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THE CHARACTERISTICS AND SKILLS NEEDED BY VOCATIONAL COUNSELORS
FOR EFFECTIVE FUNCTIONING ON THE VOCATIONAL ADMISSIONS,
REVIEW, AND DISMISSAL COMMITTEE AS PERCEIVED BY
VOCATIONAL COUNSELOR-TEACHER EDUCATORS

DISSERTATION

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The purpose of this study was to determine the characteristics and skills needed by the vocational counselor for effective functioning on the Vocational Admissions, Review, and Dismissal Committee as perceived by vocational counselor-teacher educators. Five research questions form the basis for the study. A questionnaire was developed and its content validity and reliability were verified by a panel of experts. The instrument consisted of a five part, thirty-five item questionnaire.

One hundred twenty-nine vocational counselor-teacher educators were identified from state directories, and a questionnaire was sent to each one. The data for the study came from 99 responses, or 77 percent of the total population. Of the respondent vocational counselor-teacher educators, two are located in the New England states, six in western states, nineteen in southwestern states, twenty-one in central states, twenty-three in midwest states, and twenty-eight in southern states.

The respondent vocational counselor-teacher educators strongly agreed that characteristics and skills needed by vocational counselors are adequate written and oral communication abilities, belief in the worth of the individual, the knowledge necessary to incorporate federally-funded programs, and sensitivity to the client's needs. The characteristics and skills that were considered least necessary are consideration of research and development, understanding of test usage in consideration of the individual, and working with the Department of Labor.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	viii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Purpose of the Study	
Research Questions	
Background and Significance of the Study	
Definition of Terms	
Assumptions and Delimitations of the Study	
Procedure for Collecting Data	
Instrument	
Treatment of Data	
II. REVIEW OF THE LITERATURE	18
Introduction	
Special Education	
Vocational Education	
Vocational Rehabilitation	
Career Education	
Administrative Structure	
Team Process Approach	
Vocational Evaluation in Schools	
III. METHODS AND PROCEDURES	52
Development of the Survey Instrument	
The Survey Instrument	
Procedures for Data Collection	
IV. ANALYSIS OF THE DATA	57
Responsive Questionnaire	
Communicating and Relating	
Occupational Analysis	
Understanding of Facilities and Their Programs and Services	
Psychological Testing	
Counseling and Interviewing	

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	87
Summary	
Conclusions	
Recommendations	
APPENDICES	92
BIBLIOGRAPHY	104

LIST OF TABLES

Table	Page
I. Vocational Counselor-Teacher Educators by Region	58
II. The Importance of Adequate Written and Oral Communication	60
III. The Importance of Listening to Others	61
IV. The Importance of Making Decisions and Solving Problems	61
V. The Importance of Being Patient	62
VI. The Importance of Accepting Criticism Objectively	63
VII. The Importance of Summarizing and Facilitating Group Contributions	63
VIII. The Importance of Articulating One's Position on Issues	64
IX. The Importance of Sharing Leadership Through Consultation	65
X. The Importance of Being Empathetic	65
XI. The Importance of Demonstrating a Business- Like, Yet Friendly Approach	66
XII. The Importance of Having Self-Confidence	67
XIII. The Importance of Using <u>The Dictionary of Occupational Titles</u> and <u>Occupational Outlook Handbook</u>	68
XIV. The Importance of Working with the Department of Labor	69
XV. The Importance of Understanding Occupational Data	69

Table	Page
XVI. The Importance of Being Knowledgeable in the Field of Occupational Analysis	70
XVII. The Importance of Being Innovative and Creative in Occupational Analysis	71
XVIII. The Importance of the Consideration of Research and Development	71
XIX. The Importance of Applying Occupational Laws .	72
XX. The Importance of Understanding of Facilities and Their Programs and Services	73
XXI. The Importance of Utilization of Federally- Funded Programs	74
XXII. The Importance of Being Familiar with All Available Programs in the School Setting .	74
XXIII. The Importance of Using Community Resources .	75
XXIV. The Importance of Synthesizing Human, Educational, and Occupational Resources . .	76
XXV. The Importance of Dedication to the Concept of the ARD Committee	76
XXVI. The Importance of Interpreting Individual Tests	77
XXVII. The Importance of Familiarity with Test Usage in Evaluation	78
XXVIII. The Importance of an Understanding of Test Usage in Consideration of the Individual .	79
XXIX. The Importance of Understanding the Limitations of Tests as They Apply to Special Needs Populations	79
XXX. The Importance of Believing in the Worth of the Individual	80
XXXI. The Importance of Accepting Diverse Points of View	81

Table	Page
XXXII. The Importance of Being Sensitive to the Client's Needs	82
XXXIII. The Importance of Maintaining Objectivity in Dealing with Staff	82
XXXIV. The Importance of Relating to Others Across Various Cultural, Economic, and Educational Backgrounds	83
XXXV. The Importance of Controlling Ambiguous and Stressful Situations with Directions	84
XXXVI. The Importance of Interpreting Special-Needs Students' Cumulative Records	84

LIST OF ILLUSTRATIONS

Figure	Page
1. Interdisciplinary Studies (Vocational Evaluation) North Texas State University . .	38

CHAPTER I

INTRODUCTION

An individual's vocation--his work history and aspirations--has a profound impact on all aspects of his life. This consciousness of the importance of one's vocation is developed early in life; a question that is frequently asked of very young children is, "What do you want to be when you grow up?" In modern American society, there is a great emphasis on the selection of one's vocation as a matter of choice.

Most handicapped individuals also recognize the importance and necessity of work; most would prefer to be self-supporting. Advances in medical technology have ameliorated many handicapping conditions, enabling more handicapped individuals to enter the job market. Other technical developments, however, have eliminated thousands of simple occupations (8). Obviously, vocational choices for the handicapped are further restricted by the handicapping condition, and the type and extent of such conditions are as different as the individuals themselves. In this connection, the importance of vocational education for the handicapped--and the concomitant role of the vocational counselor--cannot be minimized.

Traditionally, handicapped persons are under-employed; often they work in jobs that are below their capabilities because of the lack of effective vocational training (14). In 1976, Shworles (16) predicted that by the end of 1977 around two million handicapped persons would leave public schools in the United States with inadequate skills for participation in the work force. Research shows, however, that with proper training and opportunities, handicapped persons can be important, contributing members of our society (2, 7). With this recognition has come an increased emphasis on providing career and vocational education to handicapped persons.

Beginning in the 1950s, legislation, court cases, and pressure from consumer groups created greater opportunities and services for handicapped persons. Recent legislation, evaluation, and reviews of vocational education have made a central issue of vocational training services for handicapped persons in public schools.

Those who are in the field of vocational education recognize the importance of handicapped persons and their increasing value as a major component in the work force. Adequate vocational assessment of handicapped persons is recognized as crucial in the planning of career and vocational education services for handicapped persons (3, 4, 6). Occupational exploration and analysis is a very essential element in

vocational development as emphasized in Bailey (1) by Ginzberg in 1952, Super in 1953, and Tiedman in 1961.

The effectiveness of the vocational evaluator is in direct relationship to his appreciation of man's ability to work and to gain personal satisfaction through productive employment. It is increasingly apparent that more people are becoming aware of the significance of the relationship of man to work. It is with this consideration in mind that the vocational evaluator must strive to help the handicapped person.

Statement of the Problem

The problem with which this study is concerned was to determine the perceptions of vocational counselor-teacher educators regarding the characteristics and skills that are needed by vocational counselors for effective functioning on the Vocational Admissions, Review, and Dismissal (ARD) Committee in local education agencies.

Purpose of the Study

The purpose of this study was to determine the characteristics and skills that are needed by vocational counselors in order for them to function effectively in the public schools on the Vocational Admissions, Review, and Dismissal (ARD) Committee. Additional sub-purposes were as follows:

1. To assist institutions of higher learning in preparing prospective vocational counselors to fulfill their

responsibilities on the Vocational Admissions, Review, and Dismissal Committee;

2. To assist local education agencies in designating responsibilities and preparing job descriptions of vocational counselors in regard to the Vocational Admissions, Review, and Dismissal Committee; and

3. To provide information for prospective vocational counselors concerning their responsibilities on the Vocational Admissions, Review, and Dismissal Committee.

Research Questions

As perceived by the respondent population of vocational counselor-teacher educators, the basic questions to be answered in this study were as follows:

1. What are the desirable counseling and interviewing skills that are needed by vocational counselors for effective functioning on the Vocational Admissions, Review, and Dismissal Committee?

2. What occupational analysis skills are needed by vocational counselors?

3. What communicating and relating skills are needed by vocational counselors?

4. What importance does an understanding of facilities and their program services play in vocational counselors' function on the Vocational Admissions, Review, and Dismissal Committee?

5. What importance does the interpretation of psychological tests play in vocational counselors' function on the Vocational Admissions, Review, and Dismissal Committee?

Background and Significance of the Study

Until the 1950s, the American educational system had made only a perfunctory effort toward vocational education for the handicapped person. There are few examples of any form of constructive vocational education for the handicapped person in the school setting (2, 7, 16).

There has been longstanding criticism of vocational education because of the lack of vocational educational services that are directed toward the handicapped. Fair (5) cites several studies which point out numerous instances in which handicapped students have not been allowed into vocational education classes because nonhandicapped students were accepted first.

This criticism was reiterated in a report by the 1966 National Advisory Committee on Vocational Education (13) which states that immediate needs were vocational training services for handicapped persons and a stronger commitment by vocational education. Of special concern was the question of accessibility to vocational education programs.

In recent years legislation has mandated the provision of specialized services and planning for students with special needs (14). This legislation includes the 1968 and 1976 Vocational Education Acts, and the Education of All Handicapped

Children Act. Specifically, the 1968 and 1976 amendments to the Vocational Education Act of 1963 place much heavier emphasis upon the provision for vocational education for handicapped students. In addition, Section 504 of the Rehabilitation Act of 1973 included provisions that strengthen emphasis on vocational education for handicapped persons. The United States Office of Education states, "it is the position of the U. S. Office of Education that an appropriate comprehensive vocational education will be available and accessible to every handicapped person" (14, p. 353).

Among the services that are mandated by legislation is vocational evaluation. As a result, vocational evaluation has been incorporated within many public school settings (12). Public school vocational assessment or evaluation that is directed at special-need students is a relatively new educational service. This change was supported by a number of convergent movements, among which were the development of models of vocational assessment that focused on vocational education, increased emphasis by almost all special-need human service agencies on individualized evaluation and program planning, and a tremendous increase in the development of public school vocational training programs for handicapped persons through a team effort of vocational education, special education, and vocational rehabilitation (12).

