen - (5) 396
Thornton, Helen - (6) 293
Thornton, Robert L. - (4) 254
Thousand, Jacqueline S. - (5) 314
Thresholds - (4) 371
Thurer, Shari L - (1) 335
Thurlow, Martha - (4) 216
Thurlow, Martha L - (2) 244
Thurlow, Martha L - (5) 95, 97, 98, 285
Thurlow, Martha L - (6) 8, 207, 221, 321
Thurman, S. Kenneth - (1) 225
Thvedt, John - (1) 223
Tilson, George - (3) 187
Tilson, George P., Jr. - (1) 64, 101, 135
Tilson, George P., Jr. - (6) 187, 223
Tindall, Lloyd W. - (1) 125
Tindall, Lloyd W. - (2) 16, 21, 100, 141
Tindall, Lloyd W. - (3) 340
Tindall, Lloyd W. - (5) 110
Tines, Jeffrey - (5) 317, 390, 410
Tines, Jeffrey - (6) 283
Tines, Jeffrey J. - (3) 11, 402
Tines, Jeffrey J. - (4) 45, 209, 210, 363
Tingey, Carol - (3) 78
Tisdale, D. Le - (5) 358, 360
To, Duc-Le - (5) 10
Todd, Julie - (1) 139
Todis, Bonnie - (2) 47
Todis, Bonnie - (5) 241
Toews, Jane - (4) 51, 52, 55
Tofte-Tipps, Sharry - (2) 345
Tompkins-McGill, Patricia - (3) 14, 257
Toms-Barker, Linda - (3) 337
Tooman, Marvin L. - (4) 119
Torma, Kris - (5) 258
Totten, Maria - (6) 201
Towner-Harmer, Rebecca - (4) 356
Trace, Michael W. - (2) 346
Trach, John - (6) 283
Trach, John S. - (3) 11, 104
Trach, John S. - (4) 208, 209, 366
Trach, John S. - (5) 410, 437
Trachtman, Roberta - (2) 133
Treichel, Janet - (1) 354
Trieschmann, Roberta B. - (1) 337
Troolin, Barbara L. - (6) 171
Trot, Karen A. - (5) 251
Tryjankowski, Elaine M. - (3) 164
Tseng, M. S. - (1) 217, 266
Tu, Jho-Ju - (2) 70
Tucker, Carolyn M. - (5) 103
Tucker, Dennis J. - (2) 366
Tucker, James - (2) 202
Tucker, James A. - (5) 39
Tucson Unified School District - (2) 219
Tuma, John - (6) 146
Tunick, Roy H. - (2) 265
Turnbull, Ann P. - (1) 146, 312
Turnbull, Ann P. - (3) 75, 100, 102, 327, 417
Turnbull, Ann P. - (5) 45, 221, 250, 350, 351, 377
Turnbull, Ann P. - (6) 41
Turnbull, H. Rutherford - (2) 236
Turnbull, H. Rutherford, III - (1) 146

- U -

U.S. Commission on Civil Rights - (1) 282, 390
U.S. Department of Education - (3) 116
U.S. Department of Education, Division of Innovation and Development, Office of Special Education Programs, Office of Special Education and Rehabilitative Services - (5) 238
U.S. Department of Education, OSERS, National Institute of Handicapped Research - (1) 21
U.S. Department of Education. Division of Innovation and Development. Office of Special Education Programs. Office of Special Education and Rehabilitative Services - (6) 52, 107
U.S. Department of Education. National Institute on Disability and Rehabilitation - (3) 447
U.S. Department of Education. Office of Educational Research and Improvement - (3) 245
U.S. Department of Education. Office of Special Education and Rehabilitative Services (OSERS). Division of Innovation and Development - (3) 74
U.S. Department of Education. Office of Special Education and Rehabilitative Services. Clearinghouse on the Handicapped. - (4) 204
U.S. Department of Education. Office of Special Education and Rehabilitative Services. Office of Information and Resources for the Handicapped - (3) 314
U.S. Department of Health and Human Services - (3) 116
U.S. Department of Labor, Employment Standards Administration, Employment & Training Administration - (1) 381
U.S. General Accounting Office - (4) 355
Udvari-Solner, Alice - (4) 405, 406
Udvari-Solner, Alice - (6) 303
Ufheil, Janet - (3) 203
Underwood, J. William - (1) 388
Unger, Karen V. - (6) 318
United State General Accounting Office - (5) 63
University Bound Learning Disabled Student Transition Project (UBLD) - (5) 340
University of Kansas. Beach Center on Families and Disability - (6) 298
University of Oregon. College of Education. Specialized Training Program - (6) 95
University of Southern Maine. The York County Transition Project. Human Services Development Institute. Center for Research and Advanced Study - (3) 160, 161
University of the State of New York. The State Education Department Office for Education of Children with Handicapping Conditions - (3) 35, 36, 37, 38
University of Utah - (5) 230
University of Vermont. College of Education and Social Services. Department of Special Education. - (6) 216
University of Wisconsin-Milwaukee. Disabled Student Services - (4) 37
University of Wisconsin-Milwaukee. U.-S.T.E.P. Learning Disabilities Project. - (6) 316
Ursprung, Alex - (1) 346
Usdane, William M. - (1) 234, 267

Vacanti, John M. - (1) 45
Vadasz, Patricia F. - (4) 15
Valencia Community College - (3) 69
Valenta, Lee - (1) 116, 117
Valletutti, Peter J. - (2) 42
Van Buskirk, Charles - (1) 132
Van Hasselt, Vincent B. - (4) 285
Van Hasselt, Vincent B. - (5) 401
Van Vechten, Doris - (1) 236
VanBiervliet, Alan - (3) 60
Vandecook, Terri - (3) 354
Vandergoot, David - (1) 324
Vandergoot, David - (2) 32
Vandergoot, David - (4) 116, 357
Vanderheiden, Gregg C. - (4) 265
VanDeventer, Pat - (2) 229, 259
VanDeventer, Pat - (3) 219, 432
VanDeventer, Pat - (5) 405, 406
VanWalleghem, John - (3) 96
Vargo, Frances - (1) 321
Vargo, James W. - (1) 321
Vash, Carolyn L. - (1) 94, 334

Vaughan, Sharon - (3) 39
Veech, Annette M. - (5) 33
Veerhusen, Karen - (3) 365
Veech, Vicky D. - (2) 346
Velleman, Ruth - (2) 220
Vernon, D. Sue - (5) 368
Vernon, Sally - (4) 301
Versluyts, Hilda P. - (1) 343
Viadero, Debra - (6) 30
Vieceli, Louis - (5) 158
Vierling, Lee - (3) 394, 395
Vietje, Peter M. - (3) 196
Vietze, Peter M. - (2) 111
Vigderhous, Gideon - (1) 273
Vilbauer, Debra A. - (4) 29
Vincent, Lisbeth - (3) 366
Violas, Patricia - (2) 66, 72
Virginia Commonwealth University, Rehabilitation Research and Training Center - (5) 448
Virginia Providers of Supported Employment - (4) 88
Visser, Melissa - (4) 205
Vitello, Stanley J. - (6) 128
Vocational Studies Center, University of Wisconsin-Madison - (6) 139
VocSpedNetwork. University of Washington - (2) 118
Voeltz, Luanna M. - (3) 2, 344
Vogelsberg, R. Timm - (2) 279, 280
Vogelsberg, R. Timm - (3) 373

