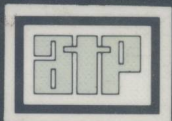


VOCATIONAL SPECIAL NEEDS

SECOND EDITION

an



publication

**Michelle Donnelly Sarkees
John L. Scott**

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VOCATIONAL SPECIAL NEEDS

SECOND EDITION



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Introduction

This book is divided into 12 modules, each covering a specific area of vocational special needs education. Each is self-contained and can be studied independently of other modules. All modules have the same organizational structure, including the following components:

Outline: provides an overview of major content areas.

Objectives: identifies information that the reader should be familiar with after he or she has read the module.

Concepts: provides a list of important terms and definitions that are major items in the module.

Content: provides information about a specific topic relating to special needs learners in vocational programs. The body of the module is divided into subsections for easy location of pertinent information. Modules also contain figures that can be useful to vocational personnel working with special needs learners.

Summary: provides a synopsis of the information covered in the module.

Self Assessment: provides the reader with questions as a review of what he or she has learned from the module.

Associated Activities: lists ideas for activities that can be useful in working with special needs learners.

Case Study: provides an example of a handicapped or disadvantaged learner who has been integrated successfully into a vocational program. The specific support services, instructional techniques, and resources used by the vocational teacher to assist the learner are described.

Related Activity: provides the reader with situations that call for the application of knowledge gained in the module.

References: documents sources used in the development of the module, which can also be used as sources of additional related information.

Acknowledgments

The authors wish to express their gratitude to Dr. David Kingsbury for his help in developing Module 7, Applying Rehabilitation Technology to Vocational Programs, Facilities, and Equipment and to the following vocational special needs professionals who reviewed and provided evaluative input into selected modules.

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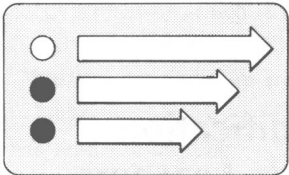
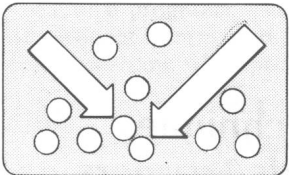
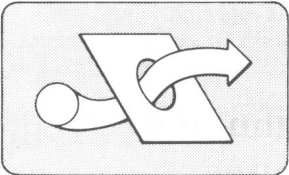
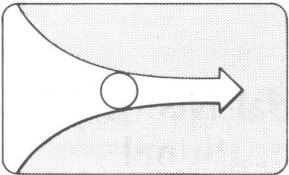
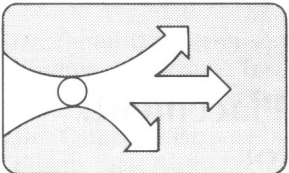
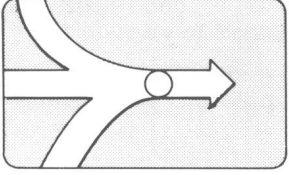
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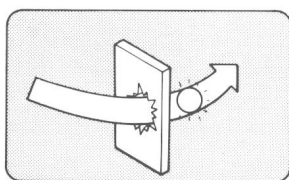
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Contents

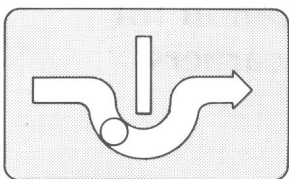
1		Vocational Education for Special Needs Learners	1
2		Who Are Special Needs Learners?	25
3		Referral, Identification, and Placement of Special Needs Learners	77
4		Vocational Assessment of Special Needs Learners	103
5		Individualized Education Programs for Special Needs Learners	141
6		Interagency Collaboration and Cooperative Planning	185

7



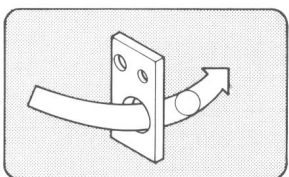
**Applying Rehabilitation
Technology to Vocational
Programs, Facilities, and Equipment 221**

8



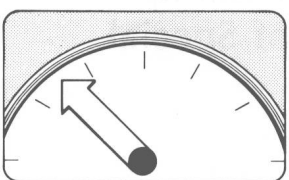
**Curriculum Modification
for Special Needs Learners 249**

9



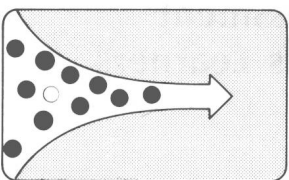
**Instructional Techniques
for Special Needs Learners 299**

10



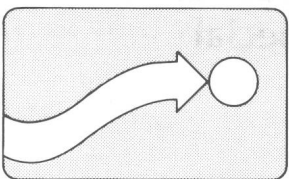
**Learner Evaluation and
Grading Procedures 331**

