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## Recommendations

None None  
*None*

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## RECOMMENDATIONS

Participants in the conference, working through discussion groups, identified the following recommendations. The categorization of recommendations is the responsibility of the editors.

### *ORGANIZATIONAL CHANGES*

1. Rehabilitation counselors should work with students and be directly involved in the vocational programs of the schools.
2. It is desirable to develop regional and national vehicles for disseminating information about job or training opportunities, skill-shortages, specific job vacancies, and other relevant information.
3. Employers should be made cognizant of the abilities of deaf persons particularly through employer visits to schools and training facilities, and the use of a speaker's bureau technique.

### *RESEARCH*

1. The work potential of less-able deaf persons, and the methods of assuring them participation to the extent of their abilities, should be systematically studied.
2. Methods of selective placement (closely matching the skills and needs of the worker with the demands and rewards of the job) must be developed. Related research is a prerequisite.
3. Research aimed at producing more effective, vocationally related instructional material should be undertaken.
4. An extensive review of careers, occupations, and vocational opportunities is needed in order to determine in what areas the deaf are not now, but could be employed. The training needed for entrance into these new areas should also be an integral part of the study.

### *PERSONNEL*

1. An effort should be made to recruit and train specialists to work with the deaf from a broad spectrum, i.e., social workers, psychologists, rehabilitation counselors and other service personnel.

2. Specific emphasis should be given the recruitment of rehabilitation counselor specialists to the deaf.
3. Existing rehabilitation counselor training facilities should be actively approached in an effort to better prepare all rehabilitation counselors to work with deaf people.
4. The use of and further development of the sub-professional counselor aide should be fully explored.

### *TRAINING OF DEAF PERSONS*

1. The rapidly developing community college system should be utilized as a source of education and training for deaf persons.
2. Opportunities should be provided for deaf students and trainees in educational and training programs to live off campus, in non-dormitory facilities.
3. Young deaf students and trainees should be integrated with the older adult deaf whenever possible.
4. Work orientation, work experience, and interpretative services should be emphasized for deaf students.

### *CHANGE OF ORIENTATION*

1. Vocational counseling, including general orientation to the world of work, should be initiated early for deaf persons—certainly prior to the final year of school.
2. The services of all schools, diagnostic facilities, rehabilitation agencies, and other agencies in any particular region should be available to all of the students in that region on an exchange basis from state to state.
3. Comprehensive ancillary services should be available to deaf clients during the process of vocational habilitation or rehabilitation. This includes interpretive, psychological, audiological, and counseling services.
4. Workshops which are oriented toward informing teachers (not just vocational teachers) of the magnitude of the vocational problems faced by deaf persons should be conducted, perhaps as part of in-service training.
5. Cooperation between the rehabilitation counselor and the school in planning an appropriate vocational curriculum is recommended.

## *VIII*