

Glossary

of Terms Used in Vocational Evaluation

Prepared by Task Force # 7

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Section I

GENERAL DEFINITIONS

1. *Assessment*: A process of finding out what the strengths and limitations of an individual are in terms of optimal functional outcomes; and developing proposals for alternative service plans. Assessment is to manpower services what diagnosis is to health care services.
2. *Evaluation*: Process of assessment against some criteria.
3. *Vocation*: A calling, what one does, grounded in interests, ability, needs and opportunities.
4. *Vocational Assessment*: Determination of the importance, size, or value of the strengths and limitations of an individual which facilitate or interfere with vocational outcomes and development of proposals for vocational service plans.
5. *Vocational Evaluation*:
 - (1) The process of observing behaviors and interpreting them against some criterion;
 - (2) The process of assessing what an individual does and how well he does it, i.e., his "calling" (grounded in interests, abilities, needs, and opportunities) against some criterion;
 - (3) One function of a personalized service delivery system that obtains and synthesizes information pertinent to persons with vocational problems to assist them in identifying and planning (an) appropriate vocation (s);
 - (4) A comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data in the attainment of the goals of the evaluation process (Tenth Institute on Rehabilitation Services);
 - (5) A specialized form of clinical assessment requiring a specialized technology and environment, requiring a period of several days or even weeks of close observation and judgement, characterized by the use of real or simulated work tasks and activities in a situation which simulates some of the demands of work environments.

Section II

SPECIFIC DEFINITIONS

1. *Adjustment Services*: Those services which facilitate individual personal, social, and vocational aculturation, adaption, and acclimation to bring the individual into conformance within acceptable tolerances of socially permissible behavior.
2. *Aptitudes (Aptitude)*: The probable level of future functional outcome that could be reached following further maturation and/or training.
3. *Assessment*: See Section I.
4. *Audio-Visual Materials*: Written, printed, visual, or auditory media such as videotapes, films, slides, photographs, transparencies, diag-

- rams, charts, posters, etc. In the evaluation setting audio visual materials can be used to enhance client self-evaluation and encourage vocational exploration.
5. *Client Information (Referral Data)*: Data about the client obtained from other specialists, persons, and agencies that is obtained verbally or through such documents as psychometrics, terminal reports, medical reports, intake reports, and social service reports.
 6. *Clinical Assessment Services*: An assessment which identifies the needs of atypical and dysfunctioning people for whom the conventional approaches are not effective.
 7. *Delivery System*: The organizational structure by which the necessary activities and goods are provided to those people who need them; for example, the Human Services Delivery System includes health care, income maintenance, and manpower services.
 8. *Disadvantaged Individual*: Any individual constrained by reason of physical or mental disability, youth, advanced age, low educational attainment, ethnic or cultural factors, prison or delinquency records, or any other condition especially in association with poverty.
 9. *Eligibility*: When used in relation to an individual's qualification for vocational rehabilitation services, refers to a certification that (1) a physical or mental disability is present; (2) a substantial handicap to employment exists; and (3) vocational rehabilitation services may reasonably be expected to improve the individual's functional independence.
 10. *Evaluation*: See Section I.
 11. *Evaluation in a Vocational Training Setting*: An evaluation setting which has the following characteristics: (1) the client is not paid, (2) the existence of an established vocational training program, (3) it is primarily for the benefit of the client, (4) the client's performance is supervised and evaluated by the instructional staff in coordination with evaluation staff, (5) it does not necessarily result in entry by the client into that training program.
 12. *Feedback*: The return to the input of a part of the information output of a machine, system, or process. In evaluation this information is utilized to assist clients or other interested parties to modify future performance.
 13. *Follow-Up Information*: Data collected after services provided.
 14. *Functional Independence*: The capacity to take care of one's own affairs to the extent that physical, mental, or emotional conditions permit and to the extent that economic conditions permit. Satisfactory social goals are achieved when individuals are brought to functional independence, even if jobs are not available or because social norms require that the individual remain out of the labor force, as is the case of mothers with very small children. Such a social goal is also satisfied if an individual with severe physical or psychological handicaps is enabled to remain in his community with or without work, through physical or psychological rehabilitation plus essential supportive services to complement that element of functional capacity which can not be restored by medical science. Functional independence

may lead to economic independence if there are jobs; if there are none, the functional independence results in a socially healthy individual and reduces unnecessary and costly institutionalization.

