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ABSTRACT

This module, one in a series of competency-based guidance program training packages, focuses on specific professional and paraprofessional competencies of guidance personnel. Modules in Category C suggest how to conduct, accomplish, or carry out selected career guidance program activities. The purpose of this module is to help career guidance personnel increase their knowledge and skills needed to fulfill their increasingly expanded role as planners, evaluators, facilitators, and monitors of the basic skills. It begins with a section that presents the module goal and a listing of the five competency statements. An introduction gives an overview of the purpose and content of the module. The next section presents a reading (cognitive information) on each one of the competencies. Learning experiences related to the needed competencies follow. One learning experience exists for each competency (or cluster of competencies), and each may stand on its own. Each learning experience consists of an individual activity, individual feedback, and group activity. An evaluation section contains a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. A final section lists all references and provides annotations of related major resources. (YLB)

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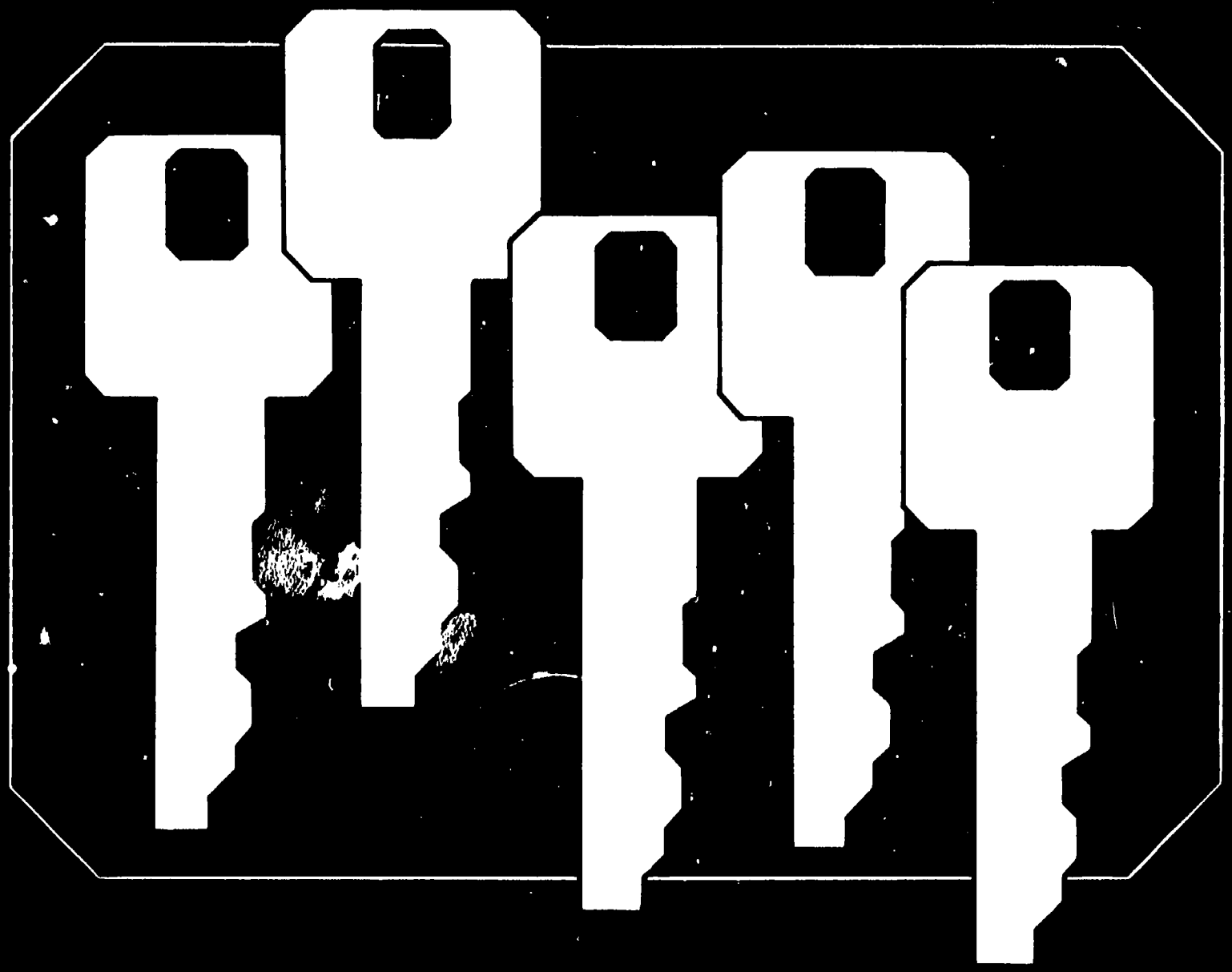
Provide for the Basic Skills



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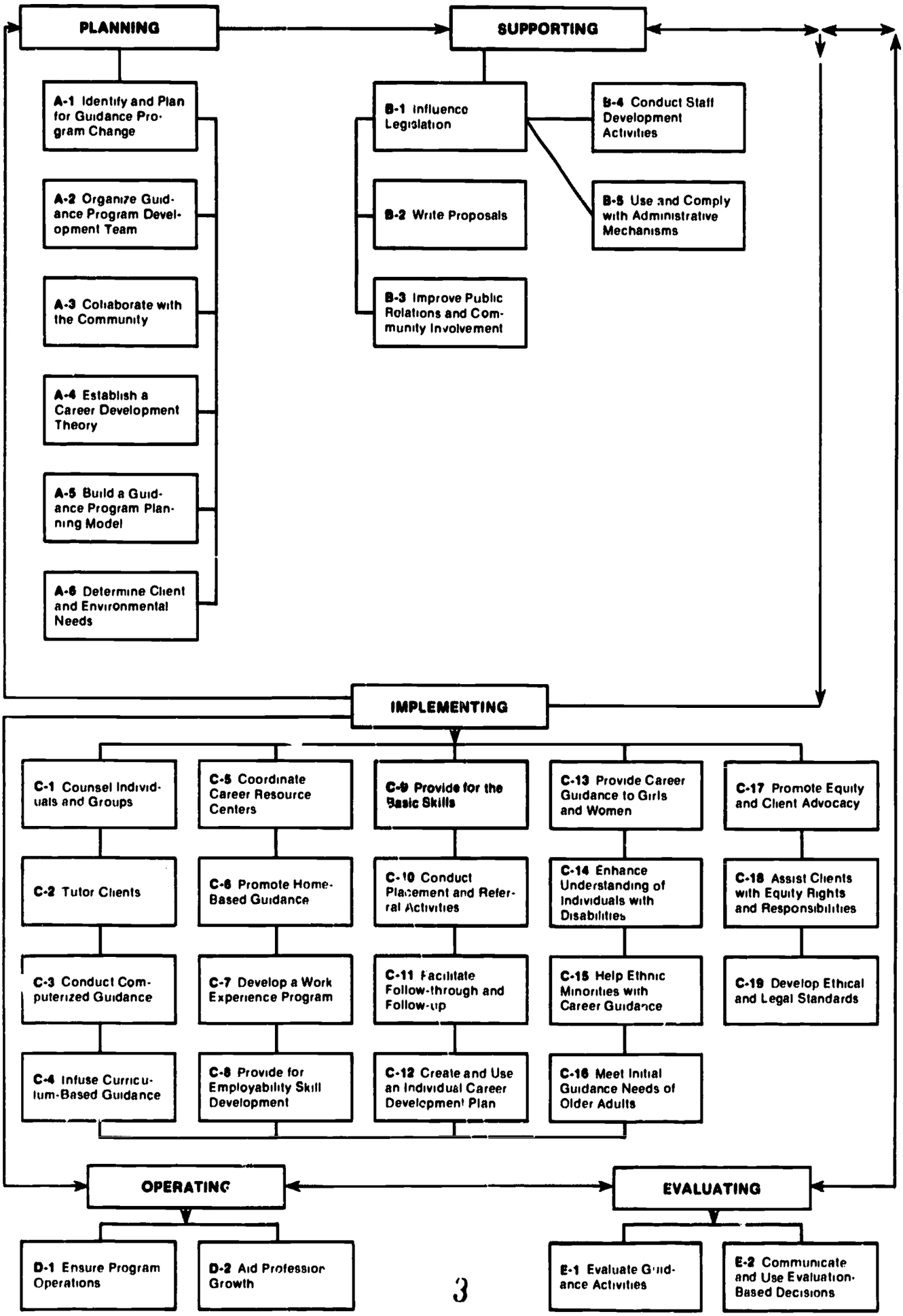

Provide for the Basic Skills

MODULE CG C-9

Module CG C-9 of Category C — Implementing
Competency-Based Career Guidance Modules

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77 Because this model has been successfully and enthusiastically recieved nationally and internationally this series of modules follows the same basic format

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning supporting implementing operating and evaluating of guidance programs These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies

Each module provides learning experiences that integrate theory and application each culminates with competency referenced evaluation suggestions The materials are designed for use by individuals or groups of guidance personnel who are involved in training Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests The materials are intended for use by universities, state departments of education postsecondary institutions intermediate educational service agencies JTPA agencies employment security agencies and other community agencies that are responsible for the employment and professional development of guidance personnel

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area Many individuals institutions and agencies participated with the National Center and have made contributions to the systematic development testing and refinement of the materials

National consultants provided substantial writing and review assistance in development of the initial module versions over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement The materials have been or are being used by 57 pilot community implementation sites across the country

Special recognition for major roles in the direction development coordination of development testing and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff Harry N Drier Consortium Director, Robert E Campbell, Linda Pfister, Directors, Robert Bhaerman Research Specialist Karen Kimmel Boyle, Fred Williams, Program Associates, and Janie B Connell, Graduate Research Associate

Appreciation also is extended to the subcontractors who assisted the National Center in this effort Drs Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package managed project evaluation, and developed the modules addressing special needs Gratitude is expressed to Dr Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort

The National Center is grateful to the U S Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package In particular we appreciate the leadership and support offered project staff by David H Pritchard who served as the project officer for the contracts We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come

Robert E Taylor
Executive Director
National Center for Research
in Vocational Education

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression The National Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
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ABOUT THIS MODULE

PROVIDE FOR THE BASIC SKILLS

Goal

After completing this module, career guidance personnel will have increased their knowledge and skills needed to fulfill their increasingly expanded role as a planner, evaluator, facilitator, and monitor of the basic skills.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

Who would dispute the realization that a solid foundation in the basic skills is essential for successful living? Clearly, the **basic skills**[1] are crucial to acquiring further education, demonstrating occupational competence, and attaining upward mobility. Basic skills, together with occupational skills, represent one of the critical areas of learning fostered by both the school and the employment and training systems. In the past few years, however, a number of educators and employers have expressed a growing concern about a perceived decline in basic skills proficiency demonstrated by youth in schools and on the job.

While there is no concensus regarding the nature of the decline and the possible causes, there is little disagreement that educators--administrators, teachers, and counselors--are responsible for "doing something about it." In effect, we are all teachers of the basic skills. Parents clearly area. And, while they are not as directly engaged as are classroom teachers and vocational instructors, counselors are intimately involved in many ways in the basic skills. In fact, as the module indicates, the term "learning assistance" counselors is being used more widely than ever before.

In a text on counseling, Pietrofesa and his colleagues (1978) clarify the duties of a variety of counselors, including school counselors, employment counselors, rehabilitation counselors, and college career-planning and placement counselors. According to the authors, several specific tasks common to various groups of counselors can be readily identified:

- Counselors assess the students' or clients' reading, writing, oral communication, and math skills.
- Counselors diagnose the specific reading problems and levels, writing problems, oral communication problems, and math deficiencies.
- Counselors identify available instructional materials written at the appropriate reading level
- Counselors utilize appropriate support personnel.
- Counselors assist students and clients in setting realistic short-term and long-term goals.

The purpose of this training module, therefore, is to help you--as a counselor--implement certain essential tasks and common roles in relation to the basic skills. Few assignments can be more important. Since this module is intended for more than one group of counselors, references will be made to both the school model (where the term "student" is used) and to the nonschool model (where the term "client" is used). A number of references for the latter are drawn from employment/training counseling situations.

Walz and Leu (1979) stress the importance of communication and the team approach for counselors. In a "future survey" conducted in the late 1970s, the researchers indicate that most respondents stressed the need for counselors "to improve working relationships with all educational personnel and to communicate what they are doing and are able to do" (p. 11). The authors also note that there is undoubtedly a consensus that the team approach should be employed to allow full participation of all participants in the school or employment and training agency. This approach builds relationships of mutual trust and acceptance. However, roles and responsibilities must be clearly defined if the effort is to be effective.

According to a recent Ford Foundation study, it is estimated that as many as 57 million--nearly one in four--Americans lack the skills necessary to perform basic tasks. Of these, 23 million lack competencies necessary to function in society. Another study designed to measure levels of functional literacy among 17-year-olds was completed recently for the United States Office of Education. In that study, youngsters had to be able to perform correctly three-quarters of a set of tasks to be identified as functionally literate. This included such tasks as following simple written instructions, reading a bill or check or identifying the date for payment on a traffic ticket. The study suggested that nearly 10 percent of all our 17-year-olds and over 40 percent of all Black 17-year-olds, are functionally illiterate.

[1] For the purpose of this module, the term "basic skills" refers to reading, mathematics, oral communication (listening and speaking), and writing as designated in P.L. 95-561, Title II, Basic Skills Improvement Act.

At Task Force Roundtables around the country, employers told the same story--that a high school diploma no longer is a good indicator of the skills of job applicants. High school students can't even fill out application forms correctly. Employers say their concerns are not about whether young people have been trained for specific jobs. What they do want, and must have, are employees who can add and subtract, read and write.

--from *A Summary Report of the Vice President's Task Force on Youth Employment* (1980)

Developing Guiding Principles

Competency 1 — **Identify the major guiding principles in order to establish a program for testing and assessing the basic skill needs of students and clients.**

Counselors, fortunately, have a number of sources to turn to in order to ascertain the major guiding principles of testing and assessment. These background fundamentals are essential for establishing a plan that is realistic and practical. However, since your plans also should be gounded in a theoretical framework, Competency 1 is the foundation of all that follows.

Definitions and Purposes

Before you review these fundamental principles, however, it is necessary to consider the definitions and purposes of testing and assessment. The term **testing** often is used interchangeably with the term **assessment**, as it is in this module. Both are commonly used to describe the act of appraising, evaluating, analyzing, and observing the skills, attitudes, knowledge, intelligence, capabilities, or aptitudes of an individual or group

The following definition describes the meanings of these terms, both of which are used throughout this module: **testing** is the measure for determining a student's or client's capacity in different areas, such as skills, aptitudes, and interests, whereas **assessment** is the process used to gather information that can serve as the basis for determining the services provided to a student or client (Nellum 1979).

While everyone undoubtedly is aware of the purpose of testing in schools, the purposes of **testing in employment and training** situations sometimes are not as clear. The followir assification has been suggested by various writers in this field:

- Testing frequently is conducted to determine potential for **success in a program.** This is necessary if, for example, a training program requires that trainees have achieved a specific level in reading and math skills. A test of basic skills can determine the level of the student's or client's skills.

- A related reason for testing is for **placement** in specific training programs. Tests can be used to identify not only job interests but also job-related aptitudes.

- Valid and reliable tests are useful in **placing clients** on a job. Admittedly, there is no foolproof predictor of success; however, an accurate assessment can increase the success with which clients and jobs are matched.

- The use of tests as a **counseling tool** encompasses the other uses listed. Test results can be very valuable for a counselor who is helping clients make decisions that will influence the content of their short- or long-term planning.

