

# VECAP NEWSLETTER



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## A Message from Your President



By Fran Smith, Ed.D, CVE

### *VECAP – An Organization that is on the Move*

Last month, the 14<sup>th</sup> National Issues Forum was held in Oklahoma City, OK. This was the 13<sup>th</sup> Forum that I've attended over the years and by far one of the best. I left this Forum energized and reflective of the obvious synergy that I experienced and heard. For many that I spoke with, the conversations/presentations got people reflecting back on the roots of this professional field of vocational evaluation and career assessment. For some this was their first visit to such a Forum and their remarks were extremely positive. Still for many of the students I chatted with, the profession is alive and vibrant and they have many forward thinking ideas to guide the future. We introduced some creative uses of social media at the Forum using Twitter to capture "just-in-time" reflections and notes about presentations. If you could not attend, take a moment to review these notes at <http://twitter.com/vecapforum2010>. You can also review a few pictures from the Forum on our VECAP member social network at <http://vecap20.ning.com>.

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Our keynoter Brian Kurth of Vocation Vacations (<http://www.vocationvacation.com>) also remarked very favorably on his blog and email communication of how enlightened he was of the work of our practitioners. This was his first introduction to vocational evaluation and career assessment. Brian brought a fresh new perspective for all to consider regarding career mentorship. He left us with some great ideas to consider and an extension of both gratitude and opportunity to continue our work(s) together. The Forum was a true success on so many levels. Speaking on behalf of the VECAP board, I wish to thank each and every person that helped. We are especially indebted to our Forum Co-Chairs and their committee, Dr. Mike O'Brien and members of the Oklahoma Department of Rehabilitative Services, students/staff at Langston University, and all of our collaborative partners.

Our VECAP organization has been committed to building collaborations with all of our partners for some time. We focused our energies in this direction beginning with 2009

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as a significant goal in our strategic plan. For example, we value our collaborative work with The Vocational Evaluation and Work Adjustment Association (VEWAA) and our shared partnerships on presentations made at the Forum and our work on next steps for the CVE certification. Our collaborations with the National Career Development Association (NCDA) have also helped us raise the understanding and awareness of definitions we value on career assessment and vocational evaluation as well as the importance of our shared language. Finally, our collaborations with the Division on Career Development and Transition (DCDT) continue to evolve with the important work of members working with the National Practice Group on Career Assessment. These interdisciplinary connections and partnerships are important to our growth and visibility. Developing national positions, shared language, and collaborative trainings are stronger when supported by the collective voices of many. VECAP is committed towards this important strategic goal as we focus forward on the future. This approach echoes the same spirit that helped shape the first National Forum and defined the national position of the 1992 Interdisciplinary Council on Vocational Evaluation and Assessment,

[http://www.vecap.org/images/uploads/docs/Interdisciplinary\\_Council.pdf](http://www.vecap.org/images/uploads/docs/Interdisciplinary_Council.pdf).

As we reach the mid-year point of 2010 we are focused on continued growth and momentum. At the National Forum, we welcomed a new member to our Executive Board, Ms. Jen Hemme –our new Treasurer. We also lost one of our journal co-editors, Dr. Debra Homa but we wish her well in her continued professional and personal endeavors. Efforts are underway to try and fill that vacancy.

The final financial counts from the Forum are being tabulated as this article is being written but we are hearing very favorable news. VECAP will continue to focus forward on our strategic goals that expand our global reach about the importance of the profession, enhance our virtual resources to practitioners and educators in the field, and seek continued opportunities for partnerships.

These are exciting times for our organization. I encourage you to continue spreading the good words about VECAP and forging continued collaborations in your own state or local area. The more we “reach one and teach one” the more we can inform, raise awareness and grow our organization. We also need YOU to consider becoming a more active member to help us reach these goals. My personal goal is to see VECAP’s membership grow to 300 members by the end of this year. We are currently at 204+. Our social media channels are visible to the world through our connections in Facebook and LinkedIn. Thanks to our membership co-chairs for broadening this reach. So I end this article with a special request to each of you and ask:

***“How can you help us to broaden this exposure?”***

## VEWAA Sponsored Sessions at the National Forum A Great Success!

By Pam Leconte and Ashley McFall

As many of you know, especially for those who were in attendance at The 14<sup>th</sup> Annual National Forum on Issues in Vocational Evaluation and Assessment, the Event was a great success! This accomplishment was due in large part to the partnership and relationship between the Vocational Evaluation and Work Adjustment Association (VEWAA) and VECAP. VEWAA graciously sponsored / co-sponsored two feature presentations at the Forum, both of which were very well attended and received excellent reviews from the audience.

