

# FOCUS ON EXCEPTIONAL CHILDREN

## CAREER EDUCATION FOR THE MILDLY HANDICAPPED

*Gary M. Clark*<sup>1</sup>

### CAREER EDUCATION FOR THE HANDICAPPED

Whether one sees it as another "movement" in education, a passing fad, or a reflex action to a rap on the American education system's patella, career education is something to be acknowledged as an increasingly potent force in education today demanding study and evaluation. Its proponents are following the lead of former U.S. Commissioner of Education, Sidney P. Marland, Jr., and are spurred on by public statements or endorsements by President Richard M. Nixon, the National Association of Secondary School Officers, the U.S. Chamber of Commerce, and with some qualifications the educational leadership of AFL-CIO. Members of Congress have placed financial support behind their verbal endorsements in the passage of The Occupational and Adult Education Act of 1972 to further encourage the leadership for career education.

The past two years have been active ones for educators who have seen career education as a focus around which all education can be developed. This has been especially true for educators of the handicapped who not only have advocated the basic principles of career education for the education of the handicapped for some time but also currently see it as a desirable change within the mainstream of education that may permit greater accommodation of mildly handicapped children. Since many of the concepts of career education have been advocated for the handicapped in public schools for some time (DeProspero & Hungerford, 1946; Hungerford, 1941; Kirk & Johnson, 1951; Martens, 1937), one might ask why educators of the handicapped should be drawn into the movement of career education—especially when it appears that it is so nearly the same as current emphases in secondary special education.

This paper will attempt to clarify the scope and sequence of career education and the vital relevance it has for the education of the mildly handicapped, not only as a means of improving career education curricula and instruction but also in the benefits derived from an understanding of it as a movement within the mainstream of education. An effort will be made to define career education, delineate its goals, focus on the key concepts, describe current conceptualizations of its evolving structure, and stress the implications of it for the education of all handicapped.

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## WHAT IS CAREER EDUCATION?

There is no single definition of career education that has been universally accepted or endorsed. This has been by design in hopes that a lack of definition would result in disparate and divergent groups coming to grips with the problem and contributing to a body of knowledge yielding a definition. In essence, a definition of this type would be a descriptive statement of a concept after it has been studied, debated, applied, analyzed, and evaluated, rather than a definitive statement to which all study, debate, application, analysis, and evaluation must conform.

Hoyt (Budke, Bettis & Beasley, 1972) has formulated one definition that appears to be receiving considerable attention as one of the first attempts at a formal definition since career education was launched as a movement in 1971:

Career education represents the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in ways that make work possible, meaningful, and satisfying to each individual. [p. 3]

Hoyt (General Learning Corporation, 1972) has qualified one aspect of this definition by pointing out that there is an inherent assumption that the term "work values" encompasses a variety of work motivations including, but not limited to, the Protestant work ethic. This is an important assumption because, if one were to interpret this definition in terms of the work values of the traditional Protestant work ethic, there could be a line of argument made against the concept of career education that would

detract from its major thrust. Green (McClure & Buan, 1973), for example, has challenged the "fulfillment of personal identity" notion inherent in the Protestant work ethic by asserting that many jobs do not provide people either with an adequate sense of self-identity or any satisfactory central life interest. Gordon (McClure & Buan, 1973) also raises the question of the importance of work in personal fulfillment in his observation that work may no longer be central in the new social order.

The implications of this definition for the handicapped are more easily described with the perspective provided by Hoyt's clarification and the issues raised by Green and Gordon. For those educators of the handicapped and (re)habilitation workers who have had to acknowledge that their own limitations, their perceptions of the limitations of some handicapped persons, and the availability of employment opportunities have resulted in placement of handicapped in jobs that provide little challenge or dignity, there is some attraction to the interpretation of career education which holds that there are motivations for work other than personal fulfillment or identity realization. The very structure of many of our work institutions in modern American society promote alienation from work and perpetuate anti-work attitudes among those who are more interested in "survival" and "security" than in "self-actualization," if one uses Maslow's (1954) terminology and his theory of basic human needs.

The important issue in interpreting this definition of career education, in light of the needs of the handicapped, is not to judge career education on the basis of one definition, but rather to see in it the possibilities of providing a common understanding of what the primary purposes of it might include and to accept it as an idealistic statement of intent. Rejection of career education should be a consequence of the unacceptability of specific applications of it in community settings rather than based on a philosophical position statement that may or may not reflect the intent of its advocates.

### Some Goals of Career Education

For the benefit of those educators of (re)habilitation personnel who have been led to perceive career education as a new name for vocational education in special education, the following summary of goals for career education are presented. These goals were initially established by the Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education (1971):

1. To make all instructional subject matter more personally relevant through restructuring and focus-

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ing it around a career development theme when possible.

