TEACHER COMPETENCIES FOR TRANSITION

PROGRAMS AS REPORTED BY FACULTY

MEMBERS OF SPECIAL

EDUCATION

By

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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

The future of students who have disabilities is a major
concern to parents, educators, and rehabilitation
professionals as these students graduate or leave school
programs. Many people realize the need for the development
of practical curriculum and programs for successful
independent living after graduation from school. Many youth
with disabilities are leaving the educational system with a
lack of skills necessary to compete in the world of work.
During a typical year, more than sixty percent of all
handicapped people are not employed (Putman, Haute, & Moore,
1985). Further, employed persons with disabilities get paid
much less than their counterparts without disabilities.

Entering the work life requires preparation for
students that is different from school work, such as
occupational living, independent living, and social
relationships in the community. Transition from school to
work can be more difficult for students with disabilities
because of their handicaps. The transition model proposed by
Will (1984) through the Office of Special Education and
Rehabilitative Services (OSERS) enables transition from

school to work to become a current issue for special education, vocational and career education, and the federal and state governments. For the success of transition of students who have disabilities, secondary education needs to include: (a) the development of appropriate secondary school curriculum; (b) continued focus on effective transition models; (c) adequate preparation of secondary school special education personnel; and (d) research to track special education students who exit from the school system (Jordan & Erickson, 1987).

The secondary school curriculum content tends to focus too much on remedial academics and not enough on functional skills (Halpern, 1992). In school, the proper acquisition of functional skills for work and adult life is very important for the student with disabilities to adjust successfully in adult life.

Teacher competencies should be based on the roles and functions involved on the job in which training is being planned (Lilly, 1979). Some of the definitional issues in transition from school to work deal with the kinds of competencies which are desired by the teacher training program graduate (Beard, Bull, & Montgomery, 1991). The ways that transition programs are defined can describe the necessary competencies in preparing for transition program personnel.

Investigating the served population in transition

services is helpful in preparing a concrete program for caregivers and service providers (Montgomery, Bull, & Beard, 1991). It also can be a basis for preparing transition programs for unserved populations in transition services.

The competencies of teachers who teach and guide students with disabilities in schools in preparation for work and adult life are important factors leading to student success. Examining teacher competencies can lead to the adequate preparation of secondary school special education personnel.

Purpose of the Study

This study was designed to investigate the opinions of university faculty members of special education regarding transition from school to adult living. Faculties in colleges and universities have the responsibility of adequately preparing personnel who will plan, implement, and evaluate mandated transition programs and who are instrumental in shaping teacher competencies for transition programs.

deFur (1990) examined teacher competencies rated by transition specialist practitioners who work with young people with disabilities in transition fields. Researchers (Montgomery et al, 1991) have investigated teacher competencies in transition reported by state directors, who are the key policy makers in special education through the

states. Examining these faculty members' opinions was important for the improvement of teacher training programs in transition and policy development for transition services.

Research Questions

This study was concerned with the following questions:

1. What do faculty members of special education programs identify as necessary components in preparing personnel for transition programs which could be the components used in describing the definition of transition services?

2. How do faculty members of special education programs categorize the groups served by transition services?

3. What do faculty members of special education programs describe as essential teacher competencies for transition services?

CHAPTER II

REVIEW OF LITERATURE

The review of literature provided a base to support the significance of this study. This chapter is divided into three major sections: (1) history of transition programs, (2) concepts of transition programs, and (3) teacher competency studies.

History of Transition Programs

In the history of the development of transition services, the requirements of handicapped students ultimately began to be addressed. An early frontier in vocational education was begun by Edward Seguin and Richard Hungerford. In the 1850's, Seguin proposed occupational preparation in educational programs. A century later, Hungerford outlined and implemented a comprehensive program of vocational education for the mentally retarded (Gruenhagen, 1985; Patton, Beirne-Smith, & Payne 1990).

In the 1950's, Stevens suggested the concept of persisting life situations. This concept became the basis of the developmental comprehensive special education curriculum focused on occupational education (Gruenhagen, 1985).

5

Realization of the need for mentally handicapped students to develop occupational skills in the curriculum led to work-study programs (Gruenhagen, 1985; Patton et al, 1990). In the 1960's, work-study programs were focused on students with mild disabilities and were restricted to secondary education designed to create an integrated academic, social, and vocational curriculum accompanied by appropriate work experiences (Halpern, 1992). Legislation, as the Vocational Education Act of 1963, extended vocational services to the handicapped (Patton et al, 1990). This program was discontinued during the 1970's because of funding and similar benefits required by the 1973 amendment to the Vocational Rehabilitation Act. Through work-study programs, special education played a major role in the solution of the career education movement.

In 1970, career education was identified by Sidney Marland, Commissioner of Education, who declared career education to be the top priority of the United States Office of Education (Hoyt, 1982). Career education had a much broader concern with all aspects of adult life and focused on the elementary and secondary education of students with and without disabilities (Halpern, 1992).

Increasing federal visibility brought the extension of the concept to include a clear focus on the needs of people with disabilities. The establishment of the Office of Career Education within the United States Office of Education

enhanced federal visibility for career education (Halpern, 1992). The Education for All Handicapped Children Act in 1975 (P.L. 94-142) addressed vocational education, and the enactment of the Vocational Education Amendments of 1976 showed the evidence of needed federal support for career education for handicapped students (Gruenhagen, 1985). The Career Education Implementation Incentive Act of 1977 (P.L. 95-207) mentioned disabled people as a target population for vocational services, and crystallized the legislative mandate for the career movement (Halpern, 1992).

Two national professional organizations created new divisions to focus on the career development needs of handicapped individuals in 1975-1976: the American Vocational Association (AVA) formed the division of National Associates of Vocational Education Special Needs Personnel (NAVESNP), and the Council for Exceptional Children (CEC) approved the Division on Career Development (DCD) (Gruenhagen 1985; Humes, & Hoenshill 1985; Patton et al, 1990; Halpern 1992).

In 1979, the Office of Special Education and Rehabilitative Services (OSERS), which was a combination of the special education and rehabilitation offices, prepared the concept of successful work adjustment for handicapped people (Gruenhagen, 1985).

In 1982, the repeal of the Career Education Act (P.L. 95-207) by Congress led some to end their career education

movements (Hoyt, 1982).

The Education of the Handicapped Act Amendments of 1983 addressed the career education for the handicapped issue and established grant authority for projects to help handicapped youth make a successful transition from the public school system to adult life (Gruenhagen, 1985). P.L. 98-524 (Carl D. Perkins Vocational Education Act of 1984), authorized federal funds to support vocational education programs. This act mandated that vocational education programs require vocational education for students with disabilities.

Two years after the repeal of the Career Education Implementation Incentive Act of 1982, the Office of Special Education and Rehabilitative Services (OSERS) identified transition as a national priority and funded several major transition projects (Will, 1984). The transition model developed described three types of services that are needed to facilitate the transition from school to work: transition without special services; transition with time-limited services; and transition with ongoing services (Will, 1984).

After the identification of transition programs from OSERS, there were national trends to promote research and projects related to the transition from school to work. The introduction of transition and supported employment components into new legislation enhanced these trends (Halpern, 1992).

The Carl D. Perkins Vocational and Applied Technology

Education Act of 1990 (P.L. 101-392) focused on making the
United States more productive in the world economy by more
fully developing the academic and occupational skills of all
segments of the population. The Individuals with
Disabilities Education Act (IDEA) of 1990 (P.L. 101-476)
contains term and services which are related to transition.
P.L. 101-392 and IDEA (P.L. 101-476) are interwoven to
guarantee transition program opportunities for youth with
disabilities (NICHCY, 1991).

Concepts of Transition Programs

In recent years, public schools have become
increasingly sensitive to the special educational programs
of handicapped secondary youth. Transition from school to
work is a current issue for special education, vocational
and career education, and the federal government. The Office
of Special Education and Rehabilitative Services (OSERS)
realized the need for attention to the transition of youth
with disabilities from school to work and adult life and
responded to this need by establishing a national priority
on improving the transition from school to working life for
all individuals with disabilities (Will, 1984).

According to Will (1984), the transition from school to
working life calls for a range of choices about career
options, living arrangements, social life, and economic
goals that often have life-long consequences. The transition

from school to working life is an outcome-oriented process, including a broad array of services and experiences that lead to employment. OSERS (Will, 1984) proposed a transition model which describes three types of services (bridges) that are needed to facilitate the transition from school to work.

The first bridge, labeled transition without special services, refers to the use of generic services where some students simply find their own way to the world of work, relying on their own resources. Postsecondary education is a prime example of a generic service.

The second bridge, labeled transition with time-limited services, refers to specialized, short-term services that lead to employment. Examples of time-limited services are vocational rehabilitation and postsecondary vocational training.

The third bridge, labeled transition with ongoing services, refers to some type of employment with ongoing support for the worker and the employer. This concept of supportive employment is relatively new.

OSERS identified transition as a national priority and has funded several major transition projects. Types of projects within each category are: (1) service demonstration model projects; (2) youth employment projects; (3) postsecondary demonstration projects; (4) cooperative model projects; and (5) personnel preparation projects.

After OSERS proposed its transition model for

transition programs, other transition models modified or adjusted based on the OSERS transition model were proposed.

Halpern (1985) pointed out that the authors of transition policy suggested that the nonvocational dimensions of adult adjustment are significant and important only in so far as they contribute to the ultimate goal of employment. His modified model suggested that living successfully in one's community should be the primary target of transitional services. He explained that the dimensions of community adjustment include the quality of a person's residential environment and the adequacy of his or her social and interpersonal network. He further insisted that these two dimensions are viewed as being no less important than employment.

Polloway, Patton, Payne, and Payne (1989) proposed additional explanations concerning models of transition programs. They noted two key areas that models of transition programs can address: life domains, which include community involvement and citizenship; education and training in preparation for work, home and family, and leisure and recreation; and support domains, which include emotional and physical health and financial support.

The trend for transition proposals and support began to appear in a wide array of federal programs dealing with disabilities and was enhanced through the introduction of transition and supported employment components into new

legislation that pertained to people with disabilities (Halpern, 1992).

According to the amendments of P.L. 94-142, Individuals with Disabilities Education Act of 1990 (IDEA), transition services are defined as:

>   ...a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and factional vocational evaluation (Section 1401. IDEA-5).

According to section 1425 in IDEA, projects which are related to transition programs can be granted by federal level support. The specific projects include: developing strategies and techniques for transition to independent living, vocational training, vocational rehabilitation, postsecondary education, and competitive employment (including supported employment) for youth with disabilities; establishing demonstration models for services, programs, and individualized education programs; and developing curriculum and instructional techniques in special education and related services that will improve the acquisition of skills by students with disabilities necessary for transition to adult life and work.

Much research addressed the need in secondary education

for transition programs (Dildy, 1987; Halpern, 1992, Jordan & Erickson, 1987; Knowlton & Clark 1987; & Putman et al, 1985). These include the development of appropriate secondary school curriculum, continued focus on effective transition models, and adequate preparation in secondary school special education for transition (Jordan & Erickson, 1987).

Teacher Competency Studies

Since the early 1970's, the number of special and vocational teacher educators involved in special needs personnel development programs has increased. Asselin and Flinch (1988), Bayne and Caton (1979), Brolin (1973), Cook (1981), Gillet (1978), and Phelps and Clark (1977) did representative efforts in conducting the research about teacher competencies.

Brolin (1973) conducted research in order to identify the needs of secondary level educable mentally retarded students and the competencies teachers must have to meet these needs. He developed a field questionnaire from the data received at a conference for state and national authorities and sent it to sampled special education teachers and administrators from Wisconsin to rank the competencies. The questionnaire listed 31 competencies in the areas of academics, activities of daily living, occupational training, and psychosocial skills. The results

showed that a greater emphasis is needed on preparing secondary teachers of persons who are educably retarded with knowledge and skills in vocational rehabilitation and vocational education.

