

CAREER TOOLS USED BY BRS

CAI - CAREER ASSESSMENT INVENTORY

(paper, pencil, not a timed test)

The Career Assessment Inventory (CAI) is a career tool used to identify occupational interests for those making a career change, selecting a first time occupation or for students making choices about areas of study. It is in paper and pencil format, can be administered individually or in group setting, and consists of over 300 items to rank from like very much to dislike very much. The surveys are mailed to Pearson Assessment Services in MN for scoring. (BRS has an established account). Results are returned in about 7-10 days. A comprehensive report including graphs is returned and can be copied and given to consumers, following the interpretive meeting with the counselor.

The CAI comes in two versions:

- 1) Vocational Version (green): This is used for individuals who are planning to enter jobs immediately after high school or community college. It focuses on careers requiring less than two years of post secondary training. It can be administered to individuals 15 years or older; reading Level is 6th grade. It was normed on 1500 working adults. It will take approximately 30 minutes to complete.
- 2) Enhanced Version (blue): This is used for individuals who may be considering careers that could require up to 4 years of college. It can be administered to individuals 15 years or older; Reading level is 8th grade. It was normed on 900 students and working adults. It will take 40 minutes to complete.

COPSystem-CAREER MEASUREMENT PACKAGE

(paper, pencil, timed test)

CAPS-Career Ability Placement Survey

*The CAPS is designed as an instrument for providing examinees, instructors and counselors with a powerful new tool to aid them in the planning, organization and evaluation of career development.

*The CAPS consists of eight, short, five-minute ability tests in the following areas: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, Manual Speed and Dexterity and Mathematical Ability.

COPS-Career Occupational Preference System Interest Inventory

*This inventory will help individuals to define the kinds of work they are interested in.

COPES-Career Orientation Placement and Evaluation Survey

*The statements in this survey represent values which people consider to be important in their work and the activities they do.

*Language-English

*Range-Sixth grade through high school, college and adult.

*Reading Level-Sixth grade and above.

*This three part system does not work well with consumers who are functioning at a very low level.

Benefits-

- *Provides consumers with personalized interpretation, access to thousands of occupations and lots of ideas for career building activities.
- *Gives you a good picture of an individual's interests, abilities, and values and a great starting point from which to provide quality career guidance.

Procedure for administering-

- *Consumers are given the COPS and COPEs to take home to complete. They bring them back when they take the CAPS Testing at a BRS office.
- *The whole package gets sent to San Diego, CA for scoring.
- *It takes about three weeks to get them back. Counselors or Human Resource Specialists can interpret the results to consumers.

Where to obtain these tools-

- *BRS call your Human Resource Specialist or Bettyann Sawicki at 203-974-3020. Also available through some high school guidance counselors, DOL, Workforce and college career services.

GATB - General Aptitude Test Battery

(paper, pencil, timed test)

Reliably measures nine basic aptitudes: general learning ability, verbal, numerical and spatial aptitude, form and clerical perception, motor coordination along with finger and manual dexterity. Free at the Department of Labor, must call to register, usually offered once monthly. Required 6th grade math level and 3rd grade reading level. *This counseling tool can help determine current skills, estimate future job performance and assists clients in the selection process for entry-level jobs and training. GATB is given in group format. Similar to CAPS ability section.

HARRINGTON O'SHEA CAREER DECISION MAKING SYSTEM

This instrument assesses abilities, interests, and work values all in one instrument. Six Career Interest Areas also suggest career clusters featuring action steps and career exploration resources. The six career interest areas are Crafts, Social, Science, Business, Arts and Office Operations. Available in English and Spanish.

M.B.T.I. - MYERS-BRIGGS TYPE INDICATOR INSTRUMENT

(can be taken on line or paper, pencil, not a timed test)

Assesses personality differences, unique individual preferences. One can use this tailored information to improve individual and team performance. *Assists with confidence building, employee retention, stimulating communication and productivity. Required minimal 7th grade reading level. Usually isn't given to students until at least junior or senior year of high school. Recommended more for adult learners.

READING-FREE VOCATIONAL INTEREST

(paper, pencil, not a timed test)

The R-FVII: 2 is a non-reading vocational preference inventory for use with individuals with mental retardation, learning disabilities, who are deaf, non English speaking, the disadvantaged and regular classroom students. The non-reading feature of the inventory requires no verbal symbols or written statements for interpretation by examinees.

The R-FVII:2 interest patterns furnish information for individuals engaged in a wide range of occupations and job tasks at the unskilled, semiskilled, and skilled levels. The occupations represented by the R-FVII:2 are not limited to entry level.

The usefulness of the information obtained by administering the R-FVII:2 depends on the ability of the subject to understand and follow instructions, comprehend and interpret the contents of the pictorial items, and to record his/her responses as given in the instructions.

Because no reading skill is required to challenge the subject, the R-FVII:2 can be administered to non-verbal readers or to those with limited reading comprehension and to subjects for whom English is a second language.

The R-FVII:2 is self-administering and has not time limit. It is suitable for use with individuals from 12 through 61 years of age. It can be administered to individuals on a one-to-one basis as well as to groups the size of a classroom.

The average amount of time to complete the inventory is twenty minutes or less.

SDS SELF DIRECTED SEARCH

(paper and pencil)

The SDS is a career inventory based on Holland's theory of careers. It is based on the premise that most people can be loosely categorized with respect to six different types: realistic, investigative, artistic, social, enterprising, and conventional. This inventory helps clients to explore the careers they might find most satisfying based upon their interests. The SDS will give your client a three letter Holland code to help them find careers that most closely match their interests and provides a "Job Finder" booklet with several hundred jobs listed by Holland code combinations.

