

A STUDY OF THE FREQUENCY OF TASKS PERFORMED BY
VOCATIONAL TEACHERS IN OKLAHOMA WHO WORK
WITH HANDICAPPED STUDENTS

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CHAPTER I

INTRODUCTION

Vocational education's role in serving the handicapped has significantly changed due to a federal law passed in November, 1975. The law entitled, P.L. 94-142: The Education for All Handicapped Children Act of 1975, is the most comprehensive piece of legislation for the handicapped to become federal law. In addition vocational legislation, P.L. 94-482 (Title II): The Vocational Education Amendments of 1976, specifies at least 10 percent of each state's allotment shall be used to pay 50 percent of the cost of vocational education for the handicapped. Both pieces of legislation state the handicapped must be allowed to participate in regular vocational education programs (the least restrictive environment) to the maximum extent possible. However, vocational education must comply with other basic provisions and assurances in P.L. 94-142. Those provisions and assurances guarantee a free, appropriate, public education, a written individualized education program (IEP) for each handicapped person being served, nondiscriminatory testing and evaluation, and complete due process procedures.

Numerous requirements in P.L. 94-142 directly affect vocational teachers in all vocational divisions: agriculture education, distributive education, business and office education, health occupations education, home economics education, and trade and industrial education. The requirements are: involvement in the development of the

individualized education programs, interaction with parents when serving as members of instructional teams, instructing handicapped learners placed in the regular vocational programs and gearing evaluation to the person's handicap by preparing alternative assessment procedures.

Vocational education teachers are becoming involved in implementing appropriate vocational program alternatives for handicapped learners and they generally lack the specific training and attitudes necessary for instructing the handicapped.

The following statistics were recorded in a Report to the Congress (1976):

The Office of Education reported that in fiscal year 1974 about 266,000 teachers were teaching in vocational education programs. Approximately 109,000 teachers have received inservice training but only about 500, less than one-half of one percent, had received special training in working with handicapped (p. 32).

Currently the goal for all handicapped students at all levels of education is toward placement in the least restrictive environment.

Statement of the Problem

Relatively little is known about what vocational teachers actually do on the job pertaining to the education of the handicapped youth in vocational programs. Traditionally vocational education has placed little emphasis on training for handicapped youth. Federal legislation mandates new responsibility for vocational teachers in the education of handicapped youth.

Purpose of the Study

The purpose of this study is to identify the tasks that secondary vocational teachers perform that are relevant to the education of

handicapped youth in Oklahoma. Specifically, the study seeks to answer two questions:

1. What are some of the specialized tasks that vocational education teachers perform in the professional role pertaining to the education of the handicapped?
2. How frequently are the tasks performed?

Need for the Study

According to the aforementioned Report to Congress in 1976 only about one-half of one percent of the 109,000 vocational teachers receiving inservice training in vocational education received special training in working with handicapped. Traditionally, vocational education has not placed major emphasis on programming for handicapped youth in the preservice and in-service programs. Before effective preservice and in-service programs can be planned in vocational teacher education institutions, information about what vocational teachers actually do on the job pertaining to the education of the handicapped student in the regular program is essential. Information resulting from this study should be useful in planning vocational teacher education programs at both the preservice and in-service level for educating the handicapped by determining what vocational teachers are being called upon to do without having had special training.

Assumptions of the Study

1. Vocational education teachers are capable of reporting the tasks and the frequency of each task that is required to work with handicapped students in their regular vocational

classroom.

2. The instrument used in this study was adequate for allowing vocational education teachers to report the tasks and the frequency of the tasks performed.

Definition of Terms

The definitions used in this study are:

Vocational Education:

'Vocational Education' means 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 baccalaureate or advanced degree (Federal Register, 1977).

Handicapped:

The term 'handicapped,' when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons 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 educational assistance or who require a modified vocational education program (Education Amendments, Part C, p. 143).

Least Restrictive Environment:

The least restrictive environment is defined:

- (1) That to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and
- (2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Federal Register, 1977).

Individual Education Program (IEP):

The individualized education program (IEP) is a written statement developed in a meeting with a representative of the local education agency, the teacher, the parent, and the child, where appropriate. The written statement on each child includes documentation of decisions reached about the objectives, content, implementation and evaluation of the child's educational program (Federal Register, 1977).

Task:

A work operation which is necessary to the performance of a duty (Tinnell, 1975).

Duty:

A collection of operations which constitute a major part of a job (Tinnell, 1975).

Someone With Special Needs:

. . . is an individual who is having difficulty succeeding in a regular or special, career-oriented educational program due to the effects of a disability, disadvantage, and/or dysfunctional school placement and who requires:

- (1) individually prescribed, unique and more powerful teaching techniques,
- (2) supplemental or supportive services which vary in type and extent depending on individual need, and
- (3) additional resources from society for his/her education and for his/her acceptance by society (Phelps, 1976).

Vocational Divisions: Agriculture, business and office education, distributive education, health occupations education, home economics, and trade and industrial education. These disciplines are classified as vocational divisions in the state of Oklahoma and will be referred to as the six vocational divisions throughout the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The review of the literature revealed many studies identified as competency studies and competency-based teacher education curricular studies. However, long lists of specific behaviors or skills were contained in the studies. This study does not attempt to deal with the concept of competency. Task statements were designed to identify the critical components believed necessary for effective vocational programs for handicapped persons. The term "competency" involves knowledge, skills and behaviors. A task is a work operation necessary for the duty of teaching. The questions in this study pertain to the performance and frequency of the task. The term "competency" is used in the review of the literature only.

The first section of this chapter relates directly to the identification of tasks performed by vocational teachers working with the handicapped. The second section deals with the responsibilities of vocational educators in complying with P.L. 94-142. The third section relates to the current status of the involvement of vocational teachers with the handicapped students in the regular vocational programs.

Tasks of Vocational Teachers Dealing With Handicapped Students

Kruppa (1973) developed a preliminary list of 562 competencies obtained from a variety of sources. According to Kruppa:

Cotrell and others generated a list of 390 competencies for vocational-technical education teachers. These were arrived at by conducting a career analysis of vocational-technical teaching. Following are the ten main categories which were presented:

1. Program development, planning, and evaluation,
2. Instruction-planning,
3. Instruction-execution,
4. Instruction-evaluation,
5. Management,
6. Guidance,
7. School-community relations,
8. Student vocational organization,
9. Professional role and development and,
10. Coordination

Within each of these categories were listed the specific competencies deemed necessary for vocational-technical teachers.

Competencies for teachers of emotionally handicapped children were developed by Hewitt in 1966. They provide a structure which, with additions may be suitable for special education teachers in general. He divided his broadly stated competencies under the following seven main headings; objectivity, flexibility, structure, resourcefulness, social reinforcement, curriculum expertise and intellectual model and then described these headings further.

Dinger discovered the matter of competencies for teachers of secondary level educable mentally retarded students. The forty-one competencies which he listed go beyond those of Hewitt in that they suggest that the teacher have a pre-vocational background. The competencies were also much more detailed than those proposed by Hewitt.

Scott suggested the following five broadly stated competencies for teachers of culturally disadvantaged students:

1. Proficiency 'in dealing with rapidly changing situations that arise in his classroom,'

2. Perceptiveness and capability 'in meeting psychological needs of his pupils,'
3. Skill 'in modifying learning experiences in the content areas,'
4. Responsiveness 'to situations that arise in the classroom to help his pupils to acquire and practice social skills,' and
5. Flexibility 'in decision-making.'

Melby and Regal at Trenton State College compiled and evaluated a list of sixty-seven competencies in special education. The following are the categories under which these competencies were originally classified:

1. Teacher affect,
2. Teacher effect,
3. Teacher characteristics,
4. Teacher interaction with other school personnel and,
5. Teacher relationship with other parent community.

Kemp offered the following competencies which should be considered for vocational teachers to successfully teach students with special needs:

1. Subject-matter competency,
2. The interest in working with these students,
3. The ability to reinforce slow-learners and respond to all students,
4. The ability to seek out new techniques for communicating with students,
5. Skill in presenting goals to students and aiding them to meet challenges,
6. The ability to measure students by individual achievements,
7. Specialized training to work with the disadvantaged learner,
8. The ability to work with other school personnel,
9. The ability to gear instructional materials to the understanding of the students, and
10. Skill in helping students build better self-concepts.

Through a federal grant, a comprehensive study was undertaken and a listing of 136 competencies was compiled by Brolin and Thomas. These competencies were prepared for teachers of secondary level educable mentally retarded children and not specifically for industrial education-special education, but they appear readily adaptable. The three broad headings originally used in this study for categorizing the competencies were Classroom Abilities,

Background and Training and Personal Traits (pp. 15-16).

Kruppa (1973) derived the majority of the 562 competencies on the preliminary list from the works of Cotrell and others (1970), Melby and Regal (1972) and Brolin and Thomas (1971).

Due to the proliferation of categories under which the existing competencies were listed Kruppa (1973, p. 15) and staff chose to adopt the standardization format used by the National Association of State Directors of Teacher Education and Certification (NASDTEC) in their publication Standards for State Approval of Teacher Education and the New Jersey Supplement to these standards.

Several steps led to the final 330 competencies reported by Kruppa (1973).

1. A jury of experts consisting of faculty members and graduate assistants from both the Division of Industrial Education and Technology and the Department of Special Education were charged with the responsibility of individually evaluating and classifying each competency under one of the following eight categories:
 - (1) program development,
 - (2) instruction,
 - (3) knowledge of the learner,
 - (4) community resources,
 - (5) professional role and development,
 - (6) management,
 - (7) personality development, and
 - (8) guidance.
2. Elimination of all duplication of ideas, rewrite others in more appropriate forms and edit to provide consistency in style was accomplished through three teams, each consisting of one special education and one industrial education faculty member.
3. A final list of 330 competencies which was agreed upon by these evaluation and editing teams was now ready for adoption to the NASDTEC Standards format.

Each of the 330 competencies previously developed fit in the NASDTEC category of Professional Education. For greater clarification of the content within the Professional Education category of the NASDTEC Standards, the New Jersey

Supplement delineates eight sub-categories which are paired into the following four groups:

1. Curriculum and Methods of Training,
2. Educational Psychology and Human and Intercultural Relations,
3. Foundations of Education and Student Personnel Services, and
4. Field Experiences and Student Teaching

The project staff evaluated each of the 330 competencies and classified them appropriately under these eight sub-categories. Some competencies were suited to more than one sub-category and were so listed (pp. 17-18).

The purpose of the project conducted by Albright (1975A) was to identify the competencies necessary for vocational education teachers who serve Ohio's youth with special needs. A list of 112 competencies was identified and validated. According to Albright (1975A) the procedures used to identify and validate the teacher competencies were conducted in three phases. The phases were implemented as described in Albright's study:

Phase I dealt with identifying the competencies.

The professional teacher competencies were developed by the project coordinator through the assistance of two consultant committees. The first committee consisted of the project coordinator and fifteen teachers (refer to participant selection for criteria and group composition). The primary task of this committee was to identify and analyze the competencies necessary for successful teaching. The identification and analysis were accomplished by utilizing a behavioral competency outline. This outline enabled the consultants to systematically analyze each competency in terms of the following sequence:

1. Identify the competencies needed for effective performance in a specific area (i.e., program management, remedial reading, remedial math, home-school-work coordination, counseling, curriculum and classroom management).
2. List an example for each level or component of a competency (knowledge, skill, ability or attitude).
3. List examples of activities and experiences designed to develop each competency.
4. Write a means of evaluation to determine the degree of attainment for each competency.

The teacher consultant committee met on nine occasions as a total group and in their respective program area groups to identify the competencies. These meetings were held on a regularly scheduled basis at Kent State University.

The second committee, consisting of state staff supervisors and university teacher-educators, met with the project staff on four different occasions to review identified competencies and to suggest additions. The members of this committee also represented Ohio's OWA, OWE, and Special Needs Programs (Albright, 1975A, p. 3).

The competency list was finalized during phase II.

In April, 1975 both consultant committees met to finalize the list of teacher competencies. During this same month, the finalized competency list was prepared and distributed to all teachers of Ohio's OWA, and OWE and Special Needs Programs. These groups evaluated each written competency on the basis of perceived need and frequency of use. The results of this evaluation was tabulated by the project staff and presented to both consultant groups for the purpose of reviewing the results and preparing for Phase III of the project (Albright, 1975A, p. 3).

A two-day workshop made up phase III.

In August, 1975 a two-day workshop was conducted for all teacher educators and state supervisors and responsible for preparing teachers for Ohio's handicapped and disadvantaged vocational education programs. The purpose of this workshop was:

1. To share the results and findings of this EPDA project and,
2. To facilitate utilization of the teacher competencies in Ohio's on going pre-service and in-service teacher training programs (Albright, 1975A, p. 4).

Albright's study gave criteria for teacher consultants.

The fifteen teachers selected for the consultant committee represented the programs presently serving the majority of Ohio's disadvantaged and handicapped youth; the Occupational Work Adjustment (OWA), Occupational Work Experience (OWE), and the Special Needs Programs. Five (5) teachers were selected from each program area. Each teacher consultant was selected on the basis of their competency in a given instructional area (program management, remedial education, home-school-work coordination, counseling, curriculum and classroom management). The teacher consultants were recommended by their program teacher educators and observed in their classroom by the project coordinator prior to

consultation selection. The final consultation committee consisted of teachers representing Ohio's urban, suburban, and rural school districts (Albright, 1975A, p. 4).

Criteria for state staff and university consultants was given in Albright's (1975A) study:

Three state staff and three university representatives were selected for the second consultant committee. These six members represented Ohio's OWA, OWE, and Special Needs Programs. Two consultants, one teacher educator and state supervisor, were selected from each program area (p. 4).

A national workshop conducted by Evans and Phelps (1976) was a collaborated effort between the University of Illinois and the University of Kansas. The workshop proposed to identify a series of professional tasks needing to be performed by personnel involved in the vocational programming of special needs students.

According to Phelps (1976) the review of the literature on competency-based teacher education produced extensive and lengthy lists of competencies and sub-competencies. The lists were condensed into shorter more manageable lists of major tasks. Six studies were particularly useful in formulating the initial list of professional tasks. The studies were Albright et al. (1975B), Cotrell et al. (1970), Kruppa et al. (1972), and Shoonmaker and Girard (1975). Brock (1975), University of Wisconsin-Stout, provided a competency list for preparing vocational and special educators and rehabilitation personnel. Tasks were drawn from a list developed by Phelps in 1976, emphasizing instructional planning and developmental competencies for secondary-level, vocational and special education personnel.

Task list development was stated by Phelps (1976):

From these six studies approximately 55 task statements were initially identified. An extensive effort was made to

select, and in some instances revise, task statements at a consistent level of specificity--generality. No attempt was made to select tasks commonly performed by any one professional in a local educational agency. The task statements were designed to identify the critical components needed in effective vocational special needs programming, not to specify 'who' should necessarily or by design perform them.

After considerable sorting and reviewing by the project staff, the list was condensed from 55 to 49. To aid the respondents in reviewing the list, the 49 statements were placed in four categories. These categories (assessing needs, planning, implementation, and evaluation) represent the major functions associated with the delivery of instructional programs and supportive services, and have been used in a number of competency-based studies and programs in the field of education (p. 127).

Responsibilities of Vocational Educators in Complying With P.L. 94-142

Vocational educators and special education teachers receive very different undergraduate preparation. Vocational educators are concerned with actual job skills while special education teachers are trained for dealing with characteristics, curriculum development and special methods for the handicapped student. Traditionally the teachers have not been expected to work together, but now federal legislation assigns the educational needs of the handicapped to be met by both the special educator and the vocational educator. According to Lutz (1977):

Cooperative relationships become imperative for special needs learners as they attempt to weave together the exploratory and preparation experiences into a logical and practical pattern. When these relationships are established and practiced by teachers, it is anticipated that the learner will be better able to recognize occupational opportunities stemming from exploration experiences and, therefore, make wise career decisions followed by an appropriate career preparation (p. 80).

