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**A
COUNSELOR'S
GUIDE TO
UTILIZING
REHABILITATION
FACILITIES**



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TEXAS REHABILITATION COMMISSION

**A
COUNSELOR'S GUIDE
TO
REHABILITATION
FACILITIES**

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BUILDING A RELATIONSHIP

“Two-way communication between the vocational rehabilitation counselor and the facility staff is the most important responsibility in achieving the goal of providing the best service for the handicapped individual. The vocational rehabilitation counselor and the rehabilitation facility staff should continually discuss policies regarding the scope of services offered, legal limitations, and obligations, as well as fee schedules that exist between the two of them. This will insure that the client does not become caught between conflicting policies of the two (2) agencies or units of the same agency. The responsibility of two-way communication should be accepted in a manner which allows for open and frank discussion with mutual trust and respect (Mills, Hoffman, 1972).”

PREFACE

This handbook was designed to be a brief basic reference for the counselor. Most of the information contained in this document was extracted from *Vocational Evaluation and Work Adjustment Services in Vocational Rehabilitation* produced by the Tenth Institute on Rehabilitation Services. The counselor is encouraged to read this handbook and the other reference materials available from the Texas Rehabilitation Commission Library.

Rehabilitation facilities are important aids to help the counselor and the client reach mutual objectives. Therefore, the counselor should become familiar with these resources so they can be effectively utilized in the rehabilitation of Commission clientele. This booklet describes the two basic services offered in facilities: vocational evaluation and work adjustment training. It explains the relationship between these two primary services, gives referral information, outlines factors to consider in choosing a facility, reviews problems that arise in the counselor's relationship to facilities, briefly explains cost considerations, reviews halfway house programs and discusses the role of the courtesy counselor.

VOCATIONAL EVALUATION

Definition

"Vocational (work) evaluation is 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. Vocational (work) evaluation incorporates medical, psychological, social, vocational, educational, cultural and economic data in the attainment of the goals of the evaluation process (Mills, Hoffman, 1972)."

The Process

The service begins with the gathering and evaluating of referral data by the facility staff. The client is oriented to the facility by a tour of the plant, explanations of policies and programs and discussions between the client and staff. The facility should have a written description of its evaluation program describing how and by whom the service is delivered. However, an individual plan should be written for each referral. Curriculum should be flexible so that only those portions of the evaluation program that are applicable for each individual will be utilized for that individual.

Four techniques are usually associated with vocational evaluation:

- 1.) Work samples
- 2.) Situational Assessment
- 3.) Psychological Testing
- 4.) Job try-out

Many facilities use two (2) or more of these techniques in their program, as the validity of the evaluation is generally strengthened by the use of several methods.

Work Samples

"A work sample is a close simulation of an actual industrial task, business operation or a component of an occupational area. It can be utilized by the evaluator to determine an individual's work aptitudes and ability to function within a variety of related vocational areas, while providing the client with the direct feedback relative to his performance in these areas. Hence, this information gathering and feedback

process includes aspects of vocational exploration. The client becomes involved in self-assessment and modification of self concept through feedback and the interpretation of performance provided by the evaluator (Mills, Hoffman, 1972)."

Two (2) work sample batteries which are widely used are the TOWER system and the Jewish Employment and Vocational Service system. Work samples are also produced by some individual evaluators for specific jobs or job families which are locally available.

"The work sample results can indicate job try-outs and situational tasks that would be most appropriate and meaningful for a more specific evaluation, hence specific occupations. Observations of client performance during work samples can provide other types of information, such as an indication of an individual's ability to perform within the limits of a structured situation. Such information may not be available from other sources (Mills, Hoffman, 1972)."

"The major assets of work samples include: the practical, hands-on experience of work samples; the immediate and direct feedback to the client in terms of performance and vocational exploration; allowance for personal involvement to a significant degree; the high degree of approximation to work and the concrete, meaningful nature of the tasks, and the performance aspects which lead to more effective measurements of clients with verbal limitations (Mills, Hoffman, 1972)."

Situational Assessment

Few facilities use this technique as the main tool of their evaluation program. The evaluator structures a work situation which will allow the client to exhibit specific work behaviors which are of interest to him. Because of the nature of this technique, it is employed in sheltered workshops where work situations are available and can be manipulated. Increasingly, this technique is also being conducted by the evaluator in an actual work setting in industry.

The evaluator attempts to simulate actual working conditions so he can assess the general work personality of the client. He wants to measure "the meaning of work to the individual, the manner in which he relates to persons on the

job, his attitudes to supervisors, peers, and subordinates, and the roles he finds congenial to play (Mills, Hoffman, 1972)."

Specific work behaviors, such as the ability to work cooperatively can be elicited by structuring the work environment. The evaluator can then observe and record the behavior of the client. This information can then be used to specify work adjustment, skills training, placement or other rehabilitation needs.

Psychological Testing

The "Standards for Rehabilitation Facilities" do not allow the facility to provide psychological testing as a complete vocational evaluation. However, the facilities are encouraged to use psychological tests as part of the evaluation. The facility is not responsible for projective, personality and intelligence testing. These tests should be purchased separately from the evaluation and provided to the evaluation staff at referral. The counselor can purchase both services from the same facility, but should not expect the above-mentioned tests to be included in the evaluation.

