
TRANSITIONING SPECIAL EDUCATION STUDENTS FROM SCHOOL TO WORK:
DEVELOPMENT OF THE PROJECT PERT VOCATIONAL ASSESSMENT MODEL

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Abstract

The paper demonstrates one project's effort at meeting the needs of learning disabled and mildly mentally retarded youth for high quality vocational/technical training and transition services. Through cooperative agreements, the resources of education and rehabilitation are combined in an effort to provide services to those students who have the potential for developing vocational/technical skills. Emphasis is placed on developing interagency cooperation, planning and innovative problem solving techniques. The use of vocational assessment information in the development of the vocational component of the IEP is discussed.

Services provided by the fields of vocational rehabilitation, special education and vocational education are influenced by public laws and regulations. As national priorities change, systems must respond by developing and implementing programming to address these changes. May (1985) has noted that "the commercial marketing purpose of rehabilitation companies, or private practitioners, is to direct its resources toward the needs, interests and expectations of people in the various markets that they attempt to serve". Although public rehabilitation is not attempting to make a profit, it is trying to provide the best possible services to its clientele in the most cost effective manner possible. To be successful in providing these services, a complete understanding of the concerns and needs of the new target populations and markets must be developed.

One of the new national priorities of the Office of Special Education and Rehabilitation Services (OSERS) is that of transitioning special education students to postsecondary training and employment (Will, 1985). This effort requires the cooperation of special education, vocational education, and rehabilitation systems.

In order to understand the changes necessary to focus on the improvement of transitioning programs and services for all individuals with disabilities, OSERS has defined transitioning in the schools as follows: "A process encompassing a broad array of services and experiences that lead to employment. Transition is a period that includes high school, the point of graduation, additional postsecondary education or adult services, and the initial years of employment. Transition is a bridge between the security and structure offered by the school and the opportunities and risks of adult life. Any bridge requires both a solid span and a secure foundation at either end. The transition from school to work and adult life requires sound preparation in the secondary school, adequate support at the point of leaving, and secure opportunities and services, if needed, in adult situations. Since the services and experiences that lead to employment vary widely across individuals and communities, the traditional view of transition as a special linking service between school and adult opportunities is insufficient. The present definition emphasizes the shared responsibility of all involved parties for transition success and extends beyond traditional notions of service coordination to address the quality and appropriateness of each service area." (Will, 1984)

Transitioning, as defined above, and the commitment on the part of OSERS to develop models for the provision of effective, efficient transition service delivery across agencies,

requires a high level of cooperation between special education, vocational education and rehabilitation. Interagency collaboration is essential when addressing one particular area of emphasis in the transition movement; the provision of services to mildly mentally retarded and learning disabled special education students in their transition from secondary education to postsecondary options and employment.

As a result of funding under the Carl D. Perkins Vocational Education Act (P.L.98-524,1984) school systems are required to provide vocational assessments as a component of ensuring equal access to vocational education programs for handicapped students. School systems, based on available resources, have the option of providing such assessments within the local education agency or entering into cooperative agreements with vocational and rehabilitation centers to assist in the assessment of interests, abilities and special needs of handicapped students.

As an increasing number of school systems opt for cooperative agreements with vocational and rehabilitation centers, rehabilitation professionals must become familiar with the needs of the school-aged handicapped population and those of the schools. This paper will focus on the issues involved in defining the school-aged population and development of a model for transition services; specifically, the development of the vocational assessment component of the model. Additionally, the importance of interagency planning, the issues involved in educational and rehabilitation cooperative planning and the problem solving process will be outlined.

The Need for Coordinated Transition Services

The need to prepare youth and young adults with skills for independence, employment and successful life adjustment has long been recognized and advocated by professionals from the fields of special education, vocational education and vocational rehabilitation. Despite this awareness, vast numbers of handicapped individuals have passed through their formative years without developing the vocational skills necessary to prepare them for successful transition from the school environment to the community and the work place (Levinson & Capps, 1985; Peterson, 1981; Peterson, 1985; Poplin, 1981; Szymanski & Danek, 1985).

