

Glossary of Terminology for
Vocational Assessment, Evaluation
and Work Adjustment

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academic achievement: The results of learning or teaching; the level or specific skills acquired as a result of learning or educational endeavors. Most often either standardized or teacher-developed tests are administered to determine these levels or skills of an individual. Usually these tests are designed to "test" or measure via only one modality, that of paper-and-pencil or, more recently, computer screening devices. (Fry & Botterbusch, 1988)

* **achievement test:** A test that measures the extent to which a person has "achieved" something, acquired certain information, or mastered certain skills - usually as a result of planned instruction or training. (Mitchell, n. d.)

activities of daily living (ADL): Those behaviors exhibited routinely that are necessary for self-maintenance in the community (e.g., personal care, health care, eating, financial management, transportation, and social skills). Training in these activities is geared toward the individual's development of self-sufficiency and independent functioning. (Fry & Botterbusch, 1988)

* **ADA:** The Americans with Disabilities Act of 1990, P.L. 101-336; prohibits discrimination against people with disabilities in the areas of private employment, public accommodations and services, transportation, and telecommunications. (Americans with Disabilities Act, 1990)

* **adaptability skill assessment:** The identification of an individual's ability to self-manage, problem-solve, evaluate his or her own performances, make choices, perform tasks independently, make adjustments in own performances, and generalize these to adapt to changes that occur in the workplace. Possession of these skills, which are socially validated by the community, can lead to successful transition and employment. (Agran, Martin, & Mithaug, 1987)

* **adaptive behavior:** The effectiveness or degree with which an individual meets the standards of personal independence and social responsibility expected of the individual's age and cultural group. (Davis, 1986)

adjustment services: Ongoing, systematic, and individualized (educational and/or) rehabilitation services designed to enable persons with disabilities to cope with self and situations through the acquisition of skills, behaviors, and concepts to achieve an increased, measurable functional level of personal, social, and/or vocational development. (Sixth Institute on Rehabilitation Issues, 1979)

admission evaluation: A vocationally oriented interview that occurs prior to the individual's entering a given program. The primary purpose is to determine appropriateness for vocational evaluation services and to establish whether the individual can benefit by such services. (Fry & Botterbusch, 1988, edited 1993)

adult basic education: Education of adult persons in reading, language, and mathematics skills when an educational deficiency interferes with the fullest occupational attainment or when the person desires the opportunity for personal fulfillment. (Fry & Botterbusch, 1988)

affirmative action: Active efforts made by an employer to seek women, persons with disabilities, the aged, persons of racial and ethnic minorities, and/or other minority persons as job applicants. Also, to treat such employees without discrimination in all employment practices including rate of pay, advancement, and selection for training. (Fry & Botterbusch, 1988, edited 1993)

affirmative action plan: A published plan outlining an employer's policies in providing equal employment and advancement opportunities for persons with disabilities, women, the aged, and/or other minority persons; such a plan includes specific actions, timetables, complaint procedures, and enforcement procedures to assure such equal opportunities. (Fry & Botterbusch, 1988)

* **anatomical rating:** See medical impairment rating.

(r) aptitude: A combination of abilities and other characteristics, whether native or acquired, that are indicative of an individual's ability to learn or develop proficiency in some particular area if appropriate education or training is provided. (Mitchell, n.d.)

The following aptitudes can be measured:

G - Intelligence - General learning ability. The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. (U.S. Department of Labor, 1970)

V - Verbal Aptitude - The ability to understand meaning of words and use them effectively. The ability to comprehend language, to understand relationships between words and to understand meanings of whole sentences and paragraphs. (U.S. Department of Labor, 1970)

N - Numerical Aptitude - Ability to perform arithmetic operations quickly and accurately. (U.S. Department of Labor, 1970)

S - Spatial Aptitude - Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. (U.S. Department of Labor, 1970)

P - Form Perception - Ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines. (U.S. Department of Labor, 1970)

Q - Clerical Perception - Ability to perceive pertinent detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. (U.S. Department of Labor, 1970)

K - Motor Coordination - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. (U.S. Department of Labor, 1970)

F - Finger Dexterity - Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately. (U.S. Department of Labor, 1970)

M - Manual Dexterity - Ability to move the hands easily and skillfully. Ability to work with the hands in placing and turning motions. (U.S. Department of Labor, 1970)

architectural barriers: Physical design and construction (e.g., curbs, door size, ramps, and restrooms) that limit or impair the mobility or other functioning of a person with a physical limitation. (Fry & Botterbusch, 1988)

* **arithmetic mean:** A kind of average usually referred to as the mean. It is obtained by dividing the sum of a set of scores by their number. (Mitchell, n.d.)

(r) assessment: See vocational assessment.

* **assistive technology (device):** Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. (Technology-Related Assistance for Individuals with Disabilities Act, 1988)
SYN: Rehabilitation technology.

* **average:** A general term applied to the various measures of central tendency. The three most widely used averages are the arithmetic mean (mean), the median, and the mode. (Mitchell, n.d.)

* **battery:** A group of several tests standardized on the same sample population so that the results on the several test are comparable. Sometimes loosely applied to any group of tests administered together, even though not standardized on the same subjects. (Mitchell, n.d.)

background information: Pertinent information on an individual obtained prior to the start of the evaluation process from the individual; from lay persons such as relatives, friends, former employers; or from professionals such as physicians, psychologists, counselors, social workers, or other vocational evaluators. (Fry & Botterbusch, 1988, edited 1993)

behavior: Any directly observable and measurable activity of an individual or group of individuals within a physical and social environment. (Fry & Botterbusch, 1988)

behavior modification: A treatment approach involving the planned application of reinforcement contingencies designed to change an individual's or groups' behavior. (Fry & Botterbusch, 1988)

career: A sequence of positions occupied by a person throughout prevocational, occupational, and post-occupational life. (Super, 1983)

career assessment: A process providing useful information and experiences, beginning in elementary school and continuing through adulthood, that will assist an individual to develop educational plans to reach goals and develop skills related to employment and community living. Career assessment provides an ongoing, individual centered monitoring of skills, interests, and values related to functioning in work, home, and community positions, and encompasses all individual assessment practices including: (1) psychological and educational assessment, (2) functional living skills assessment (home and community), and (3) vocational assessment (work) (Sitlington, Brolin, Clark, & Vacanti, 1984)

***career development:** The lifelong behavioral process and the influences on them that lead to one's work values, choice of occupation(s), creation of a career pattern, decision-making style, role integration, self and career identity, educational literacy, and related phenomena. (Herr & Cramer, n.d.)

* **career exploration:** See vocational exploration.

case finding: The process of systematically reaching into the community for the purpose of identifying persons in need of services, of alerting persons and their families to the availability of services, of locating needed services, and of assisting persons to enter one or more human service delivery systems. SYN: Outreach. (Fry & Botterbusch, 1988)

case manager or (client program manager): The individual who arranges services, ensures that clients progress through the rehabilitation process, completes case reviews at proper intervals, and (may) maintain fiscal responsibility. (Herrick, Downing, Hall, McGill, Miller, Monteforte, Schubotho, & Winn, 1981)

* **ceiling** - The upper limit of ability measured by a test. (Mitchell, n.d.)

