>> Good morning, everyone. Welcome to today's session on Using Interest Inventories to Inform Job Placement Planning. This is a 90 minute webinar. My name is Becky. I'm with the University of North Texas in the workplace inclusion and sustainable employment department also known as were not. [indiscernible word]. Behind-the-scenes, we have Natalie who is providing technical support. I sent you all a note to please type yes in the question box to let us know you have access to the visual and audio material here in the webinar. I appreciate you doing that. And the control panel is down on the right side of your screen. If you have questions, anytime during the session, please use the question box in this area to type in your questions. If you are going to call in and you are accessing us by phone only, we want you to email to get credit for your participation in the webinar today. At the end of the session, we will provide you more information about how to receive credit for attending the webinar and now I would like to introduce our speaker. Valerie has her bachelors degree in education and her Masters degree in rehabilitation counseling. She is working on a certificate. It's in trauma informed counseling. This is a really important topic for all of us in the field. Valerie has also worked as a rehabilitation counselor for over 20 years and her practice has been mainly focused on working with students in transition and families. Along with her clinical practice, Valerie is an instructor in the rehabilitation counseling department at Northern Illinois University. I had the privilege of hearing the Valerie present. She is a wonderful presenter hand has a lot of great information for us today. Valerie has given us,, she has received the international Association of rehabilitation professionals presidents commendation in transition in 2016. She also volunteers in mental health first aid and service to armed forces for the American Red Cross. Now I would like for us to all welcome Valerie. Take it away, Valerie.