Recent labor market statistics describing employment and training of handicapped youth and young adults reveal an acute problem. As reported in 1978, in a four-year period, 2.5 million handicapped youth left our nation's public school systems. Of that number, only 23% were either fully employed or enrolled in college, 40% were under-employed or on welfare, 8% were in their home communities and idle much of the time, and 3% were reported to be totally dependent and institutionalized (Brolin & Gysbers, 1979).

Although these national statistics reflect the employment and training needs of all

disability groups, the figures are particularly applicable to the mildly mentally retarded and learning disabled students. They represent 50-60% of the population of handicapped youth and young adults served by the public schools.

Since 1978, the situation has improved little. Wehman, Kregel and Seyferth (1985) provide an example of the employment problem among mentally retarded young adults. Three hundred mentally retarded young adults leaving secondary special education programs in Virginia between 1979 and 1983 were surveyed. Of those surveyed, only 28.6% reported full time employment, with 13% reporting part time or sheltered employment. Sixty-nine percent of respondents reported receiving some form of unpaid vocational training. The interviewers' impressions were that the majority of persons responding had received no formal vocational education, although no survey questions directly addressed this issue. Frequent vocational rehabilitation counseling services were reported by 2.2% of respondents, with 22% reporting receiving limited services from a local rehabilitation counselor. Regarding types of employment held by survey respondents, the study indicates that 53% of those working reported employment in janitorial services, food service or sheltered employment.

The above information was obtained from a population in which 60% were classified as mildly mentally retarded. However, Wehman, et al. (1985) indicated that these figures correspond to findings of other special education follow-up studies.

Employment information for individuals with learning disabilities is not much brighter. In a survey of 984 learning disabled adults requesting vocational rehabilitation services, 63% were found to be unemployed. This figure should not be surprising, given that the respondents were seeking vocational services. It is surprising, however, that 381 (41%) of the respondents reported receiving vocational and career education while in high school. Of the 30 individuals who received trade or technical training, 80% indicated that it was helpful to them. This survey demonstrates that a significant segment of the learning disabled population is in need of appropriate vocational and career education (Steidle, E., Sheldon, K., Hoffman, F.J., Sautter, S.W., Minskoff, E., Baker, D.P., Echols, L.D. & Bailey, M.B., 1985).

Wehman, et al. (1985) and Steidle, et al. (1985) highlight the importance of developing a model of transition services which coordinate the efforts of special education, vocational education and rehabilitation services. They demonstrate the necessity of ensuring that career opportunities and vocational experiences are based on individual needs rather than traditional programming practices.

The Project PERT Concept

The successful transition from school to postsecondary opportunities for learning disabled

and mildly mentally retarded youth and young adults, including education, employment and the provision of living arrangements, requires a complex array of services and resources (Szymanski & Danek, 1985). These individuals, their parents and professionals are often faced with uncertainty regarding the availability of services, eligibility requirements and approaches to use in accessing services. Effective transition of disabled individuals from school to adult life requires that relevant, community based opportunities and service combinations be developed to address individuals needs through transition planning and case management.

The Purpose of the Project

In an effort to respond to the needs of learning disabled and mildly mentally retarded youth and young adults for high quality vocational/technical training and transition services, the Virginia Department of Education, in concert with the Virginia Department of Rehabilitative Services, has developed a model demonstration project entitled "Postsecondary Education/Rehabilitation Transition for the Mildly Mentally Retarded and the Learning Disabled" (Project PERT). Project PERT is designed to provide LD and MMR students with:

- (1) a continuum of vocational programs and services including vocational evaluation, vocational counseling, work adjustment, independent living skills development, vocational exploration, vocational training, job placement and job maintenance services;
- (2) opportunities to pursue articulated vocational programs which span secondary and postsecondary school settings;
- (3) programs which provide for the development of extended career ladders; and,
- (4) an education/rehabilitation service delivery system which allows for the smooth transition of MMR and LD individuals from secondary schools to postsecondary training to independent employment and successful life adjustment.

The project is designed to develop a procedure for identifying and serving learning disabled and mildly mentally retarded students who have the potential for developing sophisticated vocational/technical skills, if provided with a longitudinal program which combines the resources of education and rehabilitative services. During the first year of Project PERT implementation, this procedure was demonstrated in six local school divisions which represent the following geographically and demographically distinct entities: urban, suburban, rural with an industrial base and rural without an industrial base.

