

FOCUS ON EXCEPTIONAL CHILDREN

Life-Centered Career Education for Exceptional Children

Donn E. Brolin

Approximately 10 years have elapsed since career education entered the national scene (Marland, 1971). Introduced as a major educational reform, it has gradually gained momentum. School systems throughout the country have adopted it in their programs. The basic tenets of and the need for career education have become increasingly more apparent to educators and others concerned about educational services to students. Creation of a U.S. Office of Career Education in 1974 gave the necessary impetus to the movement, and under the able leadership of its first and present director, Kenneth B. Hoyt, at least some facet of career education has become an integral part of curricula in the majority of American schools.

In the case of exceptional children, career education has sustained an even more pronounced effort. Backed by endorsement from the national special education teacher organization, the Council for Exceptional Children (CEC), special educators and those concerned about their students' career development have responded to the need to redirect curricula so that it is more relevant and practical to community living and working needs required in the real world. Extensive overviews on career education for exceptional individuals have been written by Brolin and Kokaska (1979), C. Johnson (1979), and Kolstoe (1981). Recent examples of effective career education practices have been set forth by D. Johnson (1979), Evenson and Spotts (1980), Gillet (1980), Borba and Guzicki (1980), Lamkin (1980), Ellington (1981), Brolin (in press), and others.

Many national and state conferences on career education for exceptional children have been conducted during the past several years. Curriculum materials, inservice models, and special mini-grants from special education and career education departments at the state level have assisted educators in implementing career education concepts. A new CEC division, the Division on Career Development

Donn E. Brolin is a Professor of Education in the Department of Educational and Counseling Psychology at the University of Missouri-Columbia, and Director of the Career Education, Personnel Preparation (CEPP) Inservice Training Project. Portions of this article were excerpted from his publications, Life-Centered Career Education: A Competency-Based Approach; Career Education for Handicapped Children & Youth (with C. J. Kokaska), and Vocational Preparation of Persons with Handicaps.

(DCD), was organized in 1976 and is growing in stature and significance by providing leadership to the field. In the past three years 10 states have organized their own DCD units so that career education will become a substantial force in services to exceptional students at the grass roots level. Many other states are close to becoming official units at the time of this writing.

Despite general acceptance of the career education concept and need, exceptional students still are not receiving the amount and type of career education that will result in their successful community adjustment as adults. Heller (1981, p. 582) identified the following deficiencies as presently existing in programming for exceptional students at the secondary level: (a) school organization being too much along departmental and subject matter lines, (b) orientation of training programs toward the younger handicapped child, (c) too heavy an emphasis placed on vocational programs by special educators without any alternatives or future planning, and (d) the attitude of special educators and others that exceptional individuals don't require much attention at the secondary level. And, Sitlington (1981, p. 596) noted that "... vocational education programs: (a) usually do not begin until 11th grade, which is often too late for the handicapped student, (b) by definition are concerned primarily with specific skill training, with little emphasis

on career awareness and exploration, and (c) have in-class components that are often too difficult for the handicapped learner." In addition, 13 advocacy groups calling themselves the Education Advocates Coalition has cast doubts on progress of the Education for All Handicapped Children's Act of 1975 (PL 94-142), calling the response to its mandate a "national disgrace" (*Guidepost*, 1980).

Career education offers an organized K-12+ approach to correcting the deficiencies presently inherent in curricula for exceptional (and other) students. As Kolstoe (1981) noted, "Career education offers a service delivery that has great potential for the 1980s" (p. 11).

Several models that have emerged in special education deserve attention by educators interested in the career education approach: (a) Clark's (1979) School-Based Career Education Model, (b) Larson's (1981) adaptation of the Experience-Based Career Education Model (EBCE), and (c) the work of this writer and his colleagues in developing the Life-Centered Career Education (LCCE) Model during the decade of the 1970s. Actually, the three models can be nicely integrated by school personnel who desire an even more comprehensive approach to curriculum development for their students.

This article presents the Life-Centered Career Education (LCCE) Model, a competency-based approach. Readers interested in the Clark and Larson models are encouraged to contact these individuals directly for further information about their career education concepts and methods.¹ Before presenting the LCCE Model, a brief review of career education is given so that readers unfamiliar with its basic tenets will be better able to understand the total concept.

THE CAREER EDUCATION CONCEPT

At the Helen Keller Centennial Conference in 1980, Kenneth Hoyt noted that "... the career education concept, formally begun in 1971, has survived for a full decade — three times as long as the typical educational reform movement. During this period of time, it has developed and specified its basic goals and demonstrated its ability to deliver career education to the general population of K-12 youth. It is a concept that

FOCUS ON EXCEPTIONAL CHILDREN (ISSN 0015-511X) (USPS 203-360) is published monthly except June, July, and August as a service to teachers, special educators, curriculum specialists, administrators, and those concerned with the special education of exceptional children. This journal is abstracted and indexed in *Exceptional Child Education Resources*, and is also available in microform from Xerox University Microfilms, Ann Arbor, Michigan. Subscription rates, \$15.00 per year. Copyright 1982, Love Publishing Company. All rights reserved. Reproduction in whole or part without written permission is prohibited. Printed in the United States of America. Second class postage is paid at Denver, Colorado. POSTMASTER: Send address changes to:

Love Publishing Company
Executive and Editorial Office
1777 South Bellaire Street
Denver, Colorado 80222
Telephone (303) 757-2579

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¹Dr. Clark is with the University of Kansas, Lawrence; Dr. Larson is with Iowa Central Community College, Ft. Dodge.