These events spurred the development of comprehensive vocational assessment programs in public schools (11), and

vocational evaluation has been incorporated within many such settings although the degree of success achieved in vocational evaluation is highly dependent upon the level of staff competence and maximum utilization of available staff (10). According to Shipley (15), two of the primary benefits of evaluation in the public school setting are more meaningful curricula and increased student awareness of career opportunities.

Almost every area of concern and program available for the handicapped has been developed with an increased emphasis on individualized written program planning. At the Admissions, Review, and Dismissal (ARD) Committee meeting, an Individualized Education Plan (I.E.P.) must be written as mandated by the Education for All Handicapped Children Act. Adequate assessment of the student's strengths and needs form a basis for instructional and educational planning. Certainly, when considering the vocational education of the secondary handicapped student, adequate vocational assessment is crucial to a determination of the vocational needs of the student.

It is also clear that this assessment must involve a team effort (2, 5). The needs of a handicapped student are far too complex for one person to have the expertise needed for an adequate assessment. It can be seen that a synthesizer, one person who has training in many areas, is needed to adequately provide leadership on the ARD committee.

In November, 1978, the Texas Education Agency published policies and procedures for special education in the public schools in Texas (17). Concerning the staff who will administer the vocational educational assessment, the document states,

The vocational education evaluation specialist is responsible for determining vocational educational needs of the student and making recommendations for vocational education instructional consideration to the Admissions, Review, and Dismissal committee. The special education vocational education evaluation specialist is certified in both vocational education and special education (17, p. 37).

In 1980, a task force was created by the Texas Education Agency to develop minimal guidelines for vocational assessment (19).

Presently, vocational education is restricted by (1) reduced federal spending in all areas of education, (2) cutting of services for the handicapped at the local, state, and federal levels, and (3) the fact that most small- and medium-sized districts neither have nor intend to implement the position of a vocational assessment specialist in the near future. The total educational system is engaged in a period of evaluation, research, and experimentation as a part of the search for new and more effective means to meet these contemporary educational problems. This study will make a contribution to a clearly established need, and the data results will provide a better understanding of the characteristics and skills that are needed to fulfill this need.

Definition of Terms

For the purposes of this study, the following terms are restrictively defined.

Vocation.--The type of work one does or the occupation one pursues in earning a livelihood (9).

Vocational education.--Education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis (17).

Aptitude.--The specific capacities or abilities required of an individual in order to facilitate the learning of or carrying out of some task or job duty.

Assessment.--A process of finding out what the strengths and limitations of an individual are in terms of optimal functional outcomes (21).

Evaluation.--A process of assessment according to a defined set of criteria (21).

Vocational assessment.--A process to determine the importance, size, or value of the strengths and limitations of an individual that facilitate or interfere with vocational outcomes and development of proposals for vocational service plans (20).

Occupational information.--All pertinent facts about a job or job cluster that accurately define the characteristics and requirements of the job in order to provide the individual

who is looking for work with the necessary correct, adequate information for making a vocational decision (21).

Rehabilitation counselor.--An individual who helps the handicapped person understand his problems, potentials, and limitations so that realistic rehabilitation objectives can be mutually identified and available resources can be used to attain those objectives (21).

Synthesizing.--The process by which information from all resources is combined into a meaningful whole to achieve approaches and directions.

VEWAA.--The Vocational Evaluation and Work Adjustment Association, Inc., is a national professional organization whose members are either engaged or have interest in vocational evaluation or the work adjustment of the handicapped (21).

Vocational counseling.--The process of assisting a person to understand vocational liabilities and assets and providing occupational information to assist them in choosing an occupation that is suitable to their interests and liabilities.

Vocational evaluation (work evaluation).--The process of assessing what an individual does and how well he does it, i.e., his potential vocational progress against some criterion; The process of observing behaviors and interpreting them against some criterion; A comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development; A

specialized form of clinical assessment, requiring a period of several days or weeks of close observation and judgement characterized by the use of real or simulated work tasks and activities in a situation which simulates some of the demands of work environments (21).

Vocational evaluator.--The individual staff member who is responsible for carrying out a vocational evaluation.

Work adjustment.--An individualized, structured and planned, closely supervised, remedial work experience that is designed to promote the acquisition of good work habits, to increase physical and emotional tolerance for work activity and interpersonal relationships, and to modify aptitudes and behaviors which inhibit the satisfactory performance of work (21).

ARD Committee (Admissions, Review, and Dismissal Committee).--The group, composed of the campus principal, local vocational administrator, local special education director, vocational teacher, special education teacher, vocational counselor, student's parents, and a pupil appraisal person, whose responsibilities include (1) determining that a handicapping condition has been established by the qualified professional and that the child's educational needs are such that special education intervention is appropriate; (2) screening each handicapped student for the purpose of determining whether the student can benefit from instruction in occupational programs; (3) recommending the handicapped student for

assignment, continuation in, or dismissal from a regular occupational program; and (4) developing programs to fit the needs of individual students and to provide necessary instruction and related services to help them to succeed in these individualized programs.

Advisory council.--A group of persons from the community and school who serve the vocational education program.

I.E.P. (Individualized Education Program).--A written plan for a specific handicapped student's education that is developed cooperatively by the special education supervisor or the campus administrator, the special and vocational education teachers who are involved in the child's educational placement, the diagnostician or other assessment professional, at least one of the child's parents, the child (if appropriate), other individuals (at the discretion of the parents and the school).

Public Law 93-112, Section 504.--Titled the Rehabilitation Act of 1973, this law is considered the basic civil rights legislation for handicapped persons.

Public Law 94-142, Part B.--Titled the Education for All Handicapped Children Act of 1975, this law assures funds for the provision of an appropriate free education for all handicapped youth.

Public Law 94-482.--Titled the Vocational Education Act of 1963 as amended by the Education Amendments of 1976, this

law provides escrow funding and matching state and local funding for the vocational education of handicapped youth.

Assumptions and Delimitations

The relevant assumptions and delimitations of the study are detailed below. These assumptions include the following:

1. It was assumed that respondents would reply honestly and accurately to the questionnaire;
2. It was assumed that respondents would understand the language related to vocational evaluation in the public school system; and
3. It was assumed that respondents might have certain vested interests in responding in certain ways to the items of the questionnaire.

The delimitations of the study include the following:

1. The study is delimited to vocational counselor-teacher educators in the United States;
2. The study is delimited by the knowledge and perceptions of those surveyed; and
3. The study is delimited by the ability of the researcher to synthesize the data gathered.

Procedures for Data Collection

The procedures for collecting the data for the study was as follows: (1) a current directory of state departments of vocational education in the United States was obtained; (2) each state department of vocational education in the United

States was contacted requesting a directory of vocational counselor-teacher educators in each representative state; (3) a follow-up letter was sent to state directors; (4) vocational counselor-teacher educators in the fifty states were identified; (5) a questionnaire and accompanying cover letter to all vocational counselor-teacher educators in the United States was developed; (6) questionnaires and accompanying cover letters were mailed to all vocational counselor-teacher educators; (7) a follow-up questionnaire was sent to the vocational-counselor teacher educators who did not return the original questionnaire; (8) a second follow-up questionnaire was sent; and (9) procedures to tabulate and record the data received from the questionnaires were designed.

The Survey Instrument

A panel of expert judges (who were composed of vocational evaluators, vocational counselors, rehabilitation counselors, diagnosticians, special education supervisors, special education counselors, special education teachers, and vocational teachers of the handicapped) shared in developing an instrument for gathering data. Vocational counselor-teacher educators contributed to the composition of the survey instrument, and they were instrumental in determining content validity.

Treatment of Data

Descriptive statistics were used to determine the findings from which conclusions were drawn and recommendations

made. Reliability was established by using the test re-test method and a reliability coefficient was obtained of .89.

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CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Vocational training has been an extremely important aspect of the social and economic history of mankind. Because of the development of new industrial techniques, such training became increasingly important in American society during the late nineteenth and early twentieth centuries when vocational education programs and revised apprenticeship programs were begun as a means of training manpower.

The placement of individuals in training programs for which they have interest and ability has always been a concern of vocational educators, and vocational testing and assessment has been widely used in this process. As vocational guidance has assumed an increasing role in education, and as the guidance needs of persons with special needs have been addressed, vocational assessment is also being used as a tool in career guidance and the vocational development of students (66).

Vocational assessment in the public schools that specifically focuses on students with special needs, which is a relatively new and growing educational service, is the result of a number of convergent movements (60, 61, 63). These

include special education, vocational education and guidance, vocational rehabilitation, and career education. The literature concerning each of these movements in relation to the special needs population is analyzed and reviewed in this chapter, followed by a review of the ARD committee and the individual education plan in the public schools. Descriptions of existing vocational programs associated with the public schools are reviewed, and the state of the art concerning vocational assessment in the public schools is detailed.

The development of comprehensive vocational assessment is associated with the growth of programs that have been designed to provide vocational and career education and training to persons with special needs (58, 60). The expansion of these programs into the fields of rehabilitation, special education, and vocational education has produced new movements in service delivery that have had an impact on the development of comprehensive vocational assessment, which includes emphases on career education, individualized planning for services, and mainstreaming through vocational guidance services (72, 73).

Special Education

The decades following the mid-twentieth century have seen a tremendous growth in the provision of special education programs for handicapped children (1, 64). In the nineteenth and early twentieth centuries, state residential institutions

were established to provide training and special services for handicapped individuals (3). Too often, unfortunately, the result was life-long residence in this institutional setting. In the 1950s, parents' associations and others began to demand special education services in the public schools for handicapped children. Legislation and litigation responses to this issue provided strong impetus to this movement, and education for handicapped children in the public schools grew at a rapid rate (60).

In the 1960s, there was widespread recognition of the need for vocational programs for the handicapped in secondary schools in addition to programs that focused primarily on academic skills; the developing field of special education responded to this need with the establishment of work-study programs in which students spend part of the school day or week acquiring work experience and job skills in community work stations and the remaining time studying related academic subjects (16). In most states, this program involves a cooperation between the local vocational rehabilitation counselor and the work-study coordinator from special education.

Brolin and Brolin (15) describe several approaches to vocational programs in special education that are used throughout the country.

Several school systems have created separate work centers to evaluate vocational potential and provide prevocational skill training and work adjustment for their secondary students. Students

spend part of each day in the center and part in their classroom concentrating on vocationally oriented subjects. Eventually they are placed in training positions in the community. Another approach is to send students to a rehabilitation workshop for evaluation, counseling, and adjustment in the classroom as well as in school and community job experiences (15, p. 36).

