A follow-up of transitioning students with mild disabilities

Carolee Ann Novicky Monroe

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A FOLLOW-UP OF TRANSITIONING STUDENTS WITH MILD DISABILITIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Interdisciplinary Studies

by
Carolee Ann Novicky Monroe
September 1998
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September 1998

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This follow-up project examined the status of 38 former students with mild disabilities 3 years after their exiting high school. Results of a telephone survey using quality of life variables were analyzed and compared with baseline data from the students and special education teachers at school leaving. The survey found that: 34% of the subjects were continuing with their education; males were earning $1.50 more per hour than females; and those individuals who had been employed at the time of high school graduation were earning $1.50 more per hour at follow-up than those not employed. With 70% of the subjects showing interest in agency services, self-advocacy skills are recommended.
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CHAPTER ONE

Introduction

People usually endure the rigors of an education expecting that they will have opportunities to use the information and skills they have acquired. They assume that the knowledge will be relevant at some time in their future and that it will form the foundation upon which they can build their future. An outcome of one’s education is thought to be successful functioning in adult life. People expect to become adults who are responsible and independent. They anticipate beginning their own families and establishing their own homes. People expect to develop and maintain friendships. They consider interacting within their communities and in society in general. People establish themselves along career paths. They comprehend that continued education and training will be of advantage to themselves, their families, and their communities. These quality of life variables are fundamental to one’s personal ambitions. However, these expectations are not a reality to all people, to some they are only unfulfilled dreams, eventually unrealistic.

Statement of the Problem

Our nation has recognized the difficulties and limited progress people with disabilities have made in integrating into society and transitioning from childhood to adulthood. Initially it was thought that people with more severe disabilities were encountering barriers but research has shown that people with mild disabilities were confronting the
same consequences. Evidence had been accumulating which presented the limited outcomes for people with mild disabilities, including the largest group within that population, people with learning disabilities (Gerber & Reiff, 1994). Unemployment and underemployment, limited post secondary education and training, and limited independence and social interaction (Hasazi, Gordon & Roe, 1985; Mithaug, Horiuchi & Fanning, 1985; Sitlington & Frank, 1990) were too often the outcomes.

Our nation reacted to the problem by establishing a linkage between schools, adult agencies and the communities at large. This collaboration has developed into the transition movement. America’s schools, in concert with local agencies, have become responsible for providing students with learning disabilities an education and other services which facilitate their achieving their highest potential. This study explores one local educational agency’s efforts to assist its students transition to adult life through an investigation and description of the status of the former students.

Purpose of the Study

This follow-up study will provide information about the status of 38 former students with mild disabilities three years after their having graduated, or otherwise exited, high school. Through a telephone survey, data was collected regarding several areas of functioning. Those areas included: residence; school experience; community; employment; service needs; and future plans. The responses were analyzed and
compared with baseline data gathered as the students left high school three years earlier. Specific variables included: living arrangements; community involvement; high school preparation; gender outcomes; continued education and training; employment variables; and agency needs. The long range purpose of this study is to increase our knowledge of how individuals with learning disabilities adapt to adult status. Did the transition process facilitate the integration of these individuals into adulthood?
CHAPTER TWO
Review of the Literature

When the purpose of an education is thought to be forward reaching—that is giving students the skills to actively participate in their future—then schools must assist all students along a continuum towards responsible independence and integration within society. This literature search investigated a movement designed to assist students with learning disabilities to more fully participate in their education and in their future. Areas of research included the historical perspectives of learning disabilities and of the foundations of the transition movement, the process of transition, and the purpose of follow-up studies. Follow-up studies were summarized.

Historical Perspective of the Transition Movement

Madeline Will's position paper, "OSERS Programming for the Transition of Youth with Disabilities: Bridges from School to Working Life" (1984) was the catalyst that started the transition movement throughout the United States. Will, then Assistant Secretary at the Office of Special Education and Rehabilitation Services, formulated her initiatives while unemployment in America was near 7% and unemployment for persons with disabilities was at 65% (Fagan & Jenkins, 1989). Will estimated that one twelfth of the gross national product was being spent to provide services for persons with disabilities. The money was maintaining these persons in a lifestyle of dependency rather than assisting them in achieving independence. To remedy this, Will proposed a new
national focus with a priority of helping students with disabilities transition to a fuller participation in mainstream American life, as measured by gainful employment.

Will delineated three pathways, or bridges, that all students with disabilities would have available for them during the milestone of their transition from high school to employment. Both the gradual and on time characteristics of transition could be facilitated with or without agency support. Those students with mild disabilities and using the first bridge would have no special services, similar to the majority of American youth. The second bridge would provide special services for a limited time to those students with moderate disabilities. The last bridge would provide on-going special services to monitor and support those persons whose severe disabilities so handicapped them that they were incapable of independent functioning. The type of bridge utilized would depend on the extent of the disability and its impact on the individual.

Transition Legislation

The generation of students with disabilities who had benefited from the implementation of Public Law 94-142, The Education of the Handicapped Act, enacted in 1975, drove the need for an organized and systematic transition process (Wehman, Moon, Everson, Wood, & Barcus, 1988). These students were exiting the safe framework provided by their school and entering adult status with diminished possibilities for employment, with problems in the area of community living (Dowdy & Smith, 1991) and, usually, with little knowledge of
the services available to them as adults (Ludlow & Herr, 1988). The lack of knowledge or planning to access the complicated array of agencies available to help (Rusch & Phelps, 1987) compounded the difficulties. To address these problems, Will proposed that representatives of a community's public service agencies collaborate, with the goal of the successful transition from school to work for students with disabilities. Demonstration grants were also proposed as a method of determining and disseminating those best practices of the various components in the transition process.

The 1983 amendments to The Education of the Handicapped Act, Public Law 98-199, were the means by which Will's policy and the uncertainties of transition for youth with disabilities would be addressed. These regulations provided for improved secondary education, coordinated transition services between education and adult service agencies, and the creation of transition models. Grants and contracts were to be funded and their projects examined and evaluated (DeFur & Reiff, 1994; deStefano, 1990, Rusch & Phelps, 1987; Wehman, Kregel & Barcus, 1988).

Additional amendments contained in the 1990 Individuals with Disabilities Education Act, Public Law 101-476, strengthened the potential of the transition movement. This act defines transition services as:

a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment {including supported employment}, continuing and adult education, adult services,
independent living, and community participation.

Thus the responsibility of special education was extended. Now special education was required to coordinate and incorporate transition planning into each student's written Individualized Education Plan prior to the student's sixteenth birthday. The law also required that responsible adult agencies providing transition services be identified and their participation detailed (Furney, Hasazi, & deStefano, 1997; Reiff & DeFur, 1992; Szymanski 1994). These concepts of collaboration, grants, and preparation for adult outcomes were taken from previous programs that had provided services to youth.

Background to Transition

The earliest precursors to the transition movement began in the 1940s with special education programs for persons with mental retardation. The aim of these programs was training that would enable the students to assume productive life roles (Rubin & Roessler, 1987). Then, during the 1960s, federal funding supported agency collaboration between public education and rehabilitation (Rubin & Roessler, 1987, Halpern, 1992). These partnerships set up comprehensive work/study programs for secondary students with mild disabilities. The programs combined academic and vocational classes with work experience, leading to the successful integration of the young adults into their local communities. Finally, Halpern (1992) credits the impact of the career education movement of the 1970s. At that time, national attention was focused on career development. Federal money
funded demonstration grants. Career education was to be infused into all areas of schooling at all grade levels. At the secondary level, the final stage of the infusion process was career preparation. The focus at this stage was on defining those abilities, aptitudes, and interests unique to each individual student so that the student would be able to formulate judicious career decisions. These early activities formed a framework of established procedures for the transition movement. The movement was a product of training leading to a productive life, agency collaboration combining work and school, and national focus extending support through federal grants.

The transition movement enlarged upon the successful aspects of earlier programs which assisted students with disabilities. It extended the concept of collaboration to include any community agency which could assist in an individual’s successful adjustment to adult life. Furthermore, these community resources could be involved in an individual’s transition plan as early as age fourteen.

In California, the state’s transition process model adopted the career education format consisting of four component stages (Dougan & Kaney, 1988). The stages were modified and realigned to emphasize the thrust of the transition process occurring during adolescence and young adulthood. The final stage, follow-up, as proposed by Will and advanced nationally, extended beyond secondary schooling. Using follow-up procedures, school personnel would be able to monitor and evaluate their former students’ adjustment to
adult life. They could then use the implications of their analyses to restructure transition programs and, as necessary, to refer individuals for further services.

California’s Transition Process

The process of transition in California’s public schools is composed of programs and activities that begin with preschool and continue through elementary and middle school. The process is emphasized at the secondary level through courses associated with adult outcomes such as employment.

For students with disabilities, the transition process is more formalized. It is constructed of a sequence of steps leading to specified outcomes. These steps can include: (1) determination of the interests and goals of the student and parents; (2) assessment in all skill areas; (3) planning based on the results of the first two steps; (4) collaboration of the team members to (a) determine those skills necessary for the student to achieve success, and (b) identify discrepancies between current functioning and required skills; (5) development and implementation of an individualized education plan and an individualized transition plan; (6) delivery of services in appropriate settings, including paid work and job placement; and (7) monitoring and adjusting the components of the plan on an annual basis, including follow-up and follow-along (Dowdy & Smith, 1991; Smith & Rojewski, 1993; Rojewski, 1992).

The content of the curriculum available to California students has been designed to address adult outcomes. In the core curriculum and academic area these courses include
languages and economics. Career and vocational preparation courses comprise a variety of on-site and off-site experiences. The area of personal management provides instruction in home economics, consumer math, and values clarification. Recreational and social experiences include courses in sex education, physical education, and civics. These courses and activities are part of a curriculum that assists the students in transitioning to a quality adult life (Dougan & Kaney, 1988).

For students with disabilities, instruction is to be considered in a comprehensive set of domains. These are: employment; training and education; financial and economic; residential; recreational; social relationships; and independent living (California Department of Education, 1991). Additionally, instruction may include other methods. Brolin and Gysberg (1989) advocate the implementation of Brolin’s competency-based life-centered matrix for students with disabilities. It is composed of broad skills with sub skills in the curriculum areas of daily living, personal-social, and occupational guidance and preparation. The choice and use of a curriculum depends upon a team decision.

For the process to be effective a unique transition team is created for each student with a disability. The team must be composed of: the student; parents of the student; the transition case manager; a special education teacher; a mainstream or regular education teacher; the guidance counselor; the school psychologist; the rehabilitation counselor; and any post secondary education or training
specialists. Other members, including representatives of other community and adult service agencies, might be included as needed (Aune & Johnson, 1992; Halloran & Ward, 1988; Stodden & Leake, 1994). Bringing together their special areas of expertise, the specialists collaborate with both student and parent in assisting them to generate creative solutions that will achieve the planned outcomes leading toward adult independence (DeFur & Reiff, 1994).

**Transition Outcomes**

Will's position with its emphasis on adult employment as the outcome of education was promptly challenged by Halpern (1985). This led to an expanded definition of transition to incorporate quality of life variables including adult adjustment and involvement in the community (Halpern, 1992). Besides those as described by the California Department of Education, other classifications of adult outcomes were proposed (Stodden & Boone, 1987; Patton & Polloway, 1992; Halpern, 1993). Halpern (1993) developed a system of three domains: (a) physical and material well-being, composed of those basic entitlements available to all people; (b) performance of adult roles, involving social, community, and career responsibilities; and (c) personal fulfillment, encompassing one's overall self-concept. The emphasis then would be placed upon the individual and the individual's family to bring a subjective perspective to the transition process. Halpern stated that personal choice and self-determination were important components in determining adult outcomes.
The acknowledgment of process ownership by and empowerment of the student and parents was a principle of recent origins (Halpern, 1993; Satcher, 1994). At the beginning of the transition process, professionals were to provide the majority of the input, but these interventions were to be faded, Satcher stated, so that the student and parent assumed increasing responsibility. Too often persons with disabilities presumed that the locus of control was external to themselves (Agran, Martin, & Mithaug, 1989; Rojewski 1993), so the concepts of self-advocacy and empowerment needed to be addressed at an instructional level. For each individual, instruction in the areas of independent learning, goal setting, planning, self-evaluation, problem solving, decision making, team building, role-playing, and social skills needed to be available (Brinkerhoff, Shaw & McGuire, 1992; Edgar, 1988; Siegel & Sleeter, 1991; Szymanski, 1994). Because the student and the parents remain the truly permanent members of any transition team, they must master the skills of self-advocacy and empowerment.

