

BARRIERS TO EMPLOYMENT & EDUCATIONAL SUCCESS INVENTORY

INTRODUCTION / ABOUT

When pursuing employment or education, many characteristics of an individual can act as barriers to success. These barriers include economic troubles, a lack of work experience, physical and mental health challenges, and even childcare and dependent care responsibilities. This inventory, the "Barriers to Employment and Educational Success Inventory," can serve as a dynamic guide for the counselor and the client to facilitate entering the workforce or pursuing education.

Collaboration between a client and their counselor is crucial for success in counseling. This inventory takes into consideration the opinions of both the client and the counselor. Here, the client gets to familiarize themselves with possible barriers to employment and education, express their concerns about their barriers, actively participate in feedback with a counselor, and establish actions that can aid in reducing or removing the barriers. In turn, the counselor gains more information about the wants of their client, can provide professional opinions and feedback, can create a treatment plan, and identify skills the client needs to succeed.

While the assessment is built to be administered between the counselor and client, the structure of the tool also allows individuals to use the test independently, without professional counseling. Within the prison system, this can be used between a person being released or pending release and their probation officer. Furthermore, this can also be useful for a high school guidance counselor working with a student with a disability seeking guidance after high school. For the college career counselor, this would be helpful to evaluate potential barriers affecting continued placement in college.

This test is intended to spark discussion and personal awareness of barriers. While it may be beneficial to complete the test form cover to cover, one or two highlights may be sufficient to develop a plan or evaluate employment or educational options.

For further information about the scale and access to reporting templates, please visit www.syracusetesting.com.

Sincerely,

T. Scott Smith, PhD
President/Owner
Syracuse Testing Systems

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01 TYPES OF BARRIERS TO EMPLOYMENT

There are various barriers that can hinder individuals from finding and maintaining employment.

These barriers can be categorized into different types, including:

- Educational barriers:** Lack of access to quality education, limited educational qualifications, and inadequate skills training can create difficulties in securing employment. Employers often require certain levels of education or specific skills for particular positions.
- Economic barriers:** Economic factors such as poverty, lack of financial resources, and limited job opportunities in certain regions can pose challenges to

02 COUNSELOR AND CLIENT FEEDBACK

Counselor and client feedback is an essential component of the counseling process, as it allows for ongoing assessment, improvement, and collaboration between the counselor and the client.

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03 COUNSELOR AND CLIENT FEEDBACK

Client Feedback:

1. **Sharing Experiences and Emotions:** Clients provide feedback to counselors by expressing their experiences, emotions, and reactions to the counseling process. This

04 COOPERATION BETWEEN COUNSELOR AND CLIENT

Collaboration between a counselor and client is crucial for the success of counseling. It involves active participation, open communication, and shared decision-making.

Here are some key aspects of cooperation between a counselor and client:

1. **Establishing a Therapeutic Alliance:** Building a strong therapeutic alliance is the foundation of effective cooperation. The counselor establishes a trusting and non-judgmental relationship, where the client feels safe to share their thoughts, emotions, and concerns.
2. **Setting Goals Together:** The counselor and client collaborate to identify and set

clear, measurable, and achievable goals. These goals are tailored to the client's unique needs and concerns, ensuring a collaborative approach.

3. **Sharing Information:** The client shares their experiences, thoughts, and emotions with the counselor, providing essential information for understanding their concerns. In return, the counselor shares their expertise and insights into the client's unique experiences and challenges, promoting a shared understanding.

4. **Active Participation:** The client actively engages in the counseling process by sharing their thoughts, asking questions, and providing feedback. They play an integral role in identifying patterns, exploring alternatives, and developing strategies for change.

5. **Collaborative Treatment Planning:** The counselor and client work together to develop a treatment plan that aligns with the client's goals, preferences, and values. The plan may include specific interventions, techniques, and a timeline for achieving desired outcomes.

6. **Ongoing Assessment and Feedback:** Regular assessment and feedback sessions are conducted to evaluate the effectiveness of the counseling process and make necessary adjustments. This ensures a collaborative and responsive approach.

7. **Empowerment and Self-Determination:** The counselor supports the client's autonomy and self-determination throughout the counseling process. They encourage the client to make their own choices, take ownership of their growth, and develop self-advocacy skills.

8. **Goal Setting and Monitoring:** The counselor and client collaborate to set specific, measurable, and achievable goals. They regularly monitor progress and adjust the plan as needed, ensuring a collaborative and responsive approach.

9. **Feedback on Interventions:** The client provides feedback on the effectiveness of the interventions and techniques used during counseling sessions. This feedback is used to refine the treatment plan and ensure it remains collaborative and responsive.

10. **Shared Decision-Making:** The counselor and client engage in shared decision-making, where the client's preferences and values are considered alongside the counselor's expertise. This ensures a collaborative and client-centered approach.

11. **Open Communication:** The counselor and client maintain open communication throughout the counseling process. They encourage the client to express their thoughts, feelings, and concerns, while the counselor provides support and guidance.

12. **Transparency:** The counselor maintains transparency about the counseling process, including the goals, interventions, and progress. This fosters trust and ensures a collaborative and responsive approach.

13. **Client-Centered Approach:** The counselor adopts a client-centered approach, prioritizing the client's needs, preferences, and values. This ensures a collaborative and responsive approach that respects the client's autonomy and self-determination.

14. **Shared Responsibility:** The counselor and client share responsibility for the counseling process. The client is encouraged to take ownership of their growth, while the counselor provides support and guidance.

15. **Flexibility:** The counseling process is flexible and adaptable, allowing for adjustments based on the client's progress and needs. This ensures a collaborative and responsive approach that respects the client's autonomy and self-determination.

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05 CLIENT OR CONSUMER OPINIONS

The client or consumer should fill out this section. Short responses are requested, no more than 6-7 words.