holds great implications for persons with visual handicaps — both youth *and* adults” (Hoyt, 1980, p. 8). At that conference, he described *career education* as:

... making work a personally meaningful and productive part of the total lifestyle of all persons ... that work, as used in career education, is defined as “conscious effort, other than that aimed primarily at coping or relaxation, to produce benefits for oneself and/or for oneself and others.” Furthermore, the word “career,” as used in career education, is defined as “the totality of work one does in his/her lifetime.” (p. 2)

Considerable confusion has existed for years about interpretation of the word “career” in career education. Many educators define the term synonymously and narrowly with “job” or “occupation,” whereas others (like myself) view one’s career as consisting of numerous roles, including work activities that are nonoccupational. Donald Super (1976) defined *career* as:

... the sequence of major positions occupied by a person throughout his preoccupational, occupational, and postoccupational life; includes work-related roles such as those of student, employee, and pensioner, together with complementary avocational, familial, and civic roles. Careers exist only as people pursue them; they are person-centered. (p. 20)

This definition, written for the U.S. Office of Career Education, clearly distinguishes career education from vocational education, which is primarily an occupationally-oriented program (except for the homemaking aspect). Unpaid work such as volunteer work, productive use of leisure time, the unpaid work of the fulltime homemaker, and the school work of the student are all within the realm and goals of career education.

The Council for Exceptional Children (1978) supports the broader view of career education, based on the work of its study group, by defining it in the following manner:

Career education is the totality of experiences through which one learns to live a meaningful, satisfying work life ... providing the opportunity to learn, in the least restrictive environment possible, the academic, daily living, personal-social, and occupational knowledges and skills necessary for attaining their highest levels of economic, personal and social fulfillment. This can be obtained through work (both paid and unpaid) and in a variety of other societal roles and personal life styles ... student, citizen, volunteer, family member and participant in meaningful leisure-time activities.

Brolin and Kokaska (1979, p. 104) offered the following key concepts consistent with the above conceptualization of career education:

- It extends from early childhood through the retirement years.

- It focuses on the full development of all individuals.
- It provides the knowledge, skills, and understandings needed by individuals to master their environment.
- It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.
- It encompasses the total curriculum of the school and provides a unified approach to education for life.
- It focuses on the total life roles, settings, and events and their relationships that are important in the lives of individuals, including work.
- It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the various disciplines.
- It includes learning in the home, private-public agencies, and the employment community, as well as the school.
- It encourages all teachers to relate their subject matter to its career implications.
- It includes basic education, citizenship, family responsibility, and other important education objectives.
- It provides for career awareness, exploration, and skills development at all levels and ages.
- It provides a balance of content and experiential learning, permitting hands-on occupational activities.
- It provides a personal framework to help individuals plan their lives, including career decision-making.
- It provides the opportunity for acquiring a saleable occupational entry-level skill upon leaving high school.
- It requires a lifelong education based on principles related to total individual development.
- It actively involves the parents in all phases of education.
- It actively involves the community in all phases of education.
- It encourages open communication between students, teachers, parents, and the community.

Career education is not intended to replace traditional education but, rather, to redirect it to be more relevant and meaningful for the student and to result in the acquisition of attitudes, knowledges, and skills one needs for successful community living and working. It is not meant to be the only education students receive, but it should be a substantial part of the curriculum.

Career education requires the integration or infusion of career education concepts into the content of various subject matter. It "... brings meaningfulness to the learning and practice of basic academic skills by demonstrating to the students and teachers alike the multitude of ways in which these skills are applied in work and daily living. A career education emphasis brings observable, experiential relevance to social studies, health, and science curricula, assisting students in perceiving the relationship between educational subject matter and the larger world outside the classroom" (Lamkin, 1980, p. 11). To achieve this, teachers have to find new ways of providing career relevant experiences within a career education context. Hands-on, experiential activities that facilitate the career development process so that students learn about the world in which they live and will work as adults are key ingredients in the career education curriculum approach.

As indicated by Wimmer (1981, pp. 615-616), "If one assumes that the goal of the educational program for a handicapped student is to prepare the student for independent living and social and vocational success, it would seem that instruction should be planned around a career development theme." Nevertheless, Meyen and White (1980, pp. 120-121) noted that although most educators would agree on the basic need for and the tenets of career education, its implementation in a comprehensive sense has spread somewhat slowly across the country. They identified the following factors as reasons:

- Rarely does career education exist as a specific service or separate programming option. Career education programming may indeed exist in a school district (infused into the regular curriculum or even as a few separate courses), but few districts have career education as a visible programming option.
- Career education content does not fall into a precise developmental sequence or hierarchy.
- There is no normative reference base for comparing individuals on career education concepts and skills. Continuous instructional planning requires ongoing evaluation. . . . The general absence of evaluation procedures and instruments in career education makes continuous evaluation difficult.

Meyen and White also believe that career education's short history and the lack of teacher experience in individualizing career education are additional barriers: "Teachers continue to write IEP objectives for the student in curriculum areas for which well-established curricula already exist" (p. 122). Wimmer (1981, p. 613)

stated that, "The major problem seems to lie in the basic assumption of some educators that the handicapped student must either adjust to the traditional structure of the secondary school or be taught in a totally separate environment."

I agree with the above writers about the problems in implementing the career education concept and process in many school systems. Unfortunately, the easier way is often selected when deciding upon a curriculum for the year. But schools that have adopted a comprehensive career education approach have demonstrated that students are happier and more successful if they receive this type of education. As a result, most of the educators seem to be more satisfied with their efforts, too!