Guidelines and Models

Several authors have presented a number of useful principles--primarily in the form of guidelines and models--for use by counselors in establishing a strategy for determining the basic skills learning needs of students and clients. Let's take a look at some of the most important ones.

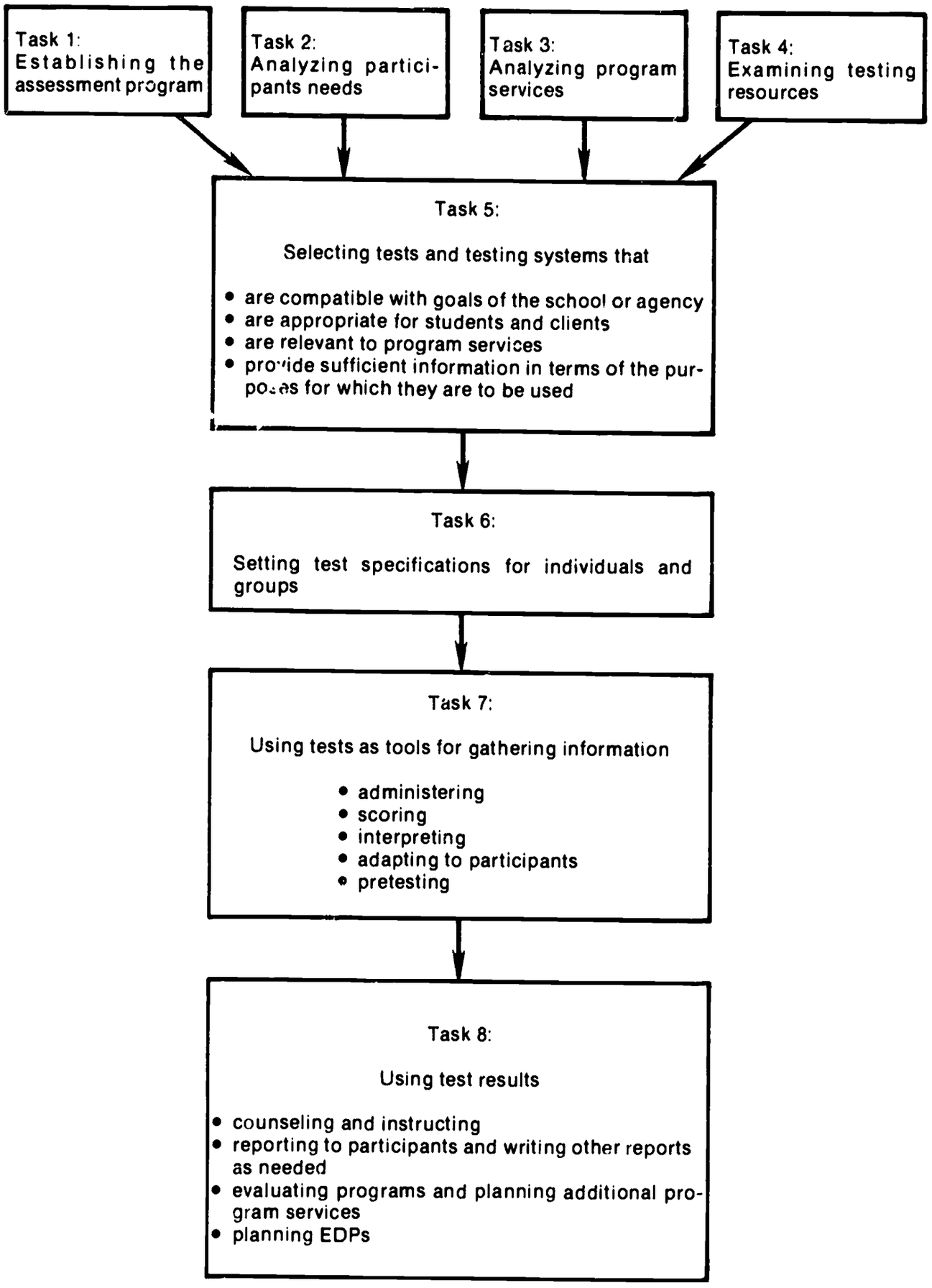
Putting assessment in context. Backer (1979a) presents two criteria for you to consider when establishing assessment programs:

- Assessment should be relevant to the needs of the local agency setting in which it is used and should fit into the total objectives.

- Each instrument must serve a practical purpose in achieving goals for clients. Evaluation of the effectiveness of the technique may be measured against one or more of the following factors: soundness and relevance of results for input into decision making; actual impact on services; cost of the technique; timeliness with which results are provided in relation to other aspects of the service; and the staff acceptance of the assessment program and its results.

Reviewing the overall assessment picture. All counselors must have a broad picture of the overall testing and assessment design. The following chart of eight essential tasks has been adapted from *Testing in Employment and Training Programs: An Action Planning Guidebook* (1983, p. 5).

Note that the tasks shown do not necessarily follow any rigid time pattern; that is, each should be considered as ongoing. Establishing the program, for example, does not mean that goals are "written in concrete." Obviously, one should be flexible, since the needs of institutions change, as do the needs of individuals. Similarly, examining and selecting tests are continuing tasks. Using tests and test results are not the last two steps of the process but rather are part of an unending chain of activities that should lead to the ongoing development of guidance, training, and other program elements.


Task 1:
Establishing the assessment program
Task 2:
Analyzing participants needs
Task 3:
Analyzing program services
Task 4:
Examining testing resources
Task 5:
Selecting tests and testing systems that
• are compatible with goals of the school or agency
• are appropriate for students and clients
• are relevant to program services
• provide sufficient information in terms of the purposes for which they are to be used
Task 6:
Setting test specifications for individuals and groups
Task 7:
Using tests as tools for gathering information
• administering
• scoring
• interpreting
• adapting to participants
• pretesting
Task 8:
Using test results
• counseling and instructing
• reporting to participants and writing other reports as needed
• evaluating programs and planning additional program services
• planning EDPs

Guidelines for establishing testing and assessment programs. Counselors need to consider several important items when establishing testing and assessment programs. The following have been adapted from *Testing in Employment and Training Programs: An Action Planning Guidebook* (ibid.).

- Identify a **planning committee** of those who have responsibility for testing. Their role should be to develop, monitor, and evaluate the program. In terms of implementation, one key person should be identified as the primary coordinator.
- Analyze the **resources** that are available, for example, trained personnel, financial resources, and physical facilities.
- Select and train staff. Selection should be based on experience and competency in assessment, potential for learning such skills, interest, motivation, and sensitivity.
- Make certain that the program is in compliance with the "Uniform Guidelines on Employee Selection Procedures." (See the *Federal Register*, Volume 43, Number 166, August 25, 1978, pp. 38290-38315.) The guidelines adopted by the Equal Employment Opportunity Commission in conjunction with the Civil Service Commission of the U.S. Department of Justice deal with prohibition of discrimination in employment on the grounds of race, color, religion, sex, handicap, or national origin.

Basic program elements. Backer (1979a) summarizes the most important components of assessment programs in employment and training settings. This listing is comprehensive and includes subdivisions that may not be present in every situation. The basic elements are as follows:

- Selection into assessemnt program
- Setting of individualized goals of assessment
- Pretesting orientation
- Administration of assessment techniques
- Debriefing of client following completion of assessment
- Scoring of each technique administered
- Preparation of assessment results/report
- Feedback to counselor or other agency staff
- Feedback to client
- Follow-up on assessment
- Records storage
- Evaluation of assessment program
- Program improvement based on evaluation results

Backer also provides a comprehensive planning checklist:

____ Setting objectives that relate to the agency and its mission

____ Making decisions as to location of assessment program (in-house or subcontracted)

____ Determining what resources are available

____ Ascertaining how assessment fits in with overall agency operation

____ Creating a program planning committee

____ Determining key persons to be responsible for program development

____ Determining alternatives for staff involvement

____ Information search for usable techniques

____ Reviewing identified techniques

____ Selecting expert consultants

____ Selecting packaged techniques or programs

____ Developing a technique or program

____ Adapting an assessment technique or program

____ Determining compliance with the Uniform Guidelines on Employee Selection Procedures

_____ Determining the costs of assessment (e.g., materials, staff training, facilities)

_____ Formalizing an overall plan

_____ Selecting and training staff

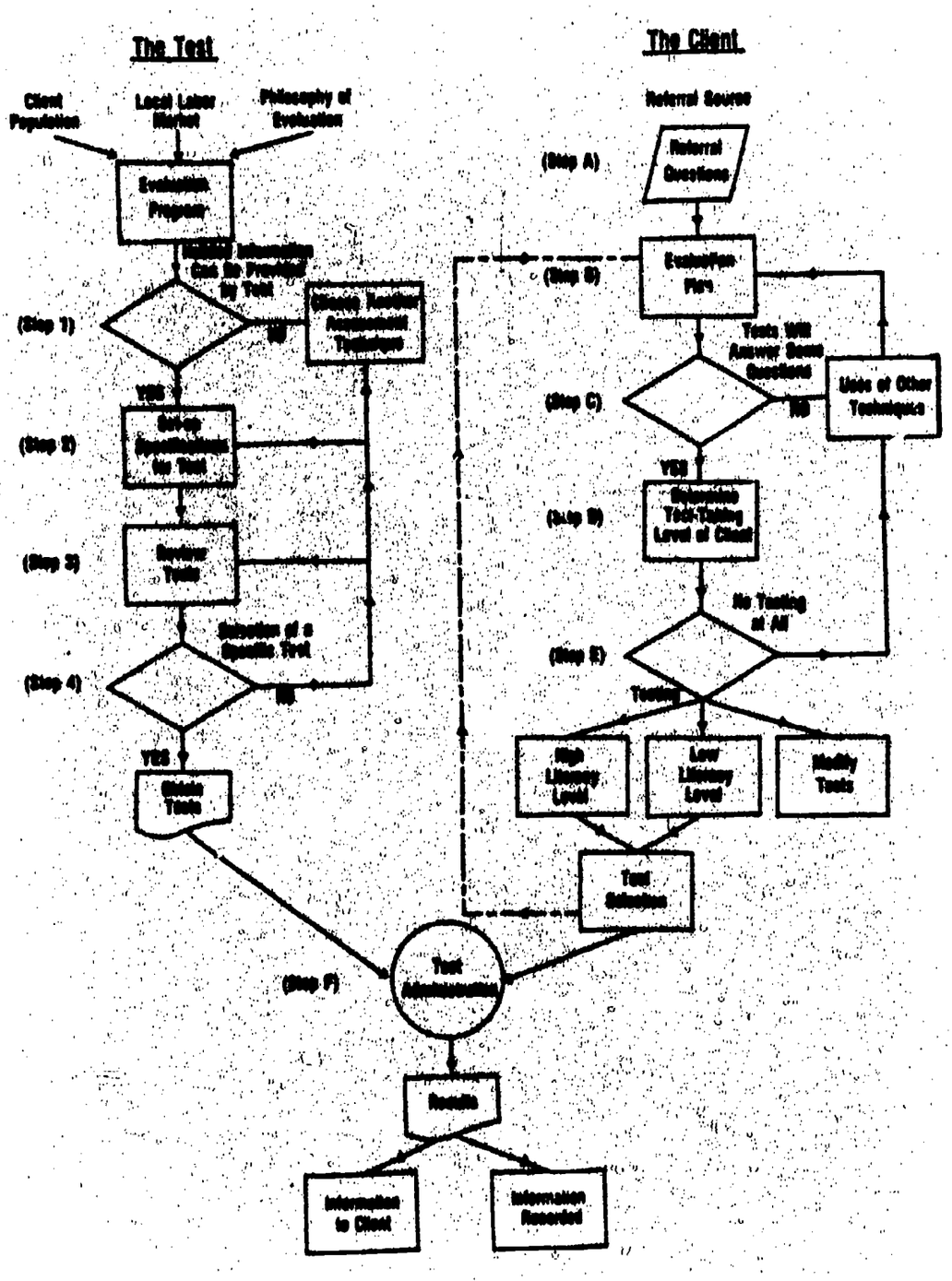
_____ Hiring staff or consultants for desired validation efforts

_____ Regularizing ongoing operation and trouble shooting

_____ Implementing evaluation and program improvement efforts

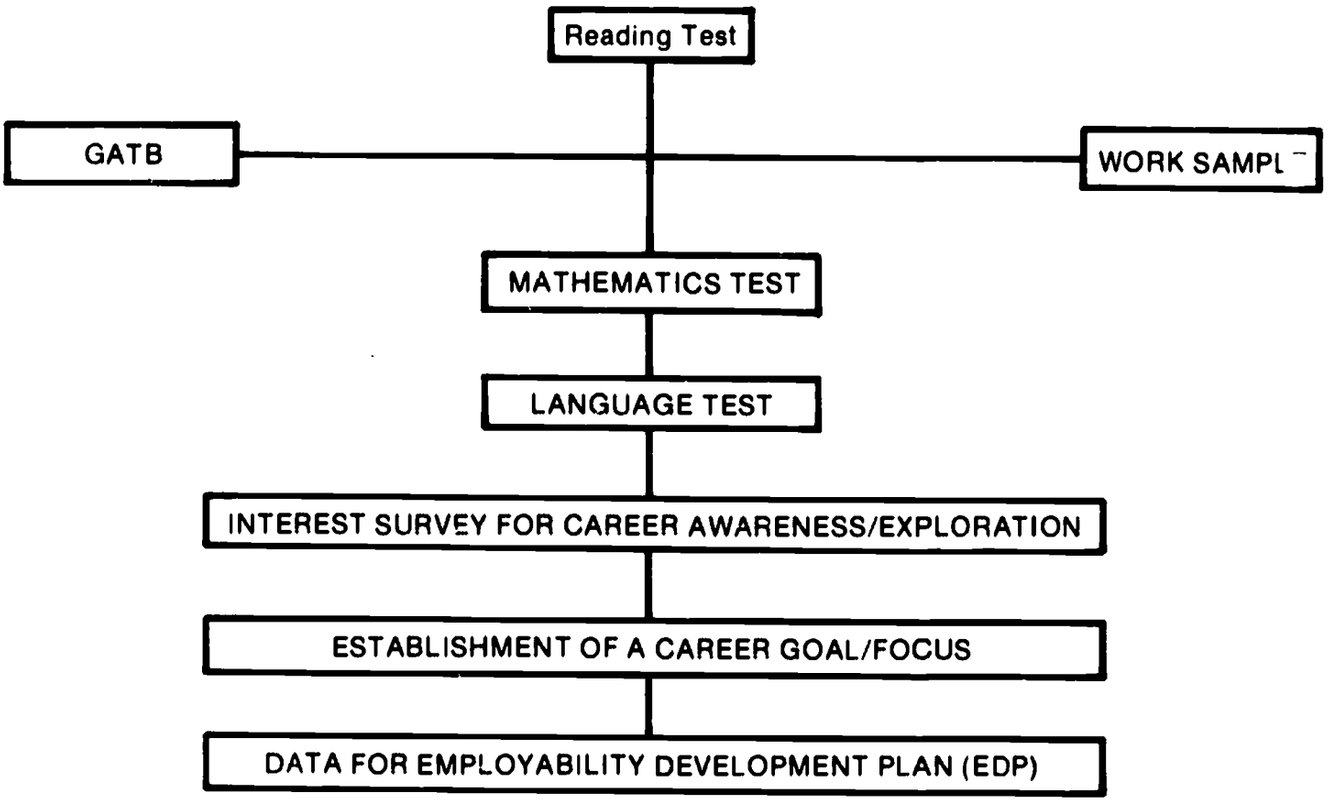
_____ Presenting assessment programs in funding proposals

A model for test use. Botterbusch (1978), writing primarily for an audience of vocational evaluators and counselors, provides another useful model. The model brings together the test, on the one hand, and the client, on the other. An illustration of this linkage follows.



