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Roger A. Andreoli

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A REVIEW AND COMPARISON OF
HIGH SCHOOL WORK-STUDY PROGRAMS

by

Roger A. Andreoli

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATION OF MENTALLY HANDICAPPED)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin

1969

This research paper has been
approved for the Graduate Committee
of the Cardinal Stritch College by

Sister Joanne Marie
(Adviser)

Date Nov. 30, 1968

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INTRODUCTION

Within the past several years work-study programs for educable mentally retarded boys and girls have come into existence. These programs are designed to be functional in nature and aim to teach the retarded those things they will need to know in order to be contributing members of society.

The purpose of this paper is to review some work-study programs now in effect and to point out their similarities. The paper is not intended to evaluate these programs, but in the summary the author points out what he feels is a necessary part of any program.

Each work-study program designed is similar in some respects to others, but is also uniquely different unto itself for a variety of reasons--one being the size of the community or school district. It is not possible or feasible to point out one program and call it the blue-print for establishing all work-study programs in this country. But it is possible to point out the similarities of these programs.

Information for this paper was gathered from two basic sources. Articles from periodicals along with information secured from writing to school systems and state departments of public instruction furnished the necessary information. A questionnaire was designed and sent out, but the response was inadequate. A total of forty-seven school districts were contacted within the state of Wisconsin with only eighteen replying in the time allotted. Fifteen out of state cities were contacted, but the information provided was varied and in most cases not pertinent to the topic of this paper.

REVIEW OF LITERATURE

Today's school work-study programs for the mentally retarded indicate goals that have to do with the transition of the mentally retarded from school to the community and the world of work.

Hickman states that preparation for the adult world by the average child is learned in the everyday process of living, but for the mentally retarded, preparation needs to be taught.

Because of the way retarded learn and because service jobs for which the majority of such programs are best fitted depend for success upon general characteristics rather than specific skills, these areas must be in the curriculum.¹

In four programs reviewed, stated goals included the concept of the transition of the student from the school to the community. Ventura, California, describes this goal as an educational experience designed to make a smooth transition. Santa Barbara, California, is concerned not only with the student's belonging to an accepted school program but also giving preparation for the student's ultimate role in society.

¹L. H. Hickman, "Foundations for the Preparation of the Educable Child for the World of Work," Training School Bulletin, LXIV (May, 1967), 39.

The transitional goal of the Lansing, Michigan, schools was based on the student's achieving self-discipline and self-support. The Lansing schools refer to the concept that this transitional preparation is a developmental sequence of preparation and actually begins with the child's first day of school.

The Baltimore, Maryland, schools have a two tract program of classes labeled "shop-centered" and "occupational classes." They speak of goals in terms of the transitional goal as bridging the gap between school and employment. They feel that this will help the students become useful, self-supporting and socially acceptable citizens.

It can be seen that the purposeful goal of work-study programs is getting mentally retarded students ready to assume their place in society and the world of work.

The selection of pupils for admission to a work-study program varies greatly. Criteria such as intelligence tests, minimum arithmetic and reading levels, emotional stability, physical maturity, and the ability to profit from such a program are among the criteria used in the selection. In selecting students not all of the above mentioned criteria are used. In one program, intelligence test scores are the sole

factor for selection. In another program, the ability to profit from such a program is considered. In a third program, a committee composed of the director of special education, special education teachers, a school psychologist, principals, counselors and the work-study coordinator, combine several criteria such as, ability to profit from the program, I.Q. score, social maturity, and interest on the part of the parents before a student is selected.

New York City selects students from participation based on a set of standards. Social maturity, emotional stability, good records of attendance, punctuality, citizenship, a minimum grade level of 3.5 in reading and arithmetic, and a high potential for productive employment are criteria upon which selection is based.

Junior High School Level

At the junior high school level of education, initial preparation for adult living and the working world takes place in some work-study programs. The programs in the junior high school center around a classroom for special education with pupil integration in regular classes usually taking place in industrial arts classes for boys and home economics classes for

girls. Classes in physical education, music, and art are also provided.

Lansing, Michigan, provides a program that has a three room unit in each of their junior high schools. Each unit contains a girls' home economics room, a boys' manual arts room and a basic academic room where the special educator teaches the academic areas. The first half of each day is spent in the basic academic room and the second half is spent in the home economics or manual arts room. Facilitation of the development of good general work habits and the providing of experiences in social living is the purpose of the non-academic rooms.