The remainder of this article focuses on a curriculum approach that has evolved during the 1970s with the assistance of hundreds of special educators and other school personnel who have felt the need to change their curricula to a more career education-oriented approach. The result has been a competency-based approach entitled *Life-Centered Career Education (LCCE)*. The curriculum model has been adopted by several hundred school systems throughout the country and is available from the Council for Exceptional Children (CEC) in the form of two products, *Life-Centered Career Education: A Competency-Based Approach* (Brolin, 1978) and *Trainer's Guide for Life-Centered Career Education* (Brolin, McKay, & West, 1978).

DEVELOPMENT OF THE LCCE APPROACH

Initial efforts in developing the life-centered curriculum began in 1970, with a federal grant from the U.S. Office of Education, Bureau of Education for the Handicapped (now Office of Special Education) to design a more vocationally-oriented secondary special education teacher training program model at the University of Wisconsin - Stout. The project officer encouraging this effort was Bill Heller, presently Dean, College of Human Development and Learning, University of North Carolina at Charlotte. Dr. Heller was then, as he still is today (Heller, 1981), concerned about the lack of trained personnel to carry out vocational (and career) functions at the secondary level.

Although the primary effort of the Stout project was to identify competencies that secondary teachers of educable retarded students needed to prepare their students for adult functioning, it became necessary to also determine what kind of skills (or competencies) the students needed to acquire for success after schooling would be completed. This work continued with another

BEH (OSE) project from 1974-1977 to develop a career education, competency-based curriculum and an inservice training program for school personnel for implementing the program. Entitled PROJECT PRICE (Programming Retarded In Career Education), the effort involved 12 school districts throughout the United States and over 300 school personnel. The final products were extended to other disability groups at the conclusion of the project, with the assistance of CEC.

Thus, the LCCE Model has evolved from several years of developmental work and includes the involvement of several hundred educators and many special/career education experts. Research conducted on these two projects in the 1970s (Brolin & Thomas, 1972; Brolin, 1973; and Brolin, Malever, & Matyas, 1976) has resulted in this competency-based approach to assist educators in infusing career education into curriculum.

THE LCCE CURRICULUM MODEL

The LCCE Curriculum Model promotes the students' acquisition of 22 major competencies falling into three major categories: (a) daily living, (b) personal-social, and (c) occupational skills. These competencies represent what research, practitioner experience, and expert opinion have deemed essential for successful career development. The three curriculum areas (categories), competencies, and subcompetencies are presented in Figure 1.

The LCCE Model interfaces the 22 competencies with two other important dimensions of career education: (a) school, family, and community experiences, and (b) four stages of career development — awareness, exploration, preparation, and placement/follow-up/continuing education. Figure 2 presents a three-dimensional model to illustrate the interaction of these components and the LCCE approach. It views career education as a process for systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social, and personal fulfillment (Brolin, 1974).

The Competencies

All the competencies and their 102 subcompetencies were subjected to rigorous review by hundreds of school personnel throughout the country. They endorsed our contention that these competencies generally reflect the major outcomes that should be expected for students if

they are to be prepared successfully for community living and working. Clark and White (1980) have described the LCCE Model as the "adult adjustment approach" because of the focus on skills and competencies needed for a person's life career.

Daily Living Skills

Nine Daily Living Skills (DLS) relate to avocational, family, leisure, and civic work activities. Inspection of these competencies should also reveal the occupational implications for career development. Students who have interests and abilities in certain DLS areas (for example, family finances) might also be counseled toward occupations related to those competencies.

Personal-Social Skills

Seven Personal-Social Skills (PSS) are important to family, community, and occupational functioning. These competencies relate to helping the student understand self, build confidence, solve problems, become independent, interact successfully with others, make decisions, conduct self properly in public, and communicate adequately with others. Past experience and research have clearly indicated that a lack in these competencies poses serious problems for exceptional students after they leave school and attempt to secure and maintain employment.

Occupational Skills

Six occupational competencies fall under the curriculum area entitled Occupational Guidance and Preparation. Two of the competencies pertain to learning about the world of work; they entail exploring work possibilities (occupational awareness) and making occupational choices (decision-making). Three competencies relate to building specific vocational skills (work habits, physical capacities, entry-level job skill), and one competency focuses on the process of seeking, securing, and maintaining a job. Occupational awareness, work habits, and physical-manual skills can be developed throughout a K-12 program.

Again, this competency-based approach does not de-emphasize basic academic instruction. It does, however, require that instruction be directed so that students can learn the competencies. Therefore, school personnel must determine how they can infuse career education concepts and competencies into their curricula.

Figure 1
Life-Centered Career Education, Curriculum Areas, Competencies, and Subcompetencies

