

HUD EMPLOYMENT LECTURE SERIES
Lecture #1 Pamphlet
INTEGRATING VOCATIONAL ASSESSMENT IN
CLIENT SERVICE PLANNING

Introduction	2	Conclusion.....	8
Intended Audience	2	APPENDIX.....	10
Target Population	2	Checklist	10
Getting Started with Vocational Assessment	2	Example of an Initial Vocational Assessment Tool	11
Role of Case Managers in Helping Persons Who Are Homeless Get Jobs.....	2	Resources and Websites.....	14
Factors to Consider in Vocational Assessment	3		
Relevance of Vocational Assessment Techniques for Persons Who Are Homeless	4		
Types of Vocational Assessments that Can Be Used with Persons Who Are Homeless.....	4		
One-on-one Conversational Assessments	4		
Situational Assessments	5		
Rapid Access to Work Experience.....	5		
Multiple Assessment Approach.....	5		
Career Mapping	6		
Vocational Rating Scales	7		
Assessing the Impact of Work on Benefits	7		
Integrating Cultural Competence into Vocational Assessments	8		

INTRODUCTION

This pamphlet and the accompanying audio lecture provide information to the homeless services field on integrating vocational assessments as a key component of the services provided to people who are homeless. Vocational assessment is an integral and ongoing tool in the process of preparing clients for a job and overcoming the various barriers and issues that have prevented the individual from previously obtaining and/or retaining employment. This assessment provides important information for the client, the case manager, and employment specialist as they work together to find jobs that clients want and need. Yet, the complexities of homelessness also mean that traditional assessment methods may not always be effective. The material contained in this lecture and pamphlet is intended to provide practitioners and planners with an orientation to both traditional vocational assessment methods and methods targeted specifically to meet the needs of those who are homeless.

HUD recognizes that the road from homelessness to a home or apartment of one's own in the community often requires developing a greater measure of economic self-sufficiency. Work is the best way to become more economically self-sufficient. Therefore, homeless services providers should consider the importance of employment services in the array of programs that people are offered. We hope that this lecture and pamphlet and the other materials available on employment planning and implementation will be valuable to agencies seeking to end homelessness through the powerful combination of housing, treatment, and employment services.

We acknowledge the agencies identified in this pamphlet that provided useful information about vocational assessment tools and techniques that are currently being applied in the field, and we appreciate their willingness to share these materials.

Intended Audience

This material is intended for case managers working in homeless and community rehabilitation programs. This pamphlet can help case

managers understand the role they play in facilitating vocational assessments with homeless people and providing support to program participants to prepare for, choose, obtain, and maintain employment.

Target Population

Information contained in this pamphlet and the audio lecture address vocational assessment for homeless people living with disabilities, including individuals and families. The material also emphasizes how people who are homeless have an array of complex and often co-occurring disabilities. The transition from a homeless lifestyle can affect how they process information, trust others with personal information, and make decisions.

People who have been homeless may lack current information about jobs available in the local area and the necessary skills and educational requirements. Furthermore, they may lack insight into their own current skills and strengths and can struggle when attempting to make a match between what they say they want to do and the skills, resources, and aptitudes they need to get the job of their choice. Vocational assessments are the first step and, when done effectively, do not "screen people out" of jobs, but "screen them in" to jobs.

GETTING STARTED WITH VOCATIONAL ASSESSMENT

Most traditional vocational assessments are done once, early on in the vocational process, and primarily rely upon classroom, paper, and pencil methods. By contrast, it is important for case managers to consider that for people who are homeless, the process can take a long time and should be ongoing.

Role of Case Managers in Helping Persons Who Are Homeless Get Jobs

As a case manager, you may not be directly involved in helping clients choose, get, and keep a job. Even if this role is assigned to employment specialists, there is still much you can contribute during

the vocational process, including gathering vocational assessment information. If you can elicit information on a person's vocational skills, strengths, goals, and dreams as part of your clinical and support assessment process, you can then provide this information to other members of the treatment team, including employment specialists. If your agency does not have employment staff, you can use vocational assessment information to connect clients to job training and employment services. So, in either case, you are a crucial member of the client's employment support services team, and your work can be vital to a client's employment success.