Gillet (1978) assessed the current status of teacher preparation in the area of career education by sending questionnaires to institutions of higher education that offered degree programs in special education. The results showed that, even with mandated legislation and the emphasis at the federal level on career education for all students, the need for teacher preparation in the area of career education for handicapped students is not being met. The responses to her questionnaire yielded 7 areas of content and 12 objectives for a proposed course. The areas of content were: sequentially developed objectives; stages of occupational development; evaluation procedures and techniques for assessing job readiness; materials usable in a career education program for grades 1 through 12; components of a work-study program; personnel roles involved in a career education program; and outside agency involvement in the career education program.

Albright (1978) comprehensively reviewed twelve competency studies and synthesized a list of 27 high frequency competencies with 4 categories for teachers who work with special needs students. The categories are: (a) assessment of programs and learner needs; (b) planning

instruction; (c) implementing instruction; and (d) evaluating programs and instruction.

Cook (1981) did research in order to delineate the teacher competencies which were important to the vocational special educator in order to work effectively with handicapped youth. Competencies in the questionnaire were clustered into 10 learning modules and 12 areas of training. The training areas needed to improve career education programs/services for handicapped students were as follows: (a) study of curriculum methods and materials for career/vocational education (71%); (b) study of how to develop and implement work-study program (67%); (c) overviews of handicapping conditions (65%); (d) overviews of vocational evaluation (65%); (e) in-depth field experience (60%); (f) overviews of federal/state legislation regarding student identification, referral, and placement procedures, (57%); (g) grantsmanship (57%); (h) study of individual instruction models for career/vocational education (55%); (i) overviews of interagency models used in planning research (36%); (j) opportunity to discuss experiences in the internship (34%); and (k) technical competence in a specific vocational area (34%).

Finch and Asselin (1985) developed a conceptual framework for vocational special needs teacher competencies. Those included task, human, and environment dimensions. They reviewed 13 studies about teacher competencies, from 1971 to

1984, and analyzed those competencies by the above three dimensions. These analyses showed most competencies were related to the task dimension.

Gruenhagen (1985) did a study to compare attitudes among the various groups of practitioners in the career education field (special education teachers, supervisors of instruction, teacher educators, and career development specialists) toward selected teacher competencies. She developed the instrument for teacher competencies from 34 sources in the literature. The competencies were grouped into eight categories to serve as a further definition of the subject of career education and to break up the monotony of a straight listing of 43 items. The eight elements were: career awareness; self-awareness; appreciation and attitudes; decision-making skills; economic awareness; skill awareness; employability skills; and educational awareness. This study showed a significant difference in mean answer ratings on the Decision Making Section of Competency Rating Scale among the various groups of practitioners in the career education field.

The division of Personnel Preparation of the Office of Special Education and Rehabilitative Services selected thirteen agencies to develop programs for the preparation of transition personnel to work with youth with handicaps. This monograph is a compilation of the competencies for transition specialists identified by the thirteen programs.

The monograph was prepared to assist institutions of higher education in the development of curricula for the preparation of grants for federal support of personnel preparation programs. In preparing the monograph, over 600 competencies were identified under 14 major headings: philosophical and historical considerations; transitional concerns; professionalism; advocacy; knowledge of agencies; knowledge of systems change; legal aspects of transition; working with others (communication, consultation, interdisciplinary teamwork, parents); development and management of individualized plans; planning and organizing instruction; assessment, delivery and evaluation of instruction for community living; assessment, delivery and evaluation of job training; administrative functions; and research (Baker & Geiger, 1988).

deFur (1990) insisted that teacher competencies for the transition services have not been validated. She identified 116 transition specialist competencies and 12 competency domains through a content analysis of 13 federally funded training grants for transition personnel by the Division of Personnel Preparation of OSERS. She provided a listing of 112 validated competencies for transition specialists that are useful in developing pre-service and inservice activities. The twelve domains were: knowledge of agencies and systems change; development and management of individualized plans; working with others in the transition

process; vocational assessment and job development; professionalism, advocacy and legal issues in transition; job training and support; assessment (general); transition administrative functions; philosophical and historical considerations in transition; career counseling and vocational theory and transition; program evaluation and research; and curriculum, instruction, and learning theory (general).

An investigation was made of those skills that the State Directors of Special Education (SDSE) list as necessary competencies required in their states for personnel in special education transition programs (Montgomery et al, 1991). Their instrument was developed with structured input from the Transition Task Force of the American Council on Rural Special Education. The results showed that responses indicated a consistency of several predictable required skills. Over half of the SDSE supported a core of twelve common competencies that need to be built into personnel training programs. Those competencies were: development and management of job support network; development and management of community planning teams; counseling skills; public relation skills; first aid and health maintenance skills; skills involving parents; interagency coordination skills; knowledge of rules and regulations; knowledge of employment development procedures for clients at all levels; knowledge of job coaching;

knowledge of contracts and grants procedures/acquisition of resources; and knowledge of career/community assessment.

Summary

For the success of transition for students with disabilities, secondary education needs to prepare these students in several areas. In order to develop more useful teacher training programs for transition services, it is important to investigate the teacher competencies that are based on the roles and functions involved on the job.

The history of the development of transition services for the handicapped was tracked, beginning in the 1950's. Work-study programs (1960's), the career education movement (1970's), and transition programs (after 1984) were described with legislative overview.

Transition from school to work identified by OSERS (1984) proposed three kinds of models in transition services. Later several researchers modified or adjusted their models based on the OSERS transition model.

Since the early 1970's, the number of special education and vocational teacher educators involved in special needs personnel development programs has increased. Several researchers conducted studies about teacher competencies for personnel program development. Nine studies were reviewed for teacher competencies for students with disabilities, beginning in the 1970's. This review of the literature was

helpful in understanding the needed teacher competencies and in the development of the instrument.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes the method and procedures of
this study: the subjects, instrument, research design, and
procedure.

Subjects

The population for this study consisted of higher
education faculty who are members of the Teacher Educational
Division (TED), which is a sub-group of the Council for
Exceptional Children (CEC) in the United States of America
(U.S.A.), as of the February 23, 1993, computer printout.
The subjects for this study were selected from the list of
faculty members of special education in the colleges and
universities in the United States of America. It was too
difficult to get the whole population of faculty members of
special education. CEC, founded in 1922, is the
international professional organization, having more than
54,000 members dedicated to advancing the quality of
education for all exceptional children and improving the
conditions under which special educators work. TED works to
deliver appropriate and quality services to exceptional

children through preparation programs for teachers and professional staff. TED members of CEC, representatives from all effective professionals in special education and related service fields including allied health, speech and language pathology, rehabilitation, and legal services, were selected as the population for this study.

Because the size of TED was 4,386, sampling was necessary from this population. A 600 member list was requested to be sampled from the population of TED. All samples of this population were stratified by state. A systematic sample from the population was drawn. One out of every six members was to be included in the sample, so the computer randomly selected every 6th name from the total list of faculty members. Even though most TED members are faculty in a college or university, it was not easy to select pure faculty members by the demographic information of TED members. A total of 619 faculty members were randomly selected for this study. After 619 mailing lists of faculty members were received from TED, 16 members were deleted according to demographic information (for example, address was xx public school). Finally, 603 sampling members were used in this study. One-hundred thirty five persons responded to the survey: 35 instructors, 30 assistant professors, 20 associate professors, 28 professors, 21 others in instructional positions (adjunct professors, auxiliary faculty, directors in transition program

coordination of career education, independent consultants, state directors in special education, district inservice providers, research associates, and work-study coordinators), and 1 person of unknown position.

Instrument

A preliminary instrument was pilot tested. Based upon the pilot study, a final questionnaire was generated. This process will be described below.

Preliminary Instrument

The preliminary instrument (see Appendix A) for this study of teacher competencies in transition programs had three components, which was modified through pilot testing, resulting in a final instrument for this study (see Appendix B). The first component, which had seven items, concerned demographic information, such as faculty rank (an interval scale) and years experience in special education (an interval scale). The next four items assessed gender (a binary scale), experiences as a direct service provider preparing personnel for transition programs (a checklist), and college/university specialized programs for training transition teachers (a binary scale). The last seventh demographic item was an open-ended question about transition programming course offerings.

The second component had two questions. One question

was about necessary components in preparing personnel for transition programs which could be the components in describing the definition of transition services. Another question was about the served categories of students in transition programs. The items for question eight (a checklist) and question nine (a checklist) were adapted from the Teacher Competencies Questionnaire developed with structured input from the Transition Task Force of the American Council on Rural Special Education (Montgomery et al, 1991).

The last component was a set of 112 items assessing 12 areas of teacher competencies in transition services. These items were obtained from the validated 112 Teacher Competencies by deFur (1990). In 1987, thirteen programs were funded by the Office of Special Education and Rehabilitative Services (OSERS) to develop programs for the preparation of transition personnel to work with youth with disabilities. Baker and Geiger (1988) reviewed these grants, identified 636 competencies and classified these competencies into 14 domains by content analysis. deFur (1990) utilized Baker and Geiger's competency list, domain classification, and additional competencies in the literature for her study. With these, she identified 116 competencies with 12 domains for personnel preparation in transition programs by content analysis. Because she could not find a valid competency questionnaire for transition

services, she provided 112 content validated competencies
with 12 domains for transition specialists. In order to use
a validated competency list for the present study, deFur's
competency lists were used. This competency measure had 112
items of competencies which were divided into 12 subscales:
8 items/subscale 1; 9 items/subscale 2; 9 items/subscale 3;
9 items/subscale 4; 7 items/subscales 5; 11 items/subscale
6; 10 items/subscale 7; 6 items/subscale 8; 13
items/subscale 9; 10 items/subscale 10; 13 items/subscale
11; and 7 items/subscale 12. Each competency was rated on a
5-point Likert scale. Respondents were asked to rate the
extent to which they viewed each competency as essential for
teachers who would become transition personnel according the
following scale:

    not essential = 1--2--3--4--5 = very essential.

Pilot Testing the Instrument

Pilot testing was necessary to gather information to
improve and reduce the size of the instrument. Pretesting
was helpful in improving the format of the instrument in
order to make it easy to fill out and to enhance the
response rate. The pilot test also allowed reliability to be
assessed and psychometric properties of the survey to be
addressed. Improving an instrument often increases the rate
of return. The more subjects in the sample, the closer the
population may be described. With a descriptive study, the

rate of return is crucial to the generalizability of the findings and the external validity of the study. With a long instrument, the return rate from subjects is greatly reduced (Babble, 1973). Because the total number of questions on the preliminary survey was 157 and the preliminary survey included 9 pages, it was deemed too long to expect a high response rate. Therefore, a pilot test of the instrument was conducted to reduced the size of the preliminary instrument.

Pilot questionnaires were sent to 37 faculty members in a department of special education in the State of Oklahoma in the midwestern region of America. Three weeks were allotted for their return, from February 18 to March 6. Of the 37 sent, 19 surveys were returned and 2 included incomplete responses which were dropped from the pilot study. Thus the final number for analysis was 17 instruments.

Items 1 through 7 were deemed demographic items in the pilot study. These items assessed the personal characteristics of the respondents and characteristics of the institution. Item reduction consisted of analyzing each demographic question to ensure its necessity in describing the population of interest. Items 6 and 7 were deleted from the survey. Item 6 was confusing to subjects in the pilot study. The answers of subjects at the same university differed, indicating that the question was not clear. Since only one of the seventeen pilot subjects answered yes, the

question was omitted. Item 7, an open-ended question, was originally included to generate extra information. Given the number of items on the survey, this item was omitted because the other items could produce enough information. In light of the pilot analysis, the demographic section was reduced from 7 to 5 items (see Appendix B).

