BEST PRACTICES IN TESTING AND ASSESSMENT

CLEO RISSER, MA, CRC, CDMS

VOCATIONAL REHABILITATION COUNSELOR

CASEY KILDUFF, MPA, CDMS, IPEC

VOCATIONAL CONSULTANT & TEST ADMINISTRATOR

ELIZABETH BOLAND, PH.D., CRC

PROFESSOR & RC PROGRAM DIRECTOR

BEST PRACTICES IN TESTING AND ASSESSMENT

- L&I trialed a testing pilot program, which has since disbanded and no official changes have been implemented, yet best practices are still important to our industry. Some identified concerns regarding the use and application of testing:

  - Reports that do not include a summary or analysis of the information

  - Submission of raw testing data

  - Lack of specific referral questions from Vocational Rehabilitation Counselors

  - Testing being administered when a client is returning to work or able to work

APTITUDE VERSUS ACHIEVEMENT

- Aptitude
  - That combination of characteristics, both native and acquired, which indicates the capacity of a person to develop proficiency in some skill or subject matter after relevant training

- Achievement
  - The amount of knowledge and/or skills a person has acquired, usually as a result of classroom instruction

COMMON APTITUDE TESTS

- Apticom/CareerScope: http://vri.org/products/careerscope-v10

- Differential Aptitude Tests (DAT): http://www.pearsonclinical.com/talent/products/100000364/differential-aptitude-tests-for-personnel-and-career-assessment-dat-dat.html

- Bennett Mechanical Comprehension Test - II: http://www.pearsonclinical.com/content/ani/clinicalassessments/us/en/talent/products/100001282/bennett-mechanical-comprehension-testsupsup--ii.html

- Minnesota Clerical Test: http://www.pearsonclinical.com/talent/products/100000366/minnesota-clerical-test.html?Pid=015-4182-923&Mode=summary

COMMON ACHIEVEMENT TESTS

- Wide Range Achievement Test-4th edition (WRAT-4):
  http://www.wpspublish.com/store/p/3098/wide-range-achievement-test-4-wrat4 or
  http://www.pearsonclinical.com/education/products/100001722/wide-range-achievement-test-4--wrat4.html

- Basic Achievement Skills Inventory (BASI):
  http://www.pearsonclinical.com/education/products/100000666/basic-achievement-skills-inventory-basi.html

- Wechsler Individual Achievement Test – 3rd edition (WIAT-3):
  http://www.pearsonclinical.com/psychology/products/100000463/wechsler-individual-achievement-testthird-edition-wiatiii-wiat-iii.html

BEST PRACTICES IN TESTING AND ASSESSMENT **ACCOMMODATIONS**

- General Accommodation Principles - Accommodations are generally grouped into the following categories:

  - Presentation (e.g., repeat directions, read aloud, large print, Braille)

  - Equipment and material (e.g., calculator, amplification equipment, manipulatives)

  - Response (e.g., mark answers in book, scribe records response, point)

  - Setting (e.g., study carrel, student's home, separate room)

  - Timing/Scheduling (e.g., extended time, frequent breaks)

BEST PRACTICES IN TESTING AND ASSESSMENT **ACCOMMODATIONS**

- Test Modification/Accommodation Implications
  - When modifying a test, you risk compromising norms and validity of the test.
  - Public acknowledgement of change should be carried over to reporting functions.
  - Most tests are speed (designed so most will not complete the test) or power (no time restriction and assumed person will answer all the items)
  - Lengthening of the time limits is very common modification
  - Changes in test administration procedures or in the test per se should be an organizational policy that is decided on and agreed to prior to the actual changes

BEST PRACTICES IN TESTING AND ASSESSMENT
REFERRALS FOR TESTING

- As the Vocational Rehabilitation Counselor, evaluate the data you already have before sending a referral for/administering testing

    - What questions do you need answered on each case to move forward?

    - Develop referral questions based on what you know you need from the testing

- Examples of when a client's recent achievement (school) might eliminate the need to assess aptitudes

    - Aptitudes and achievements are not the same thing, but when might the latter preclude the former? When might it not?

- When might you NOT want to do testing?

BEST PRACTICES IN TESTING AND ASSESSMENT **REFERRAL QUESTIONS**

- Writing Referral Questions

  - Frame your questions in a way that the consultant/evaluator can answer them.

  - When thinking about the client, consider both limitations and assets.

  - Align your questions with the kind of information that the evaluation can produce.

BEST PRACTICES IN TESTING AND ASSESSMENT **REFERRAL QUESTIONS**

- Making Referrals
  - What questions do you have on the case?
  - What role will the assessment information play in your counseling and case management (i.e., how does the information enhance your role and function)?
  - What effect will participating in the assessment have on your client?
- Never make a referral without communicating questions for the evaluator in advance
  - Test and evaluation tools can be used for a multitude of purposes – you want to obtain the most useful information possible for your work with a specific individual.
  - You want to provide direction for the evaluator that will assist you in your counseling/case management.

