An Assessment of Current Procedures and Practices for Placement of Handicapped Students in Vocational Programs in Chesapeake, Virginia

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AN ASSESSMENT OF CURRENT PROCEDURES AND PRACTICES
FOR PLACEMENT OF HANDICAPPED STUDENTS IN VOCATIONAL
PROGRAMS IN CHESAPEAKE, VIRGINIA

A RESEARCH STUDY PRESENTED TO THE FACULTY
OF THE SCHOOL OF EDUCATION
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE IN EDUCATION

BY
LINDA DENISE BRITT

APRIL, 1986
This research paper was prepared by Denise Britt under the direction of Dr. David Joyner, in VTE 635, Methods of Research and VTE 636, Problems in Vocational Education. It is submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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I dedicate this research survey to my husband, William my children, William Jr., Tara, and Aaron, my Mother and father, Edythe and Waymond, and my Mother-in-law Loethel, for their unending support and preservance during the rough times. To Dr. John Ritz, Professor at Old Dominion University who helped me start this research and to co-workers, who understood.
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CHAPTER I
INTRODUCTION

In recent years, increasing emphasis has been placed on the provision of vocational and career education for handicapped students. Since vocational programs have become more accessible to handicapped students, it is imperative that special educators and vocational educators cooperatively develop a working relationship that would benefit placement of each handicapped student going into a program. In order to develop effective cooperation, appropriate information concerning vocational strengths and needs of these students is necessitated to amplify this alliance. Therefore, complete communication and cooperation between administrators and guidance counselors also needs to be maintained.

STATEMENT OF THE PROBLEM

The problem of this study was to develop an assessment plan for placing handicapped students in regular vocational programs in Chesapeake, Virginia. This assessment was developed using input from school administrators, special education teachers, vocational teachers, and guidance counselors.

RESEARCH QUESTIONS

The questions related to this study were:

A. What major pieces of legislation shaped and promoted new cooperation between special education and vocational education in serving the handicapped?

B. How can administrators, special educators, vocational educators, guidance counselors and parents augment cooperation, support, and communications between each other?

C. What are some of the considerations that effect decisions for placement of a handicapped students in a vocational program?
D. How much input does vocational education teachers and guidance counselors have in placement of handicapped students in a vocational program?

E. What were the current procedures and practices for placing handicapped students in vocational programs?

F. Was there a need for more efficient and effective procedures and practices for placing handicapped students in vocational programs?

G. Were the practices and procedures in effect, similar to the ones developed in this study?

BACKGROUND AND SIGNIFICANCE

The unique circumstances encountered when a handicapped student enters a program of vocational education, presents a challenge to the professional staff. It is not possible to ignore this challenge, since both P.L. 94-142 and P.L. 94-482 specifically require the staff to provide appropriate educational experiences commensurate with the individual student's potential. This being the case, and recognizing that this challenge places requirements upon the vocational educator that may well exceed his or her capabilities, the special educator has an opportunity and a responsibility to function in a team relationship with that vocational educator to the benefit of the handicapped student.

Since the special educator and the vocational educator each have important information to share, they should communicate freely and meet as frequently as necessary to plan instruction in accordance with the particular student's needs. Their interaction and cooperation will be dependent of course, on the previous experience each has had in similar situations and on the specific circumstances surrounding each individual student's case.
The special educator/vocational educator team can be mutually reinforcing at a number of specific stages during the handicapped student's vocational training. In many respects these stages are part of the overall Individual Educational Plan (IEP), and its development and implementation.

The school guidance counselor or career vocational counselor, plays an important role as a team member. The special education teacher and counselor should collaborate with the vocational educator to emphasize career concepts and supply vocational or occupational information. Part of the counselor's role is to provide information about work and to encourage an interest in various possibilities.

Administrators have a responsibility to work with special education and vocational staffs to ensure a smooth program operation. Administrators also have a responsibility to handle program expansion, modification, funding, and inservices.

Parents play a key role in three segments of the handicapped child's vocational education. First, they participate in and approve their child's placement; secondly, they participate in the development of the IEP; and, thirdly, they monitor their child's progress and the school's performance of services outlined in the IEP.

Some of the purposes of this study were: (1) to establish that existing federal and state guidelines for appropriate placement procedures were in compliance, (2) to reveal general attitudes regarding present placement procedures of handicapped students in vocational programs, (3) to determine whether there was a need for improved placement procedures of handicapped students, in vocational programs and (4) to show that inservices would establish better communication between administrators, special educators, vocational educators, and counselors in regard to handicapped students and their needs.
ASSUMPTIONS

The factors that were assumed to be true for this study were:

1. There was a procedure and practice for placing handicapped students in vocational educational programs, currently intact.

2. Federal and state laws for placement of handicapped students in vocational programs were in compliance.

3. The administration was in complete support, with its cooperation of special and vocational teachers, in placement procedures.

4. Negative attitudes did not effect proper placement of handicapped students in vocational educational programs.

5. There was a definite cooperative effort between special education teachers and vocational education teachers, and counselors, in placement of handicapped students in vocational programs.

