



VECAP

# VECAP Dictionary of Vocational Evaluation and Career Assessment

Updated and expanded version of  
the Glossary of Terminology for  
Vocational Assessment, Evaluation  
and Work Adjustment

**Lead Editor**

Amanda McCarthy, Ed.D., CRC, CVE, LCPC  
Associate Professor  
Northern Illinois University

**Senior Editors**

Lynn Dowd, Ed.S., ICVE  
Pamela Leconte, Ed.D.  
Randall Boen, Ph.D., CRC, LCPC

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P.O. Box 594, Tracys Landing, MD 20779  
E-mail: [info@careerworksinc.org](mailto:info@careerworksinc.org)  
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## FORWARD

It is an honor to write the forward for this revision of the *Glossary of Terminology for Vocational Assessment, Evaluation, and Work Adjustment*, knowing how much expertise, time, and hard work went into the endeavor. Changing the title and format of the *Glossary* to a *Dictionary* represents just one of many revisions. After scanning similar documents used in other professions, the Lead Editor, Amanda McCarthy, recommended that the *APA Dictionary of Psychology* (<https://dictionary.apa.org/>) serve as a model for our revisions. Also, in keeping with rapidly changing service practices and nomenclature, the Team decided the Dictionary should be dynamic, one that could be changed and refined digitally as new practices and terms arise. Therefore, a digital version will best serve the profession.

It is unusual for someone to write the forward who also served on the revision and writing team, but perhaps longevity in the profession allows this break from tradition. Having worked in the profession of vocational evaluation and career assessment since 1968, I have witnessed many changes in practices, laws governing practices, technology, service groups, and language used in the profession. Some of these were positive and growth-producing for the profession and others proved to be harmful. Of those which were detrimental, many were a result of critics of vocational evaluation who did not understand the multiple purposes and beneficial outcomes it provides for participants and referral sources. Vocational evaluation and career assessment are helping professions and the former is unique and different from other assessment services, because it uses the least discriminatory, most fair methods and techniques to assess: The use of hands-on work-based activities and samples. Hopefully, terms included in this Dictionary will help practitioners, other service providers, users of services, and critics understand our profession more fully.

The revision and writing team for the Dictionary represent four generations of vocational evaluation professionals. Having been around the longest, my generation is the oldest. I met the leader of this endeavor, Amanda McCarthy, who represents another generation, in person at the Thirteenth National Forum on Issues in Vocational Assessment held at Auburn, Alabama in April 2007. At the time, she was a University of Wisconsin-Stout graduate student, conducting a research project to meet degree requirements. We have worked on VECAP projects during the past few years, and she is editor-in-chief of VECAP's journal.

The editor of the last iteration of the Glossary and the person who identified that an update was past due, Lynn Dowd, has been a vital contributor to this publication. We met when she was the first applicant to the Collaborative Vocational Evaluation Training (CVET) master's program at The George Washington University in 1984. Since that time, we have worked together in many capacities trying to maintain high standards for our profession. Lynn eventually taught courses for the CVET program and served in many national leadership roles pertaining to vocational evaluation. She represents a generation following mine, but before Amanda's.

Randall Boen represents a newer generation in our field. We met briefly at the 18<sup>th</sup> National Forum on Issues in Vocational Evaluation and Career Assessment, held in Richmond, Virginia. Since then, we have worked together on the VECAP Standards Committee, which he led for a time, as well as on other VECAP research projects. Representation from four generations of vocational evaluation and career assessment provides differing but critical perspectives and expertise regarding practices and contemporary terminology.

As some readers know, the practice of vocational evaluation began in different parts of the United States during the late 1950's and early 1960's. Most services happened simultaneously across the country but were unknown to others. In the days before the internet, which provides instant communication opportunities, practitioners operated alone in manual arts (Veteran's Administration) services, manpower services (workforce development), state vocational rehabilitation agencies, and sheltered workshops (today's community rehabilitation programs). Practitioners in Iowa and Wisconsin were not aware that vocational evaluators in Virginia, Pennsylvania, and Florida were likewise creating work samples and simulated work tasks as well as systematic processes to provide vocational evaluation. These solo endeavors began to become known in the 1960's as rehabilitation and workforce development program personnel attended regional and national conferences, often under the auspices of vocational rehabilitation associations. From these conferences and several regional meetings, vocational evaluation was born as a legitimate service to help people seeking skills and employment, especially those with disabilities and others who were "hard to serve."

Amanda McCarthy provides an excellent description of the entire revision process for this Dictionary in the Preface. As Lynn Dowd, the editor of the last iteration of the *Glossary*, noted, "Like its predecessors, this document is not intended to be the final authority but rather a consensus of [expert] opinions from the field" (1993, ii). The content of the *Dictionary* may lack some terms, but the fact that 10 of Northern Illinois University graduate students conducted original searches and internal verifications of terms contributed by the four editors, and that the four editors also conducted internal reviews makes one confident that the content is accurate. Another strength of the revision process included an external review by 18 vocational evaluation professionals from multiple generations and two nations (Canada and the United States). Additionally, as a digital document, changes can be made when necessary.