>> Thank you so much and thank you Natalie for making sure that we are on track with our technology today. And I am so happy that we have an audience today to participate in this workshop. As I mentioned, if you have questions, please feel free to go ahead and type those in the little box on the screen as well as we will take at least one pause and I will ask you to ponder some things that we are talking about today. I also have some time built in for myself to do the same to kind of pause and tell you a little bit about why this topic is really interesting to me and why it is thing that I want to share with you all just from my experiences. Another thing I think that is important especially as an educator to talk about is kind of where the workshop is coming from today and really this workshop is something that comes for my clinical experience and working with a diverse group of clients over the years and it is really based on just me reflecting on my experiences with them and what I have seen in my clinical practice. It’s not necessarily research-based looking at the evidence that is out there about assessment or interest inventories. But that is certainly another really important area. But I always think it's important to let the audience know kind of where the information is coming from and also to make sure that it is important that you all know, if you are not in the education arena, if you are a practitioner, clinician yourself, if you are a rehabilitation counselor or practitioner, that information that you gather as a practitioner and some of those gut feelings and just experiences you have had the time I really value and so even though I straddle the world of being a practitioner and also being an educator in which I value research, I see both of the pieces of that and sometimes I think our practitioners need to be pumped up a little bit more and realize how much value you have as you click off another client that you have worked with throughout the year so just keep that in mind as we go along that we are all sharing knowledge with one another today. Just to get started, this was the description that we had in the information for today. As I looked over that the last couple of days, I noticed that there was really three different areas here that might have been interesting to people and might have been reasons why they decided to sign up for this workshop today. Some people certainly had just an interest in interest
inventories and how to use them and how to use them better and maybe there's a certain population that you don't feel like you are serving as well as he could so there might be some of you who are just interested in those interest inventories in general and learning more about how to use them there are certainly others who are really trying to focus on a certain client population. We talked about this description of the autism spectrum disorders, depression, intellectual diagnoses as well as limited English language proficiency. But there might be another population that popped into your mind and you thought I need to know how to serve the population a little bit better. I always really enjoy when I am able to meet people, meet folks that are in different geographic or socioeconomic areas than what I practice. One of the most fascinating groups that I have talked to before and that I have learned so much from our people who work in areas that are very world or do not have public transportation and do not have the resources that I'm used to, being in the northern Illinois area, kind of being between both Chicago metropolitan area and also DeKalb, Illinois, where Northern Illinois University at is located. It's more of a rural area but it certainly has all the resources. So also I want to respect that our clients and clinicians in different areas of the country have different experiences with our clients it certainly things that I have not experienced myself and hopefully something in this description was of interest to you and brought you here today. Let's talk a little bit about our goals and what I'm hoping that, at the end today, you feel like you walk away and you feel comfortable being able to talk about three basic different ways that interest inventories are performed. A lot of times, folks have used one certain interest inventory and have not had the opportunity to learn that there's three different and basic ways in which interest inventories are designed. And so I want you to feel comfortable knowing about those three different methods and perhaps after today, you feel like you might want to explore one of those that is different than what you have done before. The other thing that I am hopeful that everyone feels comfortable with is naming some different client needs that might either be the ones that brought you in today or it might be other ones that you think about today as we are talking and thinking about based on your own experiences and based on what you learned today, having a better understanding of kind of that one size does not fit all, that sometimes there is a certain interest inventory that will work better for certain populations and therefore, you will find a better placement outcome or better service outcome by finding a good match. And then the third thing that often is missed also is a lot of folks I have found to the years have an interest inventory is a component of their program. So whether they be a rehabilitation practitioner or a counselor in private practice, whether they work in the public sector, whether it is folks who work in the school system and transition, it's kind of part of the process. You give this dude into an interest inventory coming give the client an interest inventory as part of the intake process and sometimes that gets scanned into a file stuck in a file and not much is done with it after that. So I think it is really important to think about how can I be sure that this time that I have spent with my client is used to be very valuable for both of us to understand them better and understand what their needs are. I have also found that this is a great report developing opportunity and part of what I do in my clinical practice our comprehensive vocational evaluations and comprehend the transition assessments. And part of those long days that we do those sort of assessment, we can be doing some very challenging and difficult testing and assessment. Clients can be overwhelmed, frustrated, feel embarrassed, nervous, they can have a whole wealth of feelings and emotions and one thing that I like about the interest inventory is it is a great way to connect with them and say there's no right or wrong answers here and you might like this job that shows somebody singing in front of a crowd and I might like the job were somebody is underneath the car fixing something so tell me about what your folks do, tell me do you have any adults in your lives that have jobs and what they do and just talking about how
there are no right or wrong answers I have also found it to be a great way just to develop that rapport with client and show you factor really trying to get to know them and not just pushing them into a certain job category in which you feel it's a good fit or maybe a the parents or siblings or spouses or partners feel is a good fit. So that is one great side effect I have found as well. Before we get started talking about the specifics, I want to talk a little bit about the qualifications in case it's something you're not familiar with. For providing assessments in general, for those of you who use only interest inventories are perhaps use a lot of other types of assessments, it is always important to understand that there are some different qualifications that are necessary for you as the administrator when you are going in to provide these types of assessment to your clients. So typically these are going to fall into three categories and you will find these most commonly in an ABC sort of level. And it is important that anytime you purchase an assessment or your agency or your company or your school purchases and assessments, they take the time to look and see what qualification levels are to administer the assessments. So for instance, and a level qualification, there's no special qualification that is needed so anyone who really serves individuals and serves clients and feels that that might be helpful for them, they can administer that sort of assessment. So when you see something that is marked as an A, you can feel pretty comfortable that as long as you are an adult and you are working with other individuals and if you like this would be helpful, then that is something you can use. B level is typically a Masters level and lots of the different publishers will say a Masters level in psychology, education, SLP, counseling, social work, any related field, there's a lot so they will often say or membership in an organization that is related to assessment, or experience in the field with supervision, so it is just a point to kind of look at all of those and make sure you for the qualifications and the seal level ones are the ones that are doctoral levels assessments that requires that sort of qualification. Things like that would traditionally be cognitive intellectual assessments and so it is just important to kind of know that as you are choosing something to administer. I do think it is also really important as an evaluator is that although certainly all of us could provide those A categories and assessments, I believe it is really important that any sort of assessment you provide that you have taken it yourself, you have had the opportunity to skate take yourself and your escorted look to the results and that is even for those A level so when you see those you think my whole staff can give it to us and this is great and we can start giving a tour clients and or students, I think that it is best practice for each one of those people to take the assessment, score the assessment, think about the results of that because again, it is a good way for us to have the sense of the feeling of what struggles might my client have in answering these questions, how does it feel to be in a test situation, do I feel like I am the last one in the room finishing this and I have a good example for later that I can share of our recent time just several weeks ago when I had a really fun opportunity to do a staff development with the special-education district and I will tell you a little bit more about that and I will make it all right here and I will tell you about that but what we did and it was when used in interest inventory with these folks the practice in the field and they had some really fun feedback on that so I leave that for the little break. But again, it's important to know that the ABC levels are also important to be sure that you have taken the assessment yourself, that you have scored before, and that you understand how to provide better results. One of our goals today was really focused on job placement. So using the interest inventory result to inform our work in placement, I guess most of you today and most of the folks that will be asked guessing accessing this training will be working a job placement or that it's a part of their agency company or school. So it's really important when we are thinking about job placement to realize that lots of different folks who have practiced two different source of job placement so we have individual who work in workers compensation or work in
personal injury sort of situations when individuals cannot go back to the type of work they have done before. Again like we said earlier, we have people who work for the private sector, public sector, schools, things like that, so as you are listening today, I would just ask you to realize that part of what I am doing is being kind of broad and realizing there might be lots of different sorts of rehabilitation professionals listening and make sure you are framing things and what type of placement do I do or how that might help in my organization and even list for those times that something I Sharon you think that's just not going to work for us, that is okay, that is what the training is all about. It's time for you to dig a little deeper and discern what is really going to work for my organization or my client population. Another thing that is often frustrating for people, when you do placement is a workout. So what are those kinds of, you know, I put a little mini quote around failures and sometimes we fail but that is a failure, the clients feel that way but what are those times when a job does not work out and what are the reasons behind that when you look back, are there things we can think about that maybe can connect well, what happens when the placement has not worked. Another thing is what kind of struggles that we had just identifying jobs. So again, in different geographic areas, there have been times when it's just been difficult to identify job leads for individual and to find a good fit for them. I'm sure many of you have had this experience. I hope will have, we have clients or students who identify jobs that they are interested in and maybe all signs point to it does not seem like they have the skills or abilities to meet the qualifications for this job and it's really easy for people to make those assumptions and certainly it's based on someone who has a disability, but we as professionals and practitioners can sometimes see the data and we can see that this position is going to require a lot of reading and we know what the person's reading level is in it does not, it's not quite there were this position is going to require a college level education we know that our client has attempted the community college on three occasions and has not been successful for whatever reason. So that we work with those clients without putting them down or making them feel that, helping them to find a job that does fit within their interest areas, even those times they might be identifying something that we kind of feel is not going to be a fit skill wise or we actually know it is not going to be a fit and they do not meet the requirements. Another thing to think about here is how many of us actually use interest inventory as part of our process? Do we really use that? Is it just a piece that we check off when we are meeting our new client? There might be other things you are thinking about also directly related to job placement. So just keep those in mind as we are chatting today in ways we can make sure that this webinar is meeting your needs. We want to make sure we are doing our jobs well and that clients, it's not just for protocol. We really want to see where people's interests are and their desires are. One thing that I think interest inventories are helpful for is not only getting a job right away but helping the client to develop some short-term and long-term job goals. That is one of the strategies that I have found to be very successful, especially in my work with transition age students. In transition age students, you have the additional factor of parents. The parents are often really going through the struggle and excitement and fun and worry of the young person who they parented their whole life who has a diagnosis or disability becoming more independent and thinking about getting a job, thinking about going out into the real world and maybe thinking about driving in college and some of those other things and so having to be sensitive to not only that client or the student but also to their parents and some of the emotions they might be going through and I have found as the second point on the slide talks about is sometimes sitting down with an individual and looking at their interest in looking at what they would like to do and a little bit about the personality and what they want to do and talking about some short-term goals and some long-term goals down the road as well, I'm sure many of us who are here together today have had
opportunities in our own career development to do that and think about what am I doing now and would noisy myself down the road. As I mentioned earlier, I think rapport is pretty important. I talked about that probably sufficiently. But having that opportunity just to connect with clients and not necessarily based on their score or how well or how poorly they did on something but let's just talk about something you like and your interest and I found that has been really helpful for that. It is always fascinating to me that some individuals, and especially some adults we have seen who have had and acquired a disability, they have just gone about life to the extent that they kind of forgot what they are really interested in our maybe they had some really neat artistic interests as a young person. Life started along its way and maybe they worked in numbers are accounting or clerical work and suddenly it's five, 10, 15, 20 years later, if you think that might be you, sometimes it is fun for you to do that also, take that inventory and see what is really at the core of me and what I'm really interested in. This is a good time for me to mention that my contact information is at the end of the PDF or PowerPoint that you have and, if you have questions, I find that often times, when I do trainings, some questions come around tell me which ones you use, tell me the names, tell me where I can buy these and I try not to build that into my trainings because I have no affiliations with any organizations or any assessment products, per se. I do not want to give the impression that I do. And also, there certainly, with every assessment, pros and cons of people are going to say I don't like that one or I love that one and that is not a debate that we are in today, but certainly after today, if you feel like you would like to learn a little bit more, which one have you used as been successful with a certain claim conference population, that the conversation we can have sooner sometime down the road via email so keep that in mind. Also making sure that we are providing client-centered services, so the last point on the slide is I think that we are doing a good job as an industry of making sure that we are as person centered as we can be and that we are helping to make sure that we are not making those decisions for a clients and that we are moving away from just plopping folks into a certain job and this is an opportunity for us to give our clients a chance to have some ownership and to see the process and that the process is really for the benefit and it is focused on them and what they like and want to do. The biggest thing here is we want to make sure that we are not starting out with a one-size-fits-all. And I will tell you an experience that I had a few times that really has honed this in on me and those of you who have been using any sort of interest inventories will know and we will talk about this more as we move throughout today but you will know that there are some interest inventories that are based on reading so you have to read the content and you have to answer the question. There are also other interest inventories that are reading for that do not require any reading and I had a circumstance a number of years ago and it happens twice within a short period of time and this experience helped to really guide me and to be more interested in this and focusing more on interest inventories and the experience was this. When we think about one-size-fits-all, I was working with a school district and they had been using a written interest inventory that required reading and the document was computer-based and they knew they had the insight that we have students that are nonreaders or the have limited reading skills and the limited reading skills in this population was not do to an English language barrier but was due to intellectual ability so that students whose intellectual ability was prohibiting them from reading at a functional everyday level. Set they had that insight they said we cannot plop the students down for this computer and have them do this and we could read it to them but that is going to take forever and what is a good option. I know there are reading free ones that you look at pictures and we are going to purchase those so I had this experience with two different school districts within a very close timeframe in which they had purchased different reading free inventories and were providing them to the students with intellectual diagnoses or
developmental disabilities and certainly that is a good fit many times. But what I was finding was that some of the students that they were providing them to did not have the intellectual ability to understand the idea that the pictures that were being presented to them were pictures of theoretical jobs they could perform. They did not have the intellectual ability to discern that when I am looking at a picture of somebody lying down under a car and fixing it, that is a job that someone goes to every day and they get dirty and they get under cars and they twist and they turn and the fix things and they use their hands. But they looked at it as I love cars and I will pick a picture or the picture of someone like I mentioned earlier was singing in front of a crowd, the student may be thought about I would like to go and watch plays, I will pick up picture. On the flip side of it, students maybe saw a picture of someone working in a retail setting and that student said I do not like to work in ties and a person is wearing a tie so I am not going to pick the picture so that was kind of what has informed my whole perspective on making sure that we are not just saying, that we are really digging deeper, I guess is what I am saying, we are digging deeper than just saying I have some nonreaders, we don't have it intellectual ability to read and I will give them this one with pictures that we have to go the next step deeper and say do these students understand that these pictures actually represent jobs or are they making choices simply based on the pictures that they like or do not like or that represents something they are familiar with.