The ultimate goal of the project is to provide an articulated system which will ensure that all handicapped students who can benefit from rehabilitation services have appropriate transition plans and are provided with a smooth transfer in case management from the education system to the rehabilitation system.

A critical element to attaining this goal is the formulation and operation of Model Implementation Teams (MITs) within each locality. A model implementation team is comprised of individuals representing special education, vocational education, the local field office of DRS and Project PERT. The MIT is responsible for identifying the students for project participation and for planning educational and rehabilitative services for these students.

Project PERT serves the Commonwealth of Virginia from the Woodrow Wilson Rehabilitation Center, a comprehensive rehabilitation facility, offering pre-vocational, vocational and medical rehabilitation services. The Vocational Evaluation Department at WWRC provides the personnel and facilities for the initial and supplemental evaluations offered through the project. These evaluations are implemented as two to four week residential programs which are provided to project participants during the summer. Additionally, all support services of the Woodrow Wilson Rehabilitation Center are available to project participants, as needed.

Reflecting the commitment to interagency cooperation, the Project PERT staff is comprised of professionals from education and rehabilitation. Dr. Patricia D. Poplin, Supervisor, Programs for the Mentally Retarded, Virginia Department of Education, serves as Project Director. The Virginia Department of Rehabilitative Services provides the project with Co-Directors Thomas E. Bass and Wendell L. Coleman. Mr. Bass is a Program Supervisor for DRS, Community Rehabilitation Services Division, and acts as the department's liaison with the Department of Education. Mr. Coleman is Director of Vocational Training at Woodrow Wilson Rehabilitation Center. Day-to-day operation of the project is supervised by Joseph M. Ashley, Project Coordinator. Mr. Ashley is a Certified Rehabilitation Counselor who provides experience in conducting a federally funded project at WWRC. Project staff consists of case management and clerical personnel with varying backgrounds in education and rehabilitation.

The Model

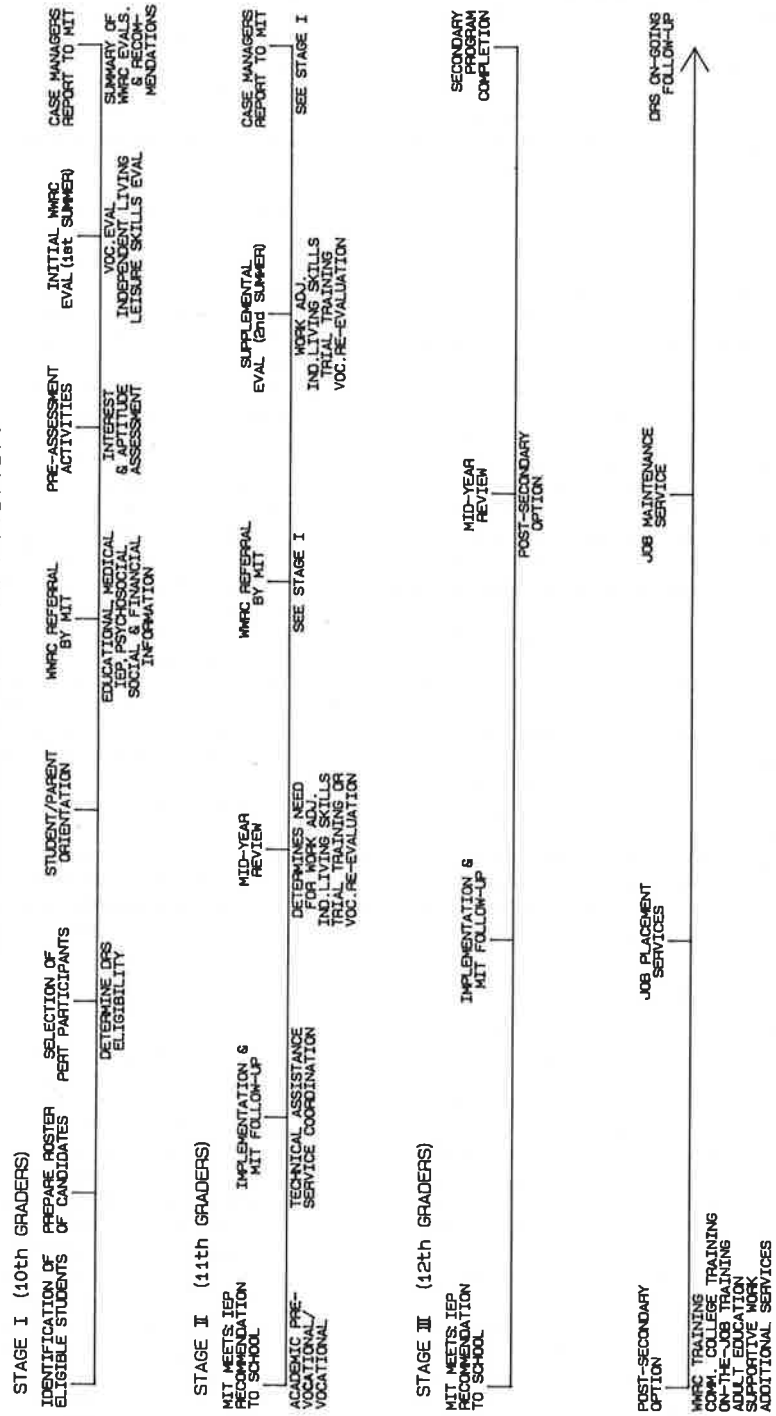
The Project PERT four-stage model is the result of cooperative development between education and rehabilitation. Figure 1. visually depicts the model.