The first VEWAA sponsored session titled, **'Square Pegs and Round Holes: Vocational Evaluation/Assessment and Assistive Technology'** had a large and engaged audience. This session focused on the relationship between assistive technology and vocational evaluation/assessment, and the importance to maximize accessibility and participation. The presenters addressed the issues and challenges faced by programs and agencies in making assistive technology resources and services an integral part of their evaluation and assessment activities in both school and rehabilitation services. The audience gained a lot, including strategies and approaches to deal with the challenges that continue to restrict the use of assistive technology in so many programs.

As part of a continued effort around vocational evaluation and assistive technology, VEWAA has created an online survey that will collect information on the patterns of use of assistive technology, current situations where AT is effectively used, and challenges and issues that should be addressed. This survey should take no more than 25–30 minutes to complete. Anyone involved and concerned about vocational evaluation and career assessment is invited to complete this survey.

The following link will take you to the survey: <http://www.surveymonkey.com/s/Y9MJXVF> . If the survey does not open immediately you may need to cut and paste this into your browser.

Thank you to the presenters, Jeffrey Annis, Anthony Langton, Janelle Ellis, Terri Miller and Shawn Zimmerman for sharing their expertise on this very important issue.

In the final feature session of the Forum, **'The Way Forward, Certification & Credentialing'**, both VECAP and VEWAA were represented as partners on the National Task Force on CVE credentialing. CAVEWAS (Canadian Assessment, Vocational Evaluation and Work Adjustment Society) was also invited to participate in this Task Force and session, as they bring another perspective, and provide valuable input to the issue. The session panel members, Karen Pell, John Lui, Helga Guthrie and Shawn Zimmerman provided an updated report on the work of the Task Force and possible steps forward to reinstate the credentialing for the CVE. It was reported that over 800 (illustrating that this is of high interest to current and future vocational evaluators) individuals completed an online survey (at that point in time), information from which will help the Task Force to move forward. The audience was highly engaged with questions and comments concerning possibilities related to the organization/institution that may hold the credentialing responsibilities, the certification process and requirements, the naming and cost of the credential and the roles of VECAP, VEWAA and CAVEWAS. Updates will continue to be provided to the VECAP membership. Again, thank you to panel presenters for all their hard work on the task force and for pushing the field of vocational evaluation forward.

VECAP extends its sincere appreciation to Deb Homa, VEWAA President, Shawn Zimmerman, Immediate Past President, and all those from the organization who participated in and supported the Forum. Thank you. ❖

The Members Area login password will change May 22, 2010. The new password will be sent to you via e-mail on Saturday, May 22. If you do not receive the new password by Monday, May 24, please let us know at [Office@vecap.org](mailto:Office@vecap.org). ❖



## VECAP Service Awards Recipients for 2010

**Mike Rubin VECAP Service Award** is presented to a VECAP member who has made a significant contribution to the organization. This service could have been provided during the past year, or over several years. Only VECAP members may nominate candidates for this award and more than one person can receive this award each year.

### 2010 Award Recipients for the MIKE RUBIN VECAP SERVICE AWARD:

**Joan Kester** has made significant contributions to the VECAP organization since her first debut as our Communications Chair in January 2009. Under Joan's first year of service, she designed and deployed a collaborative wiki space to organize the VECAP board's work, coordinated a direct conference phone line, and setup a Goto virtual meeting space that helped our board stay on-task and focused. This was critical to the work and success of our board during the gains made in 2009. Joan was instrumental in helping VECAP take a lead role in the establishment of the National Community of Practice on Career Assessment and has been a strong voice at that table. Her obvious passion for the importance of career assessment shines through in her voice at these meetings; Joan is a joy to watch represent our profession. At the end of 2009, Joan stepped forward to assume a co-chair role for our National Issues Forum and has been a significant leader at that helm. Under her coordination and leadership we have proceeded with a polished Forum web space and established a ready team of volunteers. Our VECAP web portal has been enhanced through Joan's tireless efforts and resulted in an online conference registration and membership renewal system. Joan "thinks out of the box" and continues to push VECAP to new heights and professional presentations. She is a tireless champion for our professional association and a key reason why we have made such successful gains in the past few years.