The tests used by the facility will usually include aptitude, achievement, interest and dexterity tests. These tests are primarily vocational in emphasis and provide valuable information to the evaluator.

"Psychological tests can assist in the overall evaluation program by providing objective measures of the client's abilities or limitations. Testing results may suggest appropriate and meaningful tasks and procedures. They can also provide supplementary information to support or negate evaluator observations or reports obtained from outside resources. Psychological testing is a relatively quick, inexpensive and objective technique to determine the client's general abilities and limitations (Mills, Hoffman, 1972)."

Job Tryout

"Placement of the client in existing vocational training programs, occupations in the community or in the facility usually constitute the job tryout. Job tryouts are designed to provide the vocational evaluator with an indication of the client's ability to contend with the realities of the job or training program in question. The utilization of a work station

in an institution or in a rehabilitation facility to observe general work behavior is not considered a job tryout technique. The goal in using the work station, then, is for situational assessment of the client's work behaviors or general skills, rather than to determine his actual aptitude for that particular job (Mills, Hoffman, 1972)."

"The job tryout is utilized to assess the client's total capacity to function in a previously determined real work situation that is consistent with his specific goal. The results would be supplemental information provided by a supervisor or instructor whose major function and responsibility is outside the realm of vocational evaluation (Mills, Hoffman, 1972)."

"The assets of the job tryout include the direct relationship of the task to a specific occupation which is considered appropriate. The realistic nature of the client's experience in a training program or in work which exists in the community labor market is directly related to a potential vocational plan. While the opinion of an outside resource is an asset, it may be a limitation in that the foreman or instructor's reaction may not be typical of competitive supervision. Other limitations include the lack of available job try-out sites and the amount of coordination required to maintain effective job try-out evaluation (Mills, Hoffman, 1972)."

The vocational evaluation process might include the following steps with each step narrowing the possible vocational choices:

- 1.) obtaining biographical data
- 2.) an interview with the evaluator
- 3.) psychological testing
- 4.) work sampling
- 5.) providing occupational information
- 6.) situational or workshop tasks
- 7.) informal conference of the staff
- 8.) job try-outs
- 9.) formal staff conference
- 10.) vocational counseling. (This counseling concerns the evaluation process and should not infringe on the rehabilitation counselor's efforts.)

(Nadolsky, 1971).

This process should determine, if necessary, the client's:

- a.) work aptitudes and abilities
- b.) work tolerances
- c.) attitudes toward work
- d.) potential for training or retraining
- e.) work habits
- f.) adaptation to the work environment
- g.) mobility and travel potential
- h.) independence in daily living.