Learning Disabilities

Sam Kirk assigned the term of specific learning disabilities to a spectrum of disorders related to language, reading, and social communication that could not be linked to sensory impairment, mental retardation, emotional disorders, or environmental causes (Feagans, Short & Meltzer, 1991). The history of learning disabilities is one of varied phases and theories. Strawser (1993) labels three periods: (1) the damage phase, from 1800 through 1930; (2) the dysfunction
phase, from 1940 through the mid 1960s; and (3) the discrepancy phase, from the mid 1960s through today. The etiology of learning disabilities has suggested possible relationships with brain anomalies, the central nervous system, nystagmus, and dysfunctions of reflexes and motor skills (Marshall & Hynd, 1993). The degrees of severity impact the lives of the persons having learning disabilities. That is, the relevance of the disability depends upon the interaction of the person with the disability and that person's environment. Thus, a disability becomes a handicap when it prevents a person from functioning at the ability level of a non-handicapped peer (Rubin & Roessler, 1987). Learning disabilities were found to affect individuals in various and different ways.

The current concept for children identified with specific learning disabilities holds that a discrepancy exists between their intellectual capacity and their academic achievement in any of the areas of: oral expression; written expression; basic reading skills; reading comprehension; mathematical calculation; and mathematical reasoning. This discrepancy formula has been used to determine the eligibility of students for special education services, especially to qualify students for Resource Specialist Programs (Bryan, 1985; Reynolds, 1992; Siegel & Gaylord-Ross, 1991). However, learning disabilities have also been a generic term applied to a wider array of handicapping conditions including not just learning disabilities but also some behavior disorders and mild mental retardation,
according to Karge, Patton and de la Garza (1992).

Federal legislation and accompanying funding programs have resulted in the concentration of the study of the effects of learning disabilities upon children (DeFur & Reiff, 1994). In 1969, Title VI of The Elementary and Secondary Education Amendments, Public Law 91-230, contained federal provisions recognizing specific learning disabilities. In 1975, The Education of the Handicapped Act, Public Law 94-142, included specific learning disabilities as one area qualified for free appropriate public education, including special education and a written individualized education program (DeFur & Reiff, 1994).

Using this view of learning disabilities as seemingly a childhood disease that would be cured upon the victim’s entering adulthood (Gerber & Reiff, 1991), the proponents of transition initially disregarded persons with this designation. However, statistics showed that, during the mid 1980s, 30% of those students identified with learning disabilities had dropped out of school and just 15% had gotten jobs above minimum wage (Halloran & Ward, 1988; Gamble 1993). Furthermore, DeFur and Reiff (1994) noted that, by definition, persons with learning disabilities have been presumed to be of average or above average intelligence, yet only one of every six continued in any formal instruction after leaving high school. Evidence began building that learning disabilities were a life-long handicap.

Research into learning disabilities expanded. It discovered that there were various subtypes of the
disability, each displayed in different ways in educational settings (Bender & Golden, 1990). Also, research found that the nature of learning disabilities was reflected differently at varying developmental levels (Patton & Polloway, 1992). Adolescents with learning disabilities might have academic, social, and adaptive deficits (Spekman, Goldberg, & Herman, 1992; Trapani, 1990), including locus of control (McLeod, 1993). Generally unable to achieve at the rate of their non-disabled peers, adolescents with learning disabilities frequently have seen themselves as failures in educational settings. This self-perception has sometimes led to social and emotional problems (Sitlington, 1996).

As individuals with learning disabilities matured, the problems persisted (Malcomb, Polatajko, & Simons, 1990; Rogan & Hartman, 1990; Spreen, 1988). The characteristics of learning disabilities in adults varied. As with children, the characteristics could be manifested as deficits in attention, reasoning, processing, memory, communication, coordination, social competence, and emotional maturity (Dowdy, Smith, & Nowell, 1992). These deficits could be demonstrated through difficulties with language, pragmatics, humor, personal and social involvement, peer relations, helpfulness to others, applied academics, economics and money management, coping skills, time management, personal responsibility, goal setting, and organization (Buchanan & Wolf, 1986; Mellard & Hazel, 1992). In a work setting, an employee with a learning disability might arrive late, give limited eye contact and verbal responses, and appear unmotivated and uncooperative.
Those adults, although limited by their learning disabilities and still having achieved success, have been sought out and interviewed. Gerber, Ginsberg, and Reiff (1992) interviewed vocationally successful adults with learning disabilities to determine the strategies they had used to compensate for their disabilities. The authors summarized the achievements as a combination of internal decisions and external manifestations. They also summarized their personal experiences: "It was surprising, during data collection to discover the pain and agony, the trials and tribulations, that adults with learning disabilities experienced in order to become successful" (p. 486). This desire to know the outcomes of individuals with disabilities has led to the process of follow-up.

The Purpose of Follow-up Studies

Since its inception with Will's policy statement, the transition process has been assessed and evaluated to ensure that it accomplishes its goals. These goals include: (1) developing and implementing a curriculum using methods that lead to employment and successful community adjustment for the students; (2) establishing and using the services of a multidisciplinary team, composed of representatives of educational and other collaborating agencies, that facilitates transition; and (3) placing students into appropriate employment and further training and education (Dougan & Kaney, 1988). The degree to which these goals are achieved is measured through the final component of the
transition process, follow-up. Follow-up tracks the individual's activities within the community. Data is collected from the individual and sometimes from involved agencies. The status of the individual at follow-up is studied according to a set of variables.

Preceded by the other three components of the transition process, follow-up validates the work of the agency. It is the examination of the agency's goals in terms of student outcomes and, as such, provides the means to analyze the implications of programming. It provides for redesigning and reworking to insure a quality and appropriate curriculum (Benz & Halpern, 1987). Follow-up, in assessing delivery of services that directly affect students, can affect national policy and provide cost-benefit analysis (Bruininks, Wolman, & Thurlow, 1991).

Follow-up Studies

A chronological review of the literature regarding follow-up studies beginning after Will's 1984 policy document gave evidence of educational researchers' adoption of Will's ideas. Initially they accommodated her emphasis on employment and infrequently mentioned topics beyond transition and agency collaboration. However, follow-up studies soon expanded to include other factors that determined how former students with learning disabilities were adjusting to adult life. With the implementation of the transition movement across the nation, the components of transition were elaborated upon and quality of life measures developed. The interchange of published surveys, which were the results of
various efforts to effect alterations of special education instruction and planning, are now detailed.

1985

Hasazi, Gordon, and Roe's (1985) study followed 301 of an original 462 former special education students from nine Vermont districts. The districts were chosen as characteristic of the state's rural, urban, and metropolitan regions. The subjects had left school between 1979 and 1983 and were interviewed in 1983 and 1984. Of the original group, 296 had received resource services and 129 had had a special day class placement. There were 292 males and 170 females in the original group and 198 males and 103 females interviewed. Of the 301 telephone interviews, 154 were with former students, 122 with their parents, and 25 with others having direct contact with the former students. Of those in paid employment, 132 were males and 34 were females. Half of the jobs were in service occupations. Former resource students had an employment rate almost twice that of individuals who had been served in special day class settings. The individuals, their parents, or friends had found 137 of the 166 jobs, teachers had found another 16, and other public agencies had found seven jobs. Results of the survey showed that summer jobs or part-time training and employment significantly improved employment and wages after high school. The authors recommended further research to learn which strategies led to employment, job retention, and advancement. They also stated that the roles of special education and vocational education resulting in student
employment needed to be defined.

Bellamy (1985) commented on the above study by Hasazi, Gordon, and Roe. Concerns included terminology, use of agency resources, and the implications of the self-family-friends network. The imprecise definitions of the types and degrees of various identified disabilities did not translate at a national level so uniformity of labels was advocated. More importantly, the implication that the self-family-friends network found 80% of jobs held might negate the need for agency services. But, the author asked, did these jobs have the potential needed for advancement? Also, Bellamy questioned, that with such a small percentage of former students using post secondary agencies, how should the balance between needs and resources be arranged?

Humes and Brammer’s study (1985) followed 29 of an original 33 students from a small county school district in southwestern Virginia. Twenty-six former students from a learning disabilities program responded to the question of what each was currently doing. Twenty-three were in employment or post secondary education or training. Most, however, were at entry level unskilled or semi-skilled jobs even though the subjects had participated in vocational training and counseling.

Levin, Zigmond, and Birch (1985) followed-up 52 adolescents four years after their enrollment into Pittsburgh public high schools as ninth graders during the 1977-78 school year. The students, at the time of the follow-up study, should have been seniors. These 46 males and six
females, with a mean IQ of 88, had been qualified for special education later than usual. Overall, the group demonstrated severe reading problems. They had made gains during their first year in special education classes but the gains were not maintained thereafter. Twenty-four of the students had dropped out of school by their senior year and 18 of these were unemployed. Sixteen were still enrolled in special education classes while seven were not. The authors were concerned about the lack of prospects for the majority of the students in the study.

The study of 113 former students from rural school districts in Florida (Fardig, Algozzine, Schwartz, Hensel, & Westling, 1985) had, of its subjects with mild disabilities, perhaps 25 percent as possible students with learning disabilities. They had been out of school for varying lengths of time. The full-time employment rate was 48% and the unemployment rate was 17%. No specific vocational programming had been available for the former students. The authors found that the highest grade completed while in school was the best indicator of post-secondary adjustment. They recommended ongoing vocational experiences at entry-level positions for students while the students were still in school.

With public money scarce, the Colorado state legislators had questioned the pertinence and benefits of each program serving its students. Mithaug, Horiuchi, and Fanning (1985) attempted in 1982 and 1983 to contact and interview all former students in special education programs from a representative 26 of the state's 45 administrative units.
Interviews were conducted with 234 former students who had graduated in the 1978-79 school year. Study questions involved job experiences after leaving school and the economic status of the individuals within their communities. The gender make-up of respondents was 65% male and 35% female. Of the students eligible for special education, 46% received services through resource programs and another 29% received them through self-contained special day classrooms. At the time of follow-up, 69% of jobs held were at minimum wage with most young adults living with and dependent on their families for financial stability. Also at the time of the follow-up study, over half of the respondents self-reported that they had need of training in the domains of employment, training and education, residential, recreational, social relationships, independent living and the understanding of one's abilities and disabilities.

1987

Edgar (1987) studied 1984-85 graduates and drop-outs with learning disabilities from 10 Washington state school districts. The students with learning disabilities had a drop-out rate almost three times that of students enrolled in regular education classes. In comparing graduates with learning disabilities to drop-outs with learning disabilities, graduates were twice as likely to be employed while drop-outs were twice as likely to have made a poor community adjustment. The author noted that the typical student with learning disabilities was poor, minority, and male.
Dalke and Schmitt (1987) credited a need for appropriately planned support services for students with learning disabilities to successfully transition to education at the college level and described a five week summer program preceding college course work. Components of the program included: diagnostic evaluation; academic studies; organization skills; and acquaintance with the campus and its services. Follow-up data showed that the 23 students who had taken part in the program had a higher grade point average than non-participating students with learning disabilities.

1988

Kortering and Edgar’s (1988) study had a goal of gathering data which program developers could use to improve the services offered to persons with disabilities through vocational rehabilitation. The study followed 1,225 former students in 15 school districts in Washington state. The subjects were part of an original group of 2,683 graduates or age-outs of special education programs from the years 1976 through 1984. Some of the subjects had left school eight years before the telephone survey was conducted. Of those contacted, half had been identified as receiving resource services. Two-thirds of those 222 reporting salaries were earning the minimum wage. Three-fourths of the respondents had found their jobs through the self-family-friends network. Approximately 20% of the respondents were continuing in post secondary education and training. The authors found that most of the subjects in the study were not using vocational rehabilitation services.
Hasazi, Johnson, Hasazi, Gordon, and Hull (1989) in a study which continued to follow former students in Vermont observed downward trends in the hiring and full time employment of all American youth. The study, conducted in 1986 and 1987, sampled 133 former students; 67 were identified as receiving special education services and 66 were from regular education. Both groups had a gender ratio of three to one, male to female, respectively. Of the 67 former students eligible for special education, 43 had received instruction through resource programs. Survey questions pertained to aspects of employment: types of jobs, length of employment, hours worked, and benefits. Employment percentages differed between persons without disabilities employed at a rate of 84% while those with disabilities were employed at a rate of 62%. Sixty-seven percent of the females without disabilities had jobs while just 27% of the females with disabilities were employed. Persons without disabilities were more likely to be employed in clerical or sales positions while persons with disabilities were employed in agriculture. In general, persons with disabilities had higher rates of unemployment and lower wages, hours, and benefits. The jobs held by them required less skill. Overall, employment for individuals with disabilities was more certain for males, those having prior vocational training, and those with previous paid employment experiences.