W

Wacker, David - (6) 174
Wacker, David P. - (4) 205
Wacker, David P. - (5) 247, 316
Wacker, Gabrielle Banick - (2) 100
Wagner, Mary - (6) 151
Wagner, Mary M. - (3) 67
Wagner, Mary M. - (5) 2, 3, 31, 422
Walberg, Herbert - (5) 388
Walberg, Herbert J. - (2) 150, 208, 210, 211, 212, 213, 306
Walker, Deborah K. - (6) 195
Walker, Guy W. - (2) 41
Walker, Gwendolyn R. - (1) 292
Walker, Hill M. - (2) 47
Walker, Hill M. - (3) 105
Walker, Hill M. - (5) 107, 142, 195, 241, 442
Walker, Jackie - (2) 47
Wallace, Helen M. - (5) 12
Wallace, Robyn - (3) 3
Wilcox, B. - (2) 228
Wilcox, Barbara - (3) 370, 411, 433
Wilcox, Barbara - (4) 90, 284
Wilcox, Barbara - (5) 116
Wilcox, Barbara L. - (1) 85, 119, 120, 121, 147, 263, 364
Wiley, Michael - (3) 14
Wilgosh, L. - (3) 148
Wilkins, Ronnie D. - (2) 41
Wilkinson, Ian A. G. - (6) 164
Will, George F. - (2) 325
Will, Madeleine - (2) 233
Will, Madeleine C. - (1) 145, 398
Will, Madeleine C. - (5) 30
William T. Grant Foundation Commission on Work, Family and Citizenship - (4) 207, 381
Williams, David D. - (3) 332
Williams, Janet M. - (6) 149
Williams, Joanna P. - (6) 262
Williams, Judith K. (Rippy) - (6) 51
Williams, Robert F. - (2) 165
Williams, Ruth - (6) 317
Williams, Wes - (2) 280, 361
Willingham, Warren W. - (3) 65
Willingham, Warren W. - (4) 288
Willson, Victor L. - (1) 65
Wilson, Philip G. - (5) 99
Wilson, Philip G. - (6) 66, 108, 192, 281
Wilson, Richard J. - (1) 36
Wilson, Robert J. - (1) 297
Wilson, Tina Farnes - (4) 53
Wilton, Keri M. - (1) 77
Wimmer, Diane - (2) 261
Windell, Idajean - (6) 305
Winking, Debbie L. - (3) 11, 270
Winking, Debbie Lynn - (5) 204, 410
Winking, Deborah L. - (4) 209
Winking, Deborah L. - (6) 29, 283
Wircenski, Jerry L. - (2) 46
Wircenski, Jerry L. - (3) 7
Wisconsin Association for Children and Adults with Learning Disabilities - (6) 139
Wise, Wilmer E. - (6) 209
Wlsniewski, Henry M. - (4) 335
Withebridge, Thomas F. - (6) 118
Witten, Barbara J. - (5) 302
Wodrich, David L. - (2) 51
Wodrich, David L. - (4) 342
Wojciechowski, Thomas W. - (4) 356
Wolf, Constance W. - (3) 149
Wolf, Constance W. - (4) 322
Wolfe, Richard E. - (1) 318
Wolfe, Vicky V. - (2) 282
Wolfensberger, Wolf - (1) 394, 395
Wolfensberger, Wolf - (2) 4
Wolfse, Karen - (1) 72
Wolinsky, Gloria F. - (1) 169
Wolman, Clara - (5) 98, 285
Wolzen, Brent - (3) 398
Wood, Connie S. - (5) 174
Wood, Constance Ellen - (4) 33
Wood, Robin - (6) 74, 105, 199, 200, 202
Wood, Wendy - (2) 308
Wood, Wendy - (3) 123
Wood, Wendy - (5) 62
Wood, Wendy - (6) 141
Wood-Pietruski, Wendy - (1) 14
Wood-Pietruski, Wendy - (4) 178, 197, 339
Woodcock, Richard W. - (3) 271, 272, 273
Woods, James N. - (5) 117
Woolcock, Karin P. - (5) 108
Woolcock, William W. - (5) 108
Worrall, John D. - (2) 32
Worth, Charles E. - (1) 284
Worthen, Blaine R. - (4) 297
Wortman, Paul M. - (1) 35
Wray, Lyle D. - (5) 187
Wright, Anne R. - (5) 188
Wright, Beatrice A. - (1) 310
Wright, George N. - (3) 364
Wright, George N. - (4) 220
Wright, W. Russell - (2) 322
Wuerch, Bonnie Biel - (3) 2
Wurster, Marion V. - (1) 131
Wurtz, P. Robert - (3) 83
Wyoming Department of Employment, Division of Vocational Rehabilitation - (6) 167
Wysocki, Katy - (4) 3

Y-

Yagel, Myron M. - (2) 367
Yahaya, Mohd. Azmi - (5) 398
Yan, Xiaoyan - (5) 72
Yell, Mitchell L. - (5) 399
Yin, Robert K. - (1) 406
Yin, Robert K. - (4) 58, 277
York County Transition Project - (5) 145, 146
York, Jennifer - (2) 229
York, Jennifer - (3) 432
York, Robert - (2) 344
York, Robert - (3) 374
Yoshida, Roland K. - (3) 428
Young Adult Institute - (2) 214, 215, 216
Young Adult Institute - (4) 59
Young Adult Institute - (5) 373, 374, 375, 376
Young, Deborah J. - (6) 313
Young, Judy - (2) 323
Young, Patricia L. - (5) 117
Youthwork, Inc. - (1) 111, 186
Ysseldyke, James - (2) 202
Ysseldyke, James E. - (6) 321
Yuen, Chi-Yin - (3) 181
Yuker, H. E. - (2) 320

-Z-

Zaitz-Blotner, Sheri - (4) 31
Zaklukiewicz, Stefan - (1) 10
Zane, Thomas - (1) 223
Zanella, Kathy - (2) 229
Zanella, Kathy - (3) 432
Zaner, Richard M. - (4) 341
Zantal-Wiener, Kathy - (5) 38, 40
Zarkowska, Ewa - (6) 15
Zashin, Elliot - (5) 18
Zeller, Richard - (4) 44
Zembrosky-Barkin, Patti - (3) 3
Zencius, Arnie H. - (6) 59
Zettin, Andrea G. - (4) 310
Zettin, Andrea G. - (5) 426
Zettel, Jeffrey - (2) 193, 194
Zhu, Guangli - (5) 27
Ziarnik, Jon P. - (1) 127
Zierman, Susan Ames - (6) 147
Zigler, Edward - (6) 264
Zigmond, Naomi - (3) 166
Zigmond, Naomi - (5) 36, 396
Zigmond, Naomi - (6) 293
Zirpoli, Thomas J. - (5) 415
Zittel, Gail - (1) 15
Zivolich, Steve - (3) 283
Zola, Irving Kenneth - (3) 101
Zollers, Nancy - (3) 108, 448
Zrihen, Pamela - (2) 237
Zrihen, Pamela - (3) 119
Zuger, Rosalind R. - (1) 215
Zwerlein, Rayna - (3) 235, 236
Zwernik, Kay - (6) 92
INTEGRATED DESCRIPTOR INDEX
VOLUMES 1 - 6