**Dr. Fran Smith** has made and continues to make significant contributions to VECAP by bringing the organization into the 21<sup>st</sup> century in regards to our web and social networking presence. She has been instrumental in updating the VECAP website to a more user friendly and professional look along with creating avenues for making resources and information more accessible to the public and VECAP members. Furthermore and probably the most challenging task for Fran has been teaching many non-technologically aware individuals new terminology, skills and tools; such as: Facebook and Ning (social networking tools) and Wiki (an aid for coordinating and organizing a group more effectively). All three of these tools have helped to increase the awareness, and productivity and performance rate of the VECAP organization and its members. Without the diligent and highly skilled efforts of Fran Smith, VECAP would have remained one of the best kept secrets; which luckily for our profession is no longer the case.

**Paul R. Hoffman Award** is given in recognition of innovation and creativity in service to person with disabilities through professional or technical achievements in vocational evaluation or work adjustment. A VECAP member may nominate a VECAP member or non-member for this award.

### 2010 Award Recipient for the [Paul R. Hoffman VECAP SERVICE AWARD](#):

**Steve Kirby** has been a leader and innovator in developing vocational evaluation and career assessment service models for youth and adults with disabilities over the last three decades. During his career with the Virginia Department of Rehabilitative Services (DRS), Steve advanced to a leadership role as the Program Director of Vocational Evaluation at Woodrow Wilson Rehabilitation Center (WWRC) in 2000. WWRC is the comprehensive residential rehabilitation and training facility of DRS. During his 10+ years as the WWRC Vocational Evaluation Program Director, from which he recently retired, Steve worked diligently to enhance offerings in the vocational evaluation program and to provide quality evaluations to the hundreds of consumers served yearly. His commitment to high quality services has resulted in vocational evaluation being a high demand service at WWRC.

Steve's leadership in the vocational evaluation department was invaluable. From a leadership perspective, he embodied one of the key leadership criteria from the Good to Great book, i.e., always humble, always acknowledging his staff as the keys to success, never himself. He provided his staff with opportunities for growth and to advance in their career by encouraging participation in training opportunities within the vocational evaluation field. He recently ensured that staff received updated training in assistive technology resources and embraced a project to include assistive technology in the vocational evaluation process. Steve also encouraged and facilitated team meetings to re-evaluate current practices and determine potential changes to improve the vocational evaluation program. One of his primary goals was to collaborate with and meet the needs of his primary customers, i.e. the field staff within DRS who referred their consumers to WWRC for services. He has always been professional in his interactions with others and garnished much respect throughout WWRC and other branches of DRS as he advocated for enhanced service quality even in times of reducing resources.

Steve is thoroughly professional in all of his work and technically very competent and knowledgeable in the area of vocational evaluation. In addition to his role as Program Director, Steve has participated in national vocational evaluation conferences as an expert in the vocational evaluation field and was published in a vocational evaluation journal. He is a sound professional, with both technical and clinical knowledge of the vocational evaluation field. His commitment and professionalism embody the Paul Hoffman tradition. He is most deserving of the Paul R. Hoffman Award.

**Dick Omang Best Practices Award** is presented to a VECAP member who best exemplifies the practices of vocational evaluation or work adjustment in the field. The nominee should be a VECAP member, a Certified Vocational Evaluator (CVE), and recognized by peers and consumers as an ethical professional whose recommendations are sought and utilized in their respective field of practice.

### 2010 Award Recipient for the [DICK OMANG BEST PRACTICES AWARD](#):

**Patricia McCarthy** is someone, who as did Dick did, works diligently every day to provide the best possible services for consumers. Pat's is a quiet presence in the field—one who does not seek the limelight, but who strives daily to do her best with the resources she has. In addition to providing high quality services, she also graciously and selflessly contributes her time to training new professionals to our field.

Pat has served as an Internship Supervisor for numerous graduate students throughout many years and has provided resources and mentoring for these and other professionals. For over a decade, she has organized site visits and hosted graduate classes in vocational evaluation and rehabilitation counseling—recruiting colleagues to share their expertise and introducing students to the way vocational evaluation services should be provided. Prior to most evaluators' awareness that assistive technology should precede and occur simultaneously with vocational evaluation, she was providing low tech AT devices and processes for consumers. Overall, she strives to ensure that we continue to make progress in our field and that new professionals are aware of their responsibilities for effective services, but also that they make contributions to the field to help keep it dynamic and vital.

