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IOWA VOCATIONAL EDUCATION/SPECIAL NEEDS ASSESSMENT PROJECT

Iowa State Department of Public Instruction
Special Needs Section

and

Drake University

College of Education

Summary Report ~ 1978

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In Cooperation With

Drake University College of Education

October, 1977

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State of Iowa DEPARTMENT OF PUBLIC INSTRUCTION Special Needs Section Grimes State Office Building Des Moines, Iowa 50319

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I. Introduction

The implementation of vocational special needs programs for disadvantaged and handicapped students in Iowa is administered by the Special Needs Section of the Iowa State Department of Public Instruction (DPI). Support for special needs programming is authorized at the federal level by the Vocational Education Act of 1963, amended in 1968, 1972 and 1976. The 1976 Amendments to the Vocational Education Act require a minimum of thirty per cent (20% for disadvantaged and 10% for handicapped) of each state's federal vocational allotment to be used for providing vocational education services for disadvantaged and handicapped populations. The administration of that federal act within the state is authorized by "The Iowa State Plan for The Administration of Vocational Education Within Career Education".

In 1976 the Special Needs Section of DPI defined as one of its top priority objectives the completion of a state-wide survey of secondary vocational educators to determine the extent to which services were being provided disadvantaged and handicapped students in vocational classes and the areas of support which need attention. The development, administration, data analysis and reporting of the findings were completed through a joint agreement with Drake University College of Education. The results will be used in the administration of programming as evidenced in "The Iowa State Plan for the Administration of Vocational Education...". (See Appendix for sample survey instrument)

Items for the survey instrument were developed in cooperation with the subject-matter consultants (Office Education, Distributive Education, Vocational Agriculture, Homemaking Education, Trade and Industrial) in the Career Education branch of DPI. Once developed the survey items were given to ten vocational teachers at four Des Moines high schools for further comment on clarity, utility and efficiency.

Every effort was made to collect the information requested on the survey directly from the classroom teacher. Survey forms were addressed and distributed to individual teachers using a list provided by the Management Information Division of DPI. That list consisted of over 4,000 names of persons who were certified to teach the subjects that were the focus of the survey. As it turned out, however, many of those persons were indeed certified to teach those subjects but are not doing so for varying reasons. The best estimate of the number of vocational teachers (as defined by the survey authors) in Iowa is less than 2,000. A large number of survey forms were returned with the message that that person is not involved in vocational education.

Useable survey instruments were returned by one thousand two hundred and sixty-five of the nearly two thousand secondary vocational educators in Iowa. Delivery and return of the survey instruments was done through the Area Education Agency media delivery services. That proved to be both an efficient and a cost-saving method, resulting in a savings of \$1,500 in postage alone. Iowa is divided into fifteen geographical multi-county service areas for the administration and delivery of special education, media, staff

development, and consultative services in other curriculum areas.

These administrative units are known as Area Education Agencies

(A.E.A.'s).

Although the return rate varied from a high of 84 per cent from one A.E.A. to a low 44 per cent in another, the overall return rate for the state was 65 per cent. That was deemed to be a sufficient return for the intended use of the data. It was not anticipated that any inferential statistical procedures would be necessary to meet the needs of the users. It should be noted that all tables in this report do not total to 1,265 responses. In some instances instruments were returned with data missing or incomplete for some items on the survey. In those cases only the useable data is reported.

Data gathered dealt with five components of local vocational programs: (1) professional backgrounds and attitudes of instructors, (2) designation of services currently available to special needs students, (3) class enrollment data, (4) identification of problems in dealing with special needs students, and (5) identification of potential solutions to the problems. Each component is reported in a separate section of this report. Data collected are tabulated to reflect responses on the state level of analysis, and are simply to promote readability and discussion. Other data analysis done, but not reported herein include analysis of all information by discipline, by A.E.A., and by size of school district. Questions concerning this report and the availability of the raw data collected should be directed to: Dr. Raymond Morley, Consultant, Special Needs Section, Grimes State Office Building, Des Moines, 50319.

Table 1. Number of Iowa Survey Respondents by A.E.A.

<u>A.E.A</u> .	Number	% of A.E.A. Voc. Teachers	% of Total
1	97	78.2	7.7
2	66	56.4	5.2
3	31	43.6	2.4
4	70	63.0	5.5
5	98	67.1	7.7
6	58	69.0	4.6
7	67	50.7	5.3
9	99	58.9	7.8
10	111	58.7	8.8
11	217	57.4	17.2
12	96	66.2	7.6
13	104	70.7	8.2
14	54	84.3	4.3
15	58	53.7	4.6
16	39	52.0	3.0

Table 2. Number of Iowa Survey Respondents by Size of School District

opulation*	Number	% of Total
145 - 499	169	13.3
500 - 749	182	14.4
750 - 999	144	11.4
000 - 1499	145	11.5
500 - 1999	83	6.6
000 - 2999	138	10.9
000 - over	404	31.9

^{*}Number of public school students, K-12

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II. Professional Background and Attitudes of Instructors

For purposes of this survey, "vocational teachers" were considered to be any secondary teacher meeting classes in business education, including Distributive and Office Education, Vocational Agriculture, Industrial Education, including Trades and Industries and Industrial Arts, Homemaking, and other work related and career education subjects, including health occupations. The majority of respondents were involved in the traditional vocational areas of Business Education, Industrial Education, Vocational Agriculture, and Homemaking.

Table 3. Number* of Iowa Survey Respondents By Subject Matter

Subject	Number	% of Total
Business Education	407	32.5
Vocational Agriculture	113	9.0
Homemaking	386	30.7
Industrial Education	339	27.0
Other	11	.8

Table 4. Number of Iowa Survey Respondents By Years of Teaching Experience

Years Experience	Number	% of Total
1 - 4	376	29.8
5 - 9	314	24.9
10 - 14	220	17.5
over 14	351	27.8

Vocational teachers generally have little or no background in their professional development that would aid them in better serving special needs students. Tables 5 and 6 show the amount of formal training acquired by vocational teachers that may be beneficial to their working with students with special needs.