And that is something my practice with young people, with transition age students, I find that they often have not been exposed to a lot of different jobs so they pick the job of something they have seen before and most of them have seen retail. Most of them have seen someone cutting hair. Most of them have seen a certain occupation and just have not seen others so we want to make sure that when we say one-size-fits-all, it's easy to say, yes, I know that. But I hope that that example that I just provided helps us to understand that a little further how we kind of want to take that extra step. One of the times that this was really highlighted to me was time that I was looking over an interest inventory that have been provided in the school and I flipped through it because I thought these results don't really seem like what I know of the students from observing them at the worksite, from being around them and I looked at the results and there were three pictures to choose from. They circled the third picture every single time. The person that scored that or did not notice it or perhaps they had someone helping them score it that did not notice it or they were busy or overwhelmed we all those times when we just do not focus on the tasks that we are doing, but that was one of the times it really illustrated to me we want to make sure that we are really providing these inventories and we are doing it well. This is my word of caution. Got ahead of myself when talking about reading level and intellectual ability so we just want to be cautious that we are not just taking a pictorial one when the person does not have reading ability. Just so you know, most interest inventories that are written tend to be between the third and eighth or ninth grade level. Keep in mind a functional everyday reading really is about fifth grade to sixth grade. And that is sometimes for folks who are not familiar with that, it seems really low. But someone who is reading at the fifth grade or six grade level really has functional reading ability, can read the basics, and the newspaper and news article can read the basics of a form, a note on an doctor's office to this as I am closed for the day, various functional tasks like that, and in my experience, Ms. who are reading at the ninth grade to 10th grade level tend to be the student that, when you take some of those Trinity college placement exams, they get placed into college-level courses with a ninth grade or 10th grade reading. That is my point of reference. Most interest inventories are written between the third grade and ninth grade level. It's something you can check when you purchase one. The other thing I sometimes do is I just use a wordprocessing document. You may have done this before. It is important to do this if you work for a company or organization or school that provides written materials. Always when I do that, I
tried to run some statistics on any sort of document that I provide to families of clients to see what really level it is written at. That's to make sure that I am not provided things that are all at the ninth, 10th, 11th, 12th grade reading level knowing some of my clients and their families are not reading at that level. Most of them are written at that level and there are those pictorial one. Like I said, I shared a little bit about why this is of interest to me. So now that we are into the workshop, we can talk about specifics of the three different types of inventories. Based on my experiences and there certainly can be other jobs out there that I’m not familiar with or have not had experience with, there's really three different categories or types of inventories that you might choose for your client population. There is the binary sort of interest inventory in which there is a black-and-white answer. There's a yes or no answer, I like or dislike, that sort of thing and we'll talk about some examples of each one of these so you can give a better idea of those. There are other ones that are rating scales so things where you do not have to just say yes or no and you can kind of have that middle answer for those types of jobs and those are really important for some people. That's based on personalities and everything else. The third one is what I call force choice which means you have to pick one answer. So you cannot, on those reading scale one, if you think, you can say yes no or maybe Eddie can pick maybe on every single one of you have to pick some things you like and you have to make some choices and we'll talk to some examples of those and I would like you to be thinking already about if you have used interest inventories, which type have you been using so which one of these three does yours fit into so let's talk a little bit about the binary. So you have two choices. You have yes or no commonly or like or dislike. So here are some questions that I pulled from some interest inventories that I use. Some of them are phrased questions like do you enjoy fixing things, yes or no. I would like to learn to paint, I like actions like this because I think sometimes I think people have not had an opportunity, for his dance, to fix things were they have not had an opportunity to pay but shirt, they would love to learn how to do that, yes or no, I enjoy talking with people, that is and it depends on the time of Dana depends on the people and how well I know them. So this is what I want you to do today is think about interest inventories are so basic. Those that A level assessments. When you really do date to the deeper level, even in the first questions, you can see how they are flawed so you have that person who would enjoy fixing things, but the way this question is worded is do you enjoy and you might have a client, based on the personality or diagnosis that says but the question asked me do you enjoy and not if I think I would. So I marked no. So we can see some flaws which is probably too strong of a word. Play a musical instrument, organized group, use a microscope, like or dislike, these are directly from inventories I have used a very similar to ones. You can see how these are very different interest areas. The first one is kind of hands-on, the second question is artistic, the third one is a social, I tried to pick different ones to give you an idea that. On the binary choices, these were the examples. The rating scales, and this is not a perfect visual here and one thing I know about myself is that the clerical area, it's not something I'm necessarily good at or interested in. This graphic is a perfect example of something I'm not good at. You can see it's not perfectly lined up. It's not my strength nor do I like it. But for the purposes of today, you can see here, I just created a little bit of obedience scale here where there are four choices. Some interest inventories have more than four. There might be a middle one that is just neutral. But the one that I wrote up for today is I like this a lot, I like it a little bit, dislike it a little bit, dislike a lot. As you can see simply from me verbally stating that example, that can be confusing for people and it certainly be confusing when an individual who is, the intellectual ability does not match the language, you can see here it is a really good and helpful for someone fixing things, yes, really like that a lot, painting, really like that a lot, talking to people, I don't hate it but I kind of dislike it and you can see without one is marked. Playing a
musical instrument, not really. Organizing a group, not really. Using a microscope, yes. Was kind of okay. So I hope as I am speaking this out loud, you are to get yourself I could see how this would be really helpful for subpopulations that have good insight into themselves and really want to find out what they really like and it will really take the time to do this. For some other populations, this might be to obligated. I hope you are starting to think already a little bit about those types of things. Let’s look at an example of a forced choice. Each one of these pictures depict some sort of interest area or some sort of job first one is someone carrying musical instrument the second one is someone painting the third one someone using a microscope. It is again related to what we said earlier, does the person understand that these are not just cute, had pictures. They are actually supposed to be depicting certain occupations. So the person does not look at this and say he has pant Paintsville on a shirt and I like to be messy so I will not pick that one. Or it could be the first picture, that person is carrying too many things and my parents always told me I carry too many things in my pockets into many things, I might get in trouble if I did I went so I will not that one so I hope it helps to see some of the things that can,. So it is 10:40 AM now we are about 40 minutes into the workshop. And maybe Becky, you can help me with this a little bit. I am just going to pause little bit before we go into the pros and cons of some of these because I hope you are already thinking about some of those let’s just if any questions from the audience have arisen. You can go ahead and type those now. If anything comes up at this pause point, is there anything, Becky, that you feel needs further communication at this point or any thoughts that you have?