-A-

Absence - (1) 245
Acceptance Scale - (2) 344
ACCESS - (2) 47
Accessibility guide - (6) 289
Accessibility standards - (3) 275
Accommodation - (1) 19, 124, 256, 269, 270, 282, 305, 368, 390
Accommodation - (2) 31, 32, 57
Accommodation - (5) 55, 224
Accommodations - (3) 396, 424
Accommodations - (6) 98, 112, 138, 212, 253, 275
Adaptability Model - (4) 62, 184, 208, 261
Adaptability Model - (5) 47, 67, 93, 222
Adaptability model - (6) 113
Adaptability skills - (1) 300
Adaptive behavior - (2) 83, 240
Adaptive behavior - (4) 30, 43, 239
Adelphi University - (3) 169
Adjustment to disability - (1) 317
Adjustment to disability - (2) 77
Administration - (1) 344
Admissions studies - (3) 65, 294
Adolescence - (4) 264
Adolescents - (5) 43, 424
Adult life models - (4) 208
Adult services - (4) 5, 6, 7
Adults - (6) 69, 112, 182
Advocacy - (2) 134, 179, 180, 214, 215, 286, 354
Advocacy - (3) 14, 15, 131, 261, 396, 412
Advocacy - (4) 103, 150, 218, 330
Advocacy - (5) 12, 45, 55, 225, 287, 293, 350, 415
Advocacy - (6) 14, 36, 41, 225
Affirmative action - (1) 82, 124, 206, 282, 283, 284, 390
Aging - (4) 335, 337
Aging/aged developmentally disabled (AADD) - (3) 130, 133, 195
American Association of University Affiliated Programs (AAUAP) - (6) 77
American Rehabilitation Counseling Association (ARCA) - (3) 320, 321
Americans with Disabilities Act of 1990 - (6) 98
Annual meeting - (5) 336
Annual report - (2) 144
Annual report - (3) 52, 153
Annual report - (4) 70, 132
Annual report - (5) 149, 266
Anthropology - (3) 87
Applied Assessment Instrument (AAI) - (4) 254
Apprenticeship - (3) 274
Apprenticeship - (6) 226
Apprenticeships - (1) 140
Architectural Barriers Act of 1968 - (5) 224
Arizona - (1) 136
Arizona - (2) 219
Arizona - (3) 119, 142, 324
Arizona - (4) 270
Arizona - (5) 112, 181
Arizona - (6) 83
Arkansas - (1) 291
Arkansas - (4) 73
Arkansas - (5) 219
Arrival behavior - (3) 374
Arts for Transition Model Program - (3) 162
Assertiveness - (3) 261
Assertiveness training - (4) 308
Assessment instruments - (4) 156
Assessment techniques - (5) 418
Assessment techniques - (6) 12, 15, 28, 93, 108, 151
Assistive technology - (6) 138
Associated work skills - (4) 55
Association for Retarded Citizens (ARC) - (5) 137
Association for Retarded Citizens (ARC) - (2) 23
At-risk students - (5) 170
Attendant care - (1) 285, 303
Attitudes - (1) 84, 108, 109, 130, 156, 170, 173, 201, 210, 215, 237, 238, 250, 253, 264, 266, 274, 275, 278, 286, 295, 296, 301, 302, 310, 318, 321, 340, 357, 370
Attitudes - (3) 5, 6, 21, 35, 36, 37, 38, 71, 114, 129, 182, 231, 282, 289, 313, 315, 346, 356, 357, 360, 386, 401, 410, 434
Attitudes - (4) 51, 68, 75, 96, 191, 267, 268, 296, 303, 314, 324, 362
Attitudes - (5) 14, 92, 94, 134, 136, 137, 175, 223, 303, 314, 332, 335, 414, 421, 429
Attitudes - (6) 130, 163, 190, 311
Attitudes Toward Disabled Persons (ATDP)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquency</td>
<td>(5) 394</td>
</tr>
<tr>
<td>Delphi survey</td>
<td>(4) 7</td>
</tr>
<tr>
<td>Demographics</td>
<td>(1) 172, 400</td>
</tr>
<tr>
<td>Demographics</td>
<td>(2) 166</td>
</tr>
<tr>
<td>Demographics</td>
<td>(3) 22, 30, 325, 329</td>
</tr>
<tr>
<td>Demographics</td>
<td>(4) 74, 127, 263, 335</td>
</tr>
<tr>
<td>Demographics</td>
<td>(5) 92, 105</td>
</tr>
<tr>
<td>Demographics</td>
<td>(6) 7, 132</td>
</tr>
<tr>
<td>Demonstration Project for Learning Disabled Students in College</td>
<td>(3) 152</td>
</tr>
<tr>
<td>Developmental Disabilities Act (PL 95-602)</td>
<td>(3) 422</td>
</tr>
<tr>
<td>Developmental disabilities</td>
<td>(4) 285</td>
</tr>
<tr>
<td>Developmental disabilities (5) 6, 7, 8, 48, 304, 352, 373, 374, 375, 376, 402, 413, 415, 439, 440, 442</td>
<td></td>
</tr>
<tr>
<td>Developmental Disabilities/Mental Retardation Administrations</td>
<td>(2) 281</td>
</tr>
<tr>
<td>Developmental training programs</td>
<td>(4) 82</td>
</tr>
<tr>
<td>Direct instruction (DI)</td>
<td>(6) 122</td>
</tr>
<tr>
<td>Direct observation methods</td>
<td>(4) 71</td>
</tr>
<tr>
<td>Direct pay waivers</td>
<td>(2) 229</td>
</tr>
<tr>
<td>Direct training</td>
<td>(5) 366</td>
</tr>
<tr>
<td>Direction following</td>
<td>(4) 250</td>
</tr>
<tr>
<td>Directories</td>
<td>(3) 4, 267, 314, 325, 388</td>
</tr>
<tr>
<td>Directories</td>
<td>(4) 26, 46</td>
</tr>
<tr>
<td>Directories</td>
<td>(5) 38, 231, 242, 262</td>
</tr>
<tr>
<td>Directories</td>
<td>(6) 26, 29, 54, 77, 271, 288</td>
</tr>
<tr>
<td>Disability rights movement</td>
<td>(2) 2</td>
</tr>
<tr>
<td>Disability simulation</td>
<td>(1) 250</td>
</tr>
<tr>
<td>Disadvantaged youth</td>
<td>(1) 111, 112, 138, 186</td>
</tr>
<tr>
<td>Disadvantaged youth</td>
<td>(3) 7</td>
</tr>
<tr>
<td>Discrimination</td>
<td>(1) 108, 109, 264, 277, 279, 280, 282, 340</td>
</tr>
<tr>
<td>Discrimination</td>
<td>(2) 202, 255</td>
</tr>
<tr>
<td>Discrimination</td>
<td>(3) 163</td>
</tr>
<tr>
<td>Disincentives to work</td>
<td>(1) 359</td>
</tr>
<tr>
<td>Disincentives to work</td>
<td>(3) 24, 149, 420</td>
</tr>
<tr>
<td>Disincentives to work</td>
<td>(4) 117, 321, 322</td>
</tr>
<tr>
<td>Disincentives to work</td>
<td>(5) 71, 184, 185, 191, 328</td>
</tr>
<tr>
<td>Distributed Supported Work Project</td>
<td>(5) 236</td>
</tr>
<tr>
<td>Division on Career Development</td>
<td>(1) 45</td>
</tr>
<tr>
<td>Dixon Developmental Center</td>
<td>(5) 18</td>
</tr>
<tr>
<td>Down Syndrome</td>
<td>(3) 78</td>
</tr>
<tr>
<td>Dropouts</td>
<td>(3) 245, 390</td>
</tr>
<tr>
<td>Dropouts</td>
<td>(5) 5, 32, 170, 387, 396</td>
</tr>
<tr>
<td>Dropouts</td>
<td>(6) 76, 259, 293</td>
</tr>
<tr>
<td>Drug therapy</td>
<td>(4) 329</td>
</tr>
<tr>
<td>Dual diagnosis</td>
<td>(2) 81</td>
</tr>
<tr>
<td>Due process</td>
<td>(3) 457</td>
</tr>
<tr>
<td>Due process</td>
<td>(6) 126</td>
</tr>
<tr>
<td>Due process hearings</td>
<td>(2) 198, 199, 266</td>
</tr>
<tr>
<td>DuPont de Nemours and Company</td>
<td>(3) 396</td>
</tr>
<tr>
<td>Early intervention programs</td>
<td>(3) 58</td>
</tr>
<tr>
<td>Ecological vocational evaluation</td>
<td>(6) 303</td>
</tr>
<tr>
<td>Economic development</td>
<td>(1) 376</td>
</tr>
<tr>
<td>Economic trends</td>
<td>(5) 382, 383</td>
</tr>
<tr>
<td>Economics of disability</td>
<td>(3) 24</td>
</tr>
<tr>
<td>Educable mentally handicapped</td>
<td>(1) 76, 222</td>
</tr>
<tr>
<td>Educable mentally retarded (EMH)</td>
<td>(2) 166</td>
</tr>
<tr>
<td>Education</td>
<td>(6) 109</td>
</tr>
<tr>
<td>Education for All Handicapped Children Act (PL 94-142)</td>
<td>(5) 40, 188, 238, 282, 399</td>
</tr>
<tr>
<td>Education for All Handicapped Children Act of 1975 (94-142)</td>
<td>(2) 107, 172, 185, 193, 194, 199, 200, 201, 205, 235</td>
</tr>
<tr>
<td>Education for All Handicapped Children Act of 1975</td>
<td>(3) 74, 166, 417</td>
</tr>
<tr>
<td>Education for All Handicapped Children Act of 1975</td>
<td>(6) 107, 117</td>
</tr>
<tr>
<td>Education of the Handicapped Act (EHA) Amendments of 1983</td>
<td>(2) 235</td>
</tr>
<tr>
<td>Education reform</td>
<td>(3) 1350</td>
</tr>
<tr>
<td>Education to Employment Project</td>
<td>(3) 233</td>
</tr>
<tr>
<td>Educational adjustment model</td>
<td>(4) 245</td>
</tr>
<tr>
<td>Educational measurement</td>
<td>(1) 62, 385</td>
</tr>
<tr>
<td>Educational outcomes</td>
<td>(1) 367</td>
</tr>
<tr>
<td>Educational outcomes</td>
<td>(2) 22, 63, 70, 146</td>
</tr>
<tr>
<td>Educational outcomes</td>
<td>(3) 199, 297, 344, 377, 438</td>
</tr>
<tr>
<td>Educational outcomes</td>
<td>(5) 3, 9, 132, 216, 217, 218, 283, 387, 390, 392</td>
</tr>
<tr>
<td>Educational placement</td>
<td>(5) 405, 406</td>
</tr>
<tr>
<td>Educational policy</td>
<td>(1) 385</td>
</tr>
<tr>
<td>Educational reform</td>
<td>(5) 44, 382</td>
</tr>
<tr>
<td>Educational research</td>
<td>(1) 186, 393</td>
</tr>
<tr>
<td>Educational statistics</td>
<td>(1) 48, 81</td>
</tr>
<tr>
<td>Educational trends</td>
<td>(1) 24</td>
</tr>
<tr>
<td>Educational validity</td>
<td>(5) 128</td>
</tr>
<tr>
<td>Effect size</td>
<td>(1) 22, 23, 26, 34, 39, 40, 41</td>
</tr>
<tr>
<td>EHA Amendments of 1990 (P.L. 101-476)</td>
<td>(6) 181</td>
</tr>
<tr>
<td>Electronics Industry Enclave Project</td>
<td>(5) 148</td>
</tr>
<tr>
<td>Elementary education</td>
<td>(5) 436</td>
</tr>
<tr>
<td>Elementary education</td>
<td>(6) 1, 195</td>
</tr>
<tr>
<td>Emotional disabilities</td>
<td>(6) 11, 24, 119, 136, 305</td>
</tr>
<tr>
<td>Employability Support Network of Disabled Youth</td>
<td>(3) 214</td>
</tr>
<tr>
<td>Employee attitudes</td>
<td>(1) 82, 353</td>
</tr>
<tr>
<td>Employer attitudes</td>
<td>(1) 68, 206, 207, 208, 217, 218, 276, 279, 298, 316, 409, 429</td>
</tr>
<tr>
<td>Employer attitudes</td>
<td>(2) 8, 225</td>
</tr>
<tr>
<td>Employer attitudes</td>
<td>(3) 163</td>
</tr>
<tr>
<td>Employer attitudes - (3)</td>
<td>163</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Employer attitudes - (4)</td>
<td>77, 172, 179, 232, 315</td>
</tr>
<tr>
<td>Employer attitudes - (5)</td>
<td>228, 256, 327</td>
</tr>
<tr>
<td>Employer attitudes - (6)</td>
<td>206, 244</td>
</tr>
<tr>
<td>Employer Interaction Process (EIP) - (3)</td>
<td>304</td>
</tr>
<tr>
<td>Employer involvement - (1)</td>
<td>68, 82, 106, 124, 163, 181, 205, 290, 291, 419, 424, 428</td>
</tr>
<tr>
<td>Employer involvement - (2)</td>
<td>1, 8, 137, 138, 157, 162, 214, 215, 223, 309, 323, 328, 332</td>
</tr>
<tr>
<td>Employer involvement - (3)</td>
<td>5, 11, 13, 121, 122, 148, 229, 291, 360, 386, 396, 447</td>
</tr>
<tr>
<td>Employer involvement - (4)</td>
<td>42, 155, 187, 211, 222, 271</td>
</tr>
<tr>
<td>Employer involvement - (5)</td>
<td>55, 133, 136, 154</td>
</tr>
<tr>
<td>Employer involvement - (6)</td>
<td>214, 248</td>
</tr>
<tr>
<td>Employer needs - (5)</td>
<td>384</td>
</tr>
<tr>
<td>Employment application forms - (4)</td>
<td>244, 250, 284</td>
</tr>
<tr>
<td>Employment forecasting - (4)</td>
<td>57</td>
</tr>
<tr>
<td>Employment incentives - (3)</td>
<td>302</td>
</tr>
<tr>
<td>Employment Integration Index - (6)</td>
<td>34, 279, 280</td>
</tr>
<tr>
<td>Employment opportunities - (4)</td>
<td>207, 381</td>
</tr>
<tr>
<td>Employment outcomes - (1)</td>
<td>6, 52</td>
</tr>
<tr>
<td>Employment outcomes - (2)</td>
<td>63, 70, 77</td>
</tr>
<tr>
<td>Employment outcomes - (3)</td>
<td>5, 6, 9, 199, 377, 390, 438</td>
</tr>
<tr>
<td>Employment outcomes - (4)</td>
<td>73, 116</td>
</tr>
<tr>
<td>Employment outcomes - (5)</td>
<td>59, 92, 122, 192, 216, 217, 283, 285, 318, 319, 325, 387, 396, 442</td>
</tr>
<tr>
<td>Employment outcomes - (6)</td>
<td>161</td>
</tr>
<tr>
<td>Employment patterns - (3)</td>
<td>86, 348</td>
</tr>
<tr>
<td>Employment programs - (3)</td>
<td>314</td>
</tr>
<tr>
<td>Employment programs - (5)</td>
<td>304</td>
</tr>
<tr>
<td>Employment Readiness Assessment (ERA) - (5)</td>
<td>709</td>
</tr>
<tr>
<td>Employment Retention Program - (1)</td>
<td>201</td>
</tr>
<tr>
<td>Employment Retention Program - (3)</td>
<td>440</td>
</tr>
<tr>
<td>Employment trends - (5)</td>
<td>156, 288, 372</td>
</tr>
<tr>
<td>Enclave - (5)</td>
<td>75</td>
</tr>
<tr>
<td>Enclaves - (1)</td>
<td>116, 117, 118, 150</td>
</tr>
<tr>
<td>Enclaves - (3)</td>
<td>126, 328</td>
</tr>
<tr>
<td>Environmental psychology - (4)</td>
<td>336</td>
</tr>
<tr>
<td>Epilepsy - (1)</td>
<td>257, 281</td>
</tr>
<tr>
<td>Estimation (math.) - (1)</td>
<td>23, 27</td>
</tr>
</tbody>
</table>