Table 5. Iowa Survey Responses to the Item
"I Currently Hold A Degree or Teaching Certification in Special Education."

Call Sections & Section Configuration and	Number	Per Cent
Degree Teaching Certification	77 36	6.1
Neither	1097	86.7
No Response	55	4.4
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Table 6. Iowa Survey Responses to the Question
"What Formal Training Have You Completed
In Teaching Special Needs Students?"

	Number	Per Cent
None	895	70.8
Inservice Courses or Workshops	183	14.5
College Courses	143	11.3
Other	13	1.0
No Response	31	2.4

It is obvious from the foregoing data that vocational teachers have, for the most part, little formal preparation for working with special needs students. Most have been exposed to the problems associated with teaching in the integrated setting only through the enrollment of special students in their classes. Table 7 shows the extent to which vocational teachers have experienced special needs students in their classes.

Table 7. Iowa Survey Responses to the Question "What Teaching Experience have You had with Special Needs Students?"

	Number	Per Cent
None	285	22.5
Have taught special classes	113	8.9
Only in my regular classes	827	65.4
Other	30	2.4
No Response	10	. 8

All vocational instructors in the secondary schools have not assumed the responsibility to serve special needs populations. Many times districts, schools, or teachers establish formal student entrance criteria to vocational subjects that tend to eliminate participation by special groups of students. the Iowa Survey indicate that forty per cent of the vocational teachers in this state have established such barriers to participation in their classes. Therefore, some question exists whether or not teachers are aware that the practice of requiring entrance criteria based on performance, cognitive, and personal characteristics of students may, in fact, be discriminatory. At the very least, such practices run contrary to the intent of both special education legislation and vocational special needs legislation, under which schools have the responsibility to teach students with special needs "in the least restrictive setting." That is to say that the first responsibility to those students is to place them in the "regular" classroom where feasible and appropriate, and to utilize special education and special needs funds to provide supplementary services so that their opportunity for success in that integrated setting is greatly increased. Consequently, some examination of entrance criteria appears to be in order. Additionally, the administration and supervision of vocational programs may need to be examined in relation to student opportunities.

(See recommendation No. 6, p. 32)

The question of whether or not a teacher takes steps to supplement and/or modify instructional procedures, curriculum, and the classroom environment to accommodate special students may well be one of attitude. Overcoming the apprehensions, fears, and misunderstandings of what is required to teach a more diverse student population may be the first and most critical step toward a solution to the problem. Evidence gathered through the Iowa Survey indicates that approximately one-third of the state's vocational teachers were not for the concept of integrating, or mainstreaming, special needs students. Table 8 shows a breakdown of teachers' attitudes on the subject of integrating.

Table 8. Iowa Survey Responses to the Question, "Which of the Following Most Accurately Describes Your Feelings Regarding the Best Way to Provide Services to Disadvantaged and Handicapped Students in Secondary Vocational Education?"

Attitude	All Teachers Responding
Every effort should be made to integrate them into "regular" classes	31.8%
They should be taught in separate classes especially designed for their disadvantagement or handicap	30.8%
I haven't any strong feelings either way	23.8%
Other	13.6%

The "other" responses from Table 8 were almost always a vote for integrating with some qualification such as providing additional help to the teacher, providing special training for teachers, reducing student load, etc. It would appear, then, that up to about seventy per cent of Iowa's vocational teachers would not necessarily be against mainstreaming special needs students. To comply with the mandates of the law, and with the best thinking in the field--thinking based on experimentation, research, and follow-up--inservice programs must be provided to help all vocational teachers understand how best to mainstream students using the support services they presently have available to them. Additionally, vocational teachers must be given the opportunity and support to develop alternative strategies for meeting the needs of that population of students. Such alternative strategies might include the development of separate or segregated classes for certain students if that were deemed the most appropriate method for addressing their unique learning problems.

III. Services Available to Special Needs Students

Vocational educators responding to the Iowa Survey indicated a relatively low degree of success in meeting the needs of special needs students in their classes.

Table 9. Iowa Survey Responses to "To What Degree
Do You Feel You are Meeting the Vocational
Needs of Disadvantaged and Handicapped Students in Your Classes Now?"

Number	Per Cent
of Lancett	Military Work
95	7.5
755	59.7
231	18.3
117	9.2
67	5.3
	95 755 231

According to the data in Table 9 close to thirty per cent of the vocational teachers responding felt they were not being successful with special needs students. That information, together with the fact that sixty-three per cent are only succeeding with "most" special needs students, points up the need for a major inservice effort to better equip vocational teachers to reach all their students.

Most teachers (86.8%) reported that there is a special education program in their school. Many special needs students are receiving special education services. However, the coordination of vocational and special education programs is left largely to chance.

The terms "special needs" and "special education" are viewed as synonomous by practitioners in the field. Consequently, teachers ignore the plight of special needs students on the rationale that

special education will take care of the problem. Typically, special educators do not facilitate the input of vocational educators while developing the Individualized Educational Plan (IEP). Thus, vocational personnel are not helped to better understand the special needs of students, nor are they involved in helping solve their problems. Additionally, special needs students are defined as those students not succeeding in a vocational program. As a rule, vocational educators do not seek the assistance of special educators to help solve learning problems. In most instances special education services are not for all, and are not provided because students are not labeled as "handicapped".

To correct the malady of how to utilize special needs resources at least two things need to happen: (1) all practicing educators need to be aware that special needs students are not necessarily special education students—they are students who for some reason or other are not succeeding in vocational classes, such lack of success being related to a disadvantagement or handicap—and (2) vocational educators and special educators must collaborate in planning for both special needs students and special education students so as to provide support services to those students so they can find success.

A surprisingly large number of respondents to the Iowa Survey were not aware of the various kinds of work-experience programs that might be available to their special needs students.