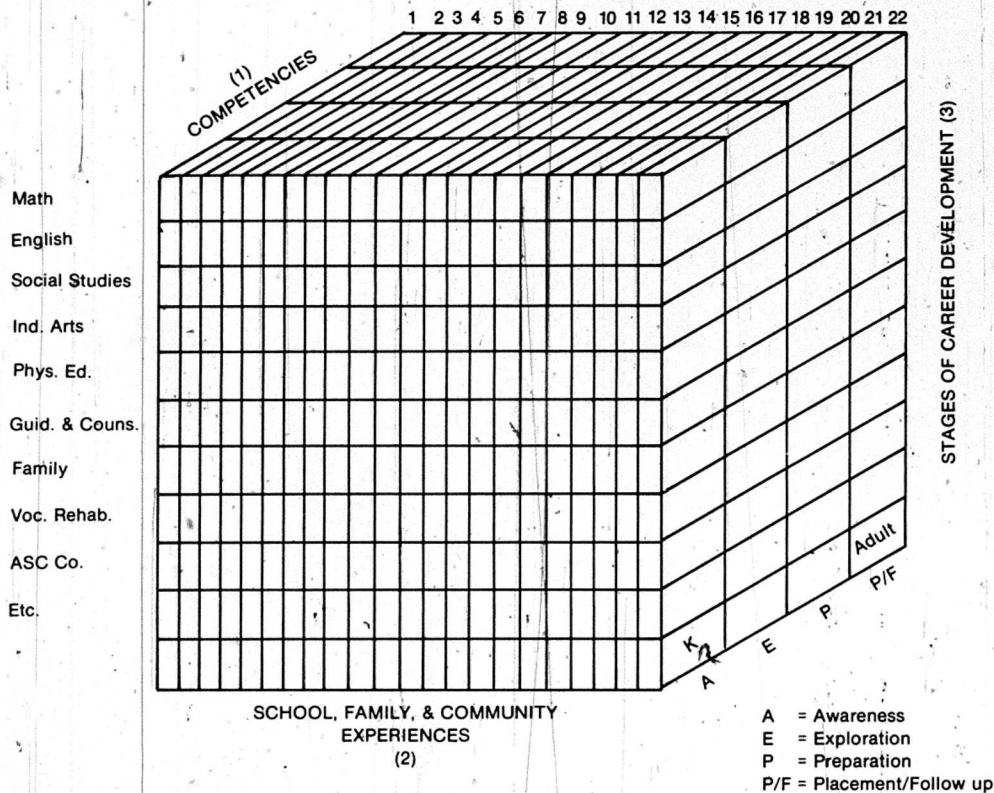
Curriculum Area	Competency		
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change.	2. Make wise expenditures.
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing.	7. Maintain a home.
	3. Caring for Personal Needs	10. Dress appropriately.	11. Exhibit proper grooming and hygiene.
	4. Rearing Children, Enriching Family Living	14. Prepare for adjustment to marriage.	15. Prepare for rearing children (physical care).
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills.	19. Plan balanced meals.
	6. Buying and Caring for Clothing	24. Wash clothing.	25. Iron and store clothing.
	7. Engaging in Civic Activities	28. Generally understand local laws and government.	29. Generally understand federal government.
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities.	35. Know activities and available community resources.
	9. Getting Around the Community (Mobility)	40. Demonstrate knowledge of traffic rules and safety practices.	41. Demonstrate knowledge and use of various means of transportation.
Personal-Social Skills	10. Achieving Self Awareness	43. Attain a sense of body.	44. Identify interests and abilities.
	11. Acquiring Self Confidence	48. Express feelings of worth.	49. Tell how others see him/her.
	12. Achieving Socially Responsible Behavior	53. Know character traits needed for acceptance.	54. Know proper behavior in public places.
	13. Maintaining Good Interpersonal Skills	58. Know how to listen and respond.	59. Know how to make and maintain friendships.
	14. Achieving Independence	62. Understand impact of behaviors upon others.	63. Understand self organization.
	15. Achieving Problem Solving Skills	66. Differentiate bipolar concepts.	67. Understand the need for goals.
Occupational Guidance and Preparation	16. Communicating Adequately with Others	71. Recognize emergency situations.	72. Read at level needed for future goals.
	17. Knowing and Exploring Occupational Possibilities	76. Identify the personal values met through work.	77. Identify the societal values met through work.
	18. Selecting and Planning Occupational Choices	82. Identify major occupational needs.	83. Identify major occupational interests.
	19. Exhibiting Appropriate Work Habits and Behaviors	87. Follow directions.	88. Work with others.
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination.	95. Demonstrate satisfactory manual dexterity.
	21. Obtaining a Specific Occupational Skill		
	22. Seeking, Securing, and Maintaining Employment	98. Search for a job.	99. Apply for a job.

Subcompetencies

3. Obtain and use bank and credit facilities.	4. Keep basic financial records.	5. Calculate and pay taxes.		
8. Use basic appliances and tools.	9. Maintain home exterior.			
12. Demonstrate knowledge of physical fitness, nutrition, and weight control.	13. Demonstrate knowledge of common illness prevention and treatment.			
16. Prepare for rearing children (psychological care).	17. Practice family safety in the home.			
20. Purchase food.	21. Prepare meals.	22. Clean food preparation areas.	23. Store food.	
26. Perform simple mending.	27. Purchase clothing.			
30. Understand citizenship rights and responsibilities.	31. Understand registration and voting procedures.	32. Understand Selective Service procedures.	33. Understand civil rights and responsibilities when questioned by the law.	
36. Understand recreational values.	37. Use recreational facilities in the community.	38. Plan and choose activities wisely.	39. Plan vacations.	
42. Drive a car.				
45. Identify emotions.	46. Identify needs.	47. Understand the physical self.		
50. Accept praise.	51. Accept criticism.	52. Develop confidence in self.		
55. Develop respect for the rights and properties of others.	56. Recognize authority and follow instructions.	57. Recognize personal roles.		
60. Establish appropriate heterosexual relationships.	61. Know how to establish close relationships.			
64. Develop goal seeking behavior.	65. Strive toward self actualization.			
68. Look at alternatives.	69. Anticipate consequences.	70. Know where to find good advice.		
73. Write at the level needed for future goals.	74. Speak adequately for understanding.	75. Understand the subtleties of communication.		
78. Identify the remunerative aspects of work.	79. Understand classification of jobs into different occupational systems.	80. Identify occupational opportunities available locally.	81. Identify sources of occupational information.	
84. Identify occupational aptitudes.	85. Identify requirements of appropriate and available jobs.	86. Make realistic occupational choices.		
89. Work at a satisfactory rate.	90. Accept supervision.	91. Recognize the importance of attendance and punctuality.	92. Meet demands for quality work.	93. Demonstrate occupational safety.
96. Demonstrate satisfactory stamina and endurance.	97. Demonstrate satisfactory sensory discrimination.			
100. Interview for a job.	101. Adjust to competitive standards.	102. Maintain postschool occupational adjustment.		

