

1984

Assessment Criteria for Special Education Students in Vocational Education

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ASSESSMENT CRITERIA FOR
SPECIAL EDUCATION STUDENTS IN
VOCATIONAL EDUCATION

Vocational Education Department

Old Dominion University

VTE 636 RESEARCH PROBLEMS IN VOCATIONAL EDUCATION

by

Joyce A. Francis

December 1984

APPROVAL PAGE

This research paper was prepared by Joyce A. Francis for Vocational and Technical Education 636, Problems in Education. It is being submitted to the Graduate Program Director as a part of this course requirement.

Graduate Program Director

Date

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CHAPTER ONE

Introduction

Special education places emphasis on individualized instruction and abilities in comparison to regular education. Regular education places an emphasis on subject matter and group instruction. Recently with much attention focused on the development and research of special education, it has produced an increased knowledge of how to teach students with special needs. The focus of this project is the study of criteria to assess the needs, based on the abilities, of a special education student. Consideration of the criteria must take in account the needs and interest of the special education students to be successful.

The success of the special education student in the vocational education areas is determined by the degree of which these students are able to function productively in the area of their choice with emphasis on employment potential.

Statement of the Problem

The purpose of this study is to investigate the factors that are necessary for consideration and understanding the needs of a special education student in the vocational areas.

Research Questions

The basic research questions of this study are as follows:
(1) what are the exit competencies for a given learning disabled according to the student's career/vocational goals and/or needs?

(2) is it possible for a special education student to be placed in a vocational learning environment with their peers that are "normal"- (mainstreaming), and (3) can a special education student be productive during this period of mainstreaming?.

Background and Significance of the Study

It has been pointed out and discussed by some authorities and studies that the learning disabled student be mainstreamed into "regular" vocational classes. (4:52) It may be that the learning disabled student may function much better in an adaptive situation. Especially in a skilled area, for example, in typing the curriculum can be slowed down considerably so that the slowest of the students can meet all competencies as outlined for the class.

The subject at hand, mainstreaming, has become a widespread concern of most vocational teachers. This is due to the fact that mainstreaming of special education students has become ever so demanding due to the Virginia State Department of Education requirements, (1:2) From the guidance department standpoint the mainstreaming aspect is advantageous to the special education student for career purposes. Therefore, keeping the mainstreaming concept in mind, there is a need to determine and assess the capabilities to move toward a concrete procedure for career planning.

Also we, as individual teachers in the vocational areas must develop and coordinate a curriculum. This can be accomplished with the help of the special education teacher and guidance counselor. They provide a list of course objectives and competencies for each

based on their I.E.P. Here again, we must consider the vocational interest and ability to perform of each student.

Instruction must begin where students can benefit the most. According to the provisions in the Education for All Handicapped Act, all state and local school districts must provide an appropriate elementary and secondary education for ages 6 through 21. Some states are required to educate these students in the least restrictive environment and when possible, mainstreamed. (497).

Vocational area programs cannot exclude students because of their type of disability. My area of vocational education is concentrated in Business Education.

The success of mainstreaming depends upon the actions and attitudes of all persons involved--student, teacher(s), administrators, and parents.

Limitations of the Study

This study relied heavily on the information gathered from other research projects, pamphlet, and books on this subject. Also the Special Education Department and Special Education Library at Gloucester High School. Therefore, the data may not be representative of all special education departments at all high schools. Another limiting factor in this study is my lack of practical experience in the career planning of special education students.

Basic Assumptions

This research study is based on the assumption that the implementation of a curriculum for the special education student in the vocational

areas is mandatory under the Education for All Handicapped Act.

Procedures for Collecting Data

The procedure used for collecting data in this research study was a review of the following: published materials, discussions with special education teachers and students, who submitted and released information willingly. Also a review of several I.E.P.'s. During the review of the I.E.P.'s and discussions with the students and teachers in special education all information was given freely without coercion.

Definitions of Terms

The following terms are used throughout the study. They are listed to give the reader and understanding of this project:

1. I.E.P. Individual Education Pland
2. L.D. learning disability
3. learning disability . . . Children of near average, average, or above average, general intelligence with learning and/or certain behavioral abnormalities ranging from mild to severe, which are associated with subtle diviant function of the central nervous system. These may be characterized by various combinations of deficit in perception, conceptualization, language, memory, and control of attention, impulse, or motor function.
4. Major examples of definitional criteria for learning disabilities:
 1. underachievement in academic areas.
 2. impairment of some broad development process.
 3. presence of brain injury.
 4. the exclusion of other categories.