11



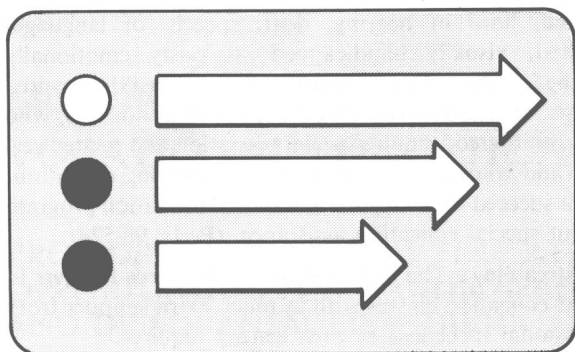
**Integrating Special Needs
Learners into Vocational
Student Organizations 363**

12



**Transition, Job Placement,
and Follow-up for
Special Needs Learners 389**

Index 427



Handicapped and disadvantaged students have the legal right to enter vocational programs in order to develop marketable skills. These learners have the same needs and desires as anyone else to develop occupational skills, enter the labor force, and become contributing members of society. Vocational educators are working cooperatively with other educational personnel and professionals from the community to mainstream special needs learners into regular programs whenever possible and provide necessary support services to help them succeed.

Important economic reasons exist for providing vocational education opportunities for special needs learners as evidenced by recent statistical reports citing economic benefits. It is more cost effective to educate special needs students than to provide high cost public support for these individuals.

During the past two decades, considerable progress has been made in allowing special needs learners access to vocational education programs. The Carl D. Perkins Vocational Education Act of 1984 complements earlier legislation in authorizing federal funds to be used to support instruction for special needs learners. A look into the future reveals continued support for members of special populations and technological advancements, which should enhance training and employment opportunities for special needs learners.

This module presents the rationale for mainstreaming special needs students into vocational programs and provides a glimpse into the future for vocational special needs education.

OUTLINE

Providing Vocational Education Opportunities for Handicapped and Disadvantaged Individuals

Economic Considerations

Educational Considerations

Legal Considerations

The Education for All Handicapped Children Act of 1975 (P.L. 94-142)

The Rehabilitation Act of 1973 (P.L. 93-112)

The Job Training Partnership Act (P.L. 97-300)

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524)

Provisions for Handicapped and Disadvantaged Learners

Specific Guidelines for Handicapped Learners

Specific Guidelines for Disadvantaged Learners

The Mainstreaming Effort

Competencies for Working With Special Needs Learners

Looking To The Future

Summary

Self Assessment

Case Study

Related Activity

References

OBJECTIVES

After completing this module, you should be able to do the following:

1. Discuss the need for providing vocational education opportunities for handicapped and disadvantaged individuals, including economic and educational considerations.
2. Identify legislation that provides guidelines for vocational opportunities for handicapped and disadvantaged learners and discuss the implications for program delivery at the local level.
3. Identify barriers to successful participation in and completion of vocational education programs for special needs learners and discuss how these barriers can be overcome.
4. Define mainstreaming and discuss the process that should take place to successfully integrate special needs learners in vocational programs.
5. Identify competencies that are useful in working with special needs learners.
6. Describe trends and issues that should have an impact on the future of vocational education and implications for special needs learners.

CONCEPTS

Disadvantaged - Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, incarcerated, individuals who have limited English proficiency and in-

dividuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (P.L. 98-524)

Handicapped - Applied to individuals who are mentally retarded, hard of hearing, deaf, speech- or language-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health-impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (P. L. 98-524)

Mainstreaming - The inclusion of special needs learners in regular education classes with as much extra support from professional specialists as each learner requires.

Special needs learner - Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that vary in type and extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Vocational education - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. (P. L. 98-524)

Module 1

VOCATIONAL EDUCATION FOR SPECIAL NEEDS LEARNERS

PROVIDING VOCATIONAL EDUCATION OPPORTUNITIES FOR HANDICAPPED AND DISADVANTAGED INDIVIDUALS

Work is an important part of life. It provides a sense of recognition and self-respect. Special needs individuals need work and the advantages of work just as other people do. However, prejudices often directed toward these individuals have caused them to be treated as surplus citizens who are incapable of becoming contributing and productive members of society.

In this nation, there has been a growing concern about providing vocational education and employment opportunities for individuals with special needs. Justification for this concern has been reinforced by economic, legislative, and educational data. For purposes of this module, the following terms have been defined for the reader:

1. The term "handicapped individuals" refers to individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, or other health impaired persons, or persons with specific learning disabilities, cannot succeed in the regular vocational education program without special education or related services (P.L. 98-524).

2. The term "disadvantaged learners" refers to individuals who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, incarcerated, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school (P.L. 98-524).

3. The term "special needs learners" refers to individuals who encounter or are likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, different linguistic or cultural background or outdated job skills, and who require (a) individually prescribed and unique teaching strategies; (b) supportive services that vary in type and extent depending on individual

need; and (c) additional resources from society for their acceptance (Phelps, 1985).