>> Did have one comments. I think you touched on briefly. I believe he will go into it more. It is more of a cultural comments. There have been, we always have changes in language. One of our participants has been and English language learner for a long time and she reminded us that there is a change in the terminology of limited English proficiency and that is now not a term that is being used and I like the logic it also with the were limited, using the English language learner, lesson that someone will be limited in their ability to learn later on, but she also said, of course, there are a lot of the forms that still use the old term but I did want to point that out as we also try to culturally aware of the people that we are working with.

>> Great. Thank you. That is important for me to know also and make sure I am integrating and as I said earlier, we all have these experiences and areas that we feel expert at work we feel pretty good at or we are just learning about. So I’m always happy to hear it I think you for sharing that, the terminology is really more appropriately used so I will make sure and I get is important for us all as we use language that is newer or older or whatever it is that we understand what it means. So if we use terminology such as English language learner and one says what does that mean exactly that we feel like we have somewhat of an understanding of that and be able to explain that. So thank you for sharing that and we will talk about language a little bit more as we move later into the workshop only talk about some categories of areas of interest and we’ll talk about what certain words mean so thank you for sharing that. And if anyone else has any other comments like that, I would happily welcome them and it’s all important for us to know. So thank you for sharing that with us. Some students I work with, the dominant language was vital in having an inventory that was in their native language. So being able to network with other people to find people that can translate or actually give an inventory in their native language can be a challenge sometime. We also had someone say this question, do you know of any free inventories that are good? So I will let you answer that one.
Okay. There are a number of online inventories that you will see and I would ask the person who has the question, email me and we can have a little bit of a private conversation about some of those and just some things to look for because we can find almost anything on Google nowadays and you probably find something that someone will say is an IQ test but there are things out there and I would be happy to collaborate a little bit on that but even if you want to take a minute now just to go to that last slide and email me and we can have a conversation about that, I myself think that, if you find something that is online, you run it by a colleague and a couple of you look at it and say this seems like this will be valuable to me. I am going to take it and score it and I am going to use it in a culturally competent way. There’s a lot out there that you can use and so I do not think there is anything certainly wrong with those free once Becky just want to make sure that you realize they are not evidence-based at all. So when you purchase one from a company like the Pearson publishing company or somewhere like that, you know that they actually have run some statistics and taking the time to make sure that it meets certain criteria. So but he can continue that conversation one on one if you don’t mind doing that. Anything else right now should be kind of keep moving?