Concerns are expressed by Boyan (1978) that training for the handicapped student for daily living has seemingly been a low priority of vocational educators. He states:

- (1) The teaching of independent living skills to persons with mental retardation is a large and complex task, presenting a challenge as great as that involved in vocational training. Becoming fully independent in one's place of residence can be as important a training priority as becoming fully independent in one's place of work.
- (2) Continuing research in these fields may delineate the best and most effective methods for a balanced approach to career development.
- (3) Along with vocational training, high priority should be given to training in independent living skills in elementary and secondary programs, and in post-secondary, community-based colleges, for life skills (p. 209).

Thus it becomes apparent from current review of the literature that all vocational educators will, according to law, play an important role in the total education of the handicapped student.

Current Status of Involvement of Vocational Teachers With the Handicapped in a Regular Vocational Program

According to Zigmond, Silverman and Lauri (1978):

Planners of teacher preparation programs are slowly responding to appeals (from state department of education, from special education directors and supervisors, from parents, from teacher educators, and from teachers themselves) to develop training programs directed specifically at the secondary level. There is little agreement among teacher educators on the role of the secondary teacher and on the specific competencies needed to fill this role. Some programs emphasize teaching skills; others emphasize consultation skills. Some programs stress career and vocational preparation, while others stress academic learning. . . . There is no reason to believe that our graduates are, or will be, successful; follow-up data on teacher effectiveness are sorely lacking (p. 280).

Wiederhold (1978) enforces others concerns:

Perhaps one of the most glaring areas of weakness in special education today is the lack of college programs that prepare teachers expressly for working with adolescents. This is particularly true for the field of learning disabilities. The field is so new to public education that only recently have programs been developed for training teachers to work with learning-disabled adolescents. Consequently, professionals establishing learning-disabilities programs in the secondary schools need to be aware that adequately trained teachers are not immediately available.

Today any discussion of teacher preparation usually raises two very basic issues. First, what the specific competencies that teachers should have before working with the learning-disabled? Second, how can these competencies be trained in pre-service and in-service programs? Relative to the first point, it is clear that teachers will need to be skilled in assessing and teaching basic academic skills and contents, managing disruptive behaviors, and dealing with a variety of social-emotional problems. In addition, they will need to be well aware of career education programs and know how to adapt available programs to the special needs of their students (pp. 24-25).

Summary

Many studies have lists of tasks identified and deemed relevant for those persons responsible for the education of handicapped students. A general list (see Appendix A) and a revised list (see Appendix B) appear in this study.

A void exists however when the question is asked, "What do vocational teachers actually do in the classroom relative to the educating of the handicapped student?" Public Law 94-142, Section 504 of the Rehabilitation Act of 1973 and the Vocational Education Act leave no doubt as to where the responsibility lies for the education of the secondary handicapped student. It lies with vocational educators, ancillary services and special educators.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study is to identify tasks that secondary vocational teachers perform that are relevant to the education of handicapped youth in Oklahoma. Specifically, the study seeks to answer two questions:

1. What are some of the specialized tasks that vocational education teachers perform in the professional role pertaining to the education of the handicapped?
2. How frequently are the tasks performed?

Selected secondary vocational education teachers from six divisions: agriculture education, business and office education, distributive education, health occupations education, home economics education and trade and industrial education provided data for the study.

The method used for the study involved four stages. Those stages were:

1. Selection of the respondents,
2. Development of a task inventory,
3. Collection of the data, and
4. Treatment of the data.

Each of the four parts will be presented in this chapter.

Selection of the Respondents

A list of vocational programs in each of the six divisions in vocational education, with one or more identified handicapped students integrated into those programs was obtained from the Oklahoma State Department of Vocational and Technical Education, Division of Research, Planning and Evaluation. Following is a list of the six vocational divisions and the number of programs in each of the divisions: agriculture, 209 programs with handicapped students; business and office education, 25 programs with handicapped students; distributive education, 15 programs with handicapped students; health occupations education with 17 programs containing handicapped students; home economics, 268 programs with handicapped students; and trade and industrial education, 177 programs with handicapped students. There was a total of 711 programs with handicapped students enrolled in six vocational divisions. The vocational education teachers conducting the programs with the identified handicapped students in those programs were identified. The names and addresses of the teachers of those programs were obtained from the 1976-1977 Personnel Directory published by the Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma. The entire identified population was utilized in the study.

Development of A Task Inventory

A Task Inventory was developed from a review of lists of specific behaviors or skills deemed relevant to education of handicapped learners found in a review of the literature. An initial list of 268 specific behaviors or skills taken from four major studies (Kruppa,

1978; Phelps and Evans, 1976; Albright, 1975B; and Clark, 1975) believed to be needed by secondary vocational teachers working with handicapped students in the vocational programs was compiled (see Appendix A). Upon reviewing the list, 85 items were eliminated because of duplication leaving a revised list of 183 behaviors or skills (see Appendix B).

Upon recommendation of the writer's advisory committee, a panel of experts consisting of teacher educators was identified. The assignment was to review the 183 behaviors or skills and to eliminate those behaviors or skills that were considered as being a part of the on-going teacher education program. The panel of experts completed their assignment and submitted to the writer a list of 53 items that in their opinion were not covered in the teacher education program. From this list of items a task inventory was developed by the writer and approved by the advisory committee.

Examples of tasks used in the task inventory were as follows:

1. Identify student working math below level needed for class.
2. Prepare alternative assessment procedures.

The rating scale for the task inventory was as follows: The respondent was asked to check all the tasks that he/she performs in the classroom, then check the correct frequency for tasks done, i.e., (5) each period, (4) daily, (3) weekly, (2) monthly, or (1) rarely.

Collection of Data

A task inventory together with an appropriate cover letter (see Appendix D) were mailed to the 711 vocational education teachers during the first week in May, 1977. The spring date was decided upon to allow

the teachers sufficient time in their present position to work with those students identified as being handicapped. After six weeks the returns of task inventories were considered to be complete and no other effort was made to collect them.

Treatment of the Data

A task inventory was comprised of 53 tasks. The vocational education teachers were asked to indicate the frequency of the tasks performed on a Likert-type scale that ranged from rarely to each period. Numerical values were assigned to each response as follows: (5) each period, (4) daily, (3) weekly, (2) monthly, and (1) rarely.

Only tasks performed by the vocational teacher in the classroom were rated on the scale. The data were collected, sorted and presented according to vocational divisions as follows:

First, a frequency count was made of the number of responses to each task and the results were tabulated. Such a tabulation revealed the tasks performed by the greatest number of teachers.

Secondly, the total relative frequency of each task was determined and results tabulated. This tabulation tended to reveal those tasks that teachers reported performing most frequently.

Thirdly, the weighted frequency was determined by calculating the product of the number responding to each task and the total relative frequency spent on the task. The ranking of the product tended to indicate the overall importance of the task to the vocational educator.

Fourthly, the mean relative frequency spent on each task was calculated by taking the quotient of the total relative frequency spent on the task and the number of respondents who reported performing the

task. The results of these figures were then tabulated. This tabulation tended to reveal the mean relative frequency spent on a task by the vocational teacher performing it.

Since the data were treated by vocational divisions it was deemed beneficial to make an analysis of the six vocational divisions on tasks performed and time spent performing those tasks.

All of the tabulations lead to conclusions about the relative emphasis that vocational education teachers working with handicapped students placed on the various tasks.

Limitations

1. This study does not claim to classify tasks as desirable or undesirable. A Task Inventory was developed from validated lists of necessary behaviors or skills from the literature in the field. No inference can be made from this study regarding competency from either the reports that a task is performed or from the amount of relative frequency spent performing it.
2. The data for this study was collected via a mail out task inventory and 29 percent of the 711 vocational teachers identified responded by completing and returning the task inventory in the time frame as requested. No further attempt to increase the rate of return of A Task Inventory was used.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study is to identify tasks that secondary vocational teachers perform that are relevant to the education of handicapped youth in Oklahoma. Specifically, the study seeks to answer two questions:

1. What are some of the specialized tasks that secondary vocational teachers perform in the professional role pertaining to the education of the handicapped?
2. How frequently are the tasks performed?

The presentation and analysis of data is organized as follows:

1. Response Data;
2. Analysis of Professional Information of Those Responding; and
3. Analysis of Reported Tasks Performed by Vocational Teachers in Six Vocational Divisions.

Response Data

Seven hundred eleven copies of a Task Inventory with an appropriate cover letter (see Appendix D) were mailed to Oklahoma vocational education teachers in the six vocational divisions during May, 1977. After six weeks, the returns were considered complete. No further attempt

was made to collect the task inventories. Table I shows the response data.

TABLE I
RETURNS OF TEST INVENTORY BY
VOCATIONAL DIVISIONS

Vocational Division	Number Mailed	Number Returned	Response Percent
Agriculture	209	35	17
Business and Office	25	14	56
Distributive Education	15	6	40
Health Occupations Education	17	6	35
Home Economics Education	268	106	40
Trade and Industrial Education	177	42	23
Overall	711	209	29

Analysis of Professional Information
of Those Responding

To provide background information useful in interpreting the data, three questions dealing with professional information were asked vocational education teachers via A Task Inventory. The questions are as follows:

1. The number of years taught in the vocational division;
2. Level of education; and
3. Number of in-service workshops or courses taken dealing with handicapped students.

An analysis of the data pertaining to the number of years teaching experience will be presented first. When teachers of agricultural education indicated their years of teaching experience, the largest number was found in the "20 years and over" group (36.1%). The second largest group was found in the "5-9 years" (33.3%) and the third largest "0-4 years" (25.0%). The least group was in the "10-14 years" (5.6%).

Teachers in business and office education indicated a tie between the "5-9 years" group (28.6%) and the "0-4 years" (28.6%) group when reporting years of teaching experience. The next largest category was the "10-14 years" (21.4%) and the fourth largest group reported 14.3% in the "15-19 years" category. The least group was found in the "20 years and over" category (7.1%).

Teachers of distributive education reported the largest numbers in the "20 years and over" group (33.6%). The level of teaching experience for remaining respondents was distributed evenly among four categories: "0-4 years," "5-9 years," "10-14 years," and "15-19 years," each receiving 16.6%.

Teachers of health occupations education reported their teaching experience as follows: "5-9 years" (83.3%) and "0-4 years" (16.7%).

Teachers of home economics education reported the largest number in the "0-4 years" category (37.1%). The second largest number in the "5-9 years" (28.6%); third largest "20 years and over" (16.2%); fourth

largest "10-14 years" (15.2%); and the least group "15-19 years" (2.9%).

Trade and industrial teachers reported years of teaching experience as follows: "0-4 years" (31.7%); "10-14 years" (26.8%); "5-9 years" (24.4%); "20 years and over" (14.6%); and "15-19 years" (2.5%).

Thus, it may be helpful to consider the wide variation among respondents' years of teaching experience when planning in-service training. (See Table II.)

Data pertaining to level of education of vocational teachers responding is presented by vocational division. The four levels listed under Professional Information on A Task Inventory were: less than a baccalaureate degree, baccalaureate degree, masters degree, and associate degree. The teachers were asked to check level of education.

Teachers in agriculture reported 58.3% holding baccalaureate degrees and 41.7% holding masters degrees.

Business and office education teachers reported 50% holding baccalaureate degrees and 50% holding masters degrees.

Distributive education teachers reported 50% with baccalaureate degrees and 50% holding masters degrees.

Health occupations teachers reported 50% less than baccalaureate degrees; 16.6% holding baccalaureate degrees; 16.7% holding masters degrees; and 16.7% holding associate degrees.

Teachers of home economics reported 4.8% holding less than baccalaureate degrees; 72.4% holding baccalaureate degrees; 19% holding masters degrees; and 3.8% holding associate degrees.

TABLE II

THE NUMBERS AND PERCENTS OF TEACHERS WHO RESPONDED RELATIVE
TO THE YEARS OF TEACHING EXPERIENCE AS REPORTED FROM A
SELECTED POPULATION OF SECONDARY VOCATIONAL
TEACHERS IN OKLAHOMA

Years of Teaching Experience	Vocational Division											
	Agriculture		Business and Office		Distributive Education		Health Occupations		Home Economics		Trade & Industrial	
	N	%	N	%	N	%	N	%	N	%	N	%
0 - 4	9	25.0	4	28.6	1	16.6	1	16.7	39	37.1	13	31.7
5 - 9	12	33.3	4	28.6	1	16.6	5	83.3	30	28.6	10	24.4
10 - 14	2	5.6	3	21.4	1	16.6	-	-	16	15.2	11	26.8
15 - 19	-	-	2	14.3	1	16.6	-	-	3	2.9	1	2.5
20 years and over	13	36.1	1	7.1	2	33.6	-	-	17	16.2	6	14.6
Total	36	100	14	100	6	100	6	100	105	100	41	100

Trade and industrial teachers reported 24.4% holding less than baccalaureate degrees; 31.7% holding baccalaureate degrees; 34.1% holding masters degrees; and 9.8% holding associate degrees. (See Table III.)

The data reveals a wide variation among respondents pertaining to workshops and courses for the education of the handicapped. The data is presented by vocational division.

Agriculture teachers responded as follows: 58.3% participated in no workshops or courses; 16.7% participated in one workshop or course; 11.1% participated in two workshops or courses; 2.8% reported participation in three workshops or courses; 2.8% in four workshops or courses; 2.8% in six workshops or courses and 5.5% participated in eight or more workshops or courses.

Teachers in business and office education reported 35.7% participation in no workshops or courses for the handicapped. They reported 21.5% of the teachers participated in one workshop or course; 7.1% participated in two workshops or courses; 28.6% participated in three workshops or courses; and 7.1% participated in eight or more workshops or courses.

Teachers in distributive education reported 50% participated in no workshops or courses. They reported 16.7% participated in five workshops or courses; 16.7% in six workshops or courses, and 16.7% participation in eight or more workshops or courses.

Teachers in health occupations responded as follows: one workshop or course, 16.7%; two workshops or courses, 50%; six workshops or courses, 16.7%; and 16.6% participated in eight or more workshops or courses.

TABLE III

THE NUMBERS AND PERCENTS OF VOCATIONAL TEACHERS WHO RESPONDED RELATIVE
TO THE LEVEL OF EDUCATION AS REPORTED FROM A SELECTED POPULATION
OF OKLAHOMA SECONDARY VOCATIONAL TEACHERS

Level of Education	Vocational Division											
	Agriculture		Business and Office		Distributive Education		Health Occupations		Home Economics		Trade & Industrial	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than Baccalaureate	-	-	-	-	-	-	3	50.0	5	4.8	10	24.4
Baccalaureate	21	58.3	7	50.0	3	50.0	1	16.6	76	72.4	13	31.7
Masters Degree	15	41.7	7	50.0	3	50.0	1	16.7	20	19.0	14	34.1
Associate Degree	-	-	-	-	-	-	1	16.7	4	3.8	4	9.8
Total	36	100	14	100	6	100	6	100	105	100	41	100

Home economics teachers responded as follows: no workshops or courses, 66.7%; one workshop or course, 14.3%; two workshops or courses, 6.7%; three workshops or courses, 5.7%; four workshops or courses, 2.9%; five workshops or courses, 0.9%, six workshops or courses, 0.9%; and eight or more workshops or courses, 1.9%.

Trade and industrial teachers reported the number of workshops or courses taken dealing with handicapped students as follows: participation in no workshops or courses, 29.3%; one workshop or course, 21.9%; two workshops or courses, 29.3%; three workshops or courses, 9.7%, four workshops or courses receiving 4.9% participation, and 4.9% of the teachers in trade and industrial education reported having taken six workshops or courses.

The data revealed 50% or more of the teachers responding in agriculture education, distributive education, home economics education, had no workshops or courses pertaining to the education of the handicapped. The largest group of teachers in business and office education responding fell in the category of no workshops or courses (35.7%). Also trade and industrial teachers had a large number responding with no workshops or courses in dealing with the handicapped (29.3%). Health occupations teachers reported 66.7% participation in one to three workshops or courses.

Consideration may be given to an apparent lack of training for working with the handicapped when considering preservice and inservice teacher education programs. (See Table IV.)