A study which followed 82 former students from resource specialist programs and a control group of 95 former students
from regular education (deBettencourt, Zigmond, and Thornton 1989) was designed to focus on semi-rural dropouts from central Virginia. Eighteen months after the presumed date of graduation for the subjects, the face-to-face interviews probed four areas: demographic and family status; current social adjustment; secondary schooling perceptions; and post secondary training and employment. Reading and math examinations were administered to those consenting subjects. Results showed that retention and dropping out were related. Dropping out of school did not affect employment, the authors suggest, because of the nature of work in the location of the study. Also, a housing boom with available construction jobs was occurring at the time of the survey. The authors state that regional differences must be considered while examining post secondary outcomes for persons with disabilities.

Kranstover, Thurlow, and Bruininks (1989) followed 239 former special education students from a Midwestern suburban school district. The study, by mail and telephone, was conducted in 1985. Those interviewed included 175 males and 64 females. All subjects had received at least one year of special education services and had exited school between the years 1977 and 1984. Subjects included 199 graduates and 40 non-graduates. The purpose of the survey was to examine the costs and benefits of special programs. Specifically, the authors wanted to know if and how special education programs influenced the chances of enhancing quality of life issues for persons with handicaps. Questions focused on the areas of: gender; graduate status; employment; and independence.
Results of annual earnings showed that males earned approximately $14,500, as compared to approximately $8,300 earned by females. There was a statistically significant difference between non-graduate males and females in possessing a driver's license. In comparing the social integration of all subjects in the study, males were more likely to go out to eat, take a trip, and work on a hobby. The authors found that there were few significant differences between graduates and non-graduates. They explain that their unexpected findings might suggest that students are not benefiting from staying in school. Furthermore, they question the appropriateness of the content of the special education curriculum, especially for females. Finally, the authors consider that those former students who have left school prior to their graduating may have an advantage in the work force.

1990

Haring, Lovett, and Smith (1990) followed 64 former students with learning disabilities who had attended self-contained classes at 12 high schools in a metropolitan school district in New Mexico. The subjects had left school during the years 1983 through 1985. The follow-up study was conducted in 1986 by telephone or in person. The mean age of the subjects at the time of the study was 21 and the mean IQ was generally in the normal range. Thirty percent of the subjects in this study were of Hispanic ethnic background. Two central issues were examined in the study. First, the study attempted to determine a correlation between vocational
education and work study programs attended while in high school and subsequent employment outcomes. Second, it asked if efforts to integrate students with disabilities in school correlated with future inclusion of adults with disabilities within their communities. Results showed that 69% of the subjects were employed while 31% were not working. Most subjects were employed at minimum wage and part time. Of the rate of unemployment by gender, 24% of the males and 61% of the females were unemployed. While 79% were living at home and 69% were licensed to drive a car, 80% of the males and 75% of the females were satisfied with their social and recreational interactions. The authors concluded that services to this population is greatly diminished after their leaving high school. The subjects had limited earning power and residential independence. The authors suggested encouragement and assistance in enfranchising them, as few voted in elections.

Scuccimarra and Speece (1990) interviewed their subjects in neutral settings, such as a library or recreation center, in Washington, DC. Their 1986 study follows 65 of a possible 205 former students with mild disabilities who had left school in the 1983-84 school year. Just three of the subjects had not graduated from high school. The gender makeup was 44 males and 21 females. The ethnic makeup was 40 African-Americans and 25 Anglo-Americans. The focus of the survey was concerned with the perspectives of life held by the subjects. The authors also wanted to extend knowledge about an under-represented population. Results showed unemployment at 7% for
the males and 24% for the females in the survey. Males earned more money and were more fully employed than females. However, the types of jobs held tended to be low status and the income for many subjects was near the poverty level.

There did appear to be a relationship between summer jobs and employment after leaving school. Only 49% of the subjects had any post secondary training. One of every four subjects was dissatisfied with his social life. Most would have liked but could not afford to live independently. The authors state that there is a need for further research to determine those skills needed to be developed to alleviate the underemployment of this population.

Sitlington and Frank (1990) used Halpern’s (1985) revision of Will’s (1984) bridges model of transition in attempting to expand on the information gathered from high school graduates with learning disabilities. Whereas Will’s primary focus was towards an employment outcome, Halpern proposed a more encompassing focus. He broadened the outcome to one of community adjustment which was to be comprised of three footings: residential and environmental; employment, and social and interpersonal networks. Modifying Halpern’s criteria, Sitlington and Frank set the following standards as measures of successful transition: employed, living independently or with a parent, friend, or relative, paying some portion of their living expenses, and participating in at least one leisure activity.

The study followed 911 former high school graduates with learning disabilities, of a possible 1,090 subjects, from
throughout Iowa. The subjects chosen for the study were grouped into three categories according to level of disability. The majority (80%) of the former students had been classified as resource students, had had an average IQ of 95, and had been considered least handicapped. The second level was composed of 152 subjects and the third level included 20 subjects. Contrasts and comparisons were made among the three levels of students included in the survey and between males and females.

The interviews were first attempted face-to-face with each individual, and then telephone interviews were tried. Interviews with parents were held when attempts to contact the individuals failed.

Of particular interest in the study is the categorization of jobs. The authors chose to use a system they attributed to Duncan to list the jobs held. The typical broad classifications listed in the Dictionary of Occupational Titles fail to label the exact nature of the paid work. Sitlington and Frank stated that approximately two-thirds of jobs held were of low status. Another 21% of the jobs were as operatives or craftsmen. Overall, males were employed as laborers and females as service providers. The authors further stated that just 3% of all jobs were of "higher status". There was a significant discrepancy between male and female full-time employment and wages earned. Males worked more hours and earned more per hour. Other findings of the study showed that almost all of the subjects were single and living at home. Only 21% had enrolled in post secondary
education and training and just 6% were still students in job training less than one year after high school graduation. Thus the study found that only 54% of the subjects met the modified qualifications as defined by Halpern. The authors wrote of the critical role that special education must assume in preparing students with learning disabilities to transition successfully. Facilitation in the areas of academics, social skills, vocational training, paid employment, and support in regular education settings were vital to achievement.

A follow-up survey (Adelman & Vogel, 1990) of college students who had been identified as having learning disabilities and who had participated in a learning opportunities program at the college level contacted 59 of a possible 89 students. Upon entering college, the students had been evaluated, given compensatory strategies, instruction, and remediation, had faculty and staff support and cooperation. Of those responding, 36 had graduated from college. The graduates seemed to have benefited most by understanding themselves, their disabilities, and the effects of the disabilities on their lives.

1991

The study by Siegel and Gaylord-Ross (1991) followed 31 former students with learning disabilities and another ten students from a transition program. The former students had exited San Francisco schools during the years 1985 through 1988. The median age of the subjects was twenty years and four months and the median scores for 33 of the participants
was sixth grade, fourth month in reading, and fifth year, second month in math. All of the subjects in the study were eligible because of their having been employed for a minimum of three months. The jobs held were either semi-skilled or unskilled.

The study focused on factors concerning job accommodations and modifications. These included the employers' willingness to make job accommodations, the work values of the subjects, social acceptance on the job, and special programs and services which had exposed the former and then-current students to the work world. Researchers completed 38 "triangles", interviewing the subjects of the study, their families, and their employers. Results of the study showed seven levels of job match and job accommodation, four levels of social acceptance from fellow workers, four levels of work rationalization, and four levels of special services. Findings of this study included: (1) success on the job is related to job match; (2) job change in the first year after high school graduation may be part of a healthy pattern of job exploration; and (3) the self-family-friends network seems to benefit more capable individuals. The authors state that vocational assessment can suggest accommodations necessary to maintain employment. Also, by the time that this survey was completed, almost half of the subjects had been terminated or had quit.

Posthill and Hoffman (1991) contacted 45 graduates of a Massachusetts college-based transition program for young adults with learning disabilities. From a total of 71
graduates completing the two-to-three year program, these subjects had an average age of 24 and a mean IQ in the low average range. The gender makeup of the group was 11 males and 34 females. The study attempted to examine factors related to job stability, support systems, the impact of the program, and on-going challenges. Results showed that 61% of the subjects were still employed in their jobs and the other 39% had gone into the business sector. Although three-fourths of the individuals were living independently, they faced the challenges of roommate compatibility and money management. The majority of the respondents felt that they needed the program and would not have been as successful without it.

An Iowa follow-up study (Miller, Rzonca, & Snider, 1991) conducted in 1986, questioned 225 young adults with learning disabilities one year after their graduating from high school. All of the subjects had participated in post secondary education or training. One-fifth of the subjects had entered the military. The authors found 11 of the 55 variables contained in the study to be significant in determining the directions the young adults were headed. Those individuals who had interacted with representatives of agencies within the community were more likely to use those resources. Individuals more likely to enter the military were without personal transportation; were responsible for more than half of their living expenses; had taken vocational education classes while in high school; and did not typically seek peer assistance in solving problems.
A study which matched three groups of graduates (Shapiro & Lentz, 1991) from high schools in eastern Pennsylvania raised concerns about vocational and technical training for students with learning disabilities. The study followed three groups of students over a three-year period, from 1985 through 1988. The groups were: students with learning disabilities and enrolled in training; students without disabilities and enrolled in training; and students without disabilities enrolled in a regular high school program. Questions in the study centered around the effect of vocational training programs on transitioning students with learning disabilities to adult life. The study was conducted by telephoning the subjects after first mailing them a copy of the survey. Results of the study showed that those individuals identified with learning disabilities were less interested in future plans. Although these individuals professed a need for further academic skills, they did not actively attempt to gain them. Furthermore, while the training received by graduates may have assisted them in being job ready and employable, most of the individuals did not stay with the jobs for which they had been trained. The authors suggest that students be given chances to try-out occupational trades while still in school and wait for specific training upon graduation.

A study by Fourqurean, Meisgeier, Swank, and Williams (1991) which followed 123 employed young adults with learning disabilities in the Houston area cited the dual nature of this hidden handicap: poor academic achievement and
inadequate social functioning. The authors also were concerned with the loss in America of manufacturing jobs and their replacement with lower paying service jobs. Telephone interviews with the subjects or their parents focused on the variables affecting employment, stability, and job status. Findings of the study included an employment rate of 86%. The jobs were mostly at entry level with minimum wages and offered little chance for advancement. Math abilities, including concentration, attention to detail, and verbal abstract reasoning, seemed to be the best predictor of job status. Higher verbal IQs were related to post secondary education and training. Parent involvement was related to job stability and status. The authors recommended optimal math skills, parent participation, and employment while in high school for students with learning disabilities.

Fairweather and Shaver (1991) acknowledged that students with learning disabilities fall behind in every social and economic measure and questioned which post secondary education and training programs would best benefit them. The researchers looked at the post secondary education and training status of former students with disabilities and their peers without disabilities nationally. While both groups equally enrolled in vocational-technical programs while in high school, 56% of students without disabilities went on to college. Reporting on the post secondary status of persons with learning disabilities, the researchers found that only 17% of the 243 individuals interviewed had enrolled in any education course work beyond graduation. That number
was divided among 8.5% in vocational courses, 6.8% in two-year college course work, and 1.8% in four-year college course work.

Dowdy and Smith (1991) found both employment and social difficulties for former students with learning disabilities who had exited school. Almost one-third were unemployed. The authors critiqued a school system's requiring a basic academic focus because of competency testing rather than providing a functional living skills curriculum. They stated that the individual's future goals should determine the content of a unique plan of study. Lastly, they presented a sequenced "Future-Based Assessment-Intervention Transition" model which is both reality based and follow-along.

1992

Spekman, Goldberg, and Herman (1992) followed 50 former students of a special education center in the Los Angeles area. The IQ of each subject was 85 or higher. The average age at time of follow-up was 21. The group was 80% Anglo-American, 60% male, and predominately middle class. The study was conducted to determine factors related to adult success. The ages of the former students at the time of interview ranged from 18 to 25 and all had been identified as learning disabled. The authors recognized the chronic nature of this disability and further acknowledged that the concept of success is multidimensional, having both quantitative and qualitative elements. In evaluating those former students as successful or unsuccessful, the authors observed that those young adults they deemed successful: (1) were aware and
accepting of their disability and its effect on them; (2) were proactive in decision making and actively engaged with their environment; (3) persevered and internalized responsibility; (4) were emotionally stable, able to reduce stress and be socially active; (5) set attainable goals; and (6) used a support system. The authors recommended a life-span orientation to learning disabilities. Using the results of a comprehensive evaluation, specialists should design a program consisting of interventions that address the affective and cognitive aspects of each individual’s specific learning disabilities.

A follow-along study (Siegel, Robert, Waxman, & Gaylord-Ross, 1992) of a school-to-work transition program designed for students with mild disabilities collected data for four years. The program had been designed to provide persons with mild disabilities access to career development. Questions of the survey were concerned with employment, job satisfaction, and intensity of transition services. The authors discussed the concept of part-time work and job changes as segments not readily seen as advances along a career path. Individuals in the study demonstrated job satisfaction although most remained at entry-level, low paying jobs. Finally, the authors critiqued the current limitations on the amount and duration of vocational rehabilitation services.