| Ethics - (4) | 341 |
| Europe - (2) | 151, 304 |
| European Communities - (5) | 166 |
| Evaluability assessment - (1) | 203, 403 |
| Evaluation - (1) | 62, 114, 262, 265, 386, 394, 395, 421 |
| Evaluation - (2) | 20, 226 |
| Evaluation - (3) | 174, 193, 327, 351, 392 |
| Evaluation Network - (3) | 180 |
| Evaluation report - (4) | 138, 139 |
| Evaluation Research Society - (3) | 180 |
| Evaluation research - (1) | 187, 197, 198, 199, 200, 202, 384, 386, 401, 402 |
| Evans, Rupert N. - (2) | 104 |
| Exceptionality - (5) | 37 |
| Expenditure studies - (3) | 184, 185 |
| Extended Training Option - (3) | 432 |
| Extension of the Education of the Handicapped Act (PL 98-199) - (3) | 320 |

<p>| Facility conversion - (5) | 23, 178 |
| Faculty involvement - (5) | 164 |
| Family involvement - (2) | 111 |
| Family involvement - (3) | 75, 100, 102, 108, 122, 305 |
| Family involvement - (4) | 15 |
| Family involvement - (5) | 45, 46, 221, 257 |
| Family involvement - (6) | 41, 128, 149 |
| Family life cycle theory - (3) | 100 |
| Faribault State Hospital - (3) | 220 |
| Fast food industry - (3) | 420 |
| Federal legislation - (2) | 20, 48, 107, 109, 184, 207, 230, 238, 276, 314, 357 |
| Federal legislation - (3) | 66, 254, 287, 288, 329, 339, 342, 407, 408, 457 |
| Federal legislation - (4) | 50, 103, 194, 204, 348, 367 |
| Federal legislation - (5) | 12, 25, 38, 42, 44, 63, 218, 445 |
| Federal legislation - (6) | 21, 30, 36, 52 |
| Federal programs - (1) | 203, 231 |
| Federal programs - (2) | 132, 316 |
| Fee structure - (6) | 141 |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Page Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leisure skills</td>
<td>(2) 302, 338, 355, 359</td>
</tr>
<tr>
<td>Leisure skills</td>
<td>(3) 2, 240, 368, 444</td>
</tr>
<tr>
<td>Leisure skills</td>
<td>(4) 19, 22, 90, 100, 173, 330, 334</td>
</tr>
<tr>
<td>Leisure skills</td>
<td>(5) 141, 203</td>
</tr>
<tr>
<td>Leisure skills</td>
<td>(6) 16, 85</td>
</tr>
<tr>
<td>Liability issues</td>
<td>(3) 60</td>
</tr>
<tr>
<td>Life &amp; Career Skills Development Program</td>
<td>(4) 133</td>
</tr>
<tr>
<td>Life Development Institute (LDI)</td>
<td>(6) 270</td>
</tr>
<tr>
<td>Life skills assessment</td>
<td>(3) 77</td>
</tr>
<tr>
<td>Life-Centered Career Education (LCCE)/</td>
<td></td>
</tr>
<tr>
<td>Employability Enhancement Strategies</td>
<td>(EES) Project</td>
</tr>
<tr>
<td>Life-span development</td>
<td>(5) 48</td>
</tr>
<tr>
<td>Lifelong Career Development Model</td>
<td>(1) 110, 185</td>
</tr>
<tr>
<td>Lifelong Career Development Model</td>
<td>(2) 97</td>
</tr>
<tr>
<td>Lifestyle Satisfaction Scale (LSS)</td>
<td>(5) 34</td>
</tr>
<tr>
<td>Lifestyle Satisfaction Scale (LSS)</td>
<td>(2) 139</td>
</tr>
<tr>
<td>Limited-English proficiency</td>
<td>(6) 159</td>
</tr>
<tr>
<td>Literature review</td>
<td>(2) 62, 70, 80, 81, 82, 83, 84, 220, 225, 276</td>
</tr>
<tr>
<td>Literature review</td>
<td>(3) 3, 7, 56, 76, 82, 83, 140, 141, 142, 181, 189, 190, 191, 192, 199, 316, 358, 454</td>
</tr>
<tr>
<td>Literature review</td>
<td>(4) 3, 87, 116, 242, 352, 377</td>
</tr>
<tr>
<td>Literature review</td>
<td>(5) 29, 161, 207, 216, 268, 331</td>
</tr>
<tr>
<td>Literature review</td>
<td>(6) 46, 55, 70, 115, 116, 150, 156, 159, 235, 236, 237, 238, 239, 240, 251, 290</td>
</tr>
<tr>
<td>Living environments</td>
<td>(3) 196</td>
</tr>
<tr>
<td>Local education agencies (LEAs)</td>
<td>(4) 274</td>
</tr>
<tr>
<td>Local education agency (LEA)</td>
<td>(5) 188</td>
</tr>
<tr>
<td>Louis Harris Survey</td>
<td>(2) 2</td>
</tr>
<tr>
<td>Louisiana</td>
<td>(6) 76</td>
</tr>
<tr>
<td>Mailed questionnaires</td>
<td>(3) 330</td>
</tr>
<tr>
<td>Maine</td>
<td>(1) 59</td>
</tr>
<tr>
<td>Maine</td>
<td>(3) 160, 161, 167</td>
</tr>
<tr>
<td>Maine</td>
<td>(5) 79, 145, 146, 147</td>
</tr>
<tr>
<td>Maine</td>
<td>(6) 165</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(1) 78, 286, 330, 358</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(2) 178, 196, 203, 251, 259, 263, 265, 268, 269, 270, 271, 272, 483, 296, 356</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(3) 58, 59, 128, 133, 136, 298</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(4) 17, 285, 374</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(5) 168, 260, 405, 406, 427, 428</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>(6) 153</td>
</tr>
<tr>
<td>Mand interactions</td>
<td>(2) 366</td>
</tr>
<tr>
<td>Maricopa County Community College</td>
<td>(1) 70</td>
</tr>
<tr>
<td>Marketing</td>
<td>(3) 357</td>
</tr>
<tr>
<td>Marketing</td>
<td>(4) 198, 293, 295</td>
</tr>
<tr>
<td>Marriott Corporation</td>
<td>(5) 27</td>
</tr>
<tr>
<td>State/Program</td>
<td>Page Numbers</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Maryland</td>
<td>(1) 99, 135</td>
</tr>
<tr>
<td>Maryland</td>
<td>(3) 73</td>
</tr>
<tr>
<td>Maryland</td>
<td>(4) 136</td>
</tr>
<tr>
<td>Maryland</td>
<td>(5) 178, 240</td>
</tr>
<tr>
<td>Maryland</td>
<td>(6) 184, 205</td>
</tr>
<tr>
<td>Mass media</td>
<td>(1) 301</td>
</tr>
<tr>
<td>Mass media</td>
<td>(2) 204</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>(1) 49, 400</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>(2) 295</td>
</tr>
<tr>
<td>McCarron-Dial Work Evaluation System</td>
<td>(MDWES) (2) 136, 260</td>
</tr>
<tr>
<td>Medical education programs</td>
<td>(1) 33</td>
</tr>
<tr>
<td>Mental disabilities</td>
<td>(5) 378</td>
</tr>
<tr>
<td>Mental disability law</td>
<td>(5) 225</td>
</tr>
<tr>
<td>Mental illness</td>
<td>(2) 305</td>
</tr>
<tr>
<td>Mental retardation</td>
<td>(3) 453</td>
</tr>
<tr>
<td>Mental retardation</td>
<td>(4) 11, 331, 332, 337, 350</td>
</tr>
<tr>
<td>Mental retardation</td>
<td>(6) 131</td>
</tr>
<tr>
<td>Mentoring</td>
<td>(5) 368</td>
</tr>
<tr>
<td>Meta analysis</td>
<td>(1) 22, 23, 24, 25, 26, 27, 28, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 46, 65, 384</td>
</tr>
<tr>
<td>Meta analysis</td>
<td>(2) 67</td>
</tr>
<tr>
<td>Meta analysis</td>
<td>(2) 256, 276, 296, 298</td>
</tr>
<tr>
<td>Meta analysis</td>
<td>(4) 81</td>
</tr>
<tr>
<td>Meta analysis</td>
<td>(5) 171</td>
</tr>
<tr>
<td>Michigan</td>
<td>(1) 99</td>
</tr>
<tr>
<td>Microcomputer Evaluation &amp; Screening Assessment (MESA)</td>
<td>(5) 115</td>
</tr>
<tr>
<td>Microcomputer software</td>
<td>(5) 126</td>
</tr>
<tr>
<td>Microcomputers</td>
<td>(1) 332</td>
</tr>
<tr>
<td>Microcomputers</td>
<td>(3) 68, 317, 318, 340, 343, 414</td>
</tr>
<tr>
<td>Microcomputers</td>
<td>(4) 138, 139, 180, 265</td>
</tr>
<tr>
<td>Microcomputers</td>
<td>(6) 12</td>
</tr>
<tr>
<td>Mild disabilities</td>
<td>(6) 25, 27, 53, 59, 62, 81, 89, 90, 134, 146, 184, 187, 188, 194, 209, 222, 223, 224, 234, 254, 255, 263, 302</td>
</tr>
<tr>
<td>Mild handicaps</td>
<td>(5) 59, 135, 136</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(1) 54</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(2) 299</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(3) 139, 177, 290, 368</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(4) 83, 138, 139, 180, 181, 182, 276, 374</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(5) 96, 257, 258, 265, 298, 299, 355</td>
</tr>
<tr>
<td>Minnesota</td>
<td>(6) 33, 91, 171, 207, 299, 309</td>
</tr>
<tr>
<td>Minnesota/Washington Postsecondary Transition Project</td>
<td>(4) 276, 278</td>
</tr>
<tr>
<td>Minorities</td>
<td>(1) 292</td>
</tr>
<tr>
<td>Minorities</td>
<td>(2) 255</td>
</tr>
<tr>
<td>Minorities</td>
<td>(6) 192</td>
</tr>
<tr>
<td>Mississippi</td>
<td>(6) 155</td>
</tr>
<tr>
<td>Missouri</td>
<td>(1) 222</td>
</tr>
<tr>
<td>Missouri</td>
<td>(2) 296</td>
</tr>
<tr>
<td>Missouri</td>
<td>(3) 204, 359</td>
</tr>
<tr>
<td>Missouri</td>
<td>(4) 72, 229, 300</td>
</tr>
<tr>
<td>Mobile crew model</td>
<td>(1) 118, 180</td>
</tr>
<tr>
<td>Model for the Coordination of Post-School Training for Special Education Graduates Project</td>
<td>(3) 111, 112</td>
</tr>
<tr>
<td>Model programs</td>
<td>(2) 10, 11, 16, 17, 26, 27, 28, 29, 34, 41, 45, 58, 66, 69, 100, 103, 112, 114, 128, 134, 135, 151, 167, 169, 174, 179, 240, 250, 261, 262, 275, 279, 280, 299, 310, 318, 323, 339</td>
</tr>
<tr>
<td>Model programs</td>
<td>(3) 1, 11, 33, 41, 42, 43, 44, 45, 46, 47, 48, 49, 54, 57, 59, 63, 75, 80, 81, 107, 126, 128, 129, 130, 167, 168, 177, 186, 238, 276, 279, 285, 286, 292, 309, 313, 359</td>
</tr>
<tr>
<td>Model programs</td>
<td>(4) 26, 32, 84, 144, 155, 158, 158, 236, 263, 349</td>
</tr>
<tr>
<td>Model programs</td>
<td>(5) 220, 231, 242, 245</td>
</tr>
<tr>
<td>Monetary skills</td>
<td>(6) 59</td>
</tr>
<tr>
<td>Money-management</td>
<td>(3) 183</td>
</tr>
<tr>
<td>Montana</td>
<td>(4) 64, 65, 66, 67, 378, 379</td>
</tr>
<tr>
<td>Montana</td>
<td>(5) 243, 244, 245, 246, 259, 261</td>
</tr>
<tr>
<td>Montana</td>
<td>(6) 212, 252, 253, 275, 289</td>
</tr>
<tr>
<td>Monte Carlo methods</td>
<td>(1) 26</td>
</tr>
<tr>
<td>Motivation</td>
<td>(1) 293, 323</td>
</tr>
<tr>
<td>Motivation</td>
<td>(6) 306</td>
</tr>
<tr>
<td>Multidisciplinary assessment</td>
<td>(2) 51</td>
</tr>
<tr>
<td>Multidisciplinary assessment</td>
<td>(3) 174</td>
</tr>
<tr>
<td>Multiple handicaps</td>
<td>(3) 215</td>
</tr>
<tr>
<td>Multiple handicaps</td>
<td>(5) 401</td>
</tr>
<tr>
<td>Multiple sclerosis</td>
<td>(6) 7, 23</td>
</tr>
<tr>
<td>Multiple-handicaps</td>
<td>(4) 42</td>
</tr>
<tr>
<td>Muscular dystrophy</td>
<td>(1) 19</td>
</tr>
</tbody>
</table>