Both on-campus and community work experiences are used in the work-study program. Brodin (13) developed six steps to describe the articulation process from school to work that moves from total in-class activities, through on-campus and part-time work, to full-time placement in a community work station.

Work-study programs often worked cooperatively with the state vocational rehabilitation agency and local rehabilitation facilities. In the 1960s, cooperative programs between these two agencies were developed concurrently with work-study programs (13). Vocational evaluation services often utilized such programs. Kinsey (40) describes several programs in which work-study coordinators worked with rehabilitation counselors who purchased vocational evaluation services through community rehabilitation facilities.

While vocational education has placed more emphasis on services for handicapped persons, and special education has turned somewhat from its total emphasis on academics and small children, there has been an increasing development of programs that provide a mixture of the philosophies, service delivery systems, and the approaches that are used in rehabilitation,

special education, and vocational education (60). Such developments have facilitated the utilization of vocational evaluation in public school settings.

During the 1970s, two major educational movements that had an impact on the continuing evolution of special education vocational programs (and indirectly on vocational evaluation) are the mainstreaming movement and career education (49, 60). Resource rooms and other support services were developed to aid the handicapped student's participation in regular classes. Emphasis also was placed on cooperative efforts between vocational and special education teachers in an effort to facilitate the utilization of regular vocational education programs by handicapped students (69).

Vocational Education

Since 1963, vocational education has received continual criticism concerning the lack of provisions for vocational education services for handicapped and disadvantaged students. The criticism emphasized the issues of access, support services, personnel development, funding mechanisms, and job placement techniques (57). In 1966, the National Advisory Committee on Vocational Education found that vocational training services for handicapped persons were badly needed, and it adopted recommendations for a stronger commitment by vocational education to serve the handicapped, disadvantaged, and other special needs populations (65). Of special concern was the

question of accessibility to vocational education (10). Several program reviews found that handicapped students had not been allowed into vocational education classes because nonhandicapped students were accepted first (10, 55). Several writers point out the tremendous need for vocational education of handicapped students (8, 22, 65).

The 1968 and 1976 federal vocational education acts established vocational education for handicapped and disadvantaged persons as national priorities. The provision of funds to state departments of vocational education for research, exemplary and innovative programs, curriculum, and personnel development has facilitated the development of projects designed to aid the implementation of vocational education for special needs students (65).

Since the 1968 legislation, increasing efforts have been made to design vocational education programs that will meet the vocational development needs of handicapped and disadvantaged students (65). In an effort to form a comprehensive career-vocational development program for special needs students, career education and vocational education efforts have been integrated in some schools to include vocational assessment, prevocational preparation, occupational exploration, on-the-job training, use of rehabilitation facilities, coordinated remedial education, and regular vocational education classes (46, 57).

Individuals with different types and degrees of disability need different types of services. Davis and Ward (23) describe the work preparation continuum in vocational education that provides a continuum of services so that each individual might be accommodated in the least restrictive setting. Training is usually provided for semi-skilled jobs using a modified curriculum and may include instructional arrangements associated with vocational education laboratory programs, special education vocational rehabilitation work study programs, experience-based career education programs, sheltered workshop training, and manpower programs.

Innovative projects and programs on local, state, and federal levels have attempted to develop services and products that would aid the vocational education of handicapped students. Attention is also being given to curriculum development, accessibility to vocational programs, agency coordination, and modification of equipment for use by handicapped persons. Research and personnel development have also contributed to this development of services (60).

Increasingly, vocational assessment has been used as an auxiliary component in vocational education of the handicapped (60). Brolin and Brolin (15) include vocational education of the handicapped and vocational assessment as integral components in their description of a vocational education service delivery system. Approximately 200 comprehensive vocational assessment programs in public schools are identified by Noll

(54). In particular, area vocational-technical schools have begun to develop comprehensive vocational assessment programs for special need students (74, 76). A 1974 review of vocational education for the handicapped (56) indicates that (a) many vocational training programs for handicapped persons include vocational assessment, and (b) all successful programs utilize some form of comprehensive assessment to identify the needs of the handicapped students.

Vocational Rehabilitation

The programs for vocational rehabilitation began as a result of the needs of the World War I disabled veterans. Since these veterans were in need of physical restoration and counseling services, the Soldier Rehabilitation Act of 1918 created a Bureau of Rehabilitation. A new vocational rehabilitation act was passed in 1943 that included, along with the rehabilitation of the physically disabled, the added responsibilities for services to mentally ill and mentally retarded persons to the vocational rehabilitation system (31).

The vocational rehabilitation system has continued to develop in recent decades, and it has contributed much to the development of vocational evaluation for handicapped persons (31). The Medical Facilities Survey and Construction Act of 1954 authorized the construction of comprehensive rehabilitation facilities and stipulated that such facilities must include vocational evaluation services (2). The Vocational

Rehabilitation Amendments of 1954 provided financial assistance for (a) the renovation and remodeling of rehabilitation facilities and (b) innovative programs, many of which included vocational evaluation services (18, 20).

Presently, vocational rehabilitation services to handicapped persons can be roughly categorized into rehabilitation counseling services and rehabilitation facility services (21). Generally, rehabilitation counseling services are provided by the state rehabilitation agency. The counselors, who are assigned to areas that are accessible to disabled persons, arrange for services such as counseling, medical restoration, physical, psychological, and vocational evaluation. In most states, counselors provide counseling and guidance services, and they contract with other professionals and agencies for additional services (38).

Rehabilitation facilities, which provide a wide range and type of programs, can be categorized in terms of the type of clients they serve and the type of services they provide (9). Almost all rehabilitation facilities provide services that are connected with the ongoing employment and work of the facility. Some rehabilitation facilities emphasize sheltered employment for severely handicapped persons exclusively, while others combine such an emphasis with evaluation, training, and placement of those persons who are able to get competitive jobs (3).

While rehabilitation facilities have existed for more than a century, their greatest growth has been in the last ten to fifteen years (36). When, in the 1950s and 1960s, retarded and mentally ill persons received increasing attention, rehabilitation facilities to service their needs began to develop at a rapid rate (60). From 1967 to 1974, the number of workshops increased from 85 to 2,766, and client loads more than doubled (52).

Legislative mandates and support through the Rehabilitation Services Administration facilitated the development of comprehensive vocational evaluation as part of the rehabilitation movement (52). Other closely related projects supported the development of vocational evaluation services. The passage of the Mental Retardation and Facilities Construction Act in 1954 created the development of comprehensive community services for mentally retarded and mentally ill persons (31).

The increased emphasis on individualized programming in the fields of rehabilitation, mental health, and mental retardation also supported the development of vocational evaluation services (19). The Rehabilitation Act of 1973 required the development of an Individualized Written Rehabilitation Plan (IWRP) for each client; standards for facilities that deal with the developmentally disabled emphasize an individual program plan that is based upon an assessment of the strength and needs of the individual (56).

Career Education

As a major educational movement, career education had its inception in 1971 when Sidney Marland, United States Commissioner of Education, emphasized the concept at a national convention in Houston, Texas (13, 51, 62). With the passage of Public Law 94-142 in 1975, career education for individuals with special needs, especially the handicapped, took on new significance. In the last few years, career education has played an important role in assisting the handicapped with career exploration and preparation (12). A number of individuals in special education have seen in this concept a way to orient the programs of the public schools to the total training needs of the adolescent handicapped student (12, 43).

In 1974, Brolin (13) conducted Project PRICE (Programming for the Retarded in Career Education) in which twenty-two competencies were identified as training needs for secondary-level educable mentally retarded students. This emphasis on a total career education program continues to have impact on vocational training programs for handicapped students since it places vocational training in the context of all the functional training needs of the handicapped individual (21, 22). As defined by Brolin's projects, career education focuses on personal-social skills, work behaviors, and occupational guidance and preparation (13). Career education also emphasizes the need to focus on the whole person rather

than on specific skill areas that might narrowly be defined as vocational (17, 33).

Adequate assessment of the student's strengths and needs forms the basis for instructional and educational planning. Almost all human service delivery systems that deal with individuals with special needs are increasing the emphasis on individualized, written programming plans (60). The manpower system requires individualized Employability Development Plans; developmental disabilities programs require Individual Programs Plans; vocational rehabilitation requires Individualized Written Rehabilitation Plans; schools require Individual Education Plans (56). While the terminology used to describe these plans is very different, almost all have similar components that include an assessment of the present status of the individual, a determination of optimal goals and objectives, evaluation criteria to determine when the criteria is met, and an interdisciplinary staffing procedure to develop the plan to include data from the student-client and parents (60).

The Individualized Education Plan (IEP) was mandated for all public school handicapped students by the Education for all Handicapped Children Act of 1975. While vocational assessment is not explicitly mandated by the regulations implementing the act, the language implies the need for such a service. Specifically the IEP (34; 41, p. 5) requires the following: (1) A statement of the present levels of

educational performance of each handicapped child; (2) Annual educational goals for the child including short-term instructional objectives; (3) Specific educational services to be delivered including the extent to which the student can participate in the regular school program; (4) Projected timelines for services; and (5) Evaluative criteria.

Administrative Structure

Schools that require vocational evaluation services for their students frequently contract for such services with local rehabilitation facilities. Rehabilitation facilities, rehabilitation counselors, and special educators work together in these arrangements. Students are normally transported to rehabilitation centers daily for a period of one to four weeks for concentrated assessment (40).

As schools have become more involved in the vocational training of handicapped students, school-based assessment centers have been developed (24); area vocational-technical schools and community colleges also have developed vocational evaluation programs (31), and special educators have developed vocational assessment centers that are primarily associated with work-study programs (37, 40, 58). Among the administrative variations that have been attempted by schools are (a) school counselors have been involved in testing (23), (b) vocational teachers have aides who help in the development and administration of work samples in their vocational classes

(23, 35), (c) vocational assessment has been implemented in a special summer program (35); and (d) recommendations have been made to offer vocational assessment as part of a course (35). Of particular concern to schools is the need to provide such services in rural areas and to provide coverage for a larger number of students (35). Centralized education service centers sometimes provide evaluation services through a central center or through mobile units that travel from school to school (5, 6, 30, 35, 50).

A Team Process Approach

The leading researchers in the field state that vocational evaluation must be conducted as a team process that involves a variety of individuals (4, 11, 14, 19, 25, 27, 59). The composition of this team varies depending upon the type of agency involved (60). Rehabilitation facilities, manpower programs, and schools have different types of personnel who might be involved (64). A team for a school-based assessment program might include a vocational evaluator-counselor, an occupational therapist, an educational diagnostician, teachers of special education and vocational education, and parents (24, 26).