A 1989 study first begun in 1986 by Schalock, Holl, Elliot, and Ross (1992) involved 298 students identified with learning disabilities or with mental retardation. All had graduated from a rural special education program in Nebraska.
during the years 1979 through 1988. Of the 189 former students with learning disabilities, the gender makeup was 150 males and 59 females. The mean IQ of the group was 92. Questions in the survey were focused on determining the effectiveness of the educational program. At the time of follow-up, 55% of the former students with learning disabilities were living semi-independently, mostly with their parents. Nearly 73% still had their original jobs. The authors found that students from smaller schools had more positive employment outcomes.

The follow-up study, performed in a mid-Atlantic state, by Karpinski, Neubert, and Graham (1992) contacted 86 former students with mild disabilities, 52 of whom were graduated and 34 who had dropped out of school. Approximately one-third of the subjects were female and half were of minority backgrounds. The study was conducted 21 months after the students would have graduated and then again 28 months later. Results of the survey showed that graduates were more likely to have been in the occupational arts track, with half of the school day spent in vocational programs, while drop-outs were more likely to have been in the general diploma track. None had been in any of the other three tracks: college preparatory, commercial, or secretarial. Of the graduates, 90% had worked while attending school but only 59% of the drop-outs had worked and gone to school. Since graduation, graduates were employed 73% of the time but drop-outs had worked only half of the time. Males were twice as likely to be employed as females.
1993

Sitlington, Frank, and Carson (1993) presented data on each of three disability types that are usually grouped together. They separated out from the larger classification of mild disabilities those former students designated with learning disabilities, those with mild behavior disorders, and those with mild mental retardation. All subjects were interviewed one year after leaving high school in Iowa in the years 1985 and 1986. Only data pertaining to the 737 persons with learning disabilities is summarized here. Approximately half of the subjects did not continue on to post secondary education or training. Approximately two-thirds of the 77% with jobs were employed in low-status occupations. Males worked more and earned more than females. Only 29% paid all of their living expenses and 65% were considered successful according to criteria taken and modified from Halpern. For all subjects in the study, the authors stated that since living at home seemed to be the preferred arrangement, then programs needed to be offered in high school to accommodate that life style. Furthermore, the authors spoke to the necessity of transition planning and support during the adjustment period for all persons with disabilities.

1994

A historical comparison of differences in wages earned between males and females by Fulton and Sabornie (1994) found that two-thirds of all adults in poverty are women. In 1989, women earned 68% of what men were paid. For persons with disabilities, men were twice as likely to be employed; were
more likely to be paid more; and accessed vocational rehabilitation services more frequently. Comparing persons with learning disabilities, research showed that females were less often employed, less often worked full-time, and earned a lower hourly wage. While in school, these females with learning disabilities had been enrolled in less occupation-specific courses. The authors recommended that female adolescents, while in high school, receive training, vocational courses, vocational counseling, and work experience that was similar to that of males. That is, they were to be paid the same wage, work the same hours, and do similar work. Furthermore, the authors recommended female mentors and assertiveness training.

Summary of Follow-up Studies

A summary of follow-up findings regarding the status of young adults with disabilities showed a rather bleak picture. These young adults with learning disabilities did not seem to understand the impact their disability had had on their lives. They were not planning for their future. Since they were not eligible for case management, they needed to be able to advocate for themselves, a skill they seemed to lack. They were more likely to drop out of school. They often expressed the desire for more training in personal, social, academic, and employment skills but they did not continue with post secondary education and training. They did not use the agencies available to them. They were more likely than their non-disabled peers to drop out of school. They were more likely to hold low status jobs with little chance for
advancement. Many of them held part-time positions with few benefits. Their earnings tended to remain at the minimum wage level. They lived at home but might not have been sharing in the responsibilities and expenses necessary for upkeep. Although there were twice as many males as females identified as having learning disabilities, female achievement was much less. Although many of the individuals in these surveys had received some transition services, their outcomes did not appear to be ones of success.

Summary of Follow-up Methods

The short history of follow-up has established the need for its subsumption within a follow-along model. A single contact made to inquire about the current status of a person may meet the requirements of the law but it doesn’t fill the spirit. Halpern (1990) cites this lack of documentation as working against efforts to improve our schools and transition programs. He advocates for a follow-along methodology. The major desired features include: (a) follow-along, because it is longitudinal and will give figures for analysis and comparison; (b) a sampling strategy that should be identified as descriptive or explanatory; (c) interviews in person or by telephone; (d) variables which are clearly defined and measurable; and (e) quality of life outcomes which take in residence, personal and social dimensions, post school education and training, along with the more commonly measured outcome of employment. Consistent use of such a model permits analysis and comparison of variations within an individual’s status, within a program, or between programs.
CHAPTER THREE

Method

How well do young people with learning disabilities adjust to adult life? That question formed the nucleus of this follow-up study, performed in the summer of 1992. This exploration of the status of former students with learning disabilities occurred three years after their exiting high school. The follow-up study addressed various quality of life indicators in the areas of employment, post secondary education and training, living arrangements, and community utilization. Other indicators of quality of life measured attitudes regarding past schooling, current adjustment and needs, and future plans.

While in high school, each student in this study had received educational services as specified in the student’s Individual Education Plan. One-half of the students had had an Individual Transition Plan written for them. Each student and a special education teacher had completed exit surveys about the student as the student left high school. All information was gathered, entered and stored. The local school districts and the West End Special Education Local Plan Area (SELPA) had access to the information through the SELPA’s Management Information System.

Using a comparison of the surveyed responses completed as the students exited high school and then as they were to be followed-up annually, the SELPA planned a follow-along study. Several areas of concern were to be examined. The significant concerns centered around several questions. What
was the post high-school status of the individuals in this study? Was there a linkage between their high school programs and their quality of life three years later? Could an analysis and comparison of the experiences and outcomes help determine the content of educational programs for future students?

The focus of this project is the follow-up survey of those students who had left school during the 1988-1989 school year. The survey was completed during the summer of 1992. It was the third annual follow-up of the group of students with special needs who were, when contacted and surveyed, approximately 21 years old.

This chapter presents a description of: (1) the young adults with special needs; (2) the baseline data gathered upon their leaving high school in 1989; (3) the quality of life indicators which comprised the survey questions; (4) the follow-up 1992 telephone survey procedures; (5) data processing and analysis; and (6) a chapter summary.

Subjects

The subjects in this survey of 1988-1989 school exiters had, as students, been enrolled at one of the eleven high schools within the West End SELPA. The West End SELPA is located in the western end of San Bernardino County in southern California. The students had attended high schools within the Chaffey Joint Union High School District, Chino Unified School District, and Upland Unified School District. Each subject in this study, while a student, had been identified as having a disability. The disabilities were
cognitive, communicative, physical, or behavioral. Identification of a disability, made by a team of educational specialists which include a psychologist and special education teacher, had qualified the student for special education services. These services comprised a variety of programs and classes offered through the high schools and the SELPA. Some students had received employment or vocational training or services through the SELPA. The SELPA’s services were funded through its Project WorkAbility I program or through its Transition Partnership Program.

Those students receiving WorkAbility I services received work experience within the community while in high school. Their training wages were paid from Department of Education funds. Some students with special needs received Transition Partnership Program services through a collaboration of the SELPA and the Department of Rehabilitation. Upon meeting eligibility requirements, the students could continue to receive services after graduation through the Department of Rehabilitation. The services included: job counseling, development, or coaching; training; money for college expenses or transportation; and equipment such as tools or adaptive aids. All student files were kept in the SELPA Transition office.

The subjects of this study had been part of a larger group of at least 66 students who had exited school during the 1988-89 school year. According to Morgan and Hecht (1990), special education teachers had completed questionnaires on the 66 school leavers. However, just 48
students or their parents had given permission to be included in the study, along with permission for the educational agency to access student records.

Materials - Baseline Data

The individuals in the study and their special education instructors had completed questionnaires three years prior to this follow-up, as the subjects exited high school in 1989. The exiting student questionnaire addressed then-current housing, training services, attitude about life, problem solving confidants, and employment. It also asked for the names, addresses, and telephone numbers of two family members or close friends as references for future access to each subject.

The teacher form completed for each student with a disability was more comprehensive. It included academic courses taken in special education settings and those courses taken in regular education settings, along with the percentage of time spent in regular education. Teachers indicated, through a check-off list, vocational training courses that each student had taken. Teachers also noted if the student had had a written Individual Transition Plan. Trainings in specific areas of social, community, domestic, and recreation and leisure skills were documented. Lastly, the type of certificate obtained by the student was checked by the teacher.

Materials - Follow-up Survey

The follow-up survey was constructed through the collaboration of the groups within the Transition
Partnership. Morgan and Hecht (1990) describe a creative process which used the skills and abilities of members of the SELPA, the California Educational Research Cooperative at the University of California at Riverside, and the Office of the San Bernardino County Superintendent of Schools. Using items found in the literature and through the experiences of the members, the team designed the document. The survey was then edited and field tested. The instrument used in the follow-up survey consisted of a demographic section and nineteen questions. The areas of: employment; schooling; housing; service needs; adjustment to adult life; future plans; and community involvement were addressed. Response types include: yes/no; rankings; lists of options; and specific information. The survey attempted to elicit a variety of quality of life indicators from each respondent.

Procedures

The follow-along survey initially was designed to be an annual mailing. Because of the low number of responses in the years 1990 and 1991, a telephone survey was implemented. In the summer of 1992, telephone contact was attempted with all 47 former students who had given permission to be included in the study and who had completed the exit questionnaire in 1989. By calling during off-hours, on weekends, and by leaving messages stating the purpose of the call, 38 individuals were surveyed. Of those not participating, six could not be located, two chose not to participate further, and one was deceased. Half of the 38 respondents were the individuals themselves while 15 parents or guardians and four
relatives responded. A scripted introductory message was utilized upon reaching each subject. The message included a reminder of the 1989 questionnaire and the subject’s consent given three years previously. All verbal responses were marked as they were given to the researcher. Coding of responses was accomplished at a later time. As the questionnaires were completed, they were returned to the SELPA files.

Data Processing and Analysis

The information gathered through the telephone surveys was recorded on to SELPA forms. The data was then entered on to coding sheets. Student and teacher exit questionnaire data was similarly coded. Results were tabulated and reported as raw numbers and percentages, where appropriate. To compare different subgroups within the population, the forms were sorted according to the variable and then tabulated.

Summary

Results of the survey are reported in five areas. The first addresses the general status of the former students at school leaving and then at follow-up, and then separates out differences between males and females. Post secondary education and training status follows. The third section compares variables for all employed individuals at various phases, including past, present, and future, and again probes differences by gender. The fourth section provides information regarding agency services. High school programs as preparation for adulthood are explored in the fifth section. A discussion of the results follows.
CHAPTER FOUR

Results

The results of a comparison between school leaving and follow-up three years later show that the majority of the individuals in this study were still living within the family home. Approximately one-third were continuing with their education or training while two-thirds were in paid employment. Females were earning four-fifths of males' salaries. Over 70% demonstrated interest in further services. Those former students who had spent a majority of instructional time in regular education classes were earning more than those students who had spent a majority of their instructional time in special education classrooms. Those individuals who had been employed at time of graduation tended to earn more than those not employed.

The results of this survey and its comparison with the baseline data obtained three years previously should be viewed with the following limitations in mind. First, the survey consisted of self-reported information from the people interviewed. Also, baseline questionnaires were completed by students and teachers, often with information either incomplete or completed in such a way that it was not applicable.

This chapter presents the results of analyses of the data gathered about the 13 females and 25 males with disabilities who became the subjects of the study. Half of them responded to the follow-up questions themselves while the other half of the respondents were their parents,
Table 1

Respondent Characteristics at Follow-up (N = 38)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>65.8</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Respondent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>19</td>
<td>50.0</td>
</tr>
<tr>
<td>Parent/guardian</td>
<td>15</td>
<td>39.5</td>
</tr>
<tr>
<td>Relative</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Employment status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>12</td>
<td>31.6</td>
</tr>
<tr>
<td>Employed, part-time</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Employed, full-time</td>
<td>13</td>
<td>34.2</td>
</tr>
<tr>
<td>Current school enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, and not working</td>
<td>5</td>
<td>13.2</td>
</tr>
<tr>
<td>Yes, and working</td>
<td>8</td>
<td>21.1</td>
</tr>
<tr>
<td>No, and not working</td>
<td>7</td>
<td>18.4</td>
</tr>
<tr>
<td>No, and working</td>
<td>18</td>
<td>47.4</td>
</tr>
<tr>
<td>Living arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
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<td>23.7</td>
</tr>
<tr>
<td>Supported/supervised</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Parents/relatives</td>
<td>26</td>
<td>68.4</td>
</tr>
<tr>
<td>Military</td>
<td>2</td>
<td>5.3</td>
</tr>
</tbody>
</table>
relatives, or guardians (see Table 1). Tabulated results of the questionnaires completed at school leaving and the survey at follow-up three years later are in the Appendix.