***central tendency:** A measure that provides a single most typical score as representative of a group of scores; the "trend" of a group of measures as indicated by some type of average. (Mitchell, n.d.)

certified rehabilitation counselor (CRC): A professional certified to provide varied and specialized rehabilitation services for persons with disabilities as defined by the Commission on Rehabilitation Counselor Certification. Essential performance areas for certification are: medical, psychological, and economic aspects of disabling conditions; legislative, legal, sociological, and technological influences in rehabilitation; rehabilitation services and service delivery systems; principles of human behavior; job development and placement; coordination of vocational rehabilitation services; and counseling and client assessment. (Fry & Botterbusch, 1988)

certified in vocational evaluation (CVE): An individual certified in vocational evaluation by the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) and who has met the published standards of the Commission in areas such as: job analysis, occupational information, interviewing, individualized vocational evaluation planning, work samples, psychological testing, learning style, situational assessment, functional living skills, functional limitations of disability, and report development. (Commission of Certification of Work Adjustment and Vocational Evaluation Specialists, 1992)

certified in work adjustment (CWA): An individual certified in work adjustment by the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES) and who has met the published standards of the Commission in areas such as: behavior management, functional aspects of a disability, work management, individualized work adjustment planning, situational assessment, learning style, community-based vocational training, and social aspects of a disability. (Commission of Certification of Work Adjustment and Vocational Evaluation Specialists, 1992)

client: A person receiving services from an agency, business, school, or other service provider. (Fry & Botterbusch, 1988) SYN: Participant. See also: consumer.

client follow-up: Supportive assistance provided to an individual during the stages of job placement to provide aid in adjustment. Such services also provide feedback to the service organization and provide the employer with needed assistance in maintaining the individual's employment. (Fry & Botterbusch, 1988, edited 1993)

client plan: A written program of action developed and reviewed at regular intervals, with the direct participation of the client, personnel from other agencies, and other significant persons. It specifies objectives and goals and identifies a continuum of services to achieve those objectives and goals within a specific time. (Fry & Botterbusch, 1988) SYN: Client program, individual evaluation plan, individual program plan, individual work adjustment plan, rehabilitation plan.

cluster trait (work) sample: A work sample assessing a number of traits inherent in a group of related jobs. Based upon an analysis of occupational grouping and the traits necessary for successful performance, it is intended to assess the individual's potential to perform jobs having a common set of performance requirements. (Fry & Botterbusch, 1988, edited 1993)

commensurate wage: Remuneration that is proportionate to the prevailing wage paid experienced, non-handicapped workers in industry in the vicinity for essentially the same quantity and quality of work, considering the handicapped individual's level of productivity. (Fry & Botterbusch, 1988)

Commission on Certification of Work Adjustment_ and Vocational Evaluation Specialists (CCWAVES): An independent commission whose members are assigned from one of several appointing organizations. CCWAVES' purpose is to identify and certify vocational evaluation and work adjustment professionals in order to provide assurance that those professionals can meet acceptable standards of quality. The existence of such standards is considered to be in the best interests of clients, other practitioners, individuals in allied professions, and the public. (Commission on Certification of Work Adjustment and Vocational Evaluation Specialists, 1992)

community alternatives: Sources outside an institutional setting that provide care, support, and services to individuals with disabilities. (Fry & Botterbusch, 1988, edited 1993)

community-based programs: Programs for individuals with disabilities that are located within the individual's community, as opposed to a residential or other removed setting. (Fry & Botterbusch, 1988, edited 1993)

community resources: Public or private agencies, schools, or programs offering social services to people. Such resources are usually funded by governmental bodies, community drives, donations, and fees. (Fry & Botterbusch, 1988)

competitive bid: An agreement to perform specified work under specified conditions and for a specified price that has been determined through the use of the same cost estimating procedures as those used by competitive industry. (Fry & Botterbusch, 1988)

consumer: An individual with a disability who is eligible for, may require, or is the recipient of some type of service, such as medical treatment, vocational rehabilitation, rehabilitation technology, housing, independent living, or transportation. (Fry & Botterbusch, 1988, edited 1993) See also: client.

* **criterion:** A standard by which a test may be judged or evaluated; a set of scores, ratings, etc., that a test is designed to measure, to predict, or to correlate with. (Mitchell, n.d.)

* **criterion-referenced (content-referenced) test:** Terms often used to describe tests designed to provide information on the specific knowledge or skills possessed by an individual. (Mitchell, n.d.)

* **curriculum-based vocational assessment (CBVA):**

- 1) A continuous assessment process used to answer questions about the instruction and special service needs of individual students as they enter into and progress through specific vocational education programs. (Albright & Cobb, 1988)
- 2) A process to determine the career development and vocational instruction needs of students based on their ongoing preference within existing course content and curriculum; identification of students' career/vocational strengths and weaknesses for purpose of making decisions affecting career/vocational programming and instruction. (Stodden, Ianacone, Boone, & Bisconer, 1987)
- 3) The collection and use of information obtained within the context of a curriculum or intervention program; the assessment of students on the content of a curriculum (pre and post) to determine both the extent of progress of the students and the need to change or modify the curriculum. (Clark & Kolstoe, 1990)

* **decile:** Any one of the nine points (scores) that divide a distribution into ten parts, each containing one-tenth of all the scores or cases; every tenth percentile. (Mitchell, n.d.)

deinstitutionalization: A concept having three interrelated processes: (1) prevention of admission to a public institution by developing, finding, and using alternative community methods of care and training; (2) return in a timely manner to the community of those institutional residents who can function appropriately and who can benefit from community-based habilitation and training programs; and (3) establishment and maintenance of a responsible institutional environment that protects the human and civil rights of individuals with disabilities and that contributes to the appropriate and expeditious return of the person to the community. (Fry & Botterbusch, 1988, edited 1993)

(r) developmental disability: A severe, chronic disability of a persons which -

- 1) Is attributable to a mental or physical impairment or combination of mental and physical impairments;
- 2) Is manifested before the person attains age twenty-two;
- 3) Is likely to continue indefinitely;
- 4) Results in substantial functional limitations in three or more of the following areas of major life activity:
 - (i) self-care,
 - (ii) receptive and expressive language,
 - (iii) learning,
 - (iv) mobility,
 - (v) self-direction
 - (vi) capacity for independent living, and
 - (vii) economic self-sufficiency, and
- 5) Reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services, which are of lifelong or extended duration and are individually planned and coordinated.

(The Developmental Disabilities Assistance and Bill of Rights Act, 1990)

dexterity: Adroitness or skill in using fingers, hands, arms, and shoulders, sometimes in combination with other body parts. It is usually measured by observing performances on various work activities, such as work samples, or by administering standardized performance tests. (Fry & Botterbusch, 1988)

* **diagnostic test:** A test used to "diagnose" or analyze; that is, to locate an individual's specific areas of weakness or strength, to determine the nature of his weaknesses or deficiencies, and wherever possible, to suggest their cause. (Mitchell, n.d.)

disability: Any restriction or lack of ability (resulting from impairment) to perform an activity in the manner or within the range considered normal for the human being. (Wood, 1980)

disadvantaged individual: Any individual who is economically restricted due to factors such as: physical or mental disability, youth, advanced age, low educational attainment, ethnic or cultural factors, prison, or delinquency -records or poverty. (Fry & Botterbusch, 1988)

* **distribution (frequency distribution)** - A tabulation of the scores of a group of individuals to show the number (frequency) of each score, or of those within the range of each interval. (Mitchell, n.d.)

* **ecological assessment:** Ecological is a term used to describe a framework for assessment and intervention; it reflects an underlying assumption that individuals interact with their environments and that both change as a result of interaction. (Szymanski, Dunn, & Parker, 1989)

employability: A complex set of interrelated factors that determine whether an individual can be placed on a job and whether the individual can keep the job once placed. (Jewish Vocational Service, 1959)

* **employability assessment:**- A comprehensive process of measuring an individual's level of functioning as it relates to a complex set of interrelated factors that determine whether a person can choose an appropriate vocational goal, find and obtain a suitable job, and keep and advance on the job once employed. (Farley, Bolton, & Little, 1990)

* **employment history** - See work history.