Different members of the team may have various roles before, during, and following the assessment process. Often, there is a pre-staffing project to aid in developing an assessment plan. Various members of the team may participate

in the assessment process, and most members will attend a final meeting at which the results of the assessment are discussed and plans made (60). Often, this staff meeting will provide the opportunity for development of the Individualized Education Plan (IEP) for handicapped students (24).

Davis and Ward (23) state that required staff should include an expert in vocational evaluation who is responsible for providing and coordinating the components of the vocational assessment of handicapped students. Programs of vocational evaluation have utilized a number of types of professionals as vocational evaluators. Bregman (9) reports staffing a vocational evaluation center with three vocational teachers. Lee (44) reports the use of industrial arts and remedial education teachers. Noll (53) reports that many vocational assessment programs in schools utilize a variety of types of educators as vocational evaluators. As the field of vocational evaluation has progressed, there has been an increasing recognition of the need for specific training in competencies needed by vocational evaluators. Many writers state that a vocational evaluator must have specific training in vocational evaluation (11, 14, 19, 42, 45, 59).

Actual training for vocational evaluators and the development of standards for programs of vocational evaluation did not begin until the mid-1960s; initial efforts at training development of standards, and identification of competencies

for vocational evaluators occurred somewhat concurrently (70, 71). The earliest training of vocational evaluators was accomplished on-the-job in rehabilitation facilities. In the 1960s a few universities offered short-term training institutes; graduate degrees were developed later. Auburn University was the first to initiate short-term training, and the University of Wisconsin-Stout was the first to offer a graduate degree; other universities that have followed suit include the University of Arizona, North Texas State University, the University of Missouri-Columbia, and the University of Florida (68). Almost all training efforts for vocational evaluators have been associated with vocational rehabilitation. The Rehabilitation Services Administration has funded many short-term training programs, facilitated development and dissemination of staff development materials, and supported graduate programs in their initial phases of development. State departments of vocational education have funded some research and program development activities (68).

Curriculum development in training programs for vocational evaluators proceeded concurrently with the clarification of roles, functions, and competencies of vocational evaluators. Curriculum development workshops were the first organized efforts to identify needed competencies of vocational evaluators. In 1975, the Vocational Evaluation and Work Adjustment Association sponsored a national effort to explore and clarify the role of vocational evaluation and the vocational evaluator;

the required skills are related to selecting, administering, and interpreting appropriate vocational assessment techniques, and an understanding of and ability to share occupational information. Other important competency areas are the ability to organize and participate in inter-disciplinary staffings, motivate and support the client, and use community resources (70).

In 1979, Rubin and Porter (67) reported the results of a study, which was implemented as part of the National Seminar on Competency-Based Rehabilitation Education, whose purpose was to identify and evaluate competencies needed by rehabilitation counselors and vocational evaluators and to determine the location of training for each competency; 241 competencies were identified as essential for evaluators and counselors. In another study (28), a national group of evaluators aided in developing competency statements, which were synthesized and rated relative to their perceived importance. The group included practicing evaluators who were engaged in in-service training in federal Region IV, all full-time graduate students who were enrolled in vocational evaluation in Region IV in summer of 1976, and all college faculty who were teaching vocational evaluation in Region IV in the summer of 1976. One hundred seventy-five competency statements were identified that include communication, analysis and synthesis of evaluation data, and initial evaluation procedures.

As the roles, functions, and competencies of vocational evaluators have been clarified, standards have been developed to insure minimal program quality, and efforts have been initiated to develop professional certification for vocational evaluators. The Commission on Accreditation of Rehabilitation Facilities (CARF) began in 1966 to set standards for rehabilitation facilities, evaluation, and evaluators (19). The VEWAA Project in 1975 adopted revised standards for vocational evaluation programs; in addition, state and federal funding agencies have developed standards for facilities that receive funding (19).

Vocational Evaluation in Schools

The increased utilization of comprehensive vocational assessment in the public schools and other agencies is resulting in an concomitant need for trained vocational evaluators (60). Several conditions make it difficult for persons who have specific training in vocational evaluation to be hired by a public school system since public schools generally require teacher certification as a basis for vocational evaluation employment. Also, graduate degrees in vocational evaluation are oriented toward vocational rehabilitation, and few persons who complete such a program receive teaching certificates (39, 53). Noll (53) conducted a study concerning several variables in relation to the personnel who function as vocational evaluators in the public schools. These variables include

certification, status, qualifications, job functions, and additional training desired. Of the respondents, 89 percent were employed by rehabilitation agencies but served the schools' students. Results of the study indicate that (a) the functions and tasks of vocational evaluators who are employed in school settings are very similar to those of evaluators in vocational rehabilitation facilities, (b) some vocational evaluators in school settings have had no training in vocational evaluation, (c) degrees in education are not necessarily related to training needed by vocational evaluators in the schools, and (d) vocational evaluators are generally interested in improving their skills and are willing to work toward specific certification as evaluators.

Noll's (54) report indicates that only one state, Minnesota, has an actual certification procedure although 47 percent of those surveyed said that their states were considering certification. Minnesota's state plan for vocational education has a certification position entitled instructor-evaluator in work adjustment center. Ohio presently certifies vocational evaluators on a case-by-case basis through the state department of vocational education. As utilization of vocational evaluation in the public schools increases, states may be expected to increase efforts to provide for specific certification of vocational evaluators (54).

Bjorklund (6) initiated a study at the University of Wisconsin-Stout, the purpose of which was to elicit the

opinions of vocational evaluators who were employed in Wisconsin schools regarding the course work that is necessary to develop the essential skills for public school certification as a work evaluator. Ranked by perceived order of importance, the Wisconsin courses are (1) laboratory in vocational evaluation, (2) procedures in work evaluation, (3) psychological testing with handicapped people, (4) occupational analysis, (5) internship in work evaluation, (6) physical disabilities and work, (7) psychological disabilities and work, (8) seminar in vocational rehabilitation, (9) introduction to guidance, (10) rehabilitation of the mentally retarded, and (11) educational psychology.

Currently, North Texas State University is implementing an interdisciplinary master's degree program in vocational evaluation (47). This is a combined effort of the Division of Occupational Vocational Education, the Division of Special Education, and the Center for Rehabilitation Studies of the School of Community Services. As shown in Figure 1, the areas of competence are testing, special needs, vocational evaluation, vocational counseling, and practicum.

The particular focus of vocational evaluation programs seems to vary somewhat depending upon whether the program is associated with rehabilitation, area vocational-technical schools, special education, or vocational education in a secondary school. Gibson and Lazar (29) describe a California program that is designed for handicapped students in grades

For Discussion Only

Area of Competence	Vocational Education	Special Education	Rehabilitation Studies
Testing	EDVT 542 Voc. Student Identification Placement, and Follow-up	EDPS 554 Diagnostic Programming	RHAB 542 Diagnostic and Prognostic Vocational Evaluation
Special Needs		EDPS 553 Practicum Diagnostic Assessment	RHAB Medical Psychological Aspects of Rehabilitation
Vocational Evaluation	EDVT 590 Special Problems Development of Work Samples	EDSP 590 Individual Needs of Student	RHAB 543 RHAB 544 Vocational Evaluation Systems; Use and Interpretation of Voc. Evaluation Data
Vocational Counseling	EDVT 541 Vocational Information		RHAB 530 Counseling in the Community Agency
Vocational Education	EDVT 543 Principles of Vocational Education		
Practicum	Practicum will be completed in the area of concentration (3 to 6 hours).		

Major: Master of Science
 Interdisciplinary Studies (Vocational Evaluation)
 Division of Occupational Vocational Education
 Division of Special Education
 School of Community Services Center for Rehabilitation Studies

Fig. 1--Interdisciplinary Studies (Vocational Evaluation)
 North Texas State University. Source: P. N. McLeod and others,
 "Vocational Evaluation, Interdisciplinary Studies," unpublished
 proposal, North Texas State University, Denton, Texas, 1982.

ten through twelve; the students are evaluated over a period of several weeks using instruments and paper and pencil tests. A career specialist, who apparently functions much like a work-study coordinator, aids in mainstreaming physically handicapped students into regular vocational classes and aids in securing cooperative work placements for mentally handicapped students. Johnson (37) describes a similar program in St. Paul, Minnesota, which is called a career exploration and vocational assessment program, that has worked very well. Paulsen (58) describes an Edmonds, Washington, program that recommends either job placement or work adjustment training. This evaluation program is part of a vocational evaluation and work adjustment center that serves five high schools and is associated primarily with special education. A prevocational advisor sends referrals to the center and provides followup after the evaluation.

Programs that are associated with vocational education most often stress assessment for placement into various vocational training areas. Many area vocational-technical schools appear to have vocational evaluation centers (74, 76). Fewer evaluation centers associated with vocational education in comprehensive high schools are evident (76).

Wrobel (75) describes a program in Minnesota that attempts to combine the strong points of approaches found in special education, rehabilitation, and vocational education. Students who have special needs are referred for evaluation so that they can identify a vocational training goal and professionals

can identify the needed support services. Students go through a sequence of general testing and exploration or actual training.

To date, vocational evaluation for secondary students in Texas has been delivered primarily through cooperative arrangements with rehabilitation facilities; however, funds through vocational education and, more recently, special education funds have facilitated the development of a few in-school evaluation programs, and several programs have been operated through education service centers (60). Developments concerning vocational evaluation in the public schools in Texas are closely tied to the related efforts of special education, vocational education, and vocational rehabilitation in an effort to meet the vocational and career development needs of handicapped students.

In the 1960s, a cooperative program was instituted between the Texas Rehabilitation Commission and the Texas Education Agency in which a rehabilitation counselor is assigned to work closely with vocational adjustment coordinators in various schools. The program was designed to facilitate students' transition from school to the world of work. This program enables students to graduate from high school by working full-time during their senior year (60).

As a part of this cooperative program, vocational rehabilitation counselors can pay for needed students services although the school has no allocated funds. Rehabilitation

counselors and vocational adjustment coordinators (VACS) often refer students to rehabilitation centers for vocational evaluation. As a result of the close working relationship between the special education departments and rehabilitation facilities, use of rehabilitation facilities is the primary means by which vocational evaluation services are provided for secondary handicapped students. The Texas Rehabilitation Commission lists around seventy vocational evaluation programs (60).

The 1968 and 1976 amendments to the Vocational Education Act of 1963 placed increased emphasis upon the provisions for vocational education to handicapped students. In Texas, the response to this emphasis includes (a) the funding of research projects that are concerned with vocational education of handicapped students, (b) personnel development to facilitate increased understanding on the part of vocational educators, and (c) the development of separate vocational programs for special education students, which are called Vocational Education for the Handicapped (VEH) units (32, 76).

