ORGANIZATION AND ADMINISTRATION OF
A WORK-STUDY PROGRAM FOR
DEAF-BLIND ADOLESCENTS

A GRADUATE PROJECT
SUBMITTED TO
THE FACULTY OF THE
NATIONAL LEADERSHIP TRAINING PROGRAM
IN THE AREA OF THE DEAF-BLIND

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IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS
FROM
CALIFORNIA STATE UNIVERSITY
NORTH RIDGE, CALIFORNIA
15 AUGUST 1977
ABSTRACT


This paper was designed to serve as a manual for the general organization and administration of a deaf-blind work-study program. It includes a step-by-step procedure that is adaptable for most programs serving the deaf-blind. Neither specific curriculum nor job analysis has been included because they are available commercially.

The primary tenets for establishing a work-study program are spelled out in Public Law 90-230 and Public Law 94-142, which states that handicapped children shall be educated with the goal of accomplishing an effective transfer from the educational setting to the social and economic structures of the community. A work-study program can be very valuable in reaching this goal.

A major problem with most work-study programs for the handicapped is the stress placed on specific work skills. The program presented in this paper instead stresses the following objectives, to acquire skills that will lead to the more important goal of maximum independence:

1. Self awareness.
2. Appropriate interaction with others.
4. Appropriate health and hygiene practices.
5. Communication skills.
6. Orientation and mobility skills.
7. Work skills.
8. Leisure time skills.
ORGANIZATION AND ADMINISTRATION OF A WORK-STUDY PROGRAM FOR DEAF-BLIND ADOLESCENTS

Educational services for deaf-blind children began about 135 years ago at what is now the Perkins School for the Blind in Boston, Massachusetts. Its most notable deaf-blind graduate, Helen Keller, provided the impetus for other schools for the blind to open special departments for the deaf-blind. However, Helen Keller was an unusual phenomenon and few deaf-blind persons will reach the heights she attained.

Recognizing this, educators have generally came to the conclusion that to a deaf-blind individual, success may simply be some degree of personal independence. To achieve this end, it would be necessary for a deaf-blind person to be able to interact socially, to perform appropriate work, to have community mobility, to become a participating member of a family, and to engage in renumerative employment. The last item listed is the major concern of this project.

In January 1968, Title VI of the Elementary and Secondary Education Act was amended by Public Law 90-247, Part C, which by April 1970 became part of Public Law 91-230, Title VI, the Education of the Handicapped Act. With the passage of this bill, ten regional centers for services to deaf-blind children were established throughout the nation and funded by the Bureau of Education for the Handicapped.
to serve deaf-blind persons in the United States and its trust territories.

At the present time, there are approximately 5,000 identified deaf-blind children below the age of twenty-one in this country. Most of these children are enrolled in either a full or part-time residential or day school program, or in a diagnostic center. While the actual incidence of deaf-blind birth is one in ten thousand, it is when coupled with Ushers syndrome the population becomes large enough to require special programs to meet the special needs of these individuals. The largest block of deaf-blind children stem from the rubella epidemic of 1962-65, and these children are now reaching adolescence.

This group of 2,500 children, of which 25 to 35% can be expected to benefit from a work-study program, require a broader based vocational plan than is now being offered. This plan calls for an extension of services to facilitate the transition from the world of school to the world of work. Implied in this concept is the transfer from educational services in the schools to adult services in the community, and the experiences and skills that will accomplish it.

As educators begin to extend their services, vocational rehabilitation counselors must begin to adapt these services to the altered educational status of their clients. Both educators and vocational rehabilitation counselors have the
common goal of maximum independence for the deaf-blind, and should therefore join forces and coordinate efforts and services to attain that goal.

From the standpoint of age, the majority of the deaf-blind persons are ready for more than the traditional deaf-blind education program. The primary tenets for establishing a work-study program are succinctly spelled out in Public Law 90-230 and Public Law 94-142. Briefly, these bills state that handicapped children have the same right to an education as do all children, that each handicapped child must have an educational program designed to meet her/his specific intellectual, emotional, social and vocational needs and capabilities, and that handicapped children shall be educated with the goal of accomplishing an effective transfer from the educational setting to the social and economic structures of the community. Most important, the handicapped will be educated in situations that develop daily adult living skills.