Factors to Consider in Vocational Assessment

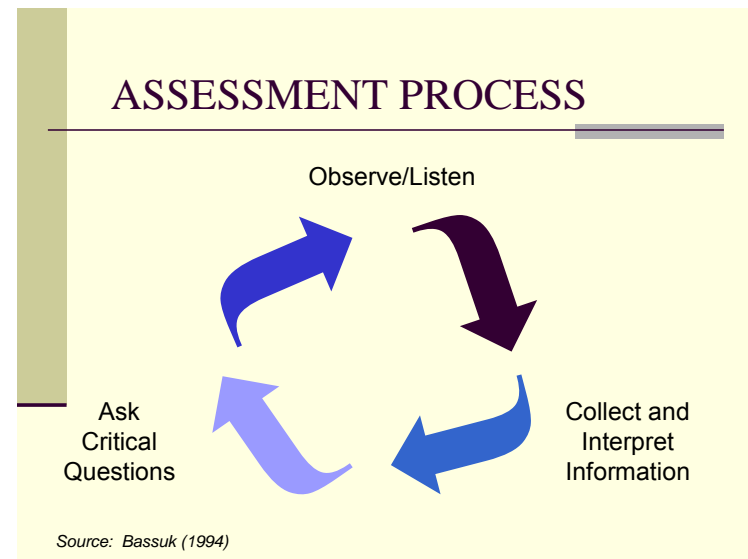
Homelessness carries with it a complex set of impacts and trauma that affect a person's ability to participate in a vocational assessment or provide objective, realistic information that can be used to help them obtain work. Over time, however, as information is revealed, a more complete understanding of a person's employment needs and aptitudes can be obtained. In addition, trust-building will develop when continuously working with homeless clients.

The first step in understanding the vocational assessment process is to recognize the factors of homelessness that could affect the vocational assessment outcome. You are most likely addressing these challenges already as part of your day-to-day case management responsibilities. These factors include the following:

- Despair and hopelessness
- Low self-esteem
- Past failures and traumatic experiences
- Functional impacts of one or more disabilities, including mental illnesses, substance abuse, or co-occurring disorders
- Effects of medications on a person's ability to concentrate or perform to their full potential
- Poor literacy skills or cognitive impairments

An assessment should be "person-centered" and view people who are homeless as "experts of their own lives." The assistance offered should meet the need that is identified in a way that continues throughout the entire process of thinking about work, finding a job, retaining the job, and determining an overall career path.

The assessment process can be graphically illustrated as follows:¹



The Appendix contains a checklist of the types of information to collect as you move forward in the vocational assessment process.

¹ Bassuk, E.L., Birk, A.W., & Liftik J. (1994). *Community care for homeless clients with mental illness, substance abuse, or dual diagnosis*. Newton Centre, MA: The Better Homes Fund.

RELEVANCE OF VOCATIONAL ASSESSMENT TECHNIQUES FOR PERSONS WHO ARE HOMELESS

A significant number of people who are homeless also possess one or more disabilities. In a national study, 39% of people who were homeless reported problems associated with mental illnesses, 38% reported alcohol abuse, and 26% reported drug abuse. The percentage reporting co-occurrence of these disabilities was 66%.² Case managers conducting assessments, including vocational assessments, should consider the impact that mental illness, substance abuse, and learning disabilities may have upon a person's ability to understand and interpret their vocationally-relevant skills and abilities and focus on an achievable job goal. The assessment should gather information on both the person's ability to address the skill requirements of a particular job or range of occupations and the skills the person has or needs to develop to survive in the social workplace environment.

TYPES OF VOCATIONAL ASSESSMENTS THAT CAN BE USED WITH PERSONS WHO ARE HOMELESS

Traditional assessment techniques, which are typically designed for use with people with physical or developmental disabilities, might not identify the effects of clients' psychiatric and cognitive symptoms and medication side-effects.³ Traditional vocational assessments rely on classroom-based services or simulated work environments to determine what the client can and cannot do in order to set an employment goal that is realistic.

Many clients who are homeless, however, are resistant to formal classroom-based services. Lack of mobility and inconsistent adherence to schedules are also a problem for vocational evaluators

² US Department of Housing and Urban Development (1999). *Homelessness: Programs and the People They Serve*. Washington, DC.

³ Cook, J.A. & Pickett, S.A. (1995). Recent trends in vocational rehabilitation for people with psychiatric disability. *American Rehabilitation*, 20(4), 2-12.

because traditional vocational assessments may be scheduled over a number of consecutive sessions.

For these clients and clients with psychiatric disabilities, a "situational assessment," in which you observe them in a real or simulated work environment, might prove more productive than written or face-to-face assessments.⁴ The use of situational assessments in conjunction with other assessments might provide the most accurate picture of a person's abilities and needs.