Item 8 in the second component of the pilot survey was about the definition of transition services. The open-ended response items were omitted, due to the reasons cited above. Additional categories were added to the current instrument based upon responses to the study in which "other" was used (Montgomery et al, 1991). Those categories were postsecondary educational options and recreation/leisure activities. Thus this component was reduced by one item.

In the competency area there were 12 subscales. Cronbach's (1951) alpha was used for calculating the internal consistency reliability coefficient for each subscale. This type of reliability focuses upon the consistency of the test items and whether or not the items go together or are homogeneous in measurement space. Coefficient alpha is a more generalizable estimate of the internal consistency form of reliability and can be used with the items that yield other than binarily scored responses such as yes or no (Popham, 1981). Therefore each interval-scaled subscale in this study was separately analyzed for internal consistency reliability.

Each analysis consisted of determining the coefficient alpha for a subscale as a whole, and then inspecting the reliability coefficients of each item within the subscale. Based upon calculated reliability coefficients, individual items were deleted and item-level reliability was recalculated. The following provides the results of the analysis:

(In Appendix A, * indicates deleted item from pilot test.)

- Philosophical & historical considerations in transition

    - 8 items: reduced by 4 items (final alpha = .806; 4 items)

- Knowledge of agencies & systems change

    - 9 items: reduced by 3 (final alpha = .904; 6 items)

- Professionalism, advocacy & legal issues in transition

    - 9 items: reduced by 5 (final alpha = .828; 4 items)

- Working with others in the transition process

    - 9 items: reduced by 5 (final alpha = .849; 4 items)

- Development & management of individualized plans

    - 7 items: reduced by 4 (final alpha = .748; 3 items)

- Curriculum, instruction& learning theory (general)

    - 11 items: reduced by 4 (final alpha = .797; 7 items)

- Assessment (general)

    - 10 items: reduced by 5 (final alpha = .928; 5 items)

- Career counseling & vocational theory and transition

    - 6 items: reduced by 3 (final alpha = .827; 3 items)

- Vocational assessment & job development

    - 13 items: reduced by 5 (final alpha = .915; 8 items)
- Job training and support

    - 10 items: reduced by 4 (final alpha = .895; 6 items)
- Transition administrative functions

    - 13 items: reduced by 5 (final alpha = .901; 8 items)
- Program evaluation and research

    - 7 items: reduced by 1 (final alpha = .866; 6 items)

The final instrument consisted of five demographic items, two definitional and serving categorical items, and twelve subscales with sixty-four total items.

The format of the questionnaire was altered to facilitate the ease with which subjects could respond:

a) Item 1 was altered to facilitate correct response (from 'instructor/lecturer at college level' to 'instructor' in answer sample 1);

b) To reduce clutter, alternatives on every question were removed;

c) Options in item 2 were restated to delete overlapping responses in the categories. Also, 20 years was changed to "more than 20 years" to be consistent with "less than 5 years";

d) Response scales were moved to the left side of the page on competencies to make it easier for subjects to answer each item and spacing in the sample scale was altered to facilitate scale use.

Instrument for This Study

The instrument for this study of teacher competencies in transition programs was decided upon through pilot testing the preliminary questionnaire. The final instrument had three components (see Appendix B). The first component, which has five items, concerns demographic information such as faculty rank (an interval scale), years experience in special education (an interval scale), gender (a binary scale), experience as a direct service provider preparing personnel for transition programs (a checklist), and college/university specialized programs for training transition teachers (a binary scale).

The second component had two questions. One question was about the definition of transition services (a checklist) and another question was about the served categories of students in transition programs (a checklist).

The last component was a set of items assessing the area of teacher competencies in transition services. This component had 64 competencies within 12 domains. The competencies were rated on a 5-point Likert scale. Respondents were asked to rate the extent to which they viewed each competency as essential for teachers who would become transition personnel.

Research Design

This study was a descriptive survey. The definition,

population served, and teacher competencies regarding the transition programs from school to work in special education were described statistically. Frequency distributions, measures of central tendency, and variability were reported. Correlational analyses were made between certain variables of interest as determined by (1) the faculty position rank, (2) years of teaching experience in higher education of special education, and (3) gender. Tables were presented where applicable.

Procedure

For this study, a mail survey was used. According to Erdos (1970) mail surveys have several advantages and disadvantages. Advantages of mail surveys include questionnaire availability for wider distribution, less distribution bias, a better chance of truthful reply, and better chance of thoughtful reply, and are time and cost efficient. Erdos also describes disadvantages of mail surveys as being limited by questionnaire length and difficulty and non-response. For this study a mail survey was used because of availability for wider distribution and less distribution bias.

First, mailing lists were requested from the Teacher Education Division (TED) of the Council for Exceptional Children (CEC). Due to the large subject list provided, (members in TED were 4386) about 600 randomly sampled TED

faculty members were requested. A total of 619 members were randomly sampled by the computer at CEC, and 603 members were finally selected to be used in this study, after differentiating the members status by address (for example; Mr./Ms. xx, xx public school).

Before the questionnaire was sent, the proposal of this study was approved by the Oklahoma State University Institutional Review Board for Human Subjects Research on February 18, 1993 (see Appendix C).

Prior to conducting the survey, a pilot study was conducted. The preliminary instrument was mailed to participants on February 18, 1993 and they were asked to respond to the questionnaire by March 6, 1993. A cover letter (see Appendix D), accompanying the questionnaire (see Appendix A), and a pre-addressed stamped envelop were sent to the selected persons. The subjects of the pilot study were the faculty members in the Department of Special Education in Oklahoma Universities. Thirty-seven faculty members were asked to complete and critique the survey instrument. Of the 19 surveys returned, 2 included incomplete responses and were thus dropped from the pilot study. Pilot data (N=17) allowed for the improvement of both survey format and of the reliability of the survey instrument. Based on the pilot study, the final questionnaire was generated by the researcher.

The questionnaire survey was mailed to participants on

March 15, 1993, and they were asked to respond to the questionnaire by April 24, 1993 (within six weeks). A cover letter (see Appendix E), accompanying the questionnaire (see Appendix B), and a pre-addressed stamped envelop were sent to the selected persons. A follow-up post card (see Appendix F) was sent on April 12, 1993 four weeks later, thus it took about 6 weeks to collect data.

One-hundred fifty surveys were returned. Five of them were not useful (they were special teachers in elementary school or preschool or the respondents said they were not qualified). Eight of the surveys were incomplete and two of the surveys were too late to be counted. Therefore, the final number of surveys analyzed was 135. The data were analyzed by descriptive statistical methods.

CHAPTER IV

RESULTS

The purpose of this study was to identify the
definition of transitional services, categorize the served
population, and describe teacher competencies regarding
transition services in special education. These research
questions were answered through descriptive statistics.

Demographic Information

Demographic information was needed to describe the
population of interest and understand the background
variables of; (1) faculty position, (2) teaching experience,
(3) gender, (4) service provider experience, and (5)
availability of specialized program. In addition, items on
faculty position, direct service experience in transition,
and gender were used to investigate the associations between
those items and the teacher competency domains.

One-hundred and fifty subjects (25%) of the total
sample (N=603) responded to the survey. Five subjects were
not qualified (they were special teachers in elementary
school or preschool or the respondents said that they were
not qualified). Eight of them did not complete the survey

34

and two surveys were received too late to be counted. Therefore, the final sample size was 135. According to the question assessing faculty position rank, there were 35 instructors (25.9%), 20 associate professors (14.9%), 30 assistant professors (22.2%), 28 professors (14.9%), and 21 other kinds of positions (15.6%) and an unknown position (.7%) (see Table 1).

TABLE 1

DESCRIPTIVE STATISTICS OF
FACULTY POSITIONS

Faculty Position	Frequency	Percent
Instructor	35	25.9
Assistant Professor	30	22.2
Associate Professor	20	14.9
Professor	28	20.7
Other	21	15.6
Unknown	1	.7

N = 135

Most subjects reported that their experience teaching special education was less than 5 years (36.3%). The 5-10 years of experience category included 21.5%, the 11-15 years experience category was 17.8%, the 16-20 years experience category was 11.1%, and the more than 20 years experience category was 11.1%. Missing cases were 2.2% (see Table 2). On the gender information, 31.1% (42) were male and 68.9% (93) were female.

TABLE 2

DESCRIPTIVE STATISTICS OF YEARS OF TEACHING
EXPERIENCE IN SPECIAL EDUCATION

Years	Frequency	Percent
Less than 5 years	49	36.3
5-10 years	29	21.5
11-15 years	24	17.8
16-20 years	15	11.1
More than 20 years	15	11.1
Missing	3	2.2

N = 135

Concerning faculty members' experience in transition programs, 79.3% had experience in special education, vocational rehabilitation, vocational education or other special education area (see Table 3). A high percentage (79.3%) of faculty members had field experiences which were related to transition services.

On the college/university level, only 11.9% of the respondents had a specialized program for training transition teachers. This appears to be a very low rate to have transition focused programs in a college/university setting. Three respondents who had the specialized program for training transition teachers attached a program description (Lesley College and Northeastern University, University of Nebraska-Omaha, and the University of Oregon), which suggested interest in the survey.

TABLE 3

DESCRIPTIVE STATISTICS OF EXPERIENCE
IN TRANSITION PROGRAMS

Experience	Frequency	Percent
No experience	28	20.7
Special Education	89	65.9
Vocational rehabilitation	13	9.6
Vocational education	14	10.4
Other	25	18.5

Definition of Transition Services

Regarding research question 1, each respondent was asked to identify components in preparing personnel for transition programs which could be the components in describing the definition of transition services. The results are provided in Table 4. The frequencies cited indicated the number of people reporting the importance of a particular component. The most identified component was on-the job training (91.1%). Life skill curriculum (90.4%) and interagency cooperative planning (90.4%) were also identified as important over 90% of the time by the respondents. Additionally, the components of parental involvement, community integration, recreation/leisure activities, and job placement were identified as necessary by 80% of the respondents. Most of the components were recognized as necessary in preparing personnel for transition programs. This combination of components is similar with the federal definition for transition. The least identified component in preparing personnel for transition programs was study skill development (45.2%).

TABLE 4

DESCRIPTIVE STATISTICS OF
DEFINITIONS OF TRANSITION SERVICES

Definition	Frequency	Percent
On-the job training	123	91.1
Life skill curriculum	122	90.4
Interagency cooperative planning	122	90.4
Parental involvement	118	87.4
Community integration	112	83.0
Recreation/leisure activities	111	82.2
Job placement	110	81.5
Residential independence	105	77.8
Postsecondary educational options	105	77.8
Individual competence in community	102	75.6
IEP development process	100	74.1
Vocational rehabilitation counseling	93	68.9
Integrated schools with special/regular classes	90	66.7
Student living choice	84	62.2
Shared resource approach	73	54.1
Study skill development	61	45.2

Population Served in Transition Services

Regarding research question 2, table 5 describes the frequency and percent of respondents selecting categories of the population served in transition services. Learning disabilities (LD) was the most focused category for whom faculty members train teachers to provide transition services (72.6%). The categories of Emotionally Disturbed/Behavioral Disordered (ED/BD), Educable Mentally Handicapped (EMH/EMR), and Trainable Mentally Retarded (TMR) were also served, at 64.4%, 61.5%, and 56.3%, respectively. The rest of the categories were below 50% in terms of being served. Therefore, it appeared that mildly or moderately mentally disabled or emotional disordered students were the most highly identified to be served in teacher education programs. Faculty members might consider training teachers to provide transition services for students in all categories of special education.