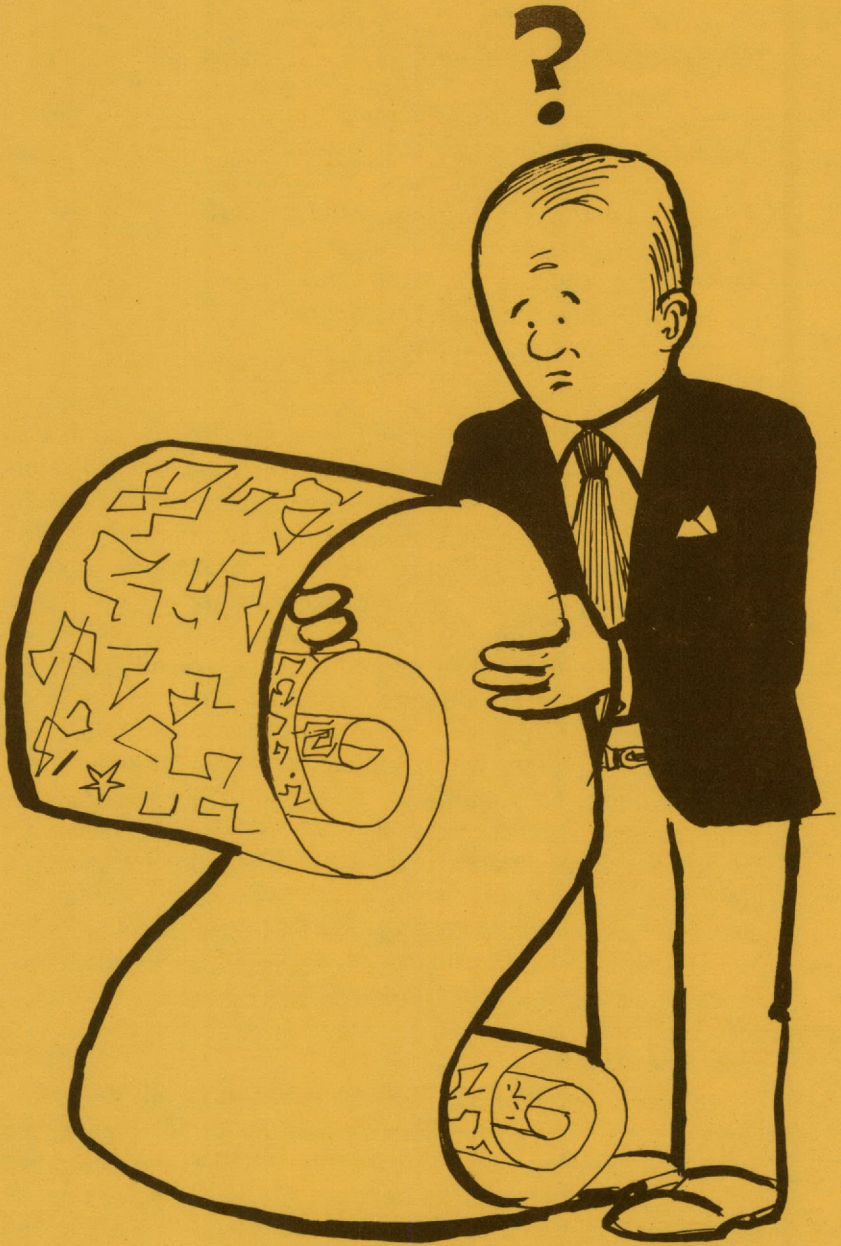
The Report

The evaluator should submit a report to the counselor within ten working days after the evaluation is completed. This report should reflect the cumulative findings of the evaluation process which have vocational significance. The report should not simply state the findings of the evaluation, but it should show how they interrelate to form a vocational prognosis. A specific job or job family should be recommended with the corresponding D.O.T. number if the evaluation results so indicate. Work adjustment should be recommended if the evaluator feels the client does not possess an adequate work personality to be employed but could become employable as a result of this service. The evaluator should also note skills training that is necessary for the client to adequately function in the recommended occupation. If the client is found to be unemployable, the evaluator should report this opinion and state the reasons for this judgement. In this instance, he might recommend extended employment in a sheltered workshop.

Selecting Referrals

Evaluation services are often purchased to aid the counselor in determining the client's eligibility for services. When the counselor is not able to ascertain whether the client has the ability to perform a job because of unknown physical or mental factors, he may purchase a vocational evaluation and request that a wide variety of vocational possibilities be explored.

Some clients have little or no work experience and unrealistic vocational objectives. The rehabilitation counselor can sometimes establish vocational potential but can-



**IT IS THE REFERRING COUNSELOR'S RESPONSIBILITY
TO COMMUNICATE WITH THE FACILITY IF HE
DOES NOT UNDERSTAND THE REPORT**

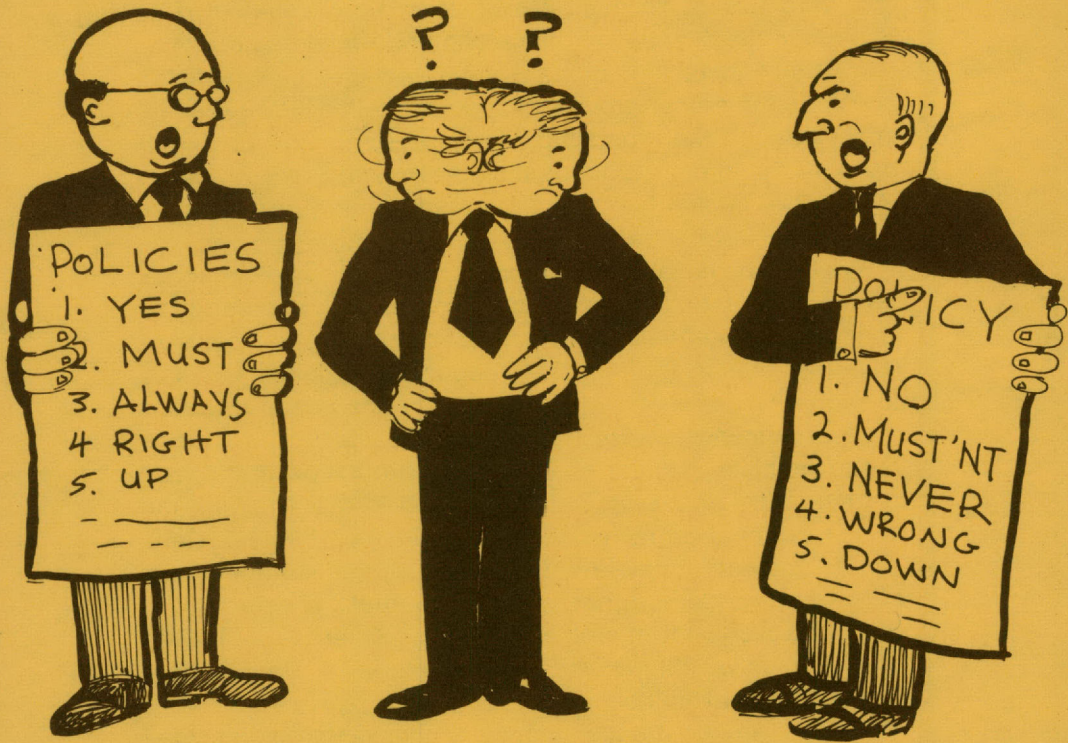
not find a firm vocational objective that appears realistic to him and his client. The second use of vocational evaluation is to aid the client in determining his work skills and types of vocational activities he prefers. The evaluator can then assist the client in deciding on a particular vocational objective which is consistent with the client's abilities.

A third use of vocational evaluation by counselors is to determine the client's functional capacity, including physical, mental and social limitations. Such information can guide the counselor and other professional personnel as they direct the client through the rehabilitation process. A major reason for defining the client's functional capacity is to prevent serious physical or mental harm as a result of training or placement beyond his tolerance level.

Finally, vocational evaluation is the only tool presently available that can describe with reasonable accuracy the vocational potentials of multi-handicapped or "severely disabled" clients. It offers aid to counselors who feel services to such severely impaired individuals are the primary reasons for the existence of vocational rehabilitation.