5. mainstreaming is the process of returning the special education student to an environment of the regular classroom for the most part of the day during school.
6. "least restrictive environment" is a regular classroom according to P.L. 94-142.
7. P.L. 94-142. The Education for all Handicapped Children Act.
8. assessment is determination of the aptitudes, skills, and competencies an individual has.
9. Business Education a sequential program that equips the student with marketable skills, knowledges, and attitudes required for entry level employment in business (or any type of occupational employment).
10. Vocational Education- skills taught to supply on the job training where the student occupational strengths should be matched to specific job requirements. The curriculum is designed to help the student develop skills, knowledge and attitudes necessary to function in the world of work environment.

CHAPTER BIBLIOGRAPHY

1. Klein, Nancy, Marvin Pasch, Thomas Frew, Cirriculum Analysis and Design for Retarded Learners, Ohio, Charles E. Merrill Publishing Company, 1974.
2. McCarthy, James and Joan McCarthy, Learning Disabilities, Boston, Allyn and Bacon, Inc., 1969.
3. Russell, L. Mark, Alternatives, Evanston, Illinois, First Publications, Inc., 1983.
4. Seigel, Ernest and Ruth F. Gold, Educating the Learning Disabled, New York, MacMacMillian Publishing Co., Inc., 1982.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Introduction

The related literature for this research study was collected and assembled from dissertation abstracts, articles, journals, books and resource persons in the Special Education Department at Gloucester High School.

Vocational Opportunities and Positions

There are several vocational classes available for the special education students. These are course selections offered in the Business Education area on the secondary level: Beginning Typewriting, Business Computer Applications, Introduction to Business, Shorthand, Accounting, Word Processing and Office Technology I and II. Special education students are better able to complete Introduction to Business and Beginning Typewriting.

The course offerings present to the Special Education student the possibility of a career of some type in the world of business. The courses provide skills for the special education student who has the capability to function on entry level job positions. These course offerings present an opportunity for development in the skilled areas.

An entry level job may include alphabetic filing, general office aid, and mail clerk.

Once a special education student has successfully completed a business class; preferably Introduction to Business or Beginning Typewriting, they have begun their preparation for gainful employment.

To ensure that a special education student's participation in a regular vocational class, all persons involved must cooperate to provide sufficient vocational instruction and related support services in the regular classroom environment. Such support services may include the following: supportive and remedial instruction, supportive education services (tutor, resource teacher, guidance, job placement, and follow-up).

Purpose of Vocational Evaluation

The purpose of vocational education is threefold:

1. to explore the student's interests.
2. to access his abilities to perform various jobs.
3. to make recommendations.

Summary

The special education teacher, parents and vocational teacher must all cooperate in order to offer the maximum utilization of the special education student.

The support services are especially important. It provides reinforcement of the competencies and further enhances the self-image of the special education student.

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Anderson, Jack W., Ed. D; Northwestern State University of Louisiana, 1983. "The Effect of a Designed Vocational Program on Vocational Interest", Vocational Manual.

Lerner, Janet W., Northwestern Illinois University, Learning Disabilities, Houghton Mifflin Company, 1981.

Peninsula Areas Cooperative Educational Services Parent Handbook, published by the public school division of Gloucester, Hampton, Newport News, Poquoson, Williamsburg-James City County, and York county.

CHAPTER THREE

Introduction

This chapter presents the methods the researcher employed in this study. The population that was under examination is identified. Also the main instrument that was used is discussed.

Methods and Procedures

This study was done to assess the needs of a special education student that has been mainstreamed into a vocational education class. Several records of the students in special education were examined and reviewed. Also the special education teachers were interviewed. Due to the sensitive nature of information the student's confidentiality was assured and will be maintained throughout this study.

Population

The population for this study consisted of some learning disabled and special education students and teachers from Gloucester High School. The student grade levels were nine through twelve.

Instrument

The instrument used were forms that are incorporated in the Gloucester County Public Schools. They are as follows: Individualized Education Plan, Individualized Long Term Goals, Individualized Short Term Goals, Annual Review of Placement, Basic Facts and Necessary Information for Student Success in Vocational Education. Other forms that may be used as instruments are: Vocational Planning Guide, Reinforcement Inventory, and Functional Academic Career Exploration.

Summary

This chapter consisted of a description of the methods and procedures used. The population was described as some of the special education department of Gloucester High School. The researcher only interviewed and reviewed records of the department.