Table 10. Iowa Survey Responses to "What Programs are Available to the Special Needs Students You Teach?"

Program	Yes	(%)	No	(%)	Don't Know	(%)
a. Work-Study (Spec.Ed.)	649	(5.6)	316	(27)	194	(17)
b. Employer School Program (ESP)	331	(30)	392	(36)	379	(34)
c. Summer Youth Employ- ment d. Any CETA Program e. GYOP	390 224 237	(35) (21) (22)	282 332 301	(26) (31) (27)	429 526 559	(39) (48) (51)
f. OEO, or Community Action	182	(17)	318	(30)	554	(53)

However, there is evidence from the data in Table 10 that many students do have access to some type of work-experience program. Teachers should be made aware of the availability of those programs.

A variety of support services are available to special needs students. Table 11 outlines the support services respondents' indicated were available in their schools.

Table 11. Iowa Survey Response to "Which of the Following Support Services Are Readily Available to Special Needs Students in your Classes?"

Servi	ce	Yes	(%)	No	(%)	Don't Know	(%)
a. Tuto	rs	441	(39)	480	(43)	203	(18)
b. Reme	dial Instruction	914	(76)	195	(16)	92	(8)
	her Aide(s) hological Test-	389	(34)	630	(55)	123	(11)
ing	/Counseling pational test-	1059	(87)	55	(5)	101	(8)
ing	/Counseling ol year on-the-	841	(71)	117	(10)	233	(19)
job	training r graduation	521	(44)	409	(35)	244	(21)
pla	cement services	186	(16)	508	(45)	441	(40)
	rmal job place- t during school r	410	(35)	400	(34)	365	(31)

From the data in Tables 10 and 11 it is evident that many vocational instructors are not fully aware of services that may be available to special needs students. That knowledge in itself points up the need for inservice activities that will help make teachers aware of services they can utilize to meet the needs of a diverse population of students. Additionally, inservice activities should include referral methods and techniques teachers can incorporate as a part of their routine activities for helping students take advantage of supplementary services.

IV. Class Enrollment Data

Teachers were asked to give the enrollment figures for each of their vocational classes as of September 15, 1976. That date was used since it corresponds with the date schools use for reporting enrollments for the state aid formula, thus making the data readily available. Drops were to have been reported as of the date of completing the survey instrument, which may have interferred with receiving the best possible data in regard to drops. The data reported by teachers may reflect dropouts from courses during the second semester only. This is suspected since the survey was completed during the second semester, and the directions given in the survey instrument were misleading as to how to report the information. Therefore, this part of the data has some definite limitations. Conclusions stated concerning the dropout data are subject to cautious interpretation. Firstsemester-only courses were most likely not reported in any of the survey data obtained.

An additional problem with the use of the data regarding students who have been dropped from the vocational classes lies in the lack of any reason given for dropping those students. Gross figures dealing with the number of students dropped tell us nothing about whether or not that student actually dropped from school, just dropped out of the vocational class, transferred to another class, or anything useful as to the disposition of the case. Hope-

fully, teachers responding to the survey interpreted the instruction to record drops in the conventional sense of "drops from school", or "from this class." If that were the case, then, we can at least say with some confidence (from the data), that fairly large numbers of students seem to be leaving vocational classes before successful completion of those classes. That being the case, then, each of those students reported in the "dropped" column is potentially a special needs student.

Table 12. Secondary Vocational Enrollments Reported on the Iowa Survey

Connido	M-10	T1	m- +- 3	
Grade	Male	Female	Total	
9	13,143	13,061	26,204	
10	10,221	10,857	21,078	
11	12,360	14,517	26,877	
12	13,713	15,744	29,457	
Totals	49,437	54,179	103,616	
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Assuming that the Iowa Survey represents about sixty-five per cent of the total population, there are approximately 160,000 student enrollments in secondary vocational classes. It should be pointed out that these data do not imply 160,000 different students. Teachers reported total numbers of students enrolled in each of their vocational classes. Undoubtedly, then, some students would be reported two or more times by a teacher who had that student in two or more different classes, or by more than one teacher responding to the survey from the same school. No data is available to determine the numbers of students counted more than once.

Table 13 shows numbers of students who were reported as having been dropped from vocational classes and the per cent those figures represent of the data in Table 12.

Table 13. Secondary Vocational Students Reported as Having Been Dropped from Vocational Classes on the Iowa Survey

Grade	Male	%	Female	%	Total	8
9 10 11 12	763 894 960 1,415	5.8 8.7 7.7 10.3	632 831 1,283 1,595	4.8 7.7 8.8 10.1	1,395 1,725 2,243 3,010	5.3 8.2 8.3 10.2
Totals	4,032	8.2	4,341	8.0	8,373	8.1

The data in Table 13 has several limitations. No definition of a "drop" was given the survey respondents. Therefore, it is possible that these data include students who transferred from one class to another within a school. Also, they could include students who transferred to other schools or districts. The students reported in Table 13 are not necessarily "dropouts" in the conventional sense.

Even with those limitations in mind, there is cause for concern about the numbers of students who are reported as having been dropped from vocational classes. Historically, students drop out of school in larger proportions at the tenth and eleventh grades. Data collected in previous years indicates that composite dropout rates in Iowa's schools range from just over 2 per cent in ninth grade to just under 6 per cent in eleventh grade. The information in Table 13 indicates that students are leaving vocational education in larger proportions than they typically drop

out of school. Of special concern are the rates at the ninth and twelfth grades, which are more than double the expected drop-out rates. Considering the limitations on the data, perhaps the best that can be said is that the evidence exists to support a more thorough investigation of the student attrition rates in vocational education across the state. The other extreme—assuming that the data is reliable—is that there is a serious problem in relation to student retention in vocational education.