-N-

National Center for Research in Vocational Education | (1) 79
National Health Interview Survey (NHIS) | (4) 127
National Leadership Institute for Personnel in Education and Rehabilitation of the Blind and Visually Handicapped | (2) 114, 115, 117
National Leadership Training Program | (1) 1f
National Longitudinal Transition Study - (5) 2, 3, 4, 5, 31, 32
National Longitudinal Transition Study of Special Education Students (NLTS) - (6) 151, 154
National Network for Professional Development in Vocational Special Education - (1) 157, 168, 374
National Organization on Disability - (1) 133
Naturalistic inquiry - (5) 119
Naturalistic methodology - (1) 405
Nebraska - (3) 197, 260, 261, 262, 263, 264, 265, 266, 398, 451
Nebraska - (4) 140, 212
Nebraska - (6) 249, 267
New Hampshire - (4) 69, 304
New Hampshire - (6) 168
New Jersey - (1) 84, 213, 214, 215, 313
New Jersey - (2) 267
New Mexico - (3) 257
New Mexico - (5) 263, 264
New York - (1) 53, 99, 169,
New York - (4) 305
New York - (5) 260
New York - (6) 153, 218, 250, 305
New York - (6) 31, 153, 218, 250, 305
New Zealand - (1) 77
Nonverbal children - (4) 18
Normalization - (2) 58, 160, 343, 365
Normalization - (3) 61, 77, 110, 114, 129, 137, 138, 158, 345, 416, 426, 451
Normalization - (4) 102, 173, 224
Normalization - (6) 22, 261
North Carolina - (1) 240
North Carolina - (3) 200, 201, 206, 237, 238
North Carolina - (5) 272, 273
North Carolina - (6) 80, 166
North Dakota - (1) 306
North Dakota - (3) 42
Northern Mariana Islands - (3) 44
Northwest Metropolitan Intermediate School District 916 - (5) 265
Norway - (1) 155

-0-

180 day rule - (2) 199, 201, 205
Occupational therapy - (1) 343
OECD countries - (3) 124
Office of Special Education and Rehabilitative Services (OSERS) - (3) 80, 267
Office of Special Education and Rehabilitative Services (OSERS) - (5) 30
Office of Special Education Programs (OSEP) - (6) 72
Ohio - (3) 23
Ohio - (4) 305
Ohio - (5) 260
Ohio - (6) 163
Oklahoma - (4) 75, 306, 351, 352
Oklahoma - (5) 118, 229
Older adults - (6) 42
Oregon - (1) 20
Oregon - (2) 125, 126, 241, 245
Oregon - (3) 34, 214, 346, 411
Oregon - (4) 53, 129, 151, 260
Oregon - (5) 116, 148, 203, 236
Oregon - (6) 84, 95, 188, 194
Oregon Transition to Employment Project (OTEP) - (5) 132
Organizational psychology - (5) 339
Organized labor - (6) 96
Orthopedically handicapped - (1) 255
Orthopedically handicapped - (5) 388
OSERS - (1) 1, 51, 145, 398, 420
OSERS - (4) 58
OSERS - (6) 282
OSERS Projects - (1) 183
Outcome criterion assessment - (4) 76, 255
Outcome measures - (5) 86, 179, 180, 197
Outcome-based planning - (6) 74
Outcomes of education - (6) 32, 57, 69, 70, 82, 118, 151, 170, 205, 209, 220, 221, 222, 224, 243, 251, 268, 273, 293, 321