2. To provide all persons the guidance, counseling, and instruction needed to (a) develop self-awareness and self-direction, (b) expand occupational awareness and aspirations, (c) develop appropriate attitudes about the personal and social significance of work.
3. To assure all persons an opportunity to gain an entry level marketable skill prior to their leaving school if termination is necessary or a desirable option.
4. To prepare all persons completing secondary school with the knowledge and skills necessary to become employed or to pursue more training.
5. To provide placement services for every person in his preparation for a career, whether it be placement assistance in employment or further education.
6. To build into the educational system greater involvement and coordination of all possible resources in the community.
7. To facilitate entry and re-entry, either into the world of work or the educational system, for all persons through a flexible educational system which continually reviews and expands educational and occupational options.

#### Key Concepts in Career Education

As one reads between the lines in these formally stated goals, some dynamic, sweeping changes in education become apparent as consequences of efforts to implement them. Some key concepts that emerge, and that further clarify what career education is about, include the following:

1. Preparation for successful working careers shall be a key objective of *all* education. This implies that it is assumed to be appropriate for all persons pursuing an instructional program at all levels of education, beginning in pre-school and extending through adult education. It is appropriate for youth and adults, boys and girls, those who are academically talented and those who are handicapped, those who choose college and those who make other choices.
2. Preparation for careers will encompass the mutually important aspects of
  - a. work attitudes
  - b. human relations
  - c. orientation to the realities of working environments

d. exposure to alternatives in choice of occupations  
e. acquisition of actual job skills

3. Every teacher in every subject matter area that has career relevance will emphasize the contribution that academics can make to a successful career.
4. "Hands-on" occupationally oriented experiences will be used as a standard method of teaching and motivating the learning of abstract academic concepts.
5. Instruction and guidance for career education will not be limited to the boundaries of a classroom, but will be expanded into the home, community, and employing establishments.
6. Career education will seek to extend its time boundaries, beginning in early childhood and continuing through the regular school years and adult years, allowing the flexibility for an individual to leave school for some work experience and return to school for further education or training when he chooses. In addition, it would include opportunities for adults to upgrade and/or update their skills or, if needed, change occupational roles. Further, it would give attention to the productive use of leisure time and the years of retirement.
7. Career education in no way conflicts with other legitimate educational objectives, e.g. basic education, citizenship, culture, and family responsibility. It is, however, a basic and pervasive approach to all education that provides a focus and unifying theme to which young and old, advantaged and disadvantaged, and intellectually and physically able and disabled can relate.

These key concepts are elaborations of the ideas, assumptions, and objectives that have been generated thus far regarding the concept of career education. Career education, like any other conceptual notion, does have some idealized statements describing a proposed structure which would move it from theory into practice. A discussion of these statements is appropriate at this point.

#### CAREER EDUCATION—A PROPOSED STRUCTURE

The U.S. Office of Education has formulated four models of career education or, rather, four alternative ways of facilitating career education goals. It is making substantial efforts in supporting research and development of career education through the National Center for Educa-

tional Research and Development by concentrating resources on the following four models or delivery systems:

1. School-Based Model
2. Employer-Based Model
3. Home/Community-Based Model
4. Residential-Based Model

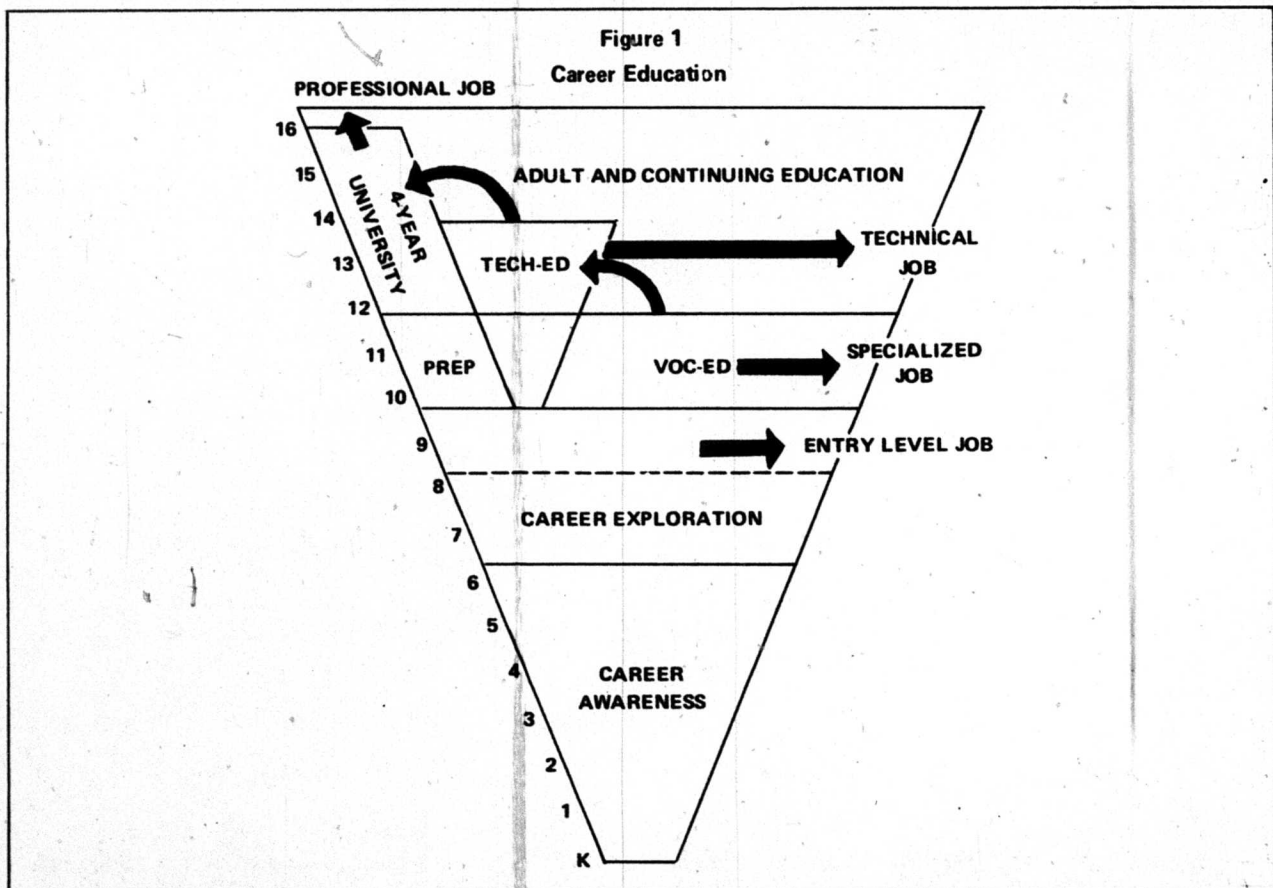
Each of these, in a unique way, can provide handicapped youth and adults some of the advantages of career education. Since many educators of handicapped may tend to be familiar with only the School-Based Model, each of the four will be described briefly to establish a perspective for the complete structure of career education.

#### School-Based Career Education Model

The School-Based Model for career education is being developed through a grant to the Center for Vocational and Technical Education at the Ohio State University in Columbus, Ohio. Marland (1971) has presented one version

of this model (see Figure 1) which describes the vertical and horizontal progression of career education as a pyramid that begins with "career awareness" in the elementary grades and moves from the general to the specific concerning an orientation to the world of work as the student progresses through school.

If one were to evaluate the School-Based Career Education Model on the basis of what appears to be the major thrust of this version of the model, it would be basically an occupational guidance and skill acquisition program which is a thinly disguised effort by vocational educators to infuse its objectives into a K-twelve curriculum sequence. A major criticism thus far of career education as a movement has been the continued difficulty for some in separating out vocational education from career education. The traditional conceptions and misconceptions of the goals of vocational and technical education become enmeshed in the schema to the point where parents, teachers, academicians, and students themselves lose sight of the complete scope of career education



objectives. Figure 2 provides some clarification as to how each of the models relates to vocational education.

The School-Based Model is intended to develop in students not only a comprehensive awareness of career options and the ability to enter employment in a selected occupational area or to go on for further education but also a concept of self in relation to work, personal characteristics (such as initiative, resourcefulness, pride in work, etc.), and a realistic understanding of the relationships between the world of work and education. The emphasis being placed on career awareness, career exploration, and entry level job skill acquisition in this model reflect the most unique thrusts of the movement but, in the process, may be leaving the concept of career education vulnerable to undue criticism.