During the past several decades, there has been increased public awareness of the rights of special needs individuals. Although traditionally they have been overlooked and denied the rights that are taken for granted by the general population, public schools have been trying to remove the barriers that confront special needs learners. These barriers include attitudinal, educational, and physical obstacles that prevent full participation in regular public school programs. Efforts to provide equal educational rights include access to regular vocational programs.

Large numbers of special needs individuals have left public schools without the salable skills needed to secure a job. They often face unemployment and underemployment. Many remain dependent on society, which results in an economic drain as well as a great loss of undeveloped individual potential.

Participation in vocational programs can provide the first real feeling of accomplishment that these students experience. School has given many special needs learners a sense of frustration and failure. The opportunity to enroll in vocational programs can provide them with a chance to develop their aptitudes and abilities. Perhaps for the first time, these individuals can achieve success and develop a sense of self-worth and independence.

In 1976, the U.S. Secretary of Education reacted to a General Accounting Office report, which underscored the need to provide additional training for vocational teachers to work with handicapped learners as follows:

We concur with the findings of the GAO report and firmly acknowledge that the current exclusion of the handicapped from regular vocational education programs is a serious problem which needs attention. The problem is twofold: vocational educators are not being afforded the opportunity to acquire the skills and abilities necessary to work effectively with the handicapped in vocational education and, secondly, special educators are not adequately prepared to provide the appropriate career and prevocational educa-

tional experiences to handicapped students. Although there are efforts underway through The Education for All Handicapped Children Act (P.L. 94-142) training funds to train specialists in this area of need, we are proposing that the U.S. Office of Education develop a formal cooperative agreement between the Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education to facilitate this activity. The two bureaus will jointly establish program guidelines aimed at developing joint modes of implementation and evaluation, as well as jointly stressing the high priority of this approach to the training institutions.

The importance of vocational education for handicapped youth can be seen in a position paper released by the United States Office of Education on June 10, 1978, which stated:

It is the position of the U.S. Office of Education that an appropriate comprehensive vocational education will be available and accessible to every handicapped person. . . . Vocational education must provide the education and training to develop occupational competencies. . . . Appropriate comprehensive vocational education for handicapped persons will provide sequential educational instruction and training appropriate to the needs and progress of each handicapped individual. (National Association of State Boards of Education, 1979)

The Council on Vocational Education, in a position statement entitled, "Position Statement on Vocational Education for Students With Disabilities," (1983) made the following point:

It then becomes abundantly clear that we can ill afford *NOT* to prepare handicapped people for employment. Vocational educators must provide learning and occupational opportunities for disabled persons to become independent and cast off the kinds of assistance, although well-intentioned, that leads to dependency. Vocational education for the handicapped necessitates a change of thinking on the part of the employers about hiring disabled people. The disabled student requires a great deal of understanding on the part of the teacher. Different safety rules may be required; more space may be needed in labs to maneuver a wheelchair. More career and vocational guidance centers are needed so that students with handicapping conditions can find the career or vocation in which they will be successful. Vocational teachers must be prepared to offer praise frequently. School personnel must administer a series of work evaluations and assessments to accurately assess the students' interests and abilities prior to developing a formalized individual vocational program. Employers have found that handicapped employees are more responsible, have fewer absences, and pay more attention to detail work than many other workers.

In view of the employment potential of disabled people and the legal and economic reasons for facilitating their access to employment-related programs, we must continue to explore new mechanisms which will enable the vocational education enterprise to expand and improve its services to this target population. (pp. 2-3)

The National Association of State Directors of Vocational Education (1980) state that "Vocational education has no particular constituency; it is a program for all people." Handicapped and disadvantaged students now have the legal right to enroll in vocational programs to develop salable skills. Handicapped and disadvantaged students have special needs, but as human beings they have the same needs and desires as anyone else to develop their vocational potential, enter the labor force, and become contributing members of society.

Rather than look for pity and depend on charity, these individuals have expressed a preference for the independence and self-sufficiency that they can gain through employment. Vocational programs are an excellent source of job preparation for many of these individuals. Vocational teachers who have worked with special needs students have found that they have greater ability than was expected. Teachers have expressed amazement at the quality and quantity of specific skills that these students have developed. Successful experience with students who have special needs has led teachers to have more confidence and less anxiety.

There are important reasons for revising attitudes toward special needs learners. Some of the reasons are legal. Other reasons have come from a greater feeling of moral responsibility for the less fortunate in society. However, regardless of the motive for changing attitudes, accommodation for these students must be made. Several of these reasons will be examined in this module, including economic considerations, educational considerations, and legislative considerations.

As educators, we must extend our professional commitment to all students. The worth and dignity of each human being must be recognized. The potential of each individual learner must be assessed and developed to the fullest. The responsibility of each vocational teacher is to help all learners, including special needs students, to become productive members of the labor force.

ECONOMIC CONSIDERATIONS

Important economic reasons exist for providing vocational education opportunities for special needs learners. The following statistics show the need to expand vocational education opportunities for special

needs learners.