Again, it is a privilege to write the forward to the *Dictionary* especially knowing the hours of research, discussion, and review that resulted in the final product. Given that the United States no longer has graduate programs in vocational evaluation, it is vital that new and current evaluators and career assessment specialists access this document. It will be available on the VECAP website:

[www.vecap.org](http://www.vecap.org).

Pam Leconte, Winter, 2024, Silver Spring, Maryland

## PREFACE

The Vocational Evaluation and Career Assessment Professionals association is pleased to offer an updated and expanded version of *the Glossary of Terminology for Vocational Assessment, Evaluation and Work Adjustment*. The editions published in 1988 and 1993 offered approximately 250 entries and were vetted by experts in the field of vocational evaluation, career assessment and vocational rehabilitation. The organization, formatting, and jargon free style of the previous version made this publication a widely used and useful tool for practitioners, researchers, students, and clients.

### Development of Current Version

Nearly 30 years have passed since the last edition was published. The Vocational Evaluation and Career Assessment Professionals association consulted with the lead editor of the 1993 version as well as other VECAP leadership to develop resources and mechanisms to update and expand the *Glossary of Terminology for Vocational Assessment, Evaluation and Work Adjustment*. The Glossary Committee was developed to include practitioners, researchers, academics, and students. Work on the project commenced in late 2021 and the following actions were taken by the committee:

**Step One – Screen.** The Committee reviewed each term in the 1993 version and determined if the term would be retained, updated, or deleted. These determinations were made using consultation with current literature, textbooks, and guiding documents such as codes of ethics and competency standards. Approximately 240 terms were retained but it was determined that those retained terms may need to be updated. Approximately 10 terms were deleted as they were no longer relevant to vocational evaluation, career assessment, or related services. In consultation with VECAP leadership, the committee determined the name of the resulting document would be the VECAP Dictionary of Vocational Evaluation and Career Assessment to 1) provide an affiliation with a professional organization so future updates can occur more regularly and 2) use language in the title that is recognizable and current.

**Step Two – Update.** After the initial review, the Committee began the labor-intensive task of identifying updated definitions for the terms that would be retained from the 1993 version. The Committee established criteria for locating sources for each term. It was agreed that the source would be credible, such as a peer-reviewed publication, textbook, professional website, or guiding documents such as codes of ethics. The committee also agreed that definitions could be modified to fit the context of vocational evaluation and career assessment and examples could be added to definitions where appropriate. By early spring of 2023, the Committee had successfully identified definitions and sources for the approximately 240 terms.

**Step Three – Expand.** The Committee then focused on identifying terms that were not in the 1993 version but have relevance to vocational evaluation, career assessment, vocational rehabilitation, and

other related services, which should be added to the current version. The Committee reviewed relevant textbooks, peer-reviewed articles, guiding documents, and other major resources associated with vocational evaluation, career assessment, and related services to identify approximately 100 new terms. Identical procedures used in the update were used to locate definitions for the expansion.

**Step Four - Internal Review.** After the completion of the update and expansion, the Committee completed an internal review of the dictionary. The purpose of the review was to determine the appropriateness of the updated and expanded terms and definitions, identify synonyms and cross-referenced terms, ensure alignment, and complete copyediting and proofreading. As a result of the internal review, several major changes were made: 1) guiding principles and best practices were added to provide context for all definitions; 2) separate appendices were created for credentials, legislation, and organizations to improve overall readability; 3) 'client' was incorporated consistently to refer to the individual receiving services; and 4) 'assessment professional' was incorporated consistently to refer to the individual providing services, unless specific job titles or credentials are relevant. The internal review, including integration of feedback took place during the summer of 2023. Through these processes, a draft of the dictionary was prepared for use in the external review.

**Step Five – Peer Review.** In September 2023, a group of 18 volunteer professionals were solicited to serve as the peer reviewers for the project. The dictionary was divided into nine equitable parts and two professionals were assigned to each part. When available, a student was assigned to the team to promote student mentoring and engagement. Teams were asked to review the dictionary for accuracy and completeness. The peer review commenced in October 2023 and feedback was integrated by the senior editors in November and December 2023. Reviewers provided a wide range of feedback to the senior editors to improve accuracy, completeness of individual terms and consistency throughout the dictionary. Through the review process, it was also determined that United States spellings would be utilized throughout the document.

**Step Six – Publishing.** In January 2024, the Committee finalized revisions from the peer review and provided a final version of the dictionary to the publisher for typesetting and copy editing in early 2024. A final copy of the dictionary was made available through the publisher in spring 2024.

### **Acknowledgements**

It was the work of many who made this resource possible. First and foremost, I would like to thank the senior editors for giving extensive time and effort to the project. I would also like to thank the VECAP association and VECAP leadership for providing the financial resources for cover design, type setting, and general editing. The peer reviewers kindly volunteered their time and loaned their expertise for which we are extremely grateful. Finally, we want to thank all the student contributors, especially Stephanie Smelser, who collaborated with us to make this project possible. Thank you!