Table 14. Special Needs Students in Vocational Classes as Reported by Iowa Survey Respondents

	Male				<u>Female</u>		
	<u>H</u> *	<u>D</u> **	Total	<u>H</u> *	<u>D</u> **	Total	Row Total
9	420	630	1,050	275	479	754	1,803
10	269	514	783	217	434	651	1,434
11	228	490	718	168	463	631	1,349
12	242	434	676	175	381	556	1,232
Total	1,159	2,068	3,227	835	1,757	2,592	5,819
* п	- Uand	icapped			(Est	. 100%:	8,952)

* H = Handicapped ** D = Disadvantaged

Considering the limitations on this class enrollment data described earlier, the nearly 9,000 special needs students reported in Table 14 is only a gross estimate. (The 9,000 figure is based on the assumption that the 5,819 students actually reported repre-

sent only 65 per cent of the total population.) Evidence does exist, however, that vocational teachers do recognize that special needs students are, in fact, enrolled in their classes.

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V. Identification of Problem Areas

Teachers were asked to indicate from a list of fifty-eight potential problems the areas which prevented them from being successful with special needs students in their classes. Table 15 illustrates the student related problem areas as perceived by the teachers.

Table 15. Student Related Problems in Serving Special Needs Students as Reported by Forty Per Cent or More of the Respondents to the Iowa Survey

1.	Poor Attendance	D	
2.	Poor Interpersonal Skills	В	
	Cannot/does not accept		
	responsibility	D	
4.	Poor job-task (performance)		
	skills	В	
5.	Motivational Problems	D	
	Are apathetic toward school		
	in general	D	
7	Low reading ability	В	
	Low math ability	В	
		Ъ	
9.	Educational problems are primarily	D	
7.0	a result of home environment	D	
TU.	Career goals are not well		
	established	.D	
	H = Handicapped		
	D = Disadvantaged		
	B = Both Handicapped and Disadvan	taged	

Over seventy per cent of the respondents indicated that low reading and math ability were the two problems they have in attempting to serve these students. The "apathy toward school" problem of disadvantaged students was mentioned by sixty-seven per cent of the respondents, while fifty-nine per cent cited poor job-task skills by handicapped students as a problem. Otherwise, the problems

in Table 15 were all within the forty to fifty-five per cent range. Note that teachers did not attribute any problems specifically to handicapped students. Seven of the ten problems were attributed solely to disadvantaged students. Conventional wisdom dictates that there is probably a relationship between some, if not all, of those seven problems and the two mentioned a problem by the greater number of respondents—low reading and math ability.

Table 16 shows the problems unique to the teacher in dealing with special needs students.

Table 16. Teacher Related Problems in Serving Special Needs Students as Reported by Forty Per Cent or More of Iowa Survey Respondents

1.	No training in identifying	
	special needs students	В
2.	Not adequately trained to deal	
	with them, once identified	В
3.	Do not have extra paid time	
	to develop activities for them	В
4.	Do not have released time	В
5.	No inservice available	В
6.	Student load too great	В

B = Both Handicapped and Disadvantaged

Teacher concerns seem to focus on the need for more adequate training and more acceptable working conditions to serve students more effectively. Section VI attempts to delineate some potential solutions to the problems identified in Tables 15 and 16.

VI. Identification of Solutions

Teachers were asked to rank potential solutions to the problems they encounter in working with special needs students in the integrated setting. Table 17 shows the rankings they gave to five different solutions.

Table 17. Rankings given Five Potential Solutions to Problems in Working with Special Needs Students by Iowa Survey Respondents

Rank	Item	No. Times Ranked "1"	Mean Ranking	Median Ranking
1	Additional inservice training	433	2.506	2.218
2	Additional manpower (aides, tutors, teachers, counselors, etc.)	331	2.737	2.687
3	Additional planning time	177	2.902	2.783
4	Additional equipment, supplies, space	184	3.312	3.497
5	Consultative services	69	3.485	3.601

Clearly, teachers see the need for appropriate inservice training if they are to better serve special needs students in their classes. If inservice is to be provided, they would place the highest priority on activities that would help them diagnose individual student needs. Next, they would choose activities to help them do a better job individualizing instruction to accommodate the diverse needs of students. Table 18 illustrates the priority rankings given inservice activities.

Table 18. Rank-Order of Inservice Activities by Iowa Survey Respondents

Rank	Item	No. Times Ranked "l"	Mean Ranking	Median Ranking
1	Activities involving diag- nosing individual student needs	509	2.051	1.753
2	Activities involving indi- vidualizing instruction	345	2.415	2,190
3	Activities involving student evaluation	91	3.102	3.105
4	Activities involving the use of special equipment, supplies, and space needs for	2		
	special needs students	191	3.254	3.498
5	Activities involving job placement	59	4.078	4.504

The rankings given in Table 18 are not surprising when placed in the context of the learning continuum (i.e., diagnosis-prescription-evaluation). Obviously, teachers feel the need to determine student problems before they can set about to remediate them.

Assuming inservice activities involving individualizing were provided, teachers chose how-to-do-it exercises as most important to them from among the three items given. Materials awareness was the next item in overall importance, while observation was last in mean and median ranking and second in the number of times it was picked as first choice. Tables 19 and 20 summarize data relevant to inservice activities.

Table 19. Ranking of Inservice Activities Involving Individualizing Instruction by Iowa Survey Respondents

Rank	Item	No. Times Ranked "1"	Mean Ranking	Median Ranking
1	How-to-do-it exercises with individualized in- structional techniques	592	1.698	1.486
2	Awareness of teaching materials for individua-lizing	267	2.133	2.154
3	Observation of indivi- dualized programs	312	2.184	2.309

Table 20. Ranking of Inservice Activities Involving the Use of Special Equipment,
Supplies and Space by Iowa Survey Respondents

Rank	Item	No. Times Ranked "1"	Mean Ranking	Median Ranking
1	How-to-do-it exercises demonstrating use of equipment, supplies and space for special needs students	565	1.719	1.548
2	Observation of programs utilizing modified equipment, supplies and space	317	2.122	2.159
3	Awareness of equipment, supply, space modifica- tions necessary for special needs students	287	2.189	2.276

The data in Tables 21 and 22 deal with the provision of resources to help teachers and districts finance various modifications to existing programs to better serve special needs students.