**Personal, Social, and Community Adjustment**

The most common living arrangement for the individuals in this survey was with their parents or guardians. Of the 36 who completed this section as they left school, 34 were living with parents or guardians and 2 were living independently. Three years later a total of 12 individuals were living apart from parents and guardians: 9 were living independently; 2 had entered military service; and 1 was living at a college for persons with that disability (see Table 1). When comparing living arrangements of females and males at the time of follow-up (see Table 2), five of the 13 females and four of the 25 males were living independently. As mentioned, two males had entered the military and a female was living in a supervised dormitory.

There were 31 individuals (81.6% of all respondents) in paid employment and/or enrolled in post secondary education or training at time of follow-up (see Tables 1 and 2). By gender, 8 were female and 23 were male; 61.5% and 92% of each gender respectively. Of those neither going to school nor working at paid jobs, 5 were female and 2 were male, while three of these 5 females said they were caring for families.

At the time of high school graduation, 11 (31%) of the students indicated that they got to work by driving a car. At follow-up 24 (63%) of the respondents said they were driving. At follow-up half of the individuals indicated
Table 2
Characteristics by Gender at Follow-up

<table>
<thead>
<tr>
<th>Variable</th>
<th>Female (N = 13)</th>
<th>Male (N = 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Living arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Supervised/supported</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Parents/relatives</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>School and paid work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School only</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>School and work</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Work only</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>38.5</td>
</tr>
</tbody>
</table>

Note. Percentages for females may not sum to 100 because of rounding errors.

participation in at least five of the community activities listed in the survey and nearly four-fifths of them said they went to six of the seven listed types of businesses.

The individuals in the study were asked how they felt about their lives as they left high school and then asked about their personal satisfaction with themselves in adjusting to adult life three years later (see Tables 3 and 4). The same number, about three-fourths of those responding,
expressed either: (a) great happiness or satisfaction; or (b) happiness or satisfaction at each phase. At follow-up, 10 acknowledged that they were somewhat dissatisfied with their adjustment to adult life while none said they were very dissatisfied. This compares to 7 individuals who indicated that they were fairly happy and 2 other individuals who indicated that they were not happy at all as they exited high school.

Table 3
General Feeling Regarding Own Life at School Leaving (N = 36)

<table>
<thead>
<tr>
<th>Attitude</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very happy</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Happy</td>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td>Fairly happy</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Not happy at all</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4
Satisfaction in Adjusting to Adult Life at Follow-up (N = 37)

<table>
<thead>
<tr>
<th>Attitude</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Satisfied</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Post Secondary Education and Training

Three years after leaving high school 13 individuals (34%) said they were continuing with their education and training beyond high school (see Tables 1 and 2). Of those 13 attending post secondary programs, 5 were only going to school while 8 were also working. By gender, of the 25 males in the survey, 10 (40%) were continuing their education while only 3 (23%) of the females were enrolled. When asked at follow-up if they were going to return to or continue to attend an education or training agency, 23 (61%) indicated yes while 11 (29%) said no and 4 (10%) said they would consider furthering their education.

Characteristics of Paid Employment

A comparison of variables for all paid work (see Table 5) includes three different phases of employment: at the time of high school graduation; upon working at their last jobs prior to follow-up; and at the time of follow-up. Some of the individuals were unemployed at follow-up but previously had held jobs, as seen in the middle column. Some individuals were unable or unwilling to report salaries because of the nature of their work. They were either working on commission or starting a business venture and had no reportable income. From the time of graduation to follow-up gains in wages earned per hour, months on the job, and hours employed per week were evident for the population. The average hourly wage increased $1.45 while the Federal Minimum Wage remained the same. The average number of hours employed each week rose from 24 to 33. Evidence of job turn-over can be observed.
Table 5
Wages Earned and Time Worked at Selected Phases

<table>
<thead>
<tr>
<th>Variable</th>
<th>At school leaving</th>
<th>Last job prior to follow-up</th>
<th>At follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages per hour</td>
<td>n = 16</td>
<td>n = 30</td>
<td>n = 23</td>
</tr>
<tr>
<td>&lt; $4.25</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>$4.25 - $5.00</td>
<td>9</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>$5.01 - $6.00</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>$6.01 - $7.00</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>$7.01 - $10.00</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>$10.00 +</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>$5.21</td>
<td>$5.48</td>
<td>$6.66</td>
</tr>
<tr>
<td>Months on job</td>
<td>n = 15</td>
<td>n = 31</td>
<td>n = 26</td>
</tr>
<tr>
<td>&lt; 6</td>
<td>7</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>7 - 12</td>
<td>4</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>13 - 24</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>25 - 36</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>37 +</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>13.33</td>
<td>8.5</td>
<td>23.24</td>
</tr>
<tr>
<td>Hours per week</td>
<td>n = 16</td>
<td>n = 31</td>
<td>n = 26</td>
</tr>
<tr>
<td>&lt; 21</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>21 - 35</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>36 +</td>
<td>4</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Average</td>
<td>24.31</td>
<td>28.74</td>
<td>33.35</td>
</tr>
</tbody>
</table>

Note. The Federal Minimum Wage during the years 1989 through 1992 was $4.25 per hour.
through a comparison of average months of employment among the columns. At follow-up more people were staying with their jobs for longer periods of time.

In viewing paid employment variables by gender at time of follow-up (see Table 6), 7 females (54%) were employed while 19 males (76%) had jobs. Females averaged nearly the same number of hours of employment each week as males. However females held their jobs for approximately 80% as long as the males and earned approximately 80% as much as the males.

Table 6  
Paid Employment Variables by Gender at Follow-up

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Average Hourly Wage</th>
<th>Average Hours per Week</th>
<th>Average Months on Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td>4</td>
<td>$4.47</td>
<td>26.3</td>
<td>19.8</td>
</tr>
<tr>
<td>Full time</td>
<td>3</td>
<td>$6.61</td>
<td>40.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>$5.54</td>
<td>32.1</td>
<td>19.9</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td>9</td>
<td>$6.53</td>
<td>22.7</td>
<td>19.3</td>
</tr>
<tr>
<td>Full time</td>
<td>10</td>
<td>$7.47</td>
<td>43.8</td>
<td>31.2</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>$7.02</td>
<td>33.8</td>
<td>25.6</td>
</tr>
</tbody>
</table>

*Note.* Thirty-six or more hours per week is used as the basis for full time employment.
Employees at follow-up reported gains in benefits from when they left school. Eleven reported some type of insurance, as compared to three reporting this benefit at graduation. At follow-up six individuals said they had sick leave while at graduation five reported this benefit. Six, at follow-up, said they had paid vacations, twice as many as at graduation. Twelve reported free meals or employee discounts, as compared to four at school leaving. At follow-up, two employees said they had the benefit of paid holidays.

The types of jobs held by the individuals in the survey were classified according to a system used by Sitlington, Frank, and Carson (1993) in an attempt to more accurately label the status of the jobs (see Table 7). Non-food service jobs included working with children, bilingual assistant, working with animals, cleaning, and custodial work. Within the classification of operative the jobs included welder, machine operator, body shop worker, and mechanic. Desired professional occupations included teachers, a counselor, an architect, a nurse, a pilot, and an author.

For those individuals who were not working at the time of follow-up, five were full-time students and seven were neither going to school nor working. Of the seven without paid employment, five were females and two were males (see Table 2). Of these, five said they were looking for work but couldn't find a job. Four individuals thought they needed more training while three thought employers were not hiring. Three females said they were staying at home to care for their families. Two unemployed individuals said they couldn't
Table 7

Job Types at Selected Phases

<table>
<thead>
<tr>
<th>Job type</th>
<th>At school leaving</th>
<th>Last - prior to follow-up</th>
<th>At follow-up</th>
<th>Desired in future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Laborer</td>
<td>3</td>
<td>17.7</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Food service worker</td>
<td>5</td>
<td>29.4</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Non-food service worker</td>
<td>3</td>
<td>17.7</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Operative</td>
<td>1</td>
<td>5.9</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Farmer</td>
<td>1</td>
<td>5.9</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Musician</td>
<td>1</td>
<td>5.9</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Protective/military</td>
<td>0</td>
<td>0.0</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Clerical</td>
<td>1</td>
<td>5.9</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Sales</td>
<td>1</td>
<td>5.9</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Technical</td>
<td>1</td>
<td>5.9</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Manager</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Proprietor</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Totals</td>
<td>17</td>
<td>100.2</td>
<td>32</td>
<td>100.1</td>
</tr>
</tbody>
</table>

Note. Percentages may not sum to 100 because of rounding errors.
find transportation and two didn't want to give up their Social Security Insurance or other financial assistance. One individual's parents were reported as not wanting that person to work.

**Services from Agencies**

At the time of graduation, 20 students indicated that they had received services from a variety of agencies. The number of students and the agencies that had provided services were: 9 of the students had received services from the Department of Rehabilitation; 4 had received WorkAbility services; 3 indicated Employment Development Department services; 2 had gotten Job Training Partnership Agency services; and 1 had received service from the Department of Public Social Services. At the time of follow-up three years later: 11 (29%) indicated Department of Rehabilitation services; 7 young adults were receiving services from the Department of Rehabilitation while another 4 indicated that they had been former clients. Altogether they had received a variety of adaptive aides, services, and money towards college, training, and transportation.

A follow-up question asked which of a list of agencies had helped the individuals to find the job each currently had. None of respondents indicated any agency from the list. Twenty of the 24 respondents said that they had gotten their jobs by themselves or through their families and friends. The other four gave acronyms or said that a school interview had led to the job.
When the 38 respondents were asked, at the time of follow-up (see Table 8), if they were interested in any of a list of various services, half expressed interest in employment or job training. Seventeen (45%) were concerned about medical or health services and another ten (26%) with managing money. More than 20% of them wanted help in finding a place to live. Another 18% showed interest in recreation and leisure services. Finally, at least 10% of the young adults wanted either legal and advocacy services or home living skills. Altogether 27 respondents expressed interest in at least one service and 20 of those desired referral to a program offering the service. Each of the listed services was desired by at least one respondent. Eleven respondents (29%) wanted programs offering employment or job training and seven (18%) desired programs offering medical or health services. Four respondents (10%) would have liked to be referred to programs assisting them in finding a place to live.
Table 8

Interest in Further Services at Follow-up (N = 38)

<table>
<thead>
<tr>
<th>Service</th>
<th>Concern regarding</th>
<th>Desire agency follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Employment/job training</td>
<td>19</td>
<td>50</td>
</tr>
<tr>
<td>Help finding a place to live</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Help with money management</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>Transportation</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Medical or health care</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Legal or advocacy</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Recreational/leisure</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>Home living</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

High School Preparation

A special education teacher had completed a separate questionnaire for each of 37 students in the survey. Although no labels of disability regarding any students were available, some data can be extrapolated from the teacher questionnaires. The teachers indicated that: 27 (73%) of the students had obtained high school diplomas; 7 (19%) had received differential standards diplomas; 2 (5.4%) had not completed the program; and the graduation status of 1 student was unknown. At follow-up the outcomes of the 10 former students not receiving regular high school diplomas varied.
Of the 7 students who received a differential standards diploma, the average hourly salary of the 5 who were employed at follow-up was $5.59. The other 2 were neither going to school nor working; one was caring for family while the other was looking for work. Of the 2 students who had not completed their high school program, one was attending school at the time of follow-up while the other was attempting to start a business and did not report income. The student whose graduation status was unknown was working part time and earning $5.50 an hour at follow-up.

The percentage of time each former student had spent in regular education classes had been supplied by their special education teachers. The teachers had noted that 22 students had received 60% to 90% of their instruction in regular education classrooms (see Table 9). The teachers also indicated that, of the 10 students receiving 50% or less of their instruction in the regular education setting, 6 received 10% to 32% while 4 received 40% to 50%. Five students' percentages were not accessible to code, as the teachers' responses were either 0% or 100%.