Dedicated to her craft, she constantly searches for new ways to assess and to create opportunities for consumers to have access to high quality services and those that are professionally sound. She is sought after by new professionals to help guide and mentor them as they learn about rehabilitation and vocational evaluation. Always active in planning and participating in professional development activities for the field, she always approaches learning as an on-going, life-long process. Unfailingly, she provides input and feedback regarding professional activities that help improve them.

Recently, she has served as VECAP's national Secretary with her characteristic competence—never shying from responsibility or an opportunity to support others. Pat represents the type of hard-working professional who sets high standards for service delivery and who helps others reach the same level of quality. ❖

## PAST VECAP AWARD RECIPIENTS

### Mike Rubin VEWA/VECAP Service Award

1979. Rose Mestrow, Bill Rabucha  
 1980. Bill Pardue, Arnie Sax  
 1981. Gordon Keyte, Paul Meyer  
 1982. Darrell Coffey, Bonnie Jones  
 1983. Jan Potyka  
 1984. Dennis Maki  
 1985. Bob Davis  
 1986. Jeri Carter, Randy Gray  
 1987. Marsha Andersen, Ron Fry  
 1988. Gary Sigmon  
 1989. Karen Pell  
 1991. Jane Ruff, Doug Seiler  
 1992. Fran Smith  
 1993. Joe Ashley, Lynn Dowd  
 1994. Geri Harrand  
 1995. Randal Elston, Martha Ensley Stokes  
 1996. Lee Stroud  
 1997. Juliet Fried  
 1998. Darrell Turner  
 2001. Diane Uliana  
 2003. Karen Pell  
 2005. Maureen McGuire-Kuletz  
 2007. Lynn R. Dowd  
 2010. Joan Kester  
 2010. Dr. Fran Smith

### Dick Omang Best Practices Award

1995. Norma Colyer, Kyle Vohlken  
 1996. Cecilia Sumner  
 1997. Pam Winpigner  
 2001. Norma Coyer, Ken Zangla  
 2003. Leicester Johnson  
 2005. Wesley Greenwood  
 2007. Mary Piatt  
 2010. Patricia McCarthy

### Paul R. Hoffman Award

1974. Paul Hoffinan  
 1975. Bernie Rosenberg  
 1976. Julian Nadolsky  
 1977. Tom Gannaway  
 1978. Arnie Sax  
 1979. Bob Couch  
 1980. Jack Sink  
 1982. Dick Baker  
 1983. Paul Meyer  
 1984. Darrell Coffey  
 1985. Randall McDaniel  
 1986. Everett Barton  
 1987. Walter Pruitt  
 1988. Carl Botterbusch  
 1989. Stephen Thomas  
 1990. Don Ross  
 1991. Pam LeConte  
 1992. Marsha Anderson  
 1994. Julius Villemarette  
 1995. Ron Fry, Karen Pell  
 1996. Susan Fewell  
 1997. Darrell Taylor  
 1998. Thomas Modahl  
 2001. Geri Harrand  
 2002. Fran Smith  
 2003. Pamela LeConte  
 2005. Nancy Scott  
 2007. Joe Ashley  
 2010. Steve Kirby ❖



## VECAP Standards Committee Report

Standards Coordinator, Jean E. Johnson, Ed.D, CRC

The Vocational Evaluation Credentialing Task Force implemented the market survey on March 17, 2010 to determine if there is still an interest in a credential for vocational evaluators since the CVE credential is no longer available. By March 25, 2010, 715 responses had been received with the following preliminary results.

- 95% of current CVEs, 89% of vocational evaluators, and 60% of rehabilitation counselors are interested in the credential (total of 482 people said yes).
- Work experience is definitely perceived as important ranging from 80–95% depending on the group.
- Almost 87% of CVEs and 84% of all participants think real or simulated work should be the focus of the evaluation work experience.
- The most popular name for the credential is professional vocational evaluator.
- 36% of all participants (the biggest group) think minimal education should be “other” with most citing a master’s degree.
- An exam is the most popular model for the credential, followed not too far behind by licensure and registry is last. However, a lot of people are concerned about cost.

Clearly, the survey respondents are still interested in being able to obtain credentialing for vocational evaluators. Moreover, during **The Way Forward: Certification and Credentialing** panel session at the VECAP Forum in April, 2010, participants echoed the desire for credentialing for vocational evaluators. Participants expressed the desire for certification to validate a high level of knowledge and skills as well as the status and prestige associated with credentials. There was no shortage of questions or suggestions relevant to creating a new credential and credentialing process for Vocational Evaluators.