TABLE 5

DESCRIPTIVE STATISTICS OF CATEGORIES OF POPULATIONS
SERVED IN TRANSITION SERVICES

Population Served	Frequency	Percent
Learning Disabled	98	72.6
Emotionally/Behavioral Disorder (ED/BD)	87	64.4
Educable Mentally Handicapped (EMH/EMR)	83	61.5
Trainable Mentally Retarded (TMR)	76	56.3
Severely Mentally Retarded (SMR)	58	43.0
Multihandicapped	55	40.7
Profoundly Mentally Retarded (PMR)	52	38.5
Academically Disadvantaged	32	23.7
Hearing Impaired/Deaf	28	20.7
Economically Disadvantaged	27	20.0
Speech Impaired	24	17.8
Visually Impaired/Blind	23	17.0
Limited English Proficiency (LEP)	12	8.9
Gifted	12	8.9

Teacher Competency in Transition Services

Regarding research question 3, teacher competency
domains were ranked based on the group mean for each domain
(see Table 6). Group means imply how essential respondents
considered each of the 12 domains in teacher competencies of
transition services. The criteria for classification as an
essential competency was above 3.0. The table indicates that
the group means for all 12 domains exceeded 3.0. Domain V
(development and management of individualized plans)
received the highest group mean (mean = 4.4826). Domain IV
(working with others in the transition process), domain IX
(vocational assessment and job development), and domain II
(the knowledge of agencies and systems change) were also
highly ranked by respondents. Domain VIII (career counseling
and vocational theory and transition), and domain XI
(transition administrative functions) were below 4.0 and
above 3.0. According to the description of group means for
each domain, more practical and functional competencies
(interdisciplinary function, collaboration, and
interpersonal communication skills) for transition services
had higher ratings than theoretical competencies.

TABLE 6

DESCRIPTIVE STATISTICS OF THE COMPETENCY
RATINGS IN DOMAINS

Rank	Domain	Mean	S.D.
1.	V Development & Management of Individualized Plans	4.4826	.1897
2.	IV Working with Others in the Transition Process	4.4366	.2698
3.	IX Vocational Assessment & Job Development	4.4300	.1225
4.	II Knowledge of Agencies & Systems Change	4.4160	.1606
5.	VII Assessment (General)	4.3547	.1229
6.	VI Curriculum, Instruction & Learning Theory (General)	4.3222	.2481
7.	X Job Training and Support	4.2792	.2358
8.	I Philosophical & Historical Considerations in Transition	4.1870	.0640
9.	III Professionalism, Advocacy & Legal Issues in Transition	4.1370	.1881
10.	XII Program Evaluation and Research	4.0288	.2983
11.	VIII Career Counseling & Vocational Theory and Transition	3.7111	.1892
12.	XI Transition Administrative Functions	3.6962	.1446

Table 7 shows the rank order by means of teacher competency ratings. Each competency mean implies how essential respondents considered each of the 64 competencies in transition services. The competency described that clearly articulates to prospective employers accurate and realistic client information and expectations was the highest ranked. The one which described resource allocation strategies for transition and employment programs was lowest ranked.

Survey respondents were asked to identify any competencies they believed to be essential for transition personnel which had been omitted from the questionnaire list. Some respondents commented that the list of competencies in the questionnaire was covered completely. Thirty respondents added several essential competencies. The following competencies were identified by individual respondents.

- Business partnership   (2 respondents)

- Individual career plan   (1 respondent)

- Mobility training   (1 respondent)

- Knowledge of financial support/
  disincentives and funding   (2 respondent)

- Writing grants   (1 respondent)

- Lobby and promotion of local, state,
  and federal funding sources   (1 respondent)

- Research, analysis, and support of
  existing adult community services   (2 respondent)
- Stress reduction methods   (1 respondent)
- Developing self-determination   (1 respondent)
- Knowledge of P.L. 94-142, IDEA, and
  ADA and trend regulations   (2 respondents)
- Knowledge of school based programs
  and transition   (1 respondent)
- Collaboration with interagencies
  and colleagues   (8 respondents)
- Coordination between counseling
  psychologists and speech pathologists in
  transition   (1 respondent)
- Understand the current political and
  social structure of secondary schools (1 respondent)
- Supervision of coaches   (1 respondent)
- Having positive relationships among
  people   (4 respondents)
- Local needs assessments   (1 respondent)
- Awareness and use of adaptive/
  assistive technology   (1 respondent)
- Individualization of special education
  in community based settings   (2 respondents)
- Awareness of adaptive equipment and
  modifications   (1 respondent)
- Client/student communication skills   (1 respondent)

- Strategies for job development   (1 respondent)

- Case management   (1 respondent)

- Interpersonal communication skills   (1 respondent)

- Decision making/problem solving skills

                                          (1 respondent)

- Using follow-up information in

  program   (1 respondent)

- Promotion care education throughout

  K-12 grades   (1 respondent)

TABLE 7

DESCRIPTIVE STATISTICS OF RANK ORDER
OF COMPETENCY RATINGS

Rank	Domain	Mean	S.D.
1.	IV	4.672	.559

competency:Clearly articulate to prospective employers
accurate and realistic client information and
expectations.

2.	II	4.652	.672

competency:Identify community and state programs and
organizations (public and private) which can be
utilized in providing transition services.

3.	V	4.649	.652

competency:Utilize <u>functional</u> and <u>vocational</u> assessment
information to develop appropriate long and
short term transition goals, write specific
behavioral objectives, identify strategies to
meet objectives, and establish methods of
evaluating objectives.

4.	X	4.607	.724

competency:Provide direct instruction in job seeking and job
keeping skills.

5.	IX	4.600	.755

competency:Match the skills and interests of the client with
skills and demands required by the job or
vocational placement.

6.	VI	4.597	.737

competency:Effectively plan and implement an appropriate
FUNCTIONAL SKILL instructional program.

7.	IV	4.585	.628

competency:Facilitate the involvement and inclusion of
parents,related professionals, and clients in the
interdisciplinary transition team planning
process.

8.	IX	4.585	.695

competency:Identify the modification within a work or
vocational training environment needed to
accommodate the characteristics of a youth or
young adult with a disability.

Rank	Domain	Mean	S.D.

9.   VI   4.548   .740
competency:Demonstrate proficiency in a variety of effective
           instructional methods, materials and techniques
           relevant to the instructional needs of the youth
           or young adult with a disability.

10.   V.   4.522   .701
competency:Demonstrate skills critical to successful
           transition case management such as
           Interdisciplinary conferencing, managing
           necessary paperwork, coordinating, planning,
           scheduling, and following client progress.

11.   II   4.519   .679
competency:Develop strategies to overcome organizational and
           system barriers to change.

12.   VII   4.492   .676
competency:Select, utilize, and interpret formal and
           informal assessment tools and procedures for the
           purposes of functional life skills evaluation.

13.   IX   4.467   .689
competency:Design and conduct a variety of fictional
           assessment techniques to ascertain job task and
           social skills.

14.   VI   4.463   .782
competency:Develop instructional procedures and training
           strategies for maintenance and generalization of
           skills.

15.   II   4.452   .720
competency:Differentiate and describe the type of direct
           transition services provided by human service
           programs such as vocational rehabilitation,
           vocational education, and special education.

16.   IV   4.437   .698
competency:Assess and utilize the family support system to
           facilitate the transition of youths and young
           adults with disabilities.

17.   X   4.433   .818
competency:Develop behavioral objectives related to job
           skill instruction, generalization, and
           maintenance.

Rank	Domain	Mean	S.D.
18.	IX	4.430	.787

competency:Identify enabling skills, entry level
requirements and exit competencies for specific
vocational training programs.

| 19. | IX | 4.452 | .826 |

competency:Conduct a local employment community assessment
to identify job areas which are available for
training, placement, or development and are
appropriate to individual clients with
disabilities.

| 20. | XII | 4.415 | .776 |

competency:Critically analyze the appropriateness and
quality of transitional services being provided
to individuals.

| 21. | X | 4.403 | .894 |

competency:Plan and implement job support services, such as
supervision, retraining, and job change planning
for the individuals with a handicap to assure
successful work adjustment and employment
success.

| 22. | IX | 4.385 | .773 |

competency:Utilize formal and informal methods to assess the
career interests and job preferences of youths
and young adults with disabilities.

| 23. | VII | 4.378 | .732 |

competency:Utilize assessment report(s) in the development
and planning of transitional services and related
instructional programs.

| 24. | VI | 4.370 | .789 |

competency:Systematically apply behavioral principles and
techniques for the purposes of instructing youths
and young adults with disabilities.

| 25. | II | 4.356 | .685 |

competency:Identify and analyze problems in the transition
process related to organizational relationships
between secondary education and adult service
systems.

| 26. | VII | 4.383 | .751 |

competency:Select, utilize and interpret formal and informal
assessment tools and procedures for the purposes
of social/behavioral evaluation.

Rank	Domain	Mean	S.D.

27.   III   4.348   .822
competency:Identify and utilize advocacy resources available
           at the local, state, regional and national levels
           for individuals with disabilities.

28.   VII   4.333   8.01
competency:Plan and implement assessment activities for the
           purpose of screening, instructional program
           planning, placement, program monitoring, program
           evaluation, and planning interventions.

29.   II   4.326   .8000
competency:Identify the political, social and individual
           efforts that may be effective in overcoming
           obstacles to transition service delivery.

30.   IX   4.326   .818
competency:Analyze the social and related demands of a job
           and judge the impact of these demands upon job
           placement success.

31.   I   4.281   .852
competency:Identify the rationale for providing systematic
           planning, instruction and programming in
           transition.

32.   V   4.274   .796
competency:Establish a process of client information
           exchange among agencies involved with the
           provision of transition services to that client.

33.   X   4.237   .839
competency:Provide technical assistance to business and
           industry in integrating programs to employ youths
           and young adults with disabilities.

34.   IX   4.237   .848
competency:Utilize resource, materials, and information
           sources to identify employment opportunities
           for individuals with disabilities.

35.   X   4.2333   .861
competency:Understand the goals, norms, and standards of
           business and industry.

36.   III   4.207   .838
competency:Explain the state and federal regulations for the
           provision of SCHOOL BASED services to individuals
           with disabilities.

Rank	Domain	Mean	S.D.

37.   VI   4.207   .865
competency:Apply current trends in curriculum development
           and instructional methods for youths and young
           adults with disabilities.

38.   II   4.193   .885
competency:Describe the differing philosophies and goals of
           service delivery in agencies (e.g. VR, VocEd,
           SpEd, MHMR, etc.) involved with the planning and
           provision of transition services.

39.   I   4.170   .797
competency:Describe the social, legal, and political
           barriers to transition.

40.   XII   4.164   .777
competency:Design, implement and utilize program evaluation
           procedures to assess the effectiveness of
           transition programs.

41.   I   4.156   .800
competency:Describe factors which contribute to high school
           drop-out, and identify programs and strategies
           for drop-out prevention.

42.   VI   4.149   .905
competency:Utilize data collection, recording and graphic
           methods to establish instructional baseline and
           skill acquisition records.

43.   VII   4.145   .842
competency:Select, utilize and interpret formal and informal
           assessment tools and procedures for the purpose
           of recreational/leisure skills and preference
           evaluations.

44.   I   4.156   8.000
competency:Describe a personal philosophy on meeting the
           needs of individuals with disabilities in our
           society.

45.   XII   4.111   .952
competency:Demonstrate knowledge of appropriate ethical
           consideration in conducting research related to
           youths and young adults with disabilities.