Source: Adapted from *Life-Centered Career Education: A Competency-Based Approach*, by D. E. Brolin (Reston, VA: Council for Exceptional Children, 1978).

Figure 2
Career Competency Based Model for Infusing Education into Curriculum



Source: Adapted from *Career Education for Handicapped Children and Youth*, by D. E. Brolin and C. J. Kokaska (Columbus, OH: Charles E Merrill, 1979).

School, Family, and Community Experiences

A comprehensive curriculum approach like LCCE requires close working relationships with three groups — the student's family, community agencies and organizations, and business and industry. This brings a realistic, meaningful aspect to the student's education, because it relates directly to performing occupational and daily living activities.

School Personnel

The LCCE curriculum approach advocates a changing role for special education teachers involved with students who can be placed in regular classes and programs. The special educator should become more of a consultant/advisor to school personnel who are teaching the student competencies and other topics. The special

educator also has to work closely with parents, community agencies, and industries, integrating and coordinating career development efforts to benefit each student. Further, the special educator should serve as a resource specialist to regular classroom teachers relative to instructional techniques and materials, student information, disability information, career development planning, and the like.

The Family

The LCCE approach promotes greater utilization of the student's family in providing career development experiences in the home and community. Because personal-social development is so important, the special educator can be of invaluable assistance in helping families establish a psychological climate that will facilitate those important competencies. Daily living and occupational competencies can be developed through job duties in the home, family projects, and meaningful

leisure and recreational pursuits. Family involvement and cooperation can greatly increase the school program's effectiveness in helping students attain the necessary levels of career development.

The Community

Innumerable resources for career development are available in the community. Civic groups are always looking for special projects to undertake. School programs that have used the Experience-Based Career Education (EBCE) approach have been surprised at how readily business and industry open their doors to students if they feel the school is advocating a solid program. Many public and private agencies and organizations are also willing to lend support and should be utilized more frequently for career awareness, exploration, and preparation experiences.

Utilization of these three groups is critical to successful career education programming. In the past, school personnel have tended to use family and community resources sparingly. These resources must be used more substantially if the career development needs of exceptional students are to be truly met.

Career Development Stages

The LCCE Model conceives of students passing through four distinct stages of career development: career awareness, career exploration, career preparation, and career placement/follow-up/continuing education. The stages are described below.

Career Awareness

Awareness of the world of work is awakened early in elementary school. Children begin to learn what kinds of work (paid and unpaid) people do and the reasons they do it. The students begin acquiring their own sense of identity, seeing themselves as potential workers and, in essence, begin to form a work personality. Developing positive attitudes about work and increasing awareness of the types of work habits and abilities needed for success are important at this stage. Career awareness activities infused into the elementary curriculum add an exciting dimension to student learning and motivation. Most teachers do some of this now, but in many instances it is probably not being done enough or in an organized manner that relates to competency attainment and career development.

Career Exploration

The junior-high years mark the beginning of career exploration. This is a hands-on stage in which students explore occupational areas, avocational interests, leisure and recreational pursuits, and all other areas related to the 22 competencies and career development. Vocational evaluation should begin at this time and be provided periodically throughout the remaining school years. Community resources take on an important role; students should have the opportunity to explore first-hand the real world and its requirements. A variety of experiences must be incorporated into the students' learning so that they begin thinking more seriously about their own unique set of abilities, interests, and needs and how they relate to a future adult role. If career exploration experiences are carefully planned during the junior-high period, relevant career preparation can be undertaken in senior high.

Career Preparation

This facet of career education should begin at the high-school level and should contain a heavy experiential component. Students having the potential to acquire most or all of the 22 competencies receive relevant courses such as home economics, math, business, health, driver's education, social studies, physical education, and various vocational courses appropriate to their level of interests, needs, and abilities. The use of community resources is also extremely important. The EBCE model mentioned previously provides a methodology for involving business and industry in a meaningful job experience program followed by longer term on-the-job training. Students absolutely must be directed in the daily living and personal-social skills areas, along with the occupational.

Career Placement/Follow-up/Continuing Education

This is a generally neglected component of our services to exceptional children. Career placement occurring near the end of the last semester, or perhaps later, should include not only the placement on a job for pay but also the opportunity to assume responsible nonpaid adult roles relating to avocation, family living, civic and leisure/recreational endeavors. The family takes on a particularly important role at this stage. Therefore, the special educator has to work closely and supportively with the family to assure everyone that the student has acquired a sufficient adult competency level in most or

all of the daily living and personal-social skills. A period of follow-up after the student leaves the school is important, and continuing education may be necessary some time after that if the student has difficulties or desires further training.

TEACHING THE COMPETENCIES

The LCCE Curriculum approach requires school personnel to give attention to the students' career development needs by initiating competency-based instruction in the early elementary years and following through until the student leaves the educational program. Some competencies, or some of their subcompetencies, must be taught during the elementary years, whereas others are included during the junior-high and senior-high years. The LCCE Curriculum does not specify when this instruction should begin. Rather, it is left to the discretion of school personnel who are the implementers,

since they can best make that determination based on their own situation (personnel, resources, administrative posture, type of students, and so forth).