As the students left high school, the special education teachers had indicated that at least half of the students had taken the core curriculum subjects of mathematics, social studies, and science in both regular education and special education settings. The teachers had also indicated that students had been enrolled in twice as many English and literature classes in special education settings as compared
Table 9
Characteristics of Former Students at Follow-up Based upon Average Percentage of Time Spent in Regular Education Classes

<table>
<thead>
<tr>
<th>Variable</th>
<th>10% - 50% (N = 10)</th>
<th>60% - 90% (N = 22)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female (n = 4)</td>
<td>Male (n = 6)</td>
</tr>
<tr>
<td></td>
<td>Female (n = 7)</td>
<td>Male (n = 15)</td>
</tr>
<tr>
<td>Living arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Supervised</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parents/relatives</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Military</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paid work/school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work only</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Work and school</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>School only</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$4.65</td>
<td>$6.28</td>
</tr>
<tr>
<td></td>
<td>$6.28</td>
<td>$7.44</td>
</tr>
<tr>
<td>Adjustment to adulthood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Note. Students identified as having either 0% or 100% of instruction in regular education classes were not included.
to regular education settings. A majority of the students had attended health, art, music, and physical education classes in regular education classrooms. Several students had taken foreign languages and drama and speech in regular education classes.

The teachers were asked to identify any of 21 vocational training courses taken on campus. Some students had taken one to several courses while other students had taken none, according to the teachers' records. Table 10 shows follow-up results of those vocational training programs and courses with the greatest enrollment of survey participants.

Teachers had indicated that 11 students had received Regional Occupation Program (ROP) classes. Of these students, six females and five males had been enrolled in an average of 2.5 vocational training courses. At the time of follow-up three of the females were not employed and the average hourly wage of those three who were working was $6.22. All five of the males were employed at follow-up but one did not give his salary. The average hourly wage of those males giving their wages was $5.21. The average hourly salary of the seven employees was $5.64.

Teachers listed four females and seven males as students in work experience programs. More than half of these 11 students had also taken ROP courses. Two of the four females were not working nor going to school at follow-up while the two who were working had an average hourly wage of $5.58. While one male was unemployed, another was in the military, and a third did not report income, the remaining four
reported an average hourly wage of $5.63 at follow-up. The average hourly wage of all those individuals reporting salaries was $5.61.

Table 10

Employment Status at Follow-up by Enrollment in High School Vocational Training Courses

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$6.22</td>
<td>$5.58</td>
<td>$4.90</td>
<td>0</td>
</tr>
<tr>
<td>Not working</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>At school only</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$5.21</td>
<td>$5.63</td>
<td>0</td>
<td>$11.70</td>
</tr>
<tr>
<td>Not working</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>At school only</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All with jobs</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$5.64</td>
<td>$5.61</td>
<td>$4.90</td>
<td>$11.70</td>
</tr>
</tbody>
</table>
Teachers had credited seven students with participating in WorkAbility courses. At follow-up one female and the single male of the original group were full time students and not employed. Two other females were neither working not attending school. The average hourly wage of the three employed females was $4.90. The students had been identified as being enrolled in an average of 1.6 vocational courses by their teachers.

Five males were reported as students in automotive courses. At follow-up one male was a full time student and not working while another was in the military. The average hourly salary of the three employed males was $11.70. Teachers had indicated an enrollment rate of 1.8 vocational training courses for these five students.

Other vocational training courses were reported but had an indicated enrollment of less than five, except for home economics/consumer economics which had five students enrolled.

As they exited school 16 students gave information regarding their then-current employment. Follow-up results of a comparison between those employed and those not employed as they left school are given in Table 11. For males, those having a job at school leaving tended to be employed and have higher wages at follow-up than who exited school without a job.

At follow-up the respondents were asked how helpful their school experiences had been in preparing them for their current jobs. Of the choices given: 4 persons (10.5%) agreed
Table 11

Differences Between Former Students Employed or Not Employed at School Leaving (SL) and at Follow-up (N = 37)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Job at SL</th>
<th>No Job at SL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At SL</td>
<td>At Follow-up</td>
</tr>
<tr>
<td></td>
<td>(n = 17)</td>
<td>(n = 20)</td>
</tr>
<tr>
<td>In paid work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$4.50</td>
<td>$5.51</td>
</tr>
<tr>
<td>Not working</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Not reporting income</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>In paid work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average hourly wage</td>
<td>$5.65</td>
<td>$8.42</td>
</tr>
<tr>
<td>Not working</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Not reporting income</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>All with jobs</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Average(^a) hourly wage</td>
<td>$5.22</td>
<td>$7.21</td>
</tr>
</tbody>
</table>

Note. \(^a\)Average hourly wages were determined using persons reporting income.
that school was very helpful; 8 persons (21.1%) said it was helpful; 9 individuals (23.7%) said it was not helpful; 4 persons (10.5%) didn’t know if it was; and 13 individuals (36.8%) indicated that their school experiences were not applicable in preparing them for their current jobs. Of the 4 who didn’t know if school was helpful, 3 of the respondents were parents of the individuals. Of the 13 who said that their school experiences weren’t applicable, 7 were neither working nor going to school, 4 were going to school but not working, and 2 were working and attending school.

A discussion of these results, with conclusions and recommendations for further study, follows.
CHAPTER FIVE
Discussion and Conclusions

The individuals in this study had, at follow-up, begun to adjust to their adult status. Measurable changes in status in the areas of residence, transportation, employment, and post secondary education and training were observed. Those male students who had been employed at time of high school graduation reported higher rates of employment and earnings than those males not employed. A desire for agency services was expressed. But first, a description of the group as drawn from the data.

Identification

The gender make-up of the individuals in this study was roughly two-thirds male and one-third female, a proportion found in studies by Hasazi et al. (1985), Mithaug et al. (1985), and Karpinski et al. (1992). Most studies of youth with learning disabilities, unless specifically focusing on one gender, tend to have a 3:1 or 2:1 ratio of males to females. No disability labels were available for this study, but it can be inferred that the majority of the population in this study were individuals with mild disabilities, given data by the teachers concerning (a) the amounts of time the individuals spent in regular education, and (b) the types of diplomas issued to them at graduation. Also, the individuals were expected to read and complete the exiting questionnaire themselves just prior to graduation. The occasion for completing the questionnaire precludes the inclusion of drop-outs. With those parameters, this study parallels those of
Hasazi et al. (1989), and Sitlington et al. (1992): At least half of the individuals who formed the population of this study received a majority of their instruction in regular education classrooms and were awarded a regular high school diploma.

Personal, Social, and Community Adjustment

The finding that 70% of the individuals in this study were living with their parents or relatives was similar to the percentages found in many other studies (Mithaug et al., 1985; Scuccionarra & Speece, 1990; Sitlington & Frank, 1990; Schlock et al., 1992; Sitlington et al., 1993). With eight individuals (21%) interested in help in finding a place to live but, perhaps, unable to support themselves, as Mithaug et al. (1985) and Scuccionarra and Speece (1990) found, a problem seems to exist. No questions in the follow-up survey probed to discover why individuals were living at home. The survey also did not inquire about the degree of responsibility the individuals were assuming towards paying for their personal expenses or about the financial or physical (chores) resources being contributed by the individuals toward maintaining the family home. These questions should be asked in further surveys. The recommendation by Sitlington et al. (1992) that high schools should prepare students for living at home with maximum independence needs to be extended. It is recommended that high schools, within the Individual Transition Plan format, initiate a collaboration between the parents and the young adult which facilitates a plan for sharing responsibilities.
within the family home.

Of those individuals living apart from their parents, the largest group seems to have been females with their own families. The survey did not directly ask for marital status nor the number of children an individual might have so any mention of these factors is speculative. Further surveys need to include these factors as they will likely increase and impact both a general understanding of the population, employment considerations, and service needs. Additionally, further studies should separate out the needs of those individuals living independently. Data has been collected on the felt needs for services from all survey participants but was not sorted by living arrangement. As the population matures and continues to attempt to move away from the parental home, more will encounter the realities of money management, health care, and home living skills (see Table 8), difficulties encountered by the subjects in studies by Mithaug et al. (1985) and Posthill and Hoffman (1991).

While it appears that the majority of the individuals were participating in community life at follow-up, a distinct minority voiced real needs for involvement. The number of individuals who were driving at the time of follow-up had doubled since high school graduation yet seven (18%) still showed an interest in transportation services. Although, as a group, these young adults seemed to participate in their community's businesses and leisure activities, seven individuals (18%) said they were interested in recreation and leisure services. Some individuals also voiced interest in
assistance with legal issues, suggesting difficulties in this area. Similar needs for community integration and assistance were found by Mithaug et al. (1985).

Surprisingly (see Tables 3 and 4), the same number of individuals (27) expressed satisfaction with their lives at follow-up as did those at school leaving. The same percentage of individuals (27%) at graduation and at follow-up said they were unhappy or dissatisfied. No analysis was done to look for correlates either across surveys nor with other variables within the follow-up itself. This could be an area studied at a later time.

Post Secondary Education and Training

A positive finding of the follow-up study was a 34% rate of enrollment in post secondary education and training programs, twice that found by Fairweather and Shaver (1991), and one-third greater than that found by either Kortering and Edgar (1989) or Sitlington and Frank (1990). The Department of Rehabilitation had funded college expenses or employment training for eight individuals; it is not known how many individuals were then-current recipients at the time of follow-up. Perhaps the availability of local community colleges, with their open enrollment policy for high school graduates along with low fees and programs for drop outs and students with disabilities, can account for some of the percentage of individuals continuing their education beyond high school. Despite that figure, however, two-thirds of the individuals in this study were not continuing with their education. With half of the subjects in this study (see Table
8) acknowledging an interest in education and training, similar to the study by Mithaug et al. (1985), they perhaps are uncertain about their future.

When asked at follow-up about continuing their education, 23 individuals (60.5%) said they would be or were, while another 4 (10.5%) said they might consider it, and 11 (29%) said they would not. Altogether 32 individuals had specified career goals or desired future jobs, perhaps realistic enough to be achievable (see Table 7). At the time of this study, as these young people were in the process of transitioning to adulthood, some of them were actively pursuing an education or a career. Others may have been establishing families and planning to return to school at a later time. Future follow-up studies might track the highest level of education achieved by each individual.

Paid Employment

The 26 paid employees--68% of the survey participants--at follow-up produce employment statistics that at first appeared grim, not unlike those found by Hasazi et al. (1989) and Haring et al. (1990). Upon investigation, however, it was found that of the 12 unemployed individuals, five of them were full time students and another three said they were staying home to care for their families. A total of five unemployed individuals were seeking work, for a 13.5% rate of unemployment while unemployment in California was at 9.3% according to the California Statistical Abstract (1997).

When comparing employment variables between graduation and follow-up (see Table 5), steady gains in the average
hourly wage and average number of hours employed each week can be seen. The average hourly wage was $6.66 at follow-up, $2.41 above minimum wage. Nearly two-thirds of paid workers were earning more than a dollar above minimum wage, unlike the individuals in the study by Mithaug et al. (1985) performed 10 years earlier. Of the individuals in that study, also 3 years out of high school, 69% were being paid salaries at minimum wage.

Comparing wages by gender at follow-up, the average hourly wage of females was $1.29 above minimum wage while males were earning an average of $2.77 above minimum wage. This gender disparity has been found in several other studies (Fulton & Sabornie, 1994; Hasazi et al., 1989; Kranstover et al., 1989; Sillingston & Frank, 1990; Scuccimarra & Speece, 1990). Kranstover et al. (1989) have questioned the appropriateness of the curriculum for adolescent females while Fulton and Sabornie (1994) recommend high school requirements equivalent to those of males.

Of all individuals employed at follow-up (see Table 5), half were working part time, when full time employment is defined as 36 or more hours per week. Although Siegel et al. (1992) discuss part time work as a step along a career path, conventional wisdom might question the acceptability of part time work 3 years after high school graduation unless it was the desired employment of the worker. It should be noted (see Table 7) that of the difference between the six jobs held prior to follow-up then "lost" at follow-up, 5 of the six jobs were part time positions of 20 hours per week or less.
The months of steady employment at follow-up varied from less than 1 to 84, with the average length of employment close to 2 years. Along with part time work, job change early in an individual's employment history might be viewed as advances along a career path, according to Siegel et al. (1992). However, job switching might offset the agency resources used in training and placing a client or student in a job. Shapiro and Lentz (1991) observed that most of the individuals in their study did not stay with jobs for which they had been trained. The researchers recommended job tryouts in various trades for students and specific training upon graduation. Although seven individuals in this study maintained the same job since leaving high school, many individuals were employed in several job types (see Table 7). This was noted by comparing jobs held at graduation, last jobs held prior to follow-up, and jobs held at follow-up. When looking at desired jobs and comparing them to actual employment, job changes and career goals seem evident. However, six individuals did not give a career goal. Again, a future follow-up study could verify the achievement of these desired occupational goals.