46.   III   4.089   .842
competency:Explain the state and federal regulations for the
           provision of POST-SCHOOL BASED services to
           individuals with disabilities.

Rank	Domain	Mean	S.D.

47.   XII   4.074   .878
competency:Apply and utilize existing research for the
           purposes of curriculum improvement and program
           development in transition.

48.   IV   4.067   .848
competency:Assess the group dynamics of the
           interdisciplinary team and identify a plan of
           action to facilitate team functioning.

49.   XI   3.978   .946
competency:Identify the available human and financial
           resources at the local, state and national level
           which can be utilized to maximize the quality of
           transition service delivery.

50.   VIII   3.919   .955
competency:Apply various career and guidance counseling
           approaches to facilitate the vocational, personal
           and community adjustment of individuals with
           disabilities.

51.   III   3.904   .871
competency:Interpret federal <u>labor</u> and <u>employment</u>
           legislation and its implications for the
           provision and delivery of transition services to
           youth and young adults with disabilities.

52.   VI   3.903   1.010
competency:Evaluate and select appropriate published
           curricula to meet the client's instructional
           needs.

53.   X   3.883   .871
competency:Develop or identify a work incentive program that
           can be used by public and private organizations
           to induce persons with inabilities on their
           employer roles.

54.   XII   3.881   .947
competency:Analyze, interpret and evaluate research and
           professional literature emanating from social
           science research relative to transition.

55.   XI   3.806   1.015
competency:Develop personnel staffing strategies which
           address transition programming needs.

Rank	Domain	Mean	S.D.

56.   XI   3.710   .973
competency:Assist local staff members in identifying
          personal needs for additional training in
          transition services.

57.   XI   3.709 1.039
competency:Develop written policies and procedures for
          transition programs and administration.

58.   XI   3.699   .977
competency:Develop a process and mechanism for
          publicizing the transition program within the
          community, agency/school, state, and nation.

59.   VIII   3.667   .946
competency:Describe development issues and behaviors in non-
          disabled adolescents and young adults.

60.   XI   3.609 1.029
competency:Describe resource allocation strategies for
          transition and employment programs.

61.   XI   3.568   .998
competency:Identify state priorities/requirements for
          providing local staff development in transition
          related activities.

62.   VIII   3.548   .975
competency:Describe the theories of human behavior and work
          adjustment in vocational and work settings.

63.   XII   3.537 1.045
competency:Identify future research issues in the field of
          transition.

64.   XI   3.522 1.053
competency:Describe resource allocation strategies for
          transition and employment programs.

Correlation Between Competency Domains and Faculty
Position, Years Experience, and Gender

A series of separate correlational analyses were
conducted in order to assess the relationship between scores
(essentiality in teacher competency) in each competency
domain (philosophy, knowledge, professionalism, work,
development, theory, assessment, career, job development,
job training, administration, evaluation) and (1) faculty
position, (2) teaching experience, and (3) gender. Pearson
product moment correlation coefficients were calculated in
these analyses. Of these analyses, only three reached
statistical significance.

First, when the relationship between scores in each
domain and faculty position was investigated, there was a
significant correlation between scores in the domain of job
training and support and faculty position rank (Pearson r =
.22322, R^2 = .04982). Five percent of the variability in the
scores in the domain of job training and support was
attributable to the faculty position rank. In other words,
faculty with higher rank also rated this domain as more
important.

Second, when the relationship between scores in each
domain and years of teaching experience in special education
in higher education was examined, there was a significant
correlation between scores in the domain of assessment and
years of teaching experience in special education in higher

education (Pearson r = .17606, R^2 = .03100). Three percent of the variability in the scores in the domain of assessment was attributable to the years of teaching experience. Faculty with more years of teaching experience rated this domain as more important.

Last, when the relationship between scores in each domain and faculty position was investigated, there was a significant correlation between scores in the domain of development and management of individualized plans and gender (Pearson r = .18626, R^2 = .03469). Three percent of the variability in the scores in the domain of development and management of individualized plans was attributable to the gender with female faculty rating this domain as more important.

CHAPTER V

DISCUSSION

This study identified the definition, served population, and teacher competencies in transition services as reported by faculty members in special education in higher education. This chapter presents a discussion of results, practical implications, and recommendations for future research.

Discussion of Results

Demographic Information

Most of faculty members (81.5%) who responded to this questionnaire had experience in transition programs. Their ratings on competencies could be based on real experience and not just theory.

At the college/university level, only 11.9% of the respondents had a specialized program for training transition teachers. Teacher preparation programs still do not emphasize transitional issues. Transition services in special education have a positive impact on the quality of adult living for people with disabilities and transition planning, such as Individualized Educational Plans (IEP)

which are also mandated for disabled people over sixteen years. It is important to establish more transition teacher training programs in colleges and universities. The results of this study are useful in developing such programs based on the competencies researched.

Definition of Transition Services

Faculty members in special education identified the components in preparing personnel for the transition programs which could be the components in describing the definition of transition services. Highly supported (over 80%) components were on-the job training, life skill curriculum, interagency cooperative planning, parental involvement, community integration, recreation/leisure activities, and job placement. The least supported component was study skill development. The faculty members who are working in teacher training programs recognized the necessary components in preparing personnel which are similar to the ones in the recent federal definition in the amendment (PL 101-476) to the Individuals with Disabilities Education Act. It can be expected that teacher training programs for transition services at colleges and universities could be developed beyond the extent of the federal definition of transition. The definition is following:

> A coordinated set of activities for a student, designed
> within an outcome-oriented process, which promotes

movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate acquisition of daily living skills and functional vocational evaluation (section 1401. IDEA-5).

Population Served in Transition Services

When faculty members trained teachers to provide transition services, most focused on students with learning disabilities (72.6%). Faculty members also focused on the categories of Emotionally/Behavioral Disordered (ED/BD), Educable Mentally Handicapped (EMH/EMR) (61.5%), and Trainable Mentally Retarded (TMR) (56.3%). However, these are a limited number of handicapping categories. The categories of Speech Impaired, Visually Impaired/Blind, Limited English Proficiency (LEP), and Gifted are focused on in 20% of the training programs. It is interesting that the most served categories for the transition services were the areas involving mild disabilities. When definitions of special education were reviewed, the extent of the served population for the transition services was too narrow. The variabilities of served populations could be interpreted in two ways. First, only a few categories of handicapped students are served in typical teacher training programs in

colleges/universities. These are usually categories related to mild handicapping conditions. Faculty members do not train teachers to provide transition services for other populations. Second, faculty members did not fully realize the need for transition services for the other categories. Students who have moderate to severe disabilities in all categories also need to develop skills so that they can become productive members of the adult society to whatever extent they can so.

Teacher Competencies in Transition Services

Faculty members in the college/university sample identified teacher competencies in the questionnaire as most essential. Except two domains (career counseling and vocational theory and transition, and transition administrative functions), group means in ten domains got over 4.0/5.0 points. The most highly ranked five domains were development and management of individualized plans, working with others in the transition process, vocational assessment and job development, knowledge of agencies and systems change, and general assessment. Those domains are based on the interdisciplinary function, collaboration, and interpersonal communication skills with persons in related fields. After teachers have the basic competencies in interdisciplinary function, collaboration, and communication, they could be more successful in

accomplishing the teaching of competencies in direct transition services.

The variabilities on the competencies ratings were narrow with the mean rating extending between 3.0 and 5.0. Because the competency items which were already validated by the criteria of a mean rating above 3.0 in other studies (deFur, 1990) were selected, the variabilities could be narrow.

The respondents had intense interest in teacher competencies for transition services. Forty-two out of 135 subjects commented about the competencies questionnaire. Twelve persons responded that the competencies in the questionnaire fully described the necessary competencies for the teacher in transition services of special education. The other 30 persons added or explained more necessary competencies. Ninety-four respondents (70%) among 135 respondents wanted to receive the results of this study. The interesting aspect of these results was the agreement among professionals that the identified competencies were very important. Teacher trainers acknowledge their importance, yet only a few institutions of higher education address this in their preparation programs.

Correlation Between Competency Domains and Faculty Position, Years Experience, and Gender

A series of reviews were conducted relating the relationship between scores in 12 teacher competency domains

(philosophy, knowledge, professionalism, work, development, theory, assessment, career, job development, job training, administration, evaluation) and (1) faculty position, (2) teaching experience, and (3) gender. Of these analyses, only three reached statistical significance. These were correlations between scores in the domain of job training and support and faculty position, between scores in the domain of assessment and years of teaching experience in special education in higher education, and between scores in the domain of development and management of individualized plans and gender. Faculty members who train teachers might note that rating scales regarding the majority of teacher competencies in transition services did not correlate with their faculty position, years of teaching experience, or gender. Interestingly it appeared that the importance attached to the competencies generalized across faculty positions, number of years teaching, and gender.

It is interesting that only three correlations were significant. Although all the competencies were considered important (3.0 rating or above), only three related directly to instructor characteristics. There are probably many reasons for these three relationships. The more experience one has with job training and providing support services (mentoring), the more one values these competencies. Faculty with higher rank have usually had more experience. Faculty with more experience have also been involved in more

practical and clinical assessment situations than have
beginning faculty. Why females are more concerned about
educational plans is a question that probably needs further
research. Traditionally, females tend to be more nurturing
and individually oriented, but this may not be a substantial
explanation in the 1990s.

Practical Implications

The results of this study have implications for the
development of transition program personnel preparation for
teachers and professionals who work with young people with
disabilities who need to be supported in the transition
between school and adult living.

The big goal of special education for youth with
disabilities is to help them adjust independently to
society, to work, and to life after school. In order to
achieve this goal, transition program development,
curriculum development, and personnel training programs are
necessary. The way the transition program is defined can
identify teacher competencies needed for transition
services. Through the reviewing of necessary competencies,
teacher training programs can be outlined. Teachers are
considered in need of high quality training in higher
education to get the competencies for these transition
services (deFur, 1990). In order to get high quality
competencies in training, teacher certification in

transition areas must be established. It was considered
inadequate that only 11.9% had a specialized program in
transition services among the respondents of this study.
After teacher certification is established and supported by
state policy, these training programs need to be further
developed. Although the respondents did not focus on serving
the whole handicapped population, all categories of
handicapping conditions need to be served. In order to serve
this broad population, teachers need to prepare in all areas
of competencies for youth with disabilities to succeed in
their transition. As the first step, institutions of higher
education need to establish transition courses. State
directors of special education need to develop education
policies that focus on transition and teacher training
planning.

Recommendations

The recommendations address two particular areas--
limitations of the study and suggestions for further
studies.

Regarding limitations, the response rate was the main
limitation of this study. Even though the instrument was
improved, it was too long to answer easily. A questionnaire
needs to be short to keep its validity, reliability, and
return rate.

In relation to teacher competencies, teacher training

programs, and transition services programs, the question is how do higher educators improve teacher training programs to focus on transition from school to the world of work. These need to include the development of transition programs, transition courses, and internships for transition services. According to the comment of some of the respondents in this study, definitions and teacher competencies were too generalized to be specific to special education. Definition and teacher competencies for transition services for all categories of disabilities need to be researched in order to investigate the needs for all disabled students in transition. Research needs to be conducted to track special education students who exit from the school system through their adjustment to community life, work experiences, and adult life.

Conclusions

This study has provided the definition, served population, and teacher competencies in transition services which were reported by higher education faculty members in special education. Teacher training programs and educational policy development in transition programs need to include the teacher competencies and the definition of transition services related to interdisciplinary function, collaboration, and interpersonal communication skills. These can provide functional and practical help for the successful

transition of youth with disabilities from school to the
world of work and independent living.