In one program (Jacksonville, Florida) students start their preparation for adult living and the working world at the age of thirteen. Instead of entering the junior high schools, students are placed in a special school which has seven academic classrooms, and industrial arts shop and a home making room.

New York City places students in the junior high schools and in the shop classes in these junior highs only when facilities warrant and the potentialities of the student permit.

Programs in the junior high schools are not present in all work-study programs. In these programs that do exist, shop courses and home economics are

scheduled around a special education class which handles the academic areas. If a student has talent in art or music he would be scheduled for this class.

High School Programs

The high school programs for the mentally retarded are quite similar to the junior high school programs in organization. Classes are centered around the special education room with integration in regular classes wherever possible. The difference in the programs is the involvement of a work-study program schedule. In most programs, sophomores stay within the school building for their complete program. Juniors and seniors take part in the work part of the programs and are outside the confines of the school on actual work situations.

In Cincinnati, Ohio, educable mentally retarded students begin their work in the work-study program in tenth grade. The program is organized into four phases, the classroom phase, training in job skills, on-the-job training in school, and on-the-job training outside of school.

Santa Barbara, California, begins the work-study program also in the tenth grade. Sophomores remain in school for the full day. Juniors and seniors are placed in working positions for one-half of the day and are in school for the other half of a day.

Ventura, California, sets its program for the minimum day required by law. A program is designed for each individual rather than a pupil selected to fit a program.

Schedules of high school work-study programs are based on a time in and time out of school basis. Usually the students begin out of school work during the second or junior year of high school. Length of time on the job is usually one-half of a school day.

Curriculum

Curriculum at the senior high school level for the mentally retarded places a great stress on the student's vocational outlook. Programs are arranged to place students in working situations and to prepare them for their initial working experience. The idea of a functional curriculum seems to be the prime concern of most school programs. The main aspects of these programs deal with developing social, moral and vocational skills and competencies. Procedures for developing these competencies range greatly.

The curriculum for special classes in Ventura, California, is based on what is most useful for the student within his own cultural environment. Learning activities are centered around tasks which the student more than likely will encounter later on in life.

In Santa Barbara, the curriculum is constructed to encourage and give pupils opportunities to share and tell of their work experiences. The subject of English is taught and is comprised of such things as filling out job applications, income tax forms, money orders, bank deposit slips and everyday needs of living.

The New York City curriculum places a continuum of stress on occupational areas and the use of incomes.

The Lansing, Michigan, curriculum is organized to promote maximum social and vocational adjustment, along with maximum economic usefulness in the community. A different aspect of the Lansing program not mentioned in other programs is that educable mentally retarded students may be placed in regular academic classes when individuals show sufficient interest to profit from regular instruction.

In Detroit, Michigan, special emphasis in the curriculum is placed on the vocational area in the last two years of a student's school program. Particular attention is given to topics which deal with job areas for which the pupil is best suited, how to go about finding a job, or job training in kinds of work for which the student has particular interests and abilities.

Baltimore, Maryland, has a curriculum in which preparation for employment is a related objective in the curriculum as a whole. The Baltimore Public School program for mentally retarded adolescents is a two-track plan of shop-centered classes and occupational classes. The shop-centered curriculum is constructed for students who have weak abilities in the academic areas. For the occupational classes, the academic curriculum resembles the shop-centered program except that it is carried on at a higher level of basic skills and with a broader base.

Jacksonville, Florida, has constructed a curriculum for the students that is centered around instruction in job responsibility. At the senior high level the role of being a contributing citizen is emphasized in all phases of school work.

The Cincinnati, Ohio, curriculum places stress on activities such as discussions, field trips, role playing and other first-hand experiences to help prepare students to find their place in the work-a-day world.

Senior high school curricula are constructed in work-study programs so as to provide each individual student with competencies in social, moral and vocational situations in life. Information about jobs, social

requirements, and other persistent life situations are basically found throughout most curricula.

In-School Work

Programs that include an in-school work training position seem to be more fortunate than others. Usually these positions are a result of school facilities and an understanding, cooperating staff. There are definite advantages to an in-school working situation, the main one being assessment of the students' progress. Observation and evaluation prior to out-of-school employment is of great value.

"One thing to be gained by the in-school work program is that it gives school personnel an opportunity to see the attitudes of the pupils toward work and creates a chance for further development of occupational information and desirable work attitudes. This type of program has the advantage of being controlled."²

Only two programs of those reviewed pointed out an in-school training program.