Although a variety of assessment tools are available, not all are appropriate for each client. For these reasons, vocational assessments for people who are homeless should be flexible and varied to reveal the desired information on the client being assessed. Some examples of effective assessment techniques that can be used with people who are homeless are discussed below. Additionally, the Appendix contains an example of an initial vocational assessment tool intended to serve as a guide for a conversation with the client; it is not a form to be filled out by the client.

One-on-one Conversational Assessments

Much information can be gathered through informal, individualized conversations and integrated into a vocational services plan. The client should be asked about issues related to employment, health, benefits, and family to find out what kind of support systems they have as well as what they need. One-on-one assessments should include immediate income needs (including fears about losing or not being able to obtain immediate public assistance benefits), work history and experience, educational history, work patterns and skills, type of preferred work environment, strengths and weaknesses in

⁴ Rogers, E. S., Sciarappa, K., & Anthony, W. A. (1991). Development and evaluation of situational assessment instruments and procedures for persons with psychiatric disability. *Vocational Evaluation and Work Adjustment Bulletin*, 24(2), 61-67.

previous work settings, personal interests, and barriers such as criminal histories or disabling conditions.

Situational Assessments

Situational assessments, as mentioned previously, can be used to observe and rate job behaviors and attitudes over time. They are useful for other reasons as well:

- They help the client “test” initial work preferences and make a decision on whether or not to pursue that type of work using real-time information.
- The client can better understand how his or her particular gifts and skills contribute to the workplace through actual experience.
- They help the client strengthen his or her ability to work with co-workers and supervisors. Cooperative working relationships may not be an area of strength for a person who has survived independently on the streets for years.
- You can better assess the skills and support a person may need if they want to pursue employment.
- The client can obtain immediate feedback from the on-site supervisor about specific vocational issues.

Here are some tips for developing situational assessments in your own agency:

- Meet with your supervisor or another champion to get internal support that makes jobs “everybody’s business” at your agency.
- Conduct an “inventory” of all jobs that staff perform, types of skills that are needed, hours of work, etc.
- Identify some likely job positions that have staff who would be good supervisors and willing to work with clients who are testing that work as part of a time-limited vocational

assessment (even if they do not normally have supervisory duties).

- Identify the information you want to obtain from situational assessments, keeping in mind how you want the information to dovetail with written vocational assessments.
- Structure the situational vocational assessment including objectives, staff, case manager, and client responsibilities, hours, and duration.
- Develop good working relationships with the “supervisors” and let them know that you will be the evaluator with their input and that their job is to provide instruction, supervision, and support.
- Use work-based assessments flexibly. If one position does not seem to work out, work with the client to identify another.
- Provide feedback to both the client and the supervisor.

Rapid Access to Work Experience

When a client expresses interest in work and gets rapid access to employment services, he or she is more likely to succeed at a job. Another way of conducting a vocational assessment can be direct referral to your employment specialist to find a part-time or full-time job placement. In this case, the vocational assessment begins with the client’s self identification regarding his or her own job readiness and related motivation to pursue a job option. Its success is very much dependent upon follow-along support to the employee and employer that assesses not only how they are doing on the job, but exploring the client’s other skills and interests that the process of working can also reveal.

Multiple Assessment Approach

A combination of situational work-based assessments and assessment instruments can be effective. Since some people who are homeless may have life skills that are not easy to identify, lack job experience, or need more assistance in identifying transferable

skills, various tools are needed to help determine if the client is ready for work. Useful tools include work simulation, role-playing, discussion of the individual's life experiences and the related transferable skills, and some testing. Written tests are useful when applied informally. Clients' written answers to basic questions might signal literacy issues. Multiple assessment methods can target areas of strengths and weaknesses, helping practitioners and their clients arrive at a better understanding of the services that are best tailored to the particular job and client.

Career Mapping

Career Mapping⁵ is a process that identifies the strengths, gifts, and capacities of the participants. It also reveals concrete strategies for addressing barriers to employment that can be used to access additional resources in the community. A career map can be completed in a variety of settings; it can be done individually or in groups and can include friends, peers, and family who can contribute to the overall "picture." Each participant uses large sheets of paper and colored markers to create the "maps," or the maps can be written in narrative form. Either way, career mapping is an interactive method that includes self-reported information on five major domains:⁶

- **Life history.** This is the starting point for the exchange and includes developing a timeline from the time of birth to the present. This is most important in helping the participant recognize and appreciate the various roles they have had in the past (e.g., family member and worker).
- **Strengths, gifts, and capacities.** Strengths can be defined as "I am" statements. They are physical, mental, or moral in nature. Examples of this include: "I am honest," "I am

compassionate," and "I am good with children." Gifts can be defined as talents, aptitudes, or things your clients are good at. For example: "I enjoy chess," and "I enjoy listening to music." Capacities can be defined as "I can" statements. They are concrete skills. For example: "I can type 40 wpm," "I can operate a forklift," and "I am bilingual."