This project was not designed to fit each situation in every deaf-blind program but, rather to serve as a manual for the general organization and administration of a work-study program.

Neither specific curriculum nor job analysis has been included because many outstanding prevocational and vocational curricula are available commercially (see Appendix A), and with the job market in a state of technological
evolution specific jobs may soon become outdated. Instead a step-by-step procedure that is adaptable to all programs serving the deaf-blind, and not bound to the current time or to any specific location, is presented.

The general objective of any work-study program, and to a deaf-blind work-study program in particular, is the acquisition of skills leading to maximum independence. One of the main problems with work-study programs for the handicapped is that they dwell on teaching specific work skills rather than on the overall goals of independence and becoming productive members of the community. To attain these broader goals, a set of specific goals is delineated below:

1. Self-awareness.
2. Appropriate interaction with others.
4. Appropriate health and hygiene practices.
5. Communication skills.
6. Orientation and mobility skills.
7. Work skills.
8. Leisure-time skills.

The ultimate goal of the work-study program is placement in the community job market, or demonstration of potential for future training at the post-secondary level, such as on-the-job training in private industry or vocational/trade training.
ADMISTRATIVE RESPONSIBILITY AND STRUCTURE

Advisory Board:

Any work-study program is a joint cooperative venture between the school and the community. To act as an intermediary for both the school and community, an advisory board can be appointed. This board can benefit the development and implementation of a work-study program by promoting good will, acceptance, understanding and cooperation within the community. The board, composed of five to twelve prominent community leaders, must be sympathetic to education in general and special education in particular.

Members of the board should be selected and recruited by either the director of special education of public day school programs or by the superintendent or assistant superintendent of residential schools with the cooperation and assistance of the work-study coordinator. Members may be appointed for a maximum three-year term with future appointments made on a staggered basis to assure continuity.

The key to a successful advisory board is to have strong leadership from the school administration. The major duties of the board are public relations and community contact. The board members are expected to publicize the work-study program through their membership in service and fraternal organizations, church groups and business organizations. Another role the board may assume is that of precurser.
It can secure needed training equipment and supplies, assist in obtaining donated transportation vehicles, and gather information on future employment possibilities.

NEEDS OF WORK-STUDY PROGRAMS AND DEVELOPMENT OF THE GENERAL PROGRAM

Notwithstanding Public Law 94-142 and its requirements for the least restrictive environment, educators of the deaf-blind can still expect a high degree of centralization, which will result in a sufficient pool of deaf-blind students who can benefit from a work-study program. Current demographic studies indicate 10 to 25% of the deaf-blind population has this level of potential. The projected minimum number of qualified students needed for a feasible work-study program is five. The logistics and problems involved in organizing and operating a work-study program are too overwhelming to justify the effort for so few students.

Each program must be designed and organized to fit the unique needs and requirements of its students. The community resources and/or facilities should be utilized and, if feasible, modified to meet the deaf-blind students' special needs. The school must evaluate the needs and attributes of its students as they relate to the available or potential community resources.

The general program plan devised and developed by
school personnel must be of a developmental sequential nature. The plan must clearly define in behavioral terms the ascending steps from one work-study component to the next in the hierarchy. A suggested outline for the total plan is as follows:

1. Training stations.
2. Job training supervisors.
3. Supervision and evaluation.
4. Time spent in training.
5. Criteria for evaluation and progress.
6. Relationship between classroom activities, prevocational training, and work-study.
7. Personnel responsible for planning student programs.
8. Methods for gathering and evaluating data.
9. Follow-up evaluation on a periodic basis.