1. In 1983, 50–70% of all persons with disabilities were unemployed. (U.S. Commission on Civil Rights, 1983)

2. In 1983, 50–83% of disabled adults were unemployed. (Bureau of the Census, 1983)

3. In 1982, the mean earnings for disabled women were \$5,835 as compared to \$13,863 for disabled men. Disabled white female workers aged 18 to 44 earned less than one-third the salary of their male counterparts. Disabled black female workers earned even less than disabled white women and less than half the earnings of disabled black men. (Bureau of the Census, 1982)

4. Those handicapped individuals who do gain access to employment usually:

- have low wages
 - are slow to move toward upward employment
 - are segregated from nondisabled peers
- (Department of Labor Data, 1982).

5. In 1979, 40% of adult disabled population was employed compared to 74% of the nondisabled population (Office of Education, 1979).

6. Of the disabled employed in 1979, 85% earned less than \$7,000 per year (Office of Education, 1979).

7. Of the disabled employed in 1979, 52% earned less than \$2,000 per year (Office of Education, 1979).

8. In 1979, 50% of all U.S. residents who were unemployed were handicapped (Office of Education, 1979).

9. In 1979, 76% of all disabled women were unemployed (Office of Education, 1979).

10. It is predicted that if disadvantaged and minority youth are not aided in developing their vocational and employment opportunities in the future, the unemployment rate for this group could be 13 times greater than for the general population by 1990 (Pinn, 1979).

The following are economic implications relating to the special needs population:

1. With 7.6 million disabled people out of work, almost all of whom are on some governmental assistance programs, the cost to the federal government alone is \$40 billion annually. This is \$1 out of every \$13 in the federal budget. Lowering these costs, while increasing tax revenues through income and payroll taxes will help cut government spending and reduce inflation. Enhanced employment will also help control the recession by increasing productivity in industry and stimulating spending, saving and investment among millions of disabled persons (American Coalition of Citizens with Disabilities, 1979).

2. Employed persons pay federal income and payroll (social security) taxes on their earnings. A per-

son making \$10,000 a year pays approximately \$2,000 annually in taxes.

3. Where special arrangements are required, they are generally neither disruptive nor very expensive. The 1982 results of the first national survey of federal contractors represented 512,000 workers, of whom 19,200 were known to have handicaps. Of the accommodations made for these employees, about half cost the employers nothing, and another 30% involved expenses ranging from \$1 to \$500 (National Information Center for Handicapped Children and Youth, 1983).

4. Statistics show that for every dollar spent on rehabilitation training, the individual can expect a return of approximately ten or more dollars in lifetime earnings. The amount of income tax paid by the working disabled is proportionally increased. For the nation, dependence includes the added cost of public maintenance, institutionalized care, and social security disability payments (The National Advisory Council on Vocational Education, 1983).

5. The cost of providing assistance to disabled individuals who are dependent on society because they are not employed exceeds \$100 billion each year (American Coalition of Citizens with Disabilities, 1979).

6. Handicapped workers have good track records, and several studies showed that they have demonstrated their value as employees. In one survey of 125 handicapped people integrated into the work force of an American Telephone and Telegraph plant, no injuries were reported among them, they had fewer absences, and they were more productive than the general work force. A study of 1452 handicapped DuPont employees showed that these workers created no increase in workman's compensation claims; most were average or above average in matters of job safety, stability, and performance, and most required no special arrangements (National Information Center for Handicapped Children and Youth, 1983).

7. Although many functionally illiterate people cleverly learned to hide their problem, millions of employees suffering from varying degrees of illiteracy are costing their companies daily through low productivity, workplace accidents, absenteeism, poor product quality, and lost management and supervisory time (Coalition on Literacy, 1983).

8. The millions of adults who cannot qualify for much of the work our technological economy demands represent a major loss of potential customers (Coalition on Literacy, 1983).

9. In the seventies, the proportion of children in poverty in American society rose from 2% to 20%.

This statistic is now at least 22%, and the number of children at poverty-rate is projected to grow. Fully 39% of all those in poverty are children under the age of 18 (Lynch, 1985).

10. Family structures are undergoing a major transformation as follows:

- in 1984, 63% of all children had mothers in the work force;
- in 1982, 63% of all children lived with both biological parents; 22% lived with only one parent, and the remainder lived with step-parents, grandparents, adoptive parents or were in foster care;
- in 1982, 36.3% of households headed by women were in poverty; and
- the poverty figures for black and hispanic women who head households are 56.2% and 55.4%, respectively (Lynch, 1985).

11. In 1983, an estimated 75% of the adult unemployed were functionally illiterate, seriously reducing the pool of competent persons available for employment. In addition, the promotability and mobility of many of those employed was restricted for lack of the essential basic skills (Coalition on Literacy, 1983).

EDUCATIONAL CONSIDERATIONS

The following is information concerning the enrollment of special needs learners in vocational education programs.