- **Understanding what works.** This discussion focuses on developing insight into what works and what does not work in a person's life. Participants use the pictographs and/or converse about job characteristics, environments, schedules, etc. that work well for them and those that do not work well. The purpose of this process is to identify work environments and job descriptions that allow participants to utilize their strengths, gifts, and capacities.
- **Possible resources.** Participants continue their exploration by identifying community-based resources that are available to them, as well as resources they could access within the One-Stop Career Center system. The purpose is not to encourage the use of community-based resources in lieu of the One-Stop Career Center, nor is it to bypass any eligibility determinations typically made by One-Stops or other agencies. Instead, the purpose is to give the client a generalized introduction to the types of resources available and the possibilities presented through accessing such services. Linking community-based resources and mainstream workforce has two significant benefits. First, it establishes the need to plan to identify and coordinate employment and support services at the individual level. Second, it acknowledges upfront that employment is a priority and focus of the planning process and that access to mainstream labor services is a key ingredient of job success and career growth.
- **Possible jobs.** Participants proceed to develop a list of possible jobs for themselves using strengths, gifts, and capacities and what works as the only criteria. Barriers to

⁵ Chronic Homelessness Employment Technical Assistance Center, Career Mapping for Job-Seekers with Disabilities who are Homeless. March 2006.

⁶ <http://www.onestoptoolkit.org/library/library.cfm#chapter22>

employment will be addressed but not at this point. Job descriptions should be compared to the strengths, gifts, and capacities map and the “what works” map and discussed.

The results of using the Career Mapping process include the following:

- Participants have better insight and awareness about their strengths, gifts, and capacities and are better prepared to identify an initial job goal that meet their profile and preferences.
- Program providers and the One-Stop Career Center are partners in the process from the beginning, which helps to meet the needs of participants using both sets of services.
- The maps are “living documents” that can be updated and referred to during the stages of the job search and placement process.
- The process of participation helps build “community.” That is, participants also build relationships with peers and staff that can be helpful to them in other endeavors.
- One-Stop Career Center staff knows that this alternative core service prepares people to better use their other core training services. Providers making referrals are able to use their familiarity with participants, understanding of their treatment and support needs, and their aspirations to weave a tighter web of job accommodations and support.
- Disability Program Navigators at One-Stop Career Centers are people who serve as the “linkage agents” between disability and homeless services providers and the career system. They are involved in facilitating the use of the Career Mapping process at all Portland One-Stop Career Centers. This reaffirms their role as critical systems-builders, and they are in a good position to act as liaisons among the service sectors.

VOCATIONAL RATING SCALES

Traditional vocational assessments may make use of standard rating scales normalized for particular disability populations. These may not be of much relevance to people with multiple disabilities or trauma, or those who are homeless. Instead, case managers should help people understand how their assessment results affect their person-centered job objectives and use the process of a vocational assessment as a learning opportunity. For example, if a client wants to be a carpenter but scores very poorly on tests measuring spatial acuity and computational skills, the results should point the way to pursuing activities that can remediate the deficits rather than using the results as an indication that a particular job is not achievable.

Sometimes vocational assessments are opportunities for clients to take a more objective look at what type of job they may really want and can hope to achieve. If the client in the example (located in the Appendix) determines that addressing the challenges preventing them from being a carpenter is not possible at the present time, the vocational assessment should still reveal information of use to them to make an informed and personally satisfying job choice. For instance, the next step in working with the individual might be to identify the key criteria for the job of a carpenter (e.g., working outdoors, building things, using tools, working independently, etc.) and exploring what skills they now possess that will help them succeed at a job containing those attributes. After that, the staff working with the individual can help him or her identify other jobs presently available in the community other than carpenter jobs that meet the person’s key job criteria and maximize his or her core gifts, strengths, and skills.