That is it for now.

Okay. Way. So the person that mentioned the EOL come I picked all the time to pause because on this slide, one of the things I wanted to talk about was everyone thinking about their client population and geography. As I mentioned earlier, I know it is here. Some other important things to think about it things that sometimes, if you have not had an opportunity to work with us ovulation, you might not have ever had the experience to think about things in cultural sensitivity such as the fact that there might be a certain ethnicity, there might be a certain gender, there might be a certain faith background who do not typically make their own decision so there might be a certain gender who does not have the experience of being able to make free choices about they want and like to do. That might certain ethnicities who would go to an elder to make a decision for them were with them or might go to a different person within that group to help them decide what they are going to do. As well although I am certainly not a cultural expert, I do have the understanding that some of those things really can come into play a so it is important to realize that also that within groups and if you have a group of individuals who you work with, that is not a cultural or ethnic or faith-based group or gender that you are used to working with yourself and you need to pause and learn a little bit more or to say to the client this, I am not familiar with working with people from the country that you came to the United States from and help me understand. Certainly there’s a lot out there about culture and we do not want to paint anyone with a broad-based brush but we do want to make sure that we at least have that level of cultural awareness and taking one step toward just simply say I do not know everything about every group of people and I want to be very aware of that is a good place to stop. So some of those things in mind. When we talk about the interest inventories, I want to think about some of the pros and cons so we talked about each one starting with the binary and I would like you to think about some of the things that you think are the pros and cons and, as you are doing this, if we take another positive and maybe I would love for you to share some pros and cons that you thought of as I am talking at this point so maybe rate is down if you have those so here’s my many brainstorm based on my own experience and I would love to hear what you are adding on. Some pros, clients, I have a sense that they are going to say I would try that and maybe to have a really glass half-full attitude, I will try anything, I would do anything, and they are just going to kind of go along with anything so they are never going to say I do not like something or maybe they are a glass half-empty person and they say don't really like that or I don't
really want to do that so that's the good thing about it. The binary was, you can't be middle-of-the-road and you have to pick the us are known you have to pick the like or dislike in the can be simpler so even when you are looking at interest inventories and the person that asked about any free ones that might be out there, I think even just the validity, what does it look like, does it look legitimate, when I handed to a client, does it look professional and legitimate and is it written in a script that is easy to read and see and is it large enough for me to see so they can just be simpler because there's just yes or no, I go dislike. Typically, they can be completed more quickly. And again, a lot of this has to do with the way in which you provide instructions and help the person to understand that you are looking for a quick, immediate answer from them. So those are just a couple pros they thought about, the kind of yes or no questions and what are some of the cons? We might have those clients that are just going to mark yes or no for everything so that is just the con is I cannot find a single thing that they say they do like or they are willing to do anything, and we need to look further into this. One of the cons can be, if somebody does mark yes or no for everything, how are you going to be able to pick out and discern what their higher areas of interest really are. The other thing, it does not allow for those people who truly do not have a yes or no so I am sure you are thinking to yourself there's going to be a lot of questions that will be asked that I'm not truly yes or no and it does not provide flexibility. I can tell you they will put a little check between the S&L because they were in the middle and they weren't sure and that's a great opportunity to develop the rapport and find out why they decided to do that and mark in the middle so think about other pros and cons that you see of the binary yes or no, like or dislike and I would like to hear about those when we take a little break from me talking in a few minutes here also. The rating scale again was when you had four or five choices as to how much or how little you like something so this provides more variety, more than just a yes or no and they are a little complex and they tend to be higher reading level. Why did I listed that as a pro? Sometimes you, and depending on the client ovulation, you have folks and I have folks that I have seen that are very extremely bright that come from occupations that I could ever think about pursuing and have come in with an acquired disability or injury and some of the assessment look very simple. And in order, they were to cease of the more complex and take something more discerning and they want something utterly reading level so it can be really nice for certain client populations. For some people, it can be really helpful to be able to say I'm really interested in this and I'm kind of interested in it. Again, you have to know your clients a little bit and see if that might be something that would be helpful for the. Let's think a little bit about these rating scales and some cons for them. As we said earlier, people can be in between and what ends up happening is score it, you don't see any strong preferences. And that is difficult. Sometimes being provided more choices can be more difficult with some client populations so having choices that just 2 is just difficult. It simply more of a complex cognitive process that is necessary to we will discern between 45 choices that simply yes or no. So those are some of the basics about the rating scales. Again, this is just based on my experience of things that popped into my head and I know you have some valuable things to share that you have experience also. These are examples of the three pictures. The time to be reading free, when they are forced choice, the one we have seen have not been reading so they have not been, for instance, three printed senses. You have to pick one. The ones I have experience with has been pictorial. They tend to offer those pictures to choose from pick they are great for those of you think are going to pick all know are all yes has traditionally the way they are set up is there's three pictures and you have to choose one of them. So what I always say to clients is, if you see three and you do not really like any of them too much, you still have to pick one that you would choose if you had to. If you see three and you kind of like two of them, you still have to pick the one that you like the most.
What are some cons? They can look very simplistic so they look kind of like it is intended for a person or a child. As you think about your client population, to some people, that might not feel great to them based on whatever is going on with them in the diagnosis of the disability or it may feel as though, it's almost like they are being talked down to by presenting something that is pictorial. Also pictures and drawings, there's a lot of issues with those. We can have a whole workshop about those. Even the ones I put in my slides today, you notice that there is not a lot of ethnic differences in people in the photos. Some of them are simple line drawings with no color. Some of them almost like click art like the ones I used as my examples. Very little of them are actual pictures of jobs being performed. The ones I have seen her quite old and not really showing modern-day technology things like that. So there are a lot of issues with pictures. Some of them you are not really sure what it is depicting. So again, we want to use them as well as we can so I still use them even though icy lots of areas in which they are not perfect. I use them to help the clients understand let's look at this picture. There is someone lying down on the table and there's a machine position over there tested or someone with scrubs in the picture and it looks like a hospital setting or were not sure exactly what the job is but do you think you would like to work in a hospital like that so some of those basic sort of questions, even that level which that I just exhibited with you is too complex for some of the clients I work with anyway because I have a lot of clients with intellectual or cognitive disabilities and even that is difficult for them. So those are some pros and cons with the forced choice before I ask you a little bit about your pros and cons, let's talk a little bit about some specific populations. I said we would talk about today the autism spectrum disorder, various mental health diagnoses, intellectual disabilities, English-language learners, as we talked about, the way that we speak about that, and any other ones that you might have experience with. And so these are some of the populations that are important to keep in mind. We also want to keep in mind that we are not painting people with a broad-based brush and we are not making assumptions but certainly if we work with certain populations, we have gotten to know that there are certain qualities or trades or symptoms which can affect the way that they answer questions. You have had experience with this populations are you get the training of the knowledge or the understanding from a colleague or a friend or someone else about these different populations, I have specific experience more than anything on this list with the first three and I have seen since trends that I've noticed with some of them and I will talk a little bit about those but let's take a minute now and I would love to hear anyone just be able to share and I do not know if they should do that through typing a question or a think that everyone is on mute so I don't think they can verbally share with us but what would be a good way for some people just to even simply say a pro of forced choices this or a con of binary is this and then I would also love to hear anything that you are thinking of with your certain client population and what we have learned so far. So if any of these populations are on this slide are ones you have worked with any went to make a comment about or if you have other populations, certainly our English leg which learner person who has worked in the field for many years will have I am sure something you might want to share with us about that. So I am just going to mute myself for a minute and take a jug of water and we will see how Becky would like to give us some input here.