Source: Botterbusch, 1978.

The structure of a specific testing program. Tests should be viewed in terms of how they fit into a "structure" of a total system. Harrington (1980) indicates that a systematic approach to testing suggests the interrelationship of one test to another, i.e., one test logically precedes another. This structure is illustrated in the following design:



The illustration, according to Harrington, stresses flexibility to accommodate unique needs of specific programs. For example, if assessment is for word processing training, a language achievement test would be appropriate; if a person's goal is machinist training, a mathematics achievement test might be used. Harrington reminds us that tests are only counseling tools to be integrated with other information to be used in assisting individuals in establishing their goals.

Additional guidelines for counselors. Three other sets of guidelines that are relevant to all counselors are listed in *Testing in Employment and Training Programs: An Action Planning Guidebook* (1981).

Guidelines for analyzing student and client needs. You will need to consider the following when analyzing individual needs:

- Assess general needs by considering the following dimensions: general characteristics (i.e., basic needs, backgrounds, capabilities); needs that can be addressed by the current "mix of available services"; needs not being met or that cannot be met; and types of information available (e.g., educational history, work history, prior assessment findings)
- Work closely with the organizations that can supplement your information needs (e.g., community-based organizations, church groups, and welfare agencies)
- Determine their degree of reading and mathematical literacy
- Be alert to any special needs (i.e., remember that some persons may not need to go through an entire assessment process)

Guidelines for analyzing program services. Counselors, particularly those working in employment and training, should consider the following:

- Relate your services as closely as possible to local community needs, considering these factors: the overall employment and training needs of the community and the nature of the local labor market conditions
- Assess your agency's needs in terms of services and potential services (e.g., programs and resources currently available--career exploration, basic skills/remediation, employability skills, occupational skills training, placement, follow-up); follow-up testing and counseling; jobs currently available; and

program options that could be available--both short- and long-range

Guidelines for setting test specifications for individuals and groups. All counselors should consider the following suggestions:

- Determine which types of tests are needed in various situations, set specifications for each participant (e.g., a test for literacy for a low-functioning client . . . that does not require a high reading level; a test of general learning ability . . . that is available in Spanish)
- Determine each client's test-taking ability and whether the test takers are "high literacy" or "low literacy" in reading and mathematics (i.e., the idea of custom tailoring assessment to fit clients is an important one that should be explored carefully; individuals having similar needs could be tested in groups as long as each person is treated uniquely, individual needs are considered, and the instrument lends itself to group use)
- Provide clients with the exact reasons for selecting each test, explain how results will be used, what the results are, and what they mean

Identifying Testing Instruments

Competency 2 — *Identify specific testing instruments for use in determining the basic skills of students and clients.*

Fortunately, here too, you will have a number of sources to turn to. However, one initial word of advice is in order. Use tests with appropriate caution and make certain they are administered by qualified personnel. This competency should be useful in addressing two of the specific tasks cited in the introduction--that is, assessing skills and diagnosing problems and deficiencies.

Guidelines for Selecting Tests

A number of useful guidelines are available for your use when selecting tests, for example:

Purpose. Tests should be selected in light of the students and clients you serve, how your school or agency operates, and the types of services provided. Since every test has its own special uses and limitations, the primary task is to know your needs, your students or clients, and your tests. Since the selection of tests is based largely on the purpose they will serve, there should be a reason why a particular test is given.

Student characteristics. The student's or client's background, literacy level, and willingness to undergo testing should influence the types of techniques selected. Some instruments can better accommodate a particular student's or client's characteristics. Often several tests will be needed. A range of instruments should be available, for example, for low-literacy clients, for those who need additional academic training, and the like. Two important questions to ask are: What do you want to find out? What tests will give this information?

Standardized or locally constructed. Analyze the strengths and weaknesses of traditional paper-and-pencil tests. When compared to locally constructed tests, standardized tests require no staff time for development and, many yield scores that can be compared with those of other groups. However, it is important to be aware of the problems inherent in using these tests. The following list summarizes the major shortcomings:

-- Individual test items may be at a relatively high reading level and may reflect cultural content of which the students or clients may have little knowledge.

-- Most of these tests are similar to classroom tests with which some students or clients have a history of failure and which, therefore, may make them feel anxious.

-- Some tests have written directions at a reading level higher than that of the test taker.

-- Some clients have limited experience with tests of any kind and do not have the "test wiseness" important to yielding results that fairly estimate capabilities.

-- Item content designed for children but administered to adults may be simple enough in reading but uninteresting or insulting.

Bias. Be sensitive to the data on reliability, validity, and group norms. The purpose of test validation is to establish an objective and standardized instrument that measures or predicts the behavior of individuals. Such standardization enables the user to compare individual test scores with a norm and to eliminate factors that would create test bias. Since no test is completely bias-free, it is important to examine how the test was constructed and with what groups the norms were established.

Guidelines for Examining Testing Resources

You will also need to consider the following points when examining resources:

Applicability. Explore the types of tests that are most applicable to your students or clients--for example, those that appear to be most appropriate for determining their potential for success, for placing them in training programs, or for placing them in the appropriate job and counseling services.

Comparisons. Examine the tests carefully:

-- List the strengths and weaknesses of tests currently being used--as well as tests which you are considering. Compare the two lists.

-- Visit sites where testing is part of the services. Talk to other users.

-- Take the test yourself to determine appropriateness.

Criteria. Establish your own criteria for test selection and know what alternatives exist. Since hundreds of tests are available, it can be "mind-boggling" for users to sort out the field.

Reference Materials Describing and Reviewing Tests

The Northwest Regional Educational Laboratory (Anderson, Stiggins, and Hiscox 1980) has compiled the following list of five major references for counselors and other test users:

Mental Measurement Yearbook(s). *The Eighth Mental Measurement Yearbook* (Buros 1978) provides the most comprehensive information on tests, e.g., information about each test includes the following items: title; description of the groups for which the test is intended; date; forms, parts, and levels; costs; scoring and reporting services; time; and publisher. Additional references to published articles, books, and unpublished theses on the construction, validity, use and limitations of each test are reported, as are original reviews of each test by independent experts.

Tests in Print II. This companion volume to the yearbooks, *Tests in Print II* (Buros 1974), provides similar but much less detailed information. It includes a bibliogrphy of all known tests and an index to tests published in previous editions of the *Mental Measurement Yearbook*.

NCME Measurement News. The *NCME Measurement News* (National Council on Measurement in Education 1977-1979) provides a brief description of recently published tests. Information includes publisher, copyright, subject matter, levels, grade, interpreting manuals, and costs.

News on Tests. The Educational Testing Service's (ETS) *News on Tests* and its predecessor, the *Test Collection Bulletin*, provide descriptions similar to the *NCME Newsletter*. The test title, author, publisher and address, copyright, and grade level are included, along with a brief statement of content and levels. Information is descriptive rather than evaluative.

Tests of Functional Literacy. This source provides information on the characteristics of a series of standardized, criterion-referenced, and informal literacy tests. Information is included on publishers, content and skill coverage, administration procedures, materials needed, scoring procedures, interpretation procedures, validity, and reliability (Nafziger et al. 1975).

The ETS Test Collection. Another valuable source is the *Educational Testing Service Test Collection*, an extensive library of measurement de-

vices. Qualified persons whether affiliated with the ETS or not, may have on-site access to the materials in the collection. Publishers' restrictions regarding access to test materials are carefully observed. Persons unable to visit may direct questions by mail (ETS, Rosendale Road, Princeton, New Jersey 08541) or telephone (609/921-9000).

In addition, the ETS has worked with a national consortium of school districts in developing the Basic Skills Assessment program in reading, writing, and mathematics. The instruments are concerned with measuring student performance against the achievement of other students and the identification of students for remediation. Although the instruments were designed primarily for students in grades eight to twelve, they may be used with adults. A report, *Basic Skills around the Nation*, describes how localities are coping with assessment of basic skills. Copies are available from Department D. Information Division, ETS, Princeton, New Jersey 08541. Other relevant publications include *The Manual for Setting Standards*, *The Manual for Scoring Writing Samples*, and a *User's Manual*. These are available from the Basic Skills Assessment Division of ETS.

Other collections. There are two other important resources for assessing basic skills. *Instructional Objectives Exchange (IOX)* (10884 Santa Monica Boulevard, Suite 305, Los Angeles, California 90025) has published collections of measurable objectives in varied skill areas at grade levels K-12, covering thirteen cognitive areas including language arts and mathematics. Criterion referenced tests are available. *American College Testing (ACT)* (2201 North Dodge Street, P.O. Box 168, Iowa City, Iowa 52240) also has published tests. ACT's Adult Performance Level (APL) tests are based on the results of the APL research conducted by the University of Texas. The tests can be used in grades 9-12, as well as for adults. The tests include the areas of reading, writing, computation, and problem solving.

Examples of Tests of the Basic Skills

To assist you in identifying tests, a list of 102 published tests has been compiled by the Northwest Regional Educational Laboratory (Anderson, Stiggins, and Hiscox 1980). These tests are intended to be broadly representative of the domain of published tests in the basic skills. Twenty-nine multisubject achievement test batteries, thirty-five reading tests, eighteen mathematics tests, and five language arts tests are included. Inclusion of a test does not imply endorsement by the regional laboratory.

Because of the length of the list only a sample of the multisubject achievement batteries is included here. You can acquire the entire list by contacting the Clearinghouse for Applied Performance Testing, Northwest Regional Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

Multisubject Achievement Batteries (A Partial Listing)

Tests and Subscores	Grade Level(s)
California Assessment Program Survey of Basic Skills Reading Mathematics Written Expression Spelling	12
Comprehensive Tests of Basic Skills Expanded Edition Forms S&T (CTBS) Reading Mathematics Language Arts Reference Skills Science Social Studies	K-12
Criterion Test of Basic Skills Reading Arithmetic	K-8
Diagnostic Skills Battery Reading Mathematics Language Arts	1-8
Stanford Test of Academic Skills (TASK) Reading Mathematics English	8-Adult
Tests of Adult Basic Education (TABE) Reading Mathematics Language Arts	Adult

Wide Range Achievement Test Revised Edition (WRAT) Reading Arithmetic Spelling	K-Adult

Reading Tests
(A Partial Listing)

Tests	Grade Level(s)
Analysis of Skills: Reading	1-8
Analytical Reading Inventory	2-9
Clarke Reading Self-Assessment Inventory	11-Adult
Criterion Referenced: Reading Tactics	7-12
Diagnostic Screening Test: Reading	1-12
Diagnostic Reading Test: Pupil Progress Series	1-8
Fountain Valley Teacher Support System in Reading (FVTSS—R)	1-6
Fountain Valley Teacher Support System in Secondary Reading	7-12

Mathematics Tests
(A Partial Listing)

Tests	Grade Level(s)
Analysis of Skills: Mathematics (ASK: Mathematics)	1-8
Assessment of Skills in Computation (ASC)	7-9
Basic Arithmetic Skill Evaluation	1-9
Diagnosis: An Instructional Aid: Mathematics	1-6
Diagnostic Mathematics Inventory (DMI) (Revision of the PMI)	1-8
Diagnostic Screening Test: Math (DSTM)	1-11
ERB Modern Arithmetic Test	5-6
Fountain Valley Teacher Support System in Mathematics (FVTSS-M)	K-8
Individualized Criterion Referenced Testing: Math (ICRIM)	1-8
Individual Pupil Monitoring System-Mathematics (IPMS)	1-8

Language Arts Tests
(A Partial Listing)

Tests	Grade Level(s)
Analysis of Skills: Language Arts (ASK: Language Arts)	2-8
Diagnostic Screening Test: Language	K-Adult
Language Arts: 10X Objectives-Based Tests	K-6
Language Arts: Minnesota High School Achievement Examinations	7-12
Writing Test: McGraw-Hill Basic Skills System	11-12, Adults

Publishers
(A Partial Listing)

ACT The American College Testing Program
P.O. Box 168
Iowa City, IA 52240

AGS American Guidance Service, Inc.
Publisher's Bldg.
Circle Pines, MN 55014

ATP Academic Therapy Publications
28 Commercial Blvd.
Novato, CA 94947

AW Addison-Wesley Publishing Co., Inc.
Jacob Way
Reading, MA 01867

BFA BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

CSDE Californa State Dept. of Education
721 Capitol Mall
Sacramento, CA 95814

CTB CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

EDC Educational Development Corporation
P.O. Box 45663
Tulsa, OK 74145

EDITS EDITS/Educational and Industrial Testing Service
P.O. Box 7324
San Diego, CA 92107

ERB Educational Records Bureau
Educational Testing Service
Box 619
Princeton, NJ 08540

Tests Often Used with Disadvantaged Clients

Backer (1979b) catalogs a number of instruments particularly appropriate for disadvantaged clients. The following is a partial listing:

- *Adult Basic Learning Examination (ABLE)*: The test includes a vocabulary test, dictated so that no reading is required; an arithmetic problem-solving test, that can either be dictated or taken in conventional reading and response format; and a short screening test, called "SelectABLE," for use in determining the most appropriate level of ABLE for each adult applicant. Three levels of the battery are available, each geared to a particular educational level. Levels 1 and 2 require about two hours administration time, and Level 3, about three hours. (Access: Available from the Psychological Corporation, 304 East 45th Street, New York, NY 10017.)

- *Basic Occupational Literacy Test (BOLT)*: This is a test of basic reading and arithmetic skills for use with educationally disadvantaged adults. Reading skills are assessed by a vocabulary subtest and a comprehension subtest: arithmetic skills are asessed by a computation subtest and reasoning subtest. The subtests are available at varying levels of difficulty. (Access: Information on availabilty of the test can be obtained from state Employment Service offices.)

- *Fundamental Achievement Series (FAS)*: Two tape-recorded tests for use with individuals having limited reading skills, tapping knowledge that an applicant may reasonably be expected to have aquired in the course of ordinary daily living. The FAS-Verbal is a 30-minute test that measures the ability to read signs, use telephone directories and recognize and understand commonly used words. The FAS-Numerical also takes 30 minutes to administer; it measures the ability to tell time, recognize numbers, understand calendars, and solve numerical problems. The tape recordings ensure accurate timing and identical presentation to all who take the test. (Access: Available from the Psychological Corporation, New York.)

- *Nonreading Aptitude Test Battery (NATB)*: The NATB consists of 14 tests measuring the same 9 aptitudes measured by the GATB. It was developed for use with individuals who do not have sufficient literacy skills to take the GATB. The NATB measures aptitudes in the following areas: intelligence, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. It requires about 3¼ hours to complete; some of its subtests involve no reading or vocabulary skills at all. Others use familiar stimulus objects with which even the most seriously disadvantaged should be familiar. (Access: Information about availability of the NATB and associated manuals can be obtained from state Employment Service offices.)

Pretesting orientation. Some counselors may be unaware of a strategy called "pretesting orientation." For many severely disadvantaged clients, assessment is an anxiety-provoking experience. High dropout rates during the early stages of participation may, in part, reflect the applicants' rejection of testing. Many of these clients perceive assessment as unrelated to helping them get a job. They often do not understand the purpose of testing, are unfamiliar with tests, and fear group testing situations. One partial solution is to

give these clients some type of "pretesting orientation." Both the United States Employment Service (USES) and the Psychological Corporation have devised the following "foretesting orientation" materials:

- **Test Orientation Procedures**: Multimedia pretesting orientation materials are intended to serve as a preface to any kind of vocational assessment or selection testing. The aim is to reduce anxiety and increase "test wiseness" by offering practice in taking tests. There are five tests--speed and accuracy, spelling, vocabulary, arithmetic and information. (Access: Available from the Psychological Corporation, New York, New York)

- **USES Pretesting Orientation Exercises**: The exercises are administered as a series of short tests whose items resemble the first eight parts of the GATB. The exercises offer practice in test taking to individuals who possess minimum literacy skills for taking the GATB but who may have little experience with aptitude tests and may be uneasy about being tested. (Access: Division of Testing, Employment and Training Administration, U.S. Department of Labor, Washington, DC 20213, or State Employment Service offices.)

