

VOCATIONAL EVALUATOR I

Work at this class involves providing vocational evaluation services to developmentally and physically disabled clients in an area mental health facility or state institution. Employees review client referral information and develop an individual client evaluation plan based on client needs; administer, score and interpret a limited variety of achievement, vocational interest and aptitude tests. Through testing, situational assessment and behavioral observation, employees assimilate information and provide a report of findings and recommendation for work adjustment training, placement in an adult developmental activity program, adult basic education courses, supported employment, or competitive employment. In some settings, employees have additional work assignments such as coordinating work adjustment services, coordinating adult developmental activities, (ADAP) assisting in contract procurement or conducting time and motion studies; however, the majority of time is spent in vocational evaluation functions. Employees report to a higher level professional or manager.

I. DIFFICULTY OF WORK:

Variety and Scope - Work involves selecting, administering, and scoring a limited variety of achievement, vocational interest, and aptitude tests to developmentally and/or physically disabled clients. Employees also provide situational assessment and behavioral observation of clients and assimilate all information into a report of findings and recommendations for placement within the workshop. Employees may have additional assignments such as the coordination of work adjustment services or ADAP services, conducting time and motion studies, or procurement of contracts.

Intricacy - Employees review client referral information and develop an individual vocational evaluation plan based on clients needs; select, administer and score a limited variety of tests designed to delineate factors such as social maturity, vocational interests, and vocational abilities; interpret test results, perform behavioral observations and situational assessments and assimilate findings into a written report of recommendations for client placement in the workshop. Employees who have additional responsibility for coordination of ADAP services may administer other standardized tests and develop and monitor the total habilitation plan for clients. Employees who also responsibility for performing time and motion studies perform job analysis and survey local industries for prevailing pay rates in order to determine client pay rates for work performed.

Subject Matter Complexity - Work requires a knowledge of evaluative tests, work sample and job try-out techniques, a knowledge of habilitative programs for the developmentally disabled, and familiarity with the philosophy of the workshop concept.

Guidelines - Agency, state mental health, vocational rehabilitation, and federal guides outline the basic components of the program.

II. RESPONSIBILITY:

Nature of Instructions - Employees independently carry out individual testing for clients on a daily basis. Other responsibilities may require discussions with the supervisor.

Nature of Review - The primary review occurs through written and oral reports during client staffings or staff meetings. Review also occurs in conjunction with certifying agencies such as social services, mental health etc.

Scope of Decisions - Decisions regarding vocational evaluations affect individual clients and their assignment within the workshop.

Consequence of Decisions - Decisions regarding vocational evaluations and interpretation of test results can affect the appropriateness of client placement and progress toward appropriate goals.

III. INTERPERSONAL COMMUNICATIONS:

Scope of Contact - Work requires contact with clients and a variety of professional disciplines.

Nature and Purpose - Employees work with clients and staff members to evaluate client social, behavioral and vocational skills and needs.

IV. OTHER WORK DEMANDS:

Work Conditions - Employees' workstation is normally a separate office in the workshop setting.

Hazards - Behavioral problems such as aggression of clients and/or lifting could cause bodily injury for employees in some settings.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - General knowledge of the psychological, social, and special education concepts related to the determination of vocational abilities; knowledge of the potential of the handicapped. General knowledge of evaluative tests, work sample and job try-out techniques specific to the vocational evaluation of the handicapped. Ability to administer and interpret a limited range of standardized aptitude, intelligence and achievement tests, and to select work samples appropriate to specific cases. Ability to synthesize data and observation reports and make recommendations essential to the rehabilitation process. Ability to express findings and recommendations to staff conference.

Minimum Training and Experience - Graduation from a four-year college or university with a major in rehabilitation, vocational evaluation, psychology or related curriculum and one year of experience in training and evaluation of handicapped clients; or high school graduation and five years of experience in training and evaluation of handicapped clients; or an equivalent combination of training and experience.

Minimum Training and Experience Requirements for a Trainee Appointment - Graduation from a four-year college or university with a major in rehabilitation, vocational evaluations, psychology or related curriculum; or high school graduation and three years of experience in the training and evaluation of handicapped clients; or an equivalent combination of training and experience.