Table 21. Ranking of In-class Services that would Help Teachers Better Serve Special Needs Students

Ranl	k Item	No. Times Ranked "l"	Mean Ranking	Median Ranking
1	Teacher aide(s)	470	1.790	1.736
2	Teacher(s)	452	2.050	2.113
3	Tutor(s)	245	2.183	2.223

Table 22. Ranking of Out-of-Class Services that Would Help Teachers Better Serve Special Needs Students

Rank	Item	No. Times Ranked "1"	Mean Ranking	Median Ranking
1	Special teachers-remedial	405	2.216	2.010
2	Special teachers-vocational	1 363	2.373	2.146
3	Job development, placement work-experience	217	3.232	3.463
4	Tutor(s)	133	3.405	3.475
5	Additional counseling services	68	3.670	3.855

Teachers were in favor of utilizing skilled staff persons within their own school district to help in the development of activities to serve special needs students. Any qualified person ranked second among the choices. Table 23 shows the rankings given the six sources of consultative help.

Table 23. Rankings Given Sources of Consultative Help for Information and Strategies for Serving Special Needs Students

Rank	Item	No. Times Ranked "1"	Mean Ranking	Median Ranking
1	Skilled staff persons within my school district	430	2.267	1.835
2	No preference, as long as the person was qualified	460	2.852	2.043
3	Area Education Agency	158	2.932	2.767
4	College or University	51	4.160	4.368
5	State Dept. of Public Instruction	37	4.211	4.374
6	Another School District(s)	22	4.300	4.409

The rankings in Table 23 definitely validate acceptance of a local staff person as a primary resource for inservice. When compared to the kind of inservice activities teachers prefer (how-to-do-it, from Tables 19 and 20) local staff should be considered when choosing trainers for other teachers.

VII. Summary

The Iowa Vocational Education/Special Needs Assessment project was an attempt to obtain data directly from vocational teachers concerning their classroom experiences with special needs students. Through the first mailing of survey instruments a sixty-five per cent return was obtained. Responses came from a wide representation of vocational teachers in the state. Adequate numbers of beginning and experienced teachers, those teaching in various sized schools, and teachers in all levels and areas of subject matter responded to the survey. Teachers representing over 100,000 students supplied information about their classroom dropout rates and numbers of students they perceived as being disadvantaged and handicapped. They reported an eight per cent dropout rate, overall, and indicated that nine per cent of the total vocational enrollment were special needs students.

Respondents were frank in admitting their lack of success in serving special needs students. Thirty per cent said they were either failing with most special needs students or were failing with all of them. Thirty per cent also indicated that they thought special needs students should not be integrated into regular classes. Thirty-two per cent said they should be integrated, and the balance did not have a definite opinion on the subject.

Surprisingly large numbers of vocational teachers were not aware of the various career exploration and work-experience programs that might be available to special needs students in their schools, districts, or community. A relatively high level of

academic and counseling support services was indicated.

Teachers pointed to a number of problem areas they encounter when serving disadvantaged and handicapped students. Those mentioned most frequently were low reading and math ability of both populations. Other problems attributed to both handicapped and disadvantaged students included poor interpersonal skills, and poor work skills. In addition, disadvantaged students were characterized as having poor attendance, not being able to accept responsibility, not being motivated, being apathetic toward school, not having career goals, and having educational problems as a result of poor home environments.

In looking at their own situation, teachers identified the need for more training to recognize and deal with special needs students. They indicated a need for more inservice and time to get involved in it. They also mentioned the problem of too great a student load to adequately deal with the individual needs of special students.

As for solutions to the problem, teachers identified inservice training as the number one need. Aides, tutors, and additional manpower was their second choice of a solution. Additional planning time was ranked third. Choosing from a list of possible inservice activities, teachers picked those involving diagnosing individual student needs as their first choice, followed by activities for individualizing instruction and activities involving evaluation. Concerning the type of inservice they would choose, teachers selected how-to-do-it exercises. In rating the use of additional manpower as a solution to the problem, teachers

indicated a need for teacher aides, followed by additional teachers. For out-of-class manpower services they were in favor of special remedial teachers and special vocational teachers.

VIII. Recommendations

1. A follow-up survey should be conducted at the secondary level. This survey should be designed to answer some of the questions raised by the present survey data. For instance, the present data would indicate that there is a problem with students dropping out of vocational classes. A closer analysis of that possibility is in order. Additionally, it should be determined whether or not those dropouts involve special needs students in larger numbers than they are found in the general population.

The present data would also indicate that the special needs population represents about nine per cent of the total vocational population. A carefully designed follow-up survey could determine the exact ratio and total population, thus providing a better input of data for more equitable distribution of resources. Another purpose that a follow-up survey would serve is to obtain more definitive data on the broad range of services, both school sponsored and community sponsored, available to special needs students.

It is recommended that the follow-up survey involve a random sample of no more than ten schools in the state representing several strata of programming. Those strata should include district size (five categories), number of state-reimbursed programs (three strata), number of special needs students by per cent of population (two or three strata), and district per capita wealth (two or three strata). Other strata may be necessary. An in-depth investigation of each subject school involving the collection of data on identified staff persons, classes, special needs students, supplementary programs, and fiscal resources should then be conducted. The case study approach may be appropriate in such a study.

- 2. A dissemination system needs to be developed that will constantly make administrators, teachers, counselors and other educational personnel aware of the rules and regulations regarding the provision of services to special needs students. Such information should include clarification of definitions and categories, types of services required and available, and methods of delivering appropriate services.
- 3. Inservice activities should be provided persons interested in increasing the level of services being provided to vocational special needs students. They should include awareness activities for all levels of educational personnel, including college

and university, DPI, Area Community College, Area Education Agency, and local school district. Inservice activities for teachers should include how-to-do-it exercises for identifying and assessing special needs students, developing individualized instruction, monitoring and evaluating student progress, and conducting follow-up.

