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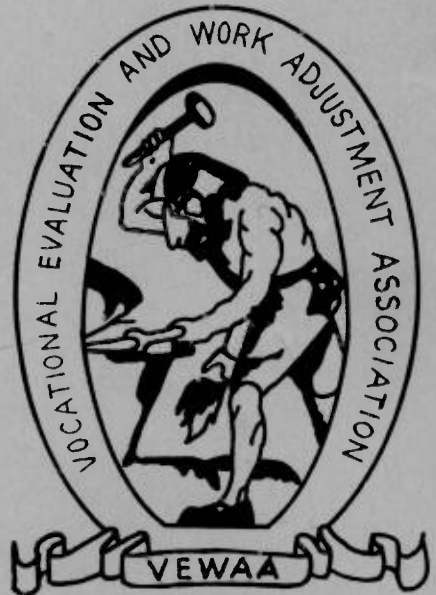
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STOUT VOCATIONAL REHABILITATION INSTITUTE University of Wisconsin-Stout Menomonie, Wisconsin 54751

## Vocational Evaluation Project Final Report



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VOCATIONAL EVALUATION AND WORK ADJUSTMENT ASSOCIATION

*The Materials Development Center is supported in part by a Research and Demonstration Grant (12-P-55307/5) from the Rehabilitation Services Administration Department of Health, Education, and Welfare, Washington, D.C.*

**The Vocational Evaluation and Work Adjustment Bulletin** is published quarterly by the Vocational Evaluation and Work Adjustment Association. The **Bulletin** is designed to provide practitioners with an understanding of developments in theory and practice for the fields of vocational evaluation and work adjustment.

**SUBSCRIPTIONS:** U.S. and Canada—\$5.00 for one year; \$9.00 for two years; \$12.00 for three years; single copies \$1.50. Foreign—\$9.00 for one year; \$17.00 for two years; \$24.00 for three years. Subscription requests should be mailed to Ms. Helen Travis, VEWAA Subscription Coordinator, Daniel Arthur Rehabilitation Center, Oak Ridge, Tennessee 37830. Checks should be made payable to the Vocational Evaluation and Work Adjustment Association.

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**CHANGE OF ADDRESS:** Notification of a change in address should be sent at least one month in advance to the National Rehabilitation Association, 1522 K Street, N.W., Washington, D.C. 20005.

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**INDEXING:** Articles which appear in the **Bulletin** are selectively indexed in **Psychological Abstracts** and **Rehabilitation Literature**.

**BACK ISSUES:** Previous issues of the **Bulletin** may be obtained for \$2.00 per copy from the Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.

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Due to the widespread interest in and the far-reaching implications of the VEWAA Vocational Evaluation Project, the Materials Development Center is reprinting the final project report in order to make it available to a wide range of rehabilitation facility personnel and other interested persons. The Vocational Evaluation Project final report was originally published as a series of three monographs which were printed as a special edition of the Vocational Evaluation and Work Adjustment Bulletin. This MDC Reprint combines the contents of these monographs under one cover. The contents are as listed:

Vocational Evaluation Services in the Human Services Delivery System (Task Force #1) . . . . .	7
The Tools of Vocational Evaluation (Task Force #2) . . . . .	49
Standards for Vocational Evaluation (Task Force #5) . . . . .	68
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The MDC is pleased for the opportunity to make this material available.

Additional copies of this publication may be purchased from MDC for \$2.00 per copy.

# VOCATIONAL EVALUATION AND WORK ADJUSTMENT BULLETIN

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JULY, 1975

SPECIAL EDITION

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This project supported, in part,  
by SRS Grant #12-P-55958/3-02 from  
the Social and Rehabilitation Service,  
Rehabilitation Services Administration.

Published Quarterly

U.S. Subscription Price \$5.00 a Year

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#### BUSINESS OFFICE

1522 K Street, N.W., Washington, D.C. 20005

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# Summary and Index of the Vocational Evaluation Project Final Report

## **VOCATIONAL EVALUATION SERVICES AND THE HUMAN SERVICES DELIVERY SYSTEM (Task Force 1)**

In this keystone section, the task force has described vocational evaluation as an alternative assessment service which is a specialized form of clinical assessment. They propose that vocational evaluation is, rightly so, an assessment of last resorts. Proposed is a three phase vocational evaluation model in which an individual would participate in the assessment process—at the first level, through an interview type screening; at the second level, the client would participate in in-depth vocational counseling; and finally, only where necessary, a client would receive vocational evaluation. The report then deals with barriers of agency fiscal structure, personnel, philosophy, communication, and referral barriers.

## **THE TOOLS OF VOCATIONAL EVALUATION (Task Force 2)**

Beginning with the premise that all vocational evaluation is based upon the observation of individuals in work or work related situations, the task force has set about describing the tools of vocational evaluation as situations which are used as tools for vocational evaluation, the resource tools available to evaluation personnel, and the applied tools, i.e., interviewing, observing, and reporting procedures. Situations which might be used as tools are job sites, production work, trial training, simulated job stations, actual job samples, simulated job samples, single trait samples, cluster trait samples, and psychometric tests.

