

Supporting Addendum to 2017 IARP Presentation:

Counseling Approach: Use of the BASIC I.D. model (Multi-Modal) as an example.

Before being asked to draw up their profiles, patients are provided with a brief explanation of each term in the BASIC I.D. A typewritten instruction sheet with the following information usually suffices:

Behavior: This refers mainly to overt behaviors: to acts, habits, gestures, responses, and reactions that are observable and measurable. Make a list of those acts, habits, etc., that you want to increase and those you would like to decrease. What would you like to start doing? What would you like to stop doing?

Affect: This refers to emotions, moods, and strong feelings. What emotions do you experience most often? Write down your unwanted emotions (e.g., anxiety, guilt, anger, depression, etc.). Note under "behavior" what you tend to *do* when you feel a certain way.

Sensation: Touching, tasting, smelling, seeing, and hearing are our five basic senses. Make a list of any negative sensations (tension, dizziness, pain, blushing, sweating, butterflies in stomach, etc.) that apply to you. If any of these sensations cause you to act or feel in certain ways, make sure you note them under "behavior" or "affect."

Imagery: Write down any bothersome recurring dreams and vivid memories. Include any negative features about the way you see yourself— your "self-image." Make a list of any "mental pictures"—past, present, or future—that may be troubling you. If any "auditory images"—tunes or sounds that you keep hearing—constitute a problem, jot them down. If your images arouse any significant actions, feelings, or sensations, make sure these items are added to "behavior," "affect," and "sensation."

Cognition: What types of attitudes, values, opinions, and ideas get in the way of your happiness? Make a list of negative things you often say to yourself (e.g., "I am a failure," or "I am stupid," or "Others dislike me," or "I am no good"). Write down some of your most irrational ideas. Be sure to note down how these ideas and thoughts influence your behaviors, feelings, sensations, and images.

Interpersonal Relationships: Write down any bothersome interactions with other people (relatives, friends, lovers, employers, acquaintances, etc.). Any concerns you have about the way other people treat you should appear here. Check through the items under "behavior," "affect," "sensation," "imagery," and "cognition," and try to determine how they influence, and are influenced by, your interpersonal relationships. (Note that there is some overlap between the modalities, but don't hesitate to list the same problem more than once, e.g., under "behavior" and "interpersonal relationships.")

Drugs/biology: Make a list of all drugs you are taking, whether prescribed by a doctor or not. Include any health problems, medical concerns, and illnesses that you have or have had.

(Lazarus, A. 1976, 1977, 1985; Keat, D. 1979)

TABLE 1-1. Modality Profile of a Woman with "Alcohol Dependence" (Lazarus)

Proposed

		Proposed
Behavior	Excessive drinking Avoids confronting most people drinks excessively when alone at home at night	Aversive imagery training Assertiveness training Positive self-talk assignments Develop social outlets Instruction in parenting skills Assertiveness training
Affect	Negative self-statements Always Screams at her children Holds back anger (except with her children) Anxiety reactions Depression	Anger expression exercises Self-hypnosis and/or positive imagery Increase range of positive reinforcement Abdominal breathing exercises
Sensation	Butterflies in stomach Tension headaches	Relaxation or biofeedback Desensitization
Imagery	Vivid pictures of parents fighting Being locked in bedroom as a child	Images of escape and/or release of anger Cognitive disputation
Cognition	Irrational self-talk about low self-worth Numerous regrets	Reduction of categorical imperatives (shoulds, oughts, musts, etc.) Possible family therapy and specific training in use of positive reinforcement
Interpersonal relationships	Ambivalent responses to husband and children Secretive and suspicious	Support group to control alcohol abuse—Alcoholics Anonymous (AA) Self-disclosure training
Drugs/ biology	Reliance on alcohol to alleviate depression, anxiety, tension	Possible use of disulfiram and antidepressant medication

Multimodal Profile: "Ernie" by Donald Keat

Rank	Modality	Number	Problem	Interventions
5	Behavior	B1	Chores, responsibility	Behavior contracting
		B2	Behavior at home	Discipline education
		B3	Coping behavior	Modeling
2	Affect/ emotions/ feelings	A1	Deprivation	Relationship enhancement
		A2	Fighting	Madness management
		A3	Tense, nervous	Relaxation training
		A4	Sadness	Fun training
4	Sensation- school	S1	Conflict with teacher	School collaboration
		S2	Getting work done	Homework contract
		S3	School work	Study skills
		S4	Responsibility	Games
6	Imagery	I1	Low self-image	IALAC
		I2	Performing adequately	Hero imagery
		I3	Imagery	Puppet play
7	Cognition	C1 C2	Self put-downs Decision-making skills	Cognitive restructuring Personal problem solving
		C3	Information	Bibliotherapy
3	Interpersonal relationships	I.1	Poor peer relations	Friendship training
		1.2	Sibling conflict	<i>Instant Replay</i>
		1.3	Adult relations	<i>Winnona Ways</i>
1	Drugs /health	D.1	Enuresis and encopresis	Audio therapy
		D.2	Poor nutrition	Diet therapy
		D.3	Lacks exercise	Activity monitoring

Sources

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Lazarus, A.A. 1981. *The practice of multimodal therapy*. New York: McGraw-Hill.