In teaching the competencies, educators should use a variety of instructional techniques and methods. These may include: games, role playing, puppetry, simulated businesses, occupational notebooks, careers of the month, field trips, learning packages, collages, job dictionaries, arts and crafts, card games, What's My Line? occupational games, values clarification exercises, guest speakers, job analysis activities, work samples, special work assignments, and others.

The Career Education Personnel Preparation (CEPP) Project at the University of Missouri-Columbia provides inservice training for Missouri educators relative to the LCCE approach. Educators undergoing training are asked to prepare a competency unit for teaching one of the subcompetencies. Examples of teacher-developed competency units for one subcompetency in each of the three curriculum areas are presented below.

EXAMPLE #1 (Nancy Seckel, Teacher)

Domain: Daily Living Skills

Competency: #9 — Getting Around the Community (Mobility)

Subcompetency: #40 — Demonstrate Knowledge of Traffic Rules and Safety Practices

Subject: Social Studies, Spelling, English (a good time to schedule this lesson would be during National Safety Week in October)

OBJECTIVES	ACTIVITIES/EVALUATION PROCEDURES	MATERIALS/RESOURCES
1. The student will recognize traffic signs, signals, and markings, and will know safety rules.	<p>Announce a safety week.</p> <p>1. (Monday) Pass out and discuss the red booklet on signs and the yellow card on rules. On appropriately colored poster-board, have each student make one sign and one rule. Tape all of these on the classroom walls and leave up all week.</p> <p>Have the weekly spelling lesson made up of words such as: diamond, triangle, octagon, pennant, square, rectangle, circle, pentagon, directional, warning, regulatory, pedestrian, crossing, railroad, signals.</p> <p>English assignment for the week will be to read a library book concerning safety and make a book report.</p>	<p>Booklets, pamphlets, handout materials*</p> <p>Library books</p> <p>Film</p> <p>Guest speaker</p> <p>Bicycle</p> <p>*Encourage students to put these handouts and others on a bulletin board in their homes for ready reference. This might keep the students from throwing the handouts in a drawer or the trash as soon as they get home.</p>

OBJECTIVES	ACTIVITIES/EVALUATION PROCEDURES	MATERIALS/RESOURCES
2. The student will know bus safety rules.	Announce a coloring contest. 2. (Tuesday — the last activity of the day) Pass out pamphlets on school bus safety. Have students color them with colored pencils or colored felt-tip pens. After they finish coloring, discuss each rule in the pamphlet. Pass out Safety Place Mats, and serve refreshments of red Kool-Aid®, cupcakes with yellow and green icing, representing caution signs.	
3. The student will be able to demonstrate proper use of hand signals in bicycle safety.	3. (Wednesday) Demonstrate appropriate hand signals for bicycle safety. Have all students stand beside their desks and as you say, "left turn," "right turn," "slow," or "stop," the students are to give the appropriate signals. Continue this for a few minutes until all students seem to be proficient in using these signals.	
4. The student will be aware of the State Law, the bicycle safety rules, and bicycle maintenance.	4. (Thursday) Pass out poster and yellow pamphlet on bicycling. Teacher could bring a small bicycle to classroom and show items requiring periodic safety checks. Review all points in the yellow pamphlet and give oral quiz. (Friday) Have Safety Officer from Missouri State Highway Patrol come to classroom, to show safety film and discuss safety laws and rules. Request that book reports be turned in, and administer spelling test on safety words discussed on Monday.	

EXAMPLE #2 (Elaine Keely, Teacher)**Domain:** Personal-Social Skills**Competency:** #10 — Achieving Self-Awareness**Subcompetency:** #44 — Identify Interests and Abilities**Subject:** Social Studies

OBJECTIVES	ACTIVITIES/EVALUATION PROCEDURES	MATERIALS/RESOURCES
1. The student will be able to describe himself/herself as an individual with definite likes and dislikes.	Hold a class discussion of values exhibited in certain situations. Role play what he/she would do in a given situation. Have class members participate in forced-choice group activity based on 15 likes/dislikes.	"Growing Up in America" 3" x 5" cards with description of the character and situation to be played.

OBJECTIVES	ACTIVITIES/EVALUATION PROCEDURES	MATERIALS/RESOURCES
2. The student will be able to communicate his/her unique self, including hobbies, interests, skills, and physical characteristics on tape for own or others' review.	Have student answer a series of questions on tape. These questions are to be in the areas of hobbies and interests, likes/dislikes, physical characteristics, and social preferences.	List of 15 questions beginning: "If given a choice between _____ and _____, I would do _____" (All who choose the first one go to the other side of the room.) Cassette player/recorder and recorded tape with series of questions or statements.
3. The student will be able to demonstrate or report on a favorite hobby or job he/she feels capable of performing.	Have student demonstrate how to perform some part of his/her job or hobby if demonstratable, or report on his/her job or hobby if not demonstratable.	Materials from hobbies depending on individuals' choices or job tools or reports.