In developing inservice programs for local districts the interdisciplinary approach should be stressed. That approach includes the development of Individual Vocational Plans (IVP's) utilizing input from administration, counselors, special education and vocational education personnel.

Additionally, inservice should be developed involving the best use of trainers from higher education, DPI, Area Community Colleges, and the A.E.A.'s.

4. Inservice for local teachers, counselors, and administrators should include presentations by and observation of innovative vocational special needs programs over the state. Such programs include Experienced Based Career Education, for both regular and handicapped students (A.E.A. #5), Employer School Program (contact Special Needs Section, DPI), Albia High School Special Needs - Team Approach Project, a number of alternative

school projects (contact Special Needs Section, DPI), Work Experience Program (A.E.A. #16) and many others.

- 5. Inservice activities should also emphasize the use of innovative curriculum materials, designed especially for this population. There is currently a wide selection of materials available to aid teachers in the identification, assessment, instructional, and evaluation processes. Most are easily adopted to the differing local situations. Instruction in the use of these materials (how-to-do-it) is an essential ingredient in any vocational special needs inservice effort.
- 6. Entrance criteria for participation in many vocational preparatory courses at the secondary level should be investigated. It has been a long-standing policy of many schools to establish fairly stringent selective criteria for students who wish to participate in cooperative work-experience programs (Distributive Education, Trades and Industries Coop, Office Coop, etc.). That practice may not be allowable under recent laws. Steps need to be taken to insure that all students have equal access to such programs.

7. A final recommendation, not specifically related to special needs, deals with the accessability of data on educational personnel in the field.

In the case of this survey the best list of vocational teachers obtainable included nearly 2,000 names of persons not actively teaching vocational subjects. For research purposes and for a variety of other reasons a data collection system should be devised that would better delineate only those persons actually involved in specific educational activities in local and area educational agencies.

APPENDIX

Iowa Vocational Education/Special Needs
Assessment Project Survey Instrument

Comments on Survey Instrument

- 1. The "Definitions" section was confusing to many respondents. Many respondents equated handicapped students with special education students. Over 100 instruments were returned blank with some form of the notation, "Sorry, I'm not involved in special education!". It would probably have been more effective to have simply stated that special needs students are handicapped and disadvantaged students who are not succeeding in vocational classes, and said nothing more about them.
- 2. Under "A. Personal Data" the name of the respondent should have either been eliminated or designated as optional. It was not used in the analysis. It may have prevented some teachers from responding. Subjects were identified by the number on the face of the instrument for data analysis.
- 3. Section "C. Class Enrollment Data" could have contained more specific instructions on recording drops.
- 4. Section "D. Identification of Problem Areas" created some confusion by the inclusion of the special education terms in the column headings. The 58 problem areas could probably have been collapsed to 25 or 30.

there was no place for the respondents' own contributions. Perhaps an "other" choice could have been added to each list. That technique creates some problems with analysis. The time it takes to tabulate and categorize "other" responses on 1,265 instruments could be overwhelming. It may be significant that no respondent wrote in any suggested solutions that were not included on the instrument.

IOWA VOCATIONAL EDUCATION / SPECIAL NEEDS ASSESSMENT PROJECT

Jointly Developed by

Iowa State Department of Public Instruction Special Needs Section

and

Drake University

College of Education

1976 - 1977

This project funded and supported by Public Law 95-576,

Vocational Education Amendments of 1968.

Questions concerning this survey should be directed to:

Dr. Raymond E. Morley, Consultant Special Needs Section Grimes State Office Building Des Moines, Iowa 50319 Phone (515))281-3686

OF

Dr. Charles S. Greenwood College of Education Drake University Des Moines, Iowa 50311 (515) 271-2802

IOWA VOCATIONAL EDUCATION/SPECIAL NEEDS ASSESSMENT PROJECT

Purpose

The results of this survey will be used to aid the Career Education Division of the Iowa State Department of Public Instruction in determining the most effective uses of the financial and human resources available to local vocational education programs serving special needs students (definition below). Federal law requires that 25 percent of Part B Vocational monies allocated to states be utilized specifically for the disadvantaged (15%) and the handicapped (10%). In light of recent federal interpretations of the Vocational Education Act the emphasis placed on the 25 percent "set aside" funds starting this fiscal year will be to modify and/or supplement on-going vocational education programs to better serve special needs students.

Activities will be generated in at least three major areas that will benefit local programs:

- "Set aside" money will be allocated directly to local districts demonstrating or wishing to demonstrate more
 effective compliance with the intent of the legislation that special needs students be integrated into regular
 vocational offerings.
- 2. "Incentive awards" will be made available to local teachers or teams of teachers who wish to experiment with methods and techniques of integrating special needs students in regular vocational offerings. (Announcement accompanies this survey).
- 3. In-service activities will be designed to aid local school personnel in the use of effective methods and techniques utilized in integrated programs.

The results of this survey will be the major determining factor in guiding the Department in the allocation of resources.

Definition

The U.S. Office has issued a number of documents and statements defining "disadvantaged" and "handicapped" students. Confusion still remains surrounding the interpretation of those definitions by various state and local education agencies. To simplify the matter for purposes of this survey disadvantaged and handicapped students will be known as **special needs students**. In effect, **handicapped** students are all students who qualify for special education programs (whether or not they are in one) and who are not succeeding, or are not expected to succeed, in vocational programs. Handicaps may be either mental or physical. **Disadvantaged** students are **any other** (non-special education) students who are not succeeding at the present time, or who are not expected to succeed, in vocational education classes. The aggregate of these **two** populations, then, constitutes the special needs population. Note that the major criteria for categorizing a student as one with special needs is the criteria of **success**. Students who are succeeding, regardless of handicap or disadvantagement, need not be considered **special needs** students for purposes of this survey.