TABLE IV

THE NUMBERS AND PERCENTS OF VOCATIONAL TEACHERS WHO RESPONDED RELATIVE TO THE NUMBER OF IN-SERVICE WORKSHOPS OR COURSES TAKEN DEALING WITH SPECIAL NEEDS STUDENTS AS REPORTED FROM A SELECTED POPULATION OF OKLAHOMA SECONDARY VOCATIONAL TEACHERS

Number of In-Service Workshops or Courses Dealing With Special Needs Students	Vocational Division											
	Agriculture		Business and Office		Distributive Education		Health Occupations		Home Economics		Trade & Industrial	
	N	%	N	%	N	%	N	%	N	%	N	%
0	21	58.3	5	35.7	3	50.0	-	-	70	66.7	12	29.3
1	6	16.7	3	21.5	-	-	1	16.7	15	14.3	9	21.9
2	4	11.1	1	7.1	-	-	3	50.0	7	6.7	12	29.3
3	1	2.8	4	28.6	-	-	-	-	6	5.7	4	9.7
4	1	2.8	-	-	-	-	-	-	3	2.9	2	4.9
5	-	-	-	-	1	16.6	-	-	1	.9	-	-
6	1	2.8	-	-	1	16.7	1	16.7	1	.9	2	4.9
7	-	-	-	-	-	-	-	-	-	-	-	-
8 or more	2	5.5	1	7.1	1	16.7	1	16.6	2	1.9	-	-
Total	36	100	14	100	6	100	6	100	105	100	41	100

Analysis of Reported Tasks Performed by
Teachers in Six Vocational Divisions

Presentation of the analysis of A Task Inventory was made by each vocational division. The results of the responses are presented in the following manner:

1. The number of teachers who reported performing each task by vocational divisions;
2. The percentage of teachers who reported performing each task by vocational divisions;
3. The total number of vocational teachers who reported performing each task;
4. The percent of the total number of vocational teachers who reported performing each task;
5. The reported mean relative frequency of performance as reported by teachers for each task by vocational division;
6. The rank of each task according to mean relative frequency of performance;
7. The average of the total mean relative frequency of performance for each task; and
8. The overall rank of each task according to the average of the total mean relative frequency of performance for each task.

Responses were received from six vocational divisions: agriculture education, business and office education, distributive education, health occupations education, home economics education and trade and industrial education. It was necessary to present the number of teachers responding along with the percentage of teachers responding on the performance of each task because of the diversity of the

vocational divisions. Home economics education had the largest number of programs with identified handicapped students attending. One hundred six home economics teachers responded to A Task Inventory. Agriculture education had 35 responses, trade and industrial education had 42 responses, business and office education had 14 responses, distributive education and health occupations had six responses each, thus representing a small group of programs with identified handicapped students enrolled. All of the tasks on the inventory were performed by at least one teacher in one of the vocational divisions.

Table V shows each task ranked according to numbers and percentages of vocational teachers reporting performance by vocational division.

Agriculture teachers ranked task number 12, "communicate with parents," number one, with 91.4% reporting performance. Other tasks ranked high by agriculture teachers were: number 14, "hold conference with other teachers," ranked number two with 89.9%; task number 53, "involves special needs students in clubs, organizations and special events," and task number two, "consult with other educators, specialists, and parents in evaluating the learners educational needs," tied for rank number three with 80% response; and task number 24, "assist students to understand a situation from several points of view," ranked number five with 77.1%.

Business and office education teachers ranked task number 24, "assist students to understand a situation from several points of view," and task number seven, "assess the ability of individual to modify his or her behavior," number one with 100% reporting performance. Other high ranking tasks were: number 26, "provide

TABLE V

THE NUMBER AND PERCENT OF VOCATIONAL TEACHERS PERFORMING
SELECTED TASKS PERTAINING TO SPECIAL NEEDS STUDENTS

Task No.	Tasks	Ag			B & O			DE			Health			Home Ec			T & I			Com- bined No.	% of Total	Over- all Rank
		No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R			
1.	Develop a rationale, program goals, and philosophy for special needs students	25	71.4	8	6	42.9	23	5	83.3	7	3	50.0	26	63	59.4	14	32	76.2	4	134	64.11	13
2.	Consult with other educators, specialists, and parents in evaluating the learner's educational needs	28	80.0	3	12	85.7	4	4	66.7	22	5	83.3	7	89	84.0	1	34	81.0	2	172	82.3	1
3.	Identify student working math below level needed for class	24	68.6	10	12	85.7	4	6	100.0	1	3	50.0	26	40	37.7	23	30	71.4	9	115	55.0	15
4.	Identify available assessment instruments appropriate for special needs students	12	34.3	26	8	57.1	18	4	66.7	22	3	50.0	26	29	27.4	29	19	45.2	25	75	35.9	27
5.	Assist student with remedial math	18	51.4	16	12	85.7	4	6	100.0	1	3	50.0	26	31	29.2	25	28	66.6	11	98	46.9	20
6.	Use diagnostic and prescriptive assessment techniques for planning instruction	10	28.6	31	9	64.3	11	3	50.0	37	3	50.0	26	25	23.6	30	14	33.3	29	64	30.6	31
7.	Assess the ability of individual to modify his or her behavior	26	74.3	6	14	100.0	1	6	100.0	1	3	50.0	26	78	73.6	7	32	76.2	4	159	76.1	5
8.	Prepare alternative assessment procedures	18	51.4	16	8	57.1	18	4	66.7	22	3	50.0	26	54	50.9	16	21	50.0	21	108	51.7	18
9.	Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	14	40.0	23	10	71.4	7	5	83.3	7	4	66.7	14	42	39.6	22	11	26.2	35	86	41.1	25
10.	Conduct a parent-teacher conference	26	74.3	6	5	35.7	28	5	83.3	7	4	66.7	14	70	66.0	12	26	61.9	12	136	65.1	12
11.	Involve the family as a primary source of student reinforcement	18	51.4	16	2	14.3	46	4	66.7	22	4	66.7	14	50	47.2	19	17	40.5	27	95	45.5	22
12.	Communicate with parents	32	91.4	1	6	42.9	23	5	83.3	7	4	66.7	14	86	81.1	2	33	78.6	3	166	79.4	3
13.	Train employers and supervisor to work effectively with special needs students	5	14.3	45	3	21.4	40	4	66.7	22	3	50.0	26	8	07.5	43	4	09.5	52		12.9	48

TABLE V (Continued)

Task No.	Tasks	Ag			B & O			DE			Health			Home Ec			T & I			Com- bined No.	% of Total	Over- all Rank
		No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R			
14.	Hold conference with other teachers	29	82.9	2	10	71.4	7	5	83.3	7	4	66.7	14	83	78.3	3	32	76.2	4	163	78.0	4
15.	Obtain follow-up information on special needs students leaving or graduating from school programs	24	68.6	10	5	35.7	28	5	83.3	7	5	83.3	7	45	42.5	21	29	69.2	10	113	54.1	17
16.	Identify emotional factors that affect classroom environment	25	71.4	8	9	64.3	11	5	83.3	7	5	83.3	7	78	73.6	7	32	76.2	4	154	73.7	6
17.	Estimate time sequence for a unit of instruction for special needs students	18	51.4	16	9	64.3	11	5	83.3	7	3	50.0	26	54	50.9	16	26	61.9	12	115	55.0	15
18.	Assist student with specific reading difficulties	23	65.7	12	8	57.1	18	5	83.3	7	5	83.3	7	64	60.4	13	26	61.9	12	131	62.7	14
19.	Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	9	25.7	33	2	14.3	46	4	66.7	22	3	50.0	26	70	09.4	40	11	26.2	35	39	18.7	42
20.	Inform the administration of daily coordination itinerary	11	31.4	28	4	28.6	34	4	66.7	22	3	50.0	26	19	17.9	34	8	19.0	44	49	23.4	39
21.	Use open-entry and open-exit programming for special needs students	4	11.4	47	10	71.4	7	4	66.7	22	3	50.0	26	13	12.3	37	15	35.7	28	49	23.4	39
22.	Plan a variety of leisure activities during school day	11	31.4	28	3	21.4	40	3	50.0	37	3	50.0	26	31	29.2	25	12	27.6	32	63	30.1	32
23.	Develop a plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	7	20.0	39	0	00.0	50	2	33.3	50	2	33.3	46	6	05.7	47	7	16.7	46	24	11.5	49
24.	Assist students to understand a situation from several points of view	27	77.1	5	14	100.0	1	6	100.0	1	6	100.0	1	83	78.3	3	36	85.7	1	172	82.3	1
25.	Avoid identical, stereotyped demands on maladjusted pupils	18	51.4	16	10	71.4	7	6	100.0	1	6	100.0	1	75	70.8	9	24	57.1	18	139	66.5	11

TABLE V (Continued)

Task No.	Tasks	Ag			B & O			DE			Health			Home Ec			I & I			Com- bined No.	% of Total	Over- all Rank
		No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R			
26.	Provide alternatives to frustration behavior	20	57.1	14	13	92.9	3	5	83.3	7	3	50.0	26	75	70.8	9	26	61.9	12	142	67.9	10
27.	Assess occupational experience reports with the student to plan future instruction	15	42.9	22	8	57.1	18	5	83.3	7	5	83.3	7	18	17.0	35	20	47.6	24	71	34.0	29
28.	Identify software marketed specifically for the secondary special education student	6	17.1	46	6	42.9	23	2	33.3	50	3	50.0	26	12	11.3	39	7	16.7	46	36	17.2	44
29.	Assist parents in obtaining information from clinics, organizations and agencies	9	25.7	33	3	21.4	40	3	50.0	37	4	66.7	14	25	23.6	30	12	38.6	32	56	26.8	33
30.	Keep up to date with new software appropriate to secondary special education	5	14.3	45	5	35.7	28	4	66.7	22	3	50.0	26	7	06.6	45	10	23.8	39	34	16.3	46
31.	Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	6	17.1	41	8	57.1	18	3	50.0	37	6	100.0	1	17	16.0	36	10	23.8	39	50	23.9	38
32.	Relate the instruction of health habits to real-life situations	16	45.7	21	9	64.3	11	6	100.0	1	6	100.0	1	83	78.3	3	26	61.9	12	146	69.9	8
33.	Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	8	22.9	37	5	35.7	28	4	66.7	22	2	33.3	46	10	09.4	40	10	23.8	39	39	18.7	42
34.	Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	7	20.0	39	4	28.6	34	3	50.0	37	3	50.0	26	56	52.8	15	10	23.8	39	83	39.7	26
35.	Include a person familiar with special needs students on advisory committee	10	28.5	31	4	28.6	34	4	66.7	22	2	33.3	46	30	28.3	28	5	11.9	50	55	26.3	34

TABLE V (Continued)

Task No.	Tasks	Ag			B & O			DE			Health			Home Ec			T & I			Com- bined No.	% of Total	Over- all Rank
		No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R			
36.	Use reference materials and literature related to teaching the exceptional student	14	40.0	23	6	42.9	23	5	83.3	7	4	66.7	14	53	50.0	16	21	50.0	21	103	49.3	19
37.	Organize instructional sequences in content areas; in reading, mathematics, language	9	25.7	33	4	28.6	34	4	66.7	22	3	50.0	26	13	12.3	37	14	33.3	29	47	22.5	41
38.	Plan a variety of vocational experiences at both observation and involvement levels	23	65.7	12	9	64.3	11	4	66.7	22	5	83.3	7	71	67.0	11	32	76.2	4	144	68.9	9
39.	Plan for step-by-step development of social controls	11	31.4	28	2	14.3	46	3	50.0	37	3	50.0	26	20	18.9	33	12	28.6	32	51	24.4	36
40.	Develop remedial techniques that will reinforce the lesson content for students who need additional help	12	34.3	26	9	64.3	11	3	50.0	37	4	66.7	14	47	44.3	20	22	52.4	19	97	46.4	21
41.	Obtain reimbursement for the student for allowable training costs such as clothing and tools	4	11.4	47	6	42.9	23	3	50.0	37	4	66.7	14	10	9.4	40	61	14.3	49	88	42.1	24
42.	Identify prospective cooperating employers to provide on-the-job training stations	6	17.1	41	5	35.7	28	5	83.3	7	5	83.3	7	8	07.5	43	22	52.4	19	51	24.4	36
43.	Obtain reimbursement for the cooperating employer providing on-the-job training	2	05.7	53	0	00.0	50	3	50.0	37	1	16.7	50	5	04.7	49	7	16.7	46	18	8.6	51
44.	Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	3	08.6	50	1	07.1	49	3	50.0	37	1	16.7	50	5	04.7	49	8	19.0	44	21	10.0	50
45.	Arrange with a union to make contract provision for student-learners	3	08.6	50	0	00.0	50	1	16.7	53	1	16.7	50	1	00.9	53	3	07.1	53	9	.04	53
46.	Develop a systematic training plan with the on-the-job instructor	3	08.6	50	3	21.4	40	5	83.3	7	6	100.0	1	6	05.7	47	13	31.0	31	66	31.6	30

TABLE V (Continued)

Task No.	Tasks	Ag			B & O			DE			Health			Home Ec			T & I			Com-bined No.	% of Total	Over-all Rank
		No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R	No.	%	R			
47.	Assist student with remedial reading activities	14	40.0	23	3	21.4	40	4	66.7	22	4	66.7	14	31	29.2	25	19	45.2	25	75	35.9	27
48.	Consult with other teacher to facilitate adequate performance of students in classes outside the career-oriented special programs	19	54.5	15	5	35.7	28	3	50.0	37	4	66.7	14	39	36.8	24	21	50.0	21	91	43.5	23
49.	Coordinate instructional planning in academic areas required for graduation for students with learning problems	9	25.7	33	4	28.6	34	3	50.0	37	4	66.7	14	21	19.8	32	11	26.2	35	52	24.9	35
50.	Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	4	11.4	47	3	21.4	40	4	66.7	22	6	100.0	1	4	03.8	51	11	26.2	35	37	17.7	45
51.	Help get clients into rehabilitation programs	8	22.9	37	4	28.6	34	3	50.0	37	2	33.3	46	7	06.6	45	9	21.4	43	33	15.8	47
52.	List national organizations concerned with the education or general welfare of exceptional individuals	6	17.1	41	0	00.0	50	2	33.3	50	1	16.7	50	4	03.8	51	5	11.9	50	18	.09	52
53.	Involve special needs students in clubs, organizations and special events	28	80.0	3	7	50.0	17	5	83.3	7	3	50.0	26	81	76.4	6	25	59.5	17	149	71.3	7

No. - number of vocational teachers reporting performance of tasks
 % - percent of vocational teachers reporting performance of tasks
 Combined No. - combined number of vocational teachers reporting performance of tasks
 % of Total - percent of teachers reporting performance of tasks in six vocational divisions
 R - rank of tasks according to numbers and percentage of vocational teachers reporting performance
 Overall Rank - rank of tasks according to numbers and percentage of vocational teachers reporting performance in six vocational divisions

alternatives to frustration behavior," ranked number three with 92.9%; task number five, "assist student with remedial math," task number two, "consult with other educators, specialists, and parents in evaluating the learner's educational needs," and task number three, "identify student working math below level needed for class," tied for rank number four with 85.7% response.

The distributive education vocational division had 15 teachers that reported as having identified handicapped students enrolled. Six of the 15 distributive education teachers responded to A Task Inventory for a 40% return. Therefore six tasks tied for rank number one with 100% of the teachers reporting performance. Those tasks were: number three, "identify student working math below level needed for class;" task number five, "assist student with remedial math;" task number seven, "assess the ability of individual to modify his or her behavior;" task number 24, "assist students to understand a situation from several points of view;" task number 25, "avoid identical, stereotyped demands on maladjusted pupils;" and task number 32, "relate the instruction of health habits to real-life situations."

A Task Inventory was mailed to 17 teachers of health occupations programs with identified handicapped students enrolled. Six teachers responded giving a 35% return. Therefore, calculations resulted in tied ranks. Six tasks tied for rank number one with 100% response. The tasks were: task number 24, "assist students to understand a situation from several points of view;" task number 25, "avoid identical, stereotyped demands on maladjusted pupils;" task number 31, "demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services;" task number

32, "relate the instruction of health habits to real-life situations;" task number 46, "develop a systematic training plan with the on-the-job instructor;" and task number 50, "conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program."