In the Cincinnati program, students spend a ten-week period in a minimum of three work areas. The development of elementary job skills in several work areas is the main consideration, along with observation and evaluation of students. No mention of pay was made.

²Ibid.

In-school training positions are not to be found readily in the many work-study programs. Rather, in-school training stations are a result of a very cooperative staff. Advantages to a program with in-service training are the control of the student in the position along with observation and evaluation of the student.

On-The-Job Placements

On-the-job working positions are similar in nature in most programs. One difference among them, however, is training for a specific job versus job training in general. Some programs feel that they must train the retarded in a specific area and others feel that creating the experience of working is more important because of the difficulty in selecting a vocation for a retarded individual that he might want to change later. Another open-ended question is the value of permanent placement in one job versus the idea of providing working experiences.

Hickman states that it is more desirable that pupils obtain several kinds of job experiences. He reasons that different working experiences create different situations for the student and cause him to get used to the different ways of different employers.³

³Ibid.

The Lansing, Michigan, program is designated as a work-training program. Students are placed in employment full time their third year of school and return to school one evening a week. Placement is permanent and training is carried on for a particular job.

Students in Ventura, California, are encouraged to maintain a job as long as possible. As a rule a specific job is solicited for a specific individual.

Job exploration is the concern of the Santa Barbara, California, work-study program. As a result of this, students are given a number of work experiences throughout the school year.

In two work-study programs, Baltimore, Maryland, and Cincinnati, Ohio, no mention was made of permanent placement or several placements. In Baltimore, students are placed in pairs alternating with each other two weeks on the job and two weeks in school. This would lead one to believe that they are concerned with several placements rather than permanency on a job. It would also be noted that training for one particular job is not as important as understanding and learning about skills necessary to be a good worker. In Cincinnati, job placement is considered a regular part of the school program. It was not mentioned if training for one specific job was part of the program.

Specific training for one particular job or the giving of experiences in several jobs varies from program to program. Those programs that offer several job experiences follow the concept that knowing the skills necessary in holding a job and getting along on a job are more important than any one specific job for the student at that time in his life. On the other hand, programs that seek permanent placement feel that the advantages for the student are greater. They maintain that permanent placement helps the students become more productive along with gaining more experience. Being able to hold a job, checking long-range programs and a more realistic life situation are other advantages advocated by these people.

An important role in all programs is that of the coordinator whose responsibilities are many and quite important. Duties mentioned deal with the selection of students, making initial contacts with employees to establish working positions and requirements for placement, arranging interviews, evaluation of students on the job, counseling of students and parents, and in some cases follow-up work on the students after completion of the program.

Depending on the individual program, the coordinator will function on a part-time or full-time basis. On a part-time basis the coordinator will assume some actual teaching duties for part of the day.

In those programs set up with the Department of Vocational Rehabilitation, the coordinator shares the responsibilities of the above mentioned duties with a Vocational rehabilitation counselor.

In reviewing five programs mentioning the coordinator's role, three were designed with a full-time coordinator and two designed with teachers assuming the coordinator's role on a release time basis from teaching duties. In one program with a full-time coordinator, assistance by a community service club is given for some of the coordinator's responsibilities.

Ventura, California, employs a full-time coordinator for the special education work-experience program. The coordinator is responsible for all contacts, placements, interviews and all necessary details prior to job placement.

In the Cincinnati, Ohio, program available job placements are located by the occupational coordinator through a survey of business, industries, and institutions. Public schools and community leaders believe that

there is value in giving non-academic youth work experience in the community while still under school supervision. Students are evaluated by their work supervisor and after completion of the report the coordinator holds an evaluation conference with the work supervisor. The evaluation is used by the occupational coordinator and the classroom teacher in helping individual students work through problem areas.

Lansing, Michigan, schools have a joint program with two other agencies. Community business and industry, and the state department of Vocation Rehabilitation work with the public schools in the work-study program. Lansing uses a full time coordinator who is assisted by the Lansing Excalibur Club in his duties and responsibilities. The coordinator meets with prospective employers and seeks to establish the requirements of a particular job and to discuss with the employer his responsibilities to the student. The coordinator assists employers with any difficulties or mechanics in setting up a position and also meets with the employer for purposes of student evaluation. The coordinator is also responsible for both student and parent counseling in relation to potential job opportunities and in relation to the initial reaction of the student in adjusting to the job.