The Vocational Education for the Handicapped programs originated in 1969-1970 as pilot programs; they were conceived as part of a three-phase plan for the vocational education of the handicapped student in Texas. By the 1971-1972 school year, programs were being operated in seventeen education service centers, ninety-two independent school districts, five junior colleges, and fifteen state schools or state hospitals

(48). The three-phase approach on which the pilot programs were based includes phases (1) exploratory-pre-vocational activities to include vocational assessment techniques leading to an occupational diagnosis, (2) vocational training programs in a shop or laboratory setting either especially designed for the handicapped or in a regular vocational program with modified curriculum, and (3) job placement, evaluation, and follow-up. As part of this pilot effort, sixteen regional education service centers developed phase-one programs that included programs of vocational assessment. These programs attempted to determine the occupational interests and capabilities of students and to develop specialized curriculum and orientation programs (48).

These programs, which relied on grants for funding, showed great promise in providing improved vocational assessment for handicapped students. Nevertheless, decisions were made soon after 1972 not to fund many phase-one programs, and virtually all have been disbanded. Only the Region XX Education Service Center presently operates a vocational assessment program (48).

In 1977, the Texas Rehabilitation Commission and Texas Education Agency essentially dissolved the cooperative school program. The passage of Public Law 94-142, as outlined in the Appendix, with its provision that the schools must provide free public education to all students, has caused some educators to feel that services must be provided within the

school rather than being contracted to rehabilitation facilities. This emphasis has been encouraged through policies of the Texas Education Agency in which teacher units are lost for a particular number of students contracted (60).

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CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the perceived characteristics and skills that are needed by vocational counselors in order for them to function effectively on the Vocational Admissions, Review, and Dismissal (ARD) Committee in local education agencies. The results will provide information for prospective vocational counselors concerning their responsibilities toward the Vocational Admissions, Review, and Dismissal Committee. These data may be used to assist education agencies in preparing an outline of the responsibilities and job descriptions for vocational counselors, and the conclusions may assist institutions of higher education in the preparation of prospective vocational counselors.

Development of the Survey Instrument

The original survey instrument was developed by a panel of expert judges that included a representative sample of the vocational-teacher educators. Other members of this panel were vocational evaluators, vocational counselors, special education supervisors, diagnosticians, special education teachers, and vocational teachers of the handicapped. Based upon the responses from the professional advisory group, a

draft of the survey instrument was prepared that would meet the stated objectives of the study.

The questionnaire contained a Likert-type rating scale that used the following value assignments: A--strongly agree; B--agree; C--undecided; D--disagree; E--strongly disagree. The questionnaire was designed so that it could be returned easily through the mail. Items for this section were derived from discussions at meetings of the professional advisory committee, during which the statements on the survey instrument were analyzed, reorganized, and synthesized. Eventually the original list was reduced to thirty-five statements for the first draft of the questionnaire. After consideration by and consultations with members of the advisory committee, fifteen individuals were asked to review the survey instrument, make recommendations for changes, and complete the survey. This process comprised a combination of a pilot survey and review by a jury of experts. In an effort to establish content validity, these fifteen individuals included several persons who are knowledgeable about the technical aspects of survey instruments and several individuals who are knowledgeable about vocational counselor education as it relates to the handicapped population. Individuals on this review-pilot study also included persons who are representative of the population to be surveyed.

Several revisions were made to the questionnaire which were based on the responses of the proposal committee and the

jury of experts-pilot study. This fifteen-member group was asked to complete the survey again, and fourteen days later (on November 10, 1981), the same group was re-tested. Of the fifteen surveys distributed, twelve were completed for a return rate of 80 percent. The Fry graph for estimating readability was used as a guide for assessing the readability level of the directions and items included on the survey instrument. A tenth-grade reading level was calculated using the random sample of two, 100-word passages. Reliability and validity were considered when constructing the instrument. Content validity was achieved by using an expert panel; reliability was established by using the test re-test method, and a reliability coefficient of .89 was obtained.

The Survey Instrument

The instrument consists of a five-part, thirty-five-item questionnaire (Appendix) that covers the five major topics of communicating and relating, occupational analysis, understanding of facilities and their programs and services, psychological testing, and counseling and interviewing. A five-part evaluation scale was used for measuring the items under each heading for which the scoring ranged from strongly agree to strongly disagree. Each section contains the following totals of measurable items. The measurable items for each section are eleven for communicating and relating, seven for occupational analysis, six for understanding of facilities and their

programs and services, four for psychological testing, and seven for counseling and interviewing.

Procedures for Data Collection

The director of the Department of Occupational Education and Technology at the Texas Education Agency in Austin, Texas, was contacted and requested to send a directory of state departments of vocational education in the United States. Each state director was asked to send a list of the vocational counselor-teacher educators and a copy of the vocational education directory for the state. This mailing was made on November 13, 1981; a second mailing was made on November 30, 1981.

The questionnaire and a cover letter (Appendix) were sent to all of the vocational counselor-teacher educators in the United States--a total of 129. The first mailing of the instrument was made on January 4, 1982. A stamped, pre-addressed envelope was enclosed for the convenience of the respondents.

By February 8, 1982, seventy-eight responses had been received. A second mailing of the instrument, including a follow-up letter and a stamped, pre-addressed envelope, was sent on February 9, 1982.

By March 5, 1982, 23 additional responses were received. Of the 129 questionnaires mailed to the vocational counselor-teacher educators, 101 responses were received. Two of these

responses were deemed to have no validity; one was returned with the statement, "I do not fill out surveys"; one was returned with the statement, "I personally do not think that a vocational counselor should perform on the ARD committee." The data for the study came from 99 responses, or 77 percent of the total number of questionnaires. Institutions of higher education that have vocational counselor-teacher educators are located in Texas, Connecticut, Pennsylvania, New York, New Jersey, Illinois, Michigan, Wisconsin, Minnesota, Nebraska, Alabama, Arkansas, Georgia, Mississippi, North Carolina, Tennessee, Virginia, California, and Washington. The 99 responses came from 29 universities and colleges in 19 states.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter presents an analysis of the data obtained from the questionnaire responses of ninety-nine vocational counselor-teacher educators. The survey measured the characteristics that vocational counselor-teacher educators determined are needed for effective functioning on the Vocational Admissions, Review, and Dismissal Committee.

From the information provided in the state directories of vocational counselor-teacher educators, it was determined that thirty-one states have no vocational counselor-teacher educators. Table I analyzes the nineteen states in which there are vocational counselor-teacher educators. These data, which are arranged by region, show that the middle south, midwest, and the southwest regions far outrank the New England and western regions of the country in the number of universities and colleges that offer certification in vocational counseling by a vocational counselor-teacher educator.

As indicated in Chapter III, twenty-eight subjects did not respond. According to the state directories, these vocational counselor-teacher educators work in the following areas: seven each in California and Alabama, two each in Arkansas, Connecticut, North Carolina, and Texas, and one

TABLE I
 VOCATIONAL COUNSELOR-TEACHER EDUCATORS BY REGION

Region	State	Number
New England ^a	Connecticut	2
Middle States ^b	New Jersey	3
	New York	13
	Pennsylvania	5
South ^c	Alabama	8
	Georgia	7
	Mississippi	3
	North Carolina	2
	Tennessee	5
	Virginia	3
Midwest ^d	Illinois	4
	Michigan	8
	Minnesota	2
	Nebraska	3
	Wisconsin	6
Southwest ^e	Arkansas	9
	Texas	10
West ^f	California	4
	Washington	2
Total	99

^aConnecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

^bDelaware, Maryland, New Jersey, New York, Pennsylvania, Washington D. C.

^cAlabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.

^dIllinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, Wisconsin.

^eArkansas, New Mexico, Oklahoma, Texas.

^fAlaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Utah, Washington, Wyoming.

each in Pennsylvania, New York, New Jersey, Nebraska, Georgia, and Tennessee. If these questionnaires had been returned, the regional breakdown would not have shown any perceptible change. With the addition of the twenty-eight missing responses, the arrangement order would be the same.

The obvious significance of the Table I data is that New York has almost twice as many vocational counselor-teacher educators than any other state except Texas. The other salient feature is the paucity of vocational counselor-teacher educators in the New England and western regions.

Questionnaire Responses

The questionnaire responses were structured on an evaluative scale of five graduations: A--strongly agree, B--agree, C--undecided, d--disagree, and E--strongly disagree. The vocational counselor-teacher educators were asked to indicate the importance of each item in assessing the successful functioning of a vocational counselor on the Vocational Admissions, Review, and Dismissal Committee. The respondents were to evaluate the skills and characteristics they perceive as essential to effective functioning in relation to communicating and relating, occupational analysis, understanding of facilities and their programs and services, psychological testing, and counseling and interviewing. Totals and percentages for each items are detailed in this section of Chapter IV.

Communicating and Relating

Adequate oral and written communication is a characteristic that facilitates the workings of any operation that involves two or more people (10). As shown in Table II, ninety-three respondents (93.9 percent) strongly agree that this characteristic is needed for effective committee functioning.

TABLE II
THE IMPORTANCE OF ADEQUATE WRITTEN AND ORAL COMMUNICATION

Scale	Number	Percent
Strongly Agree	93	93.9
Agree	6	6.1
Undecided	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.06, S.D. = 10.49.

Data on the importance of listening to others are presented in Table III. Eighty-eight respondents (88.8 percent) strongly agree that listening to others is essential for effective committee functioning.

A supportive, helpful, teamwork approach has been shown to be very important in the leadership of a vocational ARD

TABLE III
THE IMPORTANCE OF LISTENING TO OTHERS

Scale	Number	Percent
Strongly Agree	88	88.8
Agree	10	10.2
Undecided	1	1.0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.12, S.D. = 11.09.

committee (9). Table IV data confirm the value of decision-making and problem-solving; ninety (90.9 percent) of the vocational counselor-teacher educators strongly agree that this quality is needed for effective committee functioning.

TABLE IV
THE IMPORTANCE OF MAKING DECISIONS
AND SOLVING PROBLEMS

Scale	Number	Percent
Strongly Agree	90	90.9
Agree	6	6.1
Undecided	3	3.0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.12, S.D. = 11.09.

Table V presents the data on the importance of being patient. Sixty-two (62.6 percent) of the vocational counselor-teacher educators strongly agree that the quality of patience

is necessary for effective functioning on the ARD committee.

TABLE V
THE IMPORTANCE OF BEING PATIENT

Scale	Number	Percent
Strongly Agree	62	62.6
Agree	28	28.3
Undecided	8	8.1
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.47, S.D. = 14.59.