One hundred six home economics teachers responded giving a 40% return. Task number two, "consult with other educators, specialists, and parents in evaluating a learner's educational needs," was ranked number one with 84% response. Task number 12, "communicate with parents," ranked number two with 81.1%. Three tasks tied for rank number three with 78.3% response. The tasks were: number 14, "hold conference with other teachers;" task number 24, "assist students to understand a situation from several points of view;" and task number 32, "relate the instruction of health habits to real-life situations." Task number 53, "involve special needs students in clubs, organizations and special events," ranked six with 76.4% response.

Table V shows the ranked tasks according to reported performance by 42 trade and industrial teachers representing 23% response. Task number 24, "assist students to understand a situation from several points of view," was the task performed by the greater number of trade and industrial teachers. The task was ranked number one with 85.7% response. Task number two, "consult with other educators, specialists, and parents in evaluating the learner's educational needs," ranked number two with 81% response. Task number 12, "communicate with parents," ranked number three with 78.6% response. Five tasks tied for rank number four with 76.2% response. The tasks were: number 38, "plan a variety of vocational experiences at both the observation and

involvement levels;" task number one, "develop a rationale, program goals, and philosophy for special needs students;" task number seven, "assess the ability of individual to modify his or her behavior;" task number 14, "hold conference with other teachers;" and task number 16, "identify emotional factors that affect classroom environment."

Table V also shows a combined number and percentage of vocational teachers in six divisions reporting that they did perform the tasks in their professional role. Those tasks were ranked and the top tasks were: task number two, "consult with other educators, specialists, and parents in evaluating the learner's educational needs," and task number 24, "assist student to understand a situation from several points of view," tied for rank number one with 82.3% reporting performance. Task number 12, "communicate with parents," ranked number three with 79.4% performance. Task number 14, "hold conference with other teachers," ranked fourth with 78% performance. Task number seven, "assess the ability of individual to modify his or her behavior ranked number five with 76.1% performance. Task number 16, "identify emotional factors that affect classroom environment," ranked number six with 73.7% performance. Task number 53, "involve special needs students in clubs, organizations and special events," ranked number seven with 71.3% performance. Task number 32, "relate the instruction of health habits to real-life situations," ranked number eight with 69.9% performance. Task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number nine with 68.9% performance. Task number 26, "provide alternatives to frustration behavior," ranked number 10 with 67.9% reporting that they performed the task.

The total relative frequency of performance reported by teachers for each task tended to show those tasks that vocational teachers reported performing most often in the classroom.

Vocational teachers were asked to rate the tasks performed on a Likert-type scale. The scale was as follows: each period, five points; daily, four points; weekly, three points; monthly, two points; and rarely, one point.

The relative frequency was figured for each task in the six vocational divisions. The sum for each task was calculated by adding all of the numerals as rated by teachers for the task.

The mean relative frequency was calculated by dividing the total relative frequency by the number of respondents who reported performing the task. Again, the calculations were done for each task on the inventory by vocational divisions.

The ranges of mean relative frequency spent on each task by vocational division is recorded as follows: agriculture, 1.00 to 4.13; business and office education, 1.00 to 4.50; distributive education, 1.00 to 4.33; health occupations education, 1.00 to 4.60; home economics education, 1.00 to 3.84; and trade and industrial education, 1.02 to 3.94. The results of the calculations of the mean relative frequency tended to show the actual frequency of performance of tasks by vocational teachers who did report performing the task.

The rank of each task is given according to mean relative frequency of performance in Table VI. Tasks performed most frequently by teachers of agriculture education were: task number 18, "assist student with specific reading difficulties," and task number 38, "plan a variety of vocational experiences at both observation and involvement levels,"

TABLE VI

THE MEAN RELATIVE FREQUENCY OF PERFORMANCE OF SELECTED TASKS PERTAINING TO HANDICAPPED STUDENTS AS REPORTED BY VOCATIONAL TEACHERS AND THE RANK OF THOSE TASKS ACCORDING TO MEAN RELATIVE FREQUENCY OF PERFORMANCE REPORTED BY VOCATIONAL DIVISION

Task No.	Tasks	Ag		B & O		DE		Health		Home Ec		T & I		Ave. of Means	Over-all Rank
		Mean	R	Mean	R	Mean	R	Mean	R	Mean	R	Mean	R		
1.	Develop a rationale, program goals, and philosophy for special needs students	2.72	20	2.17	25	2.60	19	2.33	28	2.11	31	2.63	21	2.43	27
2.	Consult with other educators, specialists, and parents in evaluating the learner's educational needs	2.36	27	1.75	36	2.50	21	2.60	26	2.11	31	2.12	35	2.24	30
3.	Identify student working math below level needed for class	2.79	19	2.00	27	2.67	16	2.67	21	2.15	30	2.33	28	2.44	26
4.	Identify available assessment instruments appropriate for special needs students	2.25	30	2.25	23	1.75	36	2.00	33	2.66	20	2.16	33	2.55	22
5.	Assist student with remedial math	3.00	13	2.67	18	2.67	16	2.33	28	2.16	29	2.71	19	2.59	20
6.	Use diagnostic and prescriptive assessment techniques for planning instruction	1.80	40	2.89	14	2.33	29	2.67	21	2.48	22	2.64	20	2.47	25
7.	Assess the ability of individual to modify his or her behavior	3.46	8	3.43	11	2.50	21	3.00	12	3.14	12	3.53	6	3.18	10
8.	Prepare alternative assessment procedures	2.94	17	3.38	12	2.50	21	2.00	33	3.24	11	3.57	5	2.94	14
9.	Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	1.86	38	2.30	22	2.40	27	1.25	47	2.21	26	2.00	36	2.00	33
10.	Conduct a parent-teacher conference	2.00	35	1.20	44	1.20	47	1.50	43	1.69	42	1.50	10	1.52	47
11.	Involve the family as a primary source of student reinforcement	2.56	23	1.00	45	1.25	45	1.25	47	2.02	34	1.71	42	1.63	45
12.	Communicate with parents	2.41	26	1.00	45	1.80	35	1.75	39	2.02	34	1.76	40	1.79	41
13.	Train employers and supervisor to work effectively with special special needs students	1.60	43	1.00	45	1.50	42	2.67	21	1.88	37	1.50	47	1.69	42
14.	Hold conference with other teachers	2.62	21	2.20	24	2.00	30	1.75	39	2.20	27	2.44	24	2.20	31
15.	Obtain follow-up information on special needs students leaving or graduating from school programs	1.29	50	1.40	41	1.40	43	1.40	44	1.49	45	1.34	51	1.39	49

TABLE VI (Continued)

Task No.	Tasks	Ag		B & O		DE		Health		Home Ec		T & I		Ave. of Means	Over-all Mean
		Mean	R	Mean	R	Mean	R	Mean	R	Mean	R	Mean	R		
16.	Identify emotional factors that affect classroom environment	3.36	9	3.78	8	2.80	13	3.00	12	3.28	10	3.34	9	3.26	9
17.	Estimate time sequence for a unit of instruction for special needs students	3.17	12	2.67	18	2.80	13	3.33	9	2.80	18	3.15	12	2.99	13
18.	Assist student with specific reading difficulties	4.13	1	3.13	13	3.20	8	4.60	1	3.45	6	3.15	12	3.61	4
19.	Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	2.89	18	2.00	27	3.25	7	2.33	28	1.30	49	2.36	27	2.36	28
20.	Inform the administration of daily coordination itinerary	2.18	33	2.75	17	2.50	21	3.00	12	3.37	8	3.00	14	2.80	16
21.	Use open-entry and open-exit programming for special needs students	2.00	35	4.20	5	1.75	36	3.33	9	3.46	5	2.13	34	2.81	15
22.	Plan a variety of leisure activities during school day	2.27	29	4.33	3	2.00	30	2.67	21	2.90	15	2.42	25	2.77	18
23.	Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	1.86	38	0.00	50	1.00	48	1.00	50	2.17	28	3.00	14	1.51	48
24.	Assist students to understand a situation from several points of view	3.85	4	3.64	10	4.33	1	3.50	7	3.82	2	1.02	53	3.36	7
25.	Avoid identical, stereotyped demands on maladjusted pupils	4.00	3	4.50	1	4.17	3	3.00	12	3.84	1	3.71	4	3.87	1
26.	Provide alternatives to frustration behavior	3.50	7	4.23	4	4.20	2	3.67	6	3.71	3	3.92	2	3.87	1
27.	Assess occupational experience reports with the student to plan future instruction	2.53	25	2.63	20	2.00	30	2.60	26	3.06	14	2.55	22	2.56	21
28.	Identify software marketed specifically for the secondary special education student	2.17	34	1.67	38	2.50	21	2.33	28	1.50	44	1.71	42	1.98	34
29.	Assist parents in obtaining information from clinics, organizations and agencies	1.44	47	2.00	27	1.33	44	1.75	39	1.48	46	1.50	46	1.58	46
30.	Keep up to date with new software appropriate to secondary special education	2.20	32	1.80	33	2.50	21	1.33	45	1.71	41	2.00	36	1.92	36

TABLE VI (Continued)

Task No.	Tasks	Ag		B & O		DE		Health		Home Ec		T & I		Ave. of Means	Over-all Mean
		Mean	R	Mean	R	Mean	R	Mean	R	Mean	R	Mean	R		
31.	Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	2.33	28	1.88	32	1.67	39	1.67	42	1.47	47	2.30	29	1.89	37
32.	Relate the instruction of health habits to real-life situations	3.19	11	2.89	14	3.33	6	4.00	3	3.14	12	3.42	8	3.33	8
33.	Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	2.00	35	1.60	40	1.25	45	3.50	7	1.10	50	1.70	45	1.86	38
34.	Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	3.00	13	1.25	42	1.67	39	1.33	45	2.36	24	1.50	47	1.85	40
35.	Include a person familiar with special needs students on advisory committee	1.70	42	1.25	42	1.75	36	3.00	12	2.03	33	1.40	50	1.86	38
36.	Use reference materials and literature related to teaching the exceptional student	2.21	31	1.67	38	3.00	10	4.25	2	2.68	19	2.24	30	2.68	19
37.	Organize instructional sequences in content areas; in reading, mathematics, language	3.00	13	4.00	7	3.00	10	3.00	12	2.31	25	3.36	10	3.11	12
38.	Plan a variety of vocational experiences at both observation and involvement levels	4.13	1	4.11	6	2.75	15	4.00	3	3.39	7	3.94	1	3.72	3
39.	Plan for step-by-step development of social controls	3.55	6	4.50	1	2.67	16	3.33	9	3.55	4	3.25	11	3.48	6
40.	Develop remedial techniques that will reinforce the lesson content for students who need additional help	3.25	10	3.67	9	3.67	4	3.75	5	2.81	17	3.77	3	3.49	5
41.	Obtain reimbursement for the student for allowable training costs such as clothing and tools	1.50	46	2.17	25	2.00	30	1.25	47	1.60	43	1.33	52	1.64	44
42.	Identify prospective cooperating employers to provide on-the-job training stations	1.67	44	1.80	33	2.60	19	2.80	19	1.88	37	2.41	26	2.19	32
43.	Obtain reimbursement for the cooperating employer providing on-the-job training	1.00	51	0.00	50	2.00	30	1.00	50	1.80	40	1.71	42	1.25	50
44.	Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	1.00	51	1.00	45	1.00	48	1.00	50	1.00	51	1.75	41	1.13	53

TABLE VI (Continued)

Task No.	Tasks	Ag		B & O		DE		Health		Home Ec		T & I		Ave. of Means	Overall Mean
		Mean	R	Mean	R	Mean	R	Mean	R	Mean	R	Mean	R		
45.	Arrange with a union to make contract provision for student-learners	1.00	51	0.00	50	1.00	48	1.00	50	1.00	51	3.00	14	1.17	52
46.	Develop a systematic training plan with the on-the-job instructor	1.33	49	2.33	21	2.40	27	2.17	32	1.33	48	2.23	32	1.97	35
47.	Assist student with remedial reading activities	3.64	5	2.00	27	3.50	5	2.75	20	3.29	9	3.53	6	3.12	11
48.	Consult with other teacher to facilitate adequate performance of students in classes outside of the career-oriented special programs	2.58	22	1.80	33	3.00	10	2.00	33	2.44	23	2.24	30	2.34	29
49.	Coordinate instructional planning in academic areas required for graduation for students with learning problems	2.56	23	2.00	27	1.67	39	3.00	12	2.90	15	2.73	18	2.48	23
50.	Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	1.75	41	1.00	45	1.00	48	1.83	38	2.00	36	2.82	17	2.48	23
51.	Help get clients into rehabilitation programs	1.38	48	1.75	36	1.00	48	2.00	33	1.86	39	2.00	36	1.67	43
52.	List national organizations concerned with the education or general welfare of exceptional individuals	1.67	44	0.00	50	1.00	48	2.00	33	1.00	51	1.80	39	1.25	50
53.	Involve special needs students in clubs, organizations and special events	3.00	13	2.86	16	3.20	8	2.67	21	2.56	31	2.52	23	2.80	16

Mean - mean relative frequency of performance
 Rank - rank of tasks according to mean relative frequency of performance
 Ave. of Means - average of mean relative frequencies of performance reported by vocational divisions
 Overall Rank - ranked according to the average of mean relative frequencies of performance by vocational divisions

ranked number one with a mean relative frequency of 4.13. Task number 25, "avoid identical, stereotyped demands on maladjusted pupils," ranked number three with a mean relative frequency of 4.00; task number 24, "assist students to understand a situation from several points of view," ranked number four with a mean of 3.85; task number 47, "assist student with remedial reading activities," ranked number five with 3.64; task number 39, "plan for step-by-step development of social controls," ranked number six with a mean of 3.55; and task number 26, "provide alternatives to frustration behavior ranked number seven with a mean of 3.50.

Business and office education teachers ranked both task number 25, "avoid identical stereotyped demands on maladjusted pupils" and task number 39, "plan for step-by-step development of social controls," number one with a mean of 4.50. Other high ranking tasks were: number 22, "plan a variety of leisure activities during school day," ranked number three with a mean of 4.33; task number 26, "provide alternatives to frustration behavior," ranked number four with a mean of 4.23; task number 21, "use open-entry and open-exit programming for special needs students," ranked number five with a mean of 4.20; task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number six with a mean of 4.11; task number 37, "organize instructional sequences in content areas in reading, mathematics, language," ranked number seven with a mean of 4.00.

The most frequently performed tasks by distributive education teachers were: task number 24, "assist students to understand a situation from several points of view," ranked number one with a mean

relative frequency of 4.33; task number 26, "provide alternatives to frustration behavior," ranked number two with a mean of 4.20; task number 25, "avoid identical, stereotyped demands on maladjusted pupils," ranked number three with a mean of 4.17; task number 40, "develop remedial techniques that will reinforce the lesson content for students who need additional help," ranked number four with a mean relative frequency of performance of 3.67; and task number 47, "assist student with remedial reading activities," ranked number five with a mean of 3.50.

The most frequently performed tasks reported by health occupations teachers were: task number 18, "assist student with specific reading difficulties," ranked number one with a mean relative frequency of performance of 4.60; task number 36, "use reference materials and literature related to teaching the exceptional student," ranked number two with a mean of 4.25; task number 38, "plan a variety of vocational experiences at both observation and involvement levels;" and task number 32, "relate the instruction of health habits to real-life situations," tied for rank number three with a mean of 4.00. Other frequently performed tasks were: number 40, "develop remedial techniques that will reinforce the lesson content for students who need additional help," ranked number five with a 3.75 mean; task number 26, "provide alternatives to frustration behavior," ranked number six with a mean of 3.67; task number 33, "ascertain what rehabilitation programs are available in your state by investigating and preparing a list," and task number 24, "assist students to understand a situation from several points of view," tied for rank seven with a mean of 3.50.

Home economics teachers reported frequently performed tasks as

listed: task number 24, "avoid identical, stereotyped demands on maladjusted pupils," ranked number one with a mean relative frequency of performance of 3.84; task number 24, "assist students to understand a situation from several points of view," ranked number two with a mean of 3.82; task number 26, "provide alternatives to frustration behavior," ranked number three with a mean of 3.71; task number 39, "plan for step-by-step development of social controls," ranked number four with a mean of 3.55; task number 21, "use open-entry and open-exit programming for special needs student," ranked number five with a mean of 3.46; task number 18, "assist student with specific reading difficulties," ranked number six with a mean of 3.45; task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number seven with a mean of 3.39.

