School to Work Transition Program for Student with A Physical Disability in Special Schools in Indonesia

Nur Azizah (2091582)

Supervisors: Prof. Robert Conway; Dr. Julie McMillan

Flinders UNIVERSITY
inspiring achievement

Research Background

- Transition practices delivered in schools are essential in preparing students with disabilities for life after school (Hardman & Dawson, 2010)
- Transition from secondary school to adult life is the most critical period (Agran, Test, & Martin, 1994; Hardman & Dawson, 2010; Riches, 1996; Thoma, Baker, & Saddler, 2001; Trainor, et al., 2008)
- Most experience difficulties in making the transition to adult life (Knapp, Perkins, Beecham, Dhanasiri, & Rustin, 2008)
- Employment is acknowledged as a student's main target after graduating from school (Getzel & deFur, 1997)
- Intellectual and physical disabilities receive less attention in research regarding employment related transition (Yanchak, Lease and Strausser, 2005)

Research Purposes

- To investigate the current practices of school to work transition for students with a physical disability enrolled in special schools in Indonesia using Kohler's Taxonomy (1996) as a theoretical framework.
- To examine perspectives and expectations from different sources (such as the teachers, the parents, the students and external stakeholders) in relation to the practice
- To develop a best practice model in delivering school to work transition services applicable to the Indonesian context.

Research Methodology

- Multiple case studies (4 Special schools in Bantul District, Yogyakarta)
- Data collection methods: Interview, observation, and document analysis
- Research participants: Principals, teachers, students, parents, and related external stakeholders (school supervisors; coordinators from Dept. of Education; Dept. Social Affairs; and Dept. of Manpower; business leaders; a disability organization leader)

Findings

Taxonomy Framework	School A	School B	School C	School D
Student focused planning	• No specific goal for post school outcomes • No student participation in vocational skills planning	• No specific goal for post school outcomes • Some student participate in vocational skills planning	• No specific goal for post school outcomes • No student participation in vocational skills planning	• No specific goal for post school outcomes • No student participation in planning but active student participation in program
Student Development	• Limited used of vocational assessment • Paid work experience not available for students with a physical disability	• Limited used of vocational assessment • Limited paid work experience	• Limited used of vocational assessment • Paid work experience only available for students with hearing impairment through underwear manufacturing business	• School assessing their environment to decide vocational skills options • Paid work experience is available for students
Interagency Collaboration	• Collaboration available for psychology and health issues only	• Collaboration with a teacher who has business to employ students when it is needed	• Collaboration with underwear manufacturing business	• Formal collaboration for apprenticeship program • Non formal collaboration with business for selling bitternut cracker • Occasional collaboration for seasonal produce
Family Involvement	• Limited family involvement	• Some parent involved in vocational skills with their children	• Limited family involvement	• Active family involvement especially in bitternut crackers production
Program structure	• School divided into five different departments according to type of disabilities and each department has its own coordinator • Has vocational skills teacher • Weak leadership • Teacher training is limited due to large number of teachers	• Vocational skill taught by class teacher except for batik • Teacher training distributed fairly among teacher	• Basic vocational skills taught by class teacher • Advanced vocational skills taught by vocational skills teacher • Teacher training distributed fairly among teacher	• Vocational skills teacher available for batik and sewing • Other vocational skills taught by class teacher • Teacher training distributed fairly among teacher

References

Agran, M., Test, D., & Martin, J. E. (1994). Employment preparation of student with severe disabilities. In E. Cipani & F. Spooner (Eds.), Curricular and instructional approaches for persons with severe disabilities (pp. 184-212). Massachusetts: Allyn and Bacon.
Getzel, E. E. & deFur, S. (1997). Transition planning for students with significant disabilities: implication for students-centered planning. Focus on Autism and Other Developmental Disabilities, 12(1), 39-48.
Hardman, M. L., & Dawson, S. A. (2010). Historical and legislative Foundations. In J. McDonnell & M. L. Hardman (Eds.), Successful transition programs: pathways for students with intellectual and developmental disabilities.
Riches, V. (1996). A review of transition from school to community for students with disabilities in NSW, Australia. Journal of Intellectual and Developmental Disability, 21(1), 71-88.
Thoma, C. A., Baker, S. R., & Saddler, S. J. (2001). Self determination in teacher education: a model to facilitate transition planning for students with disabilities. Remedial and Special Education, 23(2), 82-89.
Trainor, A. A., Carter, E. W., Owens, L. A., & Sweden, B. (2008). Special educators' perceptions of summer employment and community participation opportunities for youth with disabilities. Career Development for Exceptional Individuals, 31(3), 144-153.
Yanchak, K. V., Lease, S. H., & Strausser, D. R. (2005). Relation of disability type and career thought to vocational identity. Rehabilitation Counseling Bulletin, 48(3), 130-138.
Knapp, M., Perkins, M., Beecham, J., Dhanasiri, S., & Rustin, C. (2008). Transition pathways for young people with complex disabilities: exploring the economic consequences. Child:care, health and development.