The survey closed on April 30, 2010 and final results will be reported in the near future. The task force members are: John Lui, SVRI, Chair; Mike Ahlers, VECAP representative; Michelle Hamilton, UW Stout; Debra Homa, UW Stout and VEWA Board member; Karen Pell, VIA Consulting LLC and VECAP representative; Erika Peterson, SVRI; April Pierson, SVRI; Paige Tidwell, VEWA Board Member; Shawn Zimmerman, VEWA Board Member, and Jean Johnson, VECAP Board, Standards Coordinator. ❖

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## Response to Intervention (RTI) in Career Assessment

Samuel Castiglione, D.Ed.

RTI is simply a straightforward measurement process of the effectiveness of an intervention (treatment) or various interventions in terms of learning or behavior change. In career assessment it might be used to help predict a person's potential to learn a specific line of work.

The key components are simple:

A Target - e.g., in school a third grader will read at third grade level;

In behavior, a student/client will say "good morning" 80% of the time (4 of 5 days) when entering the work room;

In work, a person must screw together 100 nuts/bolts & washers in one hour;

Or, the trainee will learn medical abbreviations with 80% accuracy in a C.N.A. course;

If this sounds like the target needs to be a measurable behavior, it does.

A measurement method: e.g., the third grader will perform 3 three-minute reading samples per week.

The instructor will be in position to meet the person entering the work room.

Fifteen-minute trial periods to screw together 25 N/B/W's.

Repeated study periods followed by tests of medical abbreviations knowledge.

For RTI, measurements are best if they are short, frequent & repeated measures, which allow rapid indications of whether a given intervention is working or needs to be changed.

Level of Performance- The measurement should tell where the person is with respect to the Target. Generally, the person is underperforming, e.g., the third grader is only reading first grade words; the trainee needs to learn a task they have never performed before; or is underperforming. If a person's Level of Performance is already at target or so close that they will achieve it, then there is no need for Intervention; the need is for a new Target.

Rate of Learning - This is essentially a slope (a mathematical function) that is easiest for everyone to understand as a graphed line. The issue is to see if an intervention increases the slope of learning-performance so that at some point in the "reasonable" future the performance will reach the target line.

The Intervention(s): In the strictest sense, the interventions chosen should have a scientific rationale, or even better, an evidence-basis ("evidence-based"). But this could involve a process, a structure, a change in materials, or a specific reinforcement menu or schedule, for example.

Examples:

A non-graphed method is one that I have used to see if transition students can learn their own social security number as a part of job-seeking competence. I might simply ask them if they

know it (the first measurement). If not, then I might produce it, ask them to try to memorize it, and then ask them again (second measurement). Again if not, or if they are shaky, I would apply the neuropsycholinguistic principle of the "Rule of Seven", that is, the brain is generally wired for the average person to require at least seven exposures to establish a basis; and, that multiple modalities increase learning. So I have a sheet of paper with their SS number at the top, and seven lines, which have a few of the parts of their number in different places on each line, to start, and gradually fading to none by the end. They start out copying their number; then hiding the parts above and trying to fill in by memory; and lastly completing the final line on their own. (third measurement) Then I ask them to look away from the paper and tell me the number (fourth measurement); then I may tell them I will ask them again in a few minutes after we start some other tasks (fifth measurement); then again after (e.g. an hour, after lunch, at the end of the day, the next day) (repeated measures, with interventions being delayed recall, interference from other tasks, and transfer to short and long term memory).

A graphed method, more typical, is attached below. It shows the progress of a woman (J.S.) and 3 others who were candidates for a 6-week Certified Nurse Assistant training program. One of the questions was whether she could learn the training material. One of those tasks was to learn several pages of medical terms and abbreviations, and another was to learn to absorb the material in a chapter on communication with residents/patients. Graph JS shows the candidate with the chapter material; the target is to learn the information to 80% accuracy (a criterion). JS and her colleagues had 20 minutes to study the material rapidly (a study approach that increases intensity) and then to write on a blank sheet of paper as many elements from the chapter as they could in five minutes; in point of fact, almost everyone had stopped writing by five minutes. This was recorded as a percentage of the known number of elements in that chapter as Item 1. (For illustrative purposes, this was only recorded once, although there were three trials using this method). Between trials 1 and 3 an intervention included a discussion of how each of the students might learn best; taking notes, pacing, reading it aloud, etc. Then another intervention was to change the method of recall, recorded as Item 2. This time after the study period, the students worked on an "objective" test (multiple choice, T/F, & fill-in-the-blank). The response is a percentage. Then there was a delay period (another intervention). Ideally we would have had 7 trials (again as an application of the Rule of Seven) to see if the person's learning slope would intersect (or be predicted to intersect) the target. We ran out of time to do all seven trials but charted her progress; we predicted that with increased study, the person may well learn the material as needed in the short course.