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APPENDICES

APPENDIX A

PILOT STUDY

TEACHER COMPETENCIES IN TRANSITION PROGRAM

Please respond to each item.

1. What is your faculty rank?
_____a. instructor   _____b. associate professor
_____c. assistant professor   _____d. professor
_____e. other, please explain _____

2. How many years have you taught special education in Higher Education?
_____a. less than 5 years   _____b. 5-10 years
_____c. 10-15 years   _____d. 15-20 years
_____e. 20 years more

3. What is your gender?   _____ male   _____ female

4. What experience have you had as a direct service provider preparing
personnel for transition programs?
_____a. none   _____b. special education
_____c. vocational rehabilitation   _____d. vocational education
_____e. other, please list:_____

5. Does your college/university have a specialized program for training
transition teachers?
_____a. yes   _____b. no

6. If you answer yes in #5, please respond to these question and attach a
program description.

   6.1. How many faculty members teach transition related courses in your
         college/university? _____
   6.2. At what levels do you offer a degree or area of concentration in
         transition teaching?
         _____a. B.A./B.S.   _____b. M.A./M.S./M.A.T.
         _____c. specialist   _____d. Ph.D/Ed.D.
   6.3. Does your college/university have a required practicum options
         providing experience in transition programming?
         _____a. yes   _____b. no

7. What course do you offer in transition programming?

   _____
   _____
   _____

8. Which of the following broad areas do you believe should be necessary
components in preparing personnel for transition programs (Check all that
apply)?

   _____a. Residential independence
   _____b. Interagency cooperative planning
   _____c. Community integration
   _____d. Life skill curriculum
   _____e. IEP development process
   _____f. Parental involvement
   _____g. On-the job training (community-based instruction)
   _____h. Study skill development
   _____i. Individual competence in community
   _____j. Student living choice
   _____k. Shared resource approach
   _____l. Vocational rehabilitation counseling
   _____m. Integrated schools with special/regular classes
   _____n. Job placement
   _____o. Postsecondary educational options
   _____p. Recreation/leisure activities

_____q. Other, Please list:_____
_____

9. For which of the following groups of students do you train teachers to
   provide transition services (Check all that are appropriate)?

   _____a. Educable Mentally Handicapped (EMH/EMR)
   _____b. Trainable Mentally Retarded (TMR)
   _____c. Severely Mentally Retarded (SMR)
   _____d. Profoundly Mentally Retarded (PMR)
   _____e. Learning Disabled
   _____f. Emotionally/Behaviorally Disordered (ED/BD)
   _____g. Limited English Proficiency (LEP)
   _____h. Hearing Impaired/Deaf
   _____i. Visually Impaired/Blind
   _____j. Gifted
   _____k. Speech Impaired
   _____l. Multihandicapped
   _____m. Academically Disadvantaged
   _____n. Economically Disadvantaged

10. Read the list of competencies below. To what extent is each competency
    essential for teachers who will become transition personnel? Please
    rate the value of each competencies by circling a number from 1 to 5.

         not essential=1-----2-----3-----4-----5=very essential

             I. PHILOSOPHICAL & HISTORICAL CONSIDERATIONS IN TRANSITION

* 1 2 3 4 5   a) Identify and describe the various disability classifications
              in traditional and functional terms.

* 1 2 3 4 5   b) Describe the factors to be considered when working with
              individuals with disabilities from varied cultural and ethnic
              backgrounds.

* 1 2 3 4 5   c) Describe models of transition service delivery and best
              practices for providing transitional services.

  1 2 3 4 5   d) Identify the rationale for providing systematic planning,
              instruction and programming in transition.

  1 2 3 4 5   e) Describe the social, legal, and political barriers to
              transition.

* 1 2 3 4 5   f) Describe the relationship of specific disability populations to
              transitional services, employment needs and vocational training
              possibilities.

  1 2 3 4 5   g) Describe factors which contribute to high school drop-out, and
              identify programs and strategies for drop-out prevention.

  1 2 3 4 5   h) Describe a personal philosophy on meeting the needs of
              individuals with disabilities in our society.

             II. KNOWLEDGE OF AGENCIES & SYSTEMS CHANGE

  1 2 3 4 5   a) Describe the differing philosophy and goals of service delivery
              in agencies (e.g. VR, VocEd, SpEd, MHMR, etc.) involved with
              the planning and provision of transition services.

  1 2 3 4 5   b) Differentiate and describe the type of direct transition
              services provided by human service programs such as vocational
              rehabilitation, vocational education, and special education.

not essential=1------2------3------4------5=very essential

* 1 2 3 4 5 c) Identify the criteria and policies used to determine eligibility for participating in activities or services conducted by human services programs (e.g. SpEd, VR, MHMR, etc.).

* 1 2 3 4 5 d) Describe the roles and responsibilities of the interdisciplinary service providers in school to work transition.

 1 2 3 4 5 e) Identify community and state programs and organizations (public and private) which can be utilized in providing transition services.

 1 2 3 4 5 f) Identify and analyze problems in the transition process related to organizational relationships between secondary education and adult service systems.

* 1 2 3 4 5 g) Collaborate with other organizations to facilitate problem solving in transition.

 1 2 3 4 5 h) Develop strategies to overcome organizational and system barriers to change.

 1 2 3 4 5 i) Identify the political, social and individual efforts that may be effective in overcoming obstacles to transition service delivery.

III. PROFESSIONALISM, ADVOCACY & LEGAL ISSUES IN TRANSITION

* 1 2 3 4 5 a) Participate in the professional field of transition through activities such as conference participation, presentation, planning, and evaluation.

* 1 2 3 4 5 b) Demonstrate professional ethics and attitude in interactions which relate to the role of transition specialist.

* 1 2 3 4 5 c) Identify and implement strategies to facilitate acceptance and integration of young adults with disabilities in employment and community environments.

 1 2 3 4 5 d) Identify and utilize advocacy resources available at the local, state, regional and national levels for individuals with disabilities.

* 1 2 3 4 5 e) Teach self-advocacy skills to families and clients with disabilities.

* 1 2 3 4 5 f) Interpret the various federal education and rehabilitation legislation for the provision and delivery of transition services to youth and young adults with disabilities.

 1 2 3 4 5 g) Interpret federal labor and employment legislation and its implications for the provision and delivery of transition services to youth and young adults with disabilities.

 1 2 3 4 5 h) Explain the state and federal regulations for the provision of POST-SCHOOL BASED services to individuals with disabilities.

 1 2 3 4 5 i) Explain the state and federal regulations for the provision of SCHOOL BASED services to individuals with disabilities.

not essential=1------2------3------4------5=very essential

IV. WORKING WITH OTHERS IN THE TRANSITION PROCESS

* 1 2 3 4 5   a) Utilize effective interpersonal/communication skills when interacting with clients, families, community members, and other professionals.

1 2 3 4 5   b) Clearly articulate to prospective employers accurate and realistic client information and expectations.

* 1 2 3 4 5   c) Develop, implement, and evaluate a plan to provide consultation to professionals from other disciplines.

1 2 3 4 5   d) Assess the group dynamics of the interdisciplinary team and identify a plan of action to facilitate team functioning.

1 2 3 4 5   e) Facilitate the involvement and inclusion of parents, related professionals, and clients in the interdisciplinary transition team planning process.

* 1 2 3 4 5   f) Identify and gather additional information and support resources for clients and families.

* 1 2 3 4 5   g) Develop and implement parent education programs to enhance parental understanding of their role in transition.

* 1 2 3 4 5   h) Administer and manage tasks of the transition planning process, such as: setting committee agendas; soliciting assistance from relevant parties; facilitating consensus on decisions and objectives; managing small group activities.

1 2 3 4 5   i) Assess and utilize the family support system to facilitate the transition of youths and young adults with disabilities.

V. DEVELOPMENT & MANAGEMENT OF INDIVIDUALIZED PLANS

* 1 2 3 4 5   a) Identify the service providers that may contribute to the development and implementation of an Individualized Transition Plan (ITP).

* 1 2 3 4 5   b) Coordinate service providers and client/families in the process of developing ITP.

1 2 3 4 5   c) Utilize development and academic assessment information to: develop appropriate long and short term transition goals; write specific behavioral objectives;identify strategies to meet objectives; and, establish methods of evaluating objectives.

* 1 2 3 4 5   d) Utilize functional and vocational assessment information to: develop appropriate long and short term transition goals; write specific behavioral objectives; identify strategies to meet objectives; and, establish methods of evaluating objectives.

1 2 3 4 5   e) Demonstrate skills critical to successful transition case management such as: Interdisciplinary conferencing; managing necessary paperwork; coordinating, planning, scheduling, and following client progress.

1 2 3 4 5   f) Establish a process of client information exchange between agencies involved with the provision of transition services to that client.

not essential=1-----2-----3-----4-----5=very essential

* 1 2 3 4 5   g) Employ management and organization strategies to insure
accurate and procedurally sound record keeping.

VI. CURRICULUM, INSTRUCTION & LEARNING THEORY (GENERAL)

* 1 2 3 4 5   a) Effectively plan and implement an appropriate ACADEMIC SKILL
instructional program.

  1 2 3 4 5   b) Effectively plan and implement an appropriate FUNCTIONAL SKILL
instructional program.

* 1 2 3 4 5   c) Identify strategies, equipment, and assistive devices for
adapting curricula to meet individual learner needs.

  1 2 3 4 5   d) Evaluate and select appropriate published curricula to meet
client's instructional needs.

  1 2 3 4 5   e) Apply current trends in curriculum development and
instructional methods for youths and young adults with
disabilities.

  1 2 3 4 5   f) Demonstrate proficiency in a variety of effective instructional
methods, materials and techniques relevant to the instructional
needs of the youth or young adult with a disability.

  1 2 3 4 5   g) Systematically apply behavioral principles and techniques for
the purposes of instructing youths and young adults with
disabilities.

  1 2 3 4 5   h) Utilize data collection, recording, and graphing methods to
establish instructional baseline and skill acquisition records.

* 1 2 3 4 5   i) Conduct and utilize task analysis for assessment and
instruction.

  1 2 3 4 5   j) Develop instructional procedures and training strategies for
maintenance and generalization of skills.

* 1 2 3 4 5   k) Provide direct instruction of independent living skills
necessary to successful community placement.

VII. ASSESSMENT (GENERAL)

* 1 2 3 4 5   a) Develop and maintain anecdotal records for diagnostic
purposes and instructional planning.

  1 2 3 4 5   b) Plan and implement assessment activities for the purpose of:
screening; instructional program planning; placement; program
monitoring; program evaluation; and planning interventions.

             c) Select, utilize and interpret formal and informal assessment
tools and procedures for the purposes of:
* 1 2 3 4 5   (1) academic evaluation.

  1 2 3 4 5   (2) social/behavioral evaluation.

  1 2 3 4 5   (3) recreational/leisure skills and preference evaluations.

  1 2 3 4 5   (4) functional life skills evaluation.

  1 2 3 4 5   d) Utilize assessment report(s) in the development and planning of
transitional services and related instructional programs.

not essential= 1-----2-----3-----4-----5=very essential

* 1 2 3 4 5   e) Utilize medical/physical client information for the purposes of
               diagnosis and program planning.

* 1 2 3 4 5   f) Communicate the results of developmental and functional
               assessment data to clients and families.

* 1 2 3 4 5   g) Communicate the results of developmental and functional
               assessment data to other professionals.

VIII. CAREER COUNSELING & VOCATIONAL THEORY AND TRANSITION

  1 2 3 4 5   a) Describe developmental issues and behaviors in non-disabled
               adolescents and young adults.

  1 2 3 4 5   b) Describe the theories of human behavior and work adjustment in
               vocational and work settings.