CHAPTER FOUR

Introduction

The purpose of the study was to assess the needs of a special education learner in vocational education. To determine this need the researcher reviewed the student's folder with records and forms used by the special education department, and the opinions of the special education teachers were also taken into account. The conclusions researched were of a more subjective nature due to the fact that this study did not contain any precise controlled, qualitative testing instrument.

Summary

The researcher has observed that there are probably four major ways in which a special education teacher can insure the best preparation for their students that are mainstreamed into regular vocational classes. They are discussed as follows:

First, they teachers, administrators and parents involved can begin by preparing the student for training and future employability: providing them with appropriate career development activities and prevocational instructions and skills. Usually these students lack any practical experience in the world of work and needs to be provided with activities for the development of career knowledge and appropriate work attitudes and behavior.

Secondly, special educators need to communicate their students' need effectively to the vocational teachers. They need to talk directly to the vocational teachers who will actually be the person training their student. Also the competencies of the vocational teacher need to be determined.

Thirdly, the vocational teacher may provide a report of the student's grade. Any decline in the grades probably indicates a need to increase and or evaluate the supportive services that the special education teacher is providing both the student and the vocational teacher.

Finally, the result of the special education teacher's communication with the vocational teacher should be evidenced in the student's I.E.P. Notes from the initial interview with the prospective vocational teacher can be used to write such a component of an I.E.P. In this way, the vocational teacher will be a contributing member of the I.E.P. development even if he or she cannot be directly involved by attending the meeting. However, direct participation is always the preferred method,

CHAPTER FIVE

Introduction

The research for this project, a study to access the needs of a special education student who is being mainstreamed in a vocational class, has been completed. All parts of the project have been presented in chapters: one, two, three, and four. However, the researcher presents the final part of this study in the indicated format: summary and conclusions and recommendations.

The summary condensed the information recorded in chapter one through four. The conclusions made influences derived from researching the project. Finally, there are recommendations which described the researcher's position on this project.

Summary

The problem presented in this project was to describe the needs of a special education student being mainstreamed into a vocational education class.

In Chapter One, goals were established to indicate what the researcher wanted to accomplish. The background and significance section gave the importance of the study and cited authorities in the special education field.

Chapter Two, gave a review of literature related to this project. Several authorities were used which indicates a need for the mainstreaming of special education students into a vocational class.

Chapter Three, described the method and procedures used to determine the needs of these special education students. The researcher reviewed several student's I.E.P.'s and interviewed several vocational educators

and teachers in the special education department.

Chapter Four, presented the findings of the study. They are described in a narrative form. Conclusions reached from researching this project are as follows:

1. Mainstreaming special education students is important in order to develop experience in dealing with a regular working environment.
2. An overwhelming majority of special education teachers also supported the concept of mainstreaming.
3. In reviewing several special education student's I.E.P.'s it, was concluded that mainstreaming has a positive effect on their attitudes and seems willing to put out a maximum effort in all classroom projects.
4. The success or failure of mainstreaming depends largely on the cooperation of the vocational teacher, (the special education teacher and the parents). Direct participation from all sources help the special education student gain as much knowledge possible in order to function in a regular environment.

Recommendations

Upon the completion of this study the researcher strongly recommends that the vocational and special education teacher develop or adopt a curriculum to meet the student's needs most effectively. Once this step has been accomplished, the parents, teachers and students can now work together to produce and develop a student that can function in the working world of vocational education.

APPENDIX

Individualized Education Program

I. Student Name _____ Birthdate _____ School _____ Program _____
 Parent/Guardian _____ Address _____ Phone _____
 Date of Eligibility _____ Date IEP Developed _____ Date of IEP Implementation _____ Grade _____

SUMMARY OF STRENGTHS AND WEAKNESSES

Current levels of performance
 For Academic Areas Assessed Level Test

Correlate Areas for Annual Goals ✓ As Appropriate

READING

Gross Motor Development (programs and progress in motor activities, physical education, general health, etc.)

WORD RECOGNITION

Sensory-Motor Integration (programs and progress in motor integration, art, music, etc.)

ORAL COMPREHENSION

Perceptual-Motor Skills (programs and progress in perceptual skills, including listening, attention and memory, fine muscle coordination)

SILENT COMPREHENSION

Language Development (programs and progress in language usage, including functional level of reading, writing, and spelling)

LISTENING COMPREHENSION

Conceptual Skills (programs and progress in arithmetic understanding, social studies, fund of information, concept development)

ARITHMETIC REASONING

Social Skills (programs and progress in social and personal development, including self control, responsibility, and general behavior)

SPELLING

Vocational skills (career awareness, pre-vocational, job training, etc.)