1. During the 1981 school year, 34.6% of the estimated number of disabled students in grades 9 to 12 were served by vocational education. This figure is evidence of a continual increase in the number of disabled students served. Between 1976 and 1981, secondary vocational enrollment increased to about 18%. For the same period, secondary enrollment of disabled students in vocational programs changed from 203,647 to 437,397, an increase of 115% (The National Advisory Council on Vocational Education, 1983).

2. In the population of persons ages 25-64:

Disabled Females	Disabled Males	
35%	32%	Completed high school
10%	13%	Completed 1-3 years of college
9%	11%	Completed 4+ years of college

(Bureau of the Census Data, March, 1982)

3. Each year approximately 625,000 handicapped young people graduate or terminate eligibility in our nation's schools. Their future is predicted to look like this:

- 21% will become fully employed or enrolled in college
- 40% will be underemployed and at the poverty level
- 8% will be in their home community and idle much of the time
- 26% will be unemployed and on welfare
- 3% will be totally dependent and institutionalized

(Committee on Youth Development, President's Committee on Employment of the Handicapped, 1981).

4. In 1979, less than 2% of the enrollment of students in vocational education was comprised of handicapped students; 60% of these handicapped students were in segregated settings (Office of Education, 1979).

5. Studies show that 8% of the high school population may be considered handicapped; yet only 3.3% of the secondary students in vocational education are handicapped. A similar comparison can be made for the limited-English-proficient population (Phelps, 1984).

6. The 1979 Ford Foundation report states that 23 million adults have less than eight years of schooling and 54 million adults (36% of the population) never graduated from high school. The national dropout rate was 28.3% during the 1981-82 school year. (Plisko, 1983) The level of education of individuals has become the basic criteria for employment in the majority of occupations (Business Poll, 1983).

7. In 1984 2% of the four year college population was disabled. Based on national statistics it should have been about 10-11%. At the same time, 3% of the community college population was disabled. Based on national statistics it should have been about 10-11% (Park, 1984).

8. Preliminary studies have shown a drop-out rate in high school of about 5 to 6 times higher for disabled students than for nondisabled students (Park, 1984).

9. Annually, about 2.5 million cases enter the nation's juvenile justice system, and very little is known about the extent to which these youth (as well as other special needs individuals such as the gifted and talented, single teenage parents and the severely handicapped) have access to vocational programs that would enhance their employability (Phelps, 1984).

10. The U.S. Department of Education estimates that nearly 1.1 million students fail to complete high school each year. Since the mid 1960s the high school completion rate for students entering the ninth grade has never exceeded 74%.

11. In the U.S. there are 27 million adults who cannot read or write. In addition there are another 45

million adults who are only marginally competent in performing basic literacy-related tasks needed for everyday living and working. Approximately 75 million adults (one out of every three adult Americans) need help to develop essential reading, writing, and other basic skills (Coalition for Literacy, 1983).

12. Approximately 2.3 million functionally illiterate individuals join the labor pool each year. Of that number, 1 million individuals are high school drop-outs, 400,000 are legal immigrants, 100,000 are refugees, and 800,000 are illegal immigrants (Office of the Press Secretary, The White House, 1983).

13. During the 1980–81 academic year nearly 64% of the special needs students were enrolled at the secondary level, while the balance (36%) were served in post-secondary and adult programs (Phelps, 1983).

14. During the 1980–81 academic year special needs students successfully completed their vocational education program at approximately the same rate as all vocational education students (Phelps, 1983).

15. In 1980–81 only 160,000 limited-English-proficiency youth and adults were enrolled in vocational education programs (National Center for Educational Statistics, 1983).

16. In 1981, it was estimated that minority students comprised about 25% of vocational education enrollment (American Vocational Association, 1981).

17. Vocational education served slightly over 30% of the 1,235,000 handicapped students enrolled in grades 9–12 in the nation in 1982 (based on 9.5% of secondary enrollment being handicapped) (Conaway, 1984).

These figures emphasize the fact that unless a strong commitment is made on the part of educators to provide special needs learners with the knowledge and skills needed to secure employment, the burden of providing for them will rest on the taxpayers of this country. The cost of social dependency programs such as unemployment, social security disability insurance, and welfare payments is high.

Vocational preparation for special needs learners in regular vocational programs usually exceeds the cost of preparing other students. Labeled “excess costs” the extra funds are required to provide support personnel, facilities modifications, adaptive equipment and aids, instructional materials, and curriculum alternatives necessary for these learners to succeed in a vocational program. It may be argued that education cannot afford these extra costs. However, the statistics reveal what it will mean to these students, to our economy, and to our society if these learners are allowed to leave school without a salable skill. Also, it must be emphasized that not all special needs students

mainstreamed into regular programs will require these resources and modifications, and those who do may not need them continuously.

It is far more cost effective to educate special needs learners for competitive employment while they are in school than to train them through other programs. Vocational education programs represent the most practical way of providing opportunities for these individuals. Vocational teachers can contribute by joining the effort to match student interests and abilities to specific vocational skills. This effort will ultimately provide the labor force with a source of capable workers who will add to our economic system rather than deplete it.