Guidelines for Test Use

The following additional guidelines for test usage, use of test results, interpretation, and feedback also should be considered.

Standards for the use of tests. Standards for test usage have been developed jointly by the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education (*Standards for Educational and Psychological Tests*, 1974). The standards, which include a number of useful guidelines for counselors and other test users, are grouped into three areas: standards for tests, manuals, and reports; standards for reports on research on reliability and validity; and standards for the use of tests.

One important section has been selected for your review, but it is strongly suggested that you acquire and read the entire document.

Choice of Development of Test or Method

H1. The choice or development of tests, test batteries, or other assessment procedures should be based on clearly formulated goals and hypotheses. (essential)

H2. A test user should consider more than one variable for assessment and the assessment of any given variable by more than one method. (essential)

H3. In choosing an existing test, a user should relate its history of research and development to his intended use of the instrument. (essential)

H4. In general a test user should try to choose or to develop an assessment technique in which "test-effect" is minimized, or in which reliability of assessment across testers can be assured. (essential)*

*The listed standards are from the *Standards for Educational and Psychological Tests* Washington, DC American Psychological Association, Inc Copyright 1974 by the American Psychological Association Reprinted by permission

Guidelines for use of test results. Counselors should consider the following steps regarding the use of test results:

- Share the results with the students and clients who must understand what the results mean and how they might reflect on their future goals. The importance of feedback cannot be overemphasized.

- Use the results as an aid in developing employability development plans in employment and training programs (see Competency 5). In order to implement the clients' initiatives, agencies are required to design programs that formulate achievement standards for participants, develop a long-term plan for each, track development, and match services with the participant's development stages.

- Share results with instructors of various training programs. Inform the instructors of the indicated strengths and weaknesses of the clients and, to the extent possible, whether the clients can "handle" the instructional material. Be as specific as possible in describing traits, but remember that results are only indicators and not "hard and fast" descriptors.

Guidelines on test interpretation and feedback. You also should become familiar with the American Association for Counseling and Development policy statement on the "Responsibilities of Users of Standardized Tests" (AACD 1978). The following samples illustrate the nature of the guidelines in the AACD statement. (Copies of the guidelines may be ordered from AACD Publication Sales, 5999 Stevenson Avenue, Alexandria, VA 22304.)

On test interpretation--

> The proper interpretation of test scores starts with understanding these fundamental characteristics of tests. Given this, the interpretation of scores from a test entails knowledge about administration and scoring procedures; scores, norms, and related technical features; reliability; and validity.
>
> Adequate test interpretation requires knowledge and skill in each of these areas. Some of this information can be mastered only by studying the manual and other materials of the test; no one should undertake the interpretation of scores on any test without such study.

On communicating test results--

> Communication consists of reporting data in such a way that it is comprehensible and informative. The responsible practitioner reports test data with a concern for the user's need for information and the purposes of evaluating the significance of the information.
>
> There must also be a concern for the right of the individual tested to be informed regarding how the results will be used for his or her benefit (informed consent), who will have access to the results (right to privacy), and what safeguards exist to prevent misuse.

Acquiring Learning Materials

Competency 3

Describe the major sources for acquiring learning materials for use by students and clients in the basic skills areas.

A wealth of materials exist to aid the counselor and the team with whom the counselor works. The "trick," as it were, is to know where to turn and, as in the case of testing, not be overwhelmed by it all! This competency should be useful in addressing another of the specific tasks cited in the introduction, namely, identifying available and appropriate instructional materials.

ERIC Resources

The Educational Resources Information Center, the federally sponsored information system known

as ERIC, is designed to provide you with access to literature dealing with all aspects of education, including the basic skills. It does so through a variety of products and services: databases, abstracts, microfiche, computer searches, document reproductions, and so forth. The following are examples of products available through ERIC that will be extremely useful to you:

Product	Source
Resources in Education (RIE) Abstracts of documents	U.S. Government Printing Office Washington, DC 20402
Current Index to Journals in Education (CIJE) Brief abstracts of articles	Oryx Press 2214 North Central Avenue at Encanto Phoenix, AZ 85004
4" × 6" microfiche of documents announced in *RIE*	ERIC Document Reproduction Service P.O. Box 190 Arlington, VA 22210
Information Analysis Products (state-of-the-art reports and interpretive summaries)	The sixteen ERIC Clearinghouses throughout the country
Computer searches	Use the Directory of ERIC Search Services (over 500 locations, geographically arranged) from the ERIC facility: ORI, Inc., Information Systems Division 4833 Rugby Avenue, Suite 303 Bethesda, MD 20014
Paper copy reproductions of documents ($2.00 for first 25 pages and $1.65 for each additional 1-25 page increment.)	ERIC Document Reproduction Service P.O. Box 190 Arlington, VA 22210
Paper copy reproductions of journal articles	Several journal article copy services exist, of which the following two are examples: University Microfilms International Article Reprint Service, 300 N. Zeeb Road, Ann Arbor, MI 48106. Institute for Scientific Information, Original Article Tear Sheet Service, 325 Chestnut Street, Philadelphia, PA 19106.

ERIC Clearinghouses

There are 16 content-specific ERIC clearinghouses: The following listing provides information you will need regarding the scope of interest of 6 of the clearinghouses that are relevant to the basic skills areas:

ERIC Clearinghouse on Adult, Career, and Vocational Education

The Ohio State University
The National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
Telephone: (614) 486-3655 in Ohio or (800) 848-4815

- All levels of adult, career, vocational, and technical education; adult education, including basic literacy training through profes-

sional skill upgrading; career education; instructional materials; experience-based education.

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education Bulding, Room 2108
Ann Arbor, MI 48109
Telephone: (313) 764-9492

- Preparation, practice, and supervision of counselors in all settings; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; group work and case work; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on Handicapped and Gifted Children
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
Telephone: (703) 620-3660

- Hearing and visually impaired, mentally retarded, abused/neglected, multiply handicapped, physically disabled, emotionally disturbed, speech handicapped, learning disabled, and gifted and talented.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
Telephone: (217) 323-3870

- Reading, English, and communication skills, preschool through college; educational research and development in reading, writing, speaking, and listening diagnosis and remediation of reading problems.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
The Ohio State University
1200 Chambers Road, Third Floor
Columbus, OH 43212
Telephone: (614) 422-6717

- All levels of science and mathematics education; within these fields, development of curriculum and instructional materials and media applications.

ERIC Clearinghouse on Tests, Measurements, and Evaluation
Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Telephone: (609) 734-5180

- Tests and other measurement devices; application of tests; and learning theory in general.

The Thesaurus of ERIC Descriptors

For users of the ERIC Information System, the *Thesaurus of ERIC Descriptors*, available at most libraries, will open a "resource gold mine." As the following brief description indicates, it will help you tap into the ERIC data base and will assist you in conducting computer and/or manual searches.

Thesaurus of ERIC Descriptors
A master list of approved Descriptors (index terms) used by the ERIC system, with a complete cross-reference structure and rotated and hierarchical displays

A very small portion of the thesaurus, several sample sections dealing with only a few aspects of the basic skills, are listed below for your use. Note that the number in parentheses represents the number of items posted in the data base. The other notations are as follows: UAF, used for; SN, scope note; NT, narrower term; BT, broader term; and RT, related term.

Basic Skills (2,828)

SN Fundamental skills that are the basis of later learning and achievement (Note: coordinate with subject-matter descriptors--do not confuse with "minimum competencies")

UF Fundamental skills (school)

NT Alphabetizing skills
Handwriting skills

BT Skills

Basic Skills (cont.)

RT Adult basic education
Audiolingual skills
Basic vocabulary
Beginning reading
Communication skills
Developmental studies programs
Functional literacy
Language skills
Literacy
Literacy education
Mathematics
Minimum competencies
Minimum competency testing
Reading skills
Skill development
Spatial ability
Study skills
Verbal ability
Vocabulary skills
Writing skills

Reading Diagnosis (1,045)

NT Miscue analysis

BT Educational diagnosis

RT Informal reading inventories
Reading
Reading achievement
Reading centers
Reading difficulties
Reading readiness tests
Reading tests
Remedial reading

Reading Difficulties (560)

SN Problems in reading, caused either by disabilities associated with psychological processes or by such factors as physical or sensory handicaps, cultural background, low ability, etc. (Note: Do not use for "readability"--the previous term "reading difficulty" was not scoped and was often confused with "readability")

UF Reading disabilities
Reading problems
Retarded readers

BT Problems

Reading Difficulties (cont.)

RT Corrective reading
Dyslexia
Language handicaps
Learning problems
Reading
Reading ability
Reading diagnosis
Reading failure

Mathematics Instruction (2,482)

NT Remedial mathematics

BT Instruction

RT College mathematics
Elementary school mathematics
Mathematical enrichment
Mathematics
Mathematics curriculum
Mathematics education
Mathematics materials
Mathematics teachers
Secondary school mathematics

Writing Skills (4,631)

SN Skills that enable an individual to write lucidly, coherently, and grammatically (Note: Do not confuse with "handwriting skills")

UF Composition skills (literary)

BT Language skills

RT Adult literacy
Basic skills
Capitalization (alphabetic)
Cohesion (written composition)
Essay tests
Functional literacy
Grammar
Handwriting skills
Language tests
Literacy
Literacy education
Minimum competencies
Paragraph composition
Parallelism (literary)
Prewriting
Punctuation
Sentence combining

Writing Skills (cont.)

Spelling
Student writing models
Writing (composition)
Writing evaluation
Writing exercises
Writing instruction
Writing processes

Resource and Referral Service (RRS)

Another very useful source, the Resource and Referral Service, is an information service of the Research and Development Exchange (RDx), a nationwide dissemination effort comprising seven regional exchanges supported by the National Institute of Education. It is designed to make the results of research and development readily available to practitioners. The RRS staff, using a data base of information on more than 1,000 organizations, answers questions from the regional exchanges, other educational agencies, and individuals--like yourselves--who call or write in with questions.

A typical RRS request cannot be described for these requests defy categorization. However, a large number of requests for information on the basic skills regularly come into the RRS, which is located at the National Center for Research in Vocational Education at The Ohio State University. The RRS staff will refer you to publications and projects that will have the information you are seeking. RRS produces a series of "Minilists," each one focusing on a single topic and highlighting organizations that do significant work in an area. The lists are free to anyone requesting them. Twenty-seven titles currently are available, including resources for "Adult Functional Competency," "Improving the Reading Ability of Adults," "Functional Literacy," "Assessing Oral and Written Communication Skills, and "Developing Programs in Oral and Written Communication." For more information contact:

Resource and Referral Service
The National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815
(614) 486-3655 (in Ohio, Alaska or Hawaii)

Educational Programs That Work

The National Diffusion Network of the Division of Educational Replication, United States Department of Education, publishes a series of resources of exemplary educational programs approved by the Department's Joint Dissemination Review Panel. You also will find it a very helpful resource. Ten editions are available, the most recent published in 1984. Each includes a section on "Reading/Language Arts/Mathematics/Writing." The following is a partial listing of projects reported in that area in 1984. The list is followed by a sample project report.

BASIC--California Demonstration Program in Reading. A program to improve reading and writing skills through the content areas.

Catch Up--Keep Up. A remedial reading program and inservice teacher training.

Exemplary Center for Reading Instruction (ECRI). An inservice program for teachers of students of all ability levels in reading and languge skills, with expectations of 95-100% mastery.

Futureprint. A reading center is used to provide individualized diagnostic and prescriptive reading instruction for junior high students.

Improving Achievement (Reading) through Use of Teachers and Teacher Aides. A personalized and concentrated reading improvement program for secondary students.

Individualized Computer Assisted Remedial Reading Program (I CARE). A computer-assisted program to provide basic reading instruction.

Learning to Read by Reading. A method of teaching reading to low achievers at upper elementary through junior college levels who have not progressed with conventional methods and materials.

Reading and Content Area Resource Center (ReCaRe). A secondary development reading program designed to "recare" about the reading and study skills of all ability students.

Reading Education Accountability Design: Secondary (READ:S).

PROJECT VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff-development project designed to help content area teachers minimize the gap between student reading abilities and the requirements of printed instructional material.

NDN FUNDED

AUDIENCE Approved for vocational students grades 11 and 12. This program has been used in other settings at the postsecondary level and in junior and senior high nonvocational programs, but no evidence of effectiveness has been submitted to or approved by the Panel.

DESCRIPTION VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities and the reading requirements of printed instructional materials and to provide teachers with methods of minimizing the effects of that gap. VRP has successfully been adopted in more than 400 secondary vocational and nonvocational schools. The goals of the project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to enrich the knowledge, attitudes and skills of content-area teachers as these relate to the use of textbooks and other reading-related activities; and to increase student learning of content.

The program consists of five components. Testing trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Readability Analysis provides teacher with the knowledge and tools to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and improve use of the printed materials to fit students' reading abilities. Fifteen Reading in the Content Area Modules provide for additional staff development in content-area reading topics including comprehension and study skills. The modules which are designed to be used in group or individual inservice, provide basic strategies and procedures in addition to those acquired in the initial training session. These strategies can be incorporated into any classroom curriculum. Vocabulary Development focuses on practical vocabulary activities that the teacher also can incorporate into the total curriculum. In addition, for vocational adopters, project-developed vocational student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Instructional Materials System involves the development of a resource system that provides teachers with ready access to a wide variety of instructional materials in their specific fields.

REQUIREMENTS A minimum of one staff person with a background in curriculum development and/or reading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if used) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting two or three days, depending upon the needs of the adopting/adapting district. Staff development time must be provided.

COSTS No new equipment or staff are required. Cost of individual Key Word Glossaries varies; entire set of 32, $104.25. Adopters of this component may purchase glossaries for each student or for classroom reference. Cost of individual Reading in the Content Area Modules varies; entire set of 15 with supplementary texts, under $400. Adopters of this component typically purchase a minimum of five modules and a maximum of one complete set. Training manual; $15 each, one per participant required. (Prices subject to change).

SERVICES Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (all expenses must be paid, including travel and trainer fee of $150 per day). Implementation and follow-up services are available to adopter (costs to be negotiated).

CONTACT Eileen Ostergaard Fehlen or Carol Burgess; The EXCHANGE; 110 Pattee Hall; University of Minnesota; Minneapolis, Minnesota 55455. (612) 376-8234.

Developmental Funding: USOE ESEA Title III JDRP No. 74-45 6/14-15/74)

Sierra Reading Lab Program. A program of developmental/corrective reading instruction in a laboratory setting.

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff development project designed to help content area teachers minimize the gap between student reading abilities and the requirements of printed instructional material.

Organizations That Produce Basic Skills Learning Materials

The following lists the names and addresses of 20 groups that publish materials related to basic skills. Also included is a sample of the products they produce. The RRS can provide you with names of additional groups. The source of this information is the *Catalog of Resource Organizations for Improving Reading, Writing, and Oral Communication Skills.*

CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139
Sample Products: *Research Within Reach: A Research-Guided Response to Concerns of Reading Educators; Composing Childhood Experience: An Approach to Writing and Learning in Elementary Grades*, a guidebook to develop students' writing skills; and *A Unit on Oral and Written Communication Skills.*

Council for Basic Education
725 Fifteenth Street, NW
Washington, DC 20005
Sample Products: A monthly pamphlet, *Basic Education*, and occasional papers and books.