LIMITATIONS OF THE STUDY

Limitations recognized during the course of this study, were:

1. The study was limited to only those special education teachers vocational education educators, administrators, and counselors in Chesapeake, Virginia.

2. The study was limited to handicapped students at the junior and senior high school level.
DEFINITION OF KEY TERMS

The following were key terms that dealt with handicapped students relating to a vocational setting, the key terms were:

1. **Mainstreaming** - the positive interaction between handicapped and non-handicapped students.

2. **Special Education** - A subsystem of the total education system responsible for the joint provisions of specialized and adapted programs and services.

3. **Special Needs Students** - Students identified as disadvantaged and handicapped.

4. **Handicap** - a physical or mental impairment which substantially limits one or more major life activities.

5. **Least Restrictive Environment (LRE)** - environment in which handicapped students are educated with non-handicapped students in public or private school or care facilities to the maximum extent possible and appropriate to the needs of the students.

6. **Individualized Educational Plan (IEP)** - a written statement for a handicapped child that includes the present level of educational performance, a statement of annual goals, short-term objectives, specific and related services to be provided, projected dates for initiation of services, deliverers of services, and the evaluation procedures to be used.

7. **IEP Conference** - a meeting involving parents, teachers, counselor, principal or designee and students, to discuss and put in writing the IEP.
8. **Public Law 94-142** - The Education for All Handicapped Children Act of 1975: guarantees that all handicapped children between the ages of 2 and 21 will have equal educational opportunities and a free and appropriate public education. These children are defined as mentally retarded, hearing impaired, speech impaired, visually impaired, autistic, seriously emotionally disturbed, orthopedically impaired, multihandicapped, having specific learning disabilities, deaf-blind, or other health impairments, who because of those impairments need special education and related services.

9. **Vocational Education** - organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaurated or advanced degree.

10. **Public Law 94-482** - The Education Amendments of 1976 - expanded the findings formula for special needs programs and services and increased vocational education funds to 30 percent, with 10 percent going to handicapped and 20 percent to disadvantaged.

11. **Carl D. Perkins Vocational Act (P.L. 98-528)**: requires states to submit assurances that they are in compliance with the laws. States assure that they will provide equal access to handicapped individuals and provide vocational programs and activities.

**SUMMARY**

In summary, Chapter I has stated concerns for proper placement procedures for handicapped students in vocational programs, better communication between administrators, special education teachers, vocational education teachers, and counselors, and adequate inservices to fit the needs of both special and vocational educators, counselors and administrators.
This study was established to develop assessment of the procedures for placement of handicapped students in vocational programs. Finally, this study attempted to analyze teachers' attitudes in working with handicapped students in a mainstreamed environment. The following chapters will examine related literature dealing with handicapped students, and how this particular study was conducted with the resultant conclusion.
A current emphasis at all levels of education is the concern for meeting the educational needs of all handicapped students. This concern is evident in vocational education. Although handicapped students have frequently been excluded from vocational education programs in the past, they are increasingly being placed in a regular vocational program. Recent federal legislation and initiatives have brought about greatly expanded educational opportunities and programs. However, persisting policy issues continue to inhibit the delivery of vocational services to the handicapped students.

In past years, several significant pieces of federal legislation and initiatives have been adopted to assure that handicapped students are guaranteed appropriate educational programs according to their needs. The legislation became essential because of the attitudinal, physical, and organizational barriers that inhibit the delivery of educational services to students with special needs (Phelps, Greenan 1982). The federal legislative initiatives that have been enacted are intended to remove most of these barriers.

The major goal of P.L. 94-142 (The Education for All Handicapped Children Act of 1975) is a guarantee that all handicapped children between the ages of 2 and 21 will have equal educational opportunities and a free appropriate public education. The Individualized Education Plan (IEP) and the Least Restrictive Environment (LRE) are major provisions of the law and have implications for vocational education as well as special and general education. (McKinney and Seay, 1979)
The IEP and LRE provisions imply that handicapped students must have access to all programs and services provided to nonhandicapped students in "regular" classes. Nondiscriminatory evaluation and testing, due process for child and parents, confidentiality of information, and inservice staff development for teachers, administrators, supervisors, and others working with handicapped students are additional provisions under P.L. 94-142. All these provisions apply to every elementary and secondary educational program, including vocational education programs receiving federal funds. If Local Educational agencies (LEA) or State Educational Agencies (SEA) are found to be in noncompliance, the federal funds they receive can be withheld.