LEGAL CONSIDERATIONS

Since the Civil Rights Act of 1964, legislation has been passed to ensure the educational rights of special needs individuals in this country. Before these laws existed, many handicapped and disadvantaged people were often ignored by society and were not considered to have the same rights as other citizens. Pressure from lobby and parent groups began to mount. These groups asserted that all human beings, as individuals, deserved to share the same rights. A great number of lawsuits were filed across the country demanding equal educational opportunities for all people. As a result, laws were passed to guarantee the rights of these individuals.

Vocational education is recognized as the most realistic method of assisting individuals to bridge the gap between education and employment. Therefore, the same rights to vocational training should be available to all students in our secondary and postsecondary schools. The legislation described in The Education for All Handicapped Children Act of 1975, The Rehabilitation Act of 1973, The Job Training Partnership Act, and The Carl Perkins Vocational Education Act of 1984 guarantee these rights.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142)

This law, considered to be a civil rights bill for the handicapped, expresses a national commitment to provide a free and appropriate public education for every handicapped person between the ages of 3 and 21. It assures more than 8 million handicapped students in this country the right to develop their potential to the maximum. States and local school systems are required to provide all identified handicapped students with an education designed to meet their needs and abilities as well as related services necessary to aid them in school.

This far-reaching law contains six general themes for the handicapped: (1) a free, appropriate public education; (2) an individualized education program; (3) access to records; (4) the right of due process; (5) placement in the least restrictive environment; and (6) non-discriminatory testing. Each of these provisions has implications for vocational teachers who are working with handicapped students in their programs.

1. A free, appropriate public education assures that a special education program with appropriate related services will be developed for each identified handicapped student. These students must be provided with the same educational opportunities that all other students enjoy, including access to vocational education programs that are realistic in light of their abilities and interests.

2. An individualized education program (IEP) is mandated for every handicapped student each year. This plan specifies long-range and short-term goals developed especially for the student as well as the support services that are required to meet those goals. Evaluation criteria are included in the IEP so that progress can be determined.

The IEP is developed by the teachers responsible for providing educational services to the student. If a handicapped student is enrolled in a vocational program, the vocational teacher should be involved in developing, implementing and evaluating this plan. A meeting is held with teachers, parents, and an administrator to discuss and approve the IEP. It is evaluated at least once a year and revised to meet the changing needs of the student.

Vocational teachers who have handicapped students in their programs should combine efforts with special education personnel and become involved in developing specific program objectives, participating in the IEP conference, and helping to evaluate the progress of the student. This topic is discussed in detail in Module 4.

3. The provision of access to records gives parents of handicapped students the right to view all records that are on file for their son or daughter. The parents also may ask to have changes made in the records if they believe the information is incorrect or misleading. Individuals 18 years or older have the right of access to their own records.

4. The right of due process guarantees that a specific procedure must be followed in thoroughly evaluating a student thought to be handicapped so that the decision regarding the proper educational placement is in the best interest of the student. Parents are involved in all steps of this evaluation and decision-making process. This guarantee prevents schools from

placing students in special education programs who do not belong there.

5. Placement in the "least restrictive environment" gives handicapped students the right to be placed in regular education programs whenever possible or programs that do not restrict their abilities.

Handicapped students can only be placed in separate classes or programs when it can be shown that the student cannot succeed in the regular program even with the aid of appropriate support services. This provision means that more and more handicapped students will be mainstreamed into regular vocational programs where they can learn to function in a normal environment rather than in isolated classrooms. Support services will help the vocational teacher work with these students.

6. The guarantee of nondiscriminatory testing means that the tests used to evaluate handicapped students cannot be racially or culturally biased and must be administered in the language spoken in the student's home. This provision also states that the results of only one test cannot be used to make a decision about placing the student. A variety of test results must be considered before a decision can be made.

The Rehabilitation Act of 1973 (Public Law 93-112): Sections 503 and 504

In the past, employers were encouraged to hire handicapped persons by being told that it was good for business. It was presented as an economic issue. However, even though employer studies have shown that handicapped workers perform as well on the job as nonhandicapped workers, affirmative action hiring was not taking place.

Section 503 of this Act represents a historic step to provide employment opportunities for handicapped individuals. Any employer receiving federal assistance in the form of contracts for \$2,500 or more is required to develop an affirmative action plan to recruit, hire, train, and advance in employment handicapped individuals. Employers receiving federal contracts for \$50,000 or more and having 50 or more employees must develop and implement an affirmative action program within 120 days that outlines specific policies and procedures regarding handicapped individuals. This program must be reviewed and updated once a year.