STRONG INTEREST INVENTORY

(can be taken on line or paper, pencil, not a timed test)

The Strong Interest Inventory is a carefully constructed questionnaire that inquires about a respondent's level of interest in a wide range of familiar items (words or short phrases describing occupations, occupation activities, hobbies, leisure activities, school subjects, and types of people). By far the most common use of the Strong is to help people make educational and occupational choices.

The Strong can be used with high school students, college students, and adults; thus, the appropriate age for using the instrument spans 50 years or more. The inventory usually is not administered to students who have not yet entered the eighth grade.

The overall reading level was found to fall between the eight and ninth-grade levels.

The Strong is a measure of interests, not abilities. Since the Strong is a measure of interests, it is limited by the stability or development of the underlying interests in the populations among which it is used. Thus, it is of limited usefulness among populations whose native language is not English and among those who have inadequate knowledge of the occupations found on the Strong.

Taking an average of only 35 to 40 minutes to complete, it can be given individually or in groups.

TSA - TRANSFERABLE SKILLS ANALYSIS

Website - VocRehab.com

This is a website where we can enter information about an individual, and it will run computer-based transferable skills analysis (TSA). The purpose of a TSA is to determine what residual skills an individual has from their work history that they can still apply to new occupations (usually without additional training), following an acquired disability (or additional functional limitations) that make it impossible for them to continue doing the work that they have done in the past.

What type of consumer would we use this for?

- Someone with a significant work history, who has an acquired *physical* disability (or one which has gotten progressively worse), and where you need to generate some ideas for further occupational exploration

What are the pros of this tool?

- Once you've used it a few times, it's pretty easy to use and accessible from any computer with internet access
- There's technical assistance available from the website
- It can generate a lot of ideas to explore with your consumer
- You can go back and re-do a TSA as many times as you want to

What are the cons of this tool?

- Entering too much information may result in restricted/minimal outcomes, so you need to be selective about what you enter
- Many of the reports generated are geared toward VRCs in private rehab practice (who may need them for court-related matters) and therefore will not be very useful to us

Misc/Helpful Hints:

- The website is vocrehab.com. Go to the "professional" section, then to "pro log in" and BRS' password is cougarcat (all one word).
- Remember that BRS shares this site as a whole and you will need to enter your client in a way that you will remember (i.e., first name w/last initial plus caseload #).
- *Always enter your email as the one where you want reports sent so that Bettyann doesn't get all of the reports emailed to her!*
- You can look up DOT codes on the site for your client's work history, or you may want to find them ahead of time in your "paper" DOT. If you don't have a copy of the Handbook for Analyzing Jobs, you may want to download and printout the free guide to the worker traits from the DOT that's on the website. It's under "free downloads, and you'll need to enter a little info to access it. (These are all the numbers/levels that need to be entered about your client, so it may be helpful for you to have it as a guide.)

SPECIFIC SKILL TESTING

MAVIS BEACON TEACHING TYPING

"Mavis Beacon Teaches Typing" is a software package available on computers in a few BRS offices to assess typing and numerical data entry speeds when assessing an individual's office skills. It allows for warm-up exercises and timed typing tests with results available instantly. The results document speed and accuracy. Some advanced exercises will verify whether an individual understands how to format a business letter. Some consumers may choose to purchase this type of software on their own to practice at home.

For a quick typing test go to - www.typingtest.com

MY CLIENT WANTS TO WORK SO, NOW WHAT'S THE NEXT STEP???

Your client might benefit from vocational supports through the Bureau of Rehabilitation Services (BRS) or the Department of Mental Health and Addiction Services. Important referral guidelines to consider...



<u>CONSIDER</u> referring your client to BRS if he/she...	<u>CONSIDER</u> an <u>alternative</u> vocational program if your client...
<ul style="list-style-type: none"> • Is actively following his/her treatment plan • Is able to get to work and appointments on time • Has an appropriate personal presentation when attending such appointments • Has no history of substance abuse or is abstinent with treatment and supports in place to maintain recovery • Has some positive past work history, either independently or with minimal assistance from a vocational agency • Will require short-term vocational rehabilitation services to obtain or return to and maintain independently competitive employment that is commensurate with their current skills 	<ul style="list-style-type: none"> • May have significant difficulty engaging in treatment • May have difficulty following through with appointments and/or arriving promptly • May have difficulty with hygiene or personal presentation • May currently be using substances or is not engaged in active recovery treatment • May have repeated unsuccessful attempts at vocational rehabilitation with BRS or other short-term vocational supports • Will like employer coaching
<p>Short-term services typically involve a period of vocational exploration at followed by a minimum 90 days of follow-up services, which ma</p>	<p>If my client</p>
<p>Who do I contact if I wish to refer my client for vocational services from BRS or if I am uncertain whether or not my client will require long-term vocational services?</p>	<p>If my client</p>
<p>Complete a BRS Referral Packet and return it as directed to BRS. You will then be contacted to schedule an initial appointment with a BRS counselor. If you are uncertain if your client is appropriate for referral to BRS vocational services contact Torrey Morse, Senior Vocational Rehabilitation Counselor @ 974-3021 or Iris Mellow-Barnes, Supervisor @ 974-3008.</p>	<p>Your client is also eligible for vocational services via the Department of Mental Health and Addiction Services (DMHAS) vocational rehabilitation programs. These programs are designed to support persons with even the most serious of needs in pursuing their employment options.</p>

My Client wants to work so, now what's the next step?

as to obtain and maintain , might require direct "job of employment" placement and placement case basis. services, where else can we tion services?

*** Please note: The above criteria are offered to referring clinicians only as **GUIDELINES** to increase the likelihood that clients will be directed to the vocational system that is most appropriate to meet their level of need. All potential referrals to BRS and DMHAS vocational rehabilitation services will be reviewed on an individual basis.