The most frequently performed tasks as reported by trade and industrial teachers were: task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number one with a mean relative frequency of performance of 3.94; task number 26, "provide alternatives to frustration behavior ranked number two with a 3.92 mean; task number 40, "develop remedial techniques that will reinforce the lesson content for students who need additional help," ranked number three with a mean of 3.77; task number 25, "avoid identical stereotyped demands on maladjusted pupils," ranked number four with a mean of 3.71; and task number eight, "prepare alternative assessment procedures," ranked number five with a 3.57 mean; task number seven, "assess the ability of individual to modify his or her behavior," and task number 47, "assist student with remedial reading activities," tied for rank number six with a mean relative

frequency of performance of 3.53.

Table VI also shows the average of mean relative frequencies of performance reported by teachers in the six vocational divisions. The tasks were ranked according to the average of the mean relative frequencies of performance to give an overall rank by the vocational divisions. The most frequently performed tasks by vocational teachers in the six divisions were: task number 25, "avoid identical, stereotyped demands on maladjusted pupils," and task number 26, "provide alternatives to frustration behavior," tied for rank number one with an average mean of 3.87; task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number three with an average mean of 3.72; task number 18, "assist student with specific reading difficulties," ranked number four with an average mean of 3.61; task number 40, "develop remedial techniques that will reinforce the lesson content for students who need additional help," ranked number five with an average mean relative frequency of 3.49; and task number 39, "plan for step-by-step development of social controls," ranked number six with an average mean of 3.48. Task number 24, "assist student to understand a situation from several points of view," ranked number seven with an average mean of 3.36; task number 32, "relate the instruction of health habits to real-life situations," ranked number eight with an average mean relative frequency of performance of 3.33 and task number 16, "identify emotional factors that affect classroom environment," ranked number nine with an average mean of 3.26.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study dealt with two specific questions:

1. What are some of the specialized tasks that vocational education teachers perform in the professional role?
2. How frequently are the tasks performed?

The method for the study involved four stages. Those stages were:

1. Selection of the respondents;
2. Development of A Task Inventory;
3. Collection of the data; and
4. Treatment of the data.

The respondents were Oklahoma vocational education teachers with one or more identified handicapped students integrated into their programs. The six vocational divisions included in this study were agriculture, business and office education, distributive education, health occupations education, home economics education, and trade and industrial education.

A Task Inventory of 53 items was developed from a review of lists of specific behaviors or skills deemed relevant to education of handicapped learners found in four major studies (Kruppa, Albright,

Clark, and Phelps and Evans) in a review of the literature.

Seven hundred eleven copies of A Task Inventory were mailed to selected vocational teachers with identified handicapped students in their programs. The return rates were as follows: agriculture, 35 returned (17%); business and office, 14 returned (56%); distributive education, six returned (35%); health occupations education, six returned (35%); home economics, 106 returned (40%); and trade and industrial education, 42 returned (23%).

The presentation and analysis of data was organized as follows:

1. Response Data;
2. Analysis of Professional Information of Those Responding; and
3. Analysis of Reported Tasks Performed by Vocational Teachers in Six Vocational Divisions.

Findings

Certain tasks ranked high on performance by vocational teachers working with handicapped students in the regular vocational program. Those tasks were: task number two, "consult with other educators, specialists, and parents in evaluating the learner's educational needs," and task number 24, "assist students to understand a situation from several points of view," tied for number one rank with 82.3% of the teachers reporting performance; task number 12, "communicate with parents," ranked number three with 79.4%; task number 41, "hold conference with other teachers," ranked number four with 78% of the teachers reporting performance; task number seven, "assess the ability of individual to modify his or her behavior," ranked number five with 76.1%; task number 16, "identify emotional factors that affect

classroom environment," ranked number six representing 73.7%; task number 53, "involve special needs students in clubs, organizations and special events," ranked number seven representing 71.3% of the teachers; task number 32, "relate the instruction of health habits to real-life situations," ranked number eight representing 69.9%; task number nine, "plan a variety of vocational experiences at both observation and involvement levels," ranked number nine representing 68.9%; and task number 26, "provide alternatives to frustration behavior" ranked number ten with 67.9% of the teachers reporting performance of the task.

Vocational teachers that work with handicapped students integrated into their programs reported performing the following tasks most frequently. Task number 25, "avoid identical, stereotyped demands on maladjusted pupils," and task number 26, "provide alternatives to frustration behavior," ranked number one with an average of the mean relative frequency of 3.87; task number 38, "plan a variety of vocational experiences at both observation and involvement levels," ranked number three with an average mean relative frequency of 3.72; task number 18, "assist student with specific reading difficulties," ranked number four with an average mean of 3.61; task number 40, "develop remedial techniques that will reinforce the lesson content for students who need additional help," ranked number five with an average mean of 3.49; task number 39, "plan for step-by-step development of social controls," ranked number six with an average mean relative frequency of 3.48; task number 24, "assist students to understand a situation from several points of view," ranked number seven with an average mean relative frequency of 3.36; task number 32, "relate the

instruction of health habits to real-life situations," ranked number eight with an average mean of 3.33; task number 16, "identify emotional factors that affect classroom environment," ranked number nine with an average mean relative frequency of 3.26; and task number seven, "assess the ability of individual to modify his or her behavior," ranked number ten with an average mean relative frequency of performance of 3.18.

Certain tasks received high rankings in both performance and frequency of performance by vocational teachers working with handicapped students in their regular programs. Those tasks were: task number 24, "assist students to understand a situation from several points of view;" task number seven, "assess the ability of individual to modify his or her behavior;" task number 16, "identify emotional factors that affect classroom environment;" task number 32, "relate the instruction of health habits to real-life situations;" task number 38, "plan a variety of vocational experiences at both observation and involvement levels;" and task number 26, "provide alternatives to frustration behavior."

The professional data concerning the vocational teachers revealed a lack of in-service workshops or courses taken dealing with handicapped students. Agriculture teachers reported 58.3% as having no workshops or courses, business and office education teachers reported 35.7% having no workshops or courses, distributive education teachers 50% reported having no workshops or courses, home economics teachers reported 66.7% having no workshops or courses, and trade and industrial teachers reported 29.3% having no workshops or courses dealing with handicapped students. Health occupations reported 16.7% of the

teachers having one workshop or course and 50% having three workshops or courses pertaining to the handicapped.

Conclusions

Based on the data analyzed certain conclusions seem appropriate.

Those conclusions are:

1. Vocational teachers working with handicapped students in all six divisions most frequently perform tasks related to assisting students to modify behavior, emotional factors affecting classroom environment and frustration behavior, thus requiring training in the above areas.
2. Vocational teachers working with handicapped students in all six divisions frequently assist students to understand a situation from several points of view and also plan a variety of vocational experiences at both observation and involvement levels.
3. Relating the instruction of health habits to real-life situations was a frequently performed task.
4. The high agreement of responses dealing with behavior in the classroom indicates homogeneity of the vocational divisions in this area.
5. Vocational teachers in all vocational divisions lack in-service or preservice workshops or courses dealing with handicapped students.

Recommendations

In view of the data the following recommendations seem appropriate.

1. Core curriculum for the vocational educator in all of the six divisions should include heavy emphasis on dealing with frustration behavior in the classroom.
2. Core curriculum for the vocational educator should include materials and methods relative to providing a variety of vocational experiences at both observation and involvement levels.
3. The tasks that were ranked high by the vocational teachers in the different divisions on performance and mean relative frequency of performance should become a part of the pre-service curriculum.
4. The tasks that were ranked high on performance and mean relative frequency of performance by vocational teachers in the different divisions should become a part of the pre-service and in-service programs throughout the state of Oklahoma for vocational educators working or planning to work with handicapped students.

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APPENDIX A

INITIAL BEHAVIOR OR SKILLS LIST

Methods of Teaching (Kruppa, 1973, p. 35)

1. Describe relationship between mental ability and educational independence of the individual
2. Know the degree to which mental/physical handicaps affect/academic and social learning
3. Indicate open-ended opinion of the learning abilities of the handicapped
4. Describe current instructional practices and techniques for the handicapped
5. Match a student-learner's unique characteristics with an appropriate learning program
6. Know materials available for specific instructional situations
7. Use instructional hardware, i.e., T.V., projectors, fixed machines
8. Develop teacher-made materials for specific instructional situations
9. Know the scope and sequence of fundamental skills in mathematics and reading

Curriculum--Needs Assessment (Kruppa, 1973), pp. 18, 21, 25, 26)

1. Identify the mental, emotional, social, and physical development from childhood through adolescence for both normal and abnormal youth
2. Determine the availability of occupational opportunities in and around the community for special needs students
3. Obtain information on occupational opportunities for special needs students
4. Include a person familiar with special needs students on advisory committee.
5. Show knowledge of the reference materials and literature related to reaching the exceptional student
6. Know the provisions made for the maladjusted or handicapped under existing local, state, and federal law
7. Organize instructional sequences in content areas; in reading, mathematics, language

8. Analyze an instructional task into component parts
9. Sequence a series of tasks from simple to complex
10. Sequence performance goals (objectives) for a course
11. Correlate unit content with on-the-job and/or laboratory experiences
12. Write content outline for a unit of instruction
13. Plan a variety of vocational experiences at both observation and involvement levels
14. Plan for step-by-step development of social controls
15. Provide real-life experiences in daily living
16. Develop, employ and analyze reinforcement contingencies
17. Relate the instruction of health habits to real-life situations
18. Plan individualized instruction according to ability of students
19. Organize and select individualized program instruction for each student

Lesson Planning (Kruppa, 1973, p. 28)

20. Prepare instructional materials (both hard and soft copy) using a variety of reproduction techniques
21. Develop alternative modes for repetition of content
22. Develop remedial techniques that will reinforce the lesson content for students who need additional help

Evaluation (Kruppa, 1973, p. 29)

23. Expand instruction for student on the basis of information obtained from employers on new technology
24. Review supervisory evaluation reports for assessing the industrial education programs
25. Design evaluation techniques that incorporate a variety of types of performance

26. Analyze enrollment trends to determine student and parent acceptance of the industrial education programs
27. Assess the safety provisions of the facilities and equipment of training stations
28. Formulate procedures which provide for students' participation in the evaluation of instruction
29. Establish criteria for selection of students
30. Review student performance goals developed for the program plan
31. Develop a grading system for performance for related instruction, laboratory instruction; and/or on-the-job instruction
32. Design a student self-evaluation instrument

Administrative Functions (Kruppa, 1973, p. 30)

33. Supply administrators with data for industrial education reports required by the state department of education
34. Obtain reimbursement for the student for allowable training costs such as clothing and tools

Co-Curricular Activities (Kruppa, 1973, p. 32)

35. Plan ways to involve students in clubs, organizations, special events, and course related activities

Work-Study Internship (Kruppa, 1973, pp. 32, 33)

36. Identify prospective cooperating employers to provide on-the-job training stations
37. Convince an employer to provide a training station for cooperative education
38. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation
39. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner
40. Arrange with a union to make contract provision for student-learners

41. Establish criteria to evaluate qualifications of prospective on-the-job instructors
42. Develop a cooperative training agreement between student-learner, parent, school, and cooperating employer
43. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage
44. Obtain reimbursement for the cooperating employer providing on-the-job training
45. Develop criteria to approve on-the-job training hours and wages for student-learners
46. Obtain suggestions from the on-the-job instructor to guide the selection of related class instruction
47. Develop a systematic training plan with the on-the-job instructor
48. Encourage the on-the-job instructor to follow the progression of experiences for the student-learner outlined in the training program
49. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it and at the close of a training program
51. Inform the administration of daily coordination itinerary
52. Maintain liaison with employment agencies and the community
53. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners
54. Develop positive attitudes toward employment, school and the role of the training instructor
55. Develop acceptable work habits
56. Maintain knowledge of current programs available in vocational education

Managing the Learning Environment (Kruppa, 1973, pp. 36-37)

1. Plan the organization of facilities, materials, and services needed for individual and small group instruction

2. Arrange layout of the laboratory to simulate occupational environment
3. Plan placement of a variety of leisure activities during school day
4. Plan for proper physical conditions in the classroom and laboratories
5. Plan instructional sequences in laboratory safety
6. Know about approved safety apparel and devices for industrial education students assigned to hazardous equipment
7. Establish a procedure for attending first aid needs of industrial education students
8. Develop a plan for involving students in cleaning and maintaining the laboratory and classroom
9. Use a variety of student's progress record forms for on-the-job training and related instruction
10. Provide an example record of safety instruction presented in compliance with safety laws and regulations

Active Instruction (Kruppa, 1973, pp. 39-40)

1. Relate the instruction of basic academic skills to real-life situations
2. Relate the instruction of basic social skills to real-life situations
3. Be able to group children on a variety of parameters
4. Adapt follow-up activities from a group presentation to individual skills within the group
5. Propose specific action for resolution of learning/behavior problems
6. Develop behavior modification schedules for academic and industrial education learning experiences
7. Set up specific plan for parent/volunteer tutoring in problem areas
8. Modify directions according to language comprehension ability of student-learners

9. Use a variety of techniques for presenting instructional content, including programmed instruction, case studies, symposia, student involvement, problem solving, lecture, demonstration, simulation, independent study, and various A.V. media
10. Establish frames of reference to enable the students to understand a situation from several points of view
11. Employ oral questioning techniques
12. Reward pupil growth other than mastery
13. Demonstrate knowledge of techniques for maintaining classroom discipline
14. Move among pupils and confer individually
15. Avoid identical, stereotyped demands on maladjusted pupils
16. Provide alternatives to frustration behavior
17. Recognize and acknowledge student non-verbal cues
18. Apply non-verbal techniques (gestures, facial expressions, silence, etc.) to enhance communications
19. Be able to cope with students' psychic needs
20. Demonstrate a restraint under verbal and physical attack
21. Use humor with a relaxed inoffensive effect
22. Diagnose learning deficiencies using immediate observation
23. Evaluate students' products according to performance standards of the occupations
24. Use various techniques for describing behavior
25. Construct tests based on pre-planned content and outcomes
26. Assess occupational experience reports with the student to plan future instruction
27. Modify teaching strategy or techniques based on knowledge of effectiveness
28. Experiment with alternative and/or innovative techniques

Human Growth and Development (Kruppa, 1973, p. 45)

1. Identify the elements of both normal and abnormal growth and development at various age levels
2. Match a student's unique characteristics with an appropriate training station

Political Relations (Kruppa, 1973, p. 47)

1. Work with a team of professionals from the school and/or community on pertinent school problems

Ethnic Relations (Kruppa, 1973, p. 49)

1. Determine and understand cross-cultural values
2. Demonstrate empathy for students
3. Demonstrate techniques of introspection, e.g., sensitivity training, etc.