The State Department of Vocational Rehabilitation has local vocational rehabilitation personnel serving in a consultant capacity to the coordinator in job finding, wage agreements and employer and employee relations. The local vocational rehabilitation counselor works with the coordinator in providing additional job opportunities when needed, along with medical information and personal, social, and vocational counseling. Financial assistance is given by vocational rehabilitation in terms of reimbursement to employers who provide special training situations.

In terms of placement, the Lansing public schools in cooperation with the Lansing Excalibur Club, have set up a unique nine-man committee to work with special education personnel in securing suitable placement for job experiences for mentally retarded students.

"This committee plus the special education coordinator in the high school, the counseling psychologist, and a state vocational rehabilitation counselor, compose the job placement team. For each student enrolled or potentially to be enrolled, in the work-training program, the committee has available a personal inventory sheet, a work placement record, and an employer evaluation sheet. Each student is interviewed by the committee. The students are then referred to the placement team which consists of two member teams of the job placement committee who make appointments with key personnel of various businesses and industries to explore the

possibility of a retarded student being employed."⁴

Classroom teachers in Detroit, Michigan, are released two half-days per week to go into the neighborhood and find jobs for students in their classes. These teachers work with supervisors in the Office of Vocational Rehabilitation in obtaining medical examinations and funds for training placements.

In Santa Barbara, California, one teacher in the program is given the responsibility for finding jobs, supervising and placing of students on their jobs.

As can be seen, the role of the coordinator of the work-study program is quite functional and important. Duties and responsibilities of the coordinator include working with members of the school, community businesses and industries, and vocational rehabilitation in the selection, placement, evaluation, and counseling of mentally retarded students in vocational opportunities.

Counseling

Counseling of mentally retarded students is done both formally and informally. Formal counseling consists of an individual conference with each student by a trained

⁴Marvin E. Beckman, Program For Secondary Retarded Lansing Public Schools, A report to the First National Conference on Preparation of Mentally Retarded for Employment, Columbus, March 6 to March 7, 1958, sponsored by the American Association on Mental Deficiency and the U. S. Office of Education.

counselor, while informal counseling takes place in the classroom or on the job by the adult person in charge. A major aspect of counseling consists in helping the child adjust to any problems which he might encounter. Counseling in some programs deals not only with the student or employer, but with the parents of the mentally retarded child. Included in counseling is the evaluation of students which is done in all programs, and follow-up work after graduation which is done by the schools in just a few programs or by the vocational rehabilitation counselor in other programs.

Ventura, California, begins its counseling program with parents and students by visiting the home before school opens in the fall. At this time the work-study program is explained, along with school rules and regulations and the philosophy of the special education department so that the student will be ready for a good start in his new surroundings. At this time individual conferences are planned for the first days following the opening of school. Students in the work-study program are visited at least once a week at their place of employment.

(Columbus: The Conference, 1958), pp 5-6.

In the Santa Barbara, California, work-study program conferences with the employer are part of the planned program. Each employer is contacted at least once a week, with spot checks of pupils being made at more frequent intervals than employer conferences. A job evaluation form on the students is completed by the employer four times a year.

One unusual method of counseling evolved out of the Santa Barbara program. Students not placed at the beginning of the year ride with the coordinator until employed. This originally was not a planned part of the program but has proven to be quite effective. Riding with the coordinator has given the student and the coordinator an intimate sort of contact and has opened up opportunities for counseling often not available to the student.

In New York City, parents and teachers are assisted in the implementation of plans for a particular child in a formal counseling setting. Counseling and guidance personnel are available to work with each individual while in school and upon termination of his formal education. Vocational guidance, actual placement of students in working situations, and observing student adjustment on the job are the chief functions of the guidance personnel.

Hickman states that another way of helping the educable child towards preparation for gainful employment is through guidance and counseling. As such, he feels that each program should be constructed so as to include counseling as an integral part of the whole program.⁵

In only one system reviewed was their included a program designed with the idea of student follow-up by the schools after graduation. Ventura, California, advocates that services to these students should not end upon graduation. The Ventura, California, schools state that there are many problems and adjustments to be made by these students after graduation and the schools can often help because of relationships established.

In other systems, the follow-up work after the completion of the students' formal education is carried on by the state's Division of Vocational Rehabilitation by mutual consent of both parties.