(r) enclave model: A small group of persons (usually six to eight) with disabilities employed in an industry to work along with or beside co-workers without disabilities. Typically, continual support by a supported employment specialist is provided. Creative enclave models do not cluster the persons with disabilities together. (Powell, Panecofar, Steere, Butterworth, Itzkowitz, & Rainforth, 1991)

environmental (working) conditions: The physical surroundings of the job that make specific demands on a worker's physical capacity. (Botterbusch, 1984)

* **ethics:** In general, standards by which we perform; principles set down by an organization; technical guidelines designed by a particular group involved in a specific discipline; advice to the acceptability or unacceptability of actions in the pursuance of a profession. (R. J. Spitznagel, personal correspondence, May 24, 1991)

evaluation: See vocational evaluation.

expert witness: See vocational expert.

follow-up information: Data collected following the provision of services that specify the status of the individual or provide statistical information of the status of a group of individuals. Follow-up may be an ongoing process that includes direct observation; interviews with clients, co-workers, and employers; and may be used to determine additional service needs. (Fry & Botterbusch, 1988, edited 1993)

functional assessment: The measurement of purposeful behavior in interaction with the environment, which is interpreted according to the assessment's intended uses. It is the process of appraisal which can be used to measure ability, competence, or performance. (Halpern & Fuhrer, 1984)

* **functional capacity evaluation:** See physical capacity evaluation.

functional independence: The capacity of a person to adequately perform activities of daily living without the assistance of another person. (Fry & Botterbusch, 1988)

functional limitations: Restrictions in physical or mental functioning that hinder an individual's ability to perform tasks or activities of daily living. (Fry & Botterbusch, 1988, edited 1993)

functional living skills assessment: The systematic process designed to assess individual skills, interests, and values related to functioning in the home and community. The purpose is to develop educational programs that will assist individuals in meeting home and community participation goals. Assessment and resulting recommendations should be based upon a clear analysis and understanding of the skills needed to function in varying levels of independence in the community. (Fry & Botterbusch, 1988)

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. A continuum of levels of functional outcome is as follows:

- Competitive employment - Self-employed
- Competitive employment - Career
- Competitive employment - Long-term
- Competitive employment - Short-term
- Competitive employment - Marginal
- Competitive employment - Sub-productive
- Transitional employment - Time limited services

Supported work - Ongoing, long-term support
Home employment - Self-employed
Home employment - Other employer
Sheltered employment - Transitional
Sheltered employment - Long-term
Temporary unemployment - Marketable job skills
Work activities programming - Long-term
Volunteer work:
 Unpaid home worker - 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

(Fry & Botterbusch, 1988, edited 1993)

gainful employment: Includes employment in one of the following: competitive labor market, supported employment, sheltered employment, home industries, or other homebound work. (Fry & Botterbusch, 1988, edited 1993)

* **generalizable skills:** Cognitive, affective, or psychomotor skills that are basic to, necessary for success in, and transferable within and across vocational programs and occupations. They are functional and important because they are common vocational curriculum components that facilitate learners' transitions from vocational programs into the world of work or postsecondary education and training. Persons who possess generalizable skills should be able to adapt to changes in vocational programs, careers, occupations, or jobs, thereby enhancing their employability. (Greenan, 1989, as cited in Berkell & Brown, 1989)

* **grade equivalent:** The grade level for which a given score is the real or estimated average. (Mitchell, n.d.)

habilitation: Services provided to individuals with developmental disabilities to help them achieve the highest level of independent functioning. (Fry & Botterbusch, 1988, edited 1993)

handicap: A physical or mental impairment that substantially limits major life activities. (Halpern & Fuhrer, 1984)

(r) heavy work - Exerting 50 to 100 pounds of force occasionally, and/or 25 to 50 pounds of force frequently, and/or 10 to 20 pounds of force constantly to move objects. Physical demand requirements are in excess of those for medium work. (U.S. Department of Labor, 1991)

human services: Activities engaged in, with, or provided to individuals to enable them to deal with their environment in such a way as to gain control over their destiny and exercise freedom of choice in their lives. (Fry & Botterbusch, 1988)

human services delivery system: The organizational structure by which activities are provided, including: health care, education, income maintenance, and manpower services. (Fry & Botterbusch, 1988)

impairment: Any loss or abnormality of psychological, physiological, or anatomical structure or function; it can be the result of disease, injury, malnutrition, or birth defect. (Wood, 1980)

income maintenance service: Services related to the economic support of individuals who are not gainfully employed. Social security and welfare are two examples. (Fry & Botterbusch, 1988)

*** independent living skills:** Basic skills needed by individuals with disabilities to successfully function on their own to the greatest extent possible in most appropriate and least restrictive environments. Such skills can include self-help, domestic maintenance, community living, financial planning and maintenance, etc. (Davis, 1986)

***independent living:** Control over one's life based upon the choice of acceptable options that minimize reliance on others in making decisions and in performing everyday activities. Independence is a relative concept, which may be defined personally by each individual. (Frieden, Richards, Cole & Bailey, 1979)

individual case record: This file includes all information obtained about the individual prior to, during, and in follow-up of the evaluation. It contains the following documentation: referral information; social and work histories; medical, psychological, and psycho-social information, referral questions, program goals and plans, test results, services to be provided, signed reports and notations related to performance and progress during the evaluation, notes from case conferences, the termination decision, and final report findings and recommendations. (Fry & Botterbusch, 1988, edited 1993)

individual placement model: Placing an individual with a disability in a job site where most co-workers are not disabled and the individual with a disability is not part of a work group of other individuals with disabilities. This model provides the maximum integration and is the preferred model. (Hill, 1986)

*** individualized education program (IEP):** A written statement for each child with a disability that is developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, which shall include a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of interagency responsibilities or linkages (or both) before the student leaves the school setting. (Individuals with Disabilities Education Act, 1990)

individualized evaluation plan: A directed, systematic series of events designed to specifically meet the needs of the individual being served and satisfy the demands of the referral source. Through the individualized evaluation plan, the individual being served, the referral source, and the evaluator obtain a concise picture of the individual's overall evaluation program. (McCray, 1978)

***individualized transition plan (ITP) -** A plan which includes long-term goals and short-term objectives with timelines, measurable expected outcomes, and the identification of persons who are responsible for implementing, facilitating, and monitoring the plan to ensure that the goals and objectives are attained. The purpose of the ITP is to encourage and assist the individual's movement from one level or type of service to another in the least restrictive manner and setting. Some individuals may have transition components integrated into their Individualized Education Plans (IEPs) if they are receiving special education services in an educational setting. In fact, the Individuals with Disabilities Education Act of 1990 (IDEA), P.L. 101476, requires transition components to the IEP. (P. J. Leconte, personal correspondence, July, 15, 1991)

individualized work adjustment plan: A plan which specifies (1) the behaviors to be worked with, (2) the methods and techniques to be used, (3) the persons involved in implementing the plan and their respective responsibilities, (4) the work assignments or environment where the plan is to be implemented, and (5) a method for reviewing and evaluating the plan. (Esser, 1975)