> I have one person that touched on something that I think is somewhat related to what you are talking about and I have experienced it also. It's mainly with people, you mentioned people that are very intelligent and also some people in the autism spectrum take things so literally that sometimes the examples in interest inventory really can set off people. This question is how do you deal with people that you are working with when they are taking an inventory and you notice that they are getting really frustrated because of the limitations with the exactness of some of the questions but it's more that
emotional being boxed in with a forced choice and they do not like any of the choices that are there. They kind of need to kind of calm down and get back into a more relaxed approach to the assessment.

>> For anybody else, if you will just type in any questions that you may have that are relating to these populations that we are talking about right now --

>> Okay. That is great pick if anyone wants to type anything in, that would be wonderful. The person who set what do you do with those clients that are very literal and you feel boxed in, I think the main thing I can say to you as I hear you and I have that experience. I wish I had the perfect answer for that. I'm sure you've tried a lot of different strategies in that and I could learn from you as well. But some strategies that I have tried to use our personal interest inventories, it's something, they are not times, they do not have to be done in a certain amount of time and can always be interrupted, can always be finished later, can always be stopped earlier, and I am really a big lenses of if somebody does one page and you cannot go back to that, you will, your professional shipment tells you it's not going to be valuable, even from an emotional perspective, the person is just getting too worked up, you can still go to the first page and you can get some information from that so I am not a proponent for we have this on the list, we have to finish it, we have to finish it in a certain time. So sometimes I will even interrupt people and they as you are working on that, I was thinking we are going to be doing so much sitting down today, I really wanted to do something standing up in the morning and I kinda forgot about it this morning so we are going to take a break from this and we are going to do a hands-on activity kind of putting it back on me and doing that. The other reason that I say I hear you is I have had students, especially students, and I say students a lot because that is a lot of the population I work with who they feel boxed in or they are not choosing things because of what the person is wearing and I've seen this most in the population of persons with autism spectrum disorder, they might have some sensory things that are going on with that and having a tie around her neck or having a head of the head is just something that because of their diagnosis is not going to be a good fit for them. It does not mean they will not like a job but they are picking, I think the main thing I can say is I hear you, I wish I had the perfect answer, for you not to feel boxed in by a certain inventory either. Another thing that I do, and I do this more commonly, not in the way that you asked your question but I do more commonly with the young people with significant intellectual diagnoses is we do lots of hands-on work activities and so I say did you like this one better and I will point to it or walk over to it or did you like this one better and I will point to it and I will walk over to it and then all day long as I do those comparisons, I just write them down in my file. So I am a very kind of old-school paper file handwritten so I will make notes that really, like, everything that has to do with numbers, everything they like to communicate, every time they are in this one corner of the assessment area, there is something about it that they like here, so I will be sure as a professional evaluator that I am not just looking at the inventory and also saying I really like this class at school or when they talked about their two job experiences, they liked the one where they are filling soda machines and they did not like the one where they had to wait on customers and I am also integrating that so I hope that is helpful just as a brainstorm of kind of some workarounds when you have a situation. Anything else that we need to answer?

>> You and I are most in high education. The ones giving the inventories are oftentimes in career centers. When people take those, they are usually either in a private room or in a large lab setting. The evaluator is usually off waiting for them to finish and they are not queuing in the other nuances like you are mentioning. I think it is important for us to member that the body language and other things that
are going on can be excellent clues for us to key in on. And as he said, taking notes on the side to really get to know the person --

>> Absolutely. I think as Becky mentioned, I have also had that experience because I have worked with schools a lot in which perhaps parent has found out about vocational evaluations or transition assessments and how valuable they are. And they have gone to the school and they have said I went to this presentation or went to this workshop or I was at this fair and I learned about comprehensive vocational evaluations for people with diagnoses or disabilities. I learned about transition assessment and I would really like my student to have that and I have had conversations, Becky, when the schools in which they have said we do have vocational assessments, I said tell me about that and tell me what that is and a state they come to the career center and they take ABC assessment and I say tell me what is that, is a skill base, is the interest base, yes, it is like, you know, it is like a career scope inventory about if they like certain jobs or not, and that is always a clue for me that is not the depth at which we would like to really approach a student or young person with a diagnosis of disability and there's just a lot of built-in issues that can occur without really with anyone not only with disabilities so thank you for bringing that up.