ASSESSING THE IMPACT OF WORK ON BENEFITS

An important part of the vocational assessment process is determining the effect of earning a wage on a person’s public assistance benefits. People who are homeless have access to a wide range of benefits that may be affected by earned income. They may receive HUD Shelter Plus Care vouchers, Food Stamps, Supplemental Security Income (SSI), Social Security Disability

Insurance (SSDI), veterans' disability benefits, and other benefits. Case managers often have the responsibility of advising clients on accessing and maintaining benefits and should team with benefits specialists like the Social Security Administration-funded Benefits Planning and Advisement Officers (BPAOs) that may be located at independent living centers or at a One-Stop Career Center. One of the challenges case managers often face is resolving the apparent discrepancy between getting people rapidly on benefits and also getting them to consider rapid entry into work. Case managers should not approach this as a mutually exclusive discussion. They should help people view access to benefits as part of their community stabilization process and as a stepping stone for transition to a job at a living wage with benefits. The vocational assessment should include some aspects of a preliminary personal financial plan that recognizes the conditions and timetable for this transition.

INTEGRATING CULTURAL COMPETENCE INTO VOCATIONAL ASSESSMENTS

All programs are encouraged to be more culturally competent. This includes being sensitive to race, culture, disability, gender, religion, and any other issues that make the individual being assessed unique. Even though research has not yet generated a set of evidence-based practices to achieve cultural competence, a variety of straightforward steps can be taken to make programs more responsive to the people they serve. The following steps, from SAMHSA's Supported Employment KIT, are meant to be illustrative, not prescriptive:⁷

- Understand the racial, ethnic, and cultural demographics of the population served.

⁷ Center for Mental Health Services. Supported Employment KIT Toolkit. <http://www.mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/default.asp>

- Become most familiar with one or two of the groups most commonly encountered.
- Create a cultural competence advisory committee consisting of consumers, family, and community organizations.
- Translate your forms and brochures.
- Offer to match a consumer with a practitioner of a similar background.
- Have access to trained mental health interpreters.
- Ask each client about their cultural background and identity.
- Incorporate cultural awareness into the assessment and treatment of each consumer.
- Tap into natural networks of support, such as the extended family and community groups representing the culture of a consumer.
- Reach out to religious and spiritual organizations to encourage referrals or as another network of support.
- Offer training to staff in culturally responsive communication or interviewing skills.
- Understand that some behaviors considered in one culture to be signs of psychopathology are acceptable in a different culture.
- Be aware that a consumer from another culture may hold different beliefs about causes and treatment of illness.

CONCLUSION

This pamphlet is intended to supplement the material contained in the audio lecture and provide additional resources you can use to develop or improve vocational assessment practices within your homeless assistance programs, including those receiving McKinney-Vento funding. We know that people who are homeless prioritize

having a safe and affordable place to live closely followed by a job at a living wage. Assessing their skills and support needs through a personalized vocational assessment is the first step in the process of helping people who are homeless get a job they value and a career that provides them with sufficient financial means to maintain themselves in their own homes in their communities. Vocational assessment should be a process threaded throughout the array of services that homeless individuals are offered. Case managers should know how to obtain vocational information even if they are not their agency's employment specialists. Vocational assessments can occur in a multitude of less formal to more formal settings.

Informal

Where:

- On the streets, in shelters

What:

- Conversations that lead toward the subject of work
- Making initial assumptions about motivation and readiness
- Providing encouragement and information
- Following up

More Formal

Where:

- In shelters, mental health centers, treatment centers, drop-in centers, and housing

What:

- Conversations that explore and record work preferences
- Recording past job experiences, gifts, skills, challenges, and goals
- Providing encouragement and information

- Following up with visits, meetings, referral, and peer counseling

Most Formal

Where:

- In program settings, one-stop centers, on-the-job situational settings, evaluation/testing areas

What:

- Observation, evaluation, and debriefing in situational settings
- Skills, aptitudes, and interests testing and evaluation
- Formal goal-setting
- Readiness assessment/development classes

We hope that this information is useful to you and wish you good luck and success in supporting people who are homeless achieve their vocational aspirations.