General Public Relations (Kruppa, 1973, p. 50)

1. Provide for group decisions, or recommendations, on proposed programs

Principles and Theories of Counseling (Kruppa, 1973, p. 60)

1. Demonstrate a knowledge of the purposes, services, and locations of national organizations concerned with the education or general welfare of exceptional individuals
2. Supply the guidance counselor with performance data about students
3. Communicate curriculum goals to parents
4. Communicate with prospective and continuing students during the summer
5. Understand the limitations of the handicapped and disadvantaged students
6. Demonstrate empathy and understanding for parents of the handicapped and disadvantaged students

Career Guidance (Kruppa, 1973, p. 61)

1. Assist the student in the solution of problems related to starting and continuing on-the-job training
2. Demonstrate efficient methods of occupational placement and post-school follow-up
3. Assist graduates or seniors in preparing for interviews with potential employers
4. Assist students in determining ways to best describe their saleable skills

Evaluation and Diagnostic Techniques (Kruppa, 1973, pp. 65-66)

1. Select, administer and educationally interpret the results of standardized diagnostic and achievement tests
2. Analyze students' cumulative records
3. Interpret occupational tests and inventories to students
4. State methods for recognizing needs and goals of individual students
5. Identify a prospective student on basis of selection criteria and data
6. Determine the reasons students drop out of the programs
7. Interview students and parents to obtain student interest and aptitude information
8. Recognize potential problems of students
9. Evaluate the quality of the on-the-job training received by the student
10. Obtain information from parents relative to their expectations of the programs
11. Examine the student's progress records to determine future on-the-job training experiences and related classroom assignments
12. Administer subject matter diagnostic tests

Resources and Techniques for Remediation (Kruppa, 1973, pp. 67-68)

1. Work with other teachers to help students with individual problems
2. Assist students with their problems by working cooperatively with agencies such as the health and welfare services
3. Assist parents in obtaining information from clinics, organizations and agencies
4. Propose specific action for resolution of learning and behavior problems
5. Refer students to the guidance counselor and other specialists within and outside of the school
6. Develop remedial techniques

Program Management (Albright, 1975, pp. 25-26)

1. Implement program modifications
2. Assist students in scheduling adjustments
3. Maintain a personal data file for each student
4. Identify learning disabilities
5. Identify personality patterns
6. Compile accurate, up-to-date records
7. Develop positive reinforcement techniques
8. Communicate individual subject goals to faculty and administration
9. Conduct a student follow-up study
10. Develop local program objectives

Curriculum (Albright, 1975, p. 26)

1. Estimate time sequence for a unit of instruction for special needs student
2. Develop a unit plan for a special needs student

3. Construct instruments to evaluate instructional objectives
4. Organize a unit of instruction on career education
5. Write behavioral objectives
6. Administer appropriate diagnostic tests
7. Utilize results of diagnostic tests
8. Construct a system of reporting student progress to students and parents

Classroom Management (Albright, 1975, p. 27)

1. Group students for small group instruction
2. Develop a schedule for cleaning work areas
3. Chart student progress
4. Identify emotional factors that affect classroom environment
5. Employ oral questioning techniques
6. Establish a student tutoring program
7. Utilize problem-solving strategies

Coordination (Albright, 1975, p. 28)

1. Conduct a parent-teacher conference
2. Conduct a teacher-to-teacher conference
3. Coordinate activities with participating schools
4. Develop student training plans
5. Inform employer of student in-school progress
6. Inform employers of their responsibilities
7. Inform parents of their responsibilities
8. Involve the family as a primary source of student reinforcement
9. Inform school officials of their responsibilities

Remediation (Albright, 1975, pp. 28-29)

1. Identify emotional factors which contribute to reading difficulties
2. Identify intellectual factors which contribute to reading difficulties
3. Assess student reading level
4. Diagnose reading problems
5. Prescribe remedial math activities
6. Prescribe remedial reading activities
7. Assess student comprehension of math concepts
8. Devise alternative methods of grading
9. Incorporate world of work into math instruction
10. Evaluate student reading progress
11. Identify physical factors which contribute to reading difficulties
12. Administer appropriate diagnostic reading tests
13. Diagnose specific reading difficulties
14. Identify educational factors that contribute to reading difficulties
15. Interpret results of vocational tests
16. Devise problem-solving techniques
17. Identify symptoms of drug abuse
18. Locate help for drug related problems
19. Develop value clarification strategies
20. Identify counseling technique
21. Inform students of scholarships and grants available
22. Conduct orientation for available academic and vocational programs
23. Identify requirements of local vocational programs
24. Assess the ability of individual to modify his or her behavior

25. Direct students into alternative programs

Assessing Program and Learner Needs (Phelps, 1976, p. 175)

1. Develop a rationale, program goals, and philosophy for a special needs program
2. Analyze local or regional job market and employment trends for special needs
3. Analyze students' occupational interests and aptitudes
4. Develop and use screening-referral processes for identification of students
5. Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs
6. Administer or use diagnostic assessment techniques

Planning Instruction (Phelps, 1976, pp. 175-176)

1. Identify a variety of community and governmental agency resources in planning instructional programs and services
2. Identify the basic aptitudes and competencies (e.g., finger dexterity or sequencing skills) required for employment in a given career
3. Collect and use available assessment information
4. Identify available assessment instruments appropriate for special needs students
5. Use diagnostic and prescriptive assessment techniques for planning instruction
6. Prepare alternative assessment procedures
7. Plan a sequence of modules or units of instruction according to the learner's needs
8. Coordinate with instructional planning in academic areas for students with learning problems (reading, math, and other academic areas required for graduation)
9. Develop individual student performance goals and objectives

10. Identify instructional resource personnel (e.g., reading specialists and bilingualists) capable of providing supportive help for special needs learners
11. Identify instructional techniques appropriate for special needs learners

Implementing Instruction (Phelps, 1976, pp. 176-177)

1. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction
2. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special program
3. Develop, utilize, and evaluate procedures for communicating with parents
4. Manage and modify when necessary the tools, equipment, facilities, or conditions in the learning environment
5. Organize and use a "buddy system" for special needs learners
6. Develop, use, and evaluate job samples designed to teach specific occupational skills
7. Develop and use simulated job application and interview procedures
8. Select or modify instructional materials appropriate for special needs learners
9. Develop instructional materials for special needs learners
10. Plan and coordinate off-campus work (on-the-job) instruction
11. Plan and coordinate on-campus work (on-the-job) instruction
12. Use instructional techniques that individualize instruction (e.g., peer instruction, small group instruction, or programmed instruction)
13. Employ techniques or principles of special instruction (e.g., discrimination learning or cue redundancy)
14. Identify and control problem behaviors in the classroom using behavioral management techniques
15. Provide reinforcement for learning
16. Provide career counseling and guidance

17. Provide work adjustment counseling
18. Provide personal counseling
19. Provide and/or coordinate job placement services for special needs learners
20. Train employers and supervisors to work effectively with special needs learners

Evaluating Program and Instruction (Phelps, 1976, p. 177)

1. Develop instruments and procedures appropriate for assessing the achievement of special needs learners
2. Design and implement a system for monitoring and feeding back student progress and achievement on a regular basis
3. Assess the cognitive performance of special needs learners
4. Assess the affective performance of special needs learners
5. Assess the psychomotor/perceptual performance of special needs learners
6. Obtain follow-up information on special needs students leaving or graduating from school programs
7. Conduct a comprehensive evaluation of the total special needs program

Identifying Instructional Software (Clark, 1973)

1. Identify publishers and their software marketed specifically for the secondary special education student
2. Identify secondary special education software available for specific subject areas, and with regard to various formats
3. Identify the functions of specified items of software
4. Identify ways of keeping up to date with new software appropriate to secondary special education

Identifying (Re)habilitation Delivery Systems (Clark, 1973)

1. Demonstrate a knowledge of the kinds of services available in (re)habilitation systems by listing and describing such services
2. Distinguish between the various types of (re)habilitation programs by listing and describing their major objectives
3. Demonstrate an understanding of the approaches used to get clients into (re)habilitation programs, by listing and describing such approaches
4. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list
5. Analyze the major issues and problems confronting rehabilitation systems and the users of these systems

Identifying Assessment Resources (Clark, 1973)

1. Identify commonly used assessment terms
2. Identify the categories used to classify assessment procedures, ex. aptitude, ability, formal, personality, etc.
3. Identify sources of information about assessment instruments

Identifying In-School Referral Resource Personnel (Clark, 1973)

1. Identify the roles appropriate to a variety of in-school resource personnel, as they relate to special education teachers and students
2. Identify the services available from resource personnel within the trainee's district or system, and the roles of such personnel as they relate to special education teachers and students
3. Identify other professionals within the school who may provide services directly to the student or in consultation with the teacher

Identifying Referral Procedures (Clark, 1973)

1. Identify the formal and informal communication structures normally utilized by the referral person or agency

2. Identify the needs of the referral person or agency for information and/or support from the referring agency
3. Identify sources of such information available within the school
4. Identify the extent and types of information and support available from the client and his family
5. Identify techniques and guidelines useful in gaining the cooperation of the client and his family, in eliciting such information and support

Selecting Instructional Media (Clark, 1973)

1. Identify selection criteria to be applied to instructional software
2. Identify selection criteria to be applied to audiovisual equipment
3. Select instructional software
4. Select audiovisual equipment

Identifying Audiovisual Equipment (Clark, 1973)

1. Identify sources of information about audiovisual equipment
2. Identify a variety of audiovisual equipment, describing the function(s) and specifying manufacturers, costs and features of each

APPENDIX B

REVISED BEHAVIOR OR SKILLS LIST

Phelps

1. Develop a rationale, program goals, and philosophy for a special needs program
2. Develop and use screening-referral processes for identification of students
3. Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs
4. Administer or use diagnostic assessment techniques
5. Collect and use available assessment information
6. Identify available assessment instruments appropriate for special needs students
7. Use diagnostic and prescriptive assessment techniques for planning instruction
8. Prepare alternative assessment procedures
9. Coordinate with instructional planning in academic areas for students with learning problems (reading, math, and other academic areas required for graduation)
10. Develop individual student performance goals and objectives
11. Identify instructional resource personnel (e.g., reading specialists and bilingualists) capable of providing supportive help for special needs learners
12. Identify instructional techniques appropriate for special needs learners
13. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction
14. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special program
15. Develop, utilize, and evaluate procedures for communicating with parents
16. Organize and use a "buddy system" for special needs learners
17. Develop and use simulated job application and interview procedures
18. Select or modify instructional materials appropriate for special needs learners
19. Develop instructional materials for special needs learners

20. Plan and coordinate off-campus work (on-the-job) instruction
21. Plan and coordinate on-campus work (on-the-job) instruction
22. Employ techniques or principles of special instruction (e.g., discrimination learning or cue redundancy)
23. Identify and control problem behaviors in the classroom using behavioral management techniques
24. Provide career counseling and guidance
25. Provide work adjustment counseling
26. Provide personal counseling
27. Provide and/or coordinate job placement services for special needs learners
28. Train employers and supervisors to work effectively with special needs learners
29. Develop instruments and procedures appropriate for assessing the achievement of special needs learners
30. Assess the cognitive performance of special learners
31. Assess the affective performance of special learners
32. Assess the psychomotor/perceptual performance of special needs learners
33. Obtain follow-up information on special needs students leaving or graduating from school programs
34. Conduct a comprehensive evaluation of the total special needs program

Kruppa

35. Identify the mental, emotional, social, and physical development from childhood through adolescence for both normal and abnormal youth
36. Determine the availability of occupational opportunities in and around the community for special needs students
37. Obtain information on occupational opportunities for special needs students
38. Include a person familiar with special needs students on advisory committee

39. Show knowledge of the reference materials and literature related to reaching the exceptional student
40. Know the provisions made for the maladjusted or handicapped under existing local, state, and federal law
41. Organize instructional sequences in content areas; in reading, mathematics, language
42. Plan a variety of vocational experiences at both observation and involvement levels
43. Plan for step-by-step development of social controls
44. Provide real-life experiences in daily living
45. Relate the instruction of health habits to real-life situations
46. Organize and select individualized program instruction for each student
47. Develop remedial techniques that will reinforce the lesson content for students who need additional help
48. Analyze enrollment trends to determine student and parent acceptance of the industrial education programs
49. Formulate procedures which provide for students' participation in the evaluation of instruction
50. Establish criteria for selection of students
51. Review student performance goals developed for the program plan
52. Develop a grading system for performance for related instruction, laboratory instruction, and/or on-the-job instruction
53. Design a student self-evaluation instrument
54. Supply administrators with data for industrial education reports required by the state department of education
55. Obtain reimbursement for the student for allowable training costs such as clothing and tools
56. Plan ways to involve students in clubs, organizations, special events, and course related activities
57. Identify prospective cooperating employers to provide on-the-job training stations
58. Convince an employer to provide a training station for cooperative education

59. Assist the cooperating employer in verifying the legality of employing a student-learner in a hazardous occupation
60. Assist the cooperating employer's personnel in accepting the training status and role of the student-learner
61. Arrange with a union to make contract provision for student-learners
62. Establish criteria to evaluate qualifications of prospective on-the-job instructors
63. Develop a cooperative training agreement between student-learner, parent, school, and cooperating employer.
64. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage
65. Obtain reimbursement for the cooperating employer providing on-the-job training
66. Develop criteria to approve on-the-job training hours and wages for student-learners
67. Obtain suggestions from the on-the-job instructor to guide the selection of related class instruction
68. Develop a systematic training plan with the on-the-job instructor
69. Encourage the on-the-job instructor to follow the progression of experiences for the student-learner outlined in the training program
70. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations
71. Conduct termination procedures for on-the-job training for the student-learner when conditions demand it and at the close of a training program
72. Inform the administration of daily coordination itinerary
73. Maintain liaison with employment agencies and the community
74. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners
75. Describe relationship between mental ability and educational independence of the individual
76. Know the degree to which mental/physical handicaps affect/academic and social learning

77. Indicate open-ended opinion of the learning abilities of the handicapped
78. Describe current instructional practices and techniques for the handicapped
79. Match a student-learner's unique characteristics with an appropriate learning program
80. Know the scope and sequence of fundamental skills in mathematics and reading
81. Plan placement of a variety of leisure activities during school day
82. Plan for proper physical conditions in the classroom and laboratories
83. Establish a procedure for attending first aid needs of industrial education students
84. Use a variety of student's progress record forms for on-the-job training and related instruction
85. Provide an example record of safety instruction presented in compliance with safety laws and regulations
86. Relate the instruction of basic academic skills to real-life situations
87. Relate the instruction of basic social skills to real-life situations
88. Adapt follow-up activities from a group presentation to individual skills within the group
89. Propose specific action for resolution of learning/behavior problems
90. Set up specific plan for parent/volunteer tutoring in problem areas
91. Establish frames of reference to enable the students to understand a situation from several points of view
92. Reward pupil growth other than mastery
93. Avoid identical, stereotyped demands on maladjusted pupils
94. Provide alternatives to frustration behavior
95. Be able to cope with students' psychic needs
96. Demonstrate restraint under verbal and physical attack

97. Diagnose learning deficiencies using immediate observation
98. Evaluate students' products according to performance standards of the occupation
99. Use various techniques for describing behavior
100. Assess occupational experience reports with the student to plan future instruction
101. Identify the elements of both normal and abnormal growth and development at various age levels
102. Match a student's unique characteristics with an appropriate training station
103. Work with a team of professionals from the school and/or community on pertinent school problems
104. Demonstrate techniques of introspection, e.g., sensitivity training, etc.
105. Demonstrate a knowledge of the purposes, services, and locations of national organizations concerned with the education or general welfare of exceptional individuals
106. Supply the guidance counselor with performance data about students
107. Communicate curriculum goals to parents
108. Understand the limitations of the handicapped and disadvantaged students
109. Demonstrate empathy and understanding for parents of the handicapped and disadvantaged students
110. Assist the student in the solution of problems related to starting and continuing on-the-job training
111. Demonstrate efficient methods of occupational placement and post-school follow-up
112. Assist graduates or seniors in preparing for interviews with potential employers
113. Assist students in determining ways to best describe their saleable skills
114. Select, administer and educationally interpret the results of standardized diagnostic and achievement tests
115. Analyze students' cumulative records

116. Interpret occupational tests and inventories to students
117. State methods for recognizing needs and goals of individual students
118. Determine the reasons students drop out of the programs
119. Interview students and parents to obtain student interest and aptitude information
120. Recognize potential problems of students
121. Evaluate the quality of the on-the-job training received by the student
122. Obtain information from parents relative to their expectations of the programs
123. Examine the student's progress records to determine future on-the-job training experiences and related classroom assignments
124. Administer subject matter diagnostic tests
125. Work with other teachers to help students with individual problems
126. Assist students with their problems by working cooperatively with agencies such as the health and welfare services
127. Assist parents in obtaining information from clinics, organizations and agencies
128. Propose specific action for resolution of learning and behavior problems
129. Refer students to the guidance counselor and other specialists within and outside of the school
130. Develop remedial techniques

Albright

131. Identify emotional factors which contribute to reading difficulties
132. Identify intellectual factors which contribute to reading difficulties
133. Assess student reading level
134. Diagnose reading problems
135. Prescribe remedial math activities

136. Prescribe remedial reading activities
137. Assess student comprehension of math concepts
138. Devise alternative methods of grading
139. Incorporate world of work into math instruction
140. Evaluate student reading progress
141. Identify physical factors which contribute to reading difficulties
142. Administer appropriate diagnostic reading tests
143. Diagnose specific reading difficulties
144. Identify educational factors that contribute to reading difficulties
145. Interpret results of vocational tests
146. Identify symptoms of drug abuse
147. Locate help for drug related problems
148. Develop value clarification strategies
149. Identifying counseling technique
150. Inform students of scholarships and grants available
151. Conduct orientation for available academic and vocational programs
152. Identify requirements of local vocational programs
153. Assess the ability of individual to modify his or her behavior
154. Implement program modifications
155. Assist students in scheduling adjustments
156. Maintain a personal data file for each student
157. Identify learning disabilities
158. Compile accurate, up-to-date records
159. Develop positive reinforcement techniques
160. Communicate individual subject goals to faculty and administration

161. Conduct a student follow-up study
162. Conduct a parent-teacher conference
163. Conduct a teacher-to-teacher conference
164. Coordinate activities with participating schools
165. Inform employer of student in-school progress
166. Inform employers of their responsibilities
167. Inform parents of their responsibilities
168. Involve the family as a primary source of student reinforcement
169. Inform school officials of their responsibilities
170. Group students for small group instruction
171. Develop a schedule for cleaning work areas
172. Chart student progress
173. Identify emotional factors that affect classroom environment
174. Establish a student tutoring program
175. Estimate time sequence for a unit of instruction for special needs student
176. Develop a unit plan for a special needs student
177. Organize a unit of instruction on career education
178. Administer appropriate diagnostic tests
179. Utilize results of diagnostic tests
180. Construct a system of reporting student progress to students and parents

Clark

181. Identify publishers and their software marketed specifically for the secondary special education student

APPENDIX C

A TASK INVENTORY

A TASK INVENTORY...