That 83% of all jobs held at follow-up were reportedly found by the self-family-friends network supports previous findings by Hasazi et al. (1985), Kortering and Edgar (1988), and Siegel and Gaylord-Ross (1991). Bellamy (1985) critiques this network as more supportive of persons with lesser degrees of disabilities and stresses the need for agency assistance for persons with more severe disabilities. Bellamy
additionally questions whether the jobs found through the self-family-friends network have potential for advancement. This question might be the foundation of further study.

Typically many adults receive insurance benefits through employment. With just 11 employees, 29% of the individuals in this follow-up study, acknowledging receiving insurance benefits and 17 (45%) individuals in the study showing concern about medical or health care at follow-up, this issue appears to be unresolved.

In summary, the employment picture for the individuals in this follow-up study showed mixed results. For some of the individuals their employment future seemed propitious. Others did not appear to be faring as well, as half of all jobs were part time or of low status (laborer or service worker). Are there other variables which expiate these findings? The individuals employed at these jobs could be subjects for further study. Another survey result found males earning higher wages than females. Finally, the lack of various insurance benefits was of concern to many individuals in the study.

Agency Services

The follow-up survey inquired in several sections about services from agencies other than education. A question wanting to know which agencies had assisted in finding jobs resulted in the information that most jobs had been found through the self-family-friends network, as has already been discussed. Another question specifically asked about Department of Rehabilitation services. Responses have been
detailed in the Results section of this paper. In addition, a few individuals said that they had attempted to use the services of the Department of Rehabilitation but were frustrated or ignored. A third question regarding interest in any services (see Table 8) resulted in 27 individuals (71%) responding positively, and 20 of those 27 wanting referral to programs offering the services. Other studies (Haring et al., 1990; Kortering & Edgar, 1988; Siegel et al., 1992) had similar findings of limited agency services for adults with learning disabilities. Shapiro and Lentz (1991) found that individuals acknowledged a need for services yet did not actively seek help from agencies. Miller et al. (1991) found that individuals tended to use an agency’s services if they were acquainted with the agency prior to leaving high school. The complexity of our society necessitates that agency representatives share their knowledge of government regulations and procedures and of the available community resources. A proactive attempt to address the unmet needs of this population would be the implementation of counseling programs for students with disabilities while they are in high school. The content of the programs should consist of: (a) understanding and accepting one’s disability; (b) coping strategies and accommodations; (c) goal setting; (d) self-advocacy and empowerment; (e) agency awareness and negotiating for services; and (f) ongoing self-help groups (Aune, 1991; Durlak et al., 1994; Hoffman et al., 1987; Gerber et al., 1992; Mellard & Hazel, 1992; Ness, 1987; Polloway et al., 1988; Spekman et al., 1992). The program
needs to continue beyond high school as the individuals transition to adult status. Our society endorses ongoing therapy for people of all ages with physical disabilities and emotional disorders. It must support a solution proposed by so many respected professionals.

High School Preparation

At the time of graduation for most of the students in this survey, and school leaving for a few others, their teachers had completed exit questionnaires detailing the education and preparation these individuals had received. Sections of this data were compared with information gotten at follow-up.

When looking at the outcomes of former students by percentages of time spent in regular education classes (see Table 9), both groups were residing with their families, living independently, working and/or going to school, and unemployed at approximately the same rate. Differences were noted in the average hourly wages and in self-satisfaction in adjusting to adult life. Males who had spent a majority of their instructional time in regular education classes were earning an average of $3.19 above minimum wage; $1.16 more than females in the same category and males who had spent most of their instructional time in special education classes. Just one female who had attended the majority of classes in special education reported income. While all other individuals responded that they were either very satisfied or satisfied with their adjustment to adult life, half of the males receiving the majority of their instruction in regular
education classes said they were somewhat dissatisfied. It should be noted that these were members of the seemingly most successful grouping; however, this response was not probed nor were correlates attempted.

If labels could be attached to the two groups and: (a) the group receiving more instructional time in regular education classes called the RSP group; and (b) the group with more instructional time spent in special education classes called the SDC group, then comparisons with findings by Hasazi et al. (1985) could be made. Their separate rates of employment were roughly similar to those RSP and SDC groups: about two-thirds and one-third respectively.

When looking at Table 10, it should be cautioned that teachers had indicated that some students had taken a variety of vocational training classes and so fit into more than one of the categories. Also, the numbers of individuals are very small, so generalizations should not be drawn. Males with automotive training were either working or attending post secondary education or training. Those former students with ROP or Work Experience training had the same 27% rate of unemployment while those former students with WorkAbility I training had an unemployment rate of 43%. Those females with ROP training, possibly cosmetology, were earning a dollar an hour more than males with ROP training. Females and males with Work Experience training had approximately equal earnings. Females with WorkAbility I training were earning the least money, 75 cents above minimum wage 3 years after leaving high school.
Many studies (Fardig et al., 1985; Hasazi et al., 1985; Hasazi et al., 1989; Sitlington & Frank, 1990) support the finding (see Table 11) that paid employment at school leaving results in both a higher rate of employment and a higher average wage at follow-up than does non employment. Upon further analysis, however, it was found that the five former students who were enrolled in post secondary education and training at follow-up and not in paid employment were from the group of students who were not employed at school leaving. They seem to be deferring employment and focusing on completing their education. Removing them from the category of not employed at school leaving narrows the gap between rates of employment to 10 percentage points, but still leaves a difference of $1.55 in average hourly wages between those individuals employed at school leaving and those not employed.

Summary

This follow-up survey, completed three years after the individuals with disabilities exited high school, found some former students continuing with their education while others were working and still others neither attending school nor working. Did all students receive an appropriate and challenging education, with access to and use of the transition process during their high school years and the adjustment period which followed (Sitlington et al., 1993)? It is hoped that those continuing post secondary education and training would have completed their studies and secured employment in their chosen career paths. For those former
students who were not continuing their academic studies or vocational training beyond high school: Did they receive appropriate vocational preparation or were they stifled by the "Back to Basics" movement which precluded students from a variety of hands on electives (Gamble, 1993)? Were they given the opportunity of a functional skills program (Dowdy & Smith, 1991; Halpern, 1987, 1992; White, 1992; Zigmond, 1990) with counseling (Rojewski, 1992)? Did the individuals find vocational success? Did the females receive training, counseling, and mentoring (Fairweather & Shaver, 1994; Hasazi et al., 1989; Kranstover et al., 1989; Scuccimarra & Speece, 1990; Sitlington & Frank, 1990; Sitlington et al., 1993)? Were these individuals becoming integral members of their communities? Were they establishing themselves as responsible and independent citizens? The strategies referred to in this study have been researched and determined to be successful in enabling young adults with disabilities adjust to their new status.

This discussion of the survey results and the conclusions drawn have led, it is hoped, to the reader's understanding of the adult status of the participants at follow-up. If so, then a purpose of this paper has been met. Furthermore, the recommendations have been offered as viable solutions to the problems of the individuals in the survey. They are presented as modifications to the transition process that enable the individuals to achieve greater success in all domains of adulthood. As products of extensive research and reflection, the recommendations deserve consideration.
APPENDIX A

Responses Quantified

The quantified results of the follow-up survey questions and responses; of the student questionnaire and results; and the teacher questionnaire and results are presented in the order as they appeared on each form. The left margins contain the coding card numbers and coding response numbers used to facilitate counting.
## Follow-up Survey Questions and Responses

<table>
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<th>Number</th>
<th>Item</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>CARD 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 5</td>
<td>MIS # (San Bernardino/SELPA number)</td>
<td></td>
</tr>
<tr>
<td>7 - 10</td>
<td>Left school</td>
<td>1988-89</td>
</tr>
<tr>
<td>12</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 male = 25</td>
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</tr>
<tr>
<td></td>
<td>2 female = 13</td>
<td></td>
</tr>
<tr>
<td>14 - 17</td>
<td>Date of birth (not given; already in MIS system)</td>
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</tr>
<tr>
<td>19</td>
<td>Respondent</td>
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</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>2 parent/guardian = 15</td>
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</tr>
<tr>
<td></td>
<td>3 relative = 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 other = 0</td>
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<td>CARD 2</td>
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</tr>
<tr>
<td>1</td>
<td>Currently employed?</td>
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</tr>
<tr>
<td></td>
<td>1 yes = 1</td>
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</tr>
<tr>
<td></td>
<td>2 full time = 14</td>
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</tr>
<tr>
<td></td>
<td>3 part time = 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 no = 12 (go to # 58)</td>
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</tr>
<tr>
<td>3 - 4</td>
<td>Job title (26 responses)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>01 laborer = 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>02 food service = 4</td>
<td></td>
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<tr>
<td></td>
<td>03 service (non-food) = 5</td>
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<tr>
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<td>04 operative = 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>05 farming/agriculture = 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>07 protective/military = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>08 clerical = 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>09 sales = 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 entrepreneur = 2</td>
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</tr>
<tr>
<td>6 - 7</td>
<td>Length of time on job in months (26 responses)</td>
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</tr>
<tr>
<td></td>
<td>1 month = 4</td>
<td>2 months = 1</td>
</tr>
<tr>
<td></td>
<td>5 months = 1</td>
<td>6 months = 1</td>
</tr>
<tr>
<td></td>
<td>8 months = 1</td>
<td>21 months = 2</td>
</tr>
<tr>
<td></td>
<td>30 months = 1</td>
<td>35 months = 1</td>
</tr>
<tr>
<td></td>
<td>48 months = 1</td>
<td>60 months = 2</td>
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</table>
9 - 10  Hours per week (26 responses)
10 hrs/wk = 2  20 hrs/wk = 3  25 hrs/wk = 2
27 hrs/wk = 1  28 hrs/wk = 1  30 hrs/wk = 2
32 hrs/wk = 2  36 hrs/wk = 1  40 hrs/wk = 9
42 hrs/wk = 1  60 hrs/wk = 2

12 - 15  Hourly salary (23 responses)
$4.00 = 1  $4.25 = 2  $4.35 = 1
$4.65 = 1  $4.75 = 1  $5.00 = 1
$5.10 = 1  $5.30 = 1  $5.35 = 1
$5.50 = 1  $6.00 = 2  $6.25 = 1
$6.47 = 1  $6.50 = 2  $6.80 = 1
$6.85 = 1  $9.50 = 1  $14.75 = 1
$15.00 = 1  $16.10 = 1

Benefits?:  Yes responses
17 insurance: life/med/dent 11
19 sick leave 6
21 paid vacation 6
23 free meals 3
25 employee discount 9
27 other paid holiday 2

Agency helped find job: Check all that apply (24 responses)
31 Department of Rehabilitation (DR)
33 Regional Center
35 Employment Development Office (EDD)
37 Department of Mental Health
39 private employment agency
41 Job Training Partnership Act (JTPA)
43 WorkAbility I
45 Transition Partnership Program (TPP)
47 Regional Occupation Center/Program (ROC/P)
49 adult education program
51 college placement office
53 self - family - friends 20
55 other PAL, McJobs, school interview 4

57 - 58  Title of last job (32 responses)
01 laborer = 2
02 food service = 6
03 service (non-food) = 5
04 operative = 7
06 crafts/art/music = 1
07 protective = 3
08 clerical = 4
09 sales = 2
10 technical = 1
12 proprietor = 1
61 - 62  Type of business (31 responses)
10 Construction = 3
15 Education/training = 3
20 Consumer/foods = 7
25 Recreation = 2
30 Personal Services = 1
40 Manufacturing = 3
45 Transportation = 1
50 Agribusiness/natural resources = 2
60 Fine arts/humanities = 1
70 Public services = 3
80 Business/office = 2
90 Marketing/distribution = 2
95 Communications/media = 1

64 - 65  Hours per week (31 responses)
4 hrs/wk = 1  8 hrs/wk = 1  10 hrs/wk = 1
12 hrs/wk = 3  17 hrs/wk = 2  20 hrs/wk = 2
25 hrs/wk = 1  27 hrs/wk = 1  28 hrs/wk = 1
30 hrs/wk = 3  32 hrs/wk = 1  35 hrs/wk = 1
37 hrs/wk = 1  40 hrs/wk = 11  45 hrs/wk = 1

67 - 70  Hourly salary (31 responses)
$1.00 = 1  $4.25 = 6  $4.35 = 3
$4.65 = 4  $5.00 = 6  $5.25 = 2
$6.00 = 2  $7.00 = 2  $7.25 = 1
$8.00 = 1  $8.50 = 1  $16.10 = 1
decline to state = 1

72 -73  Length of job (31 responses)
2 months = 1  3 months = 6  5 months = 2
6 months = 3  7 months = 1  8 months = 1
9 months = 3  10 months = 1  12 months = 8
18 months = 1  20 months = 1  21 months = 1
24 months = 1  36 months = 1