>> That's all we have right now.

>> Okay. Great. Let's talk more, we got to this slide, I would just write about what we have talked about, the three different types of inventories, we have talked about the yes or no, we have talked about the ones where you have a lot of different choices and we talked about the forced choice, the pros and cons of those, I hope you are able to think a little bit about the pros and cons of those for your client population that you work with and sometimes that might work or might not work for you and we talked a little bit about the populations themselves. I will share a couple of things I've noticed. One I shared already that some of the young people with autism spectrum disorders, as our person shared with us just a couple of minutes ago, they have some difficulty in that they are feeling boxed in or they feel like they will choose a job based on little piece of information about it or not choose it and also in the population of individuals who are diagnosed with depression, depending on where they are in their treatment and how they are feeling in general or certainly other day you were with them, I found that lots of clients, especially clients who feel comfortable sharing with me, it's really I want to work and what to do this but it's really hard for me to be helpful, it's really difficult for me to think about some of the positive. Also with those, Becky mentioned at the beginning that an area of interest for me is trauma and trauma informed counseling and folks who have been through difficulties which many of us cannot even imagine come from circumstances where it is difficult to be hopeful, it is difficult to think about the positive, it is difficult to see themselves in a positive light and some inventories play right into that difficulty where it is just easy to say, no, I cannot do that, no, I do not want to do that, no, I could never be successful so we just really want to make sure that we are understanding our own client populations the best we can and also know that we have our own limitations, we all do, will come from our own backgrounds in education that we experience them and just realized those famous and help us to be more culturally competent as well. After that little summary, I want to talk a little bit about just getting results. First of all, one thing you may have heard of our Holland codes. That's one way in which injury is just inventory results are provided. If you look at online inventories, a lot of these use the Holland codes and they give you a link here if you want to learn a little bit more about Holland interests and personality pick this provide you information here. It's just a little more depth of the what we will talk about today. Talk about the basics of Holland code. The way Holland codes work and this is just one way
inventories will provide results, they are the 60 see here, the RAISEC. I thought of this slide with individual mentioned the DLL terminology and utilizing E LL terminology instead of emitted English proficiency. I thought of it because when I look at this like, I think so interesting, especially for parents, if I said to you, look at this slide, gosh, you have a really high interest in artistic job, you probably know what that means. Most people know what are to kind of mean. It usually means fine arts or drama or something like that. If I said you are really interested in social occupations, we all know what that means also put most people know social occupation means you will be with people in some way, shape, or form. The other four are not quite a specific. So lots of times, people who, if we say they are interested in conventional, people can kind of figure that out. If you take an inventory, you will notice that most of the C answers are clerical sort of occupation so some people mistakenly think that C is clerical. Investigative, that means scientific. So anything that has to do with studying science, figuring things out, the picture earlier of the person looking at the microscope will be considered investigative, but the two that I think a really difficult for some clients and even parents know what they mean a realistic and enterprising. So enterprising is really the category and again the previous slide with the link is a great place for you to learn more that we are going to talk about now. It's about the Holland codes and these different categories. Enterprising really is kind of sales leadership, business entrepreneurship, things like that was difficult for people to understand is it realistic. many times has a student has been in special education heard you need to be realistic or that is not realistic? This is not what this realistic means’s realistic means jobs that are manual, hands-on, physical jobs. So back to the conversation about DLL is means to make sure that we are using the correct terminology and also we are understanding the terminology so we can convey result and we say to someone, the best job so for you are realistic, enterprising, conventional, what does that exactly mean, the way the Holland code also works is it is a really neat system in which there is an integration of three of these codes together. So for instance, you will see results such as this so social was the highest, artistic was the second, and conventional was the third. So then, what you will find, and typically the way the interest inventories are purchased is you have one packet that is the entrance inventory to something you have a second packet that breaks down the result and so in that results packet, you can look up SAC and it provides a whole variety of job titles that fit into that specific code. Then what I would traditionally always do is I would go back in and switch it around and I would look for SCA and what does that come up with an what if I put the artistic first and what does that come up with and especially if that someone who feels like none of the job titles are really things that they are interested in our things that they might want to do. If we have time, I will talk a little bit more about this and making sure that we are helping people to see and find jobs that fit not only into their interest but also into their ability level and whatever their education level is. So we will kind of come back to that but I just made a note of that if we have time to do that at the end. Some other inventories will break jobs of the different ways. So they don't use the Holland codes pick they will use the systems that are more like this. And I think that there are some advantages to this sort of a system where they will have business jobs but they have some that are professional and some that are skilled and those scores, per se, he to use the term scores because they are not right or wrong and it's just what the person is interested in, but that if they fit more into the business professional versus business skills, it's not only based on their education level. It is really based on their preferences and how they answered questions. So if we think back to the Holland codes, for instance, we try to match them up with these, the business professional is going to be the person that answers more the questions that had to do with the entrepreneurial or the enterprising or the leadership or the being in charge of running the company whereas business skilled is going to be folks who answered more
questions that had to do with being the worker, being clerical worker, entering the data, doing actual tasks. And I think in some ways, if you can see here, that can be really helpful for folks to see that sums up the very science like but the only job you have ever heard of is a surgeon because mom is a surgeon but there are other jobs that are signs that do not require that education and training level so there are other ones that are broken up in this manner. When you have scored inventory results and you have these results and you can either look at the menu can they fit into a certain Holland code like this are they fit into certain categories like this, then you are at the point to show those results with your client population. And again, as we have talked about already many times today, it is just important to be thinking about not only the population but the referral source any attention for which they were coming to you. So I will sometimes have a client that has been referred to me by our state-of-the-art agency in Illinois simply because maybe they have already had some psychological assessment and they know that they intellectually our college ready, they have no idea what they were to study. So that interest inventory will be given very differently than the person who has an acquired injury or disability and are saying I really loved my job in this field but I cannot go back to it i.e. juice find somebody different. It will also be very different from the student who is 17 years old and trying to figure out if they should go into a transition program. And if so, what kind of program should they go into. We just want to make sure that we are gearing our don’t result delivery specifically so the client. The reason that they are there with us, what are the referral sources looking for, I’m not sure what all your referral sources are. If I were in person doing this together, I would really enjoy hearing from people what kind of agencies they work in. But I have the referral sources I work with that are most commonly schools and parents but I also get referrals first AVR and we also get VR referrals from VA. That's kind of my referral source population. When we provide results, one of the most important things to me and I think this is a great way that our field of rehabilitation services and rehabilitation counseling has evolved is moving beyond a job list. So for those of you who've been in the field for a long time, I know that when I first started in the field, right around the time of the Americans With Disabilities Act, what I found was people were just starting to grasp the idea of when you do a vocational evaluation, the result is not just a job list we are not just providing here is a list of jobs that the person can or cannot do in theoretically that is very different from where I am theoretically. So I was happy to see that the field has evolved beyond providing a jobless and talking more about ways in which this person fits into certain occupational clusters, supports they might need, ways they can contribute to certain job questions. I find it education and working with a lot of students that sometimes students and parents have not been really spoken with and really collaborated about where the student fits post secondarily as far as their education. Sometimes I think that happens because the system itself, the education system, there is no one that is really designed to talk with parents about what is next. We are doing much better with transition and having transition required at age 16 in the United States and some states being required age 14 and in Illinois it is. We are doing much better with that. But I still find that I have two visitors that come in the same they've gotten all A’s. When I look at the course work, I found they have gotten all A’s and they performed at the absolute best of their ability but not in college prep sort of courses. And so there’s nothing wrong with any of that but somehow the parents have been led to believe that going to college is going to be the transition when in fact that is possible. But there will be various together pick so I think we just really need to be ethical and make sure we are understanding it and talking with parents and folks about what kind of education may or may not work for them intellectually and may not have [ muffled audio ] another thing is providing clusters of jobs that I think can be really helpful so going back to the previous slide with with the SEC or working at jobs more in terms of a cluster and not
just a job title, you all might remember when you took that inventory like Becky mentioned, you were in high school, you are in the computer lab, you sat there and took inventory and you walked away and someone said this is the job for you, air traffic control, I remember one of my children whose best friend that I took inventory that I should be a co-checker and he was college-bound so he chuckled about that but that is what we want to get away from doing that we want to be providing clusters, this is a type of thing that would be a good fit for you, this is a cluster of jobs, it looks like you want a little bit of science but you also want to be social, it looks like you are really an entrepreneur or you are not, so those sorts of things, also short and long-term goals, we talked about that a little bit earlier today, helping people to understand, you know, here are some things that might be good fit for you right now right now if you are looking for something right now today and we are going to start your job search process and here are some things you might want to think about down the road and once you have worked for a couple of years, you will have the experience you need and once you take a few classes, you will have the experience you need. To help people again without rapport and understanding tonight, I am here to and you and to really help you set up some long-term goals. So I think those are some broader ways to help people understand where their interests are. We are getting close to the end of our time. The last thing I want to do and always do is go over what the goals are. Do you want me to do that now or is there anything else that we need to do in the wrapup?