* 1 2 3 4 5   c) Apply career education theories and models to the career
               development of individuals with disabilities.

  1 2 3 4 5   d) Apply various career and guidance counseling approaches to
               facilitate the vocational, personal and community adjustment of
               individuals with disabilities.

* 1 2 3 4 5   e) Articulate the rationale for career development and vocational
               programming for individuals with disabilities.

* 1 2 3 4 5   f) Describe the current theory and practices underlying supported
               employment.

IX. VOCATIONAL ASSESSMENT & JOB DEVELOPMENT

  1 2 3 4 5   a) Utilize formal and informal methods to assess the career
               interests and job preferences of youths and young adults with
               disabilities.

  1 2 3 4 5   b) Design and conduct a variety of functional assessment
               techniques to ascertain job task and social skills.

* 1 2 3 4 5   c) Conduct a formal vocational assessment utilizing commercial and
               locally development work samples, psychometric testing,
               situational assessment and behavioral observation.

* 1 2 3 4 5   d) Interpret the results of vocational assessment to clients,
               families, prospective employers, and other professionals.

* 1 2 3 4 5   e) Utilize career and/or vocational assessment data provided by
               other individuals or agencies.

  1 2 3 4 5   f) Conduct a local employment community assessment to identify job
               areas which are available for training, placement or
               development and are appropriate to individual clients with
               disabilities.

* 1 2 3 4 5   g) Conduct a comprehensive assessment of an integrated paying work
               environment that specifies the job entry requirements,
               characteristics of the work environment and factors that may
               influence job retention.

  1 2 3 4 5   h) Identify enabling skills, entry level requirements and exit
               competencies for specific vocational training programs.

not essential=1-----2------3----4-----5=very essential

1 2 3 4 5   i) Utilize resource materials and information sources to identify employment opportunities and outlook for individuals with disabilities.

* 1 2 3 4 5   j) Task analyze a job in terms of discrete responses required, stimuli which control these requirements and the criteria for acquisition.

1 2 3 4 5   k) Analyze the social and related demands of a job and judge the impact of these demands upon job placement success.

1 2 3 4 5   l) Identify the modification within a work or vocational training environment needed to accommodate the characteristics of a youth or young adult with disabilities.

1 2 3 4 5   m) Match the skills and interests of the client with skills and demands required by the job or vocational placement.

X. JOB TRAINING AND SUPPORT

* 1 2 3 4 5   a) Place a youth or young adult with disabilities in a job, and provide supervisory support to the individual to the extent it is needed.

1 2 3 4 5   b) Provide direct instruction in job-seeking and job-keeping skills.

* 1 2 3 4 5   c) Develop and implement various supported employment alternatives: e.g. individual, cluster, mobil crew, enclave models, etc.

* 1 2 3 4 5   d) Provide technical assistance to employers and work supervisors to enable youths and young adults with disabilities.

* 1 2 3 4 5   e) Systematically apply behavioral principles, such as shaping of behavior, reinforcement, fading or cues, etc. to develop, increase and maintain an individual's work rate to acceptable levels of performance in the work environment.

1 2 3 4 5   f) Develop behavioral objectives related to job skill instruction, generalization, and maintenance.

1 2 3 4 5   g) Understand the goals, norms an standards of business and industry(s).

1 2 3 4 5   h) Plan and implement job support services (such as supervision, retraining, job change planning) for the individual with a handicap to assure successful work adjustment and employment success.

1 2 3 4 5   i) Provide technical assistance to business and industry in integrating programs to employ youths and young adults with disabilities.

1 2 3 4 5   j) Develop or identify a work incentive program that can be used by public and private organizations to induce persons with inabilities on their employer roles.

XI. TRANSITION ADMINISTRATIVE FUNCTIONS

1 2 3 4 5   a) Develop written policies and procedures for transition programs and administration.

not essential=1-----2-----3-----4-----5=very essential

1 2 3 4 5   b) Develop personnel staffing strategies which address transition programming needs.

* 1 2 3 4 5   c) Assist agency personnel in transition program development, goal setting and implementation.

* 1 2 3 4 5   d) Exhibit administrative organization and management skills (e.g. state reports, budgets, contracts, etc.) relative to administering programs providing transition services to individuals with disabilities.

1 2 3 4 5   e) Identify the available human and financial resources at the local, state and national level which can be utilized to maximize the quality of transition service delivery.

1 2 3 4 5   f) Describe procedures for applying various funding formulas required by state and federal agencies to obtain program funding.

* 1 2 3 4 5   g) Identify resource alternatives that provide services which may enhance the success of the transition process for individuals with disabilities.

1 2 3 4 5   h) Describe resource allocation strategies for transition and employment programs.

* 1 2 3 4 5   i) Develop presentations addressing the benefits of employing youths and young adults with disabilities for various audiences (prospective employers, disabled youth, parents,etc.).

* 1 2 3 4 5   j) Plan, develop and deliver effective in-service training in the area(s) of adolescent and young adults with disabilities, transition service delivery and programming, community based instruction, etc.

1 2 3 4 5   k) Develop a process and mechanism(s) for publicizing the transition program within the community, agency/school, state and nation.

1 2 3 4 5   l) Identify state priorities/requirements for providing local staff development in transition related activities.

1 2 3 4 5   m) Assist local staff members in identifying personal needs for additional training in transition services.

XII. PROGRAM EVALUATION AND RESEARCH

1 2 3 4 5   a) Design, implement and utilize program evaluation procedures to assess the effectiveness of transition programs.

1 2 3 4 5   b) Critically analyze the appropriateness and quality of transitional services being provided to individuals.

* 1 2 3 4 5   c) Develop procedural strategies to monitor individualized program development (e.g. IEP, ITP, IWRP, etc.) and implementation.

1 2 3 4 5   d) Analyze, interpret and evaluate research and professional literature emanating from social science research relative to transition.

1 2 3 4 5   e) Apply and utilize existing research for the purposes of curriculum improvement and program development in transition.

not essential=1-----2-----3----4----5=very essential

1 2 3 4 5   f) Demonstrate knowledge of appropriate ethical considerations in conducting research related to youths and young adults with disabilities.

1 2 3 4 5   g) Identify future research issues in the field of transition.

PLEASE IDENTIFY ANY COMPETENCIES YOU BELIEVE ARE ESSENTIAL FOR TRANSITION PERSONNEL WHICH HAVE BEEN OMITTED FROM THIS PRESENT LIST.

COMMENTS:

* indicates deleted item from pilot test.

THANK YOU VERY MUCH FOR YOUR WILLINGNESS TO RESPOND TO THIS SURVEY.

APPENDIX B

TEACHER COMPETENCY QUESTIONNAIRE
FOR THE STUDY

TEACHER COMPETENCIES IN TRANSITION PROGRAM

<u>Please respond to each item.</u>

1. What is your current faculty position?
   _____ instructor/lecturer at college level   _____ associate professor
   _____ assistant professor   _____ professor
   _____ other, please explain _____

2. How many years have you taught special education in Higher Education?
   _____ less than 5 years   _____ 5-10 years
   _____ 11-15 years   _____ 16-20 years
   _____ more than 20 years

3. What is your gender?   _____ male   _____ female

4. What experience have you had as a direct service provider in transition programs?
   _____ none   _____ special education
   _____ vocational rehabilitation _____ vocational education
   _____ other, please list:_____

5. Does your college/university have a specialized program for training transition teachers?
   (If you answer yes, please attach a program description.)
   _____ yes   _____ no

6. Which of the following broad areas do you believe should be necessary components in preparing personnel for transition programs?
   (Check all that apply.)

   _____ Residential independence
   _____ Interagency cooperative planning
   _____ Community integration
   _____ Life skill curriculum
   _____ IEP development process
   _____ Parental involvement
   _____ On-the job training (community-based instruction)
   _____ Study skill development
   _____ Individual competence in community
   _____ Student living choice
   _____ Shared resource approach
   _____ Vocational rehabilitation counseling
   _____ Integrated schools with special/regular classes
   _____ Job placement
   _____ Postsecondary educational options
   _____ Recreation/leisure activities

7. For which of the following groups of students do you train teachers to provide transition services?
   (Check all that are appropriate.)

   _____ Educable Mentally Handicapped (EMH/EMR)
   _____ Trainable Mentally Retarded (TMR)
   _____ Severely Mentally Retarded (SMR)
   _____ Profoundly Mentally Retarded (PMR)
   _____ Learning Disabled
   _____ Emotionally/Behavioral Disordered (ED/BD)
   _____ Limited English Proficiency (LEP)
   _____ Hearing Impaired/Deaf
   _____ Visually Impaired/Blind
   _____ Gifted
   _____ Speech Impaired
   _____ Multihandicapped
   _____ Academically Disadvantaged
   _____ Economically disadvantaged

8. Read the list of competencies below. To what extent is each competency essential for teachers who will become transition personnel? Please rate the value of each competency by circling a number from 1 to 5.

not essential = 1------2------3------4------5 = essential

I. PHILOSOPHICAL & HISTORICAL CONSIDERATIONS IN TRANSITION

Identify the rationale for providing systematic planning,   1 2 3 4 5
instruction and programming in transition.

Describe the social, legal, and political barriers to   1 2 3 4 5
transition.

Describe factors which contribute to high school drop-out,   1 2 3 4 5
and identify programs and strategies for drop-out prevention.

Describe a personal philosophy on meeting the needs of   1 2 3 4 5
individuals with disabilities in our society.

II. KNOWLEDGE OF AGENCIES & SYSTEMS CHANGE

Describe the differing philosophy and goals of service delivery   1 2 3 4 5
in agencies (e.g. VR, VocEd, SpEd, MHMR, etc.) involved with
the planning and provision of transition services.

Differentiate and describe the type of direct transition   1 2 3 4 5
services provided by human service programs such as vocational
rehabilitation, vocational education, and special education.

Identify community and state programs and organizations (public   1 2 3 4 5
and private) which can be utilized in providing transition services.

Identify and analyze problems in the transition process   1 2 3 4 5
related to organizational relationships between secondary
education and adult service systems.

Develop strategies to overcome organizational and system   1 2 3 4 5
barriers to change.

Identify the political, social and individual efforts that may   1 2 3 4 5
be effective in overcoming obstacles to transition service delivery.

III. PROFESSIONALISM, ADVOCACY & LEGAL ISSUES IN TRANSITION

Identify and utilize advocacy resources available at the local,   1 2 3 4 5
state, regional and national levels for individuals with disabilities.

Interpret federal labor and employment legislation and its   1 2 3 4 5
implications for the provision and delivery of transition
services to youth and young adults with disabilities.

Explain the state and federal regulations for the provision of   1 2 3 4 5
POST-SCHOOL BASED services to individuals with disabilities.

Explain the state and federal regulations for the provision   1 2 3 4 5
of SCHOOL BASED services to individuals with disabilities.

IV. WORKING WITH OTHERS IN THE TRANSITION PROCESS

Clearly articulate to prospective employers accurate and   1 2 3 4 5
realistic client information and expectations.

not essential = 1-----2-----3-----4-----5 = very essential

Assess the group dynamics of the interdisciplinary team and   1 2 3 4 5
identify a plan of action to facilitate team functioning.

Facilitate the involvement and inclusion of parents, related   1 2 3 4 5
professionals, and clients in the interdisciplinary transition
team planning process.

Assess and utilize the family support system to facilitate   1 2 3 4 5
the transition of youths and young adults with disabilities.

V. DEVELOPMENT & MANAGEMENT OF INDIVIDUALIZED PLANS

Utilize functional and vocational assessment information to: 1 2 3 4 5
develop appropriate long and short term transition goals;
write specific behavioral objectives; identify strategies to
meet objectives; and, establish methods of evaluating objectives.