The positive aspects of vocational evaluation are:

- 1.) It is the only systematic approach for ascertaining the functional capacity of clients with poor work history, those with multiple impairments, clients suffering from extreme emotional problems that preclude the establishment of a clear vocational objective and those who have neither vocational preference nor apparent vocational abilities.
- 2.) It is an aid to the counselor whose large caseload prevents him from spending the necessary counseling time with the client to establish a clear vocational objective and determine problems which need to be overcome to reach a vocational objective.
- 3.) It is a means of establishing eligibility or ineligibility for VR services.
- 4.) The traumatic experience of "trial and error" placement is diminished considerably.
- 5.) Exposure to the world of work inherent in vocational evaluation is a positive learning experience for many clients.
- 6.) Evaluation takes place in a controlled environment



TWO WAY COMMUNICATION WILL INSURE
THAT THE CLIENT DOES NOT BECOME CAUGHT
BETWEEN CONFLICTING POLICIES

which avoids placing unnecessary pressure on the client.

- 7.) Vocational evaluation can define adjustment problems of the client, as well as training needs which should be met prior to placement.

Choosing a Facility

Every counselor should become thoroughly aware of the programs, the staff and their rehabilitation philosophy, operations of the facility and the types of disabilities that the facility is equipped to serve. Toward this end, the counselor should visit the facility to see the physical plant and review the services in operation as well as to become acquainted with the staff.

The counselor can better understand the facility by becoming familiar with the "Standards for Rehabilitation Facilities." The Texas Rehabilitation Commission approved facility is required to meet these standards and their programs offered for purchase should be structured accordingly. When the facility meets these standards, it will have a certificate which lists the services it can offer to the Commission's clientele.

The "State Plan for Rehabilitation Facilities" includes approved facilities and provides pertinent information concerning each facility. If further information is needed, the counselor should contact the Facilities Section in the Central Office or the Program Specialist responsible for that facility.

Referring a Client

After the counselor has chosen a facility, he should counsel with the client to prepare him for his facility experience. The counselor should make arrangements for transportation, maintenance, housing, and other needs of the client and his family as appropriate. If possible, the counselor should accompany the client to the facility and introduce him to the person on the facility's staff who is responsible for the client's program.

Prior to the date the client is to report for evaluation, the counselor must provide the facility with available counseling, social, educational, vocational, psychological and medical information which has a bearing on the case. The facility staff needs this information to plan a program of service for that

particular individual. The health and safety of the client and other personnel in the facility cannot be adequately protected without this information and the facility should not accept referrals without appropriate referral information before services are to begin.

The counselor should have a very clear understanding of what he expects of the facility in regards to his client. Therefore, it is essential that he know his client well and be able to state precisely what is needed from the facility. If possible, the counselor should ask the facility staff to answer specific questions about the client. The facility should give specific and direct answers to the counselor's questions. If the counselor needs verification only of his own findings, he should make this known to the facility staff.

The counselor must play an active role in the client's rehabilitation while the client is in the facility. He should maintain constant contact with the facility by telephone, written reports, and most importantly, by personal visits. Staffings are required for each client. The counselor must attend these staffings and actively participate in order to help the client avoid the possibility of being caught between conflicting programs.

The counselor should not request the facility staff to deviate from the plan of services outlined in the "Standards." If the counselor has questions or complaints concerning the facility, he should discuss them directly with the facility staff and the courtesy counselor. When no agreement is possible, the counselor should request assistance from the Program Specialist responsible for that facility.

WORK ADJUSTMENT

Definition

"Work adjustment is a systematic treatment/training process utilizing individual and group work or work-related activities to assist individuals to understand the meaning, value and demands of work; to modify or develop attitudes, personal characteristics and work behavior; and to develop functional capacities, as required, in order to assist individuals toward their optimum level of vocational development (Mills, Hoffman, 1972)."

Description of Services

Work, real or simulated, is the core of the work adjustment program; and it is used to improve the client's work behaviors. However, work alone does not constitute a work adjustment program. There must also be a structured behavior change process with general objectives being clearly stated. In addition, there must be a plan for each individual client detailing specifically what the client's problems are and how they will be dealt with in order to bring about more appropriate behaviors.

"Work adjustment services in a rehabilitation facility have as an overall goal the modification or change of client behavior and/or physical and mental functioning relevant to improvement in seeking, holding, and/or adjusting to a job (Baker, Sawyer, 1971)." "The referring counselor will, however, understand that there are numerous factors over which the work adjustment staff often have little or no control, so that adjustment counselors and referring counselors need to work around these factors, e.g., the labor market, client motivation, home and family pressures, geographical limitations, client age, etc. The choice and effectiveness of a behavioral change approach will depend greatly upon the philosophy and its management (Mills, Hoffman, 1972)."

"The facility's work adjustment counselor must keep accurate records of the client's problems and the rate of occurrence of these behaviors. Thus it will be possible to accurately record a client's progress in relation to the work adjustment plan. Some of the more common work adjustment techniques are individual counseling, including stand-up or on-the-job guidance and counseling, group counseling and discussion, behavior modification, social adjustment training, role-playing, job modification, modeling, contingency contracting and desensitization (Mills, Hoffman, 1972)."