*** individualized written rehabilitation program (IWRP):** A program that is designed to achieve the employment objectives of the individual consistent with his/her unique strengths, resources, priorities, concerns, abilities, and capabilities. It includes a statement of the long-term rehabilitation goals, intermediate vocational objectives, specific vocational rehabilitation services (including rehabilitation technology and personal assistance services), and an assessment of the need for post-employment services. The IWRP is jointly developed, agreed upon, and signed by the eligible individual and his/her vocational rehabilitation counselor. (U.S. House of Representatives, 1992)

industrial standards: Industrial worker requirements based on the employer's expectations in terms of quality and quantity of work. (Fry & Botterbusch, 1988, edited. 1993)

intake: Those activities resulting in an individual's entry into an agency or referral to another more appropriate agency, including the action taken to make the necessary arrangements for such entry (e.g., funding, housing, or programming). (Fry & Botterbusch, 1988, edited 1993)

(r) integrated work setting: Industry-based work setting where competitive work is performed with opportunity for work and non-work interaction with workers who are not disabled. Ratio of non-disabled to disabled workers is no higher than 8:1. (Hursh & Kerns, 1989)

intelligence quotient: A measure of general intelligence obtained by testing consisting of either: (1) a ratio of mental age to chronological age or (2) a deviation score from an expected test performance by age. (Fry & Botterbusch, 1988)

interdisciplinary approach: A method of diagnosis, evaluation, and individual program planning in which two or more specialists (e.g., physicians, psychologists, teachers, vocational evaluators, therapists, social workers, rehabilitation counselors, etc.) participate as a team, contributing their skills, competencies, insights, and perspectives to focus on identifying the needs of an individual and on devising ways to meet those needs. (Fry & Botterbusch, 1988, edited 1993)

interest: The existence of a strong preference, attention, or curiosity about some occupational, vocational, or career-related activity or area. (Fry & Botterbusch, 1988, edited 1993)

interview: Communication between two or more persons used for purposes such as diagnosis, education, counseling, or to obtain information. (Fry & Botterbusch, 1988, edited 1993)

* **inventory:** A questionnaire or checklist, usually in the form of a self-report, designed to elicit non-intellective information about an individual. (Mitchell, n.d.)

job: A single position or group of positions, at one establishment, whose major work activities and objectives are similar in terms of worker actions, methodologies, materials, products, and/or worker characteristics; and whose array of work activities differs significantly from those of other positions. (U. S. Department of Labor, 1982)

job analysis: The gathering, evaluating, and recording of accurate, objective, and complete job data. Job analysis identifies and describes, in a systematic and comprehensive but succinct manner: What the worker does in terms of activities or function; How the work is done--the methods, techniques, or processes involved, and the work devices used; Results of the work--the goods produced, services rendered, or materials used; Worker characteristics--the skills, know ledges, abilities, and adaptations needed to accomplish the tasks involved. It also identifies the context of the work in terms of environmental and organizational factors and the nature of the worker's discretion, responsibility, or accountability. (U.S. Department of Labor, 1982)

job bank: A manual or computerized system containing an up-to-date listing of position vacancies within a specific geographical area. (Fry & Botterbusch, 1988)

* **job carving:** Analyzing work duties at a job location and identifying specific tasks that might be assigned to an employee with severe disabilities. (Griffin, 1991)

job clusters: Related occupations grouped on the basis of similar job requirements, such as specific job duties, materials and equipment used, skill and knowledge, or the worker characteristics required.' (Fry & Botterbusch, 1988) SYN: Work families, job families.

job coach: A professional or possibly paraprofessional who provides individualized one-to-one assistance to the client in job placement, travel training, skill training at the job site, ongoing assessment, and long-term assessment. (Wehman & Melia, 1985)

job development specialist: An individual who contacts businesses and industries for the purpose of placing individuals in competitive employment or on-the-job training stations. The specialist analyzes the job in respect to the individual's capabilities and consults with the individual's counselor, the facility, and the individual in recommending him/her for a specific job. The job development specialist may provide follow-up services to the individual on the job. (Fry & Botterbusch, 1988, edited 1993)

job exploration: A process whereby a person is exposed to work experiences and occupational information intended to increase knowledge of the world of work. (Fry & Botterbusch, 1988)

job families: See job clusters.

job keeping skills: Those skills enabling a person to keep employment once hired. These may include knowledge/expectations of attendance, punctuality, quantity and quality of work done, supervisor interaction, co-worker interaction, safety, grooming/hygiene. (Fry & Botterbusch, 1988, edited 1993) See also: Work habits.

* **job matching:** The process whereby an individual's worker characteristics are compared with the results of a thorough job analysis for a particular job. (R. J. Spitznagel, personal correspondence, May 24, 1991)

* **job modification:** A process in which a target job is altered to meet the needs of a particular worker. This is accomplished through environmental adaptations, adaptive equipment and devices, or job process modification. (Ogden-Niemeyer & Jacobs, 1989)

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. (Fry & Botterbusch, 1988)

job seeking skills: Those skills enabling a person to seek out job vacancies and follow through the hiring process. It includes knowledge of where to find information about job openings and how to fill out applications, take employment tests, construct resumes, and make a positive impression before, during, and after the interview. (Fry & Botterbusch, 1988, edited 1993)

job task: A single work activity taken in its entirety (without any changes) directly from a specific job. (Fry & Botterbusch, 1988)

* **JTPA:** The Job Training Partnership Act of 1982; the manpower and training programs for youth and adults which are funded by this law. (Job Training Partnership Act, 1982)

(r) **job tryout:** A temporary job placement or internship designed to provide the participant with real work experience and community contacts. Job tryouts: 1) expose the participant to new occupational experiences; 2) assess the participant's work, social, and personal skills in a real work environment (situational assessment); 3) expose employers to persons with disabilities as potential and viable workers; 4) gather additional data useful in making job placement decisions; and 5) provide the participant with references and work experience to be documented on his/her resume. (Neubert & Tilson, 1987)

* **labor market access (LMA):** A method for determining the employability and loss of access to the labor market of an individual with a disability. It utilizes job matching to determine residual Functional capacity, lists nature and extent of disabling conditions, and uses transferability process to adjust preinjury level of functioning to postinjury level on all relevant factors. The rehabilitation professional then identifies the percentage of jobs available to the individual before and after the injury. The loss of labor market access represents the percentage of vocational disability for the client. (Weed & Field, 1990)

* **labor market information (LMI)** - Current data that project the availability and growth or decline of jobs or occupational areas (clusters) within a specific geographic region (e.g., city,

state, region, or nation). LMI also includes specific job titles, salaries, job responsibilities, requirements, and demands within specific businesses and companies as well as within general occupational definitions. (P. J. Leconte, personal correspondence, July 15, 1991)

* **labor market survey** - A systematic analysis, based on an individual's transferable skills and residual functional capacity, of a given job or jobs within a geographic area with respect to hiring trends, salary levels, employment availability, growth potential, and future outlook. (Hursh & Kerns, 1989)

learning assessment -Determination of the potential to learn by identifying what teaching or behavioral change techniques are most effective. (Fry & Botterbusch, 1988)

learning disability - See specific learning disability.

learning style - The way in which an individual learns new material. Learning style is usually defined in terms of the sensory modalities (e.g., visual, auditory, tactile, and kinesthetic) by which the person learns the fastest. (Fry & Botterbusch, 1988)

* **levels of vocational assessment**

Level I: Screening - The initial process designed to arrive at a decision for providing additional services. This assessment typically consists of interviews, limited psychometric testing, and the collection of background information.

Level II: Clinical - This intermediate process involves a detailed case study, in-depth vocational counseling, and/or psychometric test results. It may also include an analysis of transferable skills and job matching.