P.L. 94-482 (The Education Amendments of 1976, Title II - Vocational Education) amends the existing vocational education legislation. The law directly reinforces the LRE provision of P.L. 94-142, since it requires that, to the maximum extent possible, students are to be served in regular vocational classes. The law requires that 30 percent (20 percent for disadvantaged and 10 percent for handicapped) of the federal grant for vocational education in each state be set aside for the handicapped and disadvantaged. The amendments also require that the federal set-aside funds be equally matched (50/50) with state and local funds. The set-asides are designed primarily to provide secondary schools, vocational/technical schools, and community colleges with funds to support the specialized programs and services required by handicapped and disadvantaged students. (Greenan & Phelps, 1982)

(Darcy, 1980) states, P.L. 93-112 (The Rehabilitation Act of 1973) contains two sections which significantly affect vocational education. Section 503 requires that employers who have contracts or subcontracts with the federal government must have an "affirmative action plan" for hiring qualified handicapped persons. Section 504 pertains to the prohibiting of discriminatory practices on the basis of a handicap in federally assisted grants.
These federal initiative have caused vocational educators to evaluate the accessibility and appropriateness of their programs for handicapped learners.

(Razehgi: 1985) states P.L. 98-54 (The Carl D. Perkins Vocational Act of 1984) a new Act, give emphasis to creating quality accessibility for handicapped and disadvantaged students. The Act requires the State board to provide assurance that, with respect to 75 percent of the funds allocated for the handicapped (10%) and disadvantaged (22%), equal access will be provided to such individuals in recruitment, enrollment, placement, and in the full range of vocational programs available to non-handicapped and non-disadvantaged individuals. It further states that assurances are also required that vocational programs will be provided to the handicapped in the least restrictive environment and will, whenever appropriate, be included as a component in the Individualized Education Plan required by the Education of the Handicapped Act.

Each local education agency is required to provide the students and parents of both handicapped and disadvantaged, information concerning the availability of vocational opportunities and eligibility requirements at least one year prior to the academic grade in which vocational programs are first generally available in the State. In addition, "students desiring to enroll in a vocational program shall receive (1) an assessment of their interests, abilities, and special needs relative to completing successfully the vocational program, (2) special services designed to meet their needs, (3) guidance and counseling with respect to such special services, and (4) counseling services designed to facilitate their transition from school to employment and career opportunities. (Razehgi, 1986)

Research by (Sarkees, Gill, 1981) indicates that passage of these laws has resulted in national efforts to improve secondary programs for handicapped students. Despite this awareness, vast numbers of handicapped students have passed through their formative years without developing vocational skills needed for employment.
The national magnitude of the training and employment problems encountered by handicapped people is only 40% employment of the adult disabled population compared to 74% of the non-disabled population. Of those disabled individuals employed, 85% earned less than $7,000 per year and many earned less than $2,000 per year. Current estimates in education and training reflect that handicapped students represent only 3.1% of the enrollment in secondary vocational educational programs and that over 500,000 handicapped students are being released from the nation's public school annually (U.S. Department of Education).

These statistics (1) demonstrate that disabled individuals are disproportionately represented in our nation's work force and (2) raise serious questions about the quality and availability of the secondary and postsecondary vocational and technical training programs provided for handicapped youth and young adults.

Virginia's statistical data in education, training, and employment indicates that: (Virginia State Report, 1984)

1. Of the 99,609 handicapped students served by Virginia's public schools during 1983-84, 48,117 were enrolled in secondary special education programs. (Table 1)

2. During the 1983-84 school year 11,543 secondary level handicapped students were enrolled in some form of vocational education. Of this number 7,370 or 6,490 were enrolled in prevocational programs or exploratory program rather than occupational programs which would lead to the mainstream of employment. (Table 2)

3. Of the 4,173 or 36% handicapped students enrolled in secondary occupational preparation programs, only 651 or 15.6% successfully completed these programs.
1983-84 INSTRUCTIONAL SETTINGS OF HANDICAPPED IN VOC. ED.

TABLE - 1

TOTAL POPULATION SERVED IN VOC. ED.: 11,543
<table>
<thead>
<tr>
<th>ENROLLED IN VOC. ED</th>
<th>NOT ENROLLED IN VOCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>11543</td>
<td></td>
</tr>
</tbody>
</table>

1983-84 VOC. ED. STATUS OF VIRGINIA'S SECONDARY HANDICAPPED POPULATION

48117 SECONDARY HANDICAPPED POPULATION IN VIRGINIA'S SCHOOLS

TABLE - 2
Studies imply that one possible reason for these statistics is, that even through the law mandates equal access to career and vocational programs, many programs are virtually devoid of handicapped students at the secondary level. This has occurred for a variety of reasons.

One contributing factor has been the tendency to institute secondary special education programs focus on academic skills such as reading and arithmetic, and neglect career and vocational components. Another problem was the misinterpretation that "least restrictive environment" became synonymous with mainstreaming. As a result, many special education students were placed in educational environments with minimum communication with structures of the environment - the teachers. The IEP provided for the assessment of readiness behaviors; however many time it lacked the multi-dimensional structure of special education students.

The vocational educator became an integral part of this procedure since gainful employment is certainly a critical component in the education of the special education student. This needs to be done through the development of the IEP. The insurmountable problem that occurs when attempting to achieve this goal is the inability of vocational and special educator to conceptually communicate with each other.