Section 503 also requires that employers make a "reasonable accommodation" for handicapped workers. This means that specific changes must be made to the work environment to meet the needs of the handicapped worker. These changes may require,

for instance, that a work table be raised or lowered to accommodate a handicapped employee or that a blind employee be provided with a tape recorder. This requirement does not mean that an employer must assume a huge financial hardship, as in totally rebuilding or renovating a facility, in order to make the work environment accessible. Funds are available to help employers make appropriate changes to the work site.

This move to regulate the hiring, training, and promoting of qualified handicapped persons represents a positive step in providing this population with employment opportunities to help them achieve economic independence. As federal contractors and subcontractors begin to actively recruit handicapped individuals for available positions, they will look to existing vocational programs for assistance in identifying and attracting qualified handicapped persons who have the requisite skills for employment.

Section 504 of this law, passed in 1977, guarantees basic civil rights for handicapped individuals. This means that qualified handicapped individuals cannot be denied access to private or public programs and activities that receive HEW funds solely because of their disability. This includes all public secondary and postsecondary facilities.

According to the 504 regulations, the term "handicapped" includes those individuals who have impairments or conditions such as "speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities." In addition, alcohol and drug addicts are also considered handicapped individuals. Clearly, this will include a great many more people than were previously considered to be handicapped.

Discrimination is no longer allowed in educating handicapped individuals, in admitting them to vocational programs, or in providing them with equal employment opportunities. Fair treatment of the disabled in each of these areas is now the rule. Section 504 assures a free, appropriate public education for the handicapped with any necessary related services. Handicapped students must be placed in regular programs to the maximum extent possible with supplementary aids and services to help them succeed. This includes access to vocational programs. Specific modifications may have to be made to vocational facilities and programs in order for this population to have access to them.

Specific requirements are set forth for secondary and adult education programs, postsecondary education

programs, and employers. Public elementary or secondary programs must provide handicapped students the opportunity to participate in existing services such as regular program options, nonacademic services, extracurricular activities, school-sponsored interest groups and clubs, and counseling services. Evaluation procedures used to assess the aptitude or achievement level of the learner must be appropriate and must be administered periodically. An individualized education program (IEP) must be developed and implemented for each handicapped individual according to the guidelines set forth in Public Law 94-142 (Education for All Handicapped Children Act). In addition, reasonable accommodation must be made to assure that programs, services, and facilities are accessible to the handicapped.

Postsecondary programs cannot discriminate against handicapped individuals in recruitment or admissions. Admission quotas cannot be used. Any admission tests, including standardized tests, must be selected and administered so that the tests record the aptitude or achievement level of the student rather than the disability. Reasonable modifications must be made to ensure accessibility to programs, services, and facilities. Modifications, such as extended time for completing course or degree requirements and adapting the manner in which the course is taught, must be made according to the specific needs of the individual. In addition, auxiliary or support aids must be provided as necessary. These aids might include special equipment or classroom aids for physically handicapped learners, interpreters, library readers, cassette recorders, and taped text information. Often these aids can be provided by outside agencies or organizations.

Employers may not discriminate against qualified handicapped persons in recruitment, hiring, or promotion on the basis of their disability. Employers are required to make facilities accessible, modify work schedules, restructure jobs, and provide for the modification of necessary equipment or devices. However, the extent or cost of these accommodations cannot create an undue hardship on the employer. Pre-employment medical examinations or specific questions regarding the handicapping condition are not allowed under the 504 regulations.

The Job Training Partnership Act (Public Law 97-300)

The Job Training Partnership Act (JTPA) was passed by Congress in 1982. It was intended to replace and improve upon the Comprehensive Employment and Training Act (CETA) and to increase the role of private business and industry in the training and

employment of disadvantaged youth and adults.

The purpose of the Job Training Partnership Act (JTPA) is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment.

This act represents partnership between the public and private sectors. Federal funds are directed by states to local or regional service delivery areas, each of which must have a private industry council (PIC). The PIC is responsible for deciding the type of training to be provided in their specific service delivery area (SDA) and is composed of local business leaders and officials, organized labor, rehabilitation, employment, economic development, and education. A Job Training Coordinating Council, appointed by the governor, shares decision-making authority. One-third of the state council members must be from business and industry.

JTPA provides for (a) basic job training, (b) training services for the disadvantaged, (c) an employment and training program for dislocated workers, (d) federally administered job training programs (e.g., Job Corps, a Native American Program, Veteran's Employment Program), and (e) related training and support services.

Some of the specific services that are available to individuals who qualify include:

1. job-search assistance,
2. job counseling,
3. remedial education and basic-skills training,
4. vocational exploration,
5. literacy and bilingual training,
6. job development,
7. pre-apprenticeship training, and
8. follow-up services.

Wages, stipends, or public service jobs are not provided by JTPA funds.

This law specifically defines eligibility as "any individual who has a physical or mental disability which for such an individual constitutes or results in a substantial handicap to employment." Therefore, some handicapped individuals can qualify for the program based on the definition of *economically disadvantaged* if they meet the income requirements. These requirements are based on the income of the individual rather than on family income, which provides for greater participation by handicapped persons.

The Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524)

As an overview of the evolution and development of

vocational legislation as it relates to special needs learners, the following historical perspective is provided that brings the reader to the most recent vocational education mandate, Public Law 98-524.

(1) *The Vocational Education Act of 1963 (Public Law 88-210)*. This law recognized that individuals with special needs require assistance in order to achieve success in regular vocational programs. This was the beginning of a movement to provide opportunities to develop vocational potential in the form of salable skills for the competitive labor market.

This act stated that vocational education should be available to "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program." It provided for access to vocational training and retraining for all people according to interests, needs, and abilities.

However, few vocational education resources were made available to special needs students as a result of this law. A national survey, conducted three years after this law went into effect, identified only 79 programs in 12 states that were preparing these students with vocational skills. In reality, the law had served primarily to focus attention on the need to provide vocational education opportunities for this population.

(2) *The Vocational Education Amendments of 1968 (Public Law 90-576)*. This legislation further emphasized the need to provide vocational education skills for special needs learners. It separated this population into two distinct categories—disadvantaged individuals and handicapped individuals. Separate vocational programs were discouraged except when they were in the best interest of these students. Otherwise, students were expected to be integrated into regular programs and provided with appropriate support services and resources.

In order to aid states in providing these services, the law allocated federal funds such that, for any fiscal year, a state must use at least 10% of its basic vocational funds to provide programs for the handicapped and 15% of the basic vocational funds to provide programs for the disadvantaged.

These funds can be used only to provide services over and above those available to all students in regular vocational programs. For example, the funds can be used to provide many services that would be helpful to the vocational teacher in working with special needs learners. Some of the resources that could be provided

by these funds include (a) staff development, (b) flexible scheduling, (c) recruitment activities to reach potential employers, (d) curriculum modifications, (e) equipment modifications, (f) development of appropriate instructional materials, (g) specific educational services to assist special needs students to succeed in vocational programs, and (h) additional staff to coordinate and supervise work-study programs.

(3) *The Education Amendments of 1976, Title II (Public Law 94-482)*. Public Law 94-482 should be understood in relationship to the regulations stated in Public Law 94-142 and Sections 503 and 504 of the Rehabilitation Act of 1973. These laws complemented one another as the content was similar. Public Law 94-482 emphasized the need to prepare all students for employment or continuing vocational technical education. It therefore attempted to assure that handicapped and disadvantaged individuals were granted equal access to programs and services that they have often been denied. States wishing to receive federal vocational education monies were required by law to meet certain requirements.

States had to expend 10% of the funds from their basic state grants to provide vocational education opportunities for handicapped students and 20% for disadvantaged students. Set-aside funds allotted for vocational education for disadvantaged persons were to be used primarily in areas of high youth unemployment or school dropouts.

These federal funds had to be matched on a 50-50 basis with state and local funds. All money was used to assist special needs learners in regular existing vocational education programs whenever possible.

Federal set-aside funds for vocational education for handicapped persons were used for purposes that matched the goals stated in Public Law 94-142. As a result, handicapped students were to be educated and enrolled in regular vocational programs to the greatest extent possible in order to satisfy the requirement for the least restrictive environment. The specific nature of the vocational education program goals and objectives for each handicapped student should be planned and implemented according to the contents of the IEP.

The state plan for vocational education was parallel with the state plan for the education of handicapped students. Specific provisions for providing programs and services for special needs learners were included in annual and five-year state plans developed for vocational education.

National and state advisory councils for vocational education included one or more persons who had special knowledge about the needs of poor and disadvantaged individuals. The input from members of the

advisory council was essential because it affected decisions made about vocational education opportunities for special needs individuals.

(4) *The Carl D. Perkins Vocational Education Act (Public Law 98-524)*. The Carl D. Perkins Vocational Education Act was signed by the President of the United States on October 19, 1984 and extends the federal leadership role in vocational education for five years, through fiscal year 1989. There are two broad themes:

1. Making vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of retraining and training, persons participating in programs designed to eliminate sex bias, and stereotyping in vocational education, and incarcerated persons; and

2. Improving the quality of vocational education programs in order to give the nation's workforce the marketable skills needed to improve productivity and promote economic growth.

Under Title II, Part A, identified as the Vocational Education Opportunities Program, a state must use 57% of the funds available for programs under the basic state grant for vocational education projects for special needs individuals. The specific breakdown of the mandated set-aside funds for special needs populations is as follows:

Handicapped individuals	10 %
Disadvantaged individuals	22 %
Adults in need of training or retraining	12 %
Single parents and homemakers	8.5 %
Individuals participating in programs to eliminate sex bias and stereotyping	3.5 %
Criminal offenders	1 %
	<hr/>
	57 %

Public Law 98-524 has changed the definitions from the Vocational Education Amendments of 1976 (P.L. 94-482) to the following definitions for special needs populations:

Handicapped - individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.