Level III: Vocational Evaluation - The comprehensive process that systematically uses either real or simulated work as the focal point for assessment and vocational exploration; the purpose is to assist individuals in vocational development. The vocational evaluation process incorporates medical, psychological, social, vocational, educational, cultural, and economic data. (Fry & Botterbusch, 1988, edited 1993)

* **life-centered career competencies** - Those generalizable life skills required for most life career roles (e.g., family member, worker, citizen, neighbor, consumer, etc.) focusing on daily living skills, personal-social skills, and occupational skills. (Brolin, 1989)

life skills - Those generalizable skills (e.g., communications) related to successful coping and performance in a number of areas (e.g., career, family, and learning). Assessing these, and providing training resources for the learning of these skills, may be of specific importance as many persons with severe and/or developmental disabilities demonstrate impaired coping in many life areas that interact with the success of the vocational rehabilitation program. (Adkins, 1970)

life skills assessment - The assessment of a person's ability to perform behaviors related to successful adjustment. Assessment methods may rely on physiological measurement devices (as

in the case of assessing relaxation/stress management skills), the use of observational rating scales, and paper-and-pencil psychological instruments. (Fry & Botterbusch, 1988)

(r) light work - Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly (2/3 or more of the time) to move objects. Physical demand requirements are in excess of those for sedentary work. Even though the weight lifted may be only a negligible amount, a job should be rated light work: (1) when it requires walking or standing to a significant degree; (2) when it requires sitting most of the time but entails pushing and/or pulling of arm or leg controls; and/or (3) when the job requires working at a production rate pace entailing the constant pushing and/or pulling of materials even though the weight of those materials is negligible. (U.S. Department of Labor, 1991)

* **Machines, Tools, Equipment and Work Aids (MTEWA)** - A component of the job analysis that considers the instruments and devices used by the worker to carry out the specific activities of the job. (U.S. Department of Labor, 1982)

manpower development - The cooperative process in which educational or training institutions and placement agencies strive to assure the availability of a present and future supply of qualified persons for existing and-projected employment vacancies. (Fry & Botterbusch, 1988)

* **Materials, Products, Subject Matter and Services (MPSMS)** - A component of the job analysis that describes the end product upon which the work activities are performed. (U.S. Department of Labor, 1982)

* **mean** - See arithmetic mean.

* **median** - The middle score in a distribution or set of ranked scores; the point that divides the group into two equal parts; the 50th percentile. (Mitchell, n.d.)

medical impairment rating - A rating provided by the treating physician and/or independent medical examiner after their examination of the patient. It is usually based on the American Medical Association's Guide to Permanent Impairments. It is not to be interpreted as a functional disability, but is only a level of anatomical dysfunction based on the AMA Guide. (Deutsch & Sawyer, 1985) It is expressed as a numerical percentage relating to the whole body or to a specific extremity or portion of the body. (Fry & Botterbusch, 1988) SYN: Anatomical rating. See also: vocational disability rating.

(r) medium work - Exerting 20 to 50 pounds of force occasionally, and/or 10 to 25 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects. Physical demands are in excess of those for light work. (U.S. Department of Labor, 1991)

* **methods of vocational assessment** - Those techniques, instruments and organized, systematic activities which assist in the process of gathering vocationally relevant information about an individual in relation to facilitating his or her vocational development or career decision-making. Methods of vocational assessment may include job analysis, training analysis, psychometric

testing (e.g., interest inventories, temperament surveys, aptitude tests, dexterity performance tests, learning style assessments, etc.), observations and recording of behavior, work sampling, situational assessment, on-the-job evaluations or job try-outs, vocational interviewing, review of background information, taking employment histories, and physical capacity assessments. (Leconte, 1991)

* **methods-time measurement (MTM)** - A procedure which analyzes any manual operation or method into the basic motions required to perform it and assigns to each motion a predetermined time standard which is determined by the nature of the motion and the conditions under which it was made. (Maynard, Stegemerten, & Schwab, 1948)

mobile work crews - A supported employment model in which an individual works in a community-based job site either alone or as part of a small work crew having no more than eight handicapped individuals. A work mobility occupational information supervisor is usually responsible for this small crew. The work done is usually contracted and can be at different locations or at the same location for a limited time until another contract takes effect. Integration must take place during working hours with persons other than the supervisor or job coach and must involve more than just social integration at lunch and breaks. (Hill, 1986; Wehman & Melia, 1985)

mobility - The ability of a person to move within the environment. (Fry & Botterbusch, 1988)

* **mode** - The score or value that occurs most frequently in a distribution. (Mitchell, n.d.)

* **Modular Arrangement of Predetermined Time Standards (MODAPTS)** - A pre-determined time system (a system which enables a standard time for any task to be established once the elemental motions are identified) that relates standard times for movement to parts of the human body. It defines and measures two groups of activities: the movement of the human limb through space and the activity performed at completion of the movement, called the terminal activity. (McLeod, 1972)

* **natural supports** - The use of coworkers, employers, and other naturally occurring sources of assistance to facilitate the employment of an individual in an integrated, community-based employment setting. (Schafer, 1990)

* **normal distribution** - A distribution of scores or measures that in graphic form has a distinctive bell-shaped appearance. Cases are concentrated near the mean and decrease in frequency, according to a precise mathematical equation, the farther one departs from the mean. (Mitchell, n.d.)

normalization - The use of culturally valued means in order to enable, establish, and/or maintain valued social roles for people. (Wolfensberger & Tullman, 1982)

* **norms** - Statistics that supply a frame of reference by which meaning may be given to obtained test scores. (Mitchell, n.d.)

observation procedure - An organized method of observing and objectively recording the behavior of an individual for the purpose of documenting this behavior. The emphasis is usually upon productivity, behavior patterns, expressed interest, and interpersonal interaction. (Fry & Botterbusch, 1988, edited 1993)

occupational exploration - See vocational exploration.

occupational information - Pertinent facts about a job or job cluster that accurately define the characteristics and requirements of the job on-the-job evaluation physical capacity evaluation so that an individual will have adequate information for making a vocational decision. (Fry & Botterbusch, 1988, edited 1993)

on-the-job evaluation - An evaluation technique in which the individual performs actual job duties in a real work situation. Performance is supervised and evaluated by the employer in coordination with evaluation staff. There is a predetermined beginning and ending date; it is not necessarily intended to result in employment. (Fry & Botterbusch, 1988, edited 1993)

on-the-job training - A planned experience in a work situation through which the individual, under supervision, learns to perform the job tasks. It is frequently arranged between the school or rehabilitation agency and the employer with remuneration going to the employer either as full or partial reimbursement for wages paid the individual. It may or may not lead to employment. (Fry & Botterbusch, 1988, edited 1993)

orientation - The process of introducing an individual to a program, an agency, or an employer. The individual is provided with information regarding policies and procedures, physical layout, safety regulations, community resources, the reasons for referral, and other pertinent information. (Fry & Botterbusch, 1988, edited 1993)

* **outreach** - See case finding.

* **participant** - See client, consumer.

* **percentile rank** - The expression of an obtained test score in terms of its position within a group of 100 scores; the percentile rank of a score is the percent of scores equal to or lower than the given score in its own or some external reference group. (Mitchell, n.d..)