The work adjustment program should be organized and conducted in such a manner as to:

- a.) develop work tolerance
- b.) facilitate motivation to do productive work, to be self-reliant, to accept supervision, and to relate properly to co-workers
- c.) develop good work practices, including safety habits, punctuality and regular attendance, concentration, ac-



THE REFERRING COUNSELOR SHOULD BECOME
FAMILIAR WITH THE PROCEDURES THAT
ORDINARILY OCCUR IN WORK ADJUSTMENT

curacy and speed, and job readiness.

There should be a periodic review of each client in the work adjustment program and a record maintained of his progress (TRC, 1973).

The facility should not accept more than ten (10) clients for each work adjustment counselor unless there is a work adjustment aide in addition to the counselor. With an aide, the facility may accept fifteen (15) clients (TRC 1973).

The Report

The facility should submit a report to the referring counselor at least monthly. This report should state the reason the TRC counselor referred the client to the facility, specific adjustment problems of the client and their frequency, the plan of service to correct these problems and the client's progress or lack of progress in relation to the plan. The report should also recommend further adjustment services, placement of the client or closure of the case as non-feasible with justification from the facility's records and the work adjustment counselor's professional opinion. The referring counselor should not expect all clients to finish work adjustment in a standard amount of time, nor should a client be judged infeasible because he has not progressed to a placement ready status in one or two months. Rather the counselor should follow the client's progress and work closely with the facility's staff to determine if progress is sufficient to warrant continuance in the program.

Selecting Clients for Referral

"Client problem areas that can be handled effectively in work adjustment are:

- 1.) The client demonstrates anxiety or discomfort when under supervision.
- 2.) The client experiences difficulty in accepting and profiting from instruction or criticism.
- 3.) The quality of work is below minimum industrial standards.
- 4.) The client has difficulty understanding, accepting, or acting in the role of a worker.
- 5.) Productivity is below minimal industrial standards.
- 6.) The client does not socialize positively, appropriately, or adequately with co-workers.

- 7.) The client does not cooperate adequately with others on work tasks.
- 8.) Interpersonal relations are inadequate or inappropriate.
- 9.) The client responds inappropriately to unpleasant jobs or unpleasant aspects of jobs.
- 10.) The client experiences difficulty communicating with his supervisor.
- 11.) The client experiences difficulty in organizing his work effectively.
- 12.) The client does not present a good self-image to others.
- 13.) The client experiences difficulty in the family, community and neighborhood.
- 14.) Social pressures or factors in the home or community reduce client job or training effectiveness.
- 15.) The client lacks strength, stamina or physical capacity to work at appropriate jobs or tasks. (Adapted from Research Utilization Laboratory, 1971) (Mills, Hoffman, 1972)."

Many clients are able to adequately perform the tasks required on a particular job to the satisfaction of their supervisors, but are fired because they are unable to get along with co-workers, present a sloppy appearance, etc. Therefore, the counselor should purchase personal, social adjustment training as an adjunct to work adjustment when the facility offers the program.

Personal, social adjustment training should be a well-defined program, which is flexible and graduated so that activities can be modified to meet the client's needs. The program is conducted at least five (5) hours per week in a manner to:

- a.) assist the client in finding self-expression in socially acceptable ways
- b.) assist the client in developing or restoring confidence in self and others
- c.) assist the client in gaining insight into motivation and behavior so that self-control and a sense of moral responsibility may be developed
- d.) assist the client to establish and strive for a realistic level of aspiration through insight into attitudes, values.

feelings, emotions, and other related elements of behavioral dynamics. The work adjustment report should be expanded to cover these services (TRC, 1973).

Work adjustment can aid the counselor in his caseload management by providing intensive services to clients needing them with a minimal amount of counselor time being required. This service can also remedy the problems which result from training the client for a skill and placing him on a job only to find he does not possess an adequate work personality. With work adjustment the client can often be spared the traumatic experience of failure on another job and his self-confidence can be increased rather than diminished resulting in better chances of a successful closure.

The counselor should not refer clients whom he can adequately serve in his office. However, he should not directly place the client on a job when adjustment problems are evident. This would probably result in the client eventually losing his job. Often adjustment services will be recommended in vocational evaluation reports. Whenever possible, the counselor should purchase a vocational evaluation prior to adjustment services. The vocational evaluation will provide a good definition of the adjustment problems and point out possible courses for remediation. It is understood that there will be instances when the client and counselor have an adequate understanding of the adjustment problem and a vocational evaluation will not be necessary prior to placement in a facility.

Choosing a Facility

"In selecting a facility, the counselor will need to consider:

- 1.) The overall purpose and objectives of the program
- 2.) The accumulated knowledge, skills, training, and team make-up of the work adjustment staff
- 3.) Techniques and procedures available to staff and clients in the facility
- 4.) Adequacy of staff training, objectives, time and caseload (Mills, Hoffman, 1972)."

"The referring counselor, in evaluating the work adjustment facility, will need to consider the fact that the facility may not be able to provide, or not need to provide, a com-

prehensive program of client services. It is far better that a facility provide a few key services of quality rather than many poor quality services. The basic program will revolve around work and focus on improved work behaviors and functioning. This will include services of counseling on and about work and the job, and the change of work and work-related behavior. The trend and need, however, in work adjustment programming are to add the minimal concomitant services of:

- 1.) Personal adjustment focusing on the client's personal problems which hinder or prevent him from functioning effectively in work or work-related activities
- 2.) Social adjustment which focuses on improving the ability of the client to relate to others
- 3.) Physical conditioning which focuses on helping the client to increase work-related physical tolerances and functioning (Mills, Hoffman, 1972)."