The second attached graph of 4 students (including JS) on the task for medical abbreviations, show the differences in learning slopes. JS was actually marginal but may have succeeded. The middle two candidates had pretty good learning rates predicting success. The fourth candidate, who had multiple problems interfering with learning, had a very flat slope and was not a good candidate for training, but in fact demonstrated strong need for mental health intervention.

Thus RTI is essentially a repeated measures assessment device that tells rapidly whether a given (scientifically based) intervention is in fact effective for a given person and situation.

II. Some alternative assessment procedures

Response-To-Intervention (RTI), the "Rule of Seven" and learning graphs

1 - 2 - 3- 4 -5 - 6 - 7 - 8 - 9      (actually the Ss' social security number)

\_\_\_ \_\_\_ - \_\_\_ \_\_\_ - \_\_\_ \_\_\_ \_\_\_

\_\_\_ \_\_\_ - \_\_\_ \_\_\_ - \_\_\_ \_\_\_ \_\_\_

\_\_\_ 2 \_\_\_ - \_\_\_ \_\_\_ - 6 \_\_\_ 8 \_\_\_

1 \_\_\_ \_\_\_ - 4 \_\_\_ - \_\_\_ 7 \_\_\_ 9 \_\_\_

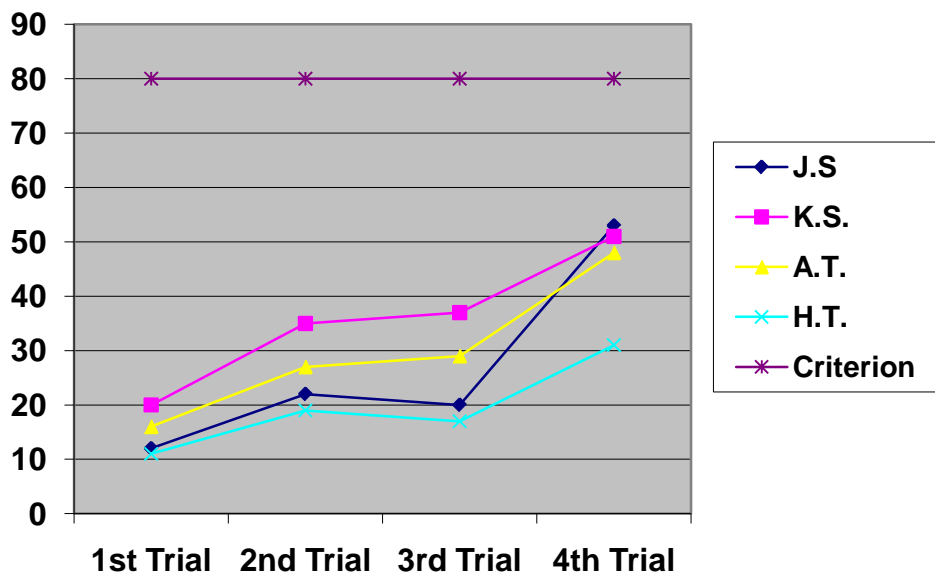
\_\_\_ 2\_ 3\_ - \_\_\_ 5\_ - 6\_ 7\_ \_\_\_ \_\_\_