Cannie (7) says that one should not consider the criticism of others as an implication of personal failure, but as a comment on a piece of work. Table VI data indicates that the vocational counselor-teacher educators affirm the value of accepting criticism objectively; eighty-two of the respondents (82.8 percent) strongly agree that accepting criticism objectively is needed for effective functioning on the ART committee.

Table VII shows that forty-nine (49.5 percent) of the vocational counselor-teacher educators agree that the ability to summarize and facilitate group contributions is needed in order to function effectively on the ART committee. Less than

one-third of the respondents (31, or 31.3 percent), however, strongly agree that this quality is needed.

TABLE VI
THE IMPORTANCE OF ACCEPTING CRITICISM OBJECTIVELY

Scale	Number	Percent
Strongly Agree	82	82.8
Agree	9	9.1
Undecided	8	8.1
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.25, S.D. = 12.39.

TABLE VII
THE IMPORTANCE OF SUMMARIZING AND FACILITATING
GROUP CONTRIBUTIONS

Scale	Number	Percent
Strongly Agree	31	31.3
Agree	49	49.5
Undecided	2	2.1
Disagree	17	17.1
Strongly Disagree	0	0
Total	99	100.0

M = 2.05, S.D. = 20.29.

Table VIII presents the data on the importance of articulating one's position on issues. Seventy-six (76.7 percent) of the respondents strongly agree that this attribute is needed in order to function effectively.

TABLE VIII
THE IMPORTANCE OF ARTICULATING ONE'S POSITION ON ISSUES

Scale	Number	Percent
Strongly Agree	76	76.7
Agree	22	22.3
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.25, S.D. = 12.39.

Sharing leadership through consultation is a concept that is stressed throughout the related literature (4, 8, 9, 11, 12, 13). Table IX data disclose a strong affirmation of the importance of this concept; eighty-two (82.8 percent) of the respondents strongly agree, sixteen (16.2 percent) agree, and only one (1.0 percent) disagrees.

The building of trust among people is formed by understanding and valuing feelings (1). Contrary to general person-to-person techniques, Table X data indicate that

TABLE IX
THE IMPORTANCE OF SHARING LEADERSHIP
THROUGH CONSULTATION

Scale	Number	Percent
Strongly Agree	82	82.8
Agree	16	16.2
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.19, S.D. = 11.79.

TABLE X
THE IMPORTANCE OF BEING EMPATHETIC

Scale	Number	Percent
Strongly Agree	51	51.5
Agree	32	32.3
Undecided	6	6.1
Disagree	6	6.1
Strongly Disagree	4	4.0
Total	99	100.0

M = 1.78, S.D. = 17.69.

fifty-one (51.5 percent) of the vocational counselor-teacher educators strongly agree that empathy is necessary for effective functioning on the Admissions, Review, and Dismissal Committee. Almost one-third of the respondents (32, or 32.3 percent) agree that it is necessary for effective functioning on the ARD committee.

Table XI data indicate that sixty-six (66.6 percent) of the respondents strongly agree that a business-like approach is necessary for effective functioning on the ARD committee. Only two respondents (2 percent) either disagree or strongly disagree with the importance of this concept.

TABLE XI

THE IMPORTANCE OF DEMONSTRATING A BUSINESS-LIKE,
YET FRIENDLY APPROACH

Scale	Number	Percent
Strongly Agree	66	66.6
Agree	26	26.3
Undecided	5	5.1
Disagree	1	1.0
Strongly Disagree	1	1.0
Total	99	100.0

M = 1.43, S.D. = 14.19.

Table XII reveals that thirty-two (32.3 percent) of the vocational counselor-teacher educators strongly agree that

having self-confidence is necessary for effective functioning on a vocational ARD committee. Only ten (10.2 percent) of the respondents either disagree or strongly disagree with the importance of this attribute.

TABLE XII
THE IMPORTANCE OF HAVING SELF-CONFIDENCE

Scale	Number	Percent
Strongly Agree	32	32.3
Agree	56	56.5
Undecided	1	1.0
Disagree	5	5.1
Strongly Disagree	5	5.1
Total	99	100.0

M = 1.93, S.D. = 19.19.

Occupational Analysis

Table XIII data indicate that only ten (10.1 percent) of the respondents strongly agree that using the Dictionary of Occupational Titles (15) and the Occupational Outlook Handbook (16) is necessary for effective functioning on the vocational ARD committee. Interestingly, thirty-eight respondents (38.4 percent) disagree that such use is necessary, but thirty-nine (39.3 percent) respondents agree that a vocational counselor should use these publications in order to function effectively on a vocational ARD committee.

TABLE XIII
 THE IMPORTANCE OF USING THE DICTIONARY OF
OCCUPATIONAL TITLES AND OCCUPATIONAL
OUTLOOK HANDBOOK

Scale	Number	Percent
Strongly Agree	10	10.1
Agree	39	39.3
Undecided	5	5.1
Disagree	38	28.3
Strongly Disagree	7	7.1
Total	99	100.0

M = 2.92, S.D. = 28.99.

Table XIV indicates that fifty-two (52.6 percent) of the respondents disagree that working with the Department of Labor is a necessary skill. Twenty respondents (20.2 percent) strongly disagree.

An understanding of occupational data is considered to be important in developing a reasonable, logical plan of study for the student (14). A successful individual plan depends upon ARD committee members having a knowledge of occupational data (2). The data in Tables XV and XVI are consistent with these ideas. Table XV indicates that all but eighteen respondents (18.1 percent) either agree or strongly agree that understanding occupational data is a necessary skill for effective functioning on the vocational ARD committee.

TABLE XIV
THE IMPORTANCE OF WORKING WITH THE DEPARTMENT OF LABOR

Scale	Number	Percent
Strongly Agree	12	12.1
Agree	13	13.1
Undecided	2	2.0
Disagree	52	52.5
Strongly Disagree	20	20.2
Total	99	100.0

M = 3.55, S.D. = 35.19.

TABLE XV
THE IMPORTANCE OF UNDERSTANDING OCCUPATIONAL DATA

Scale	Number	Percent
Strongly Agree	36	36.4
Agree	45	45.5
Undecided	7	7.0
Disagree	11	11.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.92, S.D. = 19.09.

Table XVI data indicate that all but thirteen (13.2 percent) of the respondents either agree or strongly agree that being

knowledgeable in the field of occupational analysis is necessary for effective committee functioning.

TABLE XVI
THE IMPORTANCE OF BEING KNOWLEDGEABLE IN THE FIELD
OF OCCUPATIONAL ANALYSIS

Scale	Number	Percent
Strongly Agree	39	39.4
Agree	47	47.4
Undecided	6	6.1
Disagree	7	7.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.80, S.D. = 17.89.

Table XVII data reveal that thirty-five (35.3 percent) of the respondents strongly agree that being innovative and creative in occupational analysis is a skill that a vocational counselor should possess in order to function effectively on a vocational ARD committee. Forty-seven (47.5 percent) respondents agreed, while only ten (10.1 percent) disagreed.

Table XVIII data show that an equal number, thirty-three (33.3 percent) of the vocational counselor-teacher educators both agree and disagree that the consideration of research and development is a necessary skill for the vocational counselor to possess for effective functioning on a vocational

TABLE XVII

THE IMPORTANCE OF BEING INNOVATIVE AND CREATIVE
IN OCCUPATIONAL ANALYSIS

Scale	Number	Percent
Strongly Agree	35	35.4
Agree	47	47.5
Undecided	7	7.0
Disagree	10	10.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.91, S.D. = 18.99.

TABLE XVIII

THE IMPORTANCE OF THE CONSIDERATION OF
RESEARCH AND DEVELOPMENT

Scale	Number	Percent
Strongly Agree	17	17.2
Agree	33	33.3
Undecided	10	10.1
Disagree	33	33.3
Strongly Disagree	6	6.1
Total	99	100.0

M = 2.77, S.D. = 27.49.

ARD committee. Seventeen (17.2 percent) of the respondents strongly agree that this skill is important.

Table XIX data indicate that forty (40.4 percent) of the surveyed vocational counselor-teacher educators strongly agree that applied occupational laws is a skill that a vocational counselor should possess in order to function effectively on a vocational ARD committee. Only nine (9.1 percent) of the respondents indicate that they disagree.

TABLE XIX
THE IMPORTANCE OF APPLYING OCCUPATIONAL LAWS

Scale	Number	Percent
Strongly Agree	40	40.4
Agree	50	50.5
Undecided	0	0
Disagree	9	9.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.77, S.D. = 17.59.

Table XX data show that fifty-four (54.5 percent) of the surveyed respondents strongly agree that recognizing and understanding facilities and their programs and services is necessary for the effective functioning of the vocational counselor on the vocational ARD committee. Forty-four (44.4

percent) of the respondents agree that this is important, and only one respondent (1.0 percent) disagrees with the necessity of this understanding.

TABLE XX
THE IMPORTANCE OF UNDERSTANDING OF FACILITIES
AND THEIR PROGRAMS AND SERVICES

Scale	Number	Percent
Strongly Agree	54	54.5
Agree	44	44.4
Undecided	0	0
Disagree	1	1.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.47, S.D. = 14.59.

Table XXI data show that the respondents realize that the vocational counselor must be aware of and utilize federally-funded programs. Eighty-nine respondents (89.9 percent) strongly agree that incorporating federally funded programs is essential to effective functioning on a vocational ARD committee; ten (10.1 percent) agree and no respondents disagree.

The data in Tables XXII and XXIII reflect the importance of utilizing both school and community resources. Table XXII data show that forty-seven (47.5 percent) of the respondents strongly agree and fifty-one (51.5 percent) agree that the

TABLE XXI

THE IMPORTANCE OF UTILIZATION OF FEDERALLY-FUNDED PROGRAMS

Scale	Number	Percent
Strongly Agree	89	89.9
Agree	10	10.1
Undecided	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.10, S.D. = 10.89.

TABLE XXII

THE IMPORTANCE OF BEING FAMILIAR WITH ALL
AVAILABLE PROGRAMS IN THE SCHOOL
SETTING

Scale	Number	Percent
Strongly Agree	47	47.5
Agree	51	51.5
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.54, S.D. = 15.29.

vocational counselor should be familiar with available programs in the school setting in order to function effectively on the ARD committee. In Table XXIII, fifty (50.5 percent) of the respondents strongly agree that using community resources is important.

TABLE XXIII
THE IMPORTANCE OF USING COMMUNITY RESOURCES

Scale	Number	Percent
Strongly Agree	50	50.5
Agree	48	48.5
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.51, S.D. = 14.99.

