

# Comprehensive Abilities Study

## Introduction to the Allen, Tingey, Farnes, Millington Abilities Model

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Kenneth B. Tingey, Ph.D.  
Utah State University

# Impetus of the Abilities Model

- Dell Allen offered analysis and reference material as a part of the CAMEO project (Comprehensive Approach to Employment Outcomes) at Utah State – itself an outgrowth of the Vocational Rehabilitation Genome Project.
  - Presented his own analysis – focused on a taxonomy of disabilities
  - Presented materials from Guilford, Fleishman, Gardner, and others

# Characteristics of initial Allen model

- Affected by Fleishman in a *broad* range of areas and Guilford in *intellectual* more than physical areas
- Search for valid, reliable instruments
- Approach to consider abilities in a broad sense
  - Desire to achieve a more comprehensive view of ability profiles rather than a simplistic “intelligence” rating
  - Use network and complexity models to embrace complexity rather than simplify *per se*

# Focus on granular elements

- Desire to consider the most basic elements of abilities rather than aggregated categories
- Tactical approach at matching up such elements within existing abilities assessment instruments
- Eventually design a taxonomy of abilities, linking and coding like concepts from different research streams

# Methodology & technology

- Grounded theory approach to study of abilities
  - GT to document individual documented abilities
  - Semantic coding to define and then match abilities types
- Use of *Atlas.ti* as classification and presentation tool in support of the analysis
  - CAQDAS analysis originally conducted
  - Would prefer a tool that integrated coding with logic/process design

# Tour of existing documentation

- Documents
- Coding
- Models

# Abilities vs. categories vs. assessments vs. skills

- Abilities – inborn, natural capacities
- Assessments – level of ability
- Categories – ability clusters (nomological network) Skills – learned capabilities, built on top of native abilities

- Leading to...

- ...vocational assessments
- ...education and training programs
- ...accommodations



Comprehensive Approach to Maximization of Employment Outcomes (CAMEO)



# Review of abilities in *Atlas.ti*

- Documents
- Codes
- Nomological networks (finding and documenting validity and reliability issues)
  - Identifying instruments
  - Converting instruments to easy-to-use processes
  - Contract with suppliers to make most favorable arrangements
  - Providing instruments through easy-to-access channel

# Assessments of abilities

- Not known
- Gift
- Strength/Talent
- Typical
- Weakness
- Disability

Engage in as comprehensive an assessment program as feasible – we wish to make such a comprehensive approach as easy and economic to perform as possible

# Assessments of abilities

- Not known

- Gift

- Strength/Talent

- Typical

- Weakness

- Disability



Hoping to find abilities where these conditions are present – first, if possible

# Example of instrument

- O\*NET Interest Profiler

# Nomological network of abilities

- Working through and coding the literature
- Weigh the strengths and weaknesses of the various abilities definitions and supporting assessments
- Build nomological network from bottom up
- Develop aggregate competency model for six point assessment
- Use in vocational assessment process