Vocational programs for special education students should provide a practical value which implies an interfacing of knowledge and performance skills (Wiesgerber, Dahl & Appleby, 1980). An assumption could be made that the special educator has provided the knowledge while the vocational educator, the performance skill. Reality does mandate that educators perform both functions.

Because of their professional training and orientation, special and vocational educators tend to approach instruction differently.
Special educator tend to focus on the single child, marshalling resources and adjusting instruction to meet the individual needs. Vocational educators on the other hand, tend to expose their students to the same body of information in a consistent way, with the pupils' performance of tasks and assignments being judged in terms of whether they reach pre-set standards of exactness or quality. Stated in operational terms, the special educator and the vocational educator share the goal of establishing the student's potential, but in most instances their strategies differ sharply. This serves as a reminder that interdisciplinary cooperation and teamwork is essential in both the planning and the implementation of instruction.

In developing a vocationally oriented IEP process, the special considerations nationally include (Weisgerber, Dahl & Appleby, 1981):

1. a delineation and differentiation of the types of programs and services that are available at the school district's vocational facilities.

2. a description of the structural changes and improvements that exist or are under way to serve the handicapped better.

3. a planning and placement team that, by its composition or its special knowledge, can relate meaningfully the options in the vocational programs to the alternatives of assignment for the given child.

4. the design and flow of paperwork documenting the IEP process that accommodates the need for committee compliance with the law but also provides a vehicle for coordination and cooperation in the delivery of services.

This last point is especially important when students are involved in some form of work experience in the community or when they are making the transition from secondary level training to technical school or community college level.
Although schools may have a team process, the inclusion of vocational education personnel as part of the team tends to be infrequent or non-existent. If vocational education information, in fact, is to be represented in the IEP planning process, then either vocational instructors must become more aware of and involved in the process or the other members of the IEP team must become much more conscious of the nature of vocational courses, the types of skills learned, and the significance of this type of instruction to the future of the students.

An IEP may be developed most carefully, with the full involvement of vocational staff, but cost restraints, attitudes of personnel, and other factor can impact on the ways it may or may not be implemented. Implementation often involves teamwork, that is, the utilization of supportive services such as interpreters or of special materials and equipment if the vocational instructor is to be able to communicate efficiently or make appropriate, reviewable demonstrations. Successful implementation requires more than a plan of action. It may necessitate training of vocational education personnel in the techniques for accepting and integrating the handicapped into their classes. Effective implementation also requires the leadership of key personnel, supervisors, guidance counselors, and administrators if the instructors involved are to respond positively and in a coordinated way.

It is felt by researchers that resistance to the handicapped stems from a variety of factors, but principally from:

1. a feeling of personal responsibility that most vocational educators have about the safety of their students when they are working with power equipment or are otherwise exposed to some type of hazard.
2. an unwillingness of vocational educators to compromise on standards of achievement or alter the course completion requirements to reflect individual differences

3. an assumption that it would be harder to place handicapped graduates in jobs, coupled with a recognition that program effectiveness in vocational educational depends, in large on the placement rate of course graduates

4. a lack of experience by vocational educators in dealing with the handicapped and little knowledge about their capabilities and potential

5. a lack of aggressiveness by the handicapped in obtaining assignment to vocational classes

In an effort to identify specific concerns and needs which affect the provision of vocational programs and services for handicapped youth, approximately fifty vocational and special education supervisory personnel from local divisions were surveyed. Based on informal survey results certain issues, problems, and concerns have been identified relative to vocational programming for the handicapped. (Appendix - A)

Although this review of literature is not all encompassing in every aspect of the subject of this study, it does however, reflect a very general overview of today's current and pertinent issues and concerns.

The next chapter will reveal the methods and procedures used in this study. Some of the concerns and issues will also be reexamined, as they pertain to Chesapeake.
CHAPTER III
METHODS AND PROCEDURES

The intent of this study was to develop an assessment plan of placement procedures for handicapped students in vocational educational programs. Input was used from vocational education teachers, special education teachers, and guidance counselors in the Chesapeake Public School system. The study included a review of current placement procedures and what vocational programs handicapped students actually participated in.

Six junior high schools, five senior high schools, one vocational technical school, and one centerbased facility for severe and profoundly retarded students, participated in this study. Handicapped students categorized as learning disabled, emotionally disturbed, educably mentally retarded, trainably mentally retarded, physically handicapped, and multiply handicapped housed at the aforementioned schools and facility, also participated in this survey.