Counseling and guidance of mentally retarded students in a work-study program is vital and plays a significant role in every program, whether presented in a formal or informal setting. Helping the child to make adjustments to vocational and social situations is

⁵L. H. Hickman, "Foundations for the Preparation of the Educable Child for the World of Work, Training School Bulletin, LXIC (May, 1967), 40.

important and was found in all programs reviewed.

Follow-up counseling after graduation is a part of each program reviewed. In only one program did the school organize for follow-up counseling, while the others had the state Division of Vocational Rehabilitation do the follow-up counseling.

SUMMARY

Work-study programs at the high school level for mentally retarded students have begun to flourish in this country. School systems which have initiated these programs have found them to be successful and of great value in working with mentally retarded adolescents.

Although high school work-study programs try to achieve the same end--that is, a smooth transition for the retardate from formal education to the community and the working world as a contributing member of society, their methods are similar in some respects, but uniquely different depending on the community and facilities. After reviewing such programs, it appears that there is no single approach to school work-study programming which is best for all educable mentally retarded students in all school districts. Therefore it is important to note those ideas which are generally considered important in establishing a work-study program.

The curriculum for the mentally retarded involved in a work-study program should be as functional as possible. It should be constructed with the idea in mind of being able to meet persistent life situations. Techniques in teaching should therefore be centered around

creating and giving experiences which will be encountered by mentally retarded students after completion of their high school education. This idea stresses the value of the work-study program. In-school work training would be of great value in the counseling and guidance of students in the work-study program, but unfortunately, it is the exception rather than the rule. Because of this, out-of-school on-the-job training assumes an even more important role.

One of the key persons in the organization of a work-study program is the coordinator or teacher-counselor. In some programs the coordinator is a part-time teacher and a part-time coordinator. In those programs where the enrollment of mentally retarded students in the work-study program is small this idea would be functional. In programs where there are many mentally retarded students, a coordinator should be free from teaching responsibility. One of the many duties of the coordinator especially in the latter case should be the counseling of the students in a formal setting. Counseling, as suggested by the programs presented, plays a vital and key role in the establishment of a work-study program. Helping mentally retarded students make adjustments to problems which arise needs to be carried out immediately if

the program is to be successful. Counseling can take place informally or formally depending on the needs of the individual. Formal counseling would be done on a one-to-one basis by the teacher-counselor or coordinator while informal counseling would take place in a teaching or working situation with a group. No matter which way it takes place, counseling is a significant factor in the success of a work-study program.

In most programs, follow-up on the student after graduation is not done by the schools. This is carried out by a vocational rehabilitation counselor. As a result of this it is important that students are made clients of Vocational Rehabilitation and that the Department of Vocational Rehabilitation come into the work-study program and take an active part. Benefit from early participation by vocational rehabilitation would be early knowledge about the individual students so that they will have some background on each individual they will work with after graduation. Follow-up studies will also serve as an effective device in the evaluation of the program and its effectiveness.

Placement of students in a working situation needs to be considered carefully. Before actual placement takes place there should be as much information available about each individual as possible. Early in the program teachers should establish records on individual students relevant

to occupational adequacies. This alone would be of significant help to the program coordinator. Conferences on each student should be held by all agencies that are involved with him before placement is assigned.

The coordinator of the work-study program should be on salary during the summer months. During this time the coordinator can continue the services to employers of students who have kept students on for the summer months. Also, the coordinator will have the time to find positions for the students who will participate in the work-study program in the forthcoming year.

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APPENDIX

May 1, 1968

Dear Sir:

I am enrolled in a graduate program at Cardinal Stritch College, Milwaukee, Wisconsin. I am expecting to finish my work for a Master's degree in special education this summer.

As a part of my requirements for graduation, it is necessary for me to do a research paper. My topic is "The Comparison and Construction of Work Study Programs for Senior High School Mentally Retarded Students."

If it is possible, would you please send me any information that you have about your school system's work-study program.

Cordially,

Roger Andreoli
Graduate Student

MLP

Dear Fellow Educator:

Presently, I am enrolled in the graduate program at Cardinal Stritch College, Milwaukee, Wisconsin. I hope to finish work for my Master's degree this summer. As part of my degree program I am writing a research paper on high school work-study programs for mentally retarded children.

Enclosed you will find a questionnaire that I would appreciate your filling out and returning to me in the envelope provided. It is important for me, because of time, to have the questionnaire returned as soon as possible. The questionnaire should only take about 15 minutes of your time to complete.

