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

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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, Dhanaasir, & 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 & 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

<table>
<thead>
<tr>
<th>Taxonomy Framework</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student focused planning</td>
<td>No specific goal for post school outcomes</td>
<td>No specific goal for post school outcomes</td>
<td>No specific goal for post school outcomes</td>
<td>No specific goal for post school outcomes</td>
</tr>
<tr>
<td></td>
<td>No student participation in vocational skills planning</td>
<td>Some student participate in vocational skills planning</td>
<td>No student participation in vocational skills planning</td>
<td>No student participation in planning but active student participation in program</td>
</tr>
<tr>
<td>Student Development</td>
<td>Limited used of vocational assessment</td>
<td>Limited used of vocational assessment</td>
<td>Limited used of vocational assessment</td>
<td>School assessing the environment to decide vocational skills options</td>
</tr>
<tr>
<td></td>
<td>Paid work experience not available for students with a physical disability</td>
<td>Limited paid work experience</td>
<td>Paid work experience only available for students with hearing impairment through underwear manufacturing business</td>
<td>Paid work experience is available for students</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td>Collaboration available for psychology and health issues only</td>
<td>Collaboration with a teacher who has business to employ students when it is needed</td>
<td>Collaboration with underwear manufacturing business</td>
<td>Formal collaboration for apprenticeship program</td>
</tr>
<tr>
<td>Family Involvement</td>
<td>Limited family involvement</td>
<td>Some parent involved in vocational skills with their children</td>
<td>Limited family involvement</td>
<td>Active family involvement especially in bilateral cracker production</td>
</tr>
</tbody>
</table>

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 skills taught by class teacher except for baking.
- 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 baking and sewing.
- Other vocational skills taught by class teacher.
- Teacher training distributed fairly among teacher.

References