Educational Products Information Exchange Institute
P.O. Box 620
Stony Brook, NY 22790
Sample Products: Selection guides and evaluation reports for instructional materials and equipment covering a wide range of subject areas.

Educational Research Council of America
Rockefeller Building
614 Superior Avenue, West
Cleveland, OH 44113
Sample Products: Curriculum materials include reading, language--mathematics, and other fields

Human Resources Research Organization (HumRRO)
300 North Washington Street
Alexandria, VA 22314
Sample Products: A brochure describing the Functional Literacy Program. Program packages are available in single student learning packages or classroom sets; each includes a manual, learning modules, and appropriate tests.

International Reading Association
800 Barksdale Road
P O. Box 8139
Newark, DE 19711
Sample Products: *Children's Writing: An Approach for the Primary Grades; Language Awareness and Reading; Disabled Readers: Insight, Assessment, Instruction; Auditory Handicaps and Reading;* and *Inchworm: Persistent Problems in Reading Education.*

Center of Adult Continuing Education
Montclair State College
Upper Montclair, NJ 07043
Sample Products: *Leisure Reading for Adults* (1976); and *Reading Skills File* (1974).

National Basic Skills Improvement Program
U.S. Department of Education
Room 1167 Donohue Building
400 Maryland Avenue, S.W.
Washington, DC 20202
Sample Product: Numerous instructional projects and practices are anticipated from this national effort.

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
Sample Products: *The Composing Processes of Twelfth Graders; Evaluating Writing: Describing, Measuring, Judging; A Laboratory Approach to Writing;* and *Writing Exercises from "Exercise Exchange."*

National Education Association
1201 16th Street, N.W.
Washington, DC 20036
Sample Products: *Reading Instruction in the Middle School--A Whole School Approach; Elements of Early Reading Instruction; Reading Instructional Approaches Strategies in Teaching Reading; Oral Language: Expression of Thought.*

National School Volunteer Program, Inc.
300 North Washington Street
Alexandria, VA 22314

Sample Products: *Helping Children Learn to Read; Teaching Beginning Reading Through Language Experience* (six filmstrips and cassettes); *A Handbook for Tutorial Programs; Academic Skill Activities;* and *Helping Children Learn--At School and At Home.*

National Writing Project
School of Education
5635 Tolman Hall
University of California
Berkeley, CA 94720

Sample Products: *Independent Study and Writing; Formative Writing: Writing to Assist Learning in All Subject Areas; Writing Class: Teacher and Students Writing Together.*

The NETWORK, Inc.
290 South Main Street
Andover, MA 01810

Sample Products: *Improving Writing Skills: A Training Package for the Coordination of Writing Programs*, a training manual designed to instruct teachers in the conduct of a workshop for the coordination of writing programs.

Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, OR 97204

Sample Products: *Adult Basic Education Handbook* provides "how to do it" on a variety of topics; *Coordinated Helps in Language Development*, a teacher's guide providing directions for conducting classroom activities to increase the abilities of young children to express themselves.

Phi Delta Kappa, Inc.
Eighth and Union, Box 789
Bloomington, IN 47402

Sample Products: *Systematic Approach to Reading Improvement*, a kit that includes a manual, parent information booklet, student worksheets, activities, and tests.

READ, Inc.
P.O. Box 994
Columbia, MD 21044

Sample Products: *Motivational Activities for Reluctant Readers*, an instructional handbook that provides suggestions on teaching reading through music, comics, and functional learning packages.

Research for Better Schools, Inc.
444 North Third Street
Philadelphia, PA 19123

Sample Products: *Individualized Learning for Adults-Communication Skills; Individual Prescribed Instruction in Reading.*

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701

Sample Products: A variety of materials emphasizing the development of oral and written communication in English and Spanish. Notable are the early childhood curricula, the *Bilingual Early Childhood Program*, and *Bilingual-Oral Language and Reading.*

Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, CA 90720

Sample Products: Supplementary materials from the Basic Skills Learning Centers Project are available, including instructional materials (learning resource kits); the means to match instructional materials with the remedial needs of pupils; resources for operating learning centers consistent with staffing patterns and administrative styles; and reporting service for parents and teachers.

Additional Resources for Improving Reading Ability

The following are three additional sources of assistance for improving the reading skills of adults:

Right to Read Effort
U.S. Office of Education/DHEW
Room 2108
400 Maryland Avenue, SW
Washington, DC 20202

- The Reading Academy Program is administered by The National Right to Read Effort. The purpose is to provide exemplary reading assistance and instruction to functionally illiterate out-of-school youths and adults. To date, 79 academies in 34 states and the District of Columbia have been funded. Locations of academies can be obtained from the national office.

Commission on Adult Basic Education of the Adult Education Association (AEA/USA)
810 18th Street, NW
Washington, DC 20006

- *Adult Literacy and Basic Education* is an official journal of the commission. AEA/USA and the Commission each has annual conferences; sessions on adult literacy are included at both conferences.

Literacy Volunteers of America, Inc. (LVA)
Room 623
Midtown Plaza
700 E. Water Street
Syracuse, NY 13210

- LVA is a nonprofit corporation that trains individuals, working through voluntary programs, to tutor adults in basic reading. There are 75 member units in 15 states. Offers technical assistance to nonmembers in training trainers and organizing tutorial programs. Adult materials available are *Tutor* and *I Speak English*, a handbook for tutors on basic reading and English as a second language and *Read*, a diagnostic instrument for measuring student progress.

Facilitating Learning Strategies

Competency 4 Outline a plan for facilitating the basic skills learning strategies of students and clients.

Counselors have many sources at their fingertips to draw upon in developing plans for facilitating learning in the basic skills. This competency should be useful in addressing one of the specific tasks cited in the introduction, that is, utilizing and working with appropriate support personnel on the teaching team.

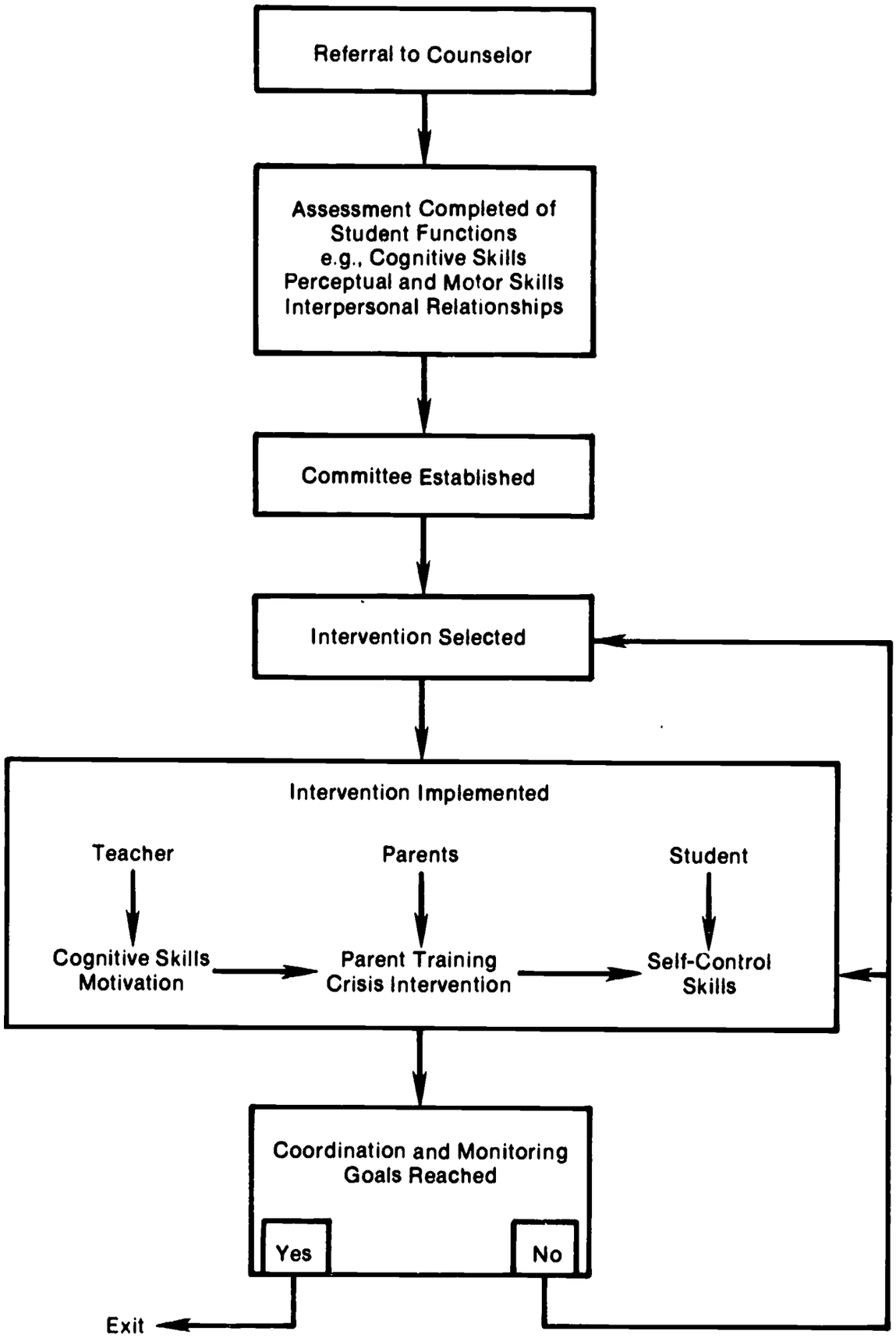
Roles as a Planner and Facilitator

The training you received for your preparation to be a counselor and your professional standing make you a logical choice for directing "interventions" with students and clients. Your role is pivotal in that it relates to everyone involved: students, clients, teachers, administrators, and parents. This is an ideal position from which to impart and receive information, assist persons in need of help, and work to prevent problems before they arise.

There is a growing trend to expand the conception of the counselor's responsibilities. This has come about, in part, due to the fact that counselors are beginning to challenge the assumption that it is the student who has the problem; therefore, the learning environment is not in need of change. Authorities supporting this view argue that if counselors are to be effective, they must assess the educational environment and determine if it is conducive to learning. Furthermore, they assert that it is the responsibility of counselors to devise ways to alleviate debilitating aspects of the environment. In addition to seeing a need for more of a focus on the learning environment, many counselors realize that individual and small group counseling are too often remedial efforts, reaching a relatively small number of students. In order to reach more students, as well as provide early assistance, counselors are more inclined to engage other school personnel and parents in their efforts to assist students. In fact, the term "learning assistance counselor" is being seen more and more in the literature.

The Interactive Model

The "interactive model" of counseling children and youth with learning disabilities is based on relationships established among the team of professionals, parents, students, and clients. The following chart--adapted from Edge, Brown, and Brown (1980)--illustrates several important interactive relationships:


Referral to Counselor
Assessment Completed of
Student Functions
e.g., Cognitive Skills
Perceptual and Motor Skills
Interpersonal Relationships
Committee Established
Intervention Selected
Intervention Implemented
Teacher
Parents
Student
Cognitive Skills
Motivation
Parent Training
Crisis Intervention
Self-Control
Skills
Coordination and Monitoring
Goals Reached
Yes
No
Exit

For a detailed discussion of the model, read the article by Edge, Brown, and Brown (1980) very closely. You will find the following items discussed in depth:

- **Intervention:** In selecting strategies, the following questions should be addressed: What is the least restrictive environment in which the student can make satisfactory progress? What specific approaches are warranted? Is any special training or specialized work warranted for the family? Through the committee arrangement, the counselor becomes an advocate for the student.

- **Implementing cognitive skills:** Intervention for improving cognitive skills will depend on the kinds of difficulties the student is experiencing. It is beneficial to involve parents wherever possible since the programs will be more effective if there is a cooperative effort.

Planning for Remediation

The following questions, adapted from Roberts (1979), will help you to conceptualize remedial activities in the basic skills areas:

- **Students**--How are students identified for remediation? What are the general and specific criteria for selection?

- **Program**--In which subjects will remediation be offered? Will materials relate to general content areas, skill deficiencies, to something else? Who will design and develop materials?

- **Process/practice**--Who will teach? How will students be grouped? How will students' progress be tracked?

- **Staff**--How closely do staff members' skills, knowledge, and attitudes relate to identified remedial needs of students? Which staff will be involved directly (teaching students in need of remediation) or indirectly (helping to design materials, or tracking and monitoring change in nonremedial classes)?

- **The system**--What support mechanisms can be mobilized (e.g., experiential learning, senior citizen involvement)? What is considered most feasible in terms of such organizational changes as "special" classes, use of basic skills labs, skills teaching in content classes, guided learning systems, and so forth?

Models for Planning Reading Remediation

Five models for remedial reading were identified in a Stanford Research Institute (SRI) study of several basic skills projects designed for adolescents. These models should be useful in your planning. You will, of course, wish to explore them in greater depth. The items below are based on the findings reported in *Better Basic Skills for Youth: Four Proposals for Federal Policy* (1977).

- **Support Teacher Model:** The student is assigned to remediation based on test performance and counselor and teacher recommendations. Instruction usually is provided by a specialist who works with several students from regular classes. Typically, the remedial work is given as a replacement for part of the student's scheduled class.

- **Remedial Class Model:** This model is a regularly scheduled class for students with identified needs. Usually students, after additional diagnoses, are placed in instructional programs providing more time and continuity than found in the support teacher model. One or more teachers with special training commonly staff remedial classes.

- **Content Area Design:** In this design, services are integrated with the regular school program. The remediation, although important, becomes primarily a means to perform content area activities in the regular classroom. Students are identified by counselor/teacher recommendations and by formal or informal testing. The skills remediated are comprehension, vocabulary, study skills, and others identified as critical to mastering a subject area. A variety of materials usually are used along with a simplified text. Students are given special help for mastering the particular course. The remedial staff usually consists of a combination of specialists and content teachers who teach in heterogeneous classes containing both remedial and nonremedial students.

- **Reading Department Model:** In this model, all students participate in a reading program

throughout the school or grade level. Students usually are homogeneously grouped by standardized test scores. Classes range from decoding skills to speed reading. In this way, all students receive some reading instruction separate from regular English classes, yet every student takes both subjects. Commercial materials or highly specialized reading lab materials are in common use in this design. The staff of a reading department is sometimes a mixture of specialists, elementary school teachers, and general academic teachers.

- **Cross-Age Tutoring:** This design was not categorized from the schools studied by the Stanford Research Institute. However, the SRI included it because of its potential. Cross-age tutoring is defined as the use of adolescents as tutors to students younger than the tutors. These tutors may or may not be remedial students themselves. The tutoring process is motivational and provides for individualization. The tutor is given the opportunity to learn to work for mastery in order to be able to teach what is learned. Both the tutor and tutee show impressive cognitive gains when both are remedial students. Teachers usually assign tutors and tutees after providing the tutors inservice training. Materials usually are devised by the teacher or tutor. Tutoring may be in place of a regular class or as an add-on. Students may first take instruction from their teachers and then go into tutoring. Some students spend a full day each week in elementary or junior high schools or in other tutoring situations. Continuity between a student's regular education and remediation is important. In theory, when cross-age tutoring is implemented, little supervision is required by the administration. Although initially the program seems complex and substantial planning time is required, it is not so complex compared to other models. According to the SRI, results of student progress in this model are few but very positive in both cognitive and noncognitive domains.