APPENDIX

CHECKLIST

Below are key pieces of information you will want to gather from a vocational assessment and include in a checklist:

- Current income sources and related concerns
- Previous education and training
- Previous work experience
- Self-assessment of strengths, interests, skills, and talents
- Self-assessment of barriers and challenges to work
- Identification of why employment has been a challenge in the past
- Housing and medical needs
- Current disabilities and support needed for disabilities
- Other resource and service needs (e.g., legal services, benefits assistance, childcare support, immigration assistance, needing to address criminal record, etc.)
- Type of jobs that are of interest
- Current skills and abilities
- Training needs and interests
- Current level of motivation
- Family and relationship issues that affect employment

EXAMPLE OF AN INITIAL VOCATIONAL ASSESSMENT TOOL

The initial vocational assessment form provided was developed by the Community Housing Partnership in San Francisco, CA and is intended to be used by case managers and employment specialists working with people who are homeless. It is reproduced with their permission and slightly modified for this pamphlet. You may find this basic initial assessment form useful to gather vocational information. Bear in mind that many people who are homeless may have trouble with literacy and reading comprehension, so this tool is used as a guide for conversation between the case manager or other staff person and the individual being assessed; it is not designed as a "form" to be completed by the individual being assessed. The interactive process that is promoted by this assessment is the foundation for developing an ongoing relationship that supports an individual's vocational process. *Please note that some acronyms are specific to the State of California, including PAES (Planned Assistance for Employment Services), Medi-Cal (the California Medicaid Program), and HEC (Homeless Employment Collaborative). Your state may have different acronyms for similar services.*

Community Housing Partnership (CHP)
280 Turk Street, San Francisco, CA 94102

Employment Assessment

Name _____

Address _____

Building _____

Phone _____ **Phone #2** _____

Voicemail? Yes No

Email Address _____

I. Background

What is your source of income? (Check all that apply)

\$_____ per month

- | | |
|---|--|
| <input type="checkbox"/> SSI | <input type="checkbox"/> Employment Income |
| <input type="checkbox"/> Veterans Benefits | <input type="checkbox"/> Unemployment Benefits |
| <input type="checkbox"/> SSIP | <input type="checkbox"/> Pension |
| <input type="checkbox"/> SSDI | <input type="checkbox"/> Child Support |
| <input type="checkbox"/> None | <input type="checkbox"/> Medicare |
| <input type="checkbox"/> Social Security | <input type="checkbox"/> Medi-Cal |
| <input type="checkbox"/> State Disability (SDI) | <input type="checkbox"/> Food Stamps |
| <input type="checkbox"/> PAES | <input type="checkbox"/> CALM |
| <input type="checkbox"/> GA | <input type="checkbox"/> TANF |
| <input type="checkbox"/> Other (Specify)_____ | |

Do you have a caseworker? Yes No
Name _____
Address _____
Phone _____

Do you have identification?
Social Security Card Yes No

CA ID or Driver's License Yes No

Birth Certificate Yes No
Green Card Yes No
Military ID Yes No

Are you a Veteran? Yes No

Have you ever been convicted of a crime? Yes No
If yes, Felony Misdemeanor Both

II. Education and Training

Do you have GED/high school diploma? Yes No
If yes, year received: _____

What is your highest level of education?

Are you currently in training? Yes No
If yes, what type? _____

Are you currently in school? Yes No
If yes, where and in what field? _____

Do you have any other trainings or skills? Yes No
If yes, specify. _____

Are you familiar with any computer software? Yes No
If yes, which software?
 Microsoft Word Power Point Excel
 Access File Maker Pro Internet Other

Do you know how to type? Yes No
If yes, how many words per minute? _____

III. Job Readiness

Are you currently working? Yes No

If you are working, how long have you been working in your current position?

If you are looking for a job, what type do you want?
 Temporary Permanent Seasonal
 Full time Part time Volunteer
 Temporary to Permanent

Do you have a resume? Yes No

Do you have a cover letter? Yes No

Do you need clothes for an interview? Yes No

Are you comfortable filling out a job application? Yes No

Which job fields and/or activities interest you most?

What type of job are you looking for?

What salary range are you looking for?

Where would you be willing to work? How far would you be willing to travel?

What is your mode of transportation?

What kind of supervision do you work best with?

IV. Challenges and Barriers

Do you have any mobility, sight, hearing impairments, and/or chronic illnesses? Yes No

If yes, specify _____

What barrier(s) do you have in finding or maintaining a job? (Check all that apply)

- Child care
- Housing
- Substance (ab)use
- Work history
- Lack of work experience
- Health issues, describe _____
- Mental health issues, describe _____
- Other, describe _____
- Training
- Get along with others
- Education
- Legal status
- Following instructions from your boss
- Transportation
- Interview skills
- Felony
- Language

Staff Use Only

Completed by _____

Date _____

Is the participant enrolling in HEC? Yes No if yes, date _____

Notes and observations (attach extra page if needed):

RESOURCES AND WEBSITES

Shelter Assessment Samples

Friends of the Shattuck Shelter's IMPACT Program,
<http://www.endhomelessness.org/best/IMPACT2.htm>

Early Engagement Techniques

Lorello, T., & Shaheen, G. (2006). From outreach to employment: Enhancing motivation to change. Issues Brief No. 4 in "Work as a Priority" Series. Manuscript submitted for publication.