CARD 3

1  School experiences: current situation:
  1 full time school, not working  5
  2 working and going to school  8
  3 not working, not going to school  7
  4 no response (currently working) 20
If #3 (not working and not going to school), then:

1 = yes  2 = no

3 looking for work
5 stay at home, care for family
7 can’t get child care help
9 can’t find job
11 can’t find work
13 can’t find transportation
15 won’t give up SSI/other assistance
17 think employers aren’t hiring
19 need more training for a job
21 uninterested in working
23 prevented from working by health problems
25 none of the above Parents don’t want

27 How helpful were school experiences in preparing you for your current job?
1 very helpful = 4  2 helpful = 8
3 not helpful = 9  4 don’t know = 4
5 not applicable = 13

29 Are you a client of the Department of Rehabilitation?
1 = yes = 7  2 = no = 24  4 = former = 5
(if yes/former, then services you have received)

31 counseling  4
33 employment training  4
35 job placement  3
37 job coaching  2
39 tools  0
41 college expenses  4
43 adaptive aides  1
45 transportation  5
47 other __________  1

49 Current living arrangement:
1 independent  9
2 school dormitory  0
3 supervised/supported  1
4 with Parents/relatives  26
5 foster/group home  0
6 ICF (intermed Care facil)  0
7 other Military  2
Are you interested in any services? 1=yes 2=no
51 employment or job training 19
53 help in finding a place to live 8
55 help with money management 10
57 transportation services 7
59 medical or health services 17
61 legal or advocacy services 4
63 recreational/leisure services 7
65 home living skills

Do you want referral to programs that offer the above services?
1 = yes 2 = no

Overall satisfaction with self in adjusting to adult life:
1. very satisfied = 10 2. satisfied = 17
3. somewhat dissatisfied = 10 4. very dissatisfied = 0
5. no response = 1

CARD 4

1 - 2 In the future, the job you hope to have is:

00 undecided = 6
01 laborer = 1
02 food service = 3
03 service = 5
04 operative = 3
06 crafts/music = 1
07 protective = 1
08 clerical = 3
10 technical = 4
11 manager = 2
12 proprietor = 1
13 professional = 5
14 school teacher = 2
15 entrepreneur = 1

4 In the Future -plan to return to school - or still in school- to further your education?
1 yes = 23 2 no = 11
3 consider = 4
Community - transportation - how do you get to where you want to go? - check all that apply

1 = yes 2 = no

6  drive car  24
8  spouse drives  4
10  friend drives  10
12  walk  12
14  bus  8
16  carpool  2
18  sister/brother drive  4
20  bike  4
22  parent or other adult  13
24  other

Community activities - check all that apply

1 = yes 2 = no

26  visit with friends and family  36
28  hobbies  24
30  sports  19
32  games  19
34  church  13
36  watch TV  33
38  clubs  5
40  community recreation  12
42  other spa, Angels games  3

Commercial - go to - check all that apply

1 = yes 2 = no

44  banks  33
46  clothing stores  36
48  grocery stores  35
50  library  17
52  post office  31
54  barber or hair stylist  30
56  restaurants  35
58  other mall, bookstore  5
### Student Questionnaire and Responses

<table>
<thead>
<tr>
<th>Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARD 1</td>
<td>MIS #</td>
</tr>
<tr>
<td>1-5</td>
<td></td>
</tr>
</tbody>
</table>

#### CARD 2

<table>
<thead>
<tr>
<th>1-2</th>
<th>Current living arrangement: (36 responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>parent/guardian</td>
</tr>
<tr>
<td>02</td>
<td>sister/brother</td>
</tr>
<tr>
<td>03</td>
<td>independent (alone)</td>
</tr>
<tr>
<td>04</td>
<td>residential/facility/instit</td>
</tr>
<tr>
<td>05</td>
<td>supervised apartment</td>
</tr>
<tr>
<td>06</td>
<td>independ w/friends</td>
</tr>
<tr>
<td>07</td>
<td>relative</td>
</tr>
<tr>
<td>08</td>
<td>group home</td>
</tr>
<tr>
<td>09</td>
<td>w/ attendant</td>
</tr>
<tr>
<td>10</td>
<td>other husband</td>
</tr>
</tbody>
</table>

#### Have you received services from: (20 responses)

| 4   | Regional Center                         | 0  |
| 6   | Mental Health                            | 0  |
| 8   | Habilitation Services                    | 0  |
| 10  | Employment Development Department        | 3  |
| 12  | private employment agency                | 0  |
| 14  | Department of Public Social Services     | 1  |
| 16  | Job Training Partnership Agency          | 2  |
| 18  | Department of Rehabilitation             | 9  |
| 20  | WorkAbility                              | 4  |
| 22  | Other                                    | 1  |

#### Whom do you seek assistance in decision making/problem solving? (one <more> indicated)

| 24  | Parents                                  | 22 |
| 26  | Friends                                  | 11 |
| 28  | Spouse                                   | 1  |
| 30  | Sister/Brother                           | 0  |
| 32  | Counselor/Psychologist                   | 1  |
| 34  | Teacher / former teacher                 | 1  |
| 36  | Job Coach / Co-worker                    | 0  |
| 38  | Social Worker                            | 0  |
| 40  | Minister / priest / rabbi                | 0  |
| 42  | Other _grandmother, etc.                 | 6  |

#### In general, how do you feel about life? (36 responses)

1. very happy = 7
2. happy = 20
3. fairly happy = 7
4. not happy at all = 2
CARD 3

1 What is your employment situation? (34 responses)

1. working/full time = 4
2. working/part time = 12
3. not working/volunteering = 1
4. not work/not looking = 14
5. other "22"/last job = 2

If you are working:

3 - 4 Name of business (coded by type for this survey) (17 responses)

00 no response = 1
10 construction = 1
15 education/training = 2
20 consumer/foods = 6
25 recreation = 1
30 personal services = 1
40 manufacturing = 2
45 transport = 1
50 agribusiness/natural resources = 1
60 fine arts/humanities = 1

6 - 7 Job title (17 responses)

01 laborer = 3
02 food service = 5
03 service (non-food) = 3
04 operative = 1
05 farm = 1
06 crafts/music = 1
08 clerical = 1
09 sales = 1
10 technical = 1

9 -10 Hours per week: (16 responses)

6 hrs/wk = 1 10 hrs/wk = 1 12 hrs/wk = 1
16 hrs/wk = 2 24 hrs/wk = 2 25 hrs/wk = 1
27 hrs/wk = 1 30 hrs/wk = 2 40 hrs/wk = 2
44 hrs/wk = 1 45 hrs/wk = 1
12 - 15 Hourly salary (16 responses)

$3.66 = 1
$4.25 = 7
$4.50 = 1
$4.60 = 1
$5.20 = 1
$5.50 = 1
$6.00 = 1
$6.25 = 1
$8.00 = 1
$10.00 = 1

How do you get to work?
check all

17 Walk
19 Drive car 11
21 Car pool 0
23 Other 0
25 Parent/guardian 3
27 Friend 1
29 Bike 2
31 Non-public bus/van 1
33 Public (taxi, bus, dial-a-ride) 1
35 Sister/brother 1

37 -38 Months on job (15 responses)

0 months = 1
1 month = 1
2 months = 3
4 months = 1
6 months = 1
7 months = 1
9 months = 1
11 months = 1
12 months = 1
24 months = 1
36 months = 2
48 months = 1

Benefits received from employer:

40 life insurance 2
42 free meals / discount 4
44 dental insurance 3
46 paid vacation 3
48 medical insurance 3
50 sick leave 5
52 other ________

54 If no longer employed, reason for leaving: (11 responses)

1. quit 3
2. moved 2
3. finished training program 4
4. terminated (poor work performance) 0
5. terminated (not perform related) 1
6. other _not enough work 1
### Teacher Questionnaire and Responses

**CARD 1**

1 - 5 MIS #

**CARD 2**

<table>
<thead>
<tr>
<th>Item</th>
<th>1 = yes</th>
<th>2 = no</th>
</tr>
</thead>
<tbody>
<tr>
<td>health</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>drama/speech</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>foreign languages</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>art/music</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>mathematics</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>social studies</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>science</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>other alt stdy, consumr econ</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>physical education</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>family life/sex education</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>English/literature</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

23 - 24 Average ___% of time spent in regular education classrooms.

<table>
<thead>
<tr>
<th>%</th>
<th>1 = yes</th>
<th>2 = no</th>
</tr>
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<tbody>
<tr>
<td>10%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>16%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>24%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>32%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>49%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>65%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>67%</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>83%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>85%</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>88%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>00%</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Which academic courses were taken in regular education classrooms? 1 = yes 2 = no

<table>
<thead>
<tr>
<th>Item</th>
<th>1 = yes</th>
<th>2 = no</th>
</tr>
</thead>
<tbody>
<tr>
<td>health</td>
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<tr>
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<tr>
<td>art/music</td>
<td>28</td>
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<tr>
<td>mathematics</td>
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</tr>
<tr>
<td>social studies</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>science</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>other band, drivr ed, photo,</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>physical education</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>family life/sex education</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>English/literature</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>
Which of the following vocational training courses did student take on campus?

<table>
<thead>
<tr>
<th>Course</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>WorkAbility</td>
<td>7</td>
</tr>
<tr>
<td>ROP</td>
<td>11</td>
</tr>
<tr>
<td>Work Experience</td>
<td>11</td>
</tr>
<tr>
<td>Automotive</td>
<td>5</td>
</tr>
<tr>
<td>Office/Business</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture/Farming</td>
<td>1</td>
</tr>
<tr>
<td>Medical/Hospital</td>
<td>1</td>
</tr>
<tr>
<td>Day Care</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>4</td>
</tr>
<tr>
<td>Other drafting, elect woodshop</td>
<td>4</td>
</tr>
<tr>
<td>JTPA Summer Youth Employ. Train.</td>
<td>1</td>
</tr>
<tr>
<td>Transition Partnership</td>
<td>3</td>
</tr>
<tr>
<td>Competitive Employment</td>
<td>0</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>2</td>
</tr>
<tr>
<td>Maintenance/Construction</td>
<td>0</td>
</tr>
<tr>
<td>Warehouse/Stocking</td>
<td>0</td>
</tr>
<tr>
<td>Merchandise/Retail</td>
<td>0</td>
</tr>
<tr>
<td>Food Server/Restaurant</td>
<td>1</td>
</tr>
<tr>
<td>Groundkeeping/Gardening</td>
<td>0</td>
</tr>
<tr>
<td>Home Economics/Consumer Econ.</td>
<td>5</td>
</tr>
<tr>
<td>Janitorial/Housekeeping</td>
<td>0</td>
</tr>
</tbody>
</table>

Was an Individual Transition Plan written this year?
1. yes = 19  2. no

At school, social skills training to help with getting along with people?
1. yes = 22  2. no

At school, community skills to use independently (shop, transport, banks, PO)?
1. yes = 15  2. no

At school, recreation/leisure skills to use free time wisely?
1. yes = 18  2. no

At school, domestic skills training (eat/dine, meal plan, self care/groom, clean/laundry)?
1. yes = 14  2. no
How much time did the student spend of the day in community-based natural environments with non-handicapped individuals present per week?

53 - 54 hrs Recreation/Leisure

0 hours = 26
1 hour = 1
2 hours = 3
5 hours = 4
22 hours = 1
100% hours = 2

56 - 57 hrs Vocational Training

0 hours = 28
1 hour = 1
2 hours = 3
5 hours = 1
10 hours = 1
22 hours = 1
100% hours = 2

59 - 61 hrs Community Training

0 hours = 31
1 hour = 1
2 hours = 1
5 hours = 1
22 hours = 1
100% hours = 1

CARD 4

Which did student rec in comm/based voc training in a competitive employ setting?

1 Full-time Job Coach 1
3 Part-time Job Coach 2
5 Employer Trained and Supervised 7
7 Other ROP child care, Workability 3

Which community activities was student given training?

9 Shopping 4
11 Use of Public Transportation 7
13 Use of Commnty Resources (bank, PO etc.) 6
15 Street Safety 5
17 Dining Out (restaurant) 5
19 Other ________ 0

Which domestic activities was training received?

21 Eating/dining at home 1
23 Self care/grooming 14
25 Budget/household mgmt 12
27 Meal plan/preparation 14
29 Cleaning/laundry 2
31 Other ________ 0

Which recreation/leisure activities was student given training?

33 Sports/Physical Activities 15
35 Home Entertainment (TV, Music) 4
37 Community Entertain (Skate, Movie) 3
39 Hobbies 2
41 Clubs 1
43 Other swimming 1
What type of certificate did the student obtain?
1. High School Diploma 27
2. Differential Standards Diploma 7
3. Certificate of Completion -
4. Did not complete program 2
5. Other -
6. Unknown 1
BIBLIOGRAPHY