EXAMPLE #3 (Sharon Bullard, Teacher)**Domain:** Occupational Preparation and Guidance**Competency:** #18 — Selecting and Planning Occupational Choices**Subcompetency:** #85 — Identify Requirements of Appropriate and Available Jobs**Subject:** "I Guess" Game

OBJECTIVES	ACTIVITIES/EVALUATION PROCEDURES	MATERIALS/RESOURCES
1. The student will be able to recognize the requirements for various occupations	Have students play the "I Guess" game (two or more required)	"I Guess" game board Picture cards Occupational choice description cards:
2. The student will use short-term memory skills in learning the occupation requirements.	a. Place 15 picture cards in pockets. b. Place description cards face down. c. Designate one person as the "reader." From the top of the stack, the reader reads aloud the job description.	Telephone Lineperson Medical Assistant Secretary Farm Worker Truck Driver Fireperson Baggage Handler House Painter Auto Body Painter Upholsterer (furniture) Air Service Clerk Welder Auto Maintenance Worker Bus Driver
3. Students will work together in a game playing situation to improve social skills.	d. Have the player(s) give the answer and the number of the pocket which he/she thinks contains the matching word. e. Ask reader to turn over the card in that pocket and allow the player(s) to see it. The card is replaced if incorrect; if correct, it is given to the player who made the correct response. If a player chooses the "I Guess" pocket and the correct picture is <i>not</i> in it, the player is out of the game. Most cards wins.	

The LCCE Curriculum also offers a suggested IEP (individualized education program) structure for recording a plan for specific educational services for each student. Annual goals can be chosen from the 22 competency areas and other categories. The specific educational services can be developed from the competency units and other sources. The short-term objectives can be selected from the 102 subcompetencies, as well as other sources. Thus, an IEP can be constructed from the LCCE competencies, and competency units can be evaluated at least in part by a Competency Rating Scale (CRS), which was also an outcome of the project.

Thus, the LCCE Curriculum allows educators to establish goals, criteria for success, and a method of recording the necessary individualized plans and the outcomes of those plans. Although these components are designed so they can be used separately, the combination of an IEP, competency unit, and CRS can be considered a complete planning, instructional, and evaluation package. Interested readers should obtain a copy of the LCCE Curriculum/program guide from CEC to review the competency units for each of the 102 subcompetencies, the IEP format, and the CRS. The publication also contains a list of instructional materials and resources that relate to the competencies. Detailed suggestions on teaching the competencies are presented in Chapters 4-6 of *Career Education for Handicapped Children and Youth* (Brolin & Kokaska, 1979).

IMPLEMENTING THE LCCE CURRICULUM

The LCCE approach attempts to remedy the three difficulties noted earlier by Meyen and White (1980) relative to implementing career education across the country. First, although career education is not and should not be a separate course, it can become a visible programming component by virtue of its three dimensions — the 22 competencies, school-family-community collaboration, and the four distinct stages of career development. Second, career education content can be developmentally sequenced with the competencies and stages, which requires determination of what will be taught, when, and by whom. Third, the Competency Rating Scale (CRS) can give a criterion-referenced base for comparing students on career education concepts and skills (competencies). Although the CRS is a general referent, combining it with other instruments such as the Social and Prevocational Battery and the Brigance makes continuous career education evaluation possible.

Implementing the LCCE approach must begin with several educators who are willing to provide the leadership to make change happen in their school or district. Convincing other educators that change is needed is not easy. Three important areas have to be addressed in order to implement such a comprehensive approach: (a) a series of planning and implementation steps, (b) inservice training to other personnel, and (c) a Career Education Plan for the school or district, involving all possible relevant school, family, and community personnel.

Steps in Planning and Implementation

Several years of developmental work with school systems across the country clearly revealed that any educational innovation is practically impossible to implement without careful planning and extensive involvement and input from many different groups of decision-makers. Our experience identified the following as necessary steps in implementing the career education approach:

1. Enlist the support of school district leadership personnel (e.g., administrators, teacher and community groups).
2. Gain approval from the Board of Education to begin organizing for a career development-oriented curriculum in the district or in pilot schools.
3. Appoint a District-Wide Career Education Steering Committee (and necessary subcommittees) to plan, implement, and manage the curriculum development activities for career education.
4. Review literature and programs on career education to determine a philosophy and model.
5. Develop an acceptable definition/conceptualization of career education so everyone will have a common frame of reference.
6. Develop an acceptable career education model.
7. Conduct needs assessment studies to determine the relative status of the current program, students, and staff.
8. Prepare an inservice training program and identify persons within the school district who are competent to serve as trainers.
9. Develop workshop, student, and program evaluation procedures.
10. Conduct inservice training program.
11. Develop a comprehensive Career Education Plan for implementing the curriculum.
12. Gain approval from the administration and Board of Education to implement the plan.

13. Secure facilities and resources for implementing the plan.
14. Implement the plan in terms of priorities and guidelines.
15. Conduct formative and summative evaluations of the implemented program.
16. Change and modify the Career Education Plan as needed.

Space limitations do not permit a detailed explanation of the above steps. This brief listing, however, gives a general idea of the implementation process. The *Trainer's Guide for Life-Centered Career Education* (Brolin, McKay, & West, 1978) provides detailed information, guidelines, and forms for conducting the above activities.

Inservice Training

The LCCE Model requires the involvement of a wide range of school personnel, family and community representatives. Inservice training should interface as many of these individuals as possible.

The LCCE Inservice Training Program involves a group process approach. A 20-session model was devised on the following topics: orientation to workshop and other participants; use of group process techniques; handicapping conditions; concepts and procedures for appropriate educational programming; career education; instructional strategies; competency units; resources and materials; personal-social skills; daily living and occupational skills; community resources; family involvement; individualized education program; student assessment; career education programming; review of student competency assessment data; instructional goals and responsibilities; instructional goals and resources; community assistance and administrative goals; and future actions and workshop evaluation. The last six sessions involve the participants' developing a Career Education Plan.

Effective inservice training takes considerable time and effort. All school personnel may not be involved or need to be involved in every session. This determination depends upon each school district's unique situation.