"SPECIAL" FOR SPECIAL NEEDS STUDENTS
MAINSTREAMED INTO VOCATIONAL EDUCATION
PROGRAMS

Purpose of the Inventory

This task inventory is designed to help identify the frequency of tasks performed in regular vocational programs that are specific to special needs students mainstreamed into those programs. Do vocational teachers perform the tasks and if so how frequently? Such information is vital in planning relevant teacher education programs.

Directions: Listed on the inventory are several tasks which you, as a vocational educator, are likely to perform if you are working with special needs learners mainstreamed into your classroom. Please respond by checking the tasks you perform and the frequency of performance.

<p>Check all the tasks that you perform in your classroom, then rate the tasks you have checked.</p>	<p>Check (✓) if done</p>	<p>Check (✓) the most correct frequency for tasks done</p> <p>5. Each period 4. Daily 3. Weekly 2. Monthly 1. Rarely</p>				
		5	4	3	2	1
1. Develop a rationale, program goals, and philosophy for special needs students						
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs						
3. Identify student working math below level needed for class						
4. Identify available assessment instruments appropriate for special needs students						
5. Assist student with remedial math						
6. Use diagnostic and prescriptive assessment techniques for planning instruction						
7. Assess the ability of individual to modify his or her behavior						
8. Prepare alternative assessment procedures						
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction						

10. Conduct a parent-teacher conference									
11. Involve the family as a primary source of student reinforcement									
12. Communicate with parents									
13. Train employers and supervisors to work effectively with special needs students									
14. Hold conference with other teachers									
15. Obtain follow-up information on special needs students leaving or graduating from school programs									
16. Identify emotional factors that affect classroom environment									
17. Estimate time sequence for a unit of instruction for special needs students									
18. Assist student with specific reading difficulties									
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations									
20. Inform the administration of daily coordination itinerary									
21. Use open-entry and open-exit programming for special needs students									
22. Plan a variety of leisure activities during school day									

<p>Check all the tasks that you perform in your classroom, then rate the tasks you have checked.</p>	<p>Check (✓) if done</p>	<p>Check (✓) the most correct frequency for tasks done</p> <p>5. Each period 4. Daily 3. Weekly 2. Monthly 1. Rarely</p>				
		5	4	3	2	1
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners						
24. Assist students to understand a situation from several points of view						
25. Avoid identical, stereotyped demands on maladjusted pupils						
26. Provide alternatives to frustration behavior						
27. Assess occupational experience reports with the student to plan future instruction.						
28. Identify software marketed specifically for the secondary special education student						
29. Assist parents in obtaining information from clinics, organizations and agencies						
30. Keep up to date with new software appropriate to secondary special education						
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services						

32. Relate the instruction of health habits to real-life situations									
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list									
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth									
35. Include a person familiar with special needs students on advisory committee									
36. Use reference materials and literature related to teaching the exceptional student									
37. Organize instructional sequences in content areas; in reading, mathematics, language									
38. Plan a variety of vocational experiences at both observation and involvement levels									
39. Plan for step-by-step development of social controls									
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help									
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools									
42. Identify prospective cooperating employers to provide on-the-job training stations									
43. Obtain reimbursement for the cooperating employer providing on-the-job training									
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage									

<p>Check all the tasks that you perform in your classroom, then rate the tasks you have checked.</p>	<p>Check (✓) if done</p>	<p>Check (✓) the most correct frequency for tasks done</p> <p>5. Each period 4. Daily 3. Weekly 2. Monthly 1. Rarely</p>				
		5	4	3	2	1
45. Arrange with a union to make contract provision for student-learners						
46. Develop a systematic training plan with the on-the-job instructor						
47. Assist student with remedial reading activities						
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs						
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems						
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program						
51. Help get clients into rehabilitation programs						
52. List national organizations concerned with the education or general welfare of exceptional individuals						
53. Involve special needs students in clubs, organizations and special events						

PROFESSIONAL INFORMATION

HOW MANY TOTAL YEARS HAVE YOU TAUGHT? _____

CHECK VOCATIONAL DIVISION:

AGRICULTURE



HEALTH OCCUPATIONS



BUSINESS AND OFFICE



HOME ECONOMICS



DISTRIBUTIVE EDUCATION



TRADE AND INDUSTRIAL EDUCATION



CHECK LEVEL OF EDUCATION:

LESS THAN BACCALAUREATE



BACCALAUREATE DEGREE



ASSOCIATE DEGREE



MASTERS DEGREE



OTHER (SPECIFY) _____

HOW MANY IN-SERVICE WORKSHOPS OR COURSES HAVE YOU TAKEN DEALING WITH SPECIAL NEEDS STUDENTS? _____

OCCUPATIONAL AND ADULT EDUCATION
406 CLASSROOM BUILDING
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLAHOMA 74074

FOLD

Staple

Staple

Staple

APPENDIX D

COVER LETTER

(OKLAHOMA STATE UNIVERSITY LETTERHEAD)

May 4, 1977

Dear Vocational Educator:

Recent federal legislation mandates that you as a vocational educator will probably have increasing numbers of mentally handicapped students mainstreamed into your regular vocational program. Teacher trainers are interested in providing help for secondary vocational educators, such as yourself, working with these students.

The Guide for Completing the Vo-Tech Student Accounting System published by the Oklahoma State Department of Vocational and Technical Education, defined mental handicap, identified by professional staff, as including:

1. Trainable mentally retarded
2. Educationally mentally retarded
3. Emotionally disturbed
4. Learning disabilities
5. Other

According to student accounting records you identified one or more students in your regular program during the school year as being mentally handicapped.

Now, we need your help in developing a current list of validated tasks necessary for vocational teachers of the mentally handicapped student. We ask you to carefully examine each statement of A Task Inventory and indicate (1) the task done and (2) how frequently in your classroom. You are not expected to perform all of the tasks, since they may be performed by other agencies.

All information will be confidential. The number in the upper right-hand corner of the inventory is to facilitate data processing. We appreciate your efforts. Hopefully, your response along with other contributions will make it possible to develop a learning package that will be useful and helpful to education in this area.

Thank you for your assistance.

Sincerely yours,

Mrs. Imogene L. Land
Graduate Teaching Assistant

ILL/kp
Enclosures

APPENDIX E

DATA FOR EACH TASK

TABLE VII
 DATA FOR EACH TASK BY VOCATIONAL DIVISION,
 AGRICULTURE

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	25	71.4	68	2.72
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs	28	80.0	66	2.36
3. Identify student working math below level needed for class	24	68.6	67	2.79
4. Identify available assessment instruments appropriate for special needs students	12	34.3	27	2.25
5. Assist student with remedial math	18	51.4	54	3.00
6. Use diagnostic and prescriptive assessment techniques for planning instruction	10	28.6	18	1.80
7. Assess the ability of individual to modify his or her behavior	26	74.3	90	3.46
8. Prepare alternative assessment procedures	18	51.4	53	2.94
9. Use a vareity of community and governmental agency resources in the delivery of supportive services and instruction	14	40.0	26	1.86

TABLE VII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
10. Conduct a parent-teacher conference	26	74.3	52	2.00
11. Involve the family as a primary source of student reinforcement	18	51.4	46	2.56
12. Communicate with parents	32	91.4	77	2.41
13. Train employers and supervisor to work effectively with special needs students	5	14.3	8	1.60
14. Hold conference with other teachers	29	82.9	76	2.62
15. Obtain follow-up information on special needs students leaving or graduating from school programs	24	68.6	31	1.29
16. Identify emotional factors that affect classroom environment	25	71.4	84	3.36
17. Estimate time sequence for a unit of instruction for special needs students	18	51.4	57	3.17
18. Assist student with specific reading difficulties	23	65.7	95	4.13
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	9	25.7	26	2.89
20. Inform the administration of daily coordination itinerary	11	31.4	24	2.18

TABLE VII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
21. Use open-entry and open-exit programming for special needs students	4	11.4	8	2.00
22. Plan a variety of leisure activities during school day	11	31.4	25	2.27
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	7	20.0	13	1.86
24. Assist students to understand a situation from several points of view	27	77.1	104	3.85
25. Avoid identical, stereotyped demands on maladjusted pupils	18	51.4	72	4.00
26. Provide alternatives to frustration behavior	20	57.1	70	3.50
27. Assess occupational experience reports with the student to plan future instruction	15	42.9	38	2.53
28. Identify software marketed specifically for the secondary special education student	6	17.1	13	2.17
29. Assist parents in obtaining information from clinics, organizations and agencies	9	25.7	13	1.44
30. Keep up to date with new software appropriate to secondary special education	5	14.3	11	2.20

TABLE VII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	6	17.1	14	2.33
32. Relate the instruction of health habits to real-life situations	16	45.7	51	3.19
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	8	22.9	16	2.00
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth.	7	20.0	21	3.00
35. Include a person familiar with special needs students on advisory committee	10	28.5	17	1.70
36. Use reference materials and literature related to teaching the exceptional student	14	40.0	31	2.21
37. Organize instructional sequences in content areas; in reading, mathematics, language	9	25.7	27	3.00
38. Plan a variety of vocational experiences at both observation and involvement levels	23	65.7	95	4.13
39. Plan for step-by-step development of social controls	11	31.4	39	3.55

TABLE VII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	12	34.3	39	3.25
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools	4	11.4	6	1.50
42. Identify prospective cooperating employers to provide on-the-job training stations	6	17.1	10	1.67
43. Obtain reimbursement for the cooperating employer providing on-the-job training	2	05.7	2	1.00
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	3	08.6	3	1.00
45. Arrange with a union to make contract provision for student-learners	3	08.6	3	1.00
46. Develop a systematic training plan with the on-the-job instructor	3	08.6	4	1.33
47. Assist student with remedial reading activities	14	40.0	51	3.64
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	19	54.3	49	2.58

TABLE VII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	9	25.7	23	2.56
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	4	11.4	7	1.75
51. Help get clients into rehabilitation programs	8	22.9	11	1.38
52. List national organizations concerned with the education or general welfare of exceptional individuals	6	17.1	10	1.67
53. Involve special needs students in clubs, organizations and special events	28	80.0	84	3.00

TABLE VIII
 DATA FOR EACH TASK BY VOCATIONAL DIVISION,
 BUSINESS AND OFFICE

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	6	42.9	13	2.17
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs.	12	85.7	21	1.75
3. Identify student working math below level needed for class	12	85.7	24	2.00
4. Identify available assessment instruments appropriate for special needs students	8	57.1	18	2.25
5. Assist student with remedial math	12	85.7	32	2.67
6. Use diagnostic and prescriptive assessment techniques for planning instruction	9	64.3	26	2.89
7. Assess the ability of individual to modify his or her behavior	14	100.0	48	3.43
8. Prepare alternative assessment procedures	8	57.1	27	3.38
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	10	71.4	23	2.30

TABLE VIII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
10. Conduct a parent-teacher conference	5	35.7	6	1.20
11. Involve the family as a primary source of student reinforcement	2	14.3	2	1.00
12. Communicate with parents	6	42.9	6	1.00
13. Train employers and supervisor to work effectively with special needs students	3	21.4	3	1.00
14. Hold conference with other teachers	10	71.4	22	2.20
15. Obtain follow-up information on special needs students leaving or graduating from school programs	5	35.7	7	1.40
16. Identify emotional factors that affect classroom environment	9	64.3	34	3.78
17. Estimate time sequence for a unit of instruction for special needs students	9	64.3	24	2.67
18. Assist student with specific reading difficulties	8	57.1	25	3.13
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	2	14.3	4	2.00

TABLE VIII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
20. Inform the administration of daily coordination itinerary	4	28.6	11	2.75
21. Use open-entry and open-exit programming for special needs students	10	71.4	42	4.20
22. Plan a variety of leisure activities during school day	3	21.4	13	4.33
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	0	-	0	-
24. Assist students to understand a situation from several points of view	14	100.00	51	3.64
25. Avoid identical, stereotyped demands on maladjusted pupils	10	71.4	45	4.50
26. Provide alternatives to frustration behavior	13	92.9	55	4.23
27. Assess occupational experience reports with the student to plan future instruction	8	57.1	21	2.63
28. Identify software marketed specifically for the secondary special education student	6	42.9	10	1.67

TABLE VIII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
29. Assist parents in obtaining information from clinics, organizations and agencies	3	21.4	6	2.00
30. Keep up to date with new software appropriate to secondary special education	5	35.7	9	1.80
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	8	57.1	15	1.88
32. Relate the instruction of health habits to real-life situations	9	64.3	26	2.89
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	5	35.7	8	1.60
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	4	28.6	5	1.25
35. Include a person familiar with special needs students on advisory committee	4	28.6	5	1.25
36. Use reference materials and literature related to teaching the exceptional student	6	42.9	10	1.67

TABLE VIII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
37. Organize instructional sequences in content areas; in reading, mathematics, language	4	28.6	16	4.00
38. Plan a variety of vocational experiences at both observation and involvement levels	9	64.3	37	4.11
39. Plan for step-by-step development of social controls	2	14.3	9	4.50
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	9	64.3	33	3.67
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools	6	42.9	13	2.17
42. Identify prospective cooperating employers to provide on-the-job training stations	5	35.7	9	1.80
43. Obtain reimbursement for the cooperating employer providing on-the-job training	0	-	0	-
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	1	07.1	1	1.00
45. Arrange with a union to make contract provision for student-learners	0	-	0	-

TABLE VIII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
46. Develop a systematic training plan with the on-the-job instructor	3	21.4	7	2.33
47. Assist student with remedial reading activities	3	21.4	6	2.00
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	5	35.7	9	1.80
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	4	28.6	8	2.00
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	3	21.4	3	1.00
51. Help get clients into rehabilitation programs	4	28.6	7	1.75
52. List national organizations concerned with the education or general welfare of exceptional individuals	0	-	0	-
53. Involve special needs students in clubs, organizations and special events	7	50.0	20	2.86

TABLE IX
 DATA FOR EACH TASK BY VOCATIONAL DIVISION,
 DISTRIBUTIVE EDUCATION

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	5	83.3	13	2.60
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs	4	66.7	10	2.50
3. Identify student working math below level needed for class	6	100.0	16	2.67
4. Identify available assessment instruments appropriate for special needs students	4	66.7	7	1.75
5. Assist student with remedial math	6	100.0	16	2.67
6. Use diagnostic and prescriptive assessment techniques for planning instruction	3	50.0	7	2.33
7. Assess the ability of individual to modify his or her behavior	6	100.0	15	2.50
8. Prepare alternative assessment procedures	4	66.7	10	2.50