GENERAL INFORMATION

WORK HABITS AND ATTITUDES

PARTICIPATION IN ADDITIONAL PROGRAMS:

Regular class: _____
 Physical Education: _____
 Special Activities: (Music, Art) _____
 Library: _____
 Other: _____

RELATED SERVICES:

Personnel	Date to Begin	Anticipated Completion date	Location Time
<input type="checkbox"/> Speech therapy _____	_____	_____	_____
<input type="checkbox"/> Occupational therapy _____	_____	_____	_____
<input type="checkbox"/> Physical therapy _____	_____	_____	_____
<input type="checkbox"/> Physician _____	_____	_____	_____
<input type="checkbox"/> Psychologist _____	_____	_____	_____
<input type="checkbox"/> Transportation _____	_____	_____	_____
<input type="checkbox"/> Other _____	_____	_____	_____

Foward Copies as shown: White - Central Office
 Yellow - School, confidential folder Gold - Parent
 Pink - Speci. ucation teacher

STUDENT'S NAME _____

II. Annual Goals	Annual Objectives	Anticipated Dates of Service		Education and/or Services needed to accomplish goals	Personnel Responsible
		Begin. Date	End Date		

STUDENT'S NAME _____

III. Short Term Objectives	Strategies/Techniques Materials/Resources	Evaluation Procedures and schedules	Begun	Mastered	Continuation or Modification

STUDENT'S NAME _____

III. Short Term Objectives	Strategies/Techniques Materials/Resources	Evaluation Procedures and schedules	Begun	Mastered	Continuation or Modification

-H

STUDENT'S NAME _____

IV. A. SPECIAL EDUCATION PROGRAM _____

B. NUMBER OF ANNUAL GOALS _____ NUMBER ACHIEVED DURING THE YEAR _____

C. NUMBER OF SHORT TERM OBJECTIVES _____ NUMBER ACHIEVED DURING THE YEAR _____

D. MATH LEVEL _____ READING LEVEL _____

E. CHILD'S STRENGTHS _____

F. CHILD'S WEAKNESSES _____

G. TEACHER COMMENTS AND RECOMMENDATIONS _____

DISMISSAL CONTINUATION _____ PROGRAM

V. TEACHER SIGNATURE _____ DATE _____

Forward Copies as shown: White - Central Office
Yellow - School, Confidential folder
Pink - Special Education Teacher
Gold - Parent

SUBMIT AFTER MAY 1, NO LATER THAN MAY 31.

Section A

STUDENT'S NAME _____

-5-

IV. Participants

Date	Signature of All Persons Present	Relationship to Student
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

JUSTIFICATION STATEMENT FOR LRE:

I GIVE PERMISSION FOR MY CHILD _____ to be enrolled in the special program described in the Individualized Education Program Plan. I understand that I have the right to review his/her records and to request a change in his/her Individualized Education Program at any time. I understand that I have the right to refuse this permission and to have my child continue in his/her present placement pending further action.

I did participate in the development of the Individualized Education Program - YES ___ NO ___

I did not participate in the development of the Individualized Education Program, but I do approve of the plan. YES ___ NO ___

Date Signature of Parent/Guardian

NOTE: The IEP is not a binding contract.

PARENTAL STATEMENT OF INTENT:

I DO NOT GIVE PERMISSION FOR MY CHILD _____ to be enrolled in the special education program described in the Individualized Program Plan. I understand that I have the right to review his/her records and to request another placement. I understand that the action described above will not take place without my permission or until due process procedures have been exhausted. I understand that if my decision is appealed, I will be notified of my due process rights in this procedure.

Date Signature of Parent/Guardian

Reinforcement Inventory

Purpose

A reinforcement inventory is given at the beginning of the term as an aid in getting to know the student. It can be valuable for behavior management because it may reveal what is reinforcing to a student. The following is a sample reinforcement inventory. Each classroom teacher may wish to construct his or her own items.

Name _____ Date _____

1. When I have free time outside of school, I like to _____
2. I like books about _____
3. My favorite school activities are _____
4. My favorite music group is _____
5. I have always wanted to _____
6. The last two (2) books I read are: (1) _____ (2) _____
7. If I suddenly received a large amount of money I would _____
8. I would like a part-time job doing _____
9. I read the newspaper: everyday _____ sometimes _____ never _____ (Check one)
10. The magazine I like to read is _____
11. My favorite school subject is _____
12. My favorite book is _____
13. The three records I listen to most often are: (1) _____ (2) _____ (3) _____
14. My favorite adult is _____. I like him or her because _____
15. The best reward for well done schoolwork is _____
16. When I graduate I want to _____
17. In this class I would like to spend time _____
18. When I'm in trouble I _____
19. The thing I do that bothers my teachers most is _____
20. In class I like to work: alone _____ in a small group _____ (Check one)-
21. I feel a good teacher is one who _____
22. I would rather read: a short story _____ a novel _____ a magazine _____ a biography _____
a newspaper _____ a comic book _____ (Check one or two)
23. I like to have time to study during class: everyday _____ sometimes _____ never _____ (Check one)
24. When I do well in school I _____