Demonstrate skills critical to successful transition case   1 2 3 4 5
management such as: Interdisciplinary conferencing;
managing necessary paperwork; coordinating, planning,
scheduling, and following client progress.

Establish a process of client information exchange between   1 2 3 4 5
agencies involved with the provision of transition services
to that client.

VI. CURRICULUM, INSTRUCTION & LEARNING THEORY (GENERAL)

Effectively plan and implement an appropriate FUNCTIONAL SKILL   1 2 3 4 5
instructional program.

Evaluate and select appropriate published curricula to meet   1 2 3 4 5
client's instructional needs.

Apply current trends in curriculum development and instructional 1 2 3 4 5
methods for youths and young adults with disabilities.

Demonstrate proficiency in a variety of effective instructional   1 2 3 4 5
methods, materials and techniques relevant to the instructional
needs of the youth or young adult with a disability.

Systematically apply behavioral principles and techniques for   1 2 3 4 5
the purposes of instructing youths and young adults with
disabilities.

Utilize data collection, recording, and graphing methods to   1 2 3 4 5
establish instructional baseline and skill acquisition records.

Develop instructional procedures and training strategies for   1 2 3 4 5
maintenance and generalization of skills.

VII. ASSESSMENT (GENERAL)

Plan and implement assessment activities for the purpose of: 1 2 3 4 5
screening; instructional program planning; placement; program
monitoring; program evaluation; and planning interventions.

Utilize assessment report(s) in the development and planning   1 2 3 4 5
of transitional services and related instructional programs.

not essential = 1------2------3------4------5 = very essential

Select, utilize and interpret formal and informal assessment
tools and procedures for the purposes of:

    social/behavioral evaluation.   1 2 3 4 5

    recreational/leisure skills and preference evaluations.   1 2 3 4 5

    functional life skills evaluation.   1 2 3 4 5

VIII. CAREER COUNSELING & VOCATIONAL THEORY AND TRANSITION

Describe developmental issues and behaviors in non-disabled   1 2 3 4 5
adolescents and young adults.

Describe the theories of human behavior and work adjustment in   1 2 3 4 5
vocational and work settings.

Apply various career and guidance counseling approaches to   1 2 3 4 5
facilitate the vocational, personal and community adjustment of
individuals with disabilities.

IX. VOCATIONAL ASSESSMENT & JOB DEVELOPMENT

Utilize formal and informal methods to assess the career   1 2 3 4 5
interests and job preferences of youths and young adults
with disabilities.

Design and conduct a variety of functional assessment   1 2 3 4 5
techniques to ascertain job task and social skills.

Conduct a local employment community assessment to identify job   1 2 3 4 5
areas which are available for training, placement or development
and are appropriate to individual clients with disabilities.

Identify enabling skills, entry level requirements and exit   1 2 3 4 5
competencies for specific vocational training programs.

Utilize resource materials and information sources to identify   1 2 3 4 5
employment opportunities and outlook for individuals with
disabilities.

Analyze the social and related demands of a job and judge   1 2 3 4 5
the impact of these demands upon job placement success.

Identify the modification within a work or vocational training   1 2 3 4 5
environment needed to accommodate the characteristics of a youth
or young adult with disabilities.

Match the skills and interests of the client with skills and   1 2 3 4 5
demands required by the job or vocational placement.

X. JOB TRAINING AND SUPPORT

Provide direct instruction in job-seeking and job-keeping skills. 1 2 3 4 5

Develop behavioral objectives related to job skill instruction,   1 2 3 4 5
generalization, and maintenance.

Understand the goals, norms an standards of business and   1 2 3 4 5
industry(s).

not essential = 1------2------3------4------5 = very essential

Plan and implement job support services (such as supervision,   1 2 3 4 5
retraining, job change planning) for the individuals with a
handicap to assure successful work adjustment and employment
success.

Provide technical assistance to business and industry in   1 2 3 4 5
integrating programs to employ youths and young adults
with disabilities.

Develop or identify a work incentive program that can be   1 2 3 4 5
used by public and private organizations to induce persons
with inabilities on their employer roles.

XI. TRANSITION ADMINISTRATIVE FUNCTIONS

Develop written policies and procedures for transition programs 1 2 3 4 5
and administration.

Develop personnel staffing strategies which address transition   1 2 3 4 5
programming needs.

Identify the available human and financial resources at the   1 2 3 4 5
local, state and national level which can be utilized to
maximize the quality of transition service delivery.

Describe procedures for applying various funding formulas   1 2 3 4 5
required by state and federal agencies to obtain program
funding.

Describe resource allocation strategies for transition and   1 2 3 4 5
employment programs.

Develop a process and mechanism(s) for publicizing the   1 2 3 4 5
transition program within the community, agency/school, state
and nation.

Identify state priorities/requirements for providing local   1 2 3 4 5
staff development in transition related activities.

Assist local staff members in identifying personal needs for   1 2 3 4 5
additional training in transition services.

XII. PROGRAM EVALUATION AND RESEARCH

Design, implement and utilize program evaluation procedures to   1 2 3 4 5
assess the effectiveness of transition programs.

Critically analyze the appropriateness and quality of   1 2 3 4 5
transitional services being provided to individuals.

Analyze, interpret and evaluate research and professional   1 2 3 4 5
literature emanating from social science research relative to
transition.

Apply and utilize existing research for the purposes of   1 2 3 4 5
curriculum improvement and program development in transition.

Demonstrate knowledge of appropriate ethical considerations in   1 2 3 4 5
conducting research related to youths and young adults with
disabilities.

Identify future research issues in the field of transition.   1 2 3 4 5

PLEASE IDENTIFY ANY COMPETENCIES YOU BELIEVE ARE ESSENTIAL FOR TRANSITION PERSONNEL WHICH HAVE BEEN OMITTED FROM THIS PRESENT LIST.

COMMENTS:

THANK YOU VERY MUCH FOR YOUR WILLINGNESS TO RESPOND TO THIS SURVEY.

APPENDIX C

IRB APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH

Date: 02-18-93   **IRB#:** ED-93-054

Proposal Title: TEACHER COMPETENCIES FOR TRANSITION PROGRAM AS
REPORTED BY FACULTY MEMBERS OF SPECIAL EDUCATION

Principal Investigator(s): J. Barbara Wilkinson/Aeran Shin

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW
BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR
BOARD APPROVAL. ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO
BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

Signature: _Marcia L. Tilley_
           Chair of Institutional Review Board
Date: February 18, 1993

APPENDIX D

COVER LETTER FOR PILOT STUDY

OSU

Oklahoma State University

APPLIED BEHAVIORAL STUDIES IN EDUCATION
COLLEGE OF EDUCATION

STILLWATER, OKLAHOMA 74078-0254
NORTH MURRAY HALL
405-744-6040

February 18, 1993

Dear Faculty Member in Special Education:

In recent years, there has been considerable interest in independent living skills for youths and young adults with disabilities. Appropriate transition services from school to work is a current programmatic issue for special education. Adequate preparation of secondary school special education personnel ensures successful transition programs.

The purpose of this letter is to invite your voluntary participation in a study designed to identify the necessary teacher competencies for transition programs. The result could be a contribution to the improvement on the transition programming from school to work for the disabled.

The study will analyze your anonymous perceptions about the teacher competencies needed for transition programs. Your opinion is crucial to identify the teacher competencies for transition programs. As a faculty member of special education, you are teaching the students who will work in the field of special education. Your opinions count!

The attached questionnaire will take about twenty minutes to complete. Please help by investing your time and ideas. Return the questionnaire in the enclosed envelope by March 6, 1993. A copy of the results will be forwarded to you upon request as my thanks for your participation. If you are interested in receiving a copy of the results, please fill out the bottom of this page and return it to me with your questionnaire. Thank you again for your assistance.

Very sincerely yours,

Aeran Shin
Graduate Student

J. Barbara Wilkinson, Ph.D.
Associate Professor

_____

Please send me a copy of your results.

Name:_____

Address:_____

_____

APPENDIX E

COVER LETTER FOR THE STUDY

ISU

Oklahoma State University

APPLIED BEHAVIORAL STUDIES IN EDUCATION
COLLEGE OF EDUCATION

March 15, 1993

Dear Faculty Member in Special Education:

In recent years, there has been considerable interest in independent living skills for youths and young adults with disabilities. Appropriate transition services from school to work is a current programmatic issue for special education. Adequate preparation of secondary school special education personnel ensures successful transition programs.

The purpose of this letter is to invite your voluntary participation in a study designed to identify the necessary teacher competencies for transition programs. The result could be a contribution to the improvement on the transition programming from school to work for the disabled.

The study will analyze your anonymous perceptions about the teacher competencies needed for transition programs. Your opinion is crucial to identify the teacher competencies for transition programs. As a faculty member of special education, you are teaching the students who will work in the field of special education. Your opinions count!

The attached questionnaire will take about twenty minutes to complete. Please help by investing your time and ideas. Return the questionnaire in the enclosed envelope by April 24, 1993. A copy of the results will be forwarded to you upon request as my thanks for your participation. If you are interested in receiving a copy of the results, please fill out the bottom of this page and return it to me with your questionnaire. Thank you again for your assistance.

Very sincerely yours,

Aeran Shin
Graduate Student

J. Barbara Wilkinson, Ph.D.
Associate Professor

Please send me a copy of your results.

Name:_____

Address:_____

_____

APPENDIX F

FOLLOW-UP POSTCARD

April 12, 1993

Dear Faculty Member in Special Education,

I sent the questionnaire about teacher competencies in transition program to you about two weeks ago. If you have not had time to respond to it, would you please take time now to fill out the survey. Your input is crucial in determining teacher competencies for transition program in special education.

Thank you.

Aeran Shin
J. Barbara Wilkinson

VITA 2

AE-RAN YOO SHIN

Candidate for the Degree of

Doctor of Philosophy

Thesis: TEACHER COMPETENCIES FOR TRANSITION PROGRAMS AS
REPORTED BY FACULTY MEMBERS OF SPECIAL EDUCATION

Major Field: Applied Behavioral Studies

Biographical:

Personal Data: Born in Seoul, Korea, November 13, 1959,
the daughter of Kee-duk Yoo and Man-soon Suh;
married to Kee-hyun Shin, April 30, 1983; sons,
Patrick Shin, and Jay Shin.

Education: Received the Bachelor of Arts degree in
Special Education from Ehwa Woman's University,
Seoul, Korea, in February 1982; received the Master
of Science degree in Applied Behavioral Studies in
Education (Special Education) from Oklahoma State
University, Stillwater, Oklahoma, in July, 1990;
completed requirements for the Doctor of Philosophy
degree with a major in Applied Behavioral Studies in
Education (Special Education) at Oklahoma State
University in May, 1994.

Professional Experience: Teacher, Incheon Nonghwa School
for the Deaf Children, Incheon, Korea, March, 1982 -
December, 1983; Advanced Practicum, Practicum
Teacher in Whitehouse of Oklahoma State University,
Stillwater, Oklahoma, May, 1988 - June 1988;
Advanced Practicum, Practicum teacher in Stillwater
Middle School, Stillwater, Oklahoma, January, 1989 -
May, 1989; Apartment Assistant in Family Student
Housing of Oklahoma State University, Stillwater,
Oklahoma, January, 1990 - January, 1992; Graduate
Research Assistant in Oklahoma State University,
Stillwater, Oklahoma, August, 1991 - May, 1992;
Doctoral Internship, Special Education Consultant,
Yuido Elementary School, Seoul, Korea, June, 1992 -
July, 1992; Instructor, Life-time Educational
Institution in Duksung Woman's University, Seoul,
Korea, March, 1993 - Present.