Instructions

All Iowa vocational education teachers are requested to complete this survey. Sections A and B are straightforward and self-explanatory. They require only about 10 minutes to complete. Section C, "Class Enrollment Data" can be done quickly and efficiently during the regular teaching day by filling in the appropriate data during the class period. Completion of Section C should not require more than 5 minutes out of each class period. In Section D, teachers are asked to check whether or not certain characteristics of students, program, facilities, etc., are perceived as problem areas when working with **both types** of special needs students. Completion of Section D should take about 30 minutes. Section E is self explanatory, requiring a ranking of items in terms of the importance you would place upon them.

A. Personal Data

1.	1. Name	
	(Last)	(First)
2.	2. Date this survey form was completed _	The second control of
3.	3. School District Name	german Albert (m. 1948) and medical property of the second section of the section
4.	4. Number of years I have taught:	(1) 1-4 (3) 10-14 (2) 5-9 (4) over 14
5.	5. I currently hold a degree or teaching (Check one) (1) Degree (2)	certification in Special Education. Teaching Certification (3) Neither
6.	6. What formal training have you comple (1) None (2) In-Service Courses or Work (3) College Courses (4) Other (specify)	Approx. Hours
7.	7. What teaching experience have you ha (1) None (2) Have taught special classes (3) Only in my regular classes (4) Other Specify	No. of Years
8.	services to disadvantaged and handicapp (1) Every effort should be mad-	y describes your feelings regarding the best way to provide ped students in secondary vocational education? (Check one) e to integrate them into "regular" classes arate classes especially designed for their disadvantagement s either way
9.	9. To what degree do you feel you are me handicapped students in your classes n (1) very successfully (2) succeeding with most, but n (3) failing with most, but not a (4) Not at all	not all

B. Program Data

you teach?	ne following work-experience programs ava	nable to any (or the sp	
		Yes	No	Don't know
		(1)	(2)	(3)
	a. Work-study (Special Education)			
	b. Employer-School Program (ESP)			
	c. Summer Youth Employment (SYE)	- 1		
	d. Any Comprehensive Employment			
	Training Act. (CETA) program	-	-	
(e. Governor's Youth Opportunity			
	Program (GYOP)		-	
1	f. Any O.E.O. or Community ac-			
	tion program			
	g. Other work-experience alter-			
	natives available to your			
	special needs students			
	(specify)			
2. Which of the classes?	following support services are readily ava	ailable to spec	cial need	ds students in yo
	following support services are readily ava	nilable to spec	cial need	ds students in yo Don't know
	following support services are readily ava			
	following support services are readily ava	Yes	No	Don't know
		Yes	No	Don't know
	a. tutors	Yes	No	Don't know
	a. tutorsb. remedial instructionc. teacher aide(s)d. psychological testing/	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job training g. after graduation placement 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job training g. after graduation placement services 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job training g. after graduation placement services h. informal (after school, week- 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job training g. after graduation placement services h. informal (after school, week- ends, etc.) job placement 	Yes	No	Don't know
	 a. tutors b. remedial instruction c. teacher aide(s) d. psychological testing/ counseling e. occupational testing/ counseling f. school year on-the-job training g. after graduation placement services h. informal (after school, week- 	Yes	No	Don't know

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	(handicapped)	Female				
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	3.					

D. Identification of Problem Areas

Please indicate by placing a check mark ($\sqrt{}$) in the appropriate column which of the following items represents a problem that you feel has prevented special needs students from succeeding in your vocational education classes. To be a problem an item should be fairly persistent when considering all students across all classes you teach, and not something that occurs only occasionally. Note that you are to react twice to each item-once while considering special needs students with special education characteristics (physical or mental handicaps) and again while considering all other students who have not succeeded in your classes. (See definition on cover page.)

NOTE: Teachers NOT coordinating cooperative education programs START WITH QUESTION 7

Students in Cooperative Work-experience Programs Lack Work Readiness because of:

- 1. poor attendance
- 2. poor punctuality (tardiness)
- 4. poor interpersonal (ability to relate) skills
- 3. poor appearance
- 5. cannot/does not accept responsibility
- 6. poor job-task (performance) skills

Characteristics of Special Needs Students in My Vocational Classes

- do not seem to show an interest in these subjects (motivational problems)
- do not have the physical skills to successfully complete these subjects
- 9. are apathetic toward school in general
- reading ability too low to comprehend subject matter
- 11. math ability too low to do required assignments
- 12. anti-authority attitude prevents class participation
- 13. hyper-activity prevents class participation
- 14. educational problems are primarily the result of home environment
- career goals are not well enough established to create interest in the subject

Characteristics of My Vocational Curriculum as it Relates to Problems Encountered with Special Needs Students:

- curriculum is not relevant to student needs and interests
- curriculum is not flexible enough to account for individual student differences
- curriculum is too theoretical and textbook oriented (not practical enough)
- 19. curriculum is too difficult

Special Needs Students

Spe Educ (Handid	cial ation capped)	Non-Special Education (Disadvantage					
Yes! A Problem (1)	Not A Problem (2)	Yes! A Problem	Not A Problem (2)				