Lazarus, A.A. (ed.) 1985. *Casebook of multimodal therapy*. New York: Guilford Press.

Smith, F., Lombard, R., Neubert, D., Leconte, P., Rothenbacher, C., & Sitlington, P. (rev. 10/1993, 10/1995). "The Position Paper of The Interdisciplinary Council on Vocational Evaluation and Assessment". Can be downloaded at www.vecap.org.

Appendix 1

Case of Ms Zho:

Southeast Asian female, late deafened while in a refugee camp subsequent to

Inappropriate medication for TB; also HIV+; in the US about 3 years; had received a cochlear implant; had a male translator from her country for language interpretation.

(She completed her basic education, was in a technical school studying something like electric power engineering, when she had to flee. Had some exposure to English there.)

“Ms Zho is physically intact as to having all her limbs & digits, ambulatory for at least moderate time/distance, capable of at least Average manual dexterity. She may only have sufficient stamina to stand for 1 ½ to 2 hours, and can’t tolerate kneeling position. According to results of Valpar Compass, with integrated work samples and other supplementary work samples, her Finger dexterity, Manual dexterity, and Hand-eye Fine Motor Coordination are all Average to Above Average. Hand-eye-foot coordination may be low average. Not that the *pace of her work slows down when trying to insure highly accurate detailed work*. While rapid fine motor precision may be more difficult for her at first, she can perform functional daily activities at an adequate level, and demonstrates potential to improve her performance.”

“Her vision (corrected with glasses) seemed satisfactory for close and distance work. Results of the assessment further suggest that she has about Average *visual-spatial thinking* and High Average visual perception (both for *Form Perception* – seeing details in shapes & configurations of objects, and for *Clerical Perception* – seeing details in written symbols such as letters, numerals, and punctuation marks.) Her color discrimination is quite normal.

“Her CI-aided hearing seemed satisfactory for both environmental sounds and for conversations within a quiet background, especially directed to her better (left) ear. As to her Listening Perception & Comprehension, she was able to understand all directions for activities and explanations about the purposes and choices in career assessment.

As to her cognitive abilities recall that documents indicate attainment of basic education and progress in her technical training until she became a refugee. Her current cognitive career aptitude profile was measured first by Valpar Pro-3000; this included COMPASS, a computerized series of aptitude tasks using a game controller and no keyboarding, and often required no language skills apart from the reading of directions. In her case, the directions were translated by the interpreter, in place of the regular process of COMPASS reading aloud the English instructions for most clients. COMPASS also has 3 tangible work samples for the manual skills, and Pro-3000 is supplemented by results from additional

Valpar work samples when a person is successful on those. Thus her Pro-3000 comprehensive profile shows *solid* Average for the General Educational Factors for Reasoning, for Math and for Total Language (listening, speaking, reading, writing). As well, she obtained Average to High Average for all the Specific cognitive Aptitudes – General Learning Ability, Verbal, Numerical and even Visual-Spatial Thinking. Although this latter score looks like it is low, it is likely an artifact due to being the highest level available from the work samples she completed involving that aptitude.

As a cross-validation to detect variations due to cultural or language differences, she took the:

C-TONI – Comprehensive Test of Nonverbal Intelligence.

This is an individually administered set of culturally fairer tasks measuring higher cognitive abilities of analogical, categorical, and sequential thinking, using pictorial and geometric forms. Responses require only nonverbal pointing answers. Standardized pantomime procedures are recommended for those persons for whom English is a second language, or when hearing or speech/language factors may be disabling. The normative group of reference is the general U.S. Population, including persons with disabilities who may be integrated into the general population.

(The Mean Average score is set at 100; the Average range of 1 standard deviation is 85 to 115; only 2% of the population would score below 70, and 2% above 130.)

	<u>90% Confidence Range</u>
Nonverbal Intellectual Score 91, plus/minus 3	88 to 94
Pictorial Intellectual Score 83, plus/minus 4	79 to 87
Geometric Intellectual Score 100, plus/minus 3	97 to 103.

**This pattern also shows generally Average cognitive ability. The lower Pictorial score suggests possible influences related to lower exposure to Western culture.

Her Applied Cognitive Abilities in terms of academic achievement levels were measured by the TABE in a specialized individual administration.

