

Vocational Assessment for Youth

VR Transition Services

Our approach;

- **Introduction:** A very gentle delivery. Describe Assessments simply as measures and a collecting of information that is unique to the individual. Most assessments are not tests. There is no pass or fail. Scores are not grades and they do not mean the same thing. Interest Inventories and other self-reporting questionnaires can be set up for the student to do independently or can be supported by direct assistance.
- **Prior Assessments:** Students have often already done an Interest Inventory at school. Find out if the school staff has any information about what might be available. Students may not recall what was done or when. Obtain a copy. Ask the student about this experience and if they found it comfortable or useful. Review it together. Suggest doing another if it is old or if the student feels it is no longer accurate or relevant.
- **Interest Inventory:** A “getting to know you” activity. Highlights personal preferences. This is useful when first developing a relationship with the student, when they are engaged and appear comfortable with exploring new ideas about work/careers. Online questionnaires are available. They are quick and provide immediate results that can be printed, saved. There are also paper Interest Inventories available. Before choosing, consider technology skills, comfort, reading level. Interest Inventories are also easy to administer by Interview Style. This may be more comfortable for some students. **My Next Move/ONET Online. CDM Career Decision Making Level I**, packet.
- **Career Exploration:** Researching the interests highlighted in the inventory and/or those that the student expresses as a preference. Online, videos, Job Descriptions. Look to short videos presenting real people talking about their jobs and careers and touring work settings. **Virtual Job Shadow.** See **ONET Online** for detailed descriptions of jobs, job market. The ONET data-based information is very valuable, however may be too dense for youth. Approach slowly and in small bites.
- **Transferrable Skills:** A “getting to know you more” activity. Most suitable for youth with prior real work experience. What types of jobs has the student done before? Paid or non-paid. Look for any experiences that might show work skills. This could be membership or leadership experiences, sports, volunteering. The **Transferrable Skills Scale**, Online or on paper, is a self-reporting questionnaire that might help bring perceived skills/strengths into the context of work. Very helpful for resume development. Youth have limited work histories and may find it difficult to identify things that would be good to have on a resume.
- **Aptitudes:** This is where assessment does mean something closer to the same as a test. These are measures of actual strengths and weaknesses as they pertain to specific work skills. Aptitude assessments may still have their place with youth. You will have to approach these carefully. Use them when the student has the reading, math, and critical thinking abilities needed to complete the assessment independently and they are open to exploring skills and abilities as a way to match themselves to specific occupations. Must be completed independently. Usually timed. Choose tool carefully. Aptitude assessments may be intimidating for some youth. Try **CareerScope**.