-P-

Pacific Northwest - (6) 106
Paraprofessionals - (5) 226
Parent attitudes - (1) 85, 120, 171
Parent involvement - (1) 60, 63, 119, 121, 122, 149, 153, 154, 178, 180, 184, 205, 246
Parent involvement - (2) 7, 13, 19, 34, 99, 120, 135, 154, 172, 197, 219, 270, 277, 282
Parent involvement - (3) 63, 123, 125, 148, 154, 173, 198, 205, 210, 231, 240, 246, 249, 251, 255, 282, 289, 310, 315, 328, 346, 371, 385, 399, 401, 411, 412, 413, 417, 418, 428, 447
Parent involvement - (4) 15, 24, 34, 59, 62, 66, 123, 222, 282, 287
Parent involvement - (5) 42, 50, 116, 117, 137, 145, 243, 246, 265, 301, 350, 351, 355, 367, 373, 374, 375, 376, 377, 413, 426
Parent involvement - (6) 103, 124, 135, 137, 152, 178, 193, 223, 258, 272, 311
Parent/Family Involvement Index - (2) 282
Part method instruction - (5) 312
Part-time work - (4) 56
PASS - (1) 195
Pathways model - (1) 196
Pathways to Employment Model - (5) 194
Pearson System of Frequency Curves - (1) 273
PEER Regional Network (Programs That Are Exemplary in Education and Rehabilitation) - (6) 31
Peer involvement - (1) 291
Peer involvement - (2) 156, 232, 251, 344, 356
Peer involvement - (3) 76, 106, 296, 431
Peer involvement - (4) 33, 51, 232
Peer involvement - (5) 168, 247
Peer involvement - (6) 111, 304
Peer tutoring - (5) 400
Pennhurst Lomtidual Study - (6) 20
Pennsylvania - (2) 58, 311
Pennsylvania - (3) 108, 379, 380
Pennsylvania - (4) 235
Pennsylvania - (6) 126, 254, 255
Performance objectives - (2) 1M, 250
Personal futures planning - (6) 92
Personality traits - (6) 69
Personnel preparation - (1) 168, 170, 374
Personnel preparation - (3) 64, 235, 237, 246, 292, 342, 452, 455
Personnel preparation - (6) 3, 58, 61, 121, 140, 163, 171, 179, 187, 200, 201, 202, 203, 227, 287, 303, 312
Physical disabilities - (4) 285
Physical disabilities - (5) 122, 403
Physical disabilities - (6) 225
Physically handicapped - (1) 113, 210, 214, 215, 236, 247, 280, 296, 305, 321, 331
Physically handicapped - (2) 263, 292
Physically handicapped - (3) 215
Picture prompt training - (5) 89
Pittsburgh - (1) 188
Pizza Hut - (3) 283
Placement counseling - (5) 347
Play and leisure activities - (2) 274
Policy analysis - (6) 20, 21, 45, 104, 117, 127, 132, 147, 148, 168, 211
Policy manual - (6) 10
Policy research - (1) 170
Policy research - (2) 11, 111, 161, 177, 184, 193, 194, 227, 228, 230, 235, 244
Policy research - (3) 79, 112, 185, 193, 196, 287, 352, 363, 381, 400, 417, 422, 436
Policy research - (4) 14, 15, 44, 50, 194, 195, 207, 348, 355, 357, 381
Policy research - (5) 17, 25, 54, 106, 109, 140, 193, 218
Portland State University School-to-Work Transition Research Project - (5) 203
Post-secondary education - (1) 29, 30, 44, 55, 58, 70, 73, 90, 93, 98, 103, 104, 115, 237, 256, 299, 308, 312, 325
Post-secondary education - (2) 12, 13, 14, 29, 57, 119, 120, 124, 165, 168, 231, 303
Post-secondary intervention model for learning disabilities - (3) 263
Post-secondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults Project - (6) 203
Postsecondary education - (4) 61, 70, 135, 138, 139, 235, 237, 245, 248, 267, 272, 275, 345, 370
Postsecondary education - (5) 4, 144, 154, 156, 259, 280, 290, 291, 385, 386, 391, 393, 395, 397, 398, 416, 436
Postsecondary education - (6) 12, 51, 80, 129, 131, 166, 212, 217, 218, 249, 252, 253, 304, 315, 316, 317
Pre-college education - (5) 435
Pre-vocational skills - (1) 86, 424
Pre-vocational skills - (2) 6, 31, 157, 287, 336, 351, 362
Prediction theory - (1) 392
Preliminary Diagnostic Questionnaire (PDQ) - (4) 219
Preschool children - (4) 53
Prevocation skills - (5) 56, 57, 60
Prevocational Assessment and Curriculum Guide (PACG) - (5) 56
Prevocational skills - (3) 164, 429, 431
Prevocational skills - (4) 36, 130, 131, 160, 286
Principles of Shared Responsibility - (6) 105
Problem solving - (5) 321, 322, 351
Problem solving - (6) 262
Problem solving approach - (1) 72
Problem-solving - (4) 118, 312
Process analysis - (4) 23
Productivity - (1) 220, 337, 360, 362, 408, 411, 428
Productivity - (2) 143, 278, 350, 358

-161-

161
Productivity - (3) 366, 369, 406, 415
Productivity - (4) 77, 78, 109, 114, 159, 188
Professional competencies - (3) 364
Professional standards and training - (5) 436
Program development - (1) 29, 81, 151, 184, 197, 272, 382
Program development - (6) 1, 4, 6, 8, 16, 47, 48, 73, 94, 97, 132, 177, 196, 228, 273
Program evaluation - (3) 31, 51, 99, 103, 104, 159, 179, 180, 220, 224, 248, 256, 330, 331, 332, 333, 344, 393, 404
Program evaluation - (4) 9, 23, 32, 58, 74, 82, 91, 92, 93, 94, 95, 96, 97, 98, 99, 111, 115, 171, 236, 255, 263, 277, 297, 318, 346, 349, 356, 366, 372
Program evaluation - (5) 15, 52, 95, 115, 126, 128, 143, 158, 163, 175, 188, 206, 227, 238, 248, 249, 286, 437
Program evaluation - (6) 14, 31, 37, 47, 48, 53, 107, 151, 162, 173, 204, 229, 282, 287, 294, 308, 310, 313
Program implementation - (6) 105, 121, 133, 172, 208, 276
Program theory - (3) 331
PROJECT - (1) 57
Project ACCESS - (4) 378, 379
Project ACCESS - (5) 259
Project Access - (6) 252, 253
Project ADAPT - (4) 13
Project ADAPT - (5) 208, 209, 210, 211, 212, 213, 214
Project ASSIST - (3) 165, 212, 225, 226

Project Blind Access to Computers (BAC) - (4) 299
Project Bridge - (2) 237
Project Bridge - (3) 119
Project CAREER - (5) 153
Project CAREER - (6) 185
Project CCTM (Continuous Comprehensive Transition Model) - (6) 83
Project CLASS - (4) 275
Project CoMETs - (4) 112
Project COMPETE - (1) 61, 158, 160, 161, 162
Project COMPETE - (2) 218
Project COMPETE - (3) 227, 228, 229, 231, 241
Project directory - (2) 147
Project EARN - (4) 227
Project Employability - (1) 153, 232
Project Employability - (2) 99, 339
Project Employability - (3) 319
Project Employability - (4) 230
Project Employability - (5) 201, 202
Project EnTrans - (4) 53
Project HELP - (1) 213
Project HIRED (Handicapped Interagency Rural Employment Development) - (6) 155, 156, 157, 158
Project IMPACT - (1) 150
Project IMPACT - (3) 202
Project INTERACT - (1) 139
Project INTERFACE - (1) 50, 183
Project JOB - (5) 153
Project Life LAB - (6) 88
Project LINK - (3) 382
Project LINK - (4) 248
Project LINK - (5) 13
Project LIVE - (3) 375
Project M.E.A.L. - (4) 270
Project MEAL - (3) 242
Project N.I.P.E.P. - (5) 290, 291
Project NETWORK - (5) 370, 371, 372
Project Opportunity - (6) 297
Project OVERS - (4) 306, 351
Project OVERS - (5) 118, 229
Project PERT - (1) 115
Project PET - (3) 153
Project PET - (4) 72
Project PROGRESS - (3) 379, 380
Project READDY - (3) 207, 269
Project RESPECT - (4) 137
Project SCORE - (5) 181
Project SETS - (5) 270
Project STEER - (4) 134
Project STEP - (3) 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98
Project STRIDE (Services for Transition to Independence Through Education) - (6) 254, 255
Project SUCCESS - (5) 385, 386
Project T.A.P.E. (Technical Assistance for Postsecondary Education) - (5) 274, 275, 276, 277, 278, 279, 280
Project TAPS (Transition Assistance for Postsecondary Students) - (6) 217
Project TAPS - (3) 268
Project TAPS - (4) 345
Project Test Core - (6) 296
Project TIE - (3) 246
Project Transition - (1) 79
Project Transition - (4) 31
Project TROPHY - (3) 316
Project TROPHY - (4) 14
Project TRYAD - (1) 49
Project update - (3) 48
Project VAST - (4) 47
Project VAST Tracking System (VTRACK) - (6) 86
Project VESS - (1) 137, 141
Project We Can - (6) 158
Project WIN - (6) 140
Project Work - (1) 60
Projects with Industry (PWI) - (3) 40, 416
Projects with Industry (PWI) - (5) 240
Projects with Industry - (1) 234, 241, 309
Projects with Industry - (2) 1
Prompting hierarchy - (5) 440
Psychiatric disabilities - (6) 98, 120, 148, 256, 313, 318
Psychiatrically disabled - (1) 289, 297, 298, 345, 377
Psychiatrically disabled - (2) 53
Psychiatrically disabled - (3) 30, 150, 354, 335, 336, 337, 338, 339
Psychiatrically disabled - (4) 63, 154, 171, 172, 176, 179, 193, 242, 279, 280, 281, 282, 286, 371
Psychiatrically disabled - (5) 84, 232, 300, 334, 357, 358, 359, 360, 361, 362
Psychoeducational assessment - (3) 453, 456
Psychoeducational assessment - (4) 27, 35, 61, 107, 283, 287, 288, 289, 342
Psychoeducational assessment - (6) 182
Psychological measurement - (2) 209
Psychosocial adjustment - (1) 249
Psychosocial adjustment - (2) 44
Psychosocial development - (6) 129
Psychosocial rehabilitation (PSR) - (5) 232, 357
Psychosocial rehabilitation - (6) 23, 118, 288
Psychotropic drugs - (5) 176
Public expenditures - (4) 350
Public expenditures - (5) 411
Public policy - (1) 353
Public schools - (1) 189, 190, 404
Public schools - (2) 123, 269, 285
Public schools - (3) 128
Public schools - (4) 44, 52, 227
Public sector - (5) 74