Stage I is initiated with identification of students for participation from the target populations and continues through the summer initial evaluation. The Project PERT initial evaluation is comprehensive in nature and consists of a vocational assessment, independent living skills assessment, and an assessment of the student's leisure skills.

Stage II is highlighted by the MIT's joint planning of revisions, as necessary, to the IEP, based on data obtained through the initial evaluation recommendations for vocational programming. Also occurring in stage II is the provision of technical assistance to school

Figure 1. A model for education/rehabilitation transition: The Project PERT approach. The Project PERT model is a four-stage process for the transition of learning disabled and mildly mentally retarded special education students from secondary education through postsecondary options to employment.

A MODEL FOR EDUCATION / REHABILITATION TRANSITION THE PROJECT PERT APPROACH



systems and vocational educators on implementation of the recommendations to ensure student progress toward vocational goals. Student progress is monitored throughout the school year. The MIT meets in January for a mid-year review to determine if supplemental evaluation in the areas of work adjustment, trial training, vocational evaluation/classroom try-outs, or independent living skills will be necessary. The Project PERT supplemental evaluation, or other appropriate services, conclude Stage II.

Stage III begins, as does Stage II, when the MIT meets to review information obtained during the summer and to make recommendations for IEP revisions, plan monitor visits and determine technical assistance needs for the school year. The Stage III mid-year review is aimed at determining appropriate postsecondary placement options and assessing students' progress toward achieving success in their vocational goals.

Stage IV involves postsecondary activities. Student progress toward successful completion of their postsecondary option is monitored and appropriate assistance and support is provided.

This brief overview of the model demonstrates the interagency aspect of the transition programming problem. Project staff provide case management services during the course of the project, but the problem of determining agency responsibility remains a difficult one. In the Project PERT model, vocational education, special education and rehabilitation share the responsibility for the overall program of each student.

The four-stage model evolved from the original grant through an interdisciplinary team. This model made available to participants various services based on the individual needs of the students. Students were eligible to receive services from the Woodrow Wilson Rehabilitation Center at no cost to the local school division. These services included a comprehensive vocational evaluation, a program to develop independent living skills, work adjustment or trial training, assistance with case management from both the project staff at WWRC and the local Department of Rehabilitative Services field counselors. The services specified above are made available as a summer program at WWRC and are provided in conjunction with, and as an extension of, the secondary vocational education programs which are offered in the local school divisions during the regular school year.

Project PERT is demonstrating strategies for joint planning and service delivery between and among professionals from the disciplines of special education, vocational education and rehabilitation. These strategies have been specifically designed to expand or extend the career ladders of mildly mentally retarded and learning disabled youth and young adults.