FAIRFAX COUNTY PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION

COPIES. PARENT
SCHOOL
AREA SPECIALIZED RECORDS FILE

VOCATIONAL PLANNING GUIDE: SUPPLEMENT TO THE IEP

<p>(A) STUDENT NAME _____</p> <p>ID NUMBER _____</p> <p>SCHOOL _____</p>	<p>(B) GENERAL CAREER AREA</p>	<p>(C) _____</p> <p style="text-align: right;">Parent Signature Date</p> <p>_____</p> <p style="text-align: right;">Form Completed By Date</p>
---	---------------------------------------	---

(D) * KEY STEPS TO CAREER AREA	(E) PERSONNEL TO BE INCLUDED	(F) * EXAMPLE KEY STEPS	
<p><u>GRADE</u></p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p> </p>	<p><u>7th GRADE & 8th GRADE</u></p> <p>Career Exploration Industrial Arts Home Economics</p> <p><u>10th GRADE & 11th GRADE</u></p> <p>General Education Business Industrial Arts Home Economics Trade and Industrial Special Education General Building Maintenance Materials Handling Special Education Vocational Center Community-Based Education On-Job-Training Classroom</p>	<p><u>9th GRADE</u></p> <p>General Education Business Industrial Arts General Maintenance Mechanics Special Education General Building Maintenance Materials Handling Vocational Assessment</p> <p><u>12th GRADE</u></p> <p>General Education Business Trade and Industrial Marketing and Distributive Education Special Education Special Education Vocational Center On-Job-Training/Work Experience</p>
		EXAMPLE POST HIGH SCHOOL RESOURCES	
		<p><u>Department of Rehabilitative Services (DRS)</u> Woodrow Wilson Rehabilitation Center</p> <p><u>Community Services Board</u> Case Management Group Homes</p> <p><u>Sheltered Employment</u> Fairfax Opportunities Unlimited (OP Shop) Central Fairfax Services (CFS) Mount Vernon-Lee</p>	

(F) CURRENT YEAR VOCATIONAL GOAL	(G) NEXT YEAR'S PROPOSED VOCATIONAL GOAL	(H) RECOMMENDED ANCILLARY SERVICES	
<p> </p> <p> </p> <p> </p>	<p> </p> <p> </p> <p> </p>	<p><u>Non-Paid</u></p> <p>In-School Assignment (Library, Cafeteria)</p> <p><u>Community</u> Park Authority Private Business</p>	<p><u>Paid</u></p> <p>Community Businesses On-Job-Training (OJT) Distributive Education (DE) Industrial Cooperative Training (ICT)</p>
		EXAMPLE JOB TRAINING OPTIONS	
		<p><u>Non-Paid</u></p> <p>In-School Assignment (Library, Cafeteria)</p> <p><u>Community</u> Park Authority Private Business</p>	

- (H)** RECOMMENDED ANCILLARY SERVICES
- _____ Vocational Assessment (9th or 10th Grade)
 - _____ Work Adjustment Training

Chart 4
**BASIC FACTS AND NECESSARY INFORMATION FOR STUDENT SUCCESS
 IN
 VOCATIONAL EDUCATION**

Vocational Teacher's Name _____

Vocational Program _____

Date _____

Potential Student's Name _____

	Grading Quarter			
	1st	2nd	3rd	4th
Mid				
Final				

I. Minimum Basic Requirements Necessary to Receive a Passing Grade for this Course:

II. Specific Activities Required:

	Reading Level Required	Written	Oral	Demonstration	Self Constructed	% of total Grade
Projects						
Reports						
Home						
Tests						
Quizzes						

III. Grading Procedures/Comments:

IV. Possible Adjustments and Modifications:

V. Assistance to be Provided by Resource Teacher:

	Daily	Weekly	Monthly	Quarterly	Annually
1. Meet w/voc teacher					
2. Work w/student in resource room					
3. Assist w/materials and curricula analysis					
4. Assist w/materials and curricula modifications					
5. Facilities/Equip Analysis					
6. Facilities/Equip Modifications					
7. Other					

Interviewed by _____