Special Needs Students

		Special Education (Handicapped)		Non-Special Education (Disadvantaged)		
	acteristics of the Facilities in which My Vocational ram is Housed:	Yes! A Problem	Not A Problem (2)	Yes! A Problem	Not A Problem (2)	
20.	space limits enrollment	a tracks of the				
21.	space does not provide enough flexibility					
22.	facilities are not accessible to the physically handicapped				187 OW	
	racteristics of Instructional Equipment Used in My					
23.	equipment is obsolete					
24.	not enough equipment	STEPP non.	torgac visori	- waterope	3 La legetor	
25.	equipment is not adequate for the physically handicapped		1		9-130-19-0-17-18-0-0	
26.	space and equipment are not complimentary		Sen Sen	119) - 111 111	range of a 2	
Char	acteristics of Instructional Materials Used in My					
Voca	itional Program:					
27.	materials are outdated	111111111111111111111111111111111111111				
28.	not enough materials	E and My You	ebytärvän	Talonga to	April tradition (etc.)	
29.	materials not correlated with equipment and/or facilities	DIGUS BULLES	denom:			
30.	materials are not appropriate for students' interests, needs, and/or abilities	a temperature.	Link Tro			
31.	cannot individualize with present materials		ONE ALDOS	Laverent into	ENERGY SALES OF	
Char	acteristics of Support Services:					
	guidance services are not utilized by students when making career choices	35 m m m m m	2 71200 000			
33.	parent counseling not utilized	African Strain				
34.	psychological testing and counseling not utilized		SALE.	- Induses	268 8390 222	
35.	vocational aptitude/interest diagnostic techniques not utilized		Some care		e de la composición del composición de la compos	
36.	career interest surveys not utilized	I II de anolo:	Strate Land	ook het to	mit tietperad	
37.	job placement services not available	PIC SAFESTER	dio besi	103H2 Lane	der last ast	
38.	clerical services inadequate					
39.	health services inadequate					
40.	student financial aid not available	10.00		The Bu		
41.	services for diagnosis of student's handicaps not available	vie (590132)	oros figiliar	* 100	who give had	
42.	teacher aides not available		11.	Lib tox air	oleo, italy 184	

My Own Characteristics As Related to Teaching Special Needs Students in Vocational Education Classes:

- I do not have training in identifying special needs students
- 44. I am not adequately trained to deal with special needs populations
- 45. I am not convinced that special needs students should be integrated into regular classes
- I am not trained in techniques of individualizing instruction
- 47. I do not have the opportunity for an "extended contract" (additional days) to use developing activities for special needs students
- 48. I do not have opportunity for released time for student conferences, diagnostic work, and/or planning time for special needs students
- I do not have access to psychological and other counseling data
- 50. In-service and staff development time and/or activities are not available to me for the development of skills necessary to work with special needs students
- 51. student load is too great to deal with the needs of these students adequately

Characteristics of Administrative and Supervisory Persons with Whom I Work as Related to Serving Special Needs Students:

- program planning and development is inadequate to serve special needs students
- 53. program evaluation and research is not performed
- 54. philosophy of administration is against serving special needs students in regular classes
- 55. administration does not support changes in program

Characteristics of this Community As Related to the Special Needs Population:

- 56. part-time work opportunities not available for special needs students
- 57. community philosophy is not in favor of integrating special needs students into regular classes
- 58. community support for vocational programs is lacking

Special Needs Students

Special Education (Handicapped)		Non-Special Education (Disadvantaged)	
Yes! A Problem (1)	Not A Problem (2)	Yes! A Problem (1)	Not A Problem (2)
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E. Identification of Solutions

To address problems you have encountered in working with special needs students, or problems you would anticipate in working with special needs students, you may require additional in-service training, additional manpower, additional equipment and supplies, consultative services, or additional money to purchase any, or a combination of those items. It is anticipated that these additional resources will be provided to many, if not all, school districts in Iowa through three primary sources:

- allocation of the 25% "set aside" vocational funds to school districts specifically for use in vocational programs to provide services to the identified population of students
- through "incentive awards" to individual teachers or teams of teachers who are willing to experiment with and demonstrate effective methods of serving special needs students in vocational programs
- in-service activities designed to help teachers adapt and adopt integrated vocational programs.

In relation to overcoming the problems (either anticipated or real) of working with special needs students in your classes please rank the following in terms of your perception of which would be most useful to you. (1 - most useful, 5 - least useful)

Rank	Solution
	Additional in-service training
	Additional manpower (teachers, aides, tutors, remedial, counseling, etc.)
	Additional equipment and supplies, space
	Consulative services
	Additional planning time

If additional in-service education were to be provided, please rank in order of importance the type of in-service you think would be most beneficial to you. (1 - most important, 5 - least important)

Rank	Activity
	activities involving individualizing instruction
	activities involving diagnosing individual student needs
	activities involving student evaluation
	activities involving job placement
	activities involving the use of special equipment, supplies and space needs
	for special needs students

If in-service activities were provided that involved individualizing instruction, please rank the following in order of their importance to you. (1 -most important, 3 - least important)

Rank	Activity
	an awareness of teaching materials for individualizing
	how-to-do-it exercises with individualized instructional techniques
	observation of individualized programs

If in-service activities were provided that involved the use of special equipment, supplies or space (acquisition or modification) designed for special needs students, which of the following would be most important to you? (1 - most important, 3 - least important)

Rank	Activity
	an awareness of equipment, supply, space modifications necessary for special needs students
	how-to-do-it exercises demonstrating use of equipment, supplies and space for special needs students
	observation of programs utilizing modified equipment, supplies, space

If resources were provided to acquire or modify your present equipment, supplies, or space to better serve special needs students, which of the following would be most important to you? (1 - most important, 5 - least important)

Rank	
	resources to modify existing equipment
	resources to acquire modified equipment
	resources to acquire special supplies (tools, consumable items, hardware, etc.)
	resources to modify existing space
	resources to acquire additional space

If resources were provided to help you acquire additional manpower for in-class services for special needs students, which of the following would be most important to you? (1 - most important, 3 - least important)

Rank teacher aide(s) teacher(s) tutor(s)

If resources were provided to help your school acquire additional manpower for out-of-class services for special needs students you teach, which of the following would be most important? (1 - most important, 5 - least important)

Rank	
	special teacher(s) - vocational
	special teacher(s) - remedial
	additional counseling services
	job development, placement, and work-experience coordination
	tutor(s)

If consultative services were made available to you to provide information and strategies for working with special needs students, which of the following sources would you rather see provide the consultative services? (1-first choice, 6-last choice)

Rank	
	Area Education Agency
	Another School District(s)
	State Department of Public Instruction
	College or University
	Skilled staff persons within my school district
	No preference, as long as the person was qualified