The cooperative development of these strategies has been an important component of Project PERT. The project staff represents

knowledgeable in the areas of vocational education, special education, community rehabilitation services and vocational evaluation. The MIT members represent other resources at the local level for input into the development of the model and implementation of the strategies.

Professionals that provide services in vocational education, special education needs and local rehabilitation were asked what their concerns were in working together cooperatively. The concerns that were presented questioned the responsibilities of each discipline to the team, the time commitment to the transition process and the ability of the process to be modified to meet the demands within each local school division and rehabilitation field office.

The MIT members stressed the need for the model to reflect the integration of the important elements of each of the separate systems. An example would be the Individualized Education Program (IEP) process and the Individualized Written Rehabilitation Plan (IWRP) process. It was stressed that any procedures developed must take into consideration the needs of all systems.

The MIT members offered information specific to the initial evaluation, the time frame involved (summer), the nature of the recommendations that would be generated from this evaluation, the possible duplication of services if the school system already had an evaluation program, and concern as to who makes the final decision on recommendations. There was also concern that the evaluation and other service reports be consistent with the interdisciplinary decision-making process that exists in education. Evaluation reporting formats were critical in the development of the vocational component of the IEP/IWRP. It was stressed that the product must be useful and in-tune with the school systems' decision-making mechanism and entitlement issues.

After touring the vocational evaluation unit and understanding its procedures. The MIT members were convinced that the locally developed work samples, the vocational exploration capacity and the opportunity for trials in vocational education classrooms, career exploration and the vocational counseling services available to students during the two-week Project PERT evaluation were appropriate for the students. They also stated that the additional components of an independent living skills evaluation and a leisure skills evaluation were important to the process. They stressed that all information gained could be utilized in the vocational planning process in the school system. The planning process would require information in appropriate vocational areas, student abilities and competencies, remediation needs relating to identified vocational areas, and behavioral data. The MIT member statements on the nature of the vocational evaluation service that was to be offered were consistent with survey reports of similar professionals in Texas, as noted by Peterson (1981).

A vocational evaluation can provide important information when planning the

vocational component of the IEP. Poplin (1981) recommends that all students who are going into vocational education classrooms be provided with vocational evaluations. Information to be gained from the vocational evaluation includes:

- (1) observational data that provides information on the pre-vocational needs of a student in the area of work habits;
- (2) information on life skills training needs;
- (3) teaching techniques and curriculum modifications that would be related to individual learning styles and to the structure of a class or shop setting;
- (4) the best potential placement for a student at the end of his vocational training; and,
- (5) vocational strengths and weaknesses.

In light of these concerns, it became apparent that the initial evaluation, which consisted of the vocational assessment, independent living skills assessment, and leisure skills assessment, was one of the most critical components in the cooperative vocational planning process. With this in mind, the vocational evaluation process at WWRC was examined regarding (1) appropriateness for school populations; (2) usability of reporting formats for team decision-making and IEP/IWRP integration; and, (3) timeliness.

Developing the Vocational Assessment

Project PERT staff presented the concerns of the school-based personnel to representatives of the vocational evaluation component at WWRC. An examination of the vocational evaluation at WWRC revealed that strengths, relative to the school-aged student, were: (1) the ability to provide vocational exploration, utilizing locally developed work samples; (2) the ability to provide skills assessments, using commercially available work samples; (3) the ability to utilize the trial training mode when appropriate; and, (4) the ability to refer to work adjustment trials when determining appropriate behavioral techniques for remediation of work behaviors.

As in most rehabilitation evaluation settings, the evaluators were predicting the ability to be competitively employed before or after an immediate postsecondary training option. They were not looking at the developmental career perspective, as noted by Super (1983). Vocational evaluation staff also reported receiving feedback from the school systems that their reports were not always useful. However, they had not received information on report modifications necessary to meet the school systems' requirements.

Evaluation staff were interested in developing a procedure that would meet the needs of the clients as well as the referral sources. It was determined that some changes would be made in the existing process. Inservice training was arranged from a school-based vocational assessment unit. This training provided information to vocational evaluation staff on use of a competency-based evaluation that predicted the vocational training needs

and a two-year planning process for the special education student. The training addressed the following: (1) reporting formats that could be integrated into vocational components of the IEP process; (2) information on interest inventories that were appropriate for the target populations; (3) the importance of the work sample procedures and hands-on vocational exploration experience; and, (4) the problem of utilizing appropriate norms when customizing work samples to meet individual student needs.