BEST PRACTICES IN TESTING AND ASSESSMENT
<u>INTAKE INTERVIEW</u>

- For both the Vocational Rehabilitation Counselor and the Testing Administrator

- The assessment starts during the intake interview

- 4 basic stages:
  - Rapport building: put client at ease, set limits, empathize, and use active listening
  - Technique: productive and broad questions
  - Observation: appearance, psychomotor functions, speech, thinking, affect, orientation, and memory
  - Analysis: note clues; verify the injury; assess symptoms, severity, course
- After intake, decide on areas for further assessment if needed

BEST PRACTICES IN TESTING AND ASSESSMENT
ETHICS – CDMS CODE OF PROFESSIONAL CONDUCT

- RPC 1.01 – Representation of Practice
    Certificants shall practice only within the boundaries of their competence, based on their education, training, appropriate professional experience, and other professional credentials and/or licenses. They shall not misrepresent their role or competence. They shall not attribute the possession of the certification to a depth of knowledge, skills, and professional capabilities greater than those demonstrated by achievement of certification.

- RPC 1.09 – Reports
    Certificants shall be accurate, honest, unbiased, and timely in reporting the results of their professional activities to appropriate third parties.

BEST PRACTICES IN TESTING AND ASSESSMENT
ETHICS – CDMS CODE OF PROFESSIONAL CONDUCT

- RPC 1.10 – Records

  - c. Confidentiality: Certificants shall maintain any and all client medical records and/or documents, whether written or recorded using electronic technology or audio/video devices, using administrative, physical and technical safeguards to assure the confidentiality , integrity and availability of protected health and personal identification information.

  - d. Security: Certificants will use comprehensive and effective security to safeguard confidential information as required by applicable laws and/or regulations.

BEST PRACTICES IN TESTING AND ASSESSMENT
ETHICS – ABVE CODE OF ETHICS

- Canon 2 RESPECT FOR REFERRAL SOURCES, PARTIES, EVALUEES

  Vocational Experts shall respect the integrity of people with whom they work; namely, individuals or organizations designated as Referral Sources. The primary obligation of a Vocational Expert is to provide a fair and honest assessment of an individual's vocational capacity.

- Canon 5 CONFIDENTIALITY

  Vocational Experts shall maintain the confidentiality of information obtained from Referral Sources, understanding that much of the information received may be discoverable through the normal legal process. The confidentiality issue should be discussed with the individual being evaluated upon initial meeting.

BEST PRACTICES IN TESTING AND ASSESSMENT
ETHICS – ABVE CODE OF ETHICS

- Cannon 6 ASSESSMENT

  Vocational Experts shall ensure that the selection, administration and interpretation of assessment measures is done in accordance with the standardization attributed to each test instrument.

- Canon 8 COMPETENCE

  Vocational Experts shall establish and maintain their professional competencies so that the evaluees receive the benefit of the highest quality of services that the Vocational Expert is capable of offering.

BEST PRACTICES IN TESTING AND ASSESSMENT
ETHICS – CRCC CODE OF PROFESSIONAL ETHICS
SECTION G: ASSESSMENT AND EVALUATION

- G.1. INFORMED CONSENT

- G.2. RELEASE OF ASSESSMENT OR EVALUATION INFORMATION

- G.4. COMPETENCE TO USE AND INTERPRET TESTS/INSTRUMENTS

- G.5. TEST/INSTRUMENT SELECTION

- G.6. TEST/INSTRUMENT ADMINISTRATION CONDITIONS

- G.7. TEST/INSTRUMENT SCORING AND INTERPRETATION

- G.8. TEST/INSTRUMENT SECURITY

- G.9. OBSOLETE TESTS/INSTRUMENTS AND OUTDATED RESULTS

BEST PRACTICES IN TESTING AND ASSESSMENT **FOR VOCATIONAL EVALUATORS**

- Know your tool – the Vocational Rehabilitation Counselor is asking for your expert opinion
  - Required credentials
  - Know ethical considerations
  - Follow administration requirements
- Do not submit raw data
  - Proprietary information
  - Means nothing to the recipient without analysis
- Create a clear and concise report
  - What needs to be there/what does not
  - Make analysis clear and comprehensible, particularly to your client

BEST PRACTICES IN TESTING AND ASSESSMENT
<u>**REFERRALS FOR TESTING**</u>

- Always make a referral for testing on a case by case basis; not all clients will need vocational testing.

- Create specific referral questions for each client.

- Explain vocational testing to your client when you refer them; explain how it can help them and that the results will not preclude them from benefits.

- As the VRC, it is your job to assess ability to benefit; do not ask a Vocational Evaluator to give an opinion on whether a client is able to benefit.

CONTACT INFORMATION

- Cleo Risser, MA, CRC, CDMS
    Vocational Rehabilitation Counselor/Partner, Ability Vocational Consulting
    cleo@avc.vocmail.com; 360-339-6672

- Casey Kilduff, MPA, CDMS, IPEC
    Vocational Consultant/Test Administrator, Strategic Consulting Services and Great
        Northern Consulting
    ckilduff@scsvoc.com; 360-339-5919

- Elizabeth Boland, Ph.D., CRC
    Professor and RC Program Director, Western Washington University
    elizabeth.boland@wwu.edu; 425-405-1645