The individual student program must be designed to allow for differing rates of learning. No student should be locked into a step for a specific period of time if he has demonstrated the skill commensurate with the expected criterion level. Conversely no student should be promoted to the next level if he has not attained the necessary level of skill, regardless of time spent. In all cases, advancement is contingent upon performance judged by observable, measurable behavior. Criterion for advancement would be kept high but not unattainable.
AVAILABLE RESOURCES

Both private and public resources can be used to establish the work-study program. The work-study staff should canvass the community to identify resources and key people. Each identified resource may have a unique capability for providing direct services, training, or placement for students. When both the school and the community are aware of the mutual benefits of cooperation, many placement problems will easily be resolved. A general sample of the private and public community resources available are as follows:

PRIVATE

1. Influential community leaders.
2. Chambers of commerce.
4. Private workshops such as Goodwill.
5. Private medical centers and hospitals.
6. Utility companies.
7. Patriotic and fraternal organizations.

PUBLIC

1. State departments of:
   a. Education.
   b. Employment.
   c. Vocational rehabilitation.
   d. Public institutions.
   e. Services to the handicapped.
f. Industrial relations.

2. United Way.


4. Red Cross.

5. Crippled children's associations.

6. Public medical facilities.

7. Other public service agencies.

The multitude of resources available in a major metropolitan area can serve as ideal locations for placement. However many residential schools with successful programs are located in smaller communities with more limited resources. The actual size of the community is not of major importance, only the maximum utilization of its resources for the work-study program.

PERSONNEL FOR THE WORK-STUDY PROGRAM

Administrative responsibility for the work-study program begins with the recruitment and hiring of the professional staff. In day schools, the key members of the staff are work-study coordinator and the director of special education; in residential schools, they are the work-study coordinator and the director or assistant superintendent in charge of educational or vocational programming. The director is the nominal head of the program, but the coordinator has actual program responsibility. Because the coordinator has direct responsibility it is advisable that the coordi-
nator have a large degree of autonomy in program administration. He/she should be instrumental in the selection of the staff, both teachers and trainers. It is the staff that determines success or failure of the program. The qualifications for a work-study coordinator are as follows:

I. Possession of appropriate credentials and degrees.
   a. Master of Science or Master of Arts in one of the following areas:
      1. Administration and supervision.
      2. Special education (deaf-blind, mental retardation, deaf, blind).
      3. Industrial education.
      4. Vocational rehabilitation.
      5. Vocational education.

II. Experience:
   a. Two or more years of teaching or working with the handicapped.
   b. Two or more years of supervisory experience.
   c. Ability to communicate with the deaf-blind by various modes of communication such as:
      1. Teletouch.
      2. Braille.
      3. Tadoma.
      4. Palmprinting.
      5. Total Communication.
      6. Fingerspelling.

III. Other: Knowledge of funding and proposal writing.

The work-study coordinator's workload is multifaceted and unusual. He/she must act as the community contact per-
son and as liaison between the school and the community. As such, he/she comes in contact with school administrators, teachers, students, parents, and other members of the community.

The work-study coordinator's job description is as follows:

1. Supervision of work-study staff and students.
2. Location and screening of work-study placement sites.
3. Assist in placement of work-study students.
4. Provide for and develop one to five year follow-up procedures for evaluation.
5. Provide inservice training to staff.
6. Assist the central office in work-study policy formation.
7. Maintain liaison between public agencies and referral services.
8. Promote work-study program to employers, parents, and the general public.
9. Evaluate staff and students on a periodic basis.

WORK-STUDY TEACHER

In smaller programs (10 or fewer students), a teacher may act as a half-time work-study coordinator, but normally that will not be part of the work-study teacher's duties. Again, depending on the program size, some work-study teachers may have half time classroom duties in addition to the work-study program. If this is the case, typically he/she will teach in the morning and supervise work-study students in the afternoon.
A potential problem with this arrangement is that the
work-study teacher may be responsible for students for more
hours than are in the school day. In most public schools,
teachers receive extra salary for assisting with extra-
curricular activities, and this may be used as the precedent for salary increases for the work-study teachers. The
general qualifications and duties and responsibilities of the work-study teacher are outlined below:

QUALIFICATIONS
A. Possession of appropriate degrees and credentials.
   1. Bachelor of Arts or Bachelor of Science in special education (deaf-blind, mental retardation, blind, deaf).
   2. Successful teaching experience with handicapped for one year.
   3. Communication skills with the deaf-blind or express the desire and willingness to learn.