Do you have a vocational goal?

Do you have the necessary education for your vocational goal?

Do you have transportation?

Do you have work history that leads up to your vocational goal?

Do you have current child care to meet your educational and vocational goals?

Physically, do you have limits that prevent you from working?

Do you have mental or emotional limitations that prevent you from working?

If you need education to accomplish a goal, do you have funding for that education?

Do you have any other barriers to your goal? Please describe the barrier and how you are working at it.

Do you have access to a cell phone to receive calls from a potential employer?

Do you have access to email that would allow employers to contact you about job opportunities?

For each of these barriers, offer a ranking of how serious the barrier is.

1 major barrier, vocational goal cannot be accomplished, no remediation

2 significant barrier, greater than 6 months needed for remediation, financial outlay assistance required

3 moderate barrier, more than six months

4 minor barrier, need verbal counseling, family able to meet financial needs, resolution less than 90 days

5 no remediation needed

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06 COUNSELOR OR PROFESSIONAL SCREENING

The counselor should fill out this section. Specific responses are requested, no more than 8-10 words.

Vocational Goals

☐ Same work ☐ Modified work ☐ Education needed

Other:

Education to accomplish

Transportation

Drivers license ☐ Yes ☐ No Permit pending ☐ Yes ☐ No

Public access ☐ Yes ☐ No Parent ☐ Yes ☐ No

Rural area, limiting access ☐ Yes ☐ No

Other:

Do you have adequate housing at present?

Childcare

☐ No childcare

☐ Children, but grown or childcare not needed

☐ Children young or in school, additional care needed

☐ No placement for childcare

Other:

Do you have access to e-mail that would allow employers to contact you about job opportunities?

Necessary education for your vocational goal

☐ Ready or almost without additional training or education

☐ Need more training or education

☐ Need more training or education

☐ Need more training or education

Other:

Mental or emotional limitations

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Work history that leads up to vocational goal

☐ Easily transferable

☐ Moderately transferable

☐ Completely transferable

Other:

Physical Limits

Work capabilities

Pain or injury

Workstation or mobility

Hand control/limits

Hearing limits

Other:

Have access to a cell phone to receive calls from potential employers?

07 TEAM PLANNING

Ranking of barriers from most to least significant. Client

Barrier	Score	Primary Barrier Identified

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08 SAMPLE REPORT TEMPLATE

Report on Hadley Jacobsen's Barriers to Employment and Educational Success

On April 24, 2023, Hadley Jacobsen underwent the "Barriers to Employment and Educational Success Inventory", administered by Dr. T. Scott Smith of T. Scott Smith Consulting. Ms. Jacobsen aspires to complete a vocational-technical program in graphic design. To achieve this, she recognizes the need to attend a vocational-technical school as she currently lacks the requisite education. Past

employment history is limited to the fast-food industry and as an unskilled laborer, neither of which aligns directly with her future vocational goal in graphic design.

Ms. Jacobsen resides in a rural area, but notably, she has reliable access to transportation. Additionally, she has both a cell phone and email, ensuring she remains connected. However, there are significant barriers in her path. First, the lack of finances to support her education has led her to seek assistance from a public rehabilitation agency. Secondly, her autism diagnosis and associated emotional regulation challenges could make both education and subsequent employment more challenging. However, the most prominent barriers she's likely to face are educational, economic, discrimination due to her condition, and her lack of work experience in the field.

Conversely, certain potential barriers are notably absent in her case. Ms. Jacobsen does not have a criminal record, legal complications, or childcare responsibilities, which can often be obstacles for many seeking employment. Furthermore, language and cultural barriers will not pose challenges in her education and job placement.

Return to Work Plan for Hadley Jacobsen:

Acquisition of Education:

- Identify vocational-technical schools offering programs in graphic design.
- Collaborate with the public rehabilitation agency to secure educational funding.
- Enroll in a program, ensuring its environment is inclusive and supportive, especially given her autism and associated challenges.

Skills Acquisition and Employment:

- To combat the lack of work experience, consider internships or part-time positions in graphic design during or after course completion.
- Participate in workshops, seminars, and emotional regulation training to help mitigate potential challenges related to discrimination due to her condition.
- Seek out mentorships within the graphic design community for guidance and networking.

Strategizing Post-Education Employment:

- Begin the job search process before course completion, targeting employers known for inclusive hiring practices.
- Utilize the career services of her chosen institution or seek external career counselors to ensure a successful transition into the workforce.
- Given her potential barriers, consider roles that may offer more structured environments.

By diligently following this plan, leveraging resources, and focusing on her strengths, Hadley Jacobsen is poised to overcome the identified barriers and attain her desired role in graphic design.

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ABOUT DR. T. SCOTT SMITH

Dr. T. Scott Smith received his undergraduate degree at Louisiana State University and continued to complete his Master of Arts degree in Rehabilitation Counseling at the University of Alabama. He then obtained a Master of Science degree as well as his Ph.D. in Educational Psychology from Texas A&M University. Dr. Smith has continued to provide his expertise as a Certified and Licensed Vocational Rehabilitation Counselor, a Certified Life Care Planner, a Consultant for various universities and government agencies, and an Expert Witness for various forensic settings.

PURCHASING ASSESSMENTS

Single Copy:

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• 25 Copies \$200 + tax/shipping

• 100 Copies \$700 + tax/shipping

CONSULTATION OPTIONS

Report Development:

Dr. Smith will complete the interview, prepare a report, and send it to you without consultation.

Interview and Report Development: \$250

Dr. Smith will complete the interview, prepare a report, and send it to you without consultation.

Interview and Report Development: \$250

Dr. Smith will complete the interview, prepare a report, and send it to you, plus include an additional hour of discussion on the results and consultation.

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