15. *Functional Outcomes*: Activities in which a person is capable of engaging on a regular basis and which require the use of time, strength, or faculties. Functional outcomes include but are not limited to:

- Competitive employment — self-employed
- Competitive employment — career
- Competitive employment — long-term
- Competitive employment — short-term
- Competitive employment — marginal
- Competitive employment — subproductive
- Sheltered employment — transitional
- Sheltered employment — long-term
- Homebound employment — self-employed
- Homebound employment — employee
- Temporary unemployment — marketable job skills
- Work activities programming — long-term
- Volunteer work
- Unpaid home work — care of home and other family members
- Community activity — individual use of time
- Programmed day activities
- Homebound — individual use of time in home
- Homebound — independent total self care
- Family-community assistance — partial self-care
- Structured living environment — partial self-care
- Total dependence on others — short-term
- Total dependence on others — long-term.

16. *Functional Outcome-Optimal*: The highest functional level an individual can realize in consideration of his economic or social limitations.
17. *Gainful Occupation*: Includes employment in the competitive labor market; practice of a profession; farm or family work (including work for which payment is in kind rather than in cash); sheltered employment; and home industries or other homebound work.
18. *Handicapped Individual*: A disadvantaged or disabled person whose condition imposes a limit upon his employment potential.
19. *Health Care Services*: Those services related to the maintenance or restoration of health and the prevention of disease.
20. *Human Services*: Activities or goods provided to people to enable them to deal with their personal environments in such a way that they can gain some control over their own destinies and exercise some freedom of choice in their lives.
21. *Income Maintenance Service*: Services related to the economic issue; welfare and social security are two such services.

22. *Individual Case Record*: Includes all information obtained about the client prior to, during, and in followup of the evaluation case. Includes referral information such as social and work history, medical information, referral questions, program plans and goals, services to be provided, signed reports and notations relating to performance and progress during the evaluation, notes from case conferences, the termination decision, and final report of findings and recommendations.
23. *Industrial Standards*: Actual worker requirements from industry based on the expectations of the employer.
24. *Initial Screening*: The process of reviewing all available pertinent data on referrals to determine the need for vocational evaluation and to establish a program plan.
25. *Interview*: Communication between two or more persons used for such purposes as diagnosis, education, therapy, or just to gain information. Though some interviews are primarily to obtain information and some primarily to give help, most involve a combination of the two.
26. *Job Analysis*: Involves the systematic study of an occupation in terms of: what the worker does in relation to data, people, and things; the methodology and techniques employed; the machines, tools, equipment, and work aids used; the materials, products, subject matter, or services which result; and the traits required of the worker.
27. *Job Bank*: A computerized system, developed by the Department of Labor, which maintains an up to date listing of job vacancies available to the State Employment Service.
28. *Job Clusters (Work Families, Job Families)*: Related occupations grouped on the basis of similar job requirements, such as, specific duties of the job, materials and equipment used, and skill, knowledge, and worker characteristics required.
29. *Job Exploration*: A process whereby an individual is exposed to work experience and occupational information which provides feedback to the individual in order to increase his knowledge of the world of work, and feedback to the evaluation team on which to make judgements.
30. *Job Families*: see Job Clusters.
31. *Job Samples*: see Work Samples.
32. *Job Seeking Skills*: Those skills that enable a person to seek out job vacancies and apply for them. Includes knowledge of where to find information about job openings, how to fill out an application, how to take employment tests, how to handle a job interview, etc.
33. *Job Task*: An actual single work activity that is taken in its entirety without any changes directly from a specific job.
34. *Job Tryout*: Contains at least the following characteristics: (1) wages are paid to the client, (2) it is primarily for the employer's benefit, (3) the client is an employee, and (4) the setting is controlled by the employer. It is in actuality a placement used as an evaluation tool with the understanding that the client may not succeed, and will be helped further if he does not. The success or failure provides the evaluator and client with additional information to make specific employment decisions.