In an attempt to identify which vocational programs handicapped students were currently enrolled, special education teachers in the junior highs, senior highs, and the centerbased facility, named Kirk-Cone, received a vocational survey form to complete. Information to be filled in was the school date, teacher's name completing form, and program exceptionality. Additional information to be provided was: (Table 3)

1. Student name
2. Student identification number
3. Grade
4. Age
5. Date of Birth
6. Vocational Education Course/program
7. Technical School Course (yes/no)
8. Course number
9. Instructor (voc.)
10. Pass/fail grade
11. Number of years in Voc. Ed. Program
### TABLE - 3

**SPECIAL EDUCATION/VOCATIONAL EDUCATION SURVEY FORM**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student Number</th>
<th>Grade</th>
<th>Age</th>
<th>Date of Birth</th>
<th>Voc. Ed Course</th>
<th>Tech. Course</th>
<th>Number</th>
<th>Instructor</th>
<th>Pass/Fail</th>
<th>Number of years in Voc. Ed. Prog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy Rutledge</td>
<td>010277</td>
<td>11</td>
<td>18</td>
<td>8-26-46</td>
<td>ICT-I</td>
<td>X</td>
<td>660</td>
<td>Meyers</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>Mary E. McDowell</td>
<td>059317</td>
<td>9</td>
<td>15</td>
<td>12-25-49</td>
<td>Typing I</td>
<td>X</td>
<td>252</td>
<td>Bernard</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>Marty J. Rutledge</td>
<td>010783</td>
<td>11</td>
<td>18</td>
<td>6-2-47</td>
<td>Agri I</td>
<td>X</td>
<td>824</td>
<td>Joseph</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>Maris Rutledge</td>
<td>010681</td>
<td>9</td>
<td>15</td>
<td>6-30-49</td>
<td>Typing I</td>
<td>X</td>
<td>562</td>
<td>Beyer</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>Mark P. Reddick</td>
<td>010406</td>
<td>10</td>
<td>17</td>
<td>9-19-60</td>
<td>Culinary</td>
<td>X</td>
<td>822</td>
<td>Chief</td>
<td>Pass</td>
<td>1</td>
</tr>
<tr>
<td>Alfredo E. Johnson</td>
<td>058893</td>
<td>12</td>
<td>18</td>
<td>8-8-60</td>
<td>Locksmith</td>
<td>X</td>
<td>827</td>
<td>Cramer</td>
<td>Pass</td>
<td>2</td>
</tr>
<tr>
<td>Charles Lacey</td>
<td>008302</td>
<td>12</td>
<td>19</td>
<td>7-23-65</td>
<td>Masonry II</td>
<td>X</td>
<td>811</td>
<td>Kramer</td>
<td>Pass</td>
<td>2</td>
</tr>
<tr>
<td>Kevin L. Lucas</td>
<td>010377</td>
<td>12</td>
<td>18</td>
<td>6-11-66</td>
<td>Carpentry II</td>
<td>X</td>
<td>812</td>
<td>Creekmore</td>
<td>Pass</td>
<td>2</td>
</tr>
<tr>
<td>Alton L. Reddick</td>
<td>001400</td>
<td>12</td>
<td>20</td>
<td>1-28-65</td>
<td>Masonry II</td>
<td>X</td>
<td>811</td>
<td>Kramer</td>
<td>Pass</td>
<td>2</td>
</tr>
</tbody>
</table>
Special education teachers were expected to obtain unknown information from vocational teachers and guidance counselors.

A Special education services needs assessment survey for Chesapeake Technical Center, was distributed among all the technical teachers at that facility. Questions on the survey were:

1. What information from the Special Education Department would benefit you in teaching handicapped students?

2. What problems have you experienced working with handicapped students?

3. What suggestions do you have to improve communication channels with the special education teacher?

4. What are some of the skills you would like the special education teachers to reinforce?

5. Additional comments and concerns?

Interviews were conducted with special education teachers, vocational education teachers, guidance counselors, and administrators. All questions were related to handicapped students in reference to Vocational Education in current placement procedures, teacher attitudes, scheduling, the IEP process, vocational assessment, student skills and abilities, pre-vocational programs, program modifications, inservices, and curriculum competencies.

Rosemont Regional Vocational Evaluation Center, housed in Norfolk administered in the fall of 1985, comprehensive vocational assessments to twenty-six handicapped secondary students from Chesapeake. Eight EMR (Educably Mentally Retarded), four TMR (Trainably Mentally Retarded), twelve LD (Learning Disabled), and two ED (Emotionally Disturbed) students were assessed to determine their vocational needs at that time. (Appendix C)

Research findings will be reflected in Chapter IV. They should report where handicapped students were placed, teacher attitudes, and current procedures for placement in vocational programs.
The major purposes of this study were to determine the existence of placement procedures for handicapped students in vocational programs, and if founded, was there a need for improvement in the procedures, to reveal general attitudes regarding present placement procedures, and to assess the need for inservices to establish communication between administrators, special educators, vocational educators, and guidance counselors in regard to handicapped students and their needs.

The following table demonstrated that there was a procedure for placing handicapped students in the vocational programs. Table 4 illustrates secondary handicapped students enrollment in vocational programs for the school years 1984-1985 and 1985-1986.