Table XXIV indicates that the majority of the surveyed vocational counselor-teacher educators strongly agree that synthesizing human, educational, and occupational resources is important. Seventy-eight (78.8 percent) strongly agree, and twenty (20.2 percent) agree.

The related literature indicates that the concept of the ARD committee is the basis for individual vocational evaluation in the public school setting (3, 5, 14). Table XXV data

TABLE XXIV
 THE IMPORTANCE OF SYNTHESIZING HUMAN,
 EDUCATIONAL, AND OCCUPATIONAL
 RESOURCES

Scale	Number	Percent
Strongly Agree	78	78.8
Agree	20	20.2
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.23, S.D. = 12.19.

TABLE XXV
 THE IMPORTANCE OF DEDICATION TO THE CONCEPT
 OF THE ARD COMMITTEE

Scale	Number	Percent
Strongly Agree	89	89.9
Agree	9	9.1
Undecided	0	0
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.12, S.D. = 11.09.

show that the surveyed vocational counselor-teacher educators are dedicated to the ARD committee concept, which is the basis of individual education for the special needs student. Eighty-nine (89.9 percent) of the respondents strongly agree with this concept.

Psychological Testing

Table XXVI data indicate that thirty-six (36.4 percent) of the surveyed respondents strongly agree that interpreting individual tests is important. Fifty-four (54.5 percent) of the respondents agree with the importance of this item.

TABLE XXVI
THE IMPORTANCE OF INTERPRETING INDIVIDUAL TESTS

Scale	Number	Percent
Strongly Agree	36	36.4
Agree	54	54.5
Undecided	4	4.0
Disagree	5	5.1
Strongly Disagree	0	0
Total	99	100.0

$M = 1.77, S.D. = 17.59.$

Table XXVII data indicate that thirty-two (32.3 percent) of the respondents strongly agree that familiarity with test

usage in evaluation is important. Twenty-two (22.2 percent) of the respondents disagree.

TABLE XXVII
THE IMPORTANCE OF FAMILIARITY WITH TEST
USAGE IN EVALUATION

Scale	Number	Percent
Strongly Agree	32	32.3
Agree	39	39.4
Undecided	6	6.1
Disagree	22	22.2
Strongly Disagree	0	0
Total	99	100.0

M = 2.18, S.D. = 21.59.

Table XXVIII data indicate that sixty-four (64.6 percent) of the respondents either strongly agree or agree that the understanding of test usage in consideration of the individual is a skill that the vocational counselor should possess in order to function effectively on the vocational ARD committee. Only seventeen (17.2 percent) of the respondents disagree.

Table XXIX data show that the majority of the respondents (86.7 percent) either strongly agree or agree that an understanding of limitations of tests as they apply to the special needs population is a skill that the vocational counselor should possess in order to function effectively on the ARD

TABLE XXVIII

THE IMPORTANCE OF AN UNDERSTANDING OF TEST
USAGE IN CONSIDERATION OF THE INDIVIDUAL

Scale	Number	Percent
Strongly Agree	32	32.3
Agree	32	32.3
Undecided	18	18.2
Disagree	17	17.2
Strongly Disagree	0	0
Total	99	100.0

M = 2.20, S.D. = 21.79.

TABLE XXIX

THE IMPORTANCE OF UNDERSTANDING THE LIMITATIONS
OF TESTS AS THEY APPLY TO SPECIAL
NEEDS POPULATIONS

Scale	Number	Percent
Strongly Agree	39	39.4
Agree	47	47.5
Undecided	3	3.0
Disagree	10	10.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.83, S.D. = 18.19.

ARD committee. This understanding is basic to testing and interpreting tests for the handicapped student (6).

Counseling and Interviewing

A large majority of eighty-nine respondents (89.9 percent) affirmed their strong belief in the worth of the individual, according to Table XXX data. These data also reveal that ten respondents (10.1 percent) agree that this characteristic is necessary; none disagree.

TABLE XXX
THE IMPORTANCE OF BELIEVING IN THE WORTH
OF THE INDIVIDUAL

Scale	Number	Percent
Strongly Agree	89	89.9
Agree	10	10.1
Undecided	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.10, S.D. = 10.89.

Table XXXI data indicate that a few more than one-half of the respondents, fifty-four (54.5 percent), strongly agree that accepting diverse points of view is necessary. Thirty-two (32.3 percent) of the respondents also agree.

TABLE XXXI

THE IMPORTANCE OF ACCEPTING DIVERSE POINTS OF VIEW

Scale	Number	Percent
Strongly Agree	54	54.5
Agree	32	32.3
Undecided	2	2.0
Disagree	11	11.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.69, S.D. = 16.79.

Table XXXII data also indicate that eighty-nine (89.9 percent) of the respondents strongly agree that being sensitive to the client's needs is extremely important. Nine (9.1 percent) respondents also agree with the importance of this attitude. One percent of the respondents were undecided.

Maintaining objectivity in dealing with staff is considered a very important characteristic. Table XXXIII data indicate that fifty-four (54.6 percent) of the respondents strongly agree with this statement.

Table XXXIV shows that sixty-six (66.6 percent) of the respondents strongly agree that relating to others across various cultural, economic, and educational backgrounds is important. Another 28.3 percent of the respondents agree.

TABLE XXXII
 THE IMPORTANCE OF BEING SENSITIVE TO THE
 CLIENT'S NEEDS

Scale	Number	Percent
Strongly Agree	89	89.9
Agree	9	9.1
Undecided	1	1.0
Disagree	0	0
Strongly Disagree	0	0
Total	99	100.0

M = 1.11, S.D. = 10.99.

TABLE XXXIII
 THE IMPORTANCE OF MAINTAINING OBJECTIVITY IN
 DEALING WITH STAFF

Scale	Number	Percent
Strongly Agree	54	54.6
Agree	33	33.3
Undecided	0	0
Disagree	12	12.1
Strongly Disagree	0	0
Total	99	100.0

M = 1.69, S.D. = 16.79.

TABLE XXXIV

THE IMPORTANCE OF RELATING TO OTHERS ACROSS VARIOUS
CULTURAL, ECONOMIC, AND EDUCATIONAL BACKGROUNDS

Scale	Number	Percent
Strongly Agree	66	66.6
Agree	28	28.3
Undecided	4	4.2
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.39, S.D. = 13.79.

Table XXV data reveal that eighty-three (83.8 percent) of the respondents strongly agree that controlling ambiguous and stressful situations with directions is necessary to effective functioning. The data also show that ten (10.1 percent) agree that in order to function effectively on the ARD committee, a vocational counselor should possess this characteristic.

The data in Table XXXVI show that forty-four (44.4 percent) of the respondents strongly agree and thirty-six (36.4 percent) agree that interpreting special needs from a student's cumulative record is an important skill for a vocational counselor to have in order to function effectively on the vocational ARD committee. Fourteen (14.1 percent) of the respondents either disagree or strongly disagree with this statement.

TABLE XXXV

THE IMPORTANCE OF CONTROLLING AMBIGUOUS AND
STRESSFUL SITUATIONS WITH DIRECTIONS

Scale	Number	Percent
Strongly Agree	83	83.8
Agree	10	10.1
Undecided	5	5.1
Disagree	1	1.0
Strongly Disagree	0	0
Total	99	100.0

M = 1.23, S.D. = 12.19.

TABLE XXXVI

THE IMPORTANCE OF INTERPRETING SPECIAL-NEEDS
STUDENTS' CUMULATIVE RECORDS

Scale	Number	Percent
Strongly Agree	44	44.4
Agree	36	36.4
Undecided	5	5.1
Disagree	12	12.1
Strongly Disagree	2	2.0
Total	99	100.0

M = 1.90, S.D. = 18.89.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the characteristics and skills that are needed by vocational counselors in order for them to function effectively on the Vocational Admissions, Review, and Dismissal Committee. A questionnaire was developed and its validity and reliability were verified by a panel of experts. The instrument consisted of a five-part, thirty-five item questionnaire.

The vocational counselor-teacher educators were identified from state directories, and the questionnaires were sent to the 129 individuals who comprise this population. The first and second mailings were made in January and February, 1982. By March 5, 1982, 101 responses, or 78 percent, had been received. Two returns were deemed invalid for use in the study; therefore, the data for the study were collected from 99 responses, or 77 percent of the total population.

The vocational counselor-teacher educators in the study are employed in nineteen different states. A regional analysis indicates that the New England states have two vocational counselor-teacher educators, the middle states have twenty-one, the south has twenty-eight, the midwest has twenty-three, the southwest has nineteen, and the west has six.

Five research questions form the basis for the study. As they relate to vocational counselors, these objectives were developed in order to determine desirable communicating and relating skills, occupational analysis skills, the understanding of facilities and their programs and services, psychological testing skills, and the counseling and interviewing skills.

As perceived by the population of vocational counselor-teacher educators, important communicating and relating skills for vocational counselors are adequate oral and written communication, making decisions and solving problems, accepting criticism objectively, and listening to others. The most valuable of the needed occupational analysis skills are applying occupational laws, being knowledgeable in the field of occupational analysis, understanding occupational data, and being innovative and creative in occupational analysis.

Important needed skills that related to an understanding of facilities and their programs and services are incorporating federally-funded programs, dedication to the Admissions, Review, and Dismissal Committee concept, and synthesizing human, educational, and occupational resources. The psychological testing skills that were rated highly by the vocational counselor-teacher educators are interpreting individual tests and understanding of the limitations of tests as they apply to special needs populations. The important counseling and interviewing skills are believing in the worth of the

individual, being sensitive to the client's needs, controlling ambiguous and stressful situations with directions, and relating to others across various cultural, economic, and educational backgrounds.

Conclusions

Research for the study and results of the questionnaire responses indicate that the vocational counselor-teacher educators are very aware of the importance of the vocational counselor's role on the Vocational Admissions, Review, and Dismissal Committee. In only one of the 101 responses was there a negative statement concerning the vocational counselor's role on the Vocational Admissions, Review, and Dismissal Committee.

Of the five-part, thirty-five item questionnaire, the skill areas that received the strongest agreement are the communicating and relating area and the counseling and interviewing area. This is not surprising since the respondents instruct and train vocational counselors, and counseling is a personal, helping service. Of the five areas, the two which received the highest recommendations are those that incorporate the counseling services. Qualities such as listening to others, accepting criticism objectively, and believing in the worth of the individual also are perceived as extremely important characteristics for the vocational counselor to possess for effective functioning on the Vocational Admissions, Review, and Dismissal Committee.