WORKLOAD
A. Minimum of 15 hours per week for student and trainer supervision, if assigned to half-time classroom teaching load.
B. If not assigned to classroom responsibility, serve as a full-time work-study teacher.
C. Supervise a minimum of five students and trainers.

JOB DESCRIPTION
1. Outlining general student supervision plans with trainers and employees.
2. Recording and maintaining all data relative to student performance.
3. Periodically evaluate students, trainers, and job sites with the work-study coordinator.
4. Assist students with job applications.
5. Assist in student job placement.

JOB-SITE TRAINER

Although not endowed with power and authority, the job site trainers are the most important cog in the work-study program. They are constantly visible to, and in daily contact with, the employer and other employees at the job site. Their primary responsibility is on-the-job training and supervision of their students.

It will be unusual if the work-study program can have full-time positions for the job-site trainers. In both residential and day schools, these positions will be filled either by teacher's aides, dormitory personnel, or just part time staff. If the job-site trainer works as a teacher's aide or dormitory counselor, the work-day will be split into half-time classroom or dormitory duties and half-time work-study duties. As with work-study teachers, the workday may extend beyond normal school or shift hours. For part-time staff this does not present a problem, as they are paid hourly, but for teacher aide's and/or dormitory staff, it may.

The best solution is to assign part time staff to those job sites where the student works beyond regular school hours. The minimum qualifications for a job-site trainer are as follows:
Education
1. High school diploma or G.E.D., with some college preferred but not mandatory.
2. Be able to communicate with the deaf-blind via accepted methods, or express a willingness to learn.

Vocational
1. Previous experience with handicapped students preferred but not mandatory.

Job Description
1. Direct and evaluate the progress of student work habits and skills.
2. Describe and enforce the minimum standards for step ascension.
3. Prepare instruction and training in orientation and mobility, in cooperation with the orientation and mobility instructor.
4. Prepare and keep data reports.
5. Help maintain safe working environment.
6. Immediately contact work-study coordinator and job-site supervisor in case of accident or emergency.

CONTACTING POTENTIAL EMPLOYERS
Staff training, planning money, enthusiasm, and hard work will be to no avail if there are no jobs for the work-study trainees. Finding placements for the students is the responsibility of the work-study staff with the assistance of the advisory board. One potential source is the parents and/or guardians. Because the parents/guardians must give written permission for their child's participation in the off-campus work-study program, it gives parents, if they live in the area, an opportunity for early involvement.
Parents can unofficially canvass the community for training sites and places of future employment.

In certain situations it is advisable to contact potential employers through a third party. Before initial contact, the work-study coordinator should acquaint him/herself with the nature of the business and gather background information on the employer's needs and problems. In many cases, it will be beneficial to talk to the company head rather than the personnel manager. If the employer is agreeable, a school visitation may be arranged for him to observe the prevocational and on-campus training sites. Through direct observation, employers can see the students at work. In this way, an employer can become acquainted with the student, their special needs, characteristics, problems, and, most important, their talents and assets. After his visit, the potential employer may be able to offer information on what work habits and skills would be required.

Who to Contact and Where to Make Contacts

1. Chambers of commerce.
2. Civil service systems.
4. Employer advisory committees.
5. Local employer associations.
6. Local committees for the handicapped.
7. Telephone yellow pages.
8. Want ads and other newspaper ads.
10. Organizations for the handicapped.
11. Sheltered workshops.
12. Professional organizations.

What to Do

1. Make personal contact.
2. Enlist interest via parent organizations.
3. Give presentations to civic organizations.
4. Publicize through newspapers and other forms of mass media.
5. Obtain parent interest and involvement via parent workshops.
6. Invite employers to visit work-study program.
7. Plan field trips to orient trainees and employers.

SCHEDULING OF STAFF AND STUDENTS

The major scheduling problem is in arranging classes and transportation to mesh with the student's work schedule. When making placements it is advisable to stagger the student's work starting times to allow for transportation time. The work-study teachers must arrange their schedule to allow for periodic visits to each job site. Some students will require more supervision than others and the schedule can be adjusted accordingly.