* **performance test** - A test involving some motor or manual response on the examinee's part, generally a manipulation of concrete equipment or materials. (Mitchell, n.d.)

personal/social adjustment training - A counseling and/or training process of modifying behavior to conform to measurable criteria based on socially appropriate behavior; the process of modifying behavior to enable the individual to adequately deal with the environment. (Fry & Botterbusch, 1988)

physical capacity - The degree of physical strength, mobility, and endurance needed by a person to perform the physical demands of a specific job or a cluster of related jobs. (Fry & Botterbusch, 1988)

* **physical capacity evaluation** - A systematic and intensive evaluation procedure that measures physical performance factors that are basic to work output. (Matheson & Ogden, 1983) SYN: Functional capacity, physical demands, psychosocial skills training, evaluation, work capacity evaluation, screening. See also: work tolerance

physical demands - The physical capacities required of workers in order for them to perform in job-worker situations. (Botterbusch, 1984)

placement specialist - A professional who assists in the job placement process by conducting an assessment of placement readiness; developing an individualized placement plan; and providing job-seeking training, on-the-job training, and follow-up services to ensure successful placement. (Fry & Botterbusch, 1988, edited 1993)

position - The work activities performed by one worker at one establishment. (U.S. Department of Labor, 1982)

* **power test** - A test intended to measure level of performance unaffected by speed of response; hence, one in which there is either no time limit or a very generous one. (Mitchell, n.d.)

* **practice effect** - The influence of previous experience with a test on later administration of the same or a similar test. (Mitchell, n.d.)

pre-screening - The process of reviewing all available pertinent data on a referral to determine the need for vocational evaluation or other services. (Fry & Botterbusch, 1988, edited 1993)

production work evaluation - An evaluation technique involving the use of industrial work, such as subcontracts and prime manufacturing, in a rehabilitation facility or work enclave setting. Commensurate wages are paid, and the focus of the evaluation is on the quality and quantity of work produced. (Fry & Botterbusch, 1988, edited 1993)

psychoeducational approach - In contrast to the medical model or psychotherapeutic approach to adjustment problems, the psychoeducational approach is an educational model based on the sharing/teaching of behavioral science knowledge with clients. The focus is on systematically teaching those skills (e.g., relaxation, goal setting, and problem-solving) related to successful and satisfying living. (Farley, Means, Akridge, & Rice, 1986)

psychometric instruments - Standardized instruments, typically pencil tasks, that measure aspects of cognition, psychomotor skills, affect, interest, needs, and values. They are important to the educational and rehabilitation process by answering questions concerning an individual's personal, social, and vocational domains. (Fry & Botterbusch, 1988, edited 1993)

psychosocial skills training - An approach to improving adjustment/ coping based on translating common psychological adjustment problems into skill deficits and providing systematic experiences to develop the needed adjustment/coping skills. (Akridge & Means, 1982)

* **quartile** - One of three points that divide the cases in a distribution into four equal groups. (Mitchell, n.d.)

* **random sample** - A sample of the members of some total population drawn in such a way that every member of the population has an equal chance of being included, that is, in a way that precludes the operation of bias or "selection." (Mitchell, n.d.)

* **raw score** - The first quantitative result obtained in scoring a test. It is usually the number of right answers; time required for performance; number of errors; or another similar direct, unconverted, uninterpreted measure. (Mitchell, n.d.)

* **reasonable accommodation** - Any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of a job, or to enjoy the benefits and privileges of employment equal to those enjoyed by employees without disabilities. (The Americans with Disabilities Act, 1990)

referral - The process of directing a client to an agency or program. (Fry & Botterbusch, 1988, edited 1993)

referral data - Information about an individual obtained from other professionals, agencies, or individuals. It may be obtained verbally or through documents such as psychological reports, terminal reports, medical reports, intake reports, and social service reports. (Fry & Botterbusch, 1988, edited 1993)

referral source - That person or program who refers an individual for services. This includes, but is not limited to, vocational rehabilitation and human service agencies, physicians, employers, insurance companies, attorneys, employment agencies, community action groups, and potential clients themselves. (Fry & Botterbusch, 1988, edited 1993)

(r) rehabilitation counselor - A professional who helps persons deal with the personal, social, and vocational impact of their disabilities. The rehabilitation counselor assesses the strengths and needs of individuals; provides personal and vocational counseling; and may arrange for medical care, vocational training, and/or job placement. (U.S. Department of Labor, 1992)

* **rehabilitation engineer** - A person who is specifically trained usually in industrial technology and who is able to determine appropriate modifications to an existing work site to make it rehabilitation facility, self-concept accessible to an individual with a disability. (R. J. Spitznagel, personal correspondence, May 24, 1991) SYN: Rehabilitation technologist.

rehabilitation facility - An agency of multiple, coordinated services designed to minimize for individuals the handicapping effects of physical, mental, social, and/or vocational impairment, and to help them realize their potential. (Fry & Botterbusch, 1988)

rehabilitation process - A planned, orderly sequence of services related to the total needs of an individual with a disability. These services are designed to assist that individual in maximizing his/her potential. (Fry & Botterbusch, 1988, edited 1993)

(r) rehabilitation technology - See assistive technology.

* **reliability** - The extent to which a test is consistent in measuring whatever it does measure: dependability, stability, trustworthiness; relative freedom from errors of measurement. (Mitchell, n.d.)

* **residual functional capacity** - The level of functioning (physical, emotional and intellectual) retained by a person following the onset of a disability or illness. (R. H. Tunick, personal correspondence, November 27, 1990)

(r) sedentary work - Exerting up to 10 pounds of force occasionally (up to 1/3 of the time) and/or a negligible amount of force frequently (2/3 or more of the time) to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involves sitting most of the time but may involve walking or standing for brief periods of time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met. (U.S. Department of Labor, 1991)

selective placement - A placement process which, because of the nature or severity of an individual's limitation, involves close attention and matching of both the demands of the job and the individual's present skills. In some cases, job or work site modification may be necessary to accomplish the goal of placement. It further implies that the number of possible work sites that would represent a match between site and skills is quite limited. (Rusch, Schutz, & Agran, 1982)

* **self-concept** - Represents the core of any individual; this core equates one's ideas about who he or she is and is reflected via behaviors and performances which emanate through work behaviors, vocational interests, aptitudes, skills, and other personal attributes that are included in vocational assessment of individuals. (Roebuck, 1991)

* **self-determination** - The resolution of one's own fate or course of action; making decisions according to one's own mind and will. Self-determination refers both to the attitudes which lead people to define goals for themselves and to their ability to take the initiative to achieve those goals. (Ward, 1988)

sheltered workshop - Provides transitional and/or long-term employment in a controlled and protected working environment for those individuals who are unable either to compete or to function in competitive: employment. It may provide vocational evaluation, work adjustment, and supported employment services. (Fry & Botterbusch, 1988, edited 1993)

similar benefits - Benefits that are given to maximize the total amount of vocational rehabilitation services available to individuals with disabilities by encouraging them to seek and obtain other resources to which they are entitled before spending funds allocated to state/federal rehabilitation programs. (Fifth Institute on Rehabilitation Issues, 1978)

simulated work sample - A work sample that attempts to replicate a segment of the essential work-related factors and tools of a job as it is performed in industry. (Fry & Botterbusch, 1988)

single-trait work sample - A work sample that assesses a single trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess only a single, isolated factor. (Fry & Botterbusch, 1988, edited 1993)

situational assessment - The systematic observation process for evaluating work-related behaviors in a controlled or semi-controlled work environment. Although any type of task or situation may be used, real work is most often used in order to add relevance. The element distinguishing situational assessment from other types of assessment is the capability of systematically varying demands in order to evaluate work-related behaviors (e.g., social skills, quantity of work, and use of materials). (Fry & Botterbusch, 1988, edited 1993)

skill training - Teaching an individual how to perform the tasks of a particular occupation. It is distinguished from personal adjustment training and work adjustment. (Fry & Botterbusch, 1988)

social adjustment training - Training designed to assist individuals to interact with other persons within the community in an acceptable manner. While such training may be structured using an educative process to teach clients appropriate social skills, such training may also involve individual and group counseling in promoting socialization. (Fry & Botterbusch, 1988)

(r) specific learning disability - A chronic condition of presumed neurological origin that selectively interferes with the development, integration, and/or demonstration of verbal and/or non-verbal abilities. Specific learning disabilities exist as a distinct handicapping condition in the presence of average to superior intelligence, adequate sensory and motor systems, and adequate learning opportunities. The condition varies in its manifestations and in degree of severity. Throughout life the condition can affect self-esteem, education, vocation, socialization, and/or daily living activities. (Staff, ACLD, 1985)

(r) staff conference - See team conference.