Career Mapping

Shaheen, G., & Rio, J. (2006). Career Mapping for chronically homeless job seekers. New York: Corporation for Supportive Housing, Chronic Homelessness Employment Technical Assistance Center. Available online at
<http://documents.csh.org/documents/cheta/careermapping.pdf>

Law, Health Policy & Disability Center, University of Iowa, College of Law. (n.d.). *Facilitating Career Mapping as a workforce core service*. Iowa City, IA: Author.

Cultural Competency

Center for Mental Health Services. (n.d.). Supported Employment KIT. Rockville, MD: Author. Draft available online at
<http://www.mentalhealth.samhsa.gov/cmhs/communitysupport/toolkits/employment/default.asp>

Thomas, D., Rosenthal, D., Banks, M., & Schroeder, M. Diversity in Vocational Rehabilitation: People, practice, and outcomes. Community-Based Rehabilitation: Research for Improving Employment Outcomes Conference, 2002 State-of-the-Science Conference Proceedings.

<http://www rtc.uwstout.edu/SOS/proceedings/Diversity.PDF>

Motivational Interviewing/Stages of Change

Prochaska, J., & Norcross, J. (2001). Stages of Change. *Psychotherapy*, 38(4), 443-448.

DiClemente, C.C., & Scott, C.W. (1997). Stages of Change: Interactions with treatment compliance and involvement. *NIDA Research Monograph*, 165, 131-56. Available online at
http://www.nida.nih.gov/pdf/monographs/Monograph165/131-156_DiClemente.pdf

Prochaska, J., DiClemente, C., & Norcross, J. (1992). In search of how people change: Applications to addictive behaviors. *American Psychology*, 47(9), 1102-14.

Vocational Assessment Overview

Cook, J.A. & Pickett, S.A. (1995). Recent trends in vocational rehabilitation for people with psychiatric disability. *American Rehabilitation*, 20(4), 2-12.

Employment/Vocational Assessment for Special Populations

Burke-Miller, J., Cook, J., Grey, D., Razzano, L., Blyler, C., Leff, H., et al. (2006). Demographic characteristics and employment among people with severe mental illness in a multisite study. *Community Mental Health Journal*, 11, 1-17.

Cook, J.A., Bond, G.R., Hoffschmidt, S.J., Jonas, E.A., Razzano, L., & Weakland, R. (1991). *Assessing vocational performance among persons with severe mental illness*. Chicago, IL: Thresholds National Research and Training Center on Rehabilitation and Mental Illness. (Available from the University of Illinois at Chicago, National Research and Training Center on Psychiatric Disability, 1601 W. Taylor St., 4th Floor (M/C 912), Chicago, IL 60612.)

Morse, G. (1999). A Review of case management for people who are homeless: Implications for practice, policy, and research. In L. B. Fosburg & D. L. Dennis (Eds.), *Practical Lessons: The 1998 National Symposium on Homelessness Research*. Delmar, NY: National

Resource Center on Homelessness and Mental Illness. Available online at <http://aspe.hhs.gov/homeless/symposium/7-Casemgmt.htm>

Case Management Assessment

Case Management Example: Homeless Services, Boston Public Health Commission. See http://www.bphc.org/bphc/hs_casemngt.asp

Person-Centered Assessment

DiBlasio, F., & Belcher, J. (1993). Social work outreach to homeless people and the need to address issues of self-esteem. *Health and Social Work*, 18(4), 281-287.

Bebout, R., Bond, G., Resnick, S., Drake, R., Xie, H., & McHugo, G. (2001). Does competitive employment improve nonvocational outcomes for people with severe mental illness? *Journal of Consulting and Clinical Psychology*, 69(1), 489-501.

Work-First Preference

Cook, J., Pickett-Schenk, S., Grey, D., Banghart, M., Rosenheck, R., & Randolph, F. (2001). Vocational outcomes among formerly homeless persons with severe mental illness in the ACCESS Program. *Psychiatric Services*, 52, 1075-1080.