1 \_\_\_ 3\_ - 4\_ \_\_\_ - \_\_\_ \_\_\_ 8\_ 9\_

\_\_\_ \_\_\_ - \_\_\_ \_\_\_ - \_\_\_ \_\_\_ \_\_\_

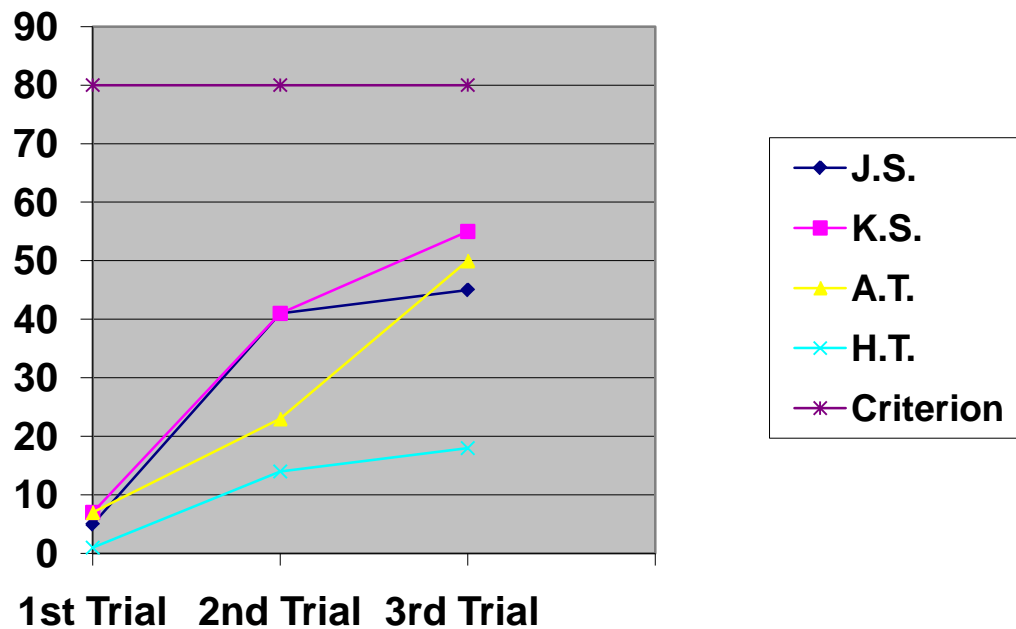
The instructions were to copy the numbers into the first two lines. Then folding the top down and bottom up to reveal only one line at a time, they were to fill in the blanks for each line. By the time they reached the last line (the 7<sup>th</sup> instance) all the candidates filled in their numbers without "peeking". They were then asked to recite it aloud, all successfully. They were told they'd be asked later, and their numbers were requested from them in ten-minute, one hour, and half day delayed conditions. All were successful and demonstrated that the Rule of Seven could be applied to discrete aspects of learning for them. This is the "Intervention" in Response-To-Intervention (RTI).

Medical Abbreviations and Meanings



[Open Recall.....Delay.....] [Completion, Overnight delay]

## Textbook Chapter on Communication



[Open recall] [ObjectiveTest]{Delay}[Objective Test]

	J.S.	K.S.	A.M.	H.T.	
Age	38	17	19	17	
IQ	68-75	89-93	???	69-74	
Reading	6.6	10.6	5.8	3.7	Grade Level

Under ideal conditions, seven trials of each would have been attempted, as an application of the Rule of Seven; unexpected scheduling constraints prevented doing this. As a result, the graphed results were viewed with hypothesized results over seven possible trials; the target was an objective criterion of 80% success which would have been the same criteria for success in the training program. The graphs, as a function of RTI, were evaluated on whether their *Learning Rate* and *Level of Performance* could have been projected to reach the Success Criterion over seven trials. ❖

Check out the VECAP social media connections/addresses at:

Facebook, <http://www.facebook.com/pages/Salina-KS/The-Vocational-Evaluation-and-Career-Assessment-Professionals-Association/148322513433>

Ning, <http://vecap20.ning.com>

LinkedIn, <http://www.linkedin.com/in/vecap> ❖

## CITY Program

By Bridget Green

The Career Investigations for Transition Youth (CITY) Program is a partnership among the George Washington University, the Kingsbury School, a school for students with learning disabilities, and the HSC Foundation. The CITY Program was developed to provide a model for how schools and universities can positively impact the transition of youth with disabilities.

The CITY Program is unique in at least three ways:

- First, the CITY Program addresses the career challenges individuals with high incidence disabilities face in that CITY provides tools for career awareness, exploration and preparation.
- Second, the CITY Program is supported by a four-year transition curriculum with a goal of post-secondary education or employment preparedness. This curriculum is designed to assist and encourage positive outcomes through school and community based assessments to allow students become better prepared to transition to two or four year colleges, vocational preparation, volunteer programs, or employment opportunities.
- Finally, the CITY Program provides the student with a portfolio to assist the student in self-awareness through twelve on-going assessments intertwined in the transition curriculum that aids the student to a successful post-secondary transition.