* **staffing** - See team conference.

* **standard deviation** - A measure of the variability or dispersion of a distribution of scores. The more the scores cluster around the mean, the smaller the standard deviation. For a normal distribution, approximately two thirds (68.3%) of the scores are within the range from one standard deviation below the mean to one standard deviation above the mean. (Mitchell, n.d.)

standards - A set of criteria used to measure the quality of an agency's program by means of comparison. (Fry & Botterbusch, 1988)

* **standard score** - A general term referring to any of a variety of "transformed" scores, in terms of which raw scores may be expressed for reasons of convenience, comparability, and ease of interpretation. (Mitchell, n.d.)

* **standardized test** - A test designed to provide a systematic sample of individual performance, administered according to prescribed directions, scored in conformance with definite rules, and interpreted in reference to certain normative information. (Mitchell, n.d.)

substantial gainful activity - Social Security definition for determining level of benefits and/or eligibility. Significant gainful activity is defined in terms of earning over a predetermined amount per month. (Fry & Botterbusch, 1988)

supported employment or supported work (model) - Paid employment for individuals with severe disabilities. All supported employment programs take place in integrated settings. A major difference between supported employment and other rehabilitation models is that permanent on-going job site support is provided by professional staff to the severely disabled. (RRTC, VCU, 1987) These programs provide intensive on-site training in integrated, community-based employment settings. (Wehman & Kregel, 1985)

synthesizing - The process by which case study information from various segments of rehabilitation and other information sources are combined, or integrated into a whole for purposes of understanding and planning. (Wright, 1980)

* **Targeted Jobs Tax Credit (TJTC)** - Section 51 of the Internal Revenue Code which offers employers a credit against their tax liability if they hire individuals from nine targeted groups, which include persons with disabilities. (President's Committee on Employment of People With Disabilities, 1992)

task analysis - The breakdown of a particular job into its component work activities. Unlike job analysis, which deals with the entire job as a unit of study, task analysis focuses on the individual tasks of a job. (Fry & Botterbusch, 1988)

team conference - Formal or informal conferences consisting of team members (including the client) working with the client to review the progress of that client, to develop further plans, to maintain integration, to coordinate the client's programs, and to make recommendations about action needed by and for the client. (Fry & Botterbusch, 1988) SYN: Staff conference, staffing.

temperament - The adaptability requirements made on the worker by specific types of jobs. Temperaments became one of the components of job analysis because it was found that different job situations called for different personality traits on the part of the worker. (U.S.' Department of Labor, 1982)

time study - A detailed, scientific analysis of the amount of time taken by a worker to perform each segment of a specific task or job, and of the hand and body movements made in performing the task or job. This type of study may be made for the purpose of determining the most efficient method for performing the task or job, or to determine a work standard and/or set a wage. (Fry & Botterbusch, 1988)

tools of evaluation - All of the methods, tools, and media used by the evaluator and the client to conduct a vocational evaluation. (Fry & Botterbusch, 1988) See also: methods of vocational assessment.

* **training analysis** - An organized, systematic procedure, usually following a written format, of gathering pertinent information and data about prerequisite criteria, participation requirements, and exit level competencies of training programs or pre-employment experiences in educational settings or in the workplace which are designed to prepare, teach, or train individuals for an occupation cluster or job. The procedure identifies worker traits, environmental conditions, physical demands, aptitudes, and academic skills required in the training programs. It also identifies how instructions are given, what and how training, environment vocation assignments are made, and teaching/training styles of instructors. (Peterson, Leconte & Neubert, 1987)

training environment - The setting in which the emphasis is on the learning and acquisition of skills or competencies. (Fry & Botterbusch, 1988)

(r) transferability of work skills - A person is considered to have skills that can be used in jobs other than those performed previously when the skilled or semi-skilled work activities from past jobs can be used to meet the requirements of skilled or semi-skilled work activities of other jobs or kinds of work. The transferability of a person's skills is most probably and meaningful among jobs which:

- 1) The same or a lesser degree of skill is required, and
- 2) The same or similar tools and machines are used, and
- 3) The same services or similar raw materials, products, processes or are involved. (Code of Federal Regulation, 1988, Vol. 20, part 404, section 1560-1568)

transitional employment - Time-limited training at a job site that has a goal to stabilize the worker in employment. A transitional employment training program for a client is usually the responsibility of a job coach or employment training specialist. (Wehman, WoodPietruski, Everson, & Parent, 1985)

* **transition services** - A coordinated set of activities for an individual, designed within an outcome-oriented process, which promotes movement from school to postsecondary activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual's preferences and interests and shall include instruction, community experience, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (Individuals with Disabilities Education Act, 1990)

* **validity** - The extent to which a test does the job for which it is used. (Mitchell, n.d.)

(r) very heavy work - Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds frequently, and/or in excess of 20 pounds of force constantly to move objects. Physical demands are in excess of heavy work. (U.S. Department of Labor, 1991)

vocation - An occupation to which a person has a commitment; it is distinguished from occupation by the psychological meaning it has to the individual rather than its economic value to society. (Super, 1983)

vocational appraisal - Any process of measurement of an individual's level of vocational functioning. (Fry & Botterbusch, 1988)

vocational assessment - A comprehensive process conducted over a period of time, usually involving a multidisciplinary team ... with the purpose of identifying individual characteristics, education, training, and placement needs, serving as the basis for planning an individual's educational program, and which provides the individual with insight into vocational potential. (Dahl, as quoted in McCray, 1982)

vocational counseling - The process of obtaining information from and providing occupational information to an individual and assisting that person to understand vocational assets and liabilities in choosing a suitable occupation. (Fry & Botterbusch, 1988)

vocational disability rating - Numerical percentage assigned by a vocational expert and/or rehabilitation specialist to represent the impact of injury or ability to seek and maintain gainful employment. It includes consideration of such factors as educational attainment, work history, wage history, age, and functional limitations. (Fry & Botterbusch, 1988, edited 1993)

(r) vocational education - Organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. (Carl D. Perkins Vocational and Applied Education Act of 1990)

vocational evaluation - A comprehensive process that systematically uses work, either 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 into the process to attain the goals of evaluation. (Tenth Institute on Rehabilitation Services, 1972)
SYN: Work evaluation.' See also: vocational assessment, levels of vocational assessment.

vocational evaluation report - A well-planned, carefully written document that communicates vital vocational information about an individual. It is a permanent record of significant vocational data observed as the individual and the evaluator interact in various types of work and work-like situations. The report puts the evaluation plan, action, results, reasons, and interpretation of the evaluation in writing. It often includes description of the individual's

physical capacities, learning ability, personal characteristics, social competence, and worker traits as they compare to minimum requirements of selected jobs or work areas. The report includes recommendations for the future and may also provide a prescriptive-descriptive sequence of experiences that are aimed at maximizing the individual's vocational potential. (Fry & Botterbusch, 1988, edited 1993)

vocational evaluation services - Those services provided to accomplish vocational evaluation according to established standards (e.g._ Commission on Accreditation of Rehabilitation Facilities standards for vocational evaluation). (Fry & Botterbusch, 1988)