Planning for Referral Services

There are times when the clients' needs will require the attention of a person other than the counselor. In every community, a variety of public and private service organizations exist that are prepared to help individuals cope with specific problems. These services range from health needs to family conseling to legal aid. You will need to have at your fingertips information on the various agencies to whom you should refer your clients. Although communities vary, there are many nationally affiliated organizations that are found in many places.

The first thing you should do, particularly if you are new in the community, is find someone who can indicate what service organizations are available. The local chamber of commerce and "Jaycees" are a good place to start. Some communities have compiled a directory of various agencies; it would be worthwhile to inquire about this. Many cities also have established a community relations council that could be helpful. A call to City Hall will clarify whether or not your community has such a council. In one community, the League of Women Voters has compiled a directory of health, education, welfare, and recreational services. You might wish to contact a member of the league to see if a similar directory is available in your community.

The following "minidirectory" lists some of the problem areas that beset disadvantaged clients and several agencies to which you might make referrals. Obviously, there are many local agencies that are not included here. You undoubtedly will want to add to this starter list.

- **Commodity Planning**
  (Surplus food, stamps)
  Department of Family and Children's Services

- **Drugs**
  County Health Department
  County Mental Health Department

- **Emergency Help**
  The Salvation Army

- **Family Planning and Counseling**
  County Health Department
  Family Counseling Service

- **Health Services**
  County or City Hospital
  Heart Clinic, Heart Association

- **Household Management**
  County Extension Service
  Social Security Administration

- **Housing**
  City Housing Authority
- **Legal Counseling**
  Legal Aid and Defender Society
- **Services for the Aged**
  Department of Family and Children's Services
- **Visually or Physically Handicapped**
  Department of Family and Children's Services
  Vocational Rehabilitation

Learning Styles

While you need not be an expert in every aspect of the teaching/learning process, one area in which you should be able to aid teachers is in the concept of learning styles. It is strongly recommended that you study the following resources and direct them to teachers:

Claxton, C., and Ralston, Y. *Learning Styles: Their Impact on Teaching and Administration.* Washington, DC: American Association for Higher Education, 1978.

Kolb, D.A. *The Learning Style Inventory: Technical Manual.* Boston, MA: McBer and Company, 1976.

Kolb, David A. *Learning Style Inventory: Self-Scoring Test and Interpretation Booklet.* Boston, MA: McBer and Company, 1976.

The following list from Claxton and Ralston (1978, pp. 8-9) present a brief overview of learning styles.

Model	Description
Field dependent-independent	A global versus analytic way of perceiving. Entails the ability to perceive items without being influenced by the background.
Analytic-nonanalytic conceptualizing	Analytic style entails differentiating attributes or qualities. Nonanalytic style responses may be more rational or thematic.
Impulsivity-reflectiveness	Impulsivity is characterized by quick responses, reflectivity by more deliberate, slower responses. The impulsive person is quicker but makes more errors.
Risk taking-caution	Risk taking is characterized by taking risks even when the odds for success are poor. Caution is characterized by reluctance to make changes except when the probability of success is great.
Perceptive/receptive-systematic/intuitive	The inclination to assimilate data into concepts or precepts previously held (preceptivity) versus the tendency to take in data in raw form (receptivity). The inclination to develop clear sequential plans (systematic) versus the tendency to develop ideas freely from data and to skip from the part to the whole (intuitive).
Leveling-sharpening	Individual variations in assimilation in memory. The leveler tends to assimilate new stimuli into previous categories, while the sharpener tends to differentiate new information from old.

Model	Description
Cognitive complexity-simplicity	Differences in tendency to see the world in a multidimensional way. Complexity is characterized by the use of hierarchic integration, while simplicity is shown in the use of dimensions of difference.
Scanning	Entails identification of relevant versus focusing irrelevant information in attempting to solve a problem.
Constricted-flexible control	Constricted control shows more susceptibility to distraction; flexible control is characterized by resistance to interference.
Broad-narrow	Preference for broad categories containing many items, rather than for narrow categories containing few items.
Tolerance for incongruous or unrealistic experiences	Individual willingness to accept perceptions that vary from the conventional. Tolerance is characterized by a greater adaptation to unusual perceptions. Intolerance is revealed by the demand for more data before the unusual is accepted.

Other Resource Modules

The National Center for Research in Vocational Education has published a number of extremely useful modules as part of the Professional Teacher Education Module Series. Several modules focus on assisting students in improving their basic skills. While the target audience is primarily vocational education teachers, a great amount of the subject matter content is applicable to counselors as they work with teaching teams. The recommended modules are:

Module M-1 *Assist Students in Achieving Basic Reading Skills*

Module M-2 *Assist Students in Developing Technical Reading Skills*

Module M-3 *Assist Students in Improving Their Writing Skills*

Module M-4 *Assist Students in Improving Their Oral Communication Skills*

Module M-5 *Assist Students in Improving Their Math Skills*

Module M-6 *Assist Students in Improving Their Survival Skills*

Monitoring Learning Strategies

Competency 5

Designate specific approaches to use in monitoring basic skill learning strategies of students and clients.

Last, but far from least, counselors are involved in activities related to monitoring and follow-up. This competency should be useful in addressing the last specific task cited in the introduction, namely, assisting students and clients in setting goals.

Record Keeping

Counselors need to define the kinds of information necessary for serving students and clients. For instance, you will need to know what is happening to the student or client in the classroom. What experiences are they receiving? How are they responding?

Although you may find it necessary to keep a folder on each person, you also may want to design a simple form that would allow you to tell at a glance exactly "what is happening." The example on the next page illustrates what a short record form might include. Transportation information is included because you may need to make this type of arrangement for some clients. Educational experience might include notes about past education and present program placement. Observed results would include information pertaining to testing results, classroom progress, and future directions.

Monitoring Progress of Students

A major portion of your work begins when intervention strategies are implemented. Monitoring strategies to determine progress is an essential element of your role. This aspect is time consuming and entails communicating with professionals and parents about the student's progress. The following suggestions on professional counselor interactions and parent conferences, adapted from Edge, Brown, and Brown (1980), should be carefully noted.

Also, as irritating as they sometimes may be, attendance records are important. Adults, for example, might miss a class for any number of reasons; it may be unavoidable or may be because of the program. You will need to keep close tabs on who is absent--and why. An immediate follow-up is necessary. To this end, it might be helpful to design an attendance sheet that can serve a double purpose: record the absence, give the student's address, phone, and record the reason for absence. It has been suggested by some counselors, however, that record keeping for adult students be kept at a minimum. While essential information should be recorded, not all information should be recorded and not all information is necessarily useful. Record keeping should be a way of organizing information so that it is meaningful; however, it should not be busywork. The key word is "usefulness."

Name _____ Telephone _____

Address _____ Need Child Care _____

_____ Need Transportation _____

Educational Experiences:	Observed Results:
Vocational Experiences: Training: Placement:	Observed Results:
Interpersonal Experiences:	Observed Results:

Suggestions for Professional Counselor Interactions

- Observe the student's performance in the classroom; keep records of academic behavior.
- Assist the teacher in planning intervention strategies based on observed behavior.
- Provide key people with brief written reports on the student's progress.
- Conduct brief meetings on the student's progress.
- Assist with the organization of parent conferences.
- Assist professionals with the development of written reports on the student's progress.
- Provide direct consultation on physical or medical issues related to the student's progress.

You can also provide valuable assistance to other professionals who conduct parent conferences. The conference is a means through which progress is reported; meaningful data can be discussed and pertinent information conveyed. Some professionals may not be aware of techniques needed to conduct such a conference. It is your responsibility, therefore, to instruct teachers, principals, and others in conference procedures. The following suggestions should be helpful.

Suggestions for Conducting a Parent Conference

- **Organize materials in advance and assemble them for identification; materials provided should be clear.**
- **Attempt to establish rapport prior to discussing the student's problem areas; identify a neutral issue for discussion.**
- **State the purpose of the conference prior to beginning any meaningful discussion; restate the purpose at the end.**
- **Relax and take time conducting a conference; parents feel more at ease in a relaxed atmosphere.**
- **Control verbal and facial expressions of disapproval or anger; parents sense a counselor's feelings through nonverabal behavior.**
- **Explain the student's progress in clear and simple language; avoid jargon.**
- **Keep on the subject at hand; do not discuss other students.**
- **Develop at least one helping strategy; use the opportunity to provide verbal and direct support to the parents.**
- **Help parents summarize the discussion; request that they take part in the summary.**
- **Provide written follow-up; a one-page summary letter should be forwarded to the parents.**

These suggestions require that you play an active role in working with professionals, parents, and students. Students experiencing learning disabilities need a counselor/advocate to assist them with the problems they face. In this way, professionals and parents are acting as your clients. As a counselor you are no longer insular; you are integrated into the mainstream of educating all children and youth.

The following sections on an individualized education plan (IEP) for students should be helpful.

Monitoring Progress of Clients

The monitoring process of former and present clients should be conducted as a part of a comprehensive placement program. Normally it should have two objectives: to evaluate the placement and referral program and to assist in evaluating training programs and services. An essential ingredient of monitoring and follow-up involves consistent checking. All opportunities made available through the placement service should be kept current by phone or mail verification with employers.

Some points to consider when monitoring former clients are their current employment status, satisfaction with current status, utilization of formal placement services, identification of needed placement, and useful sources in gaining present position.

A Partial Individualized Education Plan

Name ..... Date .....

	Goals	Activities	Person(s) Responsible	Monitoring Area Times
Reading	To improve decoding skills	Give phonics inventory to determine mastery level	Resource Room Teacher	3 months
		Gear material at lower level. (2nd grade)		
Language	To improve skills in following simple directions	Give simple directions. Provide reinforcement if completed accurately. Gradually increase the number of tasks given.	Teacher	3 months
	To increase fund of general information	Take field trips in neighborhood/community; discuss observations.	Teacher and Parents	3 months
	To improve expressive language	Describe objects, tell stories about pictures, name pictures to improve picture vocabulary.	Resource Room Teacher	3 months

Monitoring former clients also affords an opportunity to gather data that may be beneficial to current clients. These data might include salary information for occupations, entry-level job titles and duties related to the training provided, factors contributing to successful placement (e.g., work experience, workshops for training, and so forth), satisfying and dissatisfying factors associated with career situations, and difficulties in job adjustment.

Employers should be contacted in order to expand the dimensions of your monitoring efforts. Some suggestions for employer input are as follows:

- Employee preparation for employment may be assessed by asking the employer to rate employee preparation for various aspects common to most jobs and to cite specific strengths or weaknesses in employee's training.
- Relevance of training to employment should be considered in analyzing employer feedback. Inferences might be drawn by ascertaining the following: advancement rate and level of job entry for clients compared to others; suitability to employee for position held; and feasibility of hiring similarly trained persons for the same job in the future.

Employability Development Plans

The following sections of an employability development plan (EDP) can be used in working with clients--in assisting them in setting goals, in monitoring progress, in follow-up activities. This information is from *Employability Development Plans/Developing EDPs and Counseling Participants: An Action Planning Guidebook* (1981)

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EMPLOYABILITY DEVELOPMENT PLAN (A Partial Listing)

EDUCATIONAL HISTORY

1. Highest grade completed: ☐ Less than 6th ☐ Over 6, less than 12 ☐ High school graduate ☐ Less than 2 years college ☐ 2-4 years college ☐ College graduate ☐ Post graduate ☐ Voc-tech school ☐ G.E.D. ☐ Other (specify):	2. Major or main subjects studied in highest level of school: 3. Check your educational needs: ☐ Remedial education in reading or math ☐ Basic ed comm ☐ English as a second language ☐ Other (specify):	4. Favorite school subject(s): 5. School subject(s) most disliked:	6. School subject(s) in which you did best: 7. School subject(s) in which you did least well:	8. High school(s) attended: Attended from to Diploma ☐ yes ☐ no 9. College(s) attended: Attended from to Degree(s): 10. Voc/Tech schools attended: Attended from to Graduated ☐ yes ☐ no Course studied:

WORK HISTORY – LIST MOST RECENT EMPLOYMENT FIRST – ATTACH ADDITIONAL SHEETS IF NEEDED

Employer Name and Address	Employed From:	To:	Job Held (cite special skills required):
1.			
2.			

PARTICIPANT'S INTERESTS AND JOB GOALS

26. Describe your hobbies – what do you do for enjoyment?	27. What are your main interests?	28. What type of job would you like if you could choose any one you wanted?	29. How much money would you like to earn?
30. How much money do you need at the present time?	31. What kind of training would you like to get, if any?	32. What kind of job would satisfy you now, even if it is just a starting point?	33. What kind of job would you be willing to accept for the rest of your life?

ADMINISTRATION OF TESTS

34. Tests administered: ☐ None ☐ Interest (list) ☐ Aptitude (list) ☐ Basic Skills (list) ☐ Other (specify)	35. Tests recommended: ☐ None ☐ Interest (list) ☐ Aptitude (list) ☐ Basic Skills (list) ☐ Other (specify)	36. Summary of test results and their implications:

BARRIERS TO JOB GOALS

37.
- ☐ Age – too young
- ☐ Age – too old
- ☐ Transportation
- ☐ Unfamiliar with area
- ☐ Child care needs
- ☐ Personal problems
- ☐ Health problems
- ☐ Physical handicap
- ☐ Arrests/convictions
- ☐ Alcohol addiction
- ☐ Drug addiction
- ☐ Lacking education
- ☐ Lacking marketable skills
- ☐ Lacking experience
- ☐ Skills obsolete
- ☐ None
- ☐ Others (specify):

CASE REVIEW AND RECOMMENDATIONS

38. Current labor market situation:	39. Short-range goals recommended:	40. Long-term goal recommendations:

41. Requirements to meet short-term goals:	42. Requirements to meet long-term goals:	43. Supportive service requirements:

44. Recommendations made by:
- ☐ Counselor alone
- ☐ Staff conference
  date:
- ☐ Outside consultant(s)
- ☐ Other (specify):

AGREEMENT FOR SERVICES

45. Job objective:

46. Training or education needed to reach objective: (Add information each time participant enters a component.)	47. Team members responsible for monitoring:	48. Estimated time for completion: Month / Day / Year	49. Expected outcomes:

50. Supportive services arranged for participant:	51. Outside resources for assistance: ☐ Part-time job ☐ Other (specify): ☐ Night school

MONITORING ACTIVITIES

52. Contacts or on-site visits:	Location:	Date:	Summarize results:

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53. Counseling conducted:		Date:	Summarize results:

EDP UPDATE

54. Assessment conference conducted? ☐ yes ☐ no	Date:	Attended by:

55. Assessment conference results: Does participant meet – Objective qualifications? ☐ yes ☐ no Training objective qualifications? ☐ yes ☐ no	56. Modifications to short-range goals:	57. Modifications to long-range goals:
58. Modifications to job objective:	59. Suggested next steps: (explain) ☐ Training ☐ Placement ☐ Other	60. Action taken: Date:

POST-PLACEMENT ACTIVITIES

61. Employment (Company, Address, Phone)	Date placed:

62. Staff member responsible:

63. Type of assistance provided:	Date:	Results:
64. Termination of services:	Date:	Comments:

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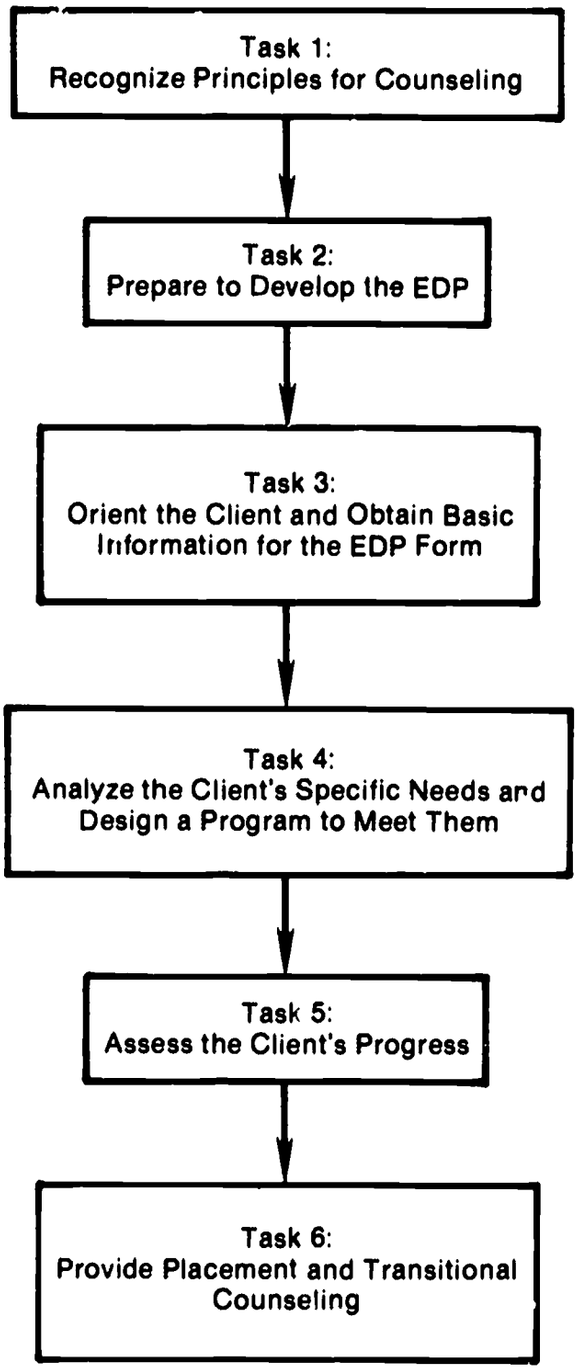
An overview of six essential tasks for developing EDPs. The following tasks comprise a model for developing EDPs to guide clients through their programs:



A number of related guidelines--adapted from *Employability Plans/Counseling Participants and Developing EDPs: An Action Planning Guidebook* (1981)--have been suggested for counselors. The following is a selection of the most significant ones.