35. *Manpower Services*: Services relating to vocation, occupation, and other productive activities at one end of a continuum through to self-fulfilling activity or even the negatively stated status of not being an unnecessary burden upon others, at the other end.
36. *Manpower Services Delivery System*: Those programs, agencies, and services directly concerned with providing manpower services through a comprehensive design.
37. *Norms*: A single value or range of values constituting the usual performance of a given group. A standard of achievement as represented by the performance of a reference group including the median or average.
38. *Observational Procedure*: An organized method of recording what a client does, for the purpose of documenting behavior; the emphasis is usually upon productivity, behavior patterns, expressed interests, and worker interaction. Used to gain information concerning a client's overall level of functioning.
39. *Occupational Information*: Any information relevant to paid employment such as definitions, conditions of employment, and requirements, e.g. Department of Labor publications, job banks, commercial media, job exploration systems, publications of occupational, professional, and interest groups, tours of job sites, local labor market surveys, etc.
40. *On-the-Job Evaluation*: Contains at least these characteristics: (1) the client is not necessarily paid, (2) it is primarily for the client's benefit, (3) it will not necessarily result in employment, (4) the employer does not experience any immediate gain, (5) the client does not displace or fill vacant worker slots, and (6) the client's performance is supervised and evaluated by the employer and/or the evaluation staff. The client is given the opportunity to experience, in various degrees of participation, the specific requirements necessary to do the specific job.
41. *Production Work Evaluation*: This evaluation approach is a method of evaluating clients through the use of actual industrial work brought into the evaluation facility. It is possible for the evaluation staff to vary all the customary conditions of the real job in an effort to discover difficulties that prevent the client from working effectively.
42. *Psychometric Instruments*: Tools which measure correlative mental functioning of a cognitive, psychomotor, or affective nature purported to be important to specific job performance, utilizing abstract tasks, usually of a paper and pencil nature.
43. *Psychological Test*: An objective and standardized measure of a sample of behavior.
44. *Referral Data*: see Client Information.
45. *Referral Source*: That person or facility who refers a client for services. This includes, but is not limited to service agencies such as vocational rehabilitation, physicians, industry, insurance companies, employment agencies, community action groups, and potential clients themselves.

46. *Resource Tools*: Available information that can be drawn upon to provide assistance and clarification, i.e., occupational information, job analysis, etc.
47. *Sheltered Workshop*: Provides transitional and/or long-term employment in a controlled and protected working environment for those who are unable either to compete or to function in the open job market due to their handicap. Some sheltered workshops also provide vocational evaluation and work adjustment services.
48. *Simulated Job Station*: A work setting which has the following characteristics: (1) all aspects of a job (not limited to job tasks) or a work process are replicated as realistically as possible, (2) it does not necessarily require payment to the client, (3) the setting is controlled by the evaluator, and (4) it is located within the evaluation facility.
49. *Situational Assessment*: A clinical assessment method utilizing systematic observational techniques in established or created environments. Situational assessment includes but is not limited to:
 - Evaluation in a vocational training setting
 - Job tryout
 - On-the-job evaluation
 - Production work evaluation
 - Simulated job station
 - Work samples
50. *Situations as Tools*: A performance modality, i.e., using a task to stimulate behavior for observation and measurement.
51. *Staff Conferences (Staffing)*: formal or informal conferences held by the staff working with a client to review progress of the individual, develop further plans, maintain integration and coordination in the client's programs, and make recommendations as to future action needed by and for the client.
52. *Staffings*: see Staff Conferences.
53. *Standardization*: A uniformity of procedures used in administering and scoring of a measuring instrument.
54. *Synthesizing*: The process by which information from all resources is combined into a meaningful whole to achieve new approaches and directions.
55. *Tools of Evaluation*: All of the means and media with which the evaluator and the client carry out vocational evaluation.
56. *Training Environment*: Refers to the setting in which the emphasis is on the learning and acquisition of skills or competencies.
57. *VEWAA*: Vocational Evaluation and Work Adjustment Association is a division of the National Rehabilitation Association. It is a professional organization whose members are either engaged in or have an interest in vocational evaluation or work adjustment of the handicapped.
58. *Vocation*: See Section I.
59. *Vocational Assessment*: See Section I.
60. *Vocational Evaluation*: See Section I.
61. *Vocational Evaluation Department*: See Vocational Evaluation Unit.