**TABLE 4**

<table>
<thead>
<tr>
<th></th>
<th><strong>Total Secondary Handicapped Enrollment</strong></th>
<th>Enrollment In Vocational Program</th>
<th><em>Students Not Enrolled In Vocational Programs</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1984-1985</td>
<td>460</td>
<td>306 (66%)</td>
<td>154 (34%)</td>
</tr>
<tr>
<td>1985-1986</td>
<td>672</td>
<td>432 (64%)</td>
<td>240 (36%)</td>
</tr>
</tbody>
</table>

*Speech not included

**Possible noninvolvement of students:
(Special Education teacher teaching pre-vocational class, student behavior, academic limitation, physical limitation, and some unknown reasons could possibly be accountable)
This table does not indicate what type of procedure was used in placing these handicapped students but it does reflect enrollment. It also indicates that enrollment increased in 1985-86. Percentage wise, they were comparable with 1984-85 enrollment figures.

Research findings indicated a placement procedure was in effect. Special education teachers frequently determined students' appropriateness for various vocational programs. In most instances, after confering and scheduling with the guidance counselor, a list of considerations for placement in these vocational programs ranged from student behaviors, academic ability, physical to the vocational teachers attitude on handicapped students and the total vocational class environment.

Research also indicated that vocational teachers had little to no input to handicapped students placed in their programs. Students were, at times, scheduled into vocational programs without the vocational teacher being made aware of, not only the handicapping conditions and service needs, but also that the student was handicapped. Vocational education teachers had little to no participation in the IEP process. Some are not knowledgeable of the IEP process, or have never seen an IEP.

Communication between vocational education and special education teachers monitoring the handicapped student's progress was at times, intermittent and ineffective. Both sets of teachers appear to have been negligent in that area.
Appendix B reflects that results from a survey of vocational teachers at Chesapeake Technical Center. This survey was developed to identify service needs from the Special Education department. The results indicated a variety of concerns and needs, some including, inservices and better intercommunication.

Rosemont's vocational assessment recommendation revealed that 6 students needed occupational exploration and information, 22 needed to pass Education for Employment (EFE), 20 needed a work adjustment class, 18 needed vocationally related classes, 3 needed to be re-evaluated, and 3 were recommended to the Department of Rehabilitative services. Interest areas, indicated by students, were vast and varied.
CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The primary concern of this study was to develop an assessment plan of placement procedures for handicapped students in vocational programs. The study was limited to handicapped students in the junior and senior high school of Chesapeake Public Schools.

A review of literature revealed that significant pieces of federal legislation and initiatives was adopted to assure that handicapped students are guaranteed appropriate educational programs according to their needs. It also indicated proper placements of handicapped students in vocational programs are more beneficial to students when vocational educators, special educators, guidance counselors, and administrators function as a cohesive cooperative and communicative team.

The researcher of this study collected data primarily, from special education teachers, vocational education teachers, and guidance counselors. Findings indicated that over half of the handicapped secondary population was involved in some form of vocational education, adaptive or regular.

A survey of Chesapeake Technical Center teachers, revealed a need for more information concerning handicapping conditions, strategies and interventions for working with that population, actual problems experienced with handicapped students, assistance needed from the special education department, and suggestions to improve communications channels.

Recently administered vocational evaluations indicated recommendations for a variety of vocational programs and services. Interest and training areas were also diversified.
The Conclusions of this study are drawn from the finding. Procedures for placement of handicapped students in vocational programs, did exist. However, the effectiveness and cooperation of that process needs improvement. Students are participating in programs without, perhaps benefit of the expertise that could identify specific goals, objectives and competencies to meet students individual needs.

Negative attitudes toward handicapped students on vocational education part appear mostly, to be from a lack of pertinent information concerning the needs of handicapped students. Better communication channels between special education, vocational education, guidance counselors and administrators, concerning specific placements in vocational programs, requires meshing.

An orchestrated effort involving the total IEP process is imperative in the vocational development of the handicapped child. This involvement appeared to be weak with vocational educators.

There was an indication also for more pre-vocational program development, better utilization of vocational assessments, more vocational assessments administered, vocational programs with services of vocational resource aide or instructor. Inservices for special and vocational educators, guidance counselors, and administrators.
Based upon the findings, observation, and subsequent conclusions of this study, the researcher submits the following suggestions:

1. Inservices for vocational teachers on handicapping conditions.

2. A confidential category II filing system established on handicapped students attending Chesapeake Technical Center.

3. Attention and emphasis in cooperation and collaboration between vocational teachers and special education teachers in the IEP development and implementation.

4. Development of Vocational Education Plan (VEP).

5. Inservices for guidance counselor and administrators on handicapped students and their needs.

6. Development of pre-vocational classes.

7. Vocational programs developed, appropriate for Trainable Mentally Retarded Students.

8. Increase in numbers of comprehensive vocational assessments administered.


10. Consistent and continuous progress monitoring of student progress.

11. Modification of existing vocational programs with supportive services of a resource aide or resource teacher working directly with a student in his/her vocational classroom.
APPENDIX - A

An Assessment of Vocational Program and System Needs
1983-1984

In an effort to identify specific concerns and needs which affect the provision of vocational programs and services for handicapped youth and young adults, approximately fifty vocational education and special education supervisory personnel from local school divisions were surveyed. Based on informal survey results, the following issues, problems, and concerns have been identified relative to vocational programming for the handicapped. The items have been placed in order of priority with #1 having the highest priority. Priorities for these items have been established based on the number of people who identified the item as being a critical issue, a significant problem, or an area of grave concern.