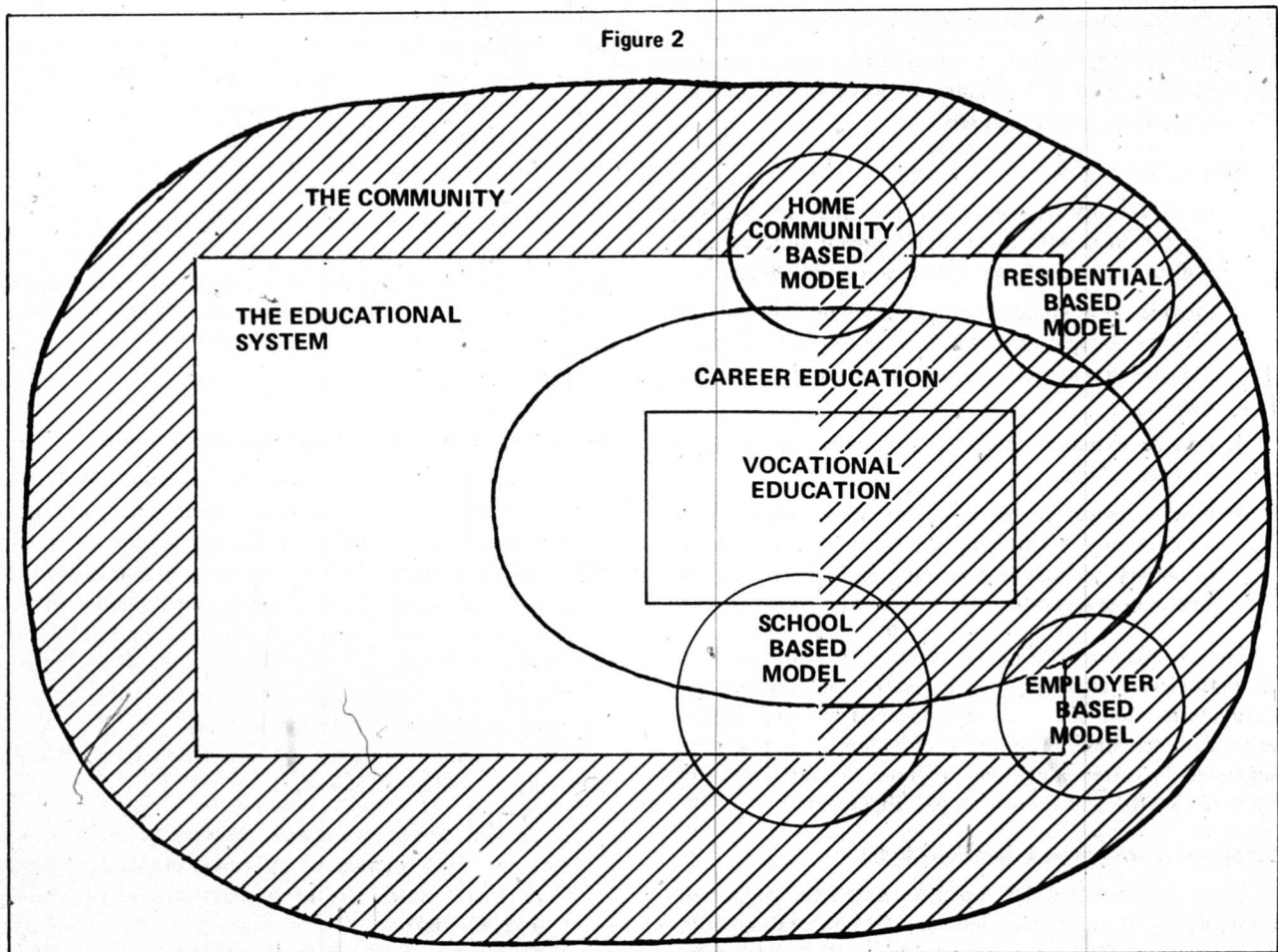
Keller (1972) has provided a summary of specific goals of the School-Based Career Education Model by educa-

tional level which include some helpful ideas in demonstrating the balance needed in career education concept and skill development:

#### *Elementary School*

1. Encourage development of work habits and realistic attitudes toward occupations and work.
2. Identify occupational groupings or clusters and integrate them into basic educational skill instruction.
3. Involve children in self-discovery activities.
4. Introduce instruction in problem-solving and decision-making.
5. Provide opportunities for pupils to render services to others.

Figure 2



6. Provide opportunities for pupils to observe and/or interact with selected community workers.

#### *Junior High School*

1. Orient students to (a) society and work, (b) occupational information, (c) self-knowledge, (d) career planning, (e) basic technology, and (f) occupational training through guidance and instructional activities in the subject matter areas.
2. Expose students to a wide range of occupations through exploration of clusters.
3. Provide for "hands-on" experiences in simulated work environments and personal identification with role models from the community.
4. Organize career development instructional centers for discretionary and prescriptive learning experiences.
5. Provide extensive career guidance activities.
6. Provide appropriate occupational preparation for students who have decided to leave school prior to completing junior high school.

#### *Senior High School*

1. Provide students with activities that unify basic subject areas with career development concepts and skills to make academic instruction more relevant.
2. Provide every student with intensive preparation in a selected occupational cluster or in a specific occupation in preparation for job entry and/or further training.
3. Provide extensive guidance and counseling services for every student.
4. Provide placement services for all students, upon termination of schooling, in (a) a job, (b) a post-secondary occupational training program, or (c) a 4-year college program.