WORK-STUDY COORDINATOR SCHEDULE

With the varied responsibilities of the work-study coordinator, difficulty will arise if a rigid schedule is established. A master schedule that outlines the day's activities can be considered but should not be regarded as absolute. The work-study coordinator must maintain contact
with the office or school secretary. The most efficient means to do this is with a "beeper". If this is economically unfeasible the next best solution is to have the work-study coordinator call before leaving each appointment and give the school secretary his next destination.

At times the work-study coordinator will need to work beyond the normal school day. It may be possible to offer either compensatory time (with administrative approval) or allow him to start working after the official beginning time of school, again with administrative approval. This problem may be avoided in public schools and some residential schools by considering the work-study coordinator a part of the administrative staff rather than the educational staff.

**SCHEDULE FOR WORK-STUDY TEACHERS**

Except in large programs the work-study teacher will also have classroom responsibilities. Usually the teachers will teach classes in the morning and devote the remainder of the day to the work-study program. In the beginning stages of the program, the work-study responsibilities will not involve all the teacher's time. This unused time can be spent in the prevocational section or at on-campus job sites. As the program size increases, each teacher will receive his/her maximum caseload and the schedule will change accordingly.

Each teacher should design a master schedule outlining
his/her duties for the week. Teachers must visit the work sites at least once a week. Some students and situations may require more than weekly supervision and support.

SCHEDULING THE JOB-SITE TRAINERS

All job-site trainers are responsible for assisting students with mobility and transportation to the job site from a central location, usually the school. Trainers travel with their assigned students to the job site and work with the student until the workday is finished, when they return with the student to the central location.

TRANSPORTATION OF TRAINEES

The most important aspect of the work-study program is to find jobs for the students. The next most important task is to provide for transportation for the students to and from the job sites. Each teacher is responsible for devising his/her student's transportation schedule. At both day and residential schools, school buses may be available. Other possibilities are handi-vans for senior and handicapped citizens, and in certain areas the local Red Cross may assist with transportation. It may be feasible for more capable students to learn to use public transportation.

Public transportation use is the end goal of the school's orientation and mobility component. The educational staff, under the direction of the orientation and mobility instructor, will work with each student on his/her
mobility skills.

When canvassing for potential job sites, the work-study coordinator must remain aware of the transportation time factor. In smaller cities this usually does not present the problem it may in metropolitan areas. Ideally, most if not all job sites will be close to the school. If this is not possible, the work-study coordinator must consider the transportation method and time factors when evaluating a potential job site.

**WORK-STUDY TRAINEE EVALUATION**

The first evaluation of the work-study candidate should determine whether or not his/her skills have reached the minimum acceptable level for admission to the work-study program. Because of the uneven development of skills of deaf-blind children, it is better to adopt a flexible rating for entry criteria. Some students may be relatively advanced in one critical area and delayed in others. The best type of evaluation is a checklist of observable, measurable behaviors from the prevocational curriculum.

After job placement, the work-study team (coordinator, teacher, and trainer) will evaluate each student's performance and progress based on the daily data sheets kept by the trainer. This is the formal team evaluation and should be done at least quarterly.

The work-study coordinator will visit each job site on a monthly or bi-monthly basis. Each visit should be made in
conjunction with the work-study teacher who, in turn, visits each job site on a weekly basis. Each job-site trainer will keep daily student performance data sheets and chart the data weekly. Using a task analysis approach to break down each task into its smallest components, and combining the rudiments of "Precision Teaching", the work-study team will have an accurate record of each student's progress. Conversely this approach pinpoints the areas in which the student's progress begins to break down, simplifying analysis for remedial action.

The trainer will give daily feedback to each student on his/her performance for that day and keep the progress chart in a highly accessible location for student motivation and reinforcement.

During each team evaluation of the student, an assessment of his/her strengths and weaknesses will be made based on the data sheets and team observations. A written plan for taking advantages of the student's skills, and for strengthening weaknesses, will be filed in each student's permanent file along with the quarterly progress reports. A carbon copy of both reports will be sent to parents and/or guardians and to the job-site employer or supervisor.