Amanda McCarthy, Ed.D., CRC, CVE, LCPC  
Lead Editor  
Associate Professor, Northern Illinois University

## EDITORIAL TEAM

### Lead Editor

Amanda McCarthy, Ed.D., CRC, CVE, LCPC

### Senior Editors in Alphabetical Order

Randall Boen, Ph.D., CRC, LCPC

Lynn Dowd, Ed.S., ICVE

Pamela Leconte, Ed.D.

### Student Contributors in Alphabetical Order

Laura Daniels

Sara Haapala

Emily Hrabovsky

Sophia Jurkovic

Mary Miller

Valerie Origel

Stephanie Smelser

Alanna Weems

Aja Stokes-Weston

Omobolanle Wunuken

### Peer Reviewers in Alphabetical Order

Tracy Atherton, MA, CRC

Phil Boswell, MA, B.Ed, ABVE/F, CCVE/F,  
CVRP/F, RRP

Peter Campbell, RRP, CVRP, CCVE/ICVE

Samuel Castiglione, DEd, NCSP

Elizabeth M. Crunkilton, MS

Janelle Ellis, Ed.S., CVE

Sean FitzGerald, MSc (Psych), CVRP-F, ICVE-F,  
CCVE-F, ICCCP-F

Jill Flansburg, Ph.D., CVE, CRC

Fran Hershey, M.Ed.

Beth Laster, MS, CRC

Francois Paradis, M.A., CVE, CCVE, ICVE

Caren E. Phillips, MS, CVE, LPC, LMFT

Nahal Salimi, Ph.D., CRC

Nancy Scott, MS, CVE

Margaret Smith, B.A., RRP, CVRP, CCVE, ICVE

Megon Steele, MS, CRC, CVE

Lisa Timmons, BA, BS, RRP, CVRP, CCVE,  
ICVE, RTWDM

Diane Uliana, MS, CVE



## KEY PRINCIPLES AND COMPETENCIES

The following lists the *principles* that serve as a foundation for this dictionary and guides best practice across vocational evaluation and assessment settings. These principles were reaffirmed in the Revised Position Paper of The Interdisciplinary Council on Vocational Evaluation and Assessment (see Castiglione, Leconte, & Smith, 2018).

- (a) A variety of methods, tools and approaches should be used to provide accurate vocational evaluation and assessment.
- (b) Vocational evaluation and assessment information should be verified by using different methods, tools, and approaches for each domain of investigation.
- (c) Behavioral observation is essential in any vocational assessment process.
- (d) Vocational evaluation and assessment may involve on-going developmental processes in career development.
- (e) Vocational evaluation and assessment should be an integral part of larger service delivery systems.
- (f) Vocational evaluation and assessment require the collection of input from a variety of individuals and requires an understanding of how to use the results of the assessment process.
- (g) Vocational evaluation and assessment should be current, cross-validated, and relevant to be useful.
- (h) Vocational evaluation and assessment are grounded in career, vocational and work contexts.

## COMPETENCIES

The Interdisciplinary Council on Vocational Evaluation and Assessment (see Castiglione, Leconte, & Smith, 2018) recommends that all individuals providing vocational evaluation and assessment services demonstrate competencies in the following:

- (a) The ability to apply ethical principles in the selection, adaptation with accommodations and modifications, and/or development of methods and approaches which are useful in determining an individual's attributes, abilities, and needs.
- (b) The ability to utilize alternative methods and approaches which can be used to triangulate information generated by or collected from other assessment sources.
- (c) The ability to conduct formal and/or informal behavior observation and documentation strategies that can be integrated in a variety of settings.
- (d) The ability to collect, interpret and report ongoing data from assessment, in conjunction with occupational and labor market information, that can be utilized to promote successful transition through critical junctures of the individual's career development.

- (e) The ability to interpret vocational evaluation and assessment data in a manner that contributes to the total service delivery system. Vocational evaluation and assessment team members must be capable of summarizing, interpreting, synthesizing and reporting formal and informal data in a manner that promotes useful planning, goal setting, and coordination of needed support services.
- (f) The ability to function as an effective participant on an interdisciplinary team.
- (g) The ability to select, implement and integrate evaluation and assessment approaches which are current, psychometrically-sound, useful, trustworthy and grounded in career, vocational and work contexts.

## GUIDE to the DICTIONARY

### Headwords

All terms defined in the dictionary are described as headwords and are indicated in large boldface type.

*Example:*

**abilities:** Enduring attributes of the individual that influence performance

In this case, the headword is abilities.

### Alphabetical Order

The order of headwords is on a letter-by-letter basis rather than by word. In this dictionary, spaces, hyphens, or dashes between words are ignored in determining alphabetical order.

### Abbreviations

Common abbreviations of headwords are given in parentheses immediately after the headword.

### Cross-references

Some of the headwords in this dictionary are cross-referenced. This is done to direct the user of the dictionary to other headwords that will give additional information. Cross-references in this dictionary are introduced by "See also" followed by the other relevant headword (s), in italics. If the headword has more than one cross-reference, these are presented in alphabetical order. Not all headwords in this dictionary include cross-references.

### References

A list of references is provided at the end of the document. Where appropriate, an in-text citation, including author last name and year, is placed after headwords and full-references are written out in the reference pages.