TESTS OF ADULT BASIC EDUCATION (TABE): Form 9, Survey edition

These tests measure the literacy, computation, and language skills expected of adult workers in the U.S. After high school, and range in challenge from Easy, through Medium & Difficult, to Advanced.

CAS TABE is administered (both Locator and Survey sections) by entering answers by paper & pencil under standard time conditions, unless modifications are noted. It was supervised by the academic department specialist, Ms. English.

	# right/ # attempted	Grade Equivalent	Level of Difficulty
Reading Comprehension	20/25**	11.1	Advanced
Math Computation	21/25	12.9	Advanced
Applied Math	21/25**	12.9	Advanced

COMMENTS: Grade Equivalents (G.E.'s) up to 4th grade represent non-literacy or beginning literacy. GE's of 5th to 6th grade are often useful for the trades and on-the-job training (OJT). GE's of 7th to 8th grade often support formal vocational training classes. GE's of at least 9th grade are usually required for success at technical and technology training. GE's at 11th-12th grade levels, on the Difficult and Advanced challenge levels, are usually required to predict success towards a college degree.

**Tasks required English language and were translated into *Mgslhichpx* by an interpreter. She had the standard access to a hand calculator for Applied Math.

WOODCOCK-JOHNSON III: Tests of Achievement, Reading Skills

These tests were administered individually item-by-item and were selected to measure the amount of English (reading) literacy possessed by Ms. Zho in order to determine the amount of English language instruction she may need. Except for some of the directions, the material was NOT translated into *Mgslhichpx*. Note that her Letter-Word identification and Word Attack skills are much better developed presently than her comprehension, vocabulary and fluency skills, which would be aided by ESOL instruction.

<u>TEST</u>	<u>Grade Equivalent</u>	<u>TEST</u>	<u>Grade</u>
<u>Equivalent</u>			
Test 1; Letter-Word Identification	8.5	Test 17 Reading Vocabulary	5.4
Test 2: Reading Fluency	2.7	(Synonyms, Antonyms, Analogies)	
Test 9: Passage Comprehension	2.4		
Test 13: Word Attack	8.6		
Test 14; Picture Vocabulary	4.3		

“Persons with this overall pattern of cognitive abilities and in light of prior educational attainment, generally have moderate success with formal vocational training and academic skill development, assuming sufficient motivation and effort. They typically learn semi skilled to technical or even managerial occupations.”

Valpar PRO-3000 Comprehensive Profile Calculation

	GED	Aptitudes
	R M L	G V N S P Q K F M E C
A. Compass Assessment	2 4 4	3 2 3 . 2 3 . 4 . 5 1
B. Work Samples	4 . 1	3 4 . 4 3 3 2 2 3 . 3
Comprehensive	4 4 4	3 2 3 4 2 3 2 2 3 4* 1

* = entered from keyboard based on observation.

GED	(low 1 to high 6)
Reasoning	* * * *
Math	* * * *
Language	* * * *

APTITUDES	(Lo to Hi)	5 4 3 2 1
General Learning Ability		* * *
Verbal Aptitude		* * * *
Numerical aptitude		* * *
Spatial Aptitude		* *
Form Perception		* * * *
Clerical Perception		* * *
Color Discrimination		* * * * *

Addendum to References – The Case for Using Two Interest Surveys; Castiglione; 2010

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Diamond, Esther E. *Using interest inventories as interventions in women's career development*. Applied Psychology. (1988) 37 (2), 151-163 doi:10.1111/j.1464-0597.1988.tb01133.x

Luzzo, Darrell A. & Day, Michael A. (1999) *Effects of Strong Interest Inventory feedback on career decision-making self-efficacy and social cognitive career beliefs*. Journal of Career Assessment. 7 (1), 1-17. DOI: 10.1177/106907279900700101

Prediger, Dale J. (2004) *Career planning validity of self-estimates and test estimates of work-relevant abilities*. Career Development Quarterly. March. 123-131.

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Additional reference points:

Color & career interest article

http://www.deweycolorsystem.com/credentials/PDFS/DCS_23.pdf

Accuracy in recalling interest inventory information

<http://www.highbeam.com/doc/1G1-141095830.html>

ACT research report: minority effects with ACT

http://www.act.org/research/reports/pdf/ACT_RR72.pdf

Individual differences in RIASEC profiles

<http://www.encyclopedia.com/doc/1G1-141095827.html>

Discussion and links to Self Assessment

<http://www.rileyguide.com/assess.html>

Temporal Stability

<http://www.ncbi.nlm.nih.gov/pubmed/2385699>

Application of Three Dimensions of Vocational Interests to the Strong Interest Inventory

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https://netfiles.uiuc.edu/jrounds/IIP/Einarsd%C3%B3ttir_Rounds_2000_JVB.pdf