

Special Education's Responsibilities to Adults with Disabilities

CEC Policy Manual, 1997

Section Three, Professional Policies, Part 1 Chapter 9

SPECIAL EDUCATION'S RESPONSIBILITIES TO ADULTS WITH DISABILITIES

Para. 1 - Preamble

The Council believes that most students can learn to become contributing citizens, family members, employees, learners, and active participants in meaningful vocational, recreational, and leisure pursuits. We believe, therefore, that it is an important purpose of education to assist students in the attainment of such outcomes. Further, we believe that education from early childhood through adult education should focus on assuring that students with exceptionalities attain such outcomes.

Para. 2 - Collaborative Responsibilities

In order to assist students with exceptionalities to become productive workers and independent adults, special education should work in collaboration with adult service agencies to influence the provision of needed services from such agencies. Collaboration should include:

a. Working with postsecondary vocational/technical institutions, adult education, rehabilitation, and independent living centers that assess, train, and place persons with exceptionalities in meaningful work situations.

b. Interaction and collaboration to provide relevant information to agencies and organizations that will assist them to conduct job site assessments, training follow-up, and continuing training or education for persons with exceptionalities.

c. Assisting appropriate special educators to become knowledgeable about their community's labor market needs and build close working relationships and partnerships with the business and industrial sector so that receptivity toward potential employees with exceptionalities is increased.

d. Promotion of adult and continuing education and literacy service opportunities for adults with exceptionalities.

e. Conducting systematic follow-up studies on former students so that curriculum and instruction can be appropriately modified to be responsive to employment and independent living needs.

f. Advocating the elimination of attitudinal and physical barriers which reduce the ability of these individuals to fully participate in society and increase vocational, recreational, and leisure opportunities.

g. Supporting the participation of special educators on advisory committees and in staff development and inservice training programs of agencies, organizations, and the business and industrial sector that address the needs of adults with exceptionalities and how they can be met.

h. Promoting an early close working relationship with adult service agency personnel, so secondary students can be provided more successful transition from school to adult life, and advocating for the provision of needed adult services by these agencies...

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