"A description of the work adjustment program must be available to the referring counselor and should include:

- 1.) A printed statement of program purpose describing, in practical language, the reasons for and aims of each part of the program.
- 2.) Specific objectives written in behavioral language for each work adjustment client. These objectives will suggest work adjustment procedures that will help to move clients toward specific goals. Objectives for clients and for facility programming must be clear and lead to specific action by the individuals responsible and involved. This means that each objective must include:
 - a.) a description of action to be taken
 - b.) an object of the action
 - c.) the expected results of the action
 - d.) the time span over which outcomes are expected
 - e.) measurable characteristics (Mills, Hoffman, 1972)."

The counselor should consult the Texas Rehabilitation Commission's State Plan for Rehabilitation Facilities to determine what facilities are available, the types of services offered therein and the client population that they serve. The

facility will have a certificate certifying the services they are eligible to provide to the Commission's clients. This certificate is provided by the Commission's Facilities Section and shows that the facility has been surveyed and provides substantial services. If there is any question about the eligibility of the facility to provide services to TRC clients, the counselor should consult the Program Specialist or the Director of Facilities in the Central Office.

Referring a Client

"Contact with a client, or with a family about a specific client, will ordinarily be initiated by the referring counselor after he has studied the client, or information about the client, and is familiar with facility objectives and programming; the counselor will be aware that his client has needs or limitations that will create problems for him in the labor market. If the counselor is aware of community resources, he will also know that his client cannot or has not responded appropriately to easier and/or more economical community training or adjustment techniques. A detailed facility service manual describing program objectives, procedures and staffing is helpful to the referring counselor at this point and will help assure that appropriate services will be available and selected for a client. Given this situation, the counselor may decide to refer the client to work adjustment program (Mills, Hoffman, 1972)."

"Adequate referral information about a client referred to work adjustment will save facility staff and client time and help the client to attain or maintain a high level of motivation for work adjustment services. It is essential that referral information include as much of the following as possible:

- 1.) Vocationally limiting and emergency medical information
- 2.) Psychological information describing intellectual, verbal, performance, emotional, achievement and aptitude problems and levels of functioning
- 3.) Social information describing situations that may reflect on work performance, e.g., education, home, school and/or job problems
- 4.) Vocational evaluation information describing:
 - a.) Specific vocational and vocationally related



**TOO OFTEN A CLIENT IS REFERRED TO WORK
ADJUSTMENT WITH A SIMPLE REQUEST...**

- problem areas, stated in behavioral terms (Mager, 1962), that have need and potential for change
- b.) Vocational interests, strengths and weaknesses
 - c.) Vocational problems that may be difficult to change and should therefore likely be circumvented
 - d.) Long and short range work and training goals
 - e.) Vocationally relevant target behaviors stated in objective, observable, positive, measurable, behavioral terms
 - f.) Suggested work adjustment or conditioning techniques that appear to have good potential for bringing about desirable change (Mills, Hoffman, 1972)."

The client's orientation to the work adjustment program by the facility's staff "provides an opportunity to gain rapport with clients and to make the work adjustment more meaningful and effective. Information given in orientation can help to get the client involved because he feels the enthusiasm of the work adjustment staff and because the relationships of work adjustment programming to his end goal of optimal job placement and adjustment have been made obvious to him. Orientation starts with the referring counselor and is continued by facility staff even before the client arrives at the facility. The referring counselor, as much as possible, should assist in this orientation, for in doing so he will get to know the client better, will make the client's task easier and will help to make the work adjustment program more effective. Orientation should inform clients of day-to-day information such as facility rules, hours of work, break periods, lunch, smoking rules, use of the time clock, safety, fire and emergency procedures, supervisors and supervision, off-limit areas, problem areas and pay. A client handbook covering these same topics in detail is essential in orientation, although it must also be explained in either group or individual sessions (Mills, Hoffman, 1972)."

"Selecting the most appropriate procedures and programming for a particular client will be dependent upon several factors:

- 1.) client needs
- 2.) the number of clients with similar needs
- 3.) the structure and system already operational in a facility

- 4.) the orientation and training of staff responsible for procedures
- 5.) availability of tools, materials and work at the moment of client need. The referring counselor, being aware of these factors, may find that at times he can select or refer clients that fit better into the work adjustment program (Mills, Hoffman, 1972)."

"The referring counselor also should become familiar with the thinking and procedures that ordinarily occur in work adjustment with a client. He will then be better able to pre-orient the client concerning what may happen at the facility and provide significant feedback to facility staff. The thinking of the work adjustment staff can be guided by a topical outline, and such an outline should also be of value to the referring counselor. The outline could be developed from wishes, practices and biases of the local labor market, from physical medicine recommendations for conditioning and/or from sources such as Krantz's list (1971), which includes details of critical vocational behavior for job objectives, job seeking and job keeping (Mills, Hoffman, 1972)."

The facility is responsible for assessing the client to determine if its services are appropriate for that client. If the services are not appropriate, the facility must notify the counselor of this finding and should refuse the referral while recommending appropriate alternatives to the counselor.