The Bureau for Handicapped Children, Wisconsin Department of Public Instruction has approved this questionnaire.

Thank you for your help and cooperation.

Sincerely,

Roger Andreoli

Work-Study Questionnaire

1. At what age does the EMR student start the work-study program?

13 14 15 16 17 18 19 20 21

2. Which EMR students participate in the program?

40-50 IQ 50-60 IQ 60-70 IQ 70-80 IQ

Other _____
(specify)

3. Who determines which students shall participate?

a. classroom teacher b. teacher counselor

c. Coordinator of Special Education

d. DVR counselor

e. high school principal

f. Other _____
(specify)

4. Does the student need a certain amount of academic skills to participate?

a. always b. usually c. sometimes

d. seldom e. never

5. What determines the student's completion of the work-study program?

a. age b. placement on a job c. dismissal

d. Other _____
(specify)

6. Are there any specific requirements on the part of DVR for inclusion in the program.

Yes No If yes, describe, _____

7. Goals of the work-study program. (Circle the goals below that affect your program and then circle your rating.)

- a. To bridge the gap between school and community and gainful employment for handicapped youth.

a. always b. usually c. sometimes
d. seldom e. never

- b. To provide the machinery for the meshing of separate programs so there is an orderly and constructive transition from school to the services of Vocational Rehabilitation.

a. always b. usually c. sometimes
d. seldom e. never

- c. To minimize high school dropouts in the case of students who might terminate their education for reasons relating to the handicapping conditions or lack of appropriate school programs.

a. always b. usually c. sometimes
d. seldom e. never

- d. To provide in-school and community opportunities in keeping with individual capacities and abilities.

a. always b. usually c. sometimes
d. seldom e. never

- e. To provide a placement service by the schools.

a. always b. usually c. sometimes
d. seldom e. never

- f. To provide a placement service by DVR.
a. always b. usually c. sometimes
d. seldom e. never
- g. To provide follow-up services by the schools.
a. always b. usually c. sometimes
d. seldom e. never
- h. To provide follow-up services by DVR.
a. always b. usually c. sometimes
d. seldom e. never
- i. Other _____
(specify)

8. School Responsibilities:

- a. What year in school does the program begin?
a. sophomore b. junior c. senior
d. Other _____
(specify)
- b. How does the program operate the first year?
a. school all day b. school $\frac{1}{2}$ day, work $\frac{1}{2}$ day
c. work all day
- c. How does the program operate the second year?
a. school all day b. school $\frac{1}{2}$ day, work $\frac{1}{2}$ day
c. work all day
- d. How does the program operate the third year?
a. school all day b. school $\frac{1}{2}$ day, work $\frac{1}{2}$ day
c. work all day
- e. Other _____
(specify)

- f. What type of graduation does your program have?
- a. regular diploma b. certificate of graduation
 - c. diploma marked special education
 - d. Other _____
(specify)

9. Community Responsibilities:

- a. At what places of employment do the students usually begin?
- a. industry b. private business
 - c. industrial plants (hosp.)
 - d. sheltered workshops e. Other _____
(specify)
- b. On what types of beginning jobs are the students placed?
- a. service b. farm c. production
 - d. Other _____
(specify)
- c. What is the frequency of reports on the students by the teacher-counselor?
- a. once a week b. once a month
 - c. twice a month d. less than once a month
 - e. Other _____
(specify)
- d. Are students usually hired for summer employment?
- a. always b. usually c. sometimes
 - d. seldom e. never

- e. Are other employees made aware of the students intellectual functioning?
 - a. always b. usually c. sometimes
 - d. seldom e. never
 - f. Is the student accepted as an employee?
 - a. always b. usually c. sometimes
 - d. seldom e. never
 - g. Do employers accept another student in the program after a previous student has completed his training?
 - a. always b. usually c. sometimes
 - d. seldom e. never
 - h. Are students placed in more than one working situation during the school year?
 - a. always b. usually c. sometimes
 - d. seldom e. never
10. Division of Vocational Rehabilitation Responsibilities:
- a. Does DVR work with all your pupils in the work-study program?
 - a. always b. usually c. sometimes
 - d. seldom e. never
 - b. Does DVR interview student trainees to determine eligibility and to gain family background information?
 - a. always b. usually c. sometimes
 - d. seldom e. never