>> Just keep going. We don't have questions at this idea

>> Okay. Great. Our goals for today, so we started out today, I know I went quickly for me, I certainly hope it did for you, I hope that you are working with at least one of these three things but I hope you are walking away knowing there are three different ways and there's yes or no, lots of different choices, and where someone has to begin answer, you can't just pick middle-of-the-road, so there are three different ways in which interest inventories are provided to people. I hope you feel like you can think about different client needs so we talked specifically, a little bit about autism spectrum disorders. We talked about some experiences that I have had, folks have experienced trauma or mental health diagnoses of disabilities and we talked as well a little bit about intellectual disabilities and how that can impact people's ability. We talked a little bit less about goal number 3. It's about interest inventory results and how to make sure that that is informing replacement plan. I just really encourage you to think about both the long-term and short-term goals and if the Holland codes are something that are new to you, whether it is something that you take on your practice or not, it's interesting, schools refer to those so it's good to just have that common language within. That's all I have for today. I invite you to reach out to me for one of my questions but I think you for the time together and daily wish that we could be in person because I enjoy having a collaborative learning experience where I can learn from you as well and perhaps our paths will cross again sometime. So thank you, Becky for moderating us today and getting us going today and making sure technology was working. Beckett thank you both, Valerie and Natalie. In our audience, we had some great comments coming in and I learned a lot and I have been involved with interest inventories for very long time so it is always a delight when I prove myself wrong. I think I know it and then there's a piece I have been enlightened on. And Dolores as a person that gave us the E LL feedback and we have converted this many people now with the terminology so thank you for reaching out to all of us in helping us improve as we deliver services to people. Please feel free to contact Valerie at the end of the slide there were email us if you need to contact us. You got our contact information and we have recorded the webinar. It is going to be posted at the website, the on-demand webinars, if you want to go back and do any of the sections, if there's
any questions that you have that you need to answer, feel free to email us or Valerie and get back to us. We will get an email from us for an evaluation for this webinar. We appreciate you completing the survey we will send out some of the feedback is vital and we really appreciate feedback not only about presenters but also for things that you would like to see more in the future as we can see. Valerie have a lot more to talk about pick she is just touching the tip of the iceberg with her knowledge base with what we could glean from her. We also have a certificate of completion for all of you. That is going to be uploaded in your user profile within the next 3 to 5 business days. And as always, we are offering the CRC credit for this session. Please contact us if you need CRC credit at the website. Think you all for your attendance and attention I hope you all have an excellent day. Thank you so much for being here.

>> [ event concluded ]

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