RELATIONSHIP OF VOCATIONAL EVALUATION TO WORK ADJUSTMENT

"Vocational evaluation and work adjustment are related in that both are concerned with human behavior, functional capacities and vocational development. However, in relation to human behavior, vocational evaluation is concerned with a broader range of behavior than work adjustment. This is one of the main differences that separate the two (2) processes into distinct entities (Mills, Hoffman, 1972)."

"Vocational evaluation is concerned with the assessment of both vocational strengths and weaknesses, while work adjustment is primarily concerned with vocational weaknesses,

even though to a limited degree. Vocational evaluation deals with vocational strengths and weaknesses relating to skills, dexterities, attitudes, interests, personality factors, work habits, performance rates and physical tolerance. If, for example, the determined vocational weakness is primarily a lack of skill, then the treatment would be vocational training. If the weakness was reading skill then the treatment would be remedial education (Mills, Hoffman, 1972)."

"To claim that work adjustment is concerned with a narrower range of human behavior than vocational evaluation is not to imply that it is less complex. Nor does it imply that a less qualified person is needed to conduct work adjustment (Mills, Hoffman, 1972)."

Some facilities do not make a distinction between vocational evaluation and work adjustment services. These services are distinct and should be purchased separately as they are needed. The counselor should carefully evaluate a facility's suggestion to always purchase both services in a package deal. It may be that the clientele referred to the facility are consistently of a level needing both services. However, the counselor is responsible for making the determination of the necessity of purchasing individualized services.

HALFWAY HOUSE

Definition

A halfway house is a transitional living facility which provides the essentials of therapeutic group living designed to produce changes in social behavior and the ability to function independently within the community. Clientele engage in meaningful vocational or prevocational activities outside of the facility part of the day while participating in planned activities within the facility during the remaining hours.

Services

The structure of any halfway house and the services provided within the facility will depend to a large degree on the type of disability served by the house and the goals and philosophy of the staff. The house should be informal and have a home atmosphere so the client does not feel he is

being treated as a patient. The client is expected to behave in an adult and responsible manner and the facility should provide an environment conducive to such behavior. The requirements for programs to produce such an environment will differ for each type of disability whether it is mental illness, mental retardation, drug abuse, alcoholism, public offender, etc. The length of stay in a halfway house will vary for individual clients, but generally should not exceed one (1) year. This requirement restricts the type of goals and the type of services a facility will have.

Some halfway houses utilize such methods as sheltered living, milieu therapy, therapeutic community, behavior modification, reality therapy, group counseling, personal-social adjustment, vocational counseling and recreational activities in their daily programs. However, the characteristic of halfway houses that separates them from other types of facilities is the group living experience which is "designed to produce changes in social behavior and the ability to function independently in the community (Lamb, 1971)."

The Report

The halfway house should submit a monthly progress report on TRC form 420. This report should reflect the problems of the client as defined by the referring counselor, the methods being used by the staff to change the client's behavior and the progress made toward the mutual goals of the referring counselor, the client and the facility. If the client is not making a satisfactory adjustment to community living, the staff should suggest appropriate action such as termination of the client, referral to an in-patient mental institution, changes in the program of the halfway house, etc.

The counselor should use this report in making decisions on continuance of the client in the facility, the necessity for other services, and the client's readiness for job placement. If the counselor does not understand the report or does not agree with the report, he should communicate these opinions to the facility staff. If the counselor and the facility do not reach an agreement on the status of the client's progress or other aspects of the report, the client will suffer.

Selecting Clients for Referral

"Client referral should be based on the need for socialization or resocialization not simply a place to live while rehabilitation is carried on elsewhere (Lamb, 1971)."

The counselor should consider the individual adjustment problems that the client faces in returning to the community (i.e., family or marital problems, lack of supporting relatives or friends in the community, inadequate social adjustment, etc.). He should then decide how a halfway house could help his client overcome these adjustment problems.

The client should be engaged in training, placement or other rehabilitation activities in addition to those in the halfway house. The counselor should coordinate all rehabilitation activities so they play their proper role in the total rehabilitation process. The counselor must also coordinate referral to the halfway house with the mental hospital, correctional authorities, state school or other agencies involved in the client's rehabilitation to insure continuous care.

Choosing a Facility

Many halfway houses serve only one disability group and one sex. The counselor should consider these variables as well as the physical aspects of the house and its location within the community. The staff's philosophy of halfway houses and their formal training are also important.

The counselor should not send a client to a halfway house solely because it has an opening, but he should carefully consider the client's needs and choose a halfway house that can meet those needs. Therefore, as in all facilities, it is important that the counselor be familiar with the halfway house program and its staff and know his client well so he can select the appropriate facility.

Referring the Client

The referring counselor should define specific goals for the halfway house to achieve with the client. These goals should be formulated into a plan and this plan should be submitted to the halfway house prior to referral. The halfway house staff and the counselor should discuss the plan and should have a clear understanding of the responsibilities of both parties. The counselor should also provide the facility's staff with ap-

appropriate medical, psychological, social, vocational and other information the staff will need to serve the client.