From Task 1--

1.5 **Clarify the structure of the counseling session.** It is important to explain the purposes for the sessions and what should be accomplished. If a mutual agreement can be reached concerning the expected outcomes, there is a greater possibility of having a meaningful counseling experience. An example for clarifying the structure of counseling is as follows:

- Clarify the role of the counselor and the roles of various team members. The development of the EDP is not an activity that can be done successfully by the counselor and client alone. The ongoing EDP effort involves input from test administrators, instructors, work site supervisors, job developers, and others at appropriate times. Clients need to be reminded that all members of the team are concerned about their employability development. Also, from time to time, various team members will be called upon to provide suggestions on goals and future directions for the client and to assist in assessing progress.

From Task 2--

2.1 **Plan to use the EDP as a contract.** The process should be a progressive one whereby the clients assume more and more responsibility for their actions and employment search. At first, many clients are likely to be dependent on counselors for direction. However, as clients progress, they should become more involved in planning and decision making. The culmination of this process is that clients assume a major share of the responsibility for obtaining employment.

2.2 **Plan to provide necessary training and services.** The EDP can be effective only if the necessary training and services are available. Even the best EDP cannot guide the client toward unsubsidized employment if the necessary services are not provided.

2.3 **Plan to select training from available options.** The counselor, other staff members, and the client need to examine the available alternatives in order to make the best "match" between the client's needs and the training that will be given.

From Task 3--

3.5 **Counsel the client concerning the test results** in relationship to job goals (items 28-33), job openings, and any other information that is relevant. If available information does not support the client's job goals, determine the barriers to achieving the job goals (item 37) with the client. (**Note:** The numbers in the parentheses refer to the EDP form shown previously.)

3.6 **Determine whether training or immediate job placement is needed.** If placement is appropriate, refer the client to placement personnel. If training is required, the counselor will need time to complete the Case Review and Recommendations (items 38-44).

3.7 **Make a preliminary determination as to whether the client needs any supportive services** that may be available either within or outside the agency (items 50 and 51).

From Task 4--

4.1 **Complete the Case Review and Recommendations section of the EDP** (items 38-44).

4.2 **Meet with the client to discuss the Case Review and Recommendations.**

4.3 **Complete the Agreement for Services** (items 50-51) with the client and sign the agreement.

4.4 **Set a date for assessing the client's progress.**

From Task 5--

5.1 **Conduct site visits and counseling sessions** and maintain contact with agency personnel in order to ensure that training is proceeding effectively. If the client is experiencing difficulty, a visit from the counselor might be especially appropriate.

5.2 **Conduct an assessment conference** with the client and appropriate staff, if necessary, to review the client's progress (items 54-60).

From Task 6--

6.1 **Identify postplacement contact procedures** (items 61-62). Although the participant is placed on a job, counseling may still be necessary as the client adjusts to the work environment. Contact should be made, by telephone or in person, with both the employer and client as allowed by regulations.

6.2 **Make contact and provide assistance**, if necessary (item 63). Information from the 30-60-90 day follow-up may be useful. In addition to a telephone call or personal visit, a lunch or informal counseling session involving several clients could provide needed support.

6.3 **Terminate the EDP when it is clear that the client has adjusted to the job** (item 64). This may be after the first telephone contact or several personel visits. When making the last contact, provide the client with a phone number in case future assistance is needed. Encourage the client to retain a copy of the EDP and to continue to use the assessment techniques for self-guidance on a continuing basis.

Resource Modules for Monitoring and Follow-up

Two modules in the series Competency-Based Career Guidance Modules are particularly relevant to this competency:

CG C-10 *Conduct Placement and Referral Activities* (includes 7 competencies):

- The Need for Placement and Referral Services
- Identifying Resources
- Determining Client Needs
- Enhancing Clients' Self-Placement Strategies
- Sensing Clients' Referral Needs
- Designing the Record-Keeping System
- Monitoring Progress

CG C-11 *Facilitate Follow-through and Follow-up* (includes 8 competencies):

- Relating Follow-up to Program Evaluation
- Collecting Follow-up Information
- Developing a Plan for Conducting Follow-up Studies
- Developing Instruments for Collecting Follow-up Data
- Interpreting, Reporting, and Disseminating Follow-up Data
- Providing Follow-through Services
- Discussing Follow-through Services
- Recording and Evaluating Follow-through Data

NOTES

Learning Experience 1

Developing Guiding Principles

OVERVIEW

COMPETENCY	Identify the major guiding principles in order to establish a program for testing and assessing the basic skill needs of students and clients.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Synthesize the principles that can be used to guide your testing and assessment program.
INDIVIDUAL ACTIVITY	Write a statement of your own set of guiding principles.
INDIVIDUAL FEEDBACK	Have a small group of colleagues react to your statement.
GROUP LEARNING OBJECTIVE	Verbalize your own guiding principles.
GROUP ACTIVITY	Deliberate the importance of the principles you developed and attempt to generate a priority listing of the items that are essential for the operation of your program.

INDIVIDUAL ACTIVITY

Write a statement of your own set of guiding principles.

Review the reading for Competency 1 on page 7. This section will give you an understanding of the general principles to consider when developing your own unique and particularized principles to guide you in establishing a program for testing and assessing the basic skills needs of students and clients.

Based on your understanding of the two general criteria for assessment, the eight essential tasks and the related guidelines, Backer's basic program elements and his comprehensive planning checklist, Botterbusch's model, and Harrington's "structure," you will synthesize your own set of guiding principles in terms of your local school or agency setting.

Your delineation can be either in the form of a topical outline or a more detailed narrative--just as long as you consider the relevance of these general principles to your specific situation. Also (and perhaps most important of all), you will provide a **rationale** for your statements. The rationale should be in the form of a short narrative paragraph for each principle presented.

INDIVIDUAL FEEDBACK

Have a small group of colleagues react to your statement.

In a group of at least three of your colleagues (including other counselors in your school or agency) present your statement and underlying rationale. Have them probe your reasoning for including any particular concept or point of view. Explain and clarify your ideas, as needed.

GROUP ACTIVITY

Deliberate the importance of the principles [illegible] attempt to generate a priority [illegible] essential for the operation of your program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Setting the Scene	
1. Have participants complete the Individual Activity if they have not already done so.	Acquire a copy of Backer's booklet (Volume I) in order to use his thorough suggestions as a supplementary resource.
2. Have participants divide into small groups of three members each. In the small groups, participants will complete the Individual Feedback.	
3. Indicate to the participants that they will deliberate the guiding principles through a panel discussion.	
B. Discussing the Principles	
1. Form a panel by asking a representative from each small group to be on the panel.	
2. Have each panel member present the guiding principles.	Allow at least 10 minutes for each presentation.
3. Have discussion by the entire group	Allow at least 15 minutes.

Facilitator's Outline	Notes
C. Summarizing the Discussion	
1. Indicate that the end of the session will revert back to an individualized activity.	
2. Ask each participant to develop a prioritized listing of the principles that are essential for the operation of his or her local testing and assessment program.	Allow 5 minutes.

Learning Experience 2

Identifying Testing Instruments

OVERVIEW

COMPETENCY	Identify specific testing instruments for use in determining the basic skills of students and clients.
READING	Read Competency 2 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	Develop alternative testing instruments for consideration in your testing and assessment program.
INDIVIDUAL ACTIVITY	Examine various aspects of test selection.
INDIVIDUAL FEEDBACK	Share with a colleague the lists you developed.
GROUP LEARNING OBJECTIVE	Discuss the criteria for test selection, the strengths and weaknesses of the tests you use, and the alternative tests to examine in great depth.
GROUP ACTIVITY	Discuss various aspects of test selecting with other participants, paying particular attention to the alternative tests for use in the basic skills.

INDIVIDUAL ACTIVITY

Examine various aspects of test selection.

Review the reading for Competency 2 on page 14. This section will give you an overview of the essential criteria to consider when selecting tests and will provide you with the major sources for reviewing tests in great detail.

Develop detailed lists for the following five points: (1) the criteria that you use for selecting tests in your school or agency, (2) any additional criteria that you believe should be used, (3) the strengths of the tests that you are currently using, (4) the weaknesses that you perceive in those tests, and (5) the tests that appear in this section that you wish to examine further for your instructional program.

Remember that this is only the "tip of the iceberg." You also will need to spend several hours in a reference library examining testing resources, especially the *Mental Measurement Yearbook*(s).

INDIVIDUAL FEEDBACK

Share with a colleague the lists you developed.

Ask a colleague who is knowledgeable about this area to review the five lists that you developed. Have that person determine if you have incorporated the major basic guidelines for selecting tests and testing systems. In addition, have your colleague review your list of tests that you wish to examine in order to ascertain whether or not there are any obvious omissions.

GROUP ACTIVITY

Discuss various aspects of test selection with participants, paying particular attention to the [illegible] use in the basic skills.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Setting the Scene	
1. Have participants complete the Individual Activity if they have not already done so.	To assist in the process, acquire copies of the resources indicated in the Reading: the *Mental Measurement Yearbook(s)*, *Tests in Print*, *NCME Measurement News*, *News of Tests*, *Tests of Functional Literacy*, and Backer's manual (Volume II).
2. Have participants select a partner with whom they will share their lists.	
B. Sharing the Lists	
1. Have the first partner share his or her list and receive reactions from the second partner.	Allow 10 minutes.
2. Have the second partner share his or her list and receive reactions from the first partner.	Allow 10 minutes.
C Summarizing the Discussion	
1. Reassemble the total group.	
2 Ask for reactions from participants on the experience they just completed.	

Facilitator's Outline	Notes
3. List on a chalkboard or flipchart the names of the alternative tests the participants will be exploring in greater depth. 4. Indicate to participants that this activity was an attempt to get them thinking about alternative tests and testing systems. Remind them, if indeed they need it at this point, that there is a wealth of resources they can use to identify and select specific testing instruments.	

Learning Experience 3

Acquiring Learning Materials

OVERVIEW

COMPETENCY	Describe the major sources for acquiring learning materials for use by students and clients in the basic skills areas.
READING	Read Competency 3 on page 20.
INDIVIDUAL LEARNING OBJECTIVE	Identify and describe the major sources for use in helping students and clients develop basic skills.
INDIVIDUAL ACTIVITY	Review a number of sources and determine which appears to be most relevant to your instructional program objectives in the basic skills.
INDIVIDUAL FEEDBACK	Review each source and assess it according to a checklist.
GROUP LEARNING OBJECTIVE	Identify additional sources of basic skills learning materials that you can use in your instructional program.
GROUP ACTIVITY	Develop an expanded list of sources for learning materials in the basic skills that you can use with students and clients.

INDIVIDUAL ACTIVITY

Review a number of sources and determine which appear to be most relevant to your instructional program objectives in the basic skills.

Review the reading for Competency 3 on page 20. This section will give you an overview of some of the major sources to which you can turn.

Next, list every source you believe will help you in your role as a "learning assistance" counselor. In addition, begin to contact, by mail and telephone, the sources that were listed in the reading. Lastly, check further into such suplementary resources as the *Catalog of Resource Organizations for Improving Reading, Writing, and Oral Communication Skills*, IN 217, the 1980 publication of the National Center for Research in Vocational Education.

INDIVIDUAL FEEDBACK

Review each source and assess it according to a checklist.

Complete the following form to assess each source you listed in the Individual Activity.

Source Assessment Form

Indicate the degree to which each source appears relevant to your instructional program needs:

	Very relevant--definitely will explore it further	**Somewhat relevant**--will explore further as time permits	**Does not seem relevant**
ERIC Resources			
RIE abstracts	_____	_____	_____
CIJE abstracts	_____	_____	_____
Microfiche	_____	_____	_____
Information analysis products	_____	_____	_____
Computer searches	_____	_____	_____
Paper copy reproductions of documents	_____	_____	_____
Paper copy reproductions of articles	_____	_____	_____
ERIC Clearinghouses			
Adult, Career, and Vocational Education	_____	_____	_____
Counseling and Personnel Services	_____	_____	_____
Handicapped and Gifted Children	_____	_____	_____
Reading and Communication Skills	_____	_____	_____
Science, Mathematics, and Environmental Education	_____	_____	_____
Tests, Measurement, and Evaluation	_____	_____	_____
Resource and Referral Service			
List particular "minilists" that seem most pertinent	_____	_____	_____

	Very relevant--definitely will explore it further	**Somewhat relevant**--will explore further as time permits	**Does not seem relevant**
Educational Programs That Work			
List particular projects that seem most pertinent:	_____	_____	_____
Selected Agencies and Organizations			
CEMREL, Inc.	_____	_____	_____
Council for Basic Education	_____	_____	_____
Educational Products Informational Exchange Institute	_____	_____	_____
Educational Research Council of America	_____	_____	_____
HumRRO	_____	_____	_____
International Reading Association	_____	_____	_____
Center of Adult Continuing Education	_____	_____	_____
National Basic Skills Improvement Program	_____	_____	_____
National Council of Teachers of English	_____	_____	_____
National Education Association	_____	_____	_____
National School Volunteer Program, Inc.	_____	_____	_____
National Writing Project	_____	_____	_____
The NETWORK, Inc.	_____	_____	_____
Northwest Regional Educational Laboratory	_____	_____	_____
Phi Delta Kappa, Inc.	_____	_____	_____
READ, Inc.	_____	_____	_____
Research for Better Schools, Inc.	_____	_____	_____
Southwest Educational Development Laboratory	_____	_____	_____
Southwest Regional Laboratory	_____	_____	_____

List particular products that seem most pertinent:

Additional Adult Reading Efforts

Right to Read Effort	_____	_____	_____
Commission on Adult Basic Education of the Adult Education Association	_____	_____	_____
Literacy Volunteers of America, Inc.	_____	_____	_____

Additional Sources Identified:

GROUP ACTIVITY

Develop an expanded list of sources for learning materials in the basic skills that you can use with students and clients.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introducing the Activity	
1. Inform participants that they will be working in groups of three to five people to develop an expanded list of sources for basic skills learning materials.	
2. Have participants review the reading for Competency 3 if they have not already done so.	