-Q-

Qualitative methodology - (1) 365, 402
Qualitative research - (4) 223
Qualitative research - (5) 409
Quality assurance - (5) 66
Quality assurance - (6) 177, 199
Quality of Life Index - (4) 317
Quality of Life Interview - (6) 313
Quality of Life Questionnaire - (5) 180
Quality of life - (2) 139, 140, 160, 292
Quality of life - (3) 118, 121, 196, 356, 432, 433, 443
Quality of life - (4) 60, 90, 207, 212, 218, 224, 284, 293, 341, 381
Quality of life - (5) 45, 46, 179, 180, 195, 197, 207, 255
Quality of life - (6) 35, 37, 74, 99, 170, 198, 234
Quality of work life (QWL) - (3) 308, 404, 437
Quality of work life - (5) 179
Quantitative methodology - (1) 365, 402
Quantitative synthesis - (5) 100, 101, 102
Quasi-experiments - (1) 35
Quota system - (4) 266
Quota system - (5) 205

-R-

Reading and writing - (2) 148
Reading comprehension - (3) 264
Realistic Transition Model (RTP) - (4) 48
Recreation and leisure - (3) 275
Recycling - (1) 261
Region IX - (2) 262, 275
Regional Information Utilization Institute - (1) 287
Regional Rehabilitation Exchange - (3) 1
Rehabilitation - (1) 219, 303, 387
Rehabilitation - (3) 87
Rehabilitation Act - (5) 224
Rehabilitation Act of 1973 - (1) 308

-163-
Secondary Transition Intervention Effectiveness Institute - (4) 26, 86, 132
Secondary Transition Intervention Effectiveness Institute - (5) 149, 231, 266, 267
Secondary Transition Intervention Effectiveness Institute - (6) 271, 300
Section 504 of the Rehabilitation Act of 1973 - (2) 303
Self-advocacy - (5) 88, 114, 250, 258, 342, 415
Self-advocacy - (6) 150, 228, 258
Self-concept - (2) 367
Self-control training - (2) 131, 348
Self-control training - (3) 135, 252, 278, 280, 362, 372
Self-control training - (4) 12, 78, 109, 196, 205, 354, 365
Self-control training - (6) 110, 113, 123, 237, 266, 284, 285
Self-efficacy theory - (2) 283
Self-employment - (1) 266
Self-esteem - (5) 393
Self-esteem - (6) 245, 264
Self-management training - (5) 402, 419
Sense of Coherence Scale (SOCOS) - (3) 356
SEPT/TA Project - (5) 355
SETM Project (Secondary Education Transition Model) - (6) 178, 180
Severe disabilities - (6) 3, 60, 74, 122, 123, 133, 165, 183, 189, 284
Severely disabled - (5) 89
Severely Handicapped Program - (4) 58
SEVTC assessment scales for community integration - (3) 137, 138
Sexuality - (3) 13
Sheltered workshops - (1) 83, 94, 209, 234, 245, 261, 265, 296, 327, 353, 361, 381, 389
Sheltered workshops - (2) 143, 161, 187, 188, 190, 301, 304, 324, 342, 368
Sheltered workshops - (3) 113, 248, 313, 366, 372, 404, 405, 415, 419, 425, 445
Sheltered workshops - (4) 38, 39, 40, 41, 109, 175, 253, 319, 320
Sheltered workshops - (5) 106, 166, 189, 215, 248, 253, 431, 443
Sheltered workshops - (6) 127
Sign language - (4) 18
Simulation training - (3) 3, 365
Simulation training - (4) 129
Single subject research - (5) 128, 171
Skill acquisition - (5) 312, 430
Social analysis - (5) 43
Social comparison - (3) 402
Social competence model - (4) 188
Social ecology - (6) 64
Social integration - (5) 314
Social interaction - (5) 425, 435
Social predictions - (3) 381, 382
Social Security benefits - (1) 377, 404
Social Security benefits - (4) 117, 149, 355
Social Security benefits - (5) 71, 77, 117, 184, 354
Social Security Income (SSI) - (6) 204
Social security benefits - (3) 24, 84, 288
Social skills - (1) 77, 78, 105, 216, 221, 225, 251, 337, 373, 410, 413, 415, 416, 417, 418, 423, 427, 431
Social skills - (2) 5, 27, 30, 34, 37, 38, 39, 41, 42, 46, 47, 53, 54, 55, 56, 64, 74, 77, 102, 105, 156, 158, 178, 191, 225, 234, 283, 332, 338, 345, 347, 355, 356, 359, 361
Social skills - (3) 18, 78, 92, 106, 115, 118, 134, 162, 169, 194, 209, 218, 228, 243, 252, 280, 281, 295, 304, 310, 351, 356, 360, 361, 362, 369, 403, 419, 435, 442
Social skills - (6) 9, 111, 116, 175, 193, 233, 235, 236, 239, 240, 242, 243, 244, 246, 247, 248, 263, 277, 291, 292, 319
Social status - (5) 424
Social structure - (3) 405
Social support - (2) 224
Social support - (4) 225
Social support - (6) 35, 125, 234, 238, 245
Social validation - (1) 424, 429
Social validation - (3) 418
Social validation - (4) 102, 233
Social validation - (5) 73, 323
Software - (5) 11
Soviet Union - (6) 131
Special Education Parents Alliame - (3) 63
Special education - (1) 1, 14, 16, 21, 29, 36, 37, 38, 44, 48, 54, 66, 68, 71, 89, 101, 102, 119, 141, 147, 170, 229, 312, 329, 365, 374, 382
Special education - (2) 25, 26, 52, 64, 75, 92, 104, 106, 107, 113, 121, 123, 125, 126, 128, 129, 156, 172, 177, 180, 181, 195, 198, 201, 202, 205, 233, 238, 243, 245, 248, 252, 253, 258, 261, 264, 282, 286, 287, 289, 290, 314, 315, 316, 348, 352, 357
Special education - (3) 25, 27, 59, 62, 74, 122, 166, 172, 177, 209, 210, 211, 247, 250, 277, 293, 315,

Special education - (4) 3, 4, 21, 24, 27, 34, 35, 69, 71, 81, 156, 157, 163, 184, 186, 192, 214, 216, 217, 223, 246, 247, 287, 333, 336, 344, 348, 353, 380


Special education - (6) 6, 8, 17, 21, 26, 28, 32, 36, 52, 57, 70, 71, 99, 107, 135, 145, 160, 164, 168, 187, 188, 195, 205, 208, 210, 211, 213, 221, 259, 268, 294, 295, 301, 310, 312

Special education law - (5) 343

Speech disabilities - (2) 150, 213

Speech disabled - (5) 388

Spinal cord injuries - (3) 307

Spontaneous language - (2) 343

STAC Exchange - (4) 135

Staff development - (1) 78

Stakeholder participation - (5) 206

Stakeholder survey - (1) 182

State directors of special education - (5) 91

State transition planning - (5) 140

State-of-the-art reviews - (6) 6, 14, 17, 19, 36, 38, 39, 64

Statistical data - (1) 24, 31, 183, 273

Statistical data - (2) 2, 3, 77

Statistical data - (3) 71, 325

Statistical data - (5) 281, 352, 363, 398

Statistical data - (6) 17, 19

Steep SPAN - (3) 204

STORRY (Sequencing the Transition of At-Risk and Retarded Youth) - (5) 113

Strategy instruction - (5) 167

Street crossing - (3) 373

Stress management - (3) 299

Stress management - (5) 358

Structured Training and Employment Transitional Services (STETS) - (2) 59, 60, 242

Structured Training and Employment Transitional Services (STETS) - (3) 446

Student assessment - (2) 202

Student assessment - (3) 80

Student attitudes - (1) 218

Student placement - (5) 70

Student Satisfaction Instrument - (4) 245

Student-instructor interaction - (5) 332

Students at risk - (6) 159

Substance abuse - (5) 360

SUCCESS curriculum - (6) 291

Success - (6) 1, 2, 3, 19, 22, 27, 44, 47, 48, 81, 114, 134, 139, 146, 147, 151, 205, 208, 257, 278, 302

Success strategies - (4) 184

Summer Work Experience Program - (1) 20

Sunset reviews - (2) 132

Supervisor involvement - (4) 211

Supervisors - (6) 162

Supplemental Security Income (SSI) - (1) 359

Supplemental Security Income (SSI) - (2) 207

Supplemental Security Income (SSI) - (5) 33, 354

Supplemental security income (SSI) - (3) 84

Support groups - (3) 34, 214

Support groups - (5) 326

Support networks - (4) 15, 181

Support services - (5) 46, 57, 113

Supported Education Curriculum Profile - (6) 64

Supported employment - (1) 14, 32, 56, 116, 117, 118, 147, 149, 154, 156, 173, 177, 179, 196, 201, 228


Supported employment - (6) 3, 4, 29, 34, 44, 45, 46, 47, 48, 50, 95, 96, 121, 124, 133, 141, 143, 144, 162, 172, 173, 174, 175, 176, 177, 192, 198, 199, 200, 201, 202, 214, 216, 227, 256, 276, 279, 280, 281, 283, 298, 302, 303, 307