The occupational "clusters" referred to in the goals of all three levels cited above are clusters or groupings of occupations that may be accomplished on any logical organizational base. The most common cluster system suggested in career education programs is that developed by the U.S. Office of Education (see Figure 3).

#### **Employer-Based Career Education Model**

This model is being developed, operated and supported primarily by business and industry in cooperation with school systems. The target population for this model is the

thirteen to twenty age group primarily and, as one might expect for an out-of-school option, many of the target population will be characterized as "unmotivated, alienated, and disaffected." However, it is intended to be a legitimate, viable option for any student. Its primary goal is to provide a comprehensive set of personalized educational experiences to junior or senior high school students who *voluntarily* choose to participate in this approach to education instead of the traditional classroom approach.

Two key elements of this model include defining individual learning needs and locating actual work situations in which those needs can be met. A special attempt is made to allow each student to participate in the definition of those needs and in the selection of his own work situation from a variety of opportunities. The model provides for the completion of high school graduation requirements.

Budke, Bettis, and Beasley (1972) report that Employer-Based Career Education projects are planned to be developed and operated by consortia of businesses and other public or private organizations. These consortia are being sponsored by selected agencies across the country who are under contract with the U.S. Office of Education to develop and field test this model. Some of these agencies include Research for Better Schools, Inc., Philadelphia; the Far West Laboratory for Educational Research and Development, Berkeley, California; the Northwest Regional Educational Laboratory, Portland, Oregon; and the Appalachia Educational Laboratory, Charleston, West Virginia.

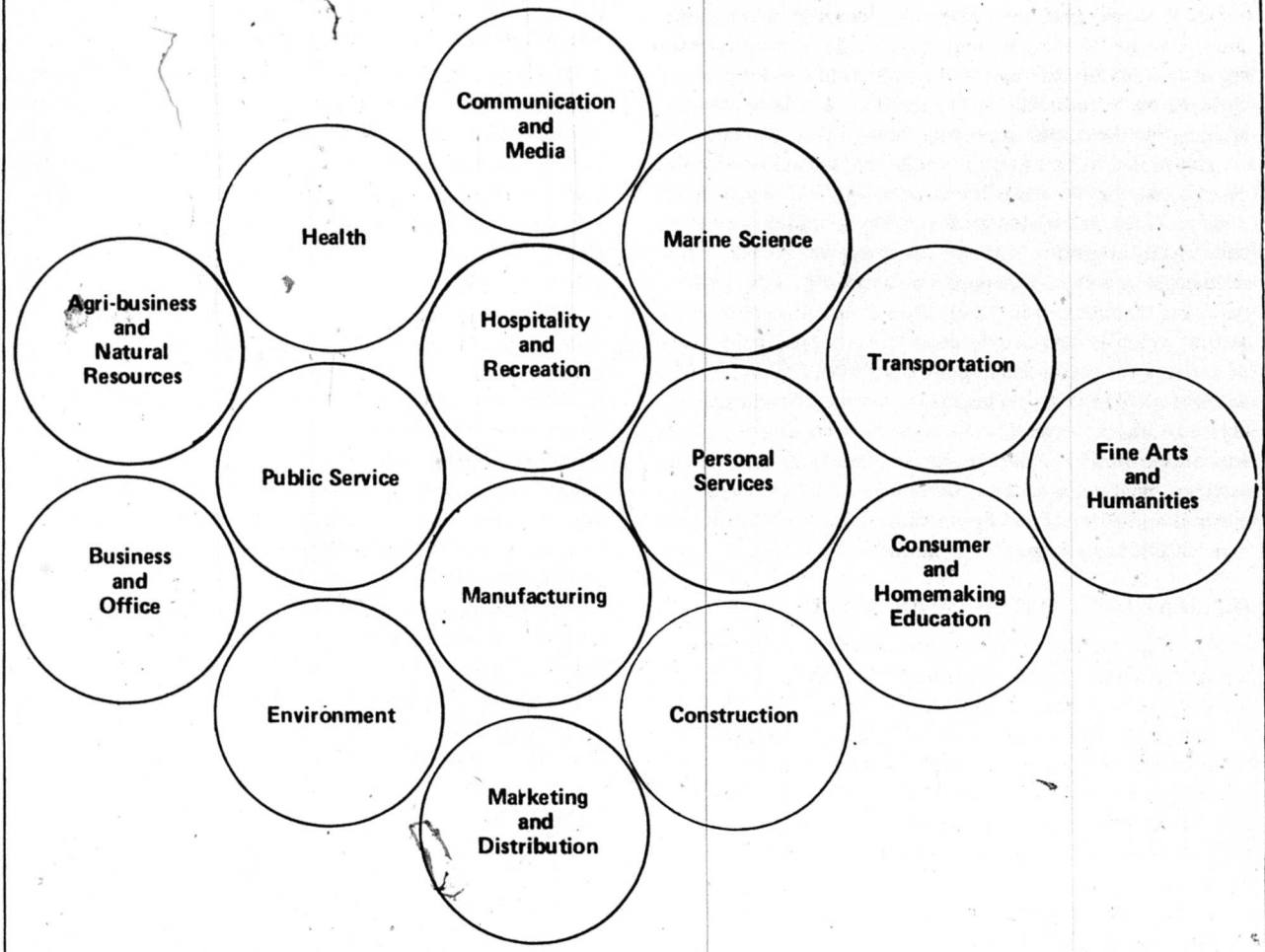
#### **Home/Community-Based Career Education Model**