Traditional Vocational Assessment

The University of Montana Rural Institute: Center for Excellence in Disability Education, Research and Service.

<http://ruralinstitute.umt.edu>

Rural Institute Vocational Profile

<http://ruralinstitute.umt.edu/transition/vocationalprofile.asp>

Setting Up Situational Assessments

<http://www.worksupport.com/resources/viewContent.cfm/423>

School-to-Work

<http://ici.umn.edu/schooltowork/factsheet.html>

Vocational and personality assessment

<http://www.deakin.edu.au/studentlife/careers/planning/vocational-assessment.php>

Pre-Vocational Work

Cox, J. E. (2002). A comparison study of sheltered work versus supported employment within community-based rehabilitation facilities. Unpublished master's thesis, University of Wisconsin-Stout. (Available online at <http://www.uwstout.edu/lib/thesis/2002/2002coxj.pdf>)

Burke, J. K., Cook, J. A., & Razzano, L. A. (2004). Issues in supported employment for people with psychiatric disabilities, *CRP Brief*, 3(1), 1-3. Available online at http://www.crp.unt.edu/Design/publications/crp_brief/acrobat/april2004.pdf

Work-Readiness Credentials

Vocational Evaluation and Career Assessment Professionals (VECAP)

<http://www.vecap.org/>

SRI International. (2005). Getting Ready for the Work Readiness Credential: A Guide for trainers and instructions for jobseekers. Menlo Park, CA: Author. (Available online at <http://policyweb.sri.com/cep/publications/NWRC.pdf>)

Rapid Placement

Bond, G.R., Becker, D.R., Drake, R.E., Rapp, C.A., Meisler, N., Lehman, A.F., & Bell, M.D. (2001). Implementing supported employment as an evidence-based practice. *Psychiatric Services*, 52(3), 313-322.

Bond, G.R., Drake, R.E., Mueser, K.T., & Becker, D.R. (1997). An update on supported employment for people with severe mental illness. *Psychiatric Services*, 48(3), 335-346.

Drake, R., McHugo, G., & Becker, D. (1996). The New Hampshire Study of Supported Employment for People With Severe Mental Illness. *Journal of Consulting and Clinical Psychology*, 64(2), 391-399.

Bond, G. R., Dietzen, L. L., McGrew, J. H., & Miller, L. D. (1995). Accelerating entry into supported employment for persons with severe psychiatric disabilities. *Rehabilitation Psychology*, 40, 91-111.

Drake, R., McHugo, G., Bebout, R., et al. (1999). A randomized clinical trial of supported employment for inner-city patients with severe mental illness. *Archives of General Psychiatry*, 56, 627-633.

Gervey, R., Bedell, J. (1994). Supported employment in vocational rehabilitation. In J. R. Bedell (Ed.), *Psychological Assessment and Treatment of Persons with Severe Mental Disorders*. Washington, DC, Taylor & Francis.

Bond, G., & Dincin, J. (1986). Accelerating entry into transitional employment in a psychosocial rehabilitation agency. *Rehabilitation Psychology*, 31, 143-155.

Enhancing Assessment

Vocational Evaluation and Career Assessment Professionals (VECAP)

<http://www.vecap.org/council-t.html>

The National Dissemination Center for Children with Disabilities (NICHCY)

<http://www.nichcy.org/pubs/outprint/ts6txt.htm>

Employment for People who are Homeless

Shaheen, G., Williams, F., & Dennis, D. (Eds). (2003). *Work as a Priority: A Resource for Employing People Who Have a Serious Mental Illness and Who Are Homeless*. Rockville, MD: Center for Mental Health Services, Homeless Programs Branch, 2003. Available online at

<http://www.mentalhealth.samhsa.gov/media/ken/pdf/SMA03-3834/workpriority.PDF>

Adapting Assessment Tools

Tam, T., Zlotnick, C., & Robertson, M. (2003). Longitudinal perspective: Adverse childhood events, substance use, and labor force participation among homeless adults. *American Journal of Drug and Alcohol Abuse*, 29(4), 829-46.

Razzano, L., & Cook, J. (1994). Gender and vocational assessment of people with mental illness: What works for men may not work for women. *Journal of Applied Rehabilitation Counseling*, 25(3), 22-31.

Benefits Planning

Social Security Administration list of Publications

<http://www.ssa.gov/pubs/englist.html>

Benefits Planning Assistance Outreach (BPAO)

Social Security Administration "The Work Site"

<http://www.ssa.gov/work/Advocates/advocates.html>