Supported Independence Using Individualized Dollars Model - (6) 219

Supported living - (1) 391

Supported work - (2) 45, 64, 122, 136, 190, 207, 309, 310, 331


Supported work model - (6) 286

Survey-Train-Place Model - (5) 120

Surveys - (6) 161, 172, 188, 205, 206, 212, 223, 224, 226, 227, 233, 242, 244, 248, 294, 301, 307, 311, 314
Sweden - (1) 97, 155
Syracuse City School District - (5) 169

(TASH) The Association for Persons with Severe Handicaps - (6) 36
T.I.C.E. (Test of Interpersonal Competence: or Employment) - (4) 28
Task analysis - (2) 31, 153, 158, 358
Task analysis - (3) 64, 135, 203, 367, 441
Task analysis - (4) 160, 164, 166, 169, 312
Task demonstration model - (5) 440
Taxonomy - (1) 161, 162
Taxonomy of instruction - (1) 61
Teacher attitudes - (5) 427, 428
Teacher education - (1) 75, 78, 80, 231
Teacher evaluation bias - (5) 417
Teacher supply & demand - (4) 186
Technical assistance - (6) 173, 199
Technology - (2) 143, 145
Technology - (3) 70, 86, 312
Technology - (5) 9, 24
Technology - (6) 18, 249
Technology Related Assistance for Persons with Disabilities Act of 1988 (PL 100-407) - (5) 9, 445
Teen parents - (6) 159
Test taking skills - (3) 266
Testing and measurement - (3) 189, 190, 191, 192
Testing and measurement - (4) 27, 28, 29, 288, 296, 361
Texas - (1) 67, 244
Texas - (3) 202, 268
Texas - (4) 257, 345
Texas - (5) 385, 386
Texas - (6) 185, 297
Text processing - (2) 15
THRESHOLDS - (4) 279, 280, 281, 282
Thresholds - (3) 150
Thresholds - (6) 118
Time management - (1) 414
Time series analysis - (1) 392
Times Mirror Co. - (1) 163
Token economy - (1) 408
Token reinforcement - (5) 253
Trainable mentally handicapped - (3) 19
Training manual - (6) 61, 124, 150, 197, 201, 256
Training programs - (5) 10, 316, 349
Transactional model of development - (4) 221
Transcripts - (4) 122, 125
Transition - (1) 4, 5, 8, 10, 11, 13, 17, 30, 52, 59, 60, 64, 66, 75, 86, 93, 97, 99, 111, 112, 119, 121, 125, 132, 145, 147, 149, 151, 152, 155, 157, 159, 168, 169, 180, 186, 195, 205, 216, 293, 300, 327, 329, 342, 343, 351, 364, 391, 398, 421
Transition - (3) 7, 8, 9, 10, 16, 67, 82, 83, 95, 108, 118, 124, 127, 140, 141, 151, 153, 156, 158, 199, 205, 219, 238, 276, 288, 316, 321, 322, 327, 353, 370, 397, 410, 413
Transition - (4) 14, 32, 59, 86, 87, 222, 247, 261, 357, 380
Transition - (6) 2, 5, 11, 24, 27, 30, 56, 61, 72, 75, 93, 103, 105, 114, 115, 135, 152, 160, 171, 208, 214, 215, 225, 277, 290, 309
Transition guide - (6) 157, 165, 167, 169, 180, 255, 299
Transition Improvement Planning Project (TIP) - (3) 232
Transition models - (1) 1, 6, 15, 20, 21, 32, 47, 49, 50, 51, 53, 56, 57, 63, 79, 115, 122, 123, 134, 135, 150, 168, 173, 183, 201, 205, 246, 306, 374, 375, 382, 420
Transition models - (2) 1, 64
Transition Planning Procedure (TPP) - (6) 73
Transition Services Project - (5) 263
Transition specialists - (4) 189
Transition specialists directory - (2) 90, 118
Transition Team Model - (6) 84
Transition to Community Employment (TCE) Project - (4) 298
Transition Tracking System - (4) 257
Transitional Employment Training
Demonstration - (6) 204
Transitional Service Centers (TSC) - (2) 23
Transportation - (1) 236
Transportation - (2) 297
Traumatic brain injury (TBI) - (4) 178, 343
Traumatic brain injury (TBI) - (5) 62, 324
Traumatic brain injury (TBI) - (6) 4, 91, 110, 125, 149
Tribal colleges - (6) 212, 275
Try Another Way System - (5) 349
Turnover - (5) 431
Tutors - (3) 296, 442
U-STEP Project - (6) 315
U.S. Fair Labor Standards Act - (2) 222
Unemployment - (3) 85
United Kingdom - (4) 266
United States Fair Labor Standards Act - (3) 253
University Bound Learning Disabled Student Transition Project (UBLD) - (5) 340
University of Missouri Institute for Human Development - (3) 133
University of Texas Job Readiness Clinic - (1) 72
Urban environment - (4) 48
Utah - (3) 216, 259
Utah - (4) 1, 2, 294
Utah - (5) 104, 230, 319, 340, 341
Utah - (6) 102
Utah Community Based Transition Project - (2) 239
Utah Supported Employment Project (USEP) - (5) 104

V-TECS Special Needs Model - (3) 349
VALE Project (Vocational and Literacy Education) - (6) 305
Value-added model - (4) 318
VECTOR - (1) 54
Verbal mediation - (6) 285
Vermont - (1) 2, 5
Vermont - (2) 163, 279, 280
Vermont - (4) 34
Vermont - (6) 87, 216
Video production - (3) 126, 226
Video production - (4) 29, 43, 59, 201, 202, 203, 258, 259, 260, 370, 371, 373, 374, 378, 379
Video production - (5) 160, 229, 230, 371, 372, 374, 376, 448
Video productions - (6) 80, 90, 95, 96, 153, 295, 296, 297, 298
Videotaping - (6) 246
Virginia - (1) 14, 32, 43, 115, 171, 172, 175, 176, 179, 232, 356
Virginia - (2) 170
Virginia - (3) 215, 233
Virginia - (4) 31, 47, 88, 134, 135, 153, 158, 230, 232, 299, 303, 308
Virginia - (5) 201, 202
Virginia - (6) 86, 273, 274
Visual cues - (6) 260
Visual impairments - (6) 132, 296
Visual Response System (VRS) - (5) 125
Visual-imitative instruction - (2) 349
Visually impaired - (1) 100, 114, 128, 129, 130, 131, 166
Visually impaired - (2) 153
Visually impaired - (4) 21, 54, 134, 299, 376
Visually impaired - (5) 24, 121, 158
Vocational Adaptation Rating Scale (VARS) - (4) 108
Vocational Adaptivity Scale (VAS) - (5) 211
Vocational adjustment - (1) 88, 102, 249, 352, 356, 388, 416
Vocational adjustment - (2) 9, 30, 363, 364, 366, 367
Vocational adjustment - (4) 28, 29, 30
Vocational adjustment - (5) 329, 392
Vocational Assessment and Curriculum Guide (VACG) - (3) 243
Vocational assessment - (5) 42, 56, 58, 81, 119, 123, 127, 151, 152, 344
Vocational Coping Training (VCT) - (5) 183
Vocational Counseling Project - (1) 84
Vocational counseling - (2) 35
Vocational counseling - (6) 139
Vocational Decision-Making Interview (VDMI) - (5) 210
Vocational education - (3) 23, 25, 26, 68, 123, 148, 156, 172, 177, 211, 250, 253, 304, 308, 340, 342, 348, 349, 350, 371, 378
Vocational education - (4) 34, 156, 245, 290, 339, 359, 369, 377
Vocational education - (5) 58, 118, 217, 260, 294, 301, 423
Vocational education - (6) 135, 145, 146, 163, 168, 183, 206, 222, 268
Vocational education special needs personnel - (2) 72, 87, 88, 89, 104, 108, 134, 243, 249, 271, 272, 273
Vocational education special needs personnel - (3) 4, 251, 292
Vocational evaluation - (1) 3, 32, 45, 52, 53, 56, 66, 67, 70, 72, 85, 87, 99, 114, 122, 125, 127, 128, 129, 132, 134, 142, 143, 144, 169, 184, 196,
Institute Advisory Committee

University of Illinois

Paul E. Bates, Ph.D.
Department of Special Education
Southern Illinois University-Carbondale

Bruce M. Menchetti, Ph.D.
Department of Special Education
Florida State University

David Braddock, Ph.D.
Institute for Developmental Disabilities
University of Illinois at Chicago

Dennis E. Mithaug, Ph.D.
Department of Special Education
Columbia University

Donn E. Brolin, Ph.D.
University of Missouri

Jan A. Nisbet, Ph.D.
Institute on Disability
University of New Hampshire

Robert H. Brnininks, Ph.D.
Institute on Community Integration
University of Minnesota

L. Allen Phelps, Ph.D.
Vocational Studies Center
University of Wisconsin

Eugene Edgar, Ph.D.
University of Washington

Robert Snowden, Ph.D.
California State Education Agency

Andrew S. Halpern, Ph.D.
Research and Training Center
in Mental Retardation
University of Oregon

Robert A. Stodden, Ph.D.
Department of Special Education
University of Hawaii

Susan E. Hasazi, Ph.D.
Department of Special Education
University of Vermont

Edna M. Szymanski, Ph.D.
Department of Rehabilitation, Psychology,
and Special Education
University of Wisconsin

Carolyn Hughes, Ph.D.
College of Education
Arizona State University

Craig Thornton, Ph.D.
Mathematica Policy Research, Inc.

William E. Kiernan, Ph.D.
Developmental Evaluation Clinic
Children's Hospital Medical Center

Naomi Zigmond, Ph.D.
Department of Secondary Special Education
University of Pittsburgh