The Home-Based Model is designed to reach individuals who have left the traditional school environment but who need or desire further education. The population for which this model is designed would range in age from eighteen to twenty-five and would include those who spend most of their time at home. This could include women during pregnancy or during preschool child-rearing years, unemployed persons, or handicapped persons with short-term or relatively permanent disabling conditions.

The primary objectives of the Home-Based Model generally are stated as follows:

1. To provide new career education programs for adults
2. To establish a guidance and career placement system to assist individuals in occupational and personal decision-making
3. To develop more competent workers

**Figure 3**  
**U.S. Office of Education—Occupational Clusters**



4. To enhance the efficacy of the home as a learning environment:

The delivery of this model will take several approaches. One will follow a mass media approach with an emphasis on motivating individuals to study for career development. Television and radio will be the most frequently used media. Another approach will involve direct instruction to individuals at home via cable television, correspondence programs, telephone hook-ups, audio cassettes, radio, and instructional kits designed for specific content areas. A third approach to supplement the first two will be the establishment of career clinics in the community or neighborhood centers to provide personal career guidance

and counseling, referral services, and information on relevant career-oriented education programs that are or will be available.

#### **Rural Residential Career Education Model**

A typical criticism of many new education and training programs is that the only people who can benefit from them are those who live in urban environments or are close enough to them to be able to take advantage of such opportunities. The Rural Residential Model is proposed as a partial solution to this problem and offers what is perhaps the boldest, most imaginative model for the delivery of career education opportunities yet described.

It is presently designed to serve isolated, disadvantaged families or unmarried individuals from a geographical region covering no more than six states. It will attempt to provide rural residents with the development and/or improvement of employment capabilities appropriate for the area, provide stimulation for economic development of the area by introducing new occupational possibilities and training for them, and improving family living generally.

The model at this point is a research and demonstration project testing the hypothesis that entire families from disadvantaged or isolated areas can improve their economic and social situations through an intensive program at a residential center. This approach involves moving individuals and families from their home environments to a setting which is designed to provide a comprehensive array of services for accomplishing the objectives stated. Services will include day care, kindergarten, elementary and secondary education, career and technical education, adult education, parent/family assistance, medical and dental services, welfare services, counseling and guidance, and cultural and recreational opportunities for both single and married participants and their families.

#### IMPLICATIONS FOR THE HANDICAPPED

The implications of career education for mentally and physically handicapped individuals depend somewhat on the success of the movement within general education. As a concept, it has served to corroborate the proposals for occupational education and prevocational training for the handicapped which have existed for some time. However, as a movement, it will have varying degrees of impact on the handicapped as a group, depending upon the extent of its implementation.

At this point in time, most efforts at career education development appear to be concentrating on general programming and implementation procedures for regular education programs. Secondary special education programs based on a work-study concept are so compatible with the concept of career education that their teachers and coordinators may not see the advantages of incorporation into the entire model. On the other hand, career education leadership personnel may see high school work-study programs as areas that can be claimed as career education activities, but do not see them as being included in the total program to any greater degree than they already are included in the education system.

A more specific analysis of the implications of career education for the handicapped may be accomplished better by consideration of each of the career education models. The following sections will briefly evaluate the School-

Based Model, Employer-Based Model, Home/Community-Based Model, and Rural Residential Model as they relate to handicapped children, youth, and adults.

#### The School-Based Career Education Model

The most obvious disability groups to benefit from this career education model are the mildly retarded and the learning disabled. Since these two groups are the largest within the public schools, it is to be expected that they will be accommodated as groups to fit into a career education program of some kind. Budke, Bettis, and Beasley (1972) reviewed twenty-six career education programs in twenty-two states and found that only about one-third (nine) claimed to have any special instruction for handicapped youth in career education and less than ten percent of the twenty-six programs provided a component for the educable retarded. It is not clear whether this information reflects lack of inclusion of special education programs in career education programming or whether the mildly handicapped in public schools are becoming "invisible" to the extent that they are included in regular programs without labels and are consequently not treated as a special group.