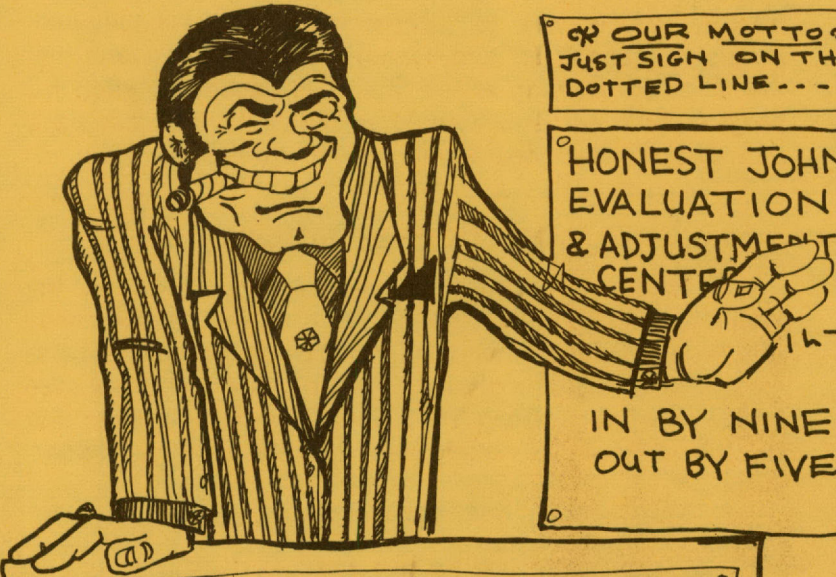
Counseling prior to referral should be aimed toward giving the client a clear understanding of what the halfway house is and the reason he is being referred there. The client should understand that he is expected to conform to the rules of the halfway house and to cooperate in the rehabilitation programs planned for him. He should also understand that the length of training at the facility is dependent upon his progress both inside and outside of the facility and that these activities are designed to aid in that progress.

COST CONSIDERATIONS

The maximum payment for each service is set by the Facilities Section in the Central Office. These fees are based on cost accounting information provided by the facilities. It is the policy of the Commission to pay a fair and equitable fee for the services provided. The counselor should consider that the cost of the service often determines the quality of the service.

PROBLEMS IN RELATIONSHIPS

When the counselor encounters problems with a facility he should discuss his problem with the facility staff in a professional manner. He may also wish to involve the courtesy counselor in this discussion. The counselor should be aware that the facility is required to adhere to the "Standards for Rehabilitation Facilities." Therefore, he should not request the facility to restructure its program. If no agreement is reached between the counselor and the facility, the counselor should request assistance from the Program Specialist responsible for that facility or from the Facilities Section in the Central Office. This will result in an outside consultation with a specialist who will have a more impartial view of the problem. The counselor should not simply state that the facility is not cooperative or does not offer quality services and quit using the facility. This will result in the loss of a resource and will negatively affect future client's rehabilitation potential.



OUR MOTTO
JUST SIGN ON THE
DOTTED LINE

HONEST JOHN'S
EVALUATION
& ADJUSTMENT
CENTER
IN BY NINE
OUT BY FIVE.

THIS WEEK'S SPECIAL
BEHAVIOR MODS
2 FOR \$25⁰⁰
LOW, LOW MONTHLY
RATES

LOW PRICES AND POOR QUALITY ARE
FREQUENTLY CLOSELY RELATED

ROLE OF THE COURTESY COUNSELOR

Each facility has a courtesy counselor designated as the official Commission contact from the local office. The courtesy counselor for each facility is listed in the "State Plan for Rehabilitation Facilities" (TRC, 1973). He should be thoroughly familiar with the facility, especially with those services the facility provides to the Commission's clientele. He must also have a good relationship with the facility staff so an on-going dialogue is maintained.

Three (3) circumstances affect the role of the courtesy counselor:

- 1.) He can accept clientele from counselors in other parts of the state. In this event, the referring counselor transfers the case to the courtesy counselor (see *Rehabilitation Services Manual* 08-1 and 16-2).
- 2.) In some instances the courtesy counselor is housed within the facility. If the referring counselor is in the same office or general location of the facility, he may wish to continue counseling with the client and continue other supportive services outside the facility. However, the courtesy counselor should be responsible for all transactions which directly involve the facility. This prevents the facility from having to deal with many personalities and with many differing demands.
- 3.) Many courtesy counselors work with clientele of counselors from the same office or general location and are housed within that office. In this instance the courtesy counselor should perform all official contacts and functions which directly involve the rehabilitation facility. The originating counselor may wish to continue delivering services such as counseling and guidance and other services which are not directly related to the facility. However, in dealing with the rehabilitation facility, the originating counselor should go through the courtesy counselor rather than dealing directly.

The most important role of the courtesy counselor is "in the facilitation of communication between the two agencies (Hansen, 1970)." The courtesy counselor should attend staff meetings of the facility and should see that the Rehabilitation Plan for each individual client is carried out by the facility's

staff. The courtesy counselor is an information source for other counselors in the Commission and will provide them data concerning the facility. Also, the courtesy counselor will interpret Commission policies to the facility. His relationship with the facility will prevent conflicting demands from being made on the facility by several rehabilitation counselors and provide for a more consistent service.

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Disability strikes without regard to race, color, religion, national origin or sex. The best traditions of rehabilitation and the established policies of state rehabilitation agencies preclude both the exercise and toleration of any form of discrimination in the extension of services to the disabled. The Texas Rehabilitation Commission's actions are in compliance with the Civil Rights Act of 1964.