(r) vocational evaluator - A qualified vocational evaluator is one who is eligible for or Certified in Vocational Evaluation (CVE) by the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES). (Vocational Evaluation and Work Adjustment Association, 1990)

vocational expert - One who is accepted by the courts as possessing adequate knowledge, training, and experience to testify as to the impact of injury on the individual's ability to seek and maintain gainful employment. Vocational experts are often rehabilitation professionals whose daily work involves evaluation and placement of disabled individuals in jobs. (Field, Weed, & Grimes, 1986)
SYN: Expert witness.

vocational exploration - The process by which an individual learns about the world of work as it relates to interest, prior knowledge, etc. It may involve the use of occupational information, field visits to business and industry, or actual job tryouts. (Roberts, 1970)
SYN: Occupational exploration, career exploration.

vocational interview - A face-to-face interview between the individual being served and the rehabilitation professional. It is used to obtain relevant vocational background information as well as other personal data helpful in obtaining a clear perspective of the individual. (Fry & Botterbusch, 1988, edited 1993) See also: levels of vocational assessment.

vocational objective - A specific, job-related, time-oriented statement set forth at the beginning of the individual's rehabilitation or education program. It may be modified during the course of the vocational rehabilitation program. (Fry & Botterbusch, 1988, edited 1993)

vocational profile - A set of data unique to an individual that portrays significant features or attributes of vocational development and goals. A concise portrayal of an individual's attributes (skills, strengths, interests, abilities, needs, and goals) having vocational relevance and needed in the development of a vocational assessment or evaluation report that gives direction in planning for training and employment. (Fry & Botterbusch, 1988)

* **vocational rehabilitation counselor** - See rehabilitation counselor.

vocational training - The acquisition of job-specific skills or competencies in preparation for competitive employment. (Fry & Botterbusch, 1988, edited 1993)

volunteer - An individual who freely contributes his/her services without remuneration commensurate with the value of services given. (Fry & Botterbusch, 1988, edited 1993)

work activity center - A workshop, having a planned, identifiable program, designed exclusively to provide therapeutic activity for handicapped workers whose physical or mental impairment is so severe as to make production inconsequential. (Fry & Botterbusch, 1988)

work adjustment - Any individualized series of techniques, methods, and processes utilized to enable an individual to achieve harmony between self and work environment. There are four primary aspects of work adjustment: (1) the process of adjusting to work versus the outcome of adjusting to work; (2) internal (individual) versus external (support) points of view; (3) short-term (daily) versus long-term (life-time) commitments; and (4) simple (locating a job) versus complex (making use of one's abilities) criteria that are needed for job satisfaction. (Dawis in Bolton, 1987)

work adjustment specialist - A qualified work adjustment specialist is one who is Certified in Work Adjustment (CWA) by the Commission on Certification of Work Adjustment and Vocational Evaluation Specialists or who meets the eligibility requirements for certification as they currently exist. (Vocational Evaluation and Work Adjustment Association, 1990) SYN: Work adjustor.

work capacity evaluation - See physical capacity evaluation.

work environment - Surroundings in and the conditions under which an individual performs occupational duties; includes lighting, equipment, cleanliness, and type of supervision. (Fry & Botterbusch, 1988)
SYN: Work setting.

work families - See job cluster.

work group - One of the 66 second-order classifications in the Guide for Occupational Exploration. The GOE codes consist of 12 interest areas (e.g., artistic, business detail). Each of these interest areas is divided into several Work Groups (e.g., literary arts, clerical machine operation). (Fry & Botterbusch, 1988)

work habits - Those aspects of behavior in a work setting that enable a person to meet the demands of the job in accordance with employment standards. This includes areas such as: attendance, punctuality, hygiene, social behavior, team work, cooperation, ability to accept constructive criticism, ability to accept supervision, effort, initiative, perseverance, dependability, meeting work schedules, attention to detail, housekeeping, neatness in work performed, careful use of materials and property, and safety awareness. (Fry & Botterbusch, 1988)

work hardening - A program that is an individualized, work oriented treatment process involving the individual in simulated or actual work tasks that are structured and graded to

progressively increase physical tolerances, stamina, endurance, and productivity, with the eventual goal of improved employability. (Matheson, 1984)

* **work history** - The cumulative paid or unpaid employment experiences, including job titles, job requirements, work environments, and specific duties performed by an individual. Work or employment histories are typically taken from written documentation (a form completed by the individual) and/or an interview conducted by a professional as part of a vocational assessment process. (P. J. Leconte, personal correspondence, July 15, 1991) SYN: Employment history.

work personality - Those modifiable personal characteristics (e.g., attitudes, interpersonal skills, and behaviors) that are related to employment success, as differentiated from occupational skills (e.g., welding, machine operation). (Neff, 1977)

work sample - A well-defined work activity involving tasks, materials, and tools that are identical or similar to those in an actual job or cluster of jobs. Work samples are used to assess a person's vocational aptitude(s), work characteristics, and/or vocational interests. There are several specific types of work samples: Cluster Trait, Job Sample, Simulated, and Single Trait. (Fry & Botterbusch, 1988) See also: cluster trait work sample, job sample, simulated work sample, single-trait work sample.

work sample norms - Information that enables an evaluator to compare an individual's performance on a work sample with meaningful, realistic criteria such as: MTM Standards, competitively employed workers in specific occupations, students, sheltered employment, and the general population. Industrial standards and competitively employed worker norms are preferred. (Fry & Botterbusch, 1988, edited 1993)

work tolerance - Ability to sustain a work effort for a prolonged period of time; ability to maintain a steady flow of production at an acceptable pace and acceptable level of quality; ability to handle a certain amount of pressure as determined by the job demands. (Fry & Botterbusch, 1988)

work tolerance screening - A structured testing of physical tolerances, such as sitting, standing, walking, climbing, and kneeling. (Matheson, 1984_ See also: physical capacity evaluation.

* **work values** - An intrinsic value placed on a construct, internal or external, of the worker such as creativity, independence, altruism, attitude toward and pride in work, and so on. Identified strengths in values may help in vocational exploration and/or in job placement. (R. J. Spitznagel, personal correspondence, May 24, 1991)

worker functions - The functioning of the worker in relationship to a specific set of tasks. It is also a combination of the highest function, which the worker performs in relation to data, people, and things, and the level of complexity of the job-worker situation as referred to in the Dictionary of Occupational Titles. (Fry & Botterbusch, 1988, edited 1993)

worker trait - The occupational requirements made of the worker in terms of the following factors: general educational development, aptitudes, specific vocational preparation, physical

demands, environmental conditions, interests, and temperaments. All of these factors are defined, measured, and used in conjunction with the U.S. Department of Labor's job analysis procedures. (Fry & Botterbusch, 1988)

worker trait group - A classification of occupations based on similar worker traits, especially the Data, People, and Things ratings. (Fry & Botterbusch, 1988)

worker trait profile - An individual's assessed ratings on each worker trait variable. (Botterbusch, 1986)

worker's compensation - Insurance programs, under state auspices or control (except for federal employees, railroad workers, and certain maritime employees) to provide financial resources for medical care, lost wages, rehabilitation services, and loss of earning power resulting from industrial accidents and from illnesses resulting from employment. (Matkin, 1985)

workfare - Any welfare reform initiative requiring the recipient to work in exchange for welfare benefits. Designed to break the poverty cycle of AFDC (Aid to Families with Dependent Children) families, the target population is usually able-bodied single parents with children over six years of age. (Fry & Botterbusch, 1988)