It was determined by the vocational evaluation staff at WWRC that to accomplish the vocational exploration goal and to have an emphasis on work samplings, the proposed two week time frame could be difficult. In the procedure, as it existed, the first two days in vocational evaluation are spent in an orientation program consisting of academic, aptitude and interest testing. This information is used to guide clients into appropriate work samples.

To maximize time spent in work sample evaluations, it was suggested that the Project PERT case managers provide an on-site assessment of students' skills using selected components of the General Aptitude Test Battery (GATB) and an interest inventory. This procedure allows for pre-planning of student vocational work sample assessment.

The Evaluation Process

It was decided that the evaluation process would proceed as outlined in the developmental stages. Data from school system records, GATB testing and interest inventories were used to schedule the work sample assignments prior to the students' arrival. An Individual Vocational Evaluation Plan (IVEP) was developed with each student.

Vocational strengths, weaknesses and interests were documented through performance and behavioral observations. During actual work sample administration, examples of process customization began to evolve. If interest or aptitude was noted in a particular area for which no work sample was available, job requirements were researched and a work sample developed. When determined as necessary, the Virginia View System, part of the VOICC system, was used to emphasize career exploration.

Early in the evaluation process, a review of the procedures indicated a need for modifications. Some of these modifications suggested emphasis be placed on competency-based evaluations, predicting entry level vocational curriculum and potential for vocational development. To assist in these modifications, referral questions were designed to focus the evaluation on the specific needs of the school-based population. The referral questions asked were: (1) does the student have aptitude in the vocational area? (2) what is the student's current level of competency in the vocational area? (3) what projected level of competency could the student reach in this vocational area within the remaining

years of secondary education? (4) what remediation is necessary in trade-related academics to achieve the competency level indicated? (5) what remediation is necessary in pre-vocational areas to achieve the competency level indicated? (6) what modifications are necessary in vocational education courses to achieve the competency level indicated? and, (7) what is the student's best learning style?

Case Manager Summary Report

Data from the initial evaluations, including vocational assessment, independent living skills assessment and leisure skills assessment, was synthesized by the project case manager. The vocational evaluation report provided recommendations for training, job placement, pre-vocational and other needed support services. The recommendation format was modeled after that of a school-based assessment center and which was used by a school-based evaluation consultant. Recommendations were broken down into short, intermediate and long term goals and included recommendations for special education remediation that coincided with a given vocational area. In some cases, several vocational areas and their competencies were listed so that the student's parents and MIT members could make decisions as to the placement of the student into an appropriate curriculum.

However, this reporting format did not suit the needs of all the school systems involved in Project PERT. Problems noted were difficulty in accurately predicting what vocational classes would be offered in the school system and establishing a team decision-making mechanism within the system. In discussions with MIT members, it became apparent that a modification to the format would be helpful. MIT members suggested that a case manager's summary report format which listed functional descriptions of students' vocational strengths and weaknesses be adopted. This format would include student interests, abilities and aptitudes. In this manner, MIT members would determine the appropriate placement of the student and how the needed services would be provided. This format has been adopted in several areas and is currently being explored.

Expanding Career Goals

Results of the initial evaluation was provided to the MIT for planning of vocational programming with parents and students. Although some students may have had several vocational areas recommended during the evaluation, where possible, the choice was narrowed to one specific vocational goal. Figure 2. depicts the vocational goals and career interest areas resulting from the initial evaluations of students involved in the first year of the project.

During the initial evaluation of Project PERT participants, vocational goals were determined on the basis of student interests

and skills demonstrated through local work samples. Twenty-nine of the forty-nine participants, or 59%, selected specific vocational goals. This was made possible through a specific clustering of interests and a clear demonstration of potential and competency in specific work-related areas. Seven participants, or 14%, were able to identify a career area as a general vocational goal. Career areas such as auto mechanics, business and marketing, and fashion merchandising were identified by interest and demonstrated ability. The remaining 13 students, or 27%, were not able to identify a specific vocational goal nor an area of career interest. Academic and behavioral deficits made it impossible, at the time of the evaluation, to clearly identify vocational directions.