This task force is proposing a series of projects which put emphasis upon the development of more reliable criteria upon which to base observational judgments.

## **THE VOCATIONAL EVALUATOR (Task Force 3)**

The title "vocational evaluator" is impossible to define. Individuals who are called vocational evaluators do many different types of things in many different types of agencies and facilities. The role of the vocational evaluator is determined by the setting in which he works, his individual training, his background, the type of clients served, the presence or lack of presence of another agency which pays for the services, and the philosophy of the organization providing the vocational evaluation services. Task Force 3 looks at the desire of practicing vocational evaluators, to be recognized as "professional clinicians", as opposed to "skilled technicians". At issue are the different types of roles required of the professional evaluator, the necessary knowledge and skills, and training which might be required to fulfill them. The task force proposes a series of studies which might culminate in a definitive career ladder for the field of vocational evaluation.

## **THE TEAM APPROACH TO VOCATIONAL EVALUATION (Task Force 4)**

Task Force 4 struggled with the present dilemma in which many vocational evaluators find themselves—trying to communicate with other professionals, and

at the same time being limited in this communication through policy barriers, professional image, limited knowledge of other professions, and lack of a common language. They propose to reinstitute (and in the process redesign) the team approach to vocational evaluation through a nine point model which describes the multiple roles an evaluator or an evaluator team must play in the process of providing a vocational evaluation.

The team suggests approaches which might be taken in order to develop the acceptance of the evaluator team, and ways in which evaluator teams could be trained.

## **STANDARDS FOR VOCATIONAL EVALUATION**

### **(Task Force 5)**

Toward the beginning of the Vocational Evaluation Project, there were conversations between VEWAA and the Commission on the Accreditation of Rehabilitation Facilities (CARF). During those talks, it was discovered that CARF was open to suggestions from the field regarding acceptable standards upon which vocational evaluation programs in rehabilitation facilities might be judged.

In addition, it is obvious that vocational evaluation programs are developing in places other than vocational rehabilitation facilities, and it has become clear to the VEWAA executive council and the Project task force that a set of self standing standards is also needed for non-rehabilitation facility programs.

This report contains final recommendations to CARF as well as a major portion of the draft of the free-standing document. A committee within the association will continue to work to finish, and then continually upgrade, these national standards which will be applicable to rehabilitation facilities as well as the myriad of new organizational programs which are employing vocational evaluation methods to evaluate their harder to assess clients or students.

## **THE RELATIONSHIP OF VOCATIONAL EVALUATION TO ORGANIZATIONS AND EDUCATIONAL INSTITUTIONS**

### **(Task Force 6)**

Task Force 6 has examined the depth and breadth of recognition of the field of vocational evaluation by national organizations and federal agencies which might benefit from the inclusion or provision of vocational evaluation services, and the training organizations which could potentially train the number of qualified masters degree graduate vocational evaluators which would appear necessary to upgrade the field. Included in their report is a summary of the National Organizations Forum on Basic Questions Relevant to Vocational Evaluation and a survey of the willingness of graduate programs in vocational rehabilitation counseling to consider the addition of courses in vocational evaluation.

## **GLOSSARY**

### **(Task Force 7)**

During the second year of the project, task force members who had been working in each of the other 6 task forces were pulled aside to create a special task force on a vocational evaluation glossary. Basing their work upon the work of the other task forces, they have collected a series of 73 definitions used throughout the vocational evaluation project. They have called for an ongoing national committee to continue to examine and expand this present glossary.

# Editorial

This is the first of 3 volumes which will comprise the final report of the Vocational Evaluation Project—sponsored by the Vocational Evaluation and Work Adjustment Association (VEWAA) with the assistance of the National Rehabilitation Association (NRA) and the University of Arizona Rehabilitation Center, and funded in large part by the Rehabilitation Services Administration (RSA). The genesis of this project was a meeting in the fall of 1969 with Edward Newman, Commissioner of the Rehabilitation Services Administration and representatives of the Vocational Evaluation and Work Adjustment Association. The meeting had been arranged by Dr. Paul Hoffman, the immediate past president of the Association—called at the request of the commissioner, who was new to his job—to answer some of the commissioner's specific questions about vocational evaluation. As a result of the meeting, an invitational conference on vocational evaluation was proposed, to be held as one of a series of seminars which were being organized by the International Association of Rehabilitation Facilities (IARF)—under an RSA grant.

The conference was held June 2-4, 1970 at the National Airport Holiday Inn, Washington, D.C. under the joint sponsorship of the University of Pittsburgh Research and Training Center, and IARF.

