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Prescriptive Self-Evaluation For School and Rehabilitation Counselors Serving Deaf People

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PREScriptive SELF-EVALUATION FOR SCHOOL AND REHABILITATION COUNSELORS SERVING DEAF PEOPLE

**William P. McCrone, Ph.D. and
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Much recent counseling literature suggests that professional counselor skill improvement can be accomplished through self-evaluation and continuing education efforts (Bloom & Black, 1977; Bowditch, diStefano, Payne, Peets, & Wallace, 1973; Martin & Gazda, 1970; Riggs, 1979).

Self-evaluation and continuing education are very important for school and rehabilitation counselors serving deaf people, especially since many of these counselors work without adequate supervision, peer feedback opportunities, or structured continuing education programs.

With this in mind, the Prescriptive Self-Evaluation Form (Appendix) was developed to assist school and rehabilitation counselors for the deaf identify continuing education priorities in the communication, deafness, and helping skill areas. The Prescriptive Self-Evaluation Form attempts to shape these priorities into a specific, structured, one year continuing education plan.

The Prescriptive Self-Evaluation Form (PSEF)

School and rehabilitation counselors using the PSEF evaluate (1-10) each knowledge or skill area in the communication, deafness, and helping skill categories according to the importance of the knowledge or skill for work (Column A) and for professional growth (Column B). In Column C, the counselor rates his or her current level of knowledge or skill in each area. In Column D, the counselor subtracts the number in

Column C from the number in Column A to get a work related opportunity measure. Similarly, a professional growth opportunity measure is derived in Column E by subtracting the number in Column C from the number in Column B. Continuing education priorities will be the highest positive numbers from Column D and E. Counselors are encouraged to use the blank spaces in the communication, deafness, and helping skills categories to list knowledge or skill areas that may be of particular interest to them.

The Continuing Education Plan

The last section of the PSEF, the one year continuing education plan, is provided to help the counselor identify three priority continuing education goals taken from Column D and/or Column E.

The methods for achieving each continuing education goal can be identified in a variety of ways. The counselor seeking more information about serving deaf-blind clients might contact the Helen Keller National Center for a schedule of regional workshops. The individual interested in improving receptive American Sign Language skills might arrange for tutoring with members of the local deaf community or an RID certified interpreter. The counselor seeking information about deafness literature might write to the National Association of the Deaf or the Gallaudet College bookstore for free publication catalogues. People needing input about group counseling techniques with deaf

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PRESCRIPTIVE SELF-EVALUATION FOR SCHOOL AND REHABILITATION COUNSELORS SERVING DEAF PEOPLE

clients could request that the American Deafness and Rehabilitation Association (ADARA) arrange a workshop in that area during the next national convention. If several counselors want to do more creative job placement work with deaf vocational rehabilitation clients, they might request that training be arranged through the state VR training officer or the nearest Regional Rehabilitation Continuing Education Center.

Some continuing education goals, like knowledge about deafness organizations and special programs, can be met by joining the National Association of the Deaf. NAD publications are invaluable in these areas.

Clearly, the methods developed for each continuing education goal can be especially creative when the product of group "brainstorming". Individual counselors who are unable to find appropriate resources in meeting continuing education goals might con-

tact the graduate programs in counseling with deaf people. They include Gallaudet College, Northern Illinois University, the University of Arizona, The University of Tennessee, the Oregon College of Education, and New York University. Addresses for these programs and other programs can be found in the annual directory issue of the *American Annals of the Deaf*.

The continuing education plan provides space for identifying a "motivation partner". This person would give the counselor feedback about his or her continuing education plan and check in periodically with that counselor to monitor progress in achieving the continuing education goals. Motivation partners may wish to evaluate each other to identify and discuss areas of agreement and discrepancy in the skill/knowledge areas.

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Appendix

**GALLAUDET COLLEGE
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**Prescriptive Self-Evaluation Form:
School and Rehabilitation Counselors with the Deaf**

You are asked to evaluate your knowledge or skill in a variety of competency areas related to counseling deaf people in school and rehabilitation settings. Self-evaluation in school and rehabilitation settings. Self-evaluation in each competency area will be made according to the following knowledge/skill scale:

Low											High
	1	2	3	4	5	6	7	8	9	10	

Spaces are available in each major competency area (communication, deafness, helping skills) for you to add competencies of particular interest to you that may not be included in the general form.

Sample: Competency	COLUMNS				
	A importance for my job (1-10)	B importance for my professional growth (1-10)	C current knowledge skill level (1-10)	D work priority measure (A-C)	E professional measure (B-C)
Expressive fingerspelling	10	10	2	+8	+8
Conduct Case Staffing	5	2	8	-3	-6

Ms. X, a general vocational rehabilitation counselor recently transferred to a hearing-impaired caseload, finds that expressive fingerspelling is very important for her job so she puts a 10 in Column A. Ms. X also feels that expressive fingerspelling is essential for her general professional growth so she puts another 10 in Column B. Because Ms. X has almost no experience working with deaf clients, she must rate her current knowledge/skill level (Column C) in expressive fingerspelling at 2. By subtracting Column C from Column A and from Column B, Counselor X has identified expressive fingerspelling as a high priority (+8) for her continuing education plan.