The CITY Program is currently in the dissemination stage. We are hoping to have a community outreach to disability services, special education departments, and human resource departments. The CITY Program provides a manual for a replication opportunity that assists in developing and operating a school-university partnership. The CITY Program will provide professional development and technical assistance to organizations interested in replicating one or more components of the program. The program has developed a 'how to' manual to aid organizations in partnering to provide more comprehensive community-based assessment for transition planning. For more information contact Bridget Green at [greenb@gwmail.gwu.edu](mailto:greenb@gwmail.gwu.edu). ❖

## CAVEWAS Pre-Conference Invitation

By Phillip W. Boswell, President CAVEWAS

As the president of the Canadian Assessment, Vocational Evaluation and Work Adjustment Society (CAVEWAS), it is my pleasure to extend an invitation to you to attend CAVEWAS' pre-conference. Every year, CAVEWAS sponsors a day long workshop prior to the Vocational Rehabilitation Association of Canada's National Conference.

This year, we very excited that Dr. Tim Field has agreed to speak. Dr. Field will be presenting on *Forensic Reporting and Expert Testimony*. This presentation will be of great interest to Vocational Evaluators as well as Vocational Rehabilitation Consultants and other professionals in this field. As an extensively published and accomplished presenter, Dr. Field will cover vocational evaluation, transferable skills analysis, expert and admissible testimony as well as forensic reporting. He will be researching Canadian case law related to matters and decisions regarding vocational evaluation in Canada. Included with your registration fee you will receive a copy of Dr. Field's publication, *The Vocational Expert: Revised and Updated* (2005).

Recently, I had the pleasure of attending one of Dr. Field's presentations at the American Board of Vocational Experts Conference in San Diego last month. We are in for a treat. Dr. Field's encyclopaedic knowledge of vocational rehabilitation is impressive as is the comfortable learning environment he created during his presentation. He is a born teacher.

If you've been in rehabilitation for any length of time, you probably have one of Dr. Field's publications on your bookshelf. Here are a few of Dr. Field's major published works.

- Rehabilitation Consultant's Handbook
- Measuring Worker Traits
- Measuring Physical Capacities
- Transferable Work Skills
- Strategies for the Rehabilitation Consultant: Transferability, Loss of Employment, Lost Earnings, and Damages
- Vocational Assessment: Evaluating Employment Potential
- Forensic Rehabilitation: A Manual for Vocational Experts
- Forensic Casebook: Illustrations of How to Report Findings (Editor)

- Approaches to Estimating Lost Earnings: Strategies for the Rehabilitation Consultant
- Scientific vs. Non-Scientific and Related Issues of Admissibility of Testimony by Rehabilitation Consultants
- The Quick Desk Reference for the Forensic Rehabilitation Consultant
- Admissible Testimony: A Content Analysis of Selected Cases Involving Vocational Experts
- The Vocational Expert: Revised and Updated
- Methods & Protocols: Meeting the Criteria of General Acceptance and Peer Review
- Transferable Skills Analysis: A Basic Guide to Finding Related Jobs

You can see why we're so excited! If you plan on attending the National Conference, why not come a day earlier and attend what will be a most enlightening experience? I hope to see you there.

**What:** Forensic Reporting and Expert Testimony.

**Where:** Sheraton Fallsview Hotel and Conference Centre  
Niagara Falls, ON

**When:** June 8, 2010  
8:30 – 4:30

**Cost:** \$199.00 (early bird)  
\$249.00

Visit the VRA Canada website for to download registration form:

<http://vracanada.com/registration.php>

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### IS YOUR E-MAIL CORRECT???

Please be sure your e-mail program is set to receive e-mail from [mahlers@cox.net](mailto:mahlers@cox.net) in order to receive this and future newsletters. Also, if you have not received your renewal information electronically from VECAP Home Office, please send your current e-mail address to [Office@vecap.org](mailto:Office@vecap.org) to ensure we have the correct one on file.

***Membership renewal can now be done on-line at***

***<http://vecap.org/index.php?/memberreg/>***

### VECAP Newsletter Publication Information

Articles and information for publication in the VECAP Newsletter may be communicated in several ways. E-mail is preferred. Articles become the property of VECAP. Any reprint of all or a portion of an article must include a notice of the VECAP Newsletter as the source.

Advertising pertinent to the interests of vocational evaluators and work adjustment specialists may be placed in the newsletter. Advertisements (camera-ready or text) must be received by the editor with payment payable to VECAP. Advertising rates are:

Quarter Page .....	\$ 75.00
Half Page .....	\$125.00
Full Page .....	\$250.00

Brief professional job announcements are free. The information and advertisement in the newsletter are for the interest and benefit of members of VECAP and do not constitute endorsement or an official policy or position of the Vocational Evaluation and Career Assessment Professionals (VECAP) organization.

Information and articles for the VECAP Newsletter may be communicated to the editor at:

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