Needs Statements

1. Vocational education personnel, particularly teachers, need awareness, knowledge, and understanding of the special needs of handicapped students. Specifically, pre-service and in-service programs should assist vocational teachers to:
   A. Overcome apprehensions, change attitudes, and resolve misunderstandings concerning skills and methods necessary to teach this diverse student population;
   B. Develop skills in individualizing instruction and modifying curriculum, equipment, and teaching materials;
   C. Structure effective learning environments for handicapped students within the regular vocational education setting;
   D. Develop the skills necessary to actively participate in the development, implementation, monitoring, and evaluation of the IEP.
Many of the pre-service and in-service training programs for vocational education personnel, which are currently underway in Virginia, are inadequate to meet the needs of the field.

2. Direction and technical assistance are needed by local school division personnel to assist them in the development and implementation of vocational programs and services for the more severely handicapped population. The following areas of concern have emerged relative to vocational programming for handicapped students with more severe impairments:

A. Work adjustment programs are needed which will provide handicapped students with opportunities to develop motivation, organizational skills, productivity, neatness, speed, accuracy, social skills, and appropriate work habits and attitudes;

B. Program models which focus on the vocational preparation of the trainable mentally retarded and the severely/profoundly handicapped need to be developed and disseminated to local school divisions.

C. Policies and procedures need to be developed at the state level clarifying cooperative arrangements which may be established between school divisions and sheltered workshop facilities. For severely impaired adolescents who are destined for sheltered workshop placement rather than competitive employment, alternatives to traditional special education programs must be developed.

D. The time and cost involved in transporting severely handicapped students to programs or facilities where appropriate vocational training opportunities are available is prohibitive in many areas of the state.
3. There is a need to increase the availability and accessibility of high quality vocational assessment services for secondary school handicapped students in all areas of the state. These services are crucial to the improvement of the career development process, vocational program selection, and successful employment.

4. Additional funding is required to provide adequate staffing patterns with support personnel (vocational resource teachers, itinerant teachers, and aides) to assist vocational teachers with the integration of handicapped students into regular vocational programs.

5. Additional funding is required to provide specialized, adaptive, or modified equipment and appropriate instructional materials to facilitate the integration and participation of handicapped students vocational programs.

6. Access to vocational programs in vocational technical centers is limited to handicapped students in many areas of the state. Factors which impact on this problem include:

A. Limited number of enrollment slots are available;

B. Entrance requirements, unrelated to vocational potential, preclude the enrollment of handicapped students.

C. Vocational educators are reluctant to accept handicapped students in their classes and express concern that the image and credibility of their program will suffer.

7. Leadership and direction is needed by vocational education teachers in local school divisions to assist them in adapting competency based education programs and structuring curricula content to meet both job requirements and the individual needs of each handicapped student.
8. There are serious gaps in the continuum of vocational programs and services available to handicapped students in many areas of the Commonwealth. In many school divisions only one or two vocational courses are available to handicapped students. Emphasis should be placed on planning for a broader range of vocational training options in many localities.

9. Cooperation and collaboration between vocational educators and special educators, in IEP development and implementation, continues to require attention and emphasis.

10. In many areas of the state handicapped students at the middle school and junior high school level need opportunities to participate in more extensive pre-vocational and vocational exploration programs.

11. Vocational and career counseling programs that encourage handicapped individuals to strive to reach their potential and to recognize their limitations are needed in many areas of the state.

12. A need exists for more effective follow-up studies of handicapped graduates of vocational programs to determine the effectiveness of the vocational training program.
REPLIES TO SPECIAL EDUCATION SERVICES
NEEDS ASSESSMENT FROM CHESAPEAKE TECHNICAL CENTER

1. What information from the Special Education Department would benefit you in teaching handicapped children?
   A. I would like to have more information on the different kinds of handicaps and how to best deal with them in the classroom setting.
   B. A form that lists the different handicapped students that are being put into my program and any special information that I should know about them.
   C. Access to records.
   D. Inform teacher of the extent of the handicap and to keep a close working relationship with the teacher and student.
   E. Some information on a student's academic performance should be made available to all Tech Center instructors. Reading and writing levels are most important.

2. What problems have you experienced working with handicapped students?
   A. The greatest problem I have encountered in working with handicap students is the discipline problems associated with emotionally disturbed youngsters.
   B. A lack of information on the student's specific handicap.
   C. Working with them mixed with academic students.
   D. We have not been informed of handicaps... students are basically misplaced. Skills chosen beyond their capabilities.
   E. Some problems experienced while working with handicapped students are:
      1. Not knowing what the handicapping condition is.
      2. Not knowing the severity of the handicap.