Similarly, Counselor X felt that case staffing skills were of some importance for her job so she placed a 5 in Column A. This skill was of less importance for her professional development so she put the number 2 in Column B. Ms. X felt that her current case staffing skills were very good so she put an 8 in Column C. By subtracting Column C from Column A and from Column B, Ms. X finds negative numbers in Column D and E. Negative numbers in these columns indicate that Counselor X knows more about this skill than she needs for work or professional growth. Competencies showing negative numbers in Columns D and E will not be considered in formulating a continuing education plan.

Competency Areas	A importance for my job (1-10)	B importance for my professional growth (1-10)	C current knowledge skill level (1-10)	D work priority measure (A-C)	E professional measure (B-C)
I. Communication					
A. Expressive fingerspelling					
B. Receptive fingerspelling					
C. Expressive Signed English					
D. Expressive ASL					
E. Receptive ASL					

	A importance for my job (1-10)	B importance for my professional growth (1-10)	C current knowledge skill level (1-10)	D work priority measure (A-C)	E professional measure (B-C)
F. Tactile Sign with deaf-blind					
G. Professional interpreting					
H. Using an interpreter					
I. Written word					
J. Oral interpreting					
K. -----					
II. Deafness					
A. Development Impact On					
1. Personality					
2. English (reading, speech)					
B. Etiologies/Genetics					
C. Prevalent Additional Handicaps					
1. Visual (Usher's)					
2. Mental Retardation					
3. Cerebral Palsy					
4. Orthopedic					
5. Cardiovascular					
6. Emotional					
7. -----					
8. -----					
9. -----					
D. Audiology/Aural Rehab./Audiograms					
E. Deaf Population Characteristics					
F. Family Dynamics					
G. Educational Programs					
H. Intelligence-Achievement Gap					
I. Minority Group Dynamics					
J. Minority Group Deaf					
K. Oral-TC Controversy					
L. TTY & Telecommunications					
M. Deaf Organizations					
N. Cued Speech					
O. Deafness Publications					
P. Services to Deaf People					
1. Elderly					
2. Legal Services					
3. Vocational Rehabilitation					
4. Vocational Evaluation					
5. Psychological Evaluation					
6. Vocational Training					
7. Post-Secondary Programs					
8. Mental Health Facilities					
9. Community Counseling Centers					
10. Work Adjustment Services					
11. Independent Living Skill Training					
12. Job Placement					
13. Alcoholism Treatment with Deaf People					

	A importance for my job (1-10)	B importance for my professional growth (1-10)	C current knowledge skill level (1-10)	D work priority measure (A-C)	E professional measure (B-C)
14. Drug Abuse Treatment with Deaf People					
15. Developmental Disability Programs					
16. Deaf Leadership Training					
17. Career Development					
18. IWRP					
19. Behavioral IEP					
20.					
21.					
22.					
Q. Attitudes Toward Deaf People					
R. Deafness, 504, 1978 Reh. Amendment					
S. Popular Deafness Literature					
T. Deafness and P.L. 94-142					
U. The Hard-of-Hearing Client					
V. The Model State Plan for VR with the Deaf					
W. ADARA Membership					
X.					
Y.					
Z.					
III. <i>Helping Skills</i>					
A. Differentiate Between Guidance, Counseling and Psychotherapy					
B. Awareness of Your Motivation for Counselor Work					
C. Ability to Establish Facilitative Relationship with the Client(s) Communicating Empathy Genuineness and Unconditional Postive Regard					
D. Ability to Conduct a Structured Interview to Clarify Client Needs					
E. Ability to Monitor Your Affective Communication					
G. Ability to Relate Counseling Activities to Counseling Theory					
1. Reality Therapy					
2. Client Centered					
3. Behavior Modification					
4. Analytical (Freud)					
5. Neo-Analytical					
6. Gestalt					
7. RET					
8. Directive					
9. Transactional Analysis					
10.					

	A importance for my job (1-10)	B importance for my professional growth (1-10)	C current knowledge skill level (1-10)	D work priority measure (A-C)	E professional measure (B-C)
H. Ability to Benefit from Supervision					
I. Ability to Perform School/ Rehabilitation Counselor Functions					
1. Vocational Guidance					
2. Personal Counseling					
3. Teacher Consultation					
4. Elementary Affective Guidance					
5. Family Counseling					
6. Community Organization					
7. Sexual Adjustment Counseling					
8. Conduct Case Staffing					
9. Group Counseling					
10. Drug/Alcohol Abuse Counseling					
11. Work Adjustment Counseling					
12. Advocacy					
13. Career Education					
14.					
15.					
16.					
J. Ability to Investigate the Applications of Counseling Innovations in Your Work with Deaf People					
1. Biofeedback					
2. Learned Helplessness					
3. Halstead-Reitan Screening for Cognitive Skills					
4. Rehab. Engineering and Multiply Handicapped Clients					
5.					
6.					
7.					
8.					
9.					
10.					

ONE-YEAR CONTINUING EDUCATION PLAN

Goal	Method(s)
#1	#1
#2	#2
#3	#3

My Motivation Partner is:

NAME.....

ADDRESS.....

PHONE (TTY)

My motivation partner has agreed to check in with me to monitor my progress on the following dates:

- / /
- / /
- / /
- / /