The respondents indicated an understanding of the skills and characteristics that are associated with teamwork, open communication, and a keen sense of responsibility. The acquisition of these skills and characteristics by vocational counselors is vital to the success of meetings of the Vocational Admissions, Review, and Dismissal Committee. With almost no exceptions, the same counselor characteristics and skills that the literature considers invaluable to the success of meetings of the Admissions, Review, and Dismissal Committee were rated very highly by the respondent vocational counselor-teacher educators.

Recommendations

The following recommendations are based on the results of the study and the experience and knowledge gained from the study:

1. The survey instrument might be used to help prospective vocational counselors appraise their strengths and weaknesses concerning their responsibilities toward the Vocational Admissions, Review, and Dismissal Committee;
2. The survey instrument might be used to assist local, state, and federal agencies in preparing a list of responsibilities and job descriptions of vocational counselors;
3. The universities that train vocational counselors should consider implementing and developing courses that inform prospective vocational counselors about the skills

and characteristics which are needed for effective functioning on the Vocational Admissions, Review, and Dismissal Committee;

4. In their annual conferences, the American Vocational Association and state vocational organizations should provide opportunities for speakers and group sessions on the skills and characteristics needed to function effectively on the Vocational Admissions, Review, and Dismissal Committee;

5. There should be further exploration into the roles of education service centers and rehabilitation facilities regarding inservice programs for vocational counselors on assessment services for public school students;

6. A study should be implemented to evaluate and compare the possibility of requiring at least one course in vocational evaluation for completion of the vocational counseling certification;

7. A study should be implemented to evaluate and compare the quality and effectiveness of vocational counselors in the fulfillment of their responsibilities to the Vocational Admissions, Review, and Dismissal Committee; and

8. Professional associations that are related to special education, vocational education, and vocational rehabilitation should instigate cooperative efforts among their respective memberships.

APPENDICES

Comparison of Federal Laws Concerning
Vocational Education for the
Handicapped

Rehabilitation Act of 1973 P.L. 93-112, Sect. 504	Education for all Handicapped Children Act of 1975 P.L. 94-142	Vocational Education Act of 1963-Education Amendments P.L. 94-482
Purpose		
Prohibit discrimination on the basis of handicaps in all Federally financed programs and activities.	Provide necessary funding for public schools to insure a free and appropriate educa- tion for all handicapped youth from birth to age 21.	Assure set-aside funds for vocational education for the handicapped. Also requires 50 percent matching of local and state funds.
Definition		
States a broader defini- tion of handicapped than P.L. 94-142. Includes some individuals not covered under P.L. 94- 142 definition.	States specific definition of handicapped and enumer- ates criteria for classify- ing handicaps.	Concurs with P.L. 94-142 definition of handicapped.
Administration		
Department of Health, Education, and Welfare. (Office of Civil Rights)	U.S. Office of Education, Department of Health, Educa- tion, and Welfare. (Bureau of Education for the Handi- capped)	U.S. Office of Education, Department of Health, Education, and Welfare. (Bureau of Occupational and Adult Education)

Comparison--Continued

<p>Rehabilitation Act of 1973 P.L. 93-112, Sect. 504</p>	<p>Education for all Handicapped Children Act of 1975 P.L. 94-142</p>	<p>Vocational Education Act of 1963-Education Amendments P.L. 94-482</p>
<p>Advisory Groups</p>		
<p>Requirements: No mention of establish- ment of Advisory Group except that handicapped individual cannot be denied opportunity to be on advisory or planning board.</p>	<p>Requirements: State Advisory Panel (on the education of the handicapped)</p>	<p>Requirements: State Board for Vocational Education; State Advisory Council on Vocational Educa- tion; Local Advisory Council</p>
<p>Funding</p>		
<p>Two major implications for funding: •Educational agencies are required to furnish the same benefits and resources for handi- capped as for non- handicapped students. •Use of funds should be so directed as to provide for participa- tion of handicapped students in regular vocational educational programs with supple- mentary aid and services</p>	<p>The same two major implica- tions for funding apply to this law.</p>	<p>The same two major implica- tions for funding apply to this law.</p>

Comparison--Continued

<p>Rehabilitation Act of 1973 P.L. 93-112, Sect. 504</p>	<p>Education for all Handicapped Children Act of 1975 P.L. 94-142</p>	<p>Vocational Education Act of 1963-Education Amendments P.L. 94-482</p>
<p>Procedural Safeguards</p>		
<p>The following provisions are given:</p> <ul style="list-style-type: none"> •Identify annually eligible handicapped persons not receiving a free appropriate public education •Place in least restrictive environment •Include in extracurricular activities such as clubs, P.E. •Ensure comparable facilities, etc. for handicapped •Use appropriate evaluative techniques and qualified people when planning handicapped student's placement •Use specified safeguards to insure rights of handicapped •Provide non-discriminatory guidance, counseling, and placement 	<p>The following provisions are given:</p> <ul style="list-style-type: none"> •Guarantee of due process procedures •Development of individual educational programs •Placement in least restrictive environments •Use of nondiscriminatory testing and evaluation procedures •Maintenance of confidentiality of information 	<p>The following provisions are given:</p> <ul style="list-style-type: none"> •Requires states to show written proof of consistency of Five-Year and Annual Program Plan with state plan for education of handicapped. (Assures compliance with procedural safeguards of P.L. 94-142) •Continues set-aside funds for programs for handicapped and requires allotment of 50 percent matching state and local funds.

Comparison--Continued

<p>Rehabilitation Act of 1973 P.L. 93-112, Sect. 504</p>	<p>Education for all Handicapped Children Act of 1975 P.L. 94-142</p>	<p>Vocational Education Act of 1963-Education Amendments P.L. 94-482</p>
<p>Individualized Education Program (I.E.P.)</p>		
<p>Educational services for handicapped students must meet their individual needs as effectively as the needs of non- handicapped students are met.</p>	<p>State Education Agency must insure development and imple- mentation of I.E.P. for every handicapped student.</p>	<p>Vocational program for each handicapped student must conform to student's I.E.P.</p>
<p>Educational Placement</p>		
<p>Handicapped students must be: •Educated with non- handicapped to maximum extent possible. •Removed from regular class environment only when achievement in regular class with use of support aids is not feasible.</p>	<p>Handicapped students must be placed in regular educational environment unless evidence can be given that even with support aids this situation will not be satisfactory.</p>	<p>Handicapped students must be prepared for jobs in the "least restrictive environ- ment." Vocational programs must conform to student's I.E.P.</p>

Sample Letter of Transmittal

State Director Addressed
Vocational Education

Dear Sir:

Please send me the latest copy of your State Directory of Vocational Counselor Educators.

I am conducting a study of the perceived characteristics of Vocational nounselor Educators in the United States. This study is being researched in cooperation with the College of Education, Department of Occupational-Vocational Education, North Texas State University, where I am a doctoral student. This directory will enable me to contact sources necessary for my research.

Your help will be greatly appreciated.

Sincerely,

William J. Watkins

Sample Letter of Transmittal

State Director Addressed
Vocational Education

Dear Sir:

Recently you were mailed a letter requesting the latest copy of your State Directory of Vocational Counselor Educators.

I am still interested in and in need of your directory as I am conducting a study of the characteristics of Vocational Counselors in the United States. This study is being researched in cooperation with the College of Education, Department of Occupational-Vocational Education, North Texas State University, where I am a doctoral student. This directory will enable me to contact sources necessary for my research.

Again, thank you for your valuable time.

Sincerely,

William J. Watkins

Sample Letter of Transmittal

Dear Vocational Counselor Educator:

I am making a study of the perceived characteristics of vocational counselor educators. This doctoral study is being researched under the direction of Dr. Pat N. McLeod, Professor of Education, North Texas State University, Denton, Texas.

Because you are successful in this area your experience, opinions, and knowledge will be essential to the completion of the study. Please complete the enclosed demographic data sheet and questionnaire.

All information will be treated confidentially and impersonally. Any supplementary comments that you desire to make will be greatly appreciated.

Thank you for your valuable time and for your participation in this research study.

Sincerely,

William J. Watkins

Sample Letter of Transmittal

Dear Vocational Counselor Educator:

Approximately three weeks ago you were mailed a letter requesting the completion of a demographic data sheet and questionnaire. As of this date I have not received a reply.

I would appreciate your response as soon as possible. I am including another copy in case you have lost or misplaced the other one.

Thank you for your time and effort in this matter.

Sincerely,

William J. Watkins

Questionnaire

Directions: Please indicate the extent to which you agree or disagree with the following statements by circling the letter that most indicates your opinion.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A	B	C	D	E

To function effectively on a Vocational Admissions, Review, and Dismissal Committee a vocational counselor should possess the following skills . . .

Communicating and Relating

- A B C D E . . . adequate written and oral communication
- A B C D E . . . listening to others
- A B C D E . . . making decisions and solving problems
- A B C D E . . . being patient
- A B C D E . . . accepting criticism objectively
- A B C D E . . . summarizing and facilitating group contributions
- A B C D E . . . articulating one's position on issues
- A B C D E . . . sharing leadership through consultation
- A B C D E . . . being empathetic
- A B C D E . . . demonstrating a business-like, yet friendly approach
- A B C D E . . . having self-confidence

Occupational Analysis

- A B C D E . . . using the Dictionary of Occupational Titles and Occupational Outlook Handbook
- A B C D E . . . working with the Department of Labor
- A B C D E . . . understanding occupational data
- A B C D E . . . being knowledgeable in the field of occupational analysis

- A B C D E . . . being innovative and creative in occupational analysis
- A B C D E . . . consideration of research and development
- A B C D E . . . applying occupational laws

Understanding of Facilities and
Their Programs and Services

- A B C D E . . . recognizing the inherent value of training available
- A B C D E . . . incorporating federally-funded programs
- A B C D E . . . familiarity with all programs available in the school setting
- A B C D E . . . using community resources
- A B C D E . . . synthesizing human, educational, and occupational resources
- A B C D E . . . dedication to the Admissions, Review, and Dismissal concept

Psychological Testing

- A B C D E . . . interpreting individual tests
- A B C D E . . . familiarity with test usage in evaluation
- A B C D E . . . understanding of test usage in consideration of the individual
- A B C D E . . . understanding of limitations of tests as they apply to special needs populations

Counseling and Interviewing

- A B C D E . . . believing in the worth of the individual
- A B C D E . . . accepting diverse points of view
- A B C D E . . . being sensitive to the client's needs
- A B C D E . . . maintaining objectivity in dealing with the staff
- A B C D E . . . relating to others across various cultural, economic, and educational backgrounds

A B C D E . . . controlling ambiguous and stressful situations with directions

A B C D E . . . interpreting special needs student's cumulative record

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