The MITs, in consultation with students and parents, were able to make placements in vocational classes in the local education agencies. For those students with specific and general career area goals, placement was a matter of simply scheduling the appropriate vocational class and supportive academic remedial instruction, in addition to any support services which might be appropriate. Placement for the 13 students with no specific goals was determined in a different manner. Although skills demonstrated and interests expressed were taken into consideration, the major consideration seems to have been behavioral concerns that required immediate attention. Placement in a vocational class included consideration of classroom environment (structure and distractions) and the skill level of the instructor in responding to the student's behavioral issues.

In the mid-year review, the MITs made referrals to the project for supplemental evaluation (trial training) in specific jobs for some students. This supplemental evaluation would explore the appropriateness of that type of training and, also, the extent to which students could develop their skills. This evaluation would be for two weeks and would be completed in the Training Department at WWRC. Some students, for example, have been referred for trial training in the areas of nurse's aide, auto mechanics/tune-up, carpenter's assistant, and welding.

As the appropriateness of these training areas is confirmed through trial training, the senior year in high school can be used for additional vocational training in that area. This will enable the students to develop technical skills needed to go beyond entry level placement.

Another type of referral made by the MIT includes postsecondary options for graduating seniors. The extension of career ladders is demonstrated by the referral to community colleges in curriculums leading to the development of careers in areas such as security, police work and electronics technician.

Early intervention, the development of a transition vocational plan and the provision of a continuum of appropriate vocational services has enabled Project PERT students to move toward the extension of career ladders in an appropriate

and expedient manner.

Figure 2. Project PERT recommended long-term vocational goals and career area goals, based on results of initial evaluations of 49 students during the first year of project operation. It should be noted that 13 students were not able to identify specific vocational goals, nor were they able to determine general career interest areas.

Project PERT Recommended Long-Term Vocational Goals	
<u>Vocational Goal</u>	<u>No. of Students</u>
Cook's Assistant	6
Nurse's Aide	5
Small Engine Mechanic	2
Nursery School Attendant	1
Baker's Assistant	1
Carpenter's Assistant	1
Commercial Cleaner	1
Consumer Electronics Technician	1
Sewing Machine Operator	1
Auto Mechanic - Parts Replacer	1
Tune-up Mechanic	1
Hospital Housekeeper	1
Chef	1
Cook	1
Child Care Attendant	1
Forestry Aide	1
Bicycle Mechanic	1
General Clerk	1
Electrician's Helper	1
TOTAL	29
<u>Career Area Goals</u>	
<u>Career Area</u>	<u>No. of Students</u>
Auto Mechanics	3
Micrographics	1
Fashion Merchandising	1
Business-Marketing	1
Horticulture	1
TOTAL	7

Summary

A review of the literature, awareness of the impact of impact of legislation and discussion with educators indicates the need for provision of services to the handicapped and disadvantaged student. Project PERT was designed to aid in the development of strategies that could be utilized in the coordination of services offered by education and rehabilitation.

Implementation of cooperative agreements and development of program formats were initially utilized with six school divisions with diverse demographic and geographic identities.

The evaluation of these formats and provision of services resulted in response to the unique needs of the educational settings. The ability of Project PERT to successfully respond to existing needs was evidenced by the

response of school systems for inclusion as model implementation sites during Year II of the project. An additional vote of confidence has come from the Virginia Department of Education and Virginia Department of Rehabilitative Services in the form of supplemental funding for the second year. As a result of this commitment on the part of these two agencies, the project was able to establish MITs in twelve additional localities, rather than six, as was provided for in the federal grant. Consequently, Project PERT will serve eighteen localities this year.

The impact of the provision of coordinated services as a tool for the transition of youth from school to work has not yet been fully determined. However, reports from first year participants indicate an increased vocational education enrollment by the special education population and increased coordination of interagency services, which decreases service duplication and service gaps. Increased enrollment in postsecondary training and education opportunities has been noted. Additionally, there has been an increased awareness, in both education and rehabilitation, of the importance of beginning the transition of special education students early in their secondary school experience, in order to offer these students the best opportunity for a successful future as an adult worker.

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