WORK-STUDY CURRICULUM

Programmed Curricula for Prevocational Studies:

There are several commercial prevocational curricula available that are comprehensive and adaptable to deaf-blind
student needs. One of the best is the "Pre-Career Curriculum Guide for Deaf-Blind", published by the Southwestern Regional Center for Services to Deaf-Blind Children. One drawback to slavishly following most programmed curricula is that they concentrate on work skills rather than work readiness skills, work habits, personal and social skills, health and hygiene, communication, and mobility skills. Most of the students accepted for work study will have little difficulty in mastering the motor skills necessary for the job, but the major problems are personal and social interaction, communication with supervisors and coworkers, and adjusting to the rules and guidelines at the job site.

One useful solution is role playing in the classroom, mock interviews can be performed with students assuming the role of employee. The student will then have an opportunity to practice these skills in a familiar and controlled environment.

The primary philosophy for a successful work-study program is that it is student centered. Allowances must be made for each student to progress through the program at his own pace and in a pattern consistent with his/her skills, attitudes, and self awareness.

OVERALL PROGRAM OBJECTIVES

The overall program objectives are designed to give the deaf-blind student as normalizing an experience as possible. Adolescence is a very trying time and with the deaf-blind
the situation is even more pronounced. Therefore, the work-study program provides for the individual needs of the student and the needs of the community to have each person be a contributing member. There are also built-in provisions for student revaluation and individual program realignment. The cornerstone of the work-study program is to allow the student to progress at his/her own rate and to be flexible in meeting the student's needs, capabilities, desires, and limitations.

The overall program objectives of work-study are development and promotion of the skills necessary for success in life. These specific skills are personal, social, and vocational growth, the development of health, hygiene and physical skills and the practical application of skills learned in school. Additional goals are normalization and the ability to function independently, acquisition of family and adult daily living skills, and the ability to use leisure time wisely.

THE MOVEMENT TOWARDS PLACEMENT AND EMPLOYABILITY

The prime requisite needed for employment consideration is the ability to communicate. Using one of the appropriate curricula as a teaching guide, each student must reach minimum standards as defined by the work-study staff in one or more of the following communication techniques: total communication, speaking and listening, reading and writing,
teletouch, Tadoma, or palm printing.

Each student will be evaluated on the entry level of his/her behavior in the prevocational component and work-study program and then periodically thereafter. This evaluation forms the basis for the beginning point of instruction and future placement.

If a student needs almost complete clinical care because of especially severe or profound mental, physical, or emotional handicaps and, by professional judgement, there is little likelihood of improvement, the student will be rated as a doubtful candidate for work-study.

If a student possesses severe handicaps, relatively speaking, but nevertheless is able to function in a situation where production demands are light or nonexistent (as in a sheltered workshop), the student will be rated as potentially productive. A student will be considered placable at a sheltered workshop if she/he can produce satisfactorily at most sheltered workshop tasks. Because of orthopedic handicaps, these students may need assistive devices such as special jigs or adaptive tools to meet this production level.

Students whose work habits, attitudes, work skills, or social behavior are either unacceptable or marginally acceptable but who show potential for improvement can also be evaluated as potentially placable. With these students, the handicaps or deficiencies, while still major, are not so
severe as to preclude employer acceptance, once the other skill areas show improvement.

Finally there are students whose work habits, skills, attitudes, and social behavior are acceptable to most employers, the type of student who can achieve and maintain nearly competitive employment status at the tasks assigned is considered ready for placement.

THE JOB TRAINING SEQUENCE FOR PLACEMENT

The steps in job training are arranged in a hierarchy of skills and competencies. Although a student may have the potential to step in at a high level of placement, this is extremely rare. More than likely students will progress through each step until they have either reached placement status or plateaued at a lower level. Tasks at the various steps and at the various sites must be meticulously planned to slowly ease the student out of a controlled, structured, and familiar environment into one that is less familiar and more aligned to a normal work environment.

It must not be forgotten that each student placed in any work situation must receive some financial renumeration. This amount can and will vary according to the minimum wage laws, percentage of set rate, child labor laws, or any other laws that apply to a work-study program.