## **The Purpose of the Project**

Workshops held at this conference recommended that a grant for a three year study of vocational evaluation be submitted. Subsequently, the Association with the help of NRA wrote the grant proposal and submitted it, hoping for funding in fiscal year 71 or 72. The project was funded at the end of fiscal year 1972.

The purpose of this project as stated in the original grant application was:

to attain and publish a professional consensus with respect to (1) the nature, characteristics and unique features of work evaluation as a contribution to helping disadvantaged individuals, including physically and mentally impaired persons, achieve self support; (b) the process or processes by which work evaluation services can be delivered; (c) the knowledge and skills needed to provide work evaluation services; (d) the target population that work evaluation services can be helpful to; (e) steps needed to be taken to develop standards governing provision of work evaluation services and the figuring of the development of such standards.

The reader of these three final project documents will discover that the project has indeed addressed itself to these areas and, it is felt, has exceeded the original design in almost all areas.

## **The First Year**

In order to accomplish our goals, we set out to involve a large number of individuals from the fields of vocational rehabilitation, vocational education, special education, and manpower training programs in the initial

discussion phase of the project. From this group we wanted to identify and recruit a national cadre of approximately 50 people from a variety of backgrounds and geographic locations to make up the basic task forces of the project. In the initial year of the project, 64 local practitioner forums in different American cities were recruited to discuss the 16 project topics. The steering committee identified individuals with backgrounds in vocational evaluation and writing ability to create initial position papers on each of those topics. (Those papers may be found in the project publication—*Positions on the Practice of Vocational Evaluation—1975*).

Local forum leaders were trained in a series of workshops and then each led his local forum through a series of 4 sessions. Each forum discussed one of the position papers and then wrote their own response to the initial paper. 51 of the 64 forums completed their task. Those forum position papers plus the original position papers formed the basis for the Atlanta Synthesizing Conference held in June 1973. Selected forum leaders and position paper contributors met along with the steering committee, and in a hard working three day session, created the **Atlanta Synthesizing Conference Workbook**.

### **The Second and Third Years**

At the beginning of the second year, the steering committee felt ready to name the 6 task forces which would do the major investigation for the rest of the project. These task forces continued to utilize the forum responses of the first year, and basing their work upon the Atlanta document sent specific questions back to individual forums for their response. In May 1974, they met in San Antonio to begin to articulate the proposals which might be necessary for the upgrading of the field. Between May and September, task forces continued to work on their statements. In September, prior to the NRA Conference, they met in Phoenix where the first draft of this final report was completed. Since that time, primarily through correspondence, the task forces have completed second and final drafts.

### **The Results**

The project report index and summary which follows this introduction will give you an overview of the project report itself and in which issue you can find each report.

The project has not solved all the problems of the practice of vocational evaluation. In fact, it has probably raised as many new issues as it has resolved old ones.

There is no question that this report could have been created by fewer people than were involved in this project, in fact, much of what has been said here has been said before in various publications and conferences. What is unique about this project and its product is that a relatively large number of people were involved in the creation of this final report.

The creation of the national cadre of opinion leaders in vocational evaluation has greatly facilitated communication throughout the United States in the field of vocational evaluation as well as identified a number



of individuals who are now taking leadership roles within the state and national associations. If the project has allowed nothing more than the coming together of so many elements within the field, then it has gone a long way toward accomplishing its purpose of obtaining consensus in the field.

The statement of that consensus is this final project report. Each task force dealt with their individual area from three perspectives—they have attempted to: 1) state their best description of the present **state of the art** relative to their particular section; 2) identify the **contradictions** or **barriers** to more effective practice, and 3) make **proposals** which point the direction to future action which can be performed or catalyzed by the professional association.

The reward of this project has been the extensive communication it has allowed the project participants. This has led to an increased awareness of the field of vocational evaluation, not only among practitioners in the field of vocational rehabilitation, but also in the fields of vocational education, special education, and manpower training. There has been significant contact with many universities which provide vocational rehabilitation counselor training as well as other professional associations, federal agencies, and umbrella rehabilitation associations.

The document itself will provide a benchmark for future growth and development in the field, and give direction to the association and profession.

It is hoped that this is not the end of the vocational evaluation project. This report is being published as special editions of the VEWA bulletin, so that it will get to the evaluation practitioner. We would urge local VEWAA forums to take these reports, discuss them, correspond with your officers about the proposals, and begin to implement those proposals which can be begun at the local level.

The Vocational Evaluation Project has been practitioner's research. Its success has depended upon the large and positive response of local evaluators, adjusters and counselors. VEWAA will continue to need your support if it is to grow in the direction that this project has indicated.

Stanley H. Crow, *Project Director—for the Steering Committee*

# Vocational Evaluation Services in the HUMAN SERVICES DELIVERY SYSTEM

Prepared by Task Force #1

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The Task Force gratefully acknowledges the following groups and expresses thanks for their work which led to the preparation of this final report.

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