Facilitator's Outline	Notes
B. Brainstorming Additional Sources 1. Provide the supplementary source book indicated in the reading (*Catalog of Resource Organizations for Improving Reading, Writing, and Oral Communication Skills*) to use in developing this activity. 2. Have small groups brainstorm the names of individuals, materials, and additional sources that could help them deliver basic skills to their students and clients. C. Summarizing the Activity 1. Ask each group to summarize the information gathered through discussion. 2. Have participants use suggestions given by each group to develop an extended, comprehensive list of sources available to them.	Acquire multiple copies of the *Catalog of Resource Organizations*... (IN 217) published by the National Center for Research in Vocational Education.

Learning Experience 4

Facilitating Learning Strategies

OVERVIEW

COMPETENCY	[redacted]
READING	[redacted]
INDIVIDUAL LEARNING OBJECTIVE	[redacted]
INDIVIDUAL ACTIVITY	[redacted] clients.
INDIVIDUAL FEEDBACK	Have a colleague review your outline and rationale.
GROUP LEARNING OBJECTIVE	Present a persuasive argument for your plan.
GROUP ACTIVITY	Working in small groups, share your plan with "significant others" and "fine tune" it as needed.

INDIVIDUAL ACTIVITY

Draft an outline--and an underlying rationale--for a plan to facilitate the basic skills learning strategies of the students and clients.

Review the reading for Competency 4 on page 30. This section will give you general background information to consider when developing your plan that will enable you to fulfill your role as a "learning assistance" counselor. You will be able to draw upon your understanding of the "interactive model" of counseling, several important "questions to ask," five models for planning remediation in reading, ideas for referral services, and a relatively new and important concept, that of "learning styles."

Based on your understanding of your role as a planner and facilitator, draft a detailed outline of the strategies you will utilize in order to implement your role. In this case, a detailed topical outline will suffice. However, as in Competency 1, it is essential that you provide a **rationale** for inclusion of any particular phase of your plan. The underlying rationale here should be in the form of a short narrative paragraph for each item in your outline.

INDIVIDUAL FEEDBACK

Have a colleague review your outline and rationale.

After you have completed your outline and supportive rationale, ask a colleague who is knowledgeable about this area--preferably an expert in curriculum and instruction--to review both items and suggest possible additions or deletions. Revise the outline as needed.

GROUP ACTIVITY

Working in small groups, share your plan with "significant others" and "fine tune" it as needed.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Introducing the Activity 1. Explain that this activity is designed to help participants develop their plan further by sharing it with others and thereby sharpening or "fine tuning" it. 2. Inform participants that this activity requires them to role play in small groups. B. Implementing the Process 1 Ask participants to break into groups of four. 2. Assign each group member a role--for example, "learning assistance" counselor who will present a plan to the "significant others," and the "significant others," including the counselor's immediate supervisor, a classroom teacher or vocational instructor in the basic skills, and the school principal or, as the case may be, the agency director.	

Facilitator's Outline	Notes
3. Ask participants to role play the situation. The counselor should be as persuasive as possible. The counselor will explain the plan and its underlying rationale. The "significant others" will ask for points of clarification and explanation. They claim that the counselor is an "idealist,' fresh out of college and still wet behind the ears. The counselor will defend the plan and sharpen it, as needed. 4. Reassemble as a total group and ask the "significant others" to evaluate the plans and supportive rationale.	

Learning Experience 5

Monitoring Learning Strategies

OVERVIEW

COMPETENCY	Designate specific approaches to use in monitoring basic skills learning strategies of students and clients.
READING	Read Competency 5 on page 56.
INDIVIDUAL LEARNING OBJECTIVE	Specify the major approaches to monitoring the growth and development of your students and clients in the basic skills areas.
INDIVIDUAL ACTIVITY	Develop a detailed list of approaches for use in monitoring basic skills learning.
INDIVIDUAL FEEDBACK	Ask measurement and evaluation specialists to review and critique your list of monitoring approaches.
GROUP LEARNING OBJECTIVE	Develop a comprehensive list of monitoring techniques that can be implemented in your school or agency.
GROUP ACTIVITY	Discuss the apparent value of each approach and develop a comprehensive listing of the monitoring techniques.

INDIVIDUAL ACTIVITY

Develop a detailed list of approaches for use in monitoring basic skills learning.

Review the reading for Competency 5 on page 36. This section will provide you with an overview of the importance of record keeping, a general indication of approaches to monitoring the progress of both students and clients, an awareness of a model employability development plan (EDP), and several guidelines that are essential to implementing the EDP.

Prepare a detailed list of the specific approaches that are necessary for monitoring the growth and development of your students and clients in the basic skills areas.

INDIVIDUAL FEEDBACK

Ask measurement and evaluation specialists to review and critique your list of monitoring approaches.

Identify two measurement and evaluation specialists in your community whom you can approach for reactions and comments. These persons may be from your own school or agency, faculty members from a local college or university, or testing specialists in Employment Service offices.

Contact these specialists and establish a meeting date, time, and place. During the meeting, ask them to review your list of approaches and to recommend additional techniques.

Discuss each item on your list in order to ascertain their views on the feasibility of implementing each approach and to determine the accuracy and comprehensiveness of your statements. Revise your list of approaches based upon this external input.

GROUP ACTIVITY

Discuss the apparent value of each approach and develop a comprehensive listing of the monitoring techniques.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A Introducing the Activity 1 Indicate to the participants that they will be working in groups of four to six persons in order to develop a comprehensive listing of the approaches to monitoring the basic skills acquired by the students and clients. 2. Have the participants review the reading for Competency 5 on page 36 if they have not already done so or summarize the information in a lecture format. B Exchanging Ideas 1 Have the participants exchange and read each other's lists of approaches.	

Facilitator's Outline	Notes
2. Ask participants to discuss and brainstorm the specific approaches and to note any techniques that may be omitted from their lists. 3. Ask the group to reach a consensus on placing the items on the list in order or priority. C. Comparing Lists 1. Reassemble the total group. 2. Have the groups exchange the lists they have developed and then explore each other's lists for additional suggestions.	Allow 15 minutes.

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3. Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10. JTPA.
11 Veterans.
12 Church
13. Corrections.
14. Youth Services.
15. Business/Industry Management.
16. Business/Industry Labor.
17. Parent Group.
18. Municipal Office
19. Service Organization.
20. State Government.
21. Other.

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic). None	Slight	Some	[illegible]	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic). Not Taught	Little	Some	Good	Outstanding
1. Identifying the major guiding principles in order to establish a program for testing and assessing the basic skill needs of students and clients.	0	1	2	3	4	0	1	2	3	4
2. Identifying specific testing instruments for use in determining the basic skills of students and clients.	0	1	2	3	4	0	1	2	3	4
3. Describing the major sources for acquiring learning materials for use by students and clients in the basic skills area.	0	1	2	3	4	0	1	2	3	4
4. Outlining a plan for facilitating the basic skill learning strategies of students and clients.	0	1	2	3	4	0	1	2	3	4
5. Designating specific approaches to use in monitoring basic skill learning strategies of students and clients.	0	1	2	3	4	0	1	2	3	4

Overall Assessment on Topic of Basic Skills

Comments:

_____

_____

_____

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2 *Materials:* (Compare to those suggested in Facilitator's Outline)

3 *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected

Outstanding: If more than 75% of learners mastered the content as expected

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Provide for the Basic Skills*

Module Number: CG C-9

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1:	
Deliberate the guiding principles developed by the group members and generate a priority listing of the items considered essential for the operation of a program for testing and assessing the basic skills needs of students and clients.	1. Did each participant develop a listing by priority order of the principles that are essential for the operation of his or her local testing and assessment program?
Group Activity Number 2:	
Discuss various aspects associated with identifying specific testing instruments for use in determining the basic skills of students and clients.	1. Did the participants develop lists of criteria for test selection, strengths and weaknesses of tests currently used, and possible alternative tests of the basic skills?
Group Activity Number 3:	
Develop an expanded list of sources for learning materials in the basic skills that can be used with students and clients.	1. Did participants develop an extended, comprehensive list of sources available to them?
Group Activity Number 4	
Share plans with other participants for further development and refinement.	1. Did the group role play the activity according to the Facilitator's Outline? 2. Did the "significant others" inspire the "learning assistance" counselor to defend and "sharpen" his or her plan as needed?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 5: Develop a comprehensive listing of the approaches to monitoring the basic skills acquired by the students and clients.	1. Did the group discuss the lists of approaches? 2. Did the group reach unanimity with regard to the order of priority of the items on the lists? 3. When the groups compared lists, did they explore each other's lists for additional suggestions?

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A Summary Report of the Vice President's Task Force on Youth Employment. Washington, DC: U.S. Government Printing Office, 1980.

Testing in Employment and Training Programs: An Action Planning Guidebook. R&D Series No. 220. Columbus, The National Center for Research in Vocational Education. The Ohio State University, 1983.

Walz, Garry R., and Leu, Jane. *Futuristic Images of Guidance and Student Services.* Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, The University of Michigan, 1979

ADDITIONAL RESOURCES

Anderson, Beverly L.; Stiggins, Richard J.; and Hiscox, Suzanne B. Guidelines for Selecting Basic Skills and Life Skills Tests. Portland, OR: Northwest Regional Education Laboratory, 1980.

Before selecting an achievement test, it is essential to determine its purpose. There are eight purposes, relating to three educational decision-making contexts: (1) instructional/managerial (diagnosis, course placement, career guidance), (2) screening (selection and certification), and (3) programmatic (survey assessment, formative evaluation, summative evaluation). Test publishers and developers should report score consistency (reliability), validity, and logistics of administration. High reliability coefficients (.90-.99) are needed for screening; placement and guidance require a .80-.99 range; a lower range .70-.99 is acceptable for diagnosis and programmatic decisions.

Teachers can determine validity by linking test content with their own predetermined instructional objectives, or with other tests and course grades. Publisher-reported validity clusters around 90. Teachers and subject experts are the best validity judges of instructional and screening tests; administrators and teachers should judge validity for programmatic decisions. Scores can be referenced to a norm group or to instructional objectives. Logistics include thoroughness of instructions for administration, security, scoring, and costs. A list is appended of 102 currently available tests, including achievement batteries, and tests of reading, mathematics, life skills, and language arts. A publishers' directory and bibliography of tests review sources also are appended.

Backer, Thomas E. *Client Assessment: A Manual for Employment and Training Agencies. Volume I: Introduction to Assessment Program Development.* Princeton, NJ: ERIC Clearinghouse on Tests, Measurement, and Evaluation, 1979.

To comply with the Comprehensive Employment and Training Act (CETA) and with explicit federal guidelines for equal employment opportunity, local employment and training agencies funded by CETA need to develop client assessment programs. This volume and its companion are designed for this purpose. Five original program descriptions, and findings from large-scale surveys by Mark Battle Associates and A.L. Nellum and Associates are discussesd to identify current practices, problems, and possible solutions. Both surveys indicated that the General Aptitude Test Battery was the most widely used instrument. A major problem is the lack of validated instruments for the typically disadvantaged client; the GATB is no exception. To anticipate problems or evaluate existing programs, a conceptual module of assessment and checklist for planning in-house or subcontracted programs are presented. (The appendix describes relevant reference works and information systems.)

Backer, Thomas E. *Client Assessment: A Manual for Employment and Training Agencies. Volume 2: Assessment Techniques.* Princeton, NJ: ERIC Clearinghouse on Tets, Measurement, and Evaluation, 1979.

Several standard measures of aptitude, interest, attitude, and personality are briefly described, including the General Aptitude Test Battery, the Clerical Skills Tests, other tests sponsored by the United States Employment Service; and the Strong Campbell Interest Inventory. This volume also reviews special assessment techniques for the severely disadvantaged, including 19 paper and pencil measures, 13 work sample systems, and 2 pretesting orientation exercises. Each review outlines format, purpose, development, intended audience, norms, validity, reliability, application to an employment and training setting, and availability. Some tests, like the Nonreading Aptitude Test Battery and the Basic Occupational Literacy Test, have been extensively formed and validated with disadvantaged populations; others have not involved this group at all. (The appendix describes relevant referenced works and information services.)

Benjamin, Libby, and Walz, Garry. *Counseling Exceptional People*. Ann Arbor: ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan, 1980.

This guide offers counselors and special education and classroom teachers assistance in counseling handicapped children. Major articles focus on counseling children who are mentally retarded; emotionally, visually, and hearing impaired; learning disabled; and gifted. Additional information is provided on (1) sexual fulfillment for the handicapped; (2) prescriptive interventions for exceptional children; and (3) a model of consultation for exceptional children and youth.

Educational Programs That Work: A Resource of Exemplary Educational Programs Approved by the Joint Dissemination Review Panel, Department of Education, Tenth Edition. San Francisco: Far West Laboratory for Educational Research and Development, 1984.

This document, the annual National Diffusion Network (NDN) catalog of exemplary educational programs, contains current descriptions of all the programs described in previous editions together with descriptions of new programs approved for national dissemination since publication of the last edition. The term "exemplary" is conferred only after a project has been reviewed by the Department of Education's Joint Dissemination Review Panel. This panel examines the evidence for cognitive and effective gains presented by each project. Positive endorsement of a project's claims of effectiveness by a majority of the attending panel members constitutes approval, and a date of validation is assigned. A list of NDN facilitators is included. Facilitators can provide the link between NDN Developer/Demonstrator Projects, can help educators identify suitable NDN programs, and can assist with adoptions, training, and operation. Approximately 120 of the projects described in this catalog are developer/demonstrators. The type of dissemination funding that a project receives is identified in the description of the project. Indexes identify the exemplary programs by the state in which they are located, by sectional cross-references, by ERIC descriptors, and alphabetically by project name.

Feaster, Thelma, Marshall, Bonnie Crawford, and Halasz, Ida. *Catalog of Resource Organizations for Improving Reading, Writing, and Oral Communication Skills*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1980. (IN 217)

This catalog provides educators with information on the resources available to assist them with developing curriculum materials and improving classroom practices in oral and written communication. Includes abstracts of 38 organizations that can provide publication services and/or technical assistance in this area.

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KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms Grace Baringer
Past President
National Parent-Teacher Association

Dr Frank Bowe
Former Executive Director

Ms Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr Robert L Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr Walter Davis
Director of Education
AFL-CIO

Dr Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr Oscar Gjernes
Administrator (Retired)
U S Department of Labor
Division of Employment and Training

Dr Robert W Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs Madeleine Hemmings
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Dr Edwin Herr
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Dr Elaine House
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Dr David Lacey
Vice President
Personnel Planning and Business Integration
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Dr Howard A Matthews
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Dr Lee McMurrin
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Ms Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr Joseph D Mills
State Director of Vocational Education
Florida Department of Education

Dr Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs Dorothy Shields
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American Federation of Labor/ Congress of Industrial Organizations

Dr Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P Wylie
Congressman/Ohio
U S Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation Based Decisions

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