THREE MAJOR PHASES OF THE PLACEMENT PROCESS

The first step in job placement is the on-campus, on-
site location. This will be in the same classroom or area where the students have their classes. This area provides a familiar non-threatening environment for role play and for more direct staff involvement. A work task can be introduced under modified classroom conditions designed to simulate a work experience. Here the student can learn each component for task completion. Role playing for employment situations, such as talking to the supervisor or other employees can be used as a training technique. This on-site, on-campus provides a work situation in a familiar environment.

The work-study coordinator is responsible for surveying the campus to locate or develop training sites. He/she participates in the staff evaluations and observes the students to evaluate the entry level behavior of the student. Other responsibilities include the discussion, development and evaluation of the student's individual training plan with the classroom teacher and other staff members. The training plans are to define the purposes of training, the skills to be developed, and the degree of proficiency needed for completion or advancement to the next skill level or area. The final aspects of the individual student plan are the very specifically defined terms of evaluation. Other than compliance with Public Law 94-142 and state laws, the purpose of the training plan is to ensure that each student receives maximum exposure under controlled conditions and
guidelines to expected and acceptable work habits and skills.

The next step in the hierarchy is the on-campus, off-site experience. This is essentially an extension of the on-campus, on-site experience, but it places the student in a slightly less familiar and structured environment, i.e., outside the classroom but still on the school grounds. The on-campus, off-site can be anywhere on the campus where a suitable placement can be found. Day school programs offer fewer potential sites for training than do residential schools. Even in day schools, however, suitable sites can be found or created.

**FINAL PLACEMENT: OFF-CAMPUS SITE**

Before making contact with a potential employer about placement, the work-study coordinator should familiarize him/herself with the needs of the employer and the nature of his business. By being familiar with the case histories of his/her students the coordinator can answer truthfully and factually any questions the employer may have. The coordinator must have a working knowledge of insurance restrictions and policies, child labor laws, workmen's compensation regulations, OSHA regulations, affirmative action regulations, and industrial welfare provisions.

After the initial meeting, the interview should be analyzed for strengths and weaknesses. In all cases, the coordinator should follow the interview with a telephone
call or a letter. Successful and unsuccessful contacts should be analyzed to determine if there are patterns for success or failure.

After a successful contact is made and before the student is placed, the coordinator should obtain information on what the worker does, the tools or materials used in order to make special jigs or assistive devices if necessary and the employee traits expected by the employer.

Before actual placement the student familiarizes him/herself with the time clock, location of the bathroom, break time, location of his work station, and the work expected from him/her. If time and circumstances allow, the coordinator introduces the student to other employees and asks them to help acquaint the student with the routine details. This approach will also familiarize other workers with the student and enlist support and needed assistance for the student.

CONCLUSION

All students, regardless of handicap, have the right to be provided with opportunities for intellectual, social, emotional and vocational growth to permit them to function as productive members of society. By the end of their school career, students must have a detailed comprehensive plan for, or have achieved job placement, using the skills taught in work-study, or have been placed in on-the-job training, or have a place for continuing education. Schools
are responsible for teaching the basic life skills for adult daily living.

The work-study program is the concluding part of most students' public education. Some students will become vocational rehabilitation clients. Others will find either full- or part-time employment; yet others may go to Goodwill, Lighthouses for the Blind or other agencies.

If the work-study program has given the student the basic skills required for employment and a realistic identification of his/her vocational potential, the goals of the program will have been met.
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APPENDIX A

PROGRAMMED CURRICULA FOR USE WITH DEAF-BLIND CHILDREN

Callier-Azusa Scale, South Central Regional Center for Services to Deaf-Blind Children, Dallas, Texas.

Behavioral Characteristics Progression (BCP), Santa Monica Unified School District.

System IV - Los Angeles Unified School District, Los Angeles, California.

Meyer Childrens Rehabilitation Institute (MCRI) Developmental Checklist, Meyer Childrens Rehabilitation Institute, University of Nebraska College of Medicine, Omaha, Nebraska.

Pre Career Curriculum Guide for Deaf-Blind, Southwestern Regional Center for Services to Deaf-Blind Children, Sacramento, California.

Others are available from the Deaf-Blind Regional Service Centers. Contact your area regional center.