The learning disabled children identified at the ages of nine or ten are now being recognized as students with assets as well as liabilities during their adolescent years and some special programs that de-emphasize academics are being provided. The Part D funds of the Vocational Education Amendments of 1968 set aside for "special needs" students are increasingly being used to support programs for students who may or may not be defined as handicapped, but who need a program different from those available through regular or vocational options and those available through special education. Programs of this type include dropout-prone youth, learning disabled, educationally handicapped, socially maladjusted, and some who are or have been classified as educable retarded.

The School-Based Model emphasizes a sequential approach to career education that should influence programs for the partially sighted, hard of hearing, mildly developmentally disabled, and mildly orthopedically handicapped. These programs should feel the impact of what is being taught in the regular grades at the elementary and junior high school levels and make some curricular revisions to insure that students are receiving a comparable foundation in career preparation.

The goals of "career awareness which leads to career identity" and "self-awareness which leads to self-identity" developed for the School-Based Model by the Center for Vocational and Technical Education at Ohio State Univer-



sity (Budke, Bettis & Beasley, 1972, p. 10) are vital to career development for the handicapped. These two goals are especially crucial to the level of employment the handicapped may eventually attain. Career identity and self-identity are demonstrated by what an individual allows himself to be guided into—by parents, teachers, counselors, friends, or circumstances. Handicapped persons have enough problems in dealing with the stereotyped career identity and preconceived ideas of the identity of the handicapped by the nonhandicapped to have questions about these themselves. The implications of this model on the long-term pursuit of these two goals by the handicapped are exciting when contrasted to what has been provided in the past.

#### Employer-Based Model

The Employer-Based Model could be instrumental in solving a major employment problem for many handicapped—exclusion from union membership. Legal obstacles and employment problems related to mobility and architectural barriers are problems best solved from within. The involvement of business and industry in career preparation on a contractual basis may prove to be one of the best things that has happened for the handicapped in some time. When business and industry are committed to a program that embodies the concept that career preparation is for *all* individuals, they can provide political and economic persuasion that can go a long way in alleviating problems that educators and rehabilitation personnel have not been able to solve.

This model could have significant effect on the type of training and subsequent employment opportunities for those handicapped youth who receive most, if not all, of their high school vocational training in a state school, particularly schools for the auditorially and visually impaired. With some exceptions, the variety and level of vocational training in these settings are limited. Training in many instances is dependent upon obsolete and/or inadequate equipment or inadequately trained instructors who do the best with what they have. The possibility of going directly to potential work environments to obtain career preparation from highly skilled craftsmen or technicians using modern equipment is an encouraging development for the handicapped and those who have been frustrated in attempts to provide quality career preparation.

#### Home/Community-Based Model

A large number of handicapped persons find themselves employed seasonally or part-time, or unemployed due to pregnancy, small children at home, or mobility problems.

Much of their time is spent in the home or immediate neighborhood and efforts to venture out are either too threatening, too expensive, or too much trouble. It is for this group that the Home/Community-Based Model is ideal.

The use of mass media may be effective in stimulating interest in the possibilities of further career preparation. Beyond that, however, contacts and initiation of an educational program must be formalized if credit for completion is to be obtained. It is at this point that the neighborhood or mobile guidance centers should be able to assist the handicapped in making tentative occupational choices and arranging for appropriate home/community instruction.

#### Rural Residential Model

This model has basically the same implications for handicapped persons as nonhandicapped persons in rural areas. It is admittedly designed for the disadvantaged rural population, but where persons from rural areas are both handicapped and disadvantaged, as is so frequently the case, the service is available and a unique possibility.

#### SUMMARY

Career education, as a concept, is rapidly evolving into a movement with structure and definable parameters. It is still misunderstood by some as to its intent, its scope, and its structure; but, increasingly, more information is being made available to educators and the general public to respond to these misconceptions. As it evolves into what it is to be, there need to be continuous reminders of what it is *not*:

- Career education is *not* vocational education with a new name.
- Career education is *not* a new educational movement to replace or downgrade academic education.
- Career education is *not* a system bound to traditional school ages.
- Career education is *not* a program to be limited to any one environment.
- Career education is *not* training for a single occupation.
- Career education is *not* a program for one educational population.

When one defines "career" as Gordon (McClure & Buan, 1973, p. 59) does "...the course by which one develops

and lives a responsible and satisfying life," there is a distinction made in the term that differentiates it from the traditional meaning—e.g., a succession of jobs or occupational roles. Career education based on Gordon's definition concerns itself with a merging of liberal education and vocational development such that it facilitates the *process of living* and is not limited to facilitating the *process of making a living*.