The Career Education Plan

A Career Education Plan is important because it is solid evidence that a number of people have provided

input and contributed to its development. It is a commitment to change and outlines how, when, where, and by whom career education will be done. It requires the involvement of administrators, teachers, family, and community resources to be truly effective.

The following outline is recommended for writing the plan:

- I. School District Philosophy
- II. Definition of Conceptualization of Career Education for Handicapped Student
- III. Career Education Goals/ Objectives
- IV. Instructional Goals/ Objectives
- V. Community Involvement Goals/ Objectives
- VI. Administrative Goals/ Objectives
- VII. Implementation

An example of a Career Education Plan written similarly to the above outline was done by the School District of West Allis-West Milwaukee, Wisconsin. Interested readers may want to contact Dr. Robert J. Buehler, Director/ Supervisor of Special Education, for a copy of their plan.

A FINAL NOTE

The LCCE Curriculum approach offers educators the opportunity to increase their effectiveness with exceptional children. It is not intended to replace most of what is being done now but, rather, to add a more relevant and practical aspect to the students' education — namely, competency education for community living and working. Although much of what is advocated is hopefully being taught already, the LCCE Curriculum organizes it and makes sure that all important competency areas are covered within a K-12+ continuum.

Many school districts throughout the country have implemented LCCE, and at least one state — Washington — has adopted it as their curriculum guide. Examples of LCCE curricula exist in St. Louis, Missouri; Jamestown, New York; Dallas, Texas; Independence, Kansas; Minneapolis, Minnesota; Flat River, Missouri; Racine, Wisconsin; Ames, Iowa; Joliet, Illinois; Las Vegas, Nevada; San Diego, California; Cleveland, Ohio; Bellevue, Washington; and many others. Sheltered workshops and institutional settings have also adopted the LCCE approach. And recently it has been related to postsecondary services through a special federal project of this writer, the Lifelong Career Development (LCD) Project.

Educators must break away from traditional practices and examine their contributions to the educational

process. The world in which we live is becoming more complex every year. A primary goal of education is to assist students to become competent. LCCE, with its emphasis on the competencies needed to work and live effectively, can be the point of departure to accomplish this goal. We must help exceptional children become competent by expanding their options through a well organized and humanistic career development process.

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CLASSROOM FORUM

Beverly Dexter
Lynchburg College

With so many guidelines for writing assessment reports, how is the teacher supposed to know which method is best? How long should these reports be? What information is important?

First, the examiner should consider the importance of brevity in writing an assessment report. A brief, concise report is more likely to be read by other members of the interdisciplinary or transdisciplinary team. This leads to a better understanding of the child in general and, therefore, allows a greater opportunity for developing the most appropriate program for the child. The report writer also should convey only information that is pertinent to the child's programming. Rather than writing a "biography" of the child, the examiner must be selective and aware of priorities. Redundancy is wasteful and should be consciously avoided.

"Paring down" reports also tends to reduce subjectivity. Although the examiner's opinion can be useful in some instances, it more likely will influence the report reader "against" the child. A positive, complimentary statement about a child does not have as much impact as a negative one. The examiner should think twice before including any negative comments. Again, he or she should determine the appropriateness of all comments to program planning. If a statement has questionable value, it should be omitted from the write-up. At the same time, reports must be thorough.

Time is a rare commodity for professionals, teachers included. If a teacher can develop his or her own concise system for writing assessment reports, one that is useful to those reading the reports, it will be to the child's advantage.

The following outline for developing and writing observation and assessment reports combines several suggestions from proven resources. Explanatory comments have been added to further describe the suggested categories and the need to include them in such a report.

I. *Background information.*

- A. Full name of child (student).
- B. Birthdate.
- C. Date of report.
- D. Examiner.

II. *Summary of initial observation(s).*

- A. Place and date of each observation before testing session.
- B. Physical description/condition of child.
A general description of the child's physical appearance can give the reader (of the report) a visual image of the child, as well as an indication of any handicaps that have been considered by the examiner when choosing an appropriate assessment tool.
- C. Description of child's reaction to examiner and environment.
This should state how (or if) the child responded to the examiner or mother, teacher, or other children present. It should also state how (or if) the child played with toys or objects in the room. The child's mood or attitude during the session is also important.

III. *Assessment information.*

- A. Name of assessment.
- B. Place and date of testing.

C. *Test results.*

This information should be strictly *objective*. It should include the area(s) being tested and the child's response to tasks or test items presented. Scores and/or developmental or grade levels should be stated.

IV. *Summary of testing session.*

A. Information that could have affected testing performance.

- 1. Objective.
 - a. Distractions or interruptions.
 - b. Length of testing session.
 - c. Appropriateness of assessment tool.
 - d. Child's state or mood (physical well being).

2. Subjective.

This information should be clearly stated as the examiner's opinion. If discretion is used, it can be valuable in determining the accuracy of the test results. For example, the examiner may note that the child appeared "sleepier" than during the initial observations. By qualifying the subjectivity of the statement, the reader is allowed to consider or disregard the information as he or she chooses. This can be especially useful in program planning and/or determining the necessity for reevaluation.

B. Performance on selected tasks.

- 1. Information pertinent to the child's programming, such as marked inconsistency (over entire test) or extreme difficulty or outstanding ability in a specific area.
- 2. Questions regarding child's response on a given task. Especially with a severely physically handicapped child, responses are often difficult to interpret. Those test items and how the child responded can be described as objectively as possible.

V. *Recommendations.*

- A. For placement.
- B. For special services such as occupational, physical, or speech therapy.
- C. Further testing (reevaluation, vision, or hearing).

These recommendations should be general. Specific programming is an integral part of the IEP and should not be included here.

VI. *Signature of Examiner.*