TABLE IX (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	5	83.3	12	2.40
10. Conduct a parent-teacher conference	5	83.3	6	1.20
11. Involve the family as a primary source of student reinforcement	4	66.7	5	1.25
12. Communicate with parents	5	83.3	9	1.80
13. Train employers and supervisor to work effectively with special needs students	4	66.7	6	1.50
14. Hold conference with other teachers	5	83.3	10	2.00
15. Obtain follow-up information on special needs students leaving or graduating from school programs	5	83.3	7	1.40
16. Identify emotional factors that affect classroom environment	5	83.3	14	2.80
17. Estimate time sequence for a unit of instruction for special needs students	5	83.3	14	2.80
18. Assist student with specific reading difficulties	5	83.3	16	3.20

TABLE IX (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	4	66.7	13	3.25
20. Inform the administration of daily coordination itinerary	4	66.7	10	2.50
21. Use open-entry and open-exit programming for special needs students	4	66.7	7	1.75
22. Plan a variety of leisure activities during school day	3	50.0	6	2.00
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	2	33.3	2	1.00
24. Assist students to understand a situation from several points of view	6	100.0	26	4.33
25. Avoid identical, stereotyped demands on maladjusted pupils	6	100.0	25	4.17
26. Provide alternatives to frustration behavior	5	83.3	21	4.20
27. Assess occupational experience reports with the student to plan future instruction	5	83.3	10	2.00

TABLE IX (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
28. Identify software marketed specifically for the secondary special education student	2	33.3	5	2.50
29. Assist parents in obtaining information from clinics, organizations and agencies	3	50.0	4	1.33
30. Keep up to date with new software appropriate to secondary special education	4	66.7	10	2.50
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	3	50.0	5	1.67
32. Relate the instruction of health habits to real-life situations	6	100.0	20	3.33
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	4	66.7	5	1.25
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	3	50.0	5	1.67
35. Include a person familiar with special needs students on advisory committee	4	66.7	7	1.75

TABLE IX (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
36. Use reference materials and literature related to teaching the exceptional student	5	83.3	15	3.00
37. Organize instructional sequences in content areas; in reading, mathematics, language	4	66.7	12	3.00
38. Plan a variety of vocational experiences at both observation and involvement levels	4	66.7	11	2.75
39. Plan for step-by-step development of social controls	3	50.0	8	2.67
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	3	50.0	11	3.67
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools.	3	50.0	6	2.00
42. Identify prospective cooperating employers to provide on-the-job training stations	5	83.3	13	2.60
43. Obtain reimbursement for the cooperating employer providing on-the-job training	3	50.0	6	2.00
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	3	50.0	3	1.00

TABLE IX (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
45. Arrange with a union to make contract provision for student-learners	1	16.7	1	1.00
46. Develop a systematic training plan with the on-the-job instructor	5	83.3	12	2.40
47. Assist student with remedial reading activities	4	66.7	14	3.50
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	3	50.0	9	3.00
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	3	50.0	5	1.67
50. Conduct termination procedures for on-the-job training for the student-learner when condition demand and at the close of a training program	4	66.7	4	1.00
51. Help get clients into rehabilitation programs	3	50.0	3	1.00
52. List national organizations concerned with the education or general welfare of exceptional individuals	2	33.3	2	1.00
53. Involve special needs students in clubs, organizations and special events	5	83.3	16	3.20

TABLE X
 DATA FOR EACH TASK BY VOCATIONAL DIVISION,
 HOME ECONOMICS

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	63	59.4	133	2.11
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs	89	84.0	188	2.11
3. Identify student working math below level needed for class	40	37.7	86	2.15
4. Identify available assessment instruments appropriate for special needs students	29	27.4	77	2.66
5. Assist student with remedial math	31	29.2	67	2.16
6. Use diagnostic and prescriptive assessment techniques for planning instruction	25	23.6	62	2.48
7. Assess the ability of individual to modify his or her behavior	78	73.6	245	3.14
8. Prepare alternative assessment procedures	54	50.9	175	3.24
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	42	39.6	93	2.21

TABLE X (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
10. Conduct a parent-teacher conference	70	66.0	118	1.69
11. Involve the family as a primary source of student reinforcement	50	47.2	101	2.02
12. Communicate with parents	86	81.1	174	2.02
13. Train employers and supervisor to work effectively with special needs students	8	07.5	15	1.88
14. Hold conference with other teachers	83	78.3	183	2.20
15. Obtain follow-up information on special needs students leaving or graduating from school programs	45	42.5	67	1.49
16. Identify emotional factors that affect classroom environment	78	73.6	256	3.28
17. Estimate time sequence for a unit of instruction for special needs students	54	50.9	151	2.80
18. Assist student with specific reading difficulties	64	60.4	221	3.45
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	10	09.4	13	1.30

TABLE X (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
20. Inform the administration of daily coordination itinerary	19	17.9	64	3.37
21. Use open-entry and open-exit programming for special needs students	13	12.3	45	3.46
22. Plan a variety of leisure activities during school day	31	29.2	90	2.90
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	6	05.7	13	2.17
24. Assist students to understand a situation from several points of view	83	78.3	317	3.82
25. Avoid identical, stereotyped demands on maladjusted pupils	75	70.8	288	3.84
26. Provide alternatives to frustration behavior	75	70.8	278	3.71
27. Assess occupational experience reports with the student to plan future instruction	18	17.0	55	3.06
28. Identify software marketed specifically for the secondary special education student	12	11.3	18	1.50

TABLE X (CONTINUED)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
29. Assist parents in obtaining information from clinics, organizations and agencies	25	23.6	37	1.48
30. Keep up to date with new software appropriate to secondary special education	7	06.6	12	1.71
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	17	16.0	17	1.47
32. Relate the instruction of health habits to real-life situations	83	78.3	261	3.14
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	10	09.4	11	1.10
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	56	52.8	132	2.36
35. Include a person familiar with special needs students on advisory committee	30	28.3	61	2.03
36. Use reference materials and literature related to teaching the exceptional student	53	50.0	142	2.68

TABLE X (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
37. Organize instructional sequence in content areas; in reading, mathematics, language	13	12.3	30	2.31
38. Plan a variety of vocational experiences at both observation and involvement levels	71	67.0	241	3.39
39. Plan for step-by-step development of social controls	20	18.9	71	3.55
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	47	44.3	132	2.81
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools	10	09.4	16	1.60
42. Identify prospective cooperating employers to provide on-the-job training stations	8	07.5	15	1.88
43. Obtain reimbursement for the cooperating employer providing on-the-job training	5	04.7	9	1.80
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	5	04.7	5	1.00
45. Arrange with a union to make contract provision for student-learners	1	00.9	1	1.00

TABLE X (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
46. Develop a systematic training plan with the on-the-job instructor	6	05.7	8	1.33
47. Assist student with remedial reading activities	31	29.2	102	3.29
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	39	36.8	95	2.44
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	21	19.8	61	2.90
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	4	03.8	8	2.00
51. Help get clients into rehabilitation programs	7	06.6	13	1.86
52. List national organizations concerned with the education or general welfare of exceptional individuals	4	03.8	4	1.00
53. Involve special needs students in clubs, organizations and special events	81	76.4	207	2.56

TABLE XI
 DATA FOR EACH TASK BY VOCATIONAL DIVISION,
 HEALTH OCCUPATIONS

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	3	50.0	7	2.33
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs	5	83.3	13	2.60
3. Identify student working math below level needed for class	3	50.0	8	2.67
4. Identify available assessment instruments appropriate for special needs students	3	50.0	6	2.00
5. Assist student with remedial math	3	50.0	7	2.33
6. Use diagnostic and prescriptive assessment techniques for planning instruction	3	50.0	8	2.67
7. Assess the ability of individual to modify his or her behavior	3	50.0	9	3.00
8. Prepare alternative assessment procedures	3	50.0	6	2.00
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	4	66.7	5	1.25

TABLE XI (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
10. Conduct a parent-teacher conference	4	66.7	6	1.50
11. Involve the family as a primary source of student reinforcement	4	66.7	5	1.25
12. Communicate with parents	4	66.7	7	1.75
13. Train employers and supervisor to work effectively with special needs students	3	50.0	8	2.67
14. Hold conference with other teachers	4	66.7	7	1.75
15. Obtain follow-up information on special need students leaving or graduating from school programs	5	83.3	7	1.40
16. Identify emotional factors that affect classroom environment	5	83.3	15	3.00
17. Estimate time sequence for a unit of instruction for special needs students	3	50.0	10	3.33
18. Assist student with specific reading difficulties	5	83.3	23	4.60
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	3	50.0	7	2.33

TABLE XI (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
20. Inform the administration of daily coordination itinerary	3	50.0	9	3.00
21. Use open-entry and open-exit programming for special needs students	3	50.0	10	3.33
22. Plan a variety of leisure activities during school day	3	50.0	8	2.67
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	2	33.3	2	1.00
24. Assist students to understand a situation from several points of view	6	100.0	21	3.50
25. Avoid identical, stereotyped demands on maladjusted pupils	6	100.0	18	3.00
26. Provide alternatives to frustration behavior	3	50.0	11	3.67
27. Assess occupational experience reports with the student to plan future instruction	5	83.3	13	2.60
28. Identify software marketed specifically for the secondary special education student	3	50.0	7	2.33
29. Assist parents in obtaining information from clinics, organizations and agencies	4	66.7	7	1.75

TABLE XI (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
30. Keep up to date with new software appropriate to secondary special education	3	50.0	4	1.33
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	6	100.0	10	1.67
32. Relate the instruction of health habits to real-life situations	6	100.0	24	4.00
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	2	33.3	7	3.50
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	3	50.0	4	1.33
35. Include a person familiar with special needs students on advisory committee	2	33.3	6	3.00
36. Use reference materials and literature related to teaching the exceptional student	4	66.7	17	4.25
37. Organize instructional sequences in content areas; in reading, mathematics, language	3	50.0	9	3.00

TABLE XI (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
38. Plan a variety of vocational experiences at both observation and involvement levels	5	83.3	20	4.00
39. Plan for step-by-step development of social controls	3	50.0	10	3.33
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	4	66.7	15	3.75
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools	4	66.7	5	1.25
42. Identify prospective cooperating employers to provide on-the-job training stations	5	83.3	14	2.80
43. Obtain reimbursement for the cooperating employer providing on-the-job training	1	16.7	1	1.00
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	1	16.7	1	1.00
45. Arrange with a union to make contract provision for student-learners	1	16.7	1	1.00

TABLE XI (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
46. Develop a systematic training plan with the on-the-job instructor	6	100.0	13	2.17
47. Assist student with remedial reading activities	4	66.7	11	2.75
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	4	66.7	8	2.00
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	4	66.7	12	3.00
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	6	100.0	11	1.83
51. Help get clients into rehabilitation programs	2	33.3	4	2.00
52. List national organizations concerned with the education or general welfare of exceptional individuals	1	16.7	2	2.00
53. Involve special needs students in clubs, organizations and special events	3	50.0	8	2.67

TABLE XII

DATA FOR EACH TASK BY VOCATIONAL DIVISION,
TRADE AND INDUSTRIAL EDUCATION

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
1. Develop a rationale, program goals, and philosophy for special needs students	32	76.2	84	2.63
2. Consult with other educators, specialists, and parents in evaluating the learner's educational needs	34	81.0	72	2.12
3. Identify student working math below level needed for class	30	71.4	70	2.33
4. Identify available assessment instruments appropriate for special needs students	19	45.2	41	2.16
5. Assist student with remedial math	28	66.6	76	2.71
6. Use diagnostic and prescriptive assessment techniques for planning instruction	14	33.3	37	2.64
7. Assess the ability of individual to modify his or her behavior	32	76.2	113	3.53
8. Prepare alternative assessment procedures	21	50.0	75	3.57
9. Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	11	26.2	22	2.00

TABLE XII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
10. Conduct a parent-teacher conference	26	61.9	39	1.50
11. Involve the family as a primary source of student reinforcement	17	40.5	29	1.71
12. Communicate with parents	33	78.6	58	1.76
13. Train employers and supervisor to work effectively with special needs students	4	09.5	6	1.50
14. Hold conference with other teachers	32	76.2	78	2.44
15. Obtain follow-up information on special needs students leaving or graduating from school programs	29	69.0	39	1.34
16. Identify emotional factors that affect classroom environment	32	76.2	107	3.34
17. Estimate time sequence for a unit of instruction for special needs students	26	61.9	82	3.15
18. Assist student with specific reading difficulties	26	61.9	82	3.15
19. Assist the on-the-job instructor with development of teaching techniques during visits to the training stations	11	26.2	26	2.36

TABLE XII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
20. Inform the administration of daily coordination itinerary	8	19.0	24	3.00
21. Use open-entry and open-exit programming for special needs students	15	35.7	32	2.13
22. Plan a variety of leisure activities during school day	12	28.6	29	2.42
23. Develop plan for a training workshop to assist on-the-job instructors in techniques for teaching student-learners	7	16.7	21	3.00
24. Assist students to understand a situation from several points of view	36	85.7	139	1.02
25. Avoid identical, stereotyped demands on maladjusted pupils	24	57.1	89	3.71
26. Provide alternatives to frustration behavior	26	61.9	102	3.92
27. Assess occupational experience reports with the student to plan future instruction	20	47.6	51	2.55
28. Identify software marketed specifically for the secondary special education student.	7	16.7	12	1.71

TABLE XII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
29. Assist parents in obtaining information from clinics, organizations and agencies	12	28.6	18	1.50
30. Keep up to date with new software appropriate to secondary special education	10	23.8	20	2.00
31. Demonstrate a knowledge of the kinds of services available in rehabilitation systems by listing and describing such services	10	23.8	23	2.30
32. Relate the instruction of health habits to real-life situations	26	61.9	89	3.42
33. Ascertain what rehabilitation programs are available in your state by investigating and preparing a list	10	23.8	17	1.70
34. Identify the mental, emotional, social, and physical development from childhood through adolescence for normal and abnormal youth	10	23.8	15	1.50
35. Include a person familiar with special needs students on advisory committee	5	11.9	7	1.40
36. Use reference materials and literature related to teaching the exceptional student	21	50.0	47	2.24

TABLE XII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
37. Organize instructional sequences in content areas; in reading, mathematics, language	14	33.3	47	3.36
38. Plan a variety of vocational experiences at both observation and involvement levels	32	76.2	126	3.94
39. Plan for step-by-step development of social controls	12	28.6	39	3.25
40. Develop remedial techniques that will reinforce the lesson content for students who need additional help	22	52.4	83	3.77
41. Obtain reimbursement for the student for allowable training costs such as clothing and tools	6	14.3	8	1.33
42. Identify prospective cooperating employers to provide on-the-job training stations	22	52.4	53	2.41
43. Obtain reimbursement for the cooperating employer providing on-the-job training	7	16.7	12	1.71
44. Describe the procedure for a cooperating employer to use in acquiring a federal permit to pay a training wage	8	19.0	14	1.75
45. Arrange with a union to make contract provision for student-learners	3	07.1	9	3.00

TABLE XII (Continued)

Tasks	Number of Responses	Percent of Responses	Total Relative Frequency	Mean
46. Develop a systematic training plan with the on-the job instructor	13	31.0	29	2.23
47. Assist student with remedial reading activities	19	45.2	67	3.53
48. Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special programs	21	50.0	47	2.24
49. Coordinate instructional planning in academic areas required for graduation for students with learning problems	11	26.2	30	2.73
50. Conduct termination procedures for on-the-job training for the student-learner when conditions demand and at the close of a training program	11	26.2	31	2.82
51. Help get clients into rehabilitation programs	9	21.4	18	2.00
52. List national organizations concerned with the education or general welfare of exceptional individuals	5	11.9	9	1.80
53. Involve special needs students in clubs, organizations and special events	25	59.5	63	2.52

VITA ²

Imogene Richardson Land

Candidate for the Degree of

Doctor of Education

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