62. *Vocational Evaluation Program*: An organized and comprehensive service, staffed by specialists who systematically and comprehensively utilize work activities (real or simulated) and/or educational services as the focal point for educational and vocational assessment and exploration. In addition, psychological testing, counseling, social summaries, occupational information, etc., are other evaluation tools used. It incorporates medical, psychological, social, vocational, educational, cultural, and economic data for the establishment and attainment of individual goals.
63. *Vocational Evaluation Program Manager (Case Manager)*: That professional person who is responsible for the entire evaluation program of an individual client. This includes reviewing all referral information, orientation of the client, scheduling services, planning his program, maintaining integration and coordination in his program, maintaining a written case record, holding formal and informal conferences as appropriate, making the termination decision, preparing the final report, and ensuring case follow-up.
64. *Vocational Evaluation Report*: A logical, well planned, carefully written means of communicating vital vocational information about a client. It is a studied, permanent record of significant vocational data observed as a client and an evaluator interact in various types of work or work like situations. It puts the plan, action, findings, logic, and interpretation of the evaluation in writing. It usually includes a picture of the client's worker traits and how they compare to minimal requirements of selected jobs or work areas, physical capacities, learning ability, personal characteristics, social competence, other vocational factors, and a recommendation for further services.
65. *Vocational Evaluation Unit (Department)*: The staff, plant, and equipment necessary to carry out a vocational evaluation program.
66. *Vocational Evaluator*: The individual staff member responsible for carrying out a vocational evaluation.
67. *Work Adjustment*: An individualized, structured and planned, closely supervised, remedial work experience, designed to promote the acquisition of good work habits, to increase physical and emotional tolerance for work activity and interpersonal relationships, and to modify attitudes and behavior which inhibit the satisfactory performance of work.
68. *Work Families*: see Job Clusters.
69. *Worker Trait*: The requirements made of the worker in terms of aptitudes, general educational development, vocational preparation, physical demands, and personal traits. These are reflected in: training time, aptitudes, temperaments, interest, physical demands, and environmental conditions.
70. *Work Sample*: A well defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, worker characteristics, and vocational interests.
 - a. Indigenous Work Samples—represent the essential factors of an

- occupation as it presently exists in one community.
- b. **Job Sample**—Those work samples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures, and work standards of the job.
 - c. **Simulated Work Sample**—Work samples which attempt to replicate a segment of the essential work related factors and tools of a job as it is performed in industry.
 - d. **Single Trait Work Sample**—Assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess a single isolated factor.
 - e. **Cluster Trait Work Sample**—A single work sample developed to assess a group of worker traits. Contains a number of traits inherent in a job or a variety of jobs. Based upon an analysis of an occupational grouping and the traits necessary for successful performance therein, it is intended to assess the client's potential to perform various jobs.
71. **Work Sample Norms**: Specified standards that enable an evaluator to compare a client's performance on a work sample with meaningful criteria, e.g., industrial workers, performance for workshop, local or national standards.
 72. **Work Sample Normed in Industrial Setting**: Derived from the aggregate work sample scores of a specified employed population.
 73. **Work Sample Standards**: The rules for the constructing, administering, scoring, and interpreting of work samples in accordance with some established model.

PROPOSAL (Task Force 7)

As a result of the work on the glossary for vocational evaluation over the last 2 years, the need is apparent to continue development of the vocational evaluation glossary started during the vocational evaluation project. We feel that it is also incumbent upon the association to develop a similar glossary for work adjustment, and to combine it with the vocational evaluation glossary. In addition we feel that it is important for the association to continually update this glossary.

Therefore it is proposed that the constitution and bylaws of the Vocational Evaluation and Work Adjustment Association be amended to read: **Artical VI-committees, e) glossary**: The function of this committee shall be to establish and maintain grassroots forums to collect, write, review, and rewrite glossary terms which pertain to vocational evaluation and work adjustment. These terms shall be submitted to the VEWAA executive council for approval prior to their publication.