3. What assistance would you like to receive from the Special Education Department?
   A. I think it would be of great value to present to the teachers an inservice acquainting them with many of the types of handicaps which they may come in contact with and what problems they might expect to have when teaching students with these handicaps.
   B. If possible, a file on each student that is entering my program and any information that might help me to better instruct that student.
   C. Information on student strengths, weaknesses, and conduct.
   D. Careful screening so that student will be able to cope with the difficulty of a technical vocation. Energy related subjects.
   E. We need a student's aptitude checked before he is allowed into a specific vocational program. There should be more contact between the Special Education department and LD students and teachers.

4. What suggestions do you have to improve communication channels with the Special Education teacher?
   A. A meeting every August to discuss the "special needs" students that will be entering my class.
   B. Have Special Education teachers visit the Technical Center frequently to observe special needs of students.
   C. Calls should be made bi-weekly to the teachers of all LD students. Monthly visits should be made to each class or laboratory that a handicapped student attends.

APPENDIX - B
5. What are some of the skills you would like the Special Education teacher to reinforce?

A. Caring, being honest and being serious about learning.
B. Work habits and use of time.
C. Math and science skills plus physical coordination skills through exercise where possible.
D. Reading and writing skills. Skills in behavior modification. Skills in identifying handicapping conditions.

6. Additional comments and concerns.

A. This packet is definitely a step in the right direction as far as bringing the Technical Center and the Special Education Department together.
B. The Air Conditioning course requires average to above average abilities both mentally and physically. This trade could be hazardous to ones health; high voltage, electricity and explosive gases.
C. There is still the feeling among some vocational instructors that too many learning disabled students are being placed in classes with no regards as to his ability.
TO: Denise Britt, Edwards-Wilson Center, 2107 E. Liberty St. Chesapeake, Virginia 545-3541
FROM: Mary K. Songer and Thomas R. Kirby, Vocational Evaluators
SUBJ: Student Summary

We have enclosed a summary of the students evaluated from Chesapeake. Of the 30 available slots, 26 were filled. This can be reflected in the following statistics:

Population Analysis

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age Range</th>
<th>Disability</th>
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</thead>
<tbody>
<tr>
<td>M F</td>
<td>14-15</td>
<td>7 15 2 2</td>
</tr>
<tr>
<td></td>
<td>16-17</td>
<td>8 4 12 2</td>
</tr>
</tbody>
</table>

Services

- Occup. Exploration/Info. (18): Pass Education for Employment (22)
  - 3--LD
  - 3--EMR
  - 10--LD
  - 7--EMR
  - 3--TMR
  - 2--ED

- Work Adjustment (20)
  - 8--LD
  - 6--EMR
  - 4--TMR
  - 2--ED

- Voc. Relate Classes (18)
  - 10--LD
  - 5--EMR
  - 1--TMR
  - 2--ED

- Department Rehabilitative Services (3)
  - 1--EMR
  - 1--TMR
  - 1--ED
Interest and Training Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Body</td>
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<td></td>
</tr>
<tr>
<td>Auto Mechanics</td>
<td>3 LD</td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td>1 LD, 1 TMR, 1 ED</td>
<td></td>
</tr>
<tr>
<td>Cashier</td>
<td>1 EMR</td>
<td></td>
</tr>
<tr>
<td>Child Care</td>
<td>1 LD, 1 EMR</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>1 TMR</td>
<td></td>
</tr>
<tr>
<td>Food Service</td>
<td>2 EMR, 1 LD, 1 TMR</td>
<td></td>
</tr>
<tr>
<td>Cosmetology</td>
<td>1 EMR</td>
<td></td>
</tr>
<tr>
<td>Data Processing</td>
<td>1 LD</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>2 LD, 1 ED</td>
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</tr>
<tr>
<td>Fashion</td>
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<td></td>
</tr>
<tr>
<td>Masonry</td>
<td>1 LD</td>
<td></td>
</tr>
<tr>
<td>Small Engine</td>
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<td></td>
</tr>
<tr>
<td>Welding</td>
<td>3 LD</td>
<td></td>
</tr>
<tr>
<td>Janitorial</td>
<td>2 LD, 3 EMR, 2 TMR</td>
<td></td>
</tr>
<tr>
<td>Material Handler</td>
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</tr>
<tr>
<td>Assembler</td>
<td>1 TMR, 2 EMR</td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td>1 EMR</td>
<td></td>
</tr>
<tr>
<td>Office Service</td>
<td>1 LD</td>
<td></td>
</tr>
</tbody>
</table>

I hope this information will assist Chesapeake Public Schools in providing programs/services for the special students.

MKS:mfy
APPENDIX - D

HANDICAPPED STUDENTS
ENROLLED IN VOC. ED.
SERVICE AREAS

AG. ED.
D.E
HEALTH OCC.
HOME EC.
IND. ARTS
BUS. ED.
T & I
EFE/WECEP

3980
101
221
577
1005
2258
2224
1777