### Synonyms

Some of the headwords in this dictionary have synonyms, which are displayed in italics at the end of a given definition, preceded by "Also called." If the headword has more than one synonym, these are presented in alphabetical order. Definitions are listed under the most commonly-used headwords. A citation is only included with the most commonly-used headword. Synonymous terms appear in the dictionary but direct the user back to the most commonly-used headword.

*Example:*

**background information:** all vocationally relevant information, unique to an individual, that is needed to understand the person in terms of career, vocational, or employment planning and potential. It is gleaned from previous histories, current records, file reviews, interviews, and other input (e.g., information from family members, other professionals). It can include academic, medical, physical, social, cultural, employment, home, and community data. Also called *referral data*, *referral information*

**referral data:** *See background information*

**referral information:** *See background information*

### **Multiple Meanings**

Some headwords have two or more distinct meanings. These are indicated by boldface numbers. Where appropriate, citations will be provided to assist readers in distinguishing among the multiple meanings.

**headword 1.** This is the definition for the first meaning. **2.** This is the definition for the second meaning. **3.** This is the definition for the third meaning

### **Appendices**

Relevant credentials, legislation, and organizations and agencies are included in appendices at the end of this dictionary.

## Aa

**ability:** **1.** what one is able to do or demonstrate in the present (O\*Net Resource Center, 2020). **2.** competence to perform an observable behavior or a behavior that results in an observable product (O\*Net Resource Center, 2020). See also *cognitive abilities; physical abilities; psychomotor abilities; sensory abilities*

**ability test:** a standardized test designed to measure competence or capacity to perform a physical or mental act. A test measuring achievement (VandenBos, 2015).

**academic achievement:** what academic knowledge and skills one has learned (American Psychological Association, 2023).

**accessible:** refers to a site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely and with dignity by a person with a disability (Office of Disability Rights, n.d.).

**accommodation:** a modification or adjustment to a job or change in the work environment that enables a person with a disability or other constraints to compete equally or carry out the occupational tasks as generally performed. Accommodation can also apply to the vocational evaluation or career assessment process when an assessment professional modifies the instrument or work samples to meet the needs of the individual (United States Bureau of Labor Statistics, 2017).

See also *reasonable accommodation*

**accreditation:** a mechanism that educational institutions and programs voluntarily undergo to demonstrate quality assurance to students, professionals, and the public that the education and training of professionals is consistent across the country (Hartley & Tarvydas, 2022).

**achievement test:** a standardized measure designed to provide an evaluation of the specific information that individuals have learned from their education and life experiences (Power, 2013).

**activities of daily living (ADL):** **1.** a set of activities necessary for normal self-care such as the activities of personal hygiene, dressing, eating, transfers/bed mobility, locomotion, and bowel and bladder control (Edemekong et al., 2021). **2.** Instrumental ADLs, include skills which entail “more complex thinking” and “organizational skills” such as shopping, meal preparation, transportation, managing medications, managing finances, handling communication with others, and housecleaning or home maintenance (Edemekong et al., 2021).

**adaptive behavior:** **1.** the level of everyday performance of tasks that is required for a person to fulfill typical roles in society, including maintaining independence and meeting cultural expectations regarding personal and social responsibility. Specific categories in which adaptive behavior is usually assessed include self-help, mobility, health care, communication, domestic skills, consumer skills, community use, practical academic skills, and vocational skills. Limitations in adaptive behavior are one of the criteria for diagnosis or classification of intellectual disability and for determining legal competence (American Psychological Association, 2023). **2.** Any behavior that enables an individual to adjust to the environment appropriately and effectively (American Psychological Association, 2023).

**adult education (AE):** programs that provide adults (ages 16 and older), not concurrently enrolled in K-12 education, with instruction and coursework to complete high school, earn a General Educational Development (GED) certificate, or satisfy post-secondary program admission requirements. Some programs are offered online (Tighe et al., 2013).

**advocate:** an individual who speaks or acts on behalf of an individual or group to uphold their rights or explain their point of view (American Psychological Association Dictionary of Psychology, 2023).

**affirmative action:** a set of procedures designed to eliminate unlawful discrimination among applicants, remedy the results of such prior discrimination, and prevent discrimination in the future (Cornell Law School, 2024). See also *affirmative action plan*

**affirmative action plan:** a written program in which an employer details the steps it has taken and will take to ensure the rights of all persons to advance on the basis of merit and ability without regard to race, color, religion, sex, national origin, age, disability, genetic information, veteran's status or other factors which cannot lawfully be the basis for employment actions (Cornell Law School, 2024). See also *affirmative action*

**ally:** someone who is willing to take action in support of another person, in order to remove external barriers that impede that person from contributing their skills and talents in the workplace or community (Lieberman, 2012).

**American Community Survey (ACS):** a source for detailed population and housing information about the United States of America (United States Census Bureau, 2023).

**analysis of postsecondary education environments:** involves gathering information about the specific courses or programs of study in which the student will be enrolled and determining the demands of these courses in terms of such aspects as daily assignments, level and amount of reading required, and major tests. Information should also be gathered on the requirements of any field experience or laboratories related to the class. Also, available support services and accommodations should be identified (Sitlington et al., 2007).