The mildly handicapped fit into the schema of career education as readily as any group and stand to gain from its offerings. Those interested in their welfare, however, must move aggressively into the arena of career education development if there is to be a significant impact from the movement on the careers of the handicapped.

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## CLASSROOM FORUM

Edited by Norma Boekel  
University of Northern Colorado

#### PROBLEM 33

*I attended a behavior modification workshop last fall and have tried implementing some of the techniques in my E.M.H. classroom. I know the children will work for "tokens" but I feel this is bribery. How can I resolve this dilemma?*

Your dilemma is shared by many teachers today who believe, in spite of the proselytes of contingency management, that "learning should be its own reward." Extrinsic reinforcement for desirable academic behavior is viewed as educational bribery. On the other hand, children who are seemingly indifferent to academic tasks will become "Little Lord Fontleroy's" for a candy bar. The crux of the problem involves the negative connotations of the work "bribery."

Is it bribery to reward children for learning? If bribery entails payment for the performance of a task done satisfactorily, then you are being "bribed" to be a teacher by your monthly paycheck. Few competent adults would continue to work without remuneration. They would soon seek more reinforcing kinds of activities. The same behavioral principles apply in the classroom!

The question of bribery is really just a problem of semantics. According to Webster, a "bribe" is "anything, especially money, given or promised to induce a person to do something *illegal* or *wrong*." If your children will complete more math problems correctly or learn more spelling words on a token system, then by all means use it! (Webster wouldn't call *That* "bribery.")

A primary consideration in the establishment of any token economy is finding a set of back-up reinforcers for the tokens used. Teachers often feel that items such as toys or candy are expensive and no money is available. However, an alternative often overlooked is simply asking the students what *they like to do*. There are many games and activities that students could gain access to on a point system. Besides being rewarding, games like *Password*,

*Scrabble*, and *Battleship* have educational value as well. Simply rate the preferred activities from the highest to the lowest and assign the "cost" accordingly.

The following suggestions are included for consideration in the implementation of any behavior modification program:

1. When working with older children, it may be harder to discover an "appropriate" set of reinforcers. Remember, it takes time for a reinforcement system to become effective. Decide upon one and stick with it.
2. After a behavior has been learned, it is important that it continue to be rewarded or it will be forgotten. However, it is more effective to reinforce the behavior occasionally rather than every time. This is called an intermittent or variable schedule. It operates on a principle similar to that of the slot machine. People continue to gamble because *occasionally* they are rewarded very well!
3. A token reinforcer should always be paired with praise. Gradually, the verbal praise alone will be reinforcing enough to sustain the occurrence of the behavior.

The following articles will provide a more detailed discussion of token economies and reinforcement systems in the classroom.

Atthowe, J. "Token Economies Come of Age." *Behavior Therapy*, 4 (5), 1973 (646-654).

A review of token economy procedures, this article also offers various solutions to problems that arise when establishing a token economy.

Cartwright, C. & Cartwright, G. "Determining the Motivational Systems of Individual Children." *Teaching Exceptional Children*, 2, 1970 (143-149).

This article describes a procedure useful for the purpose of determining students' preferences for various accelerating consequences, e.g., free time, adult approval, peer approval, etc.

Kazdin, A. & Bootzin, R. "The Token Economy: An Evaluative Review." *Journal of Applied Behavior Analysis*, 5, 1972 (343-372).

This article is an extensive review of token economy systems used in a variety of settings.

Karraker, R. "Token Reinforcement Systems in Regular Public School Classrooms." In C. Pitts (Ed.), *Operant Conditioning in the Classroom*. New York: Thomas Y. Crowell Company, 1971 (301-316).

Data in this study indicates that the hardest part of establishing a behavior modification project may be the identification of appropriate consequences for each student.

Kuypers, D., Becker, W. & O'Leary, K. "How to Make a Token System Fail." *Exceptional Children*, 35, 1968 (101-109).

This article describes a variety of problems that typically occur in the administration of a token economy program and how the program will fail if these problems are not avoided or corrected.

Walker, H. & Buckley, N. *Token Reinforcement Techniques*. Eugene, Oregon: Englemann-Becker Corporation, 1974.

This is a programmed text which teaches the user the principles and procedures related to the use of token economy systems. The text also summarizes current issues and details the authors' four years of research in this area.

We want to thank Anne Marie Williams, Research Specialist, RMSCIMC, for contributing this column.

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All readers are invited to submit questions to the *Classroom Forum* column. Send your questions to the Editorial Offices, *Focus on Exceptional Children*, 6635 East Villanova Place, Denver, Colorado 80222.

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