**apprenticeship:** a type of career preparation that combines paid on-the-job training with classroom instruction to prepare workers for highly-skilled careers (Department of Labor, 2023a).

**aptitudes:** Specific capabilities and abilities or potential to learn or perform a task or job task (Weed & Field, 2012). See also *clerical perception; color discrimination; eye-hand-foot coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**architectural barriers:** physical features that limit or prevent people with disabilities from accessing the workplace, or obtaining goods or services offered therein (Americans with Disabilities Act, n.d.).

**assessment plan:** a written plan jointly developed by the client and the assessment professional that guides activities (e.g., assessment instruments, work samples, career exploration) in which the client will engage—or what will occur during the career assessment process. It is based on the client's preferences, abilities, needs and goals (Vocational Rehabilitation Association of Canada, 2019).

**assistive technology (AT):** any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities (Assistive Technology Industry Association, n.d.). See also *rehabilitation technology*

**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 the functional capabilities of an individual with a disability (Rehabilitation Engineering and Assistive Technology Society of North America, n.d.). See also *assistive technology*

**autonomy:** an ethical principle that addresses respect for independence, and self-determination (Hartley & Tarvydas, 2022).

**average score:** a term denoting various measures of central tendency. The most frequent average score of any distribution of scores are the mean, the median, and the mode (Rumrill & Bellini, 2018).

**avocational:** refers to activities associated with recreation or leisure that are typically for enjoyment, personal interest, or as a hobby. Avocational activities may also be pursued for the improvement of quality of life (Law Insider, 2013c).

## Bb

**background information:** all vocationally relevant information, unique to an individual, that is needed to understand the person in terms of career, vocational, or employment planning and potential. It is gleaned from previous histories, current records, file reviews, interviews, and other input (e.g., information from family members, other professionals). It can include academic, medical, functional social, cultural, employment, home, and community data (Sure Hire, n.d.). Also called *referral data*, *referral information*

**battery:** See *test battery*

**behavior:** the way a person acts, functions, or conducts oneself, particularly in response to perception of external (e.g., environmental, including the acts of other people) and internal stimuli. Behavior can be objectively observed, recorded, and evaluated (American Psychological Association, 2023).

**behavior intervention plan:** a behavior intervention plan is a supplementary support provided for students with Individualized Education Programs that require a proactive plan to address behavior that impedes the learning of the worker, student or peers. The plan is created based on information gathered from the Functional Behavioral Assessment and includes a number of interventions designed to address the target behavior (Illinois Board of Special Education, 2019). See also *functional behavioral assessment*, *individualized education plan*

**behavior modification:** an intervention technique designed to positively change behavior. It is designed to allow an individual to consistently improve adaptive behavior and display behavior that is acceptable and safe in work environments and employment. Examples of such intervention techniques include operant conditioning, modeling, biofeedback (American Psychological Association, 2023).

**behavioral observation:** objective collection of information about the client's physical performances, social characteristics, and interactions with people and the environment. It occurs throughout evaluation and assessment processes and is documented and presented in an objective, unbiased manner to help identify patterns of behavior and other information relevant to the purpose of the assessment, referral questions and client's goals (Power, 2013).

**benefits counseling:** a service that focuses on reviewing with the client what wages can be earned through work without jeopardizing or losing existing benefits if this is a concern for the individual with a disability (Hartley & Tarvydas, 2022).

**bias:** prejudice that typically occurs as a consequence of stereotyping and ethnocentrism or minimizing differences among members or different racial/ethnic groups as compared with individuals of European origins, but it also can exist because of prejudice and racism (Whiston, 2017).

**bi-manual coordination:** two arms perform simultaneously and in synergy. In some cases, the two arms mutually interact in a manner that impacts function (Panzer et al., 2021).



## Cc

**career:** **1.** sequence of positions occupied by a person throughout prevocational, occupational, and post-occupational life (Cruz, 2020). **2.** an occupation undertaken for a significant period of a person's life and with opportunities for progress (Merriam-Webster, 2024). See also: *job, occupation, vocation*

**Career and Technical Education (CTE):** courses and programs of study (at the high school level) and programs of study (at the postsecondary sub-baccalaureate level) that focus on the skills and knowledge required for specific jobs or fields of work. CTE includes work-based activities such as internships and apprenticeships. Previously known as vocational education (National Center for Educational Statistics, n.d.).

**career assessment:** **1.** measure of a client's or student's career development process as well as the content domains (e.g., work readiness, career interests, aptitudes) of that development process. In essence, it is the evaluation of the process and content of career decision making using a variety of assessment tools (Wood & Hays, 2013). **2.** general term for the process of identifying and appraising an individual's level of functioning in relation to vocational preparation and employment decision making (Commission on Rehabilitation Counselor Certification, 2022). See also *levels of vocational assessment; level 1 vocational assessment; level 2 vocational assessment; level 3 vocational assessment; vocational assessment*

**career awareness:** activities that incorporate workplace operations to illustrate what work is, why people work, the kinds of conditions under which they work, the various levels of training and education needed to work, appropriate work behaviors and how expectations at school are related to expectations in the world of work (American Psychological Association, 2023).

**career clusters:** a group of occupations in the same field of work that require similar skills. Students, parents, and educators can use career clusters to help focus education plans towards obtaining the necessary knowledge, competencies, and training for success in a particular career pathway. Examples of career clusters include agriculture, food, natural resources, finance, manufacturing, and health sciences (O\*Net Online, 2023).

**career counseling:** consultation, advice, or guidance specifically focused on a person's career opportunities, most often provided in educational, work, and some community settings. It also may have the specific goal of enabling a person to change the direction of his or her career. The counseling will take account of an individual's preferences, intelligence, skill sets, work values, and experience. Such counseling is offered to groups as well as individuals (American Psychological Association, 2023). Also called *career guidance*

**career data:** a collection of facts about occupational and educational opportunities relevant to a specific career. Example includes projections for future needs within specific careers or career clusters (Niles & Harris-Bowlsbey, 2009). Also called *career information*

**career development:** the manner in which a person manages the progress of their career, both within and between organizations (American Psychological Association, 2023).

**career exploration:** the process of learning about career paths, job functions, industries, fields, and roles that can help clarify interests, goals, and aspirations. Sometimes this is done by observing the work required, interviewing workers, or trying out actual jobs (Zikic & Klehe, 2006).

**career goal:** a career-oriented statement made at the outset of or following a career intervention such as career assessment, vocational evaluation, or education or rehabilitation program for individuals who are seeking gainful employment or reinstatement to a previous position (Rubin, Rumrill, & Roessler, 2016). Also called *vocational goal*; *vocational objective*

**career guidance:** See *career counseling*

**career information:** See *career data*

**career interests:** preferences for work environments, activities, and outcomes (National Center for O\*Net Development, 2023). Also called *interests*; *vocational interests*; *work-related interests*

**career profile:** a description of the client's essential skills, experience, personal qualities, and other ways the client will add value to the job of interest. (Personal Career Profiles, n.d.).

**career readiness:** preparedness for work involving three major skill areas: core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities; employability skills (such as critical thinking and responsibility) that are essential in any career area; and technical, job-specific skills related to a specific career pathway (Association for Career and Technical Education, n.d.).

**career training:** training or instruction in the skills and knowledge required for employment in an occupation (Law Insider, 2013d).

**case management:** the process of coordinating and integrating case services for an individual (Chan et al., 2017).

**case manager:** a professional who coordinates services for individuals needing services and who collaborates with other professionals, family members, and the individuals receiving services to provide optimal service outcomes. The case manager assesses, plans, implements, coordinates, monitors, and evaluates the options and services needed to meet the individual's needs (Commission for Case Manager Certification, 2023).

**ceiling:** the upper limit of ability measured by a test. A ceiling is identified when a certain number of items are consecutively missed (Whiston, 2017).

**central tendency:** measures of central tendency describe typical or average performance on a measured characteristic. Indices of central tendency include mean, median, and the mode (Rumrill & Bellini, 2018).

**claimant: 1.** any individual applying for, or submitting a claim for, any benefit under law (United States Code 5110, 2022). **2.** In the context of insurance, a policyholder who files a claim or formal request for payment from their insurer to cover a specific loss (Insuranceopedia, 2023).

**clerical perception (Q):** ability to quickly perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation (Career Choice Guide, 2022). See also *color discrimination; eye-hand-foot coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**client: 1.** individual participating in career assessment or vocational evaluation. Depending on the setting and individual preferences, alternative terms may be used to indicate the person receiving services (Vocational Evaluation & Career Assessment Professionals, 2020). Also called *consumer; evaluatee; participant* **2.** May also indicate to the referral source for the assessment process. For example, a parent could be considered the client if they are the individual referring their child for a vocational assessment (Vocational Evaluation & Career Assessment Professionals, 2020).

**client follow-along supports:** See *client follow-up supports*

**client follow-up supports:** on-going supports necessary to assist a person with a disability to sustain competitive work in an integrated setting of their choice. This can also include checking on the outcomes of vocational assessment services (Developmental Disabilities Resource Board, 2015). Also called *client follow-along supports*

**client orientation:** initial orientation may be conducted before the actual assessment process begins, but after the client arrives for assessment, the assessment professional explains what will happen during the assessment process, including “general operating procedures”, purposes of the process, and why the client was referred for services (Leconte, 2019).

**client’s acculturation:** this construct can be defined as the emotional and behavioral changes that occur as the client interacts with a new or dominant culture (Hartley & Tarvydas, 2022).

**client’s primary language:** the native language of the client or the language spoken most often in the client’s home. This information should be documented before scheduling vocational evaluation or career assessment services, and especially prior to the interview so appropriate assessment planning can occur (Hartley & Tarvydas, 2022).

**client’s world view:** the frame of reference through which one experiences life. It can be defined as assumptions people are socialized to hold about the makeup of the world. It is the foundation for values, beliefs, and attitudes and encompasses all the cultural norms and most family expectations of a particular ethnic group (Hartley & Tarvydas, 2022).

**clinical or exploratory assessment:** See *level 2 vocational assessment*. See also *levels of vocational assessment*

**cluster trait work sample:** a work sample designed to measure a number of traits inherent in a job or a variety of jobs (Crow, 1975).

**cognition:** all forms of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving (American Psychological Association, 2023).

**cognitive abilities:** abilities that influence the acquisition and application of knowledge in problem solving (O\*Net Resource Center, 2020). See also *abilities; aptitude; physical abilities; psychomotor abilities; sensory abilities*

**cognitive demands:** the requirements related to a worker’s need to use judgment, make decisions, and adapt to changes on the job (United States Bureau of Labor Statistics, 2017). Also called *mental demands*.

**color discrimination (C):** ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately (Weed, & Field, 2012).

See also *aptitudes; clerical perception; eye-hand-foot coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**commensurate wage:** **1.** in the United States, a subminimum wage paid to a worker with a disability that is based on his or her individual productivity (no matter how limited) in proportion to the productivity of experienced workers who do not have disabilities performing essentially the same type, quality, and quantity of work in the vicinity where the worker with a disability is employed (Department of Labor, 2023c). **2.** Outside of the US this term may be defined differently. For example, in Canada, a term used by insurers to identify a minimum wage based on workers prior earnings that alternate occupations must meet to be deemed suitable for the worker.

**community assets:** See *community resources*

**community rehabilitation program (CRP):** a program that provides directly or facilitates the provision of vocational rehabilitation services to individuals with disabilities and that provides services for the individual to maximize opportunities for employment, including (a) medical, psychiatric, psychological, social, and vocational services that are provided under one management; (b) testing, fitting, or training in the use of prosthetic and orthotic devices; (c) recreational therapy; (d) physical and occupational therapy; (e) speech, language, and hearing therapy; (f) psychiatric, psychological, and social services, including positive behavior management; (g) assessment for determining eligibility and vocational rehabilitation needs; (h) rehabilitation technology; (i) job development, placement, and retention services; (j) evaluation or control of specific disabilities; (k) orientation and mobility services for individuals who are blind; (l) extended employment; (m) psychosocial rehabilitation services; (n) supported employment services and extended services; (o) customized employment; (p) services to family members when necessary to the vocational rehabilitation of the individual; (q) personal assistance services; or (r) services similar to the services described in one of subparagraphs (a) through (q). Many CRPs were formerly sheltered workshops (Cornell University, 2021). See also *sheltered workshop*

**community resource mapping:** community mapping, as it is often called, helps match an individual's needs with community assets and allows them to explore organizations and career opportunities in their community. It serves as another assessment instrument for both professionals and the individuals they serve (Tindle, et. al., 2005).

**community resources:** community resources are assets in a community that help meet certain needs for those around them. These assets can be people, places or structures, and community services (Livingston County Health Center, 2015). Also called *community assets*

**comparable benefits and services:** services and benefits, including accommodations and auxiliary aids and services, that are provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits (Vocational Rehabilitation Technical Assistance Center for Quality Management, n.d.).

**competitive integrated employment:** work in the competitive labor market that is performed on a full-time or part-time basis in an inclusive work setting (able-bodied and those with disabilities are included) for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities (United States Department of Education, 2023).

**Comprehensive System of Personnel Development (CSPD):** procedures and activities the state agency will undertake to ensure an adequate supply of qualified rehabilitation personnel, including professionals and paraprofessionals by providing needed training. (Early Childhood Technical Assistance Center, n.d.).

**confidentiality:** the ethical responsibility of the career assessment or vocational evaluation professional to safeguard clients from unauthorized disclosures of information (Power, 2013).

**construct validity:** the degree to which a test measures any hypothetical construct. It is most likely to be used in measuring psychological traits and characteristics (Whiston, 2017).

**consumer:** See *client*

**content validity:** how representative the test items are in terms of assessing the behavior and skill the test was designed to sample (Whiston, 2017).

**correlation coefficient:** often expressed as  $r$ , indicates a measure of the direction and strength of a relationship between two variables. When the  $r$  value is closer to +1 or -1, it indicates that there is a stronger linear relationship between the two variables (Whiston, 2017).

**counseling:** a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (American Counseling Association, 2014).

**credential:** earned qualification for demonstrating competency in a skill or a set of skills, typically through work experience, training, and the passage of an examination, or some combination thereof. Some certification programs may require a certain level of educational achievement for eligibility (United States Bureau of Labor Statistics, 2022).

**criterion:** a principle or standard by which something may be judged or evaluated (Whiston, 2017).

**criterion-referenced test:** a test to evaluate how an individual's score compares with an established standard or criterion to evaluate specific knowledge or skill. These tests are sometimes called domain- or objective-referenced (Whiston, 2017).

**criterion-related validity:** the extent to which a measure of a trait is related to some external behavior or measure of interest. Criterion validity focuses on a relationship between two variables (Whiston, 2017).

**crystallized intelligence:** stored or accumulated knowledge and abilities which allow a participant to recall vocabulary words, historical facts, formulae, and other general and specialized knowledge. Participants use this knowledge to solve problems. For example, when asked to figure the exact dimensions of a room, a participant may rely in part on recall of linear measurement and multiplication tables to answer the question (Purdue University Online, n.d.). See also *fluid intelligence; intelligence*

**cultural competence:** possessing a set of values and principles, receptivity, demonstrating behavior, attitude, knowledge, and skill that enable one to work effectively cross-culturally with the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of the individuals and communities served (Commission on Rehabilitation Counselor Certification, 2022).

**cultural ecology:** See *social ecology*

**cultural reciprocity:** dynamic and mutual exchange of knowledge, values, and perspectives between two or more individuals of different cultural (e.g., racial, ethnic, socioeconomic, religious) backgrounds. Cultural reciprocity occurs when exchanged information (written, oral, visual, sensory) is intensively reflected upon by engaged clients – at least to the point where individuals begin to scrutinize the origin, development, and soundness of their existent morals, values, thoughts, and behavioral practices (Lamont & Black-Branch, 1996).

**cultural sensitivity:** awareness and appreciation of the values, norms, and beliefs characteristic of a cultural, ethnic, racial, or other group that is not one's own, accompanied by a willingness to adapt one's behavior accordingly (American Psychological Association).

**culture-fair test:** a test based on common human experience and considered to be relatively unbiased with respect to special background influences. A culture-fair test is designed to apply across social lines and to permit equitable comparisons among people from different backgrounds. Nonverbal, nonacademic items are used, such as matching identical forms, selecting a design that completes a given series, or drawing human figures (Job Accommodation Network, n.d.).

**curriculum-based vocational assessment:** direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make [vocational/career] decisions (Hintze, Christ, & Methe, 2005).

**customized employment:** services that involve a blend of flexible strategies that result in the provision of individually negotiated and designed services, supports, and job opportunities for an individual and that lead to an employment outcome of customized employment, including self-employment. A key factor in deciding if a service is a customized employment service is the presence of employer negotiation, including tailoring a job description based on current unidentified and unmet needs of the employer and the needs of the employee; developing a set of job duties or tasks; developing a work schedule (including determining hours worked); determining a job location; developing a job arrangement (such as job carving, job sharing, or a split schedule); or determining specifics of supervision (United States Department of Education, 2013).



## Dd

**data:** in the context of the Dictionary of Occupational Titles, information, knowledge, and conceptions, related to data, people, or things, obtained by observation, investigation, interpretation, visualization, and mental creation. Data are intangible and include numbers, words, symbols, ideas, concepts, and oral verbalization (Dictionary of Occupational Titles, n.d.). See also *Dictionary of Occupational Titles; people; things*

**decile:** a decile is a quantitative method of splitting up a set of ranked data into 10 equally large subsections. A decile rank arranges the data in order from lowest to highest and is done on a scale of one to 10 where each successive number corresponds to an increase of 10 percentage points (Investopedia, 2023).

**deinstitutionalization:** a policy and movement which tries to replace institutional living with community-based services aimed at enabling the individual to resume an appropriately independent life with family, friends, and coworkers (Rubin, Rumrill & Roessler, 2016).

**detailed work activities:** job tasks and duties that are performed across a small to moderate number of occupations within a job family (O\*Net Resource Center, 2020). See also *general work activities; intermediate work activities; work activities*

**developmental disability:** a broad term that describes any physical and/or mental disability that starts before the age of 22. Examples include cerebral palsy, autism spectrum disorders and sensory impairments. People with developmental disabilities have a wide range of functioning levels and disabilities. Although the term intellectual disability is often used in conjunction with developmental disability, many people with a developmental disability do not have an intellectual disability (University of New Hampshire, 2016).

**dexterity:** fine motor coordination skills required for functional manipulation of objects in a timely manner (American Occupational Therapy Association, n.d.). See also *finger dexterity; manual dexterity*

**diagnostic test:** a test used to "diagnose" or analyze, used in a clinical setting for confirmation, exclusion, triage, monitoring, prognosis, or screening of a condition. Assessment professionals may use diagnostic testing to determine which methods and techniques are most appropriate to use in the assessment process and to help plan the process (Bolboacă, 2019).

**Dictionary of Occupational Titles (DOT):** last published in 1991 (4th edition), consists of 12,741 jobs listings (each listing contains a specific DOT title and a nine-digit code) and descriptions with a few defined characteristics for each title, and jobs are listed and organized according to categories, divisions, and groups (Weed & Field, 2012).

**disability: 1.** a physical or mental impairment that impacts an individual's daily living and major life activities (i.e., hearing, speaking, breathing, learning, and working). Definitions vary based on service context, such as workers' compensation. Disability may contribute to negative attitudes or other societal reactions (Hartley & Tarvydas, 2022). **2.** Any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being (World Health Organization, 2020). See also *functional aspects of disability; impairment; pathology;*

**disability awareness:** is the practice of knowing, acknowledging, and accepting individuals' experiences as they relate to disability (Pope & Brandt, 1997).

**disability disclosure:** providing information about the presence of a disability to inform an employer and/or seek accommodations. Generally, it is up to the individual with the disability to determine the right time to disclose. It also applies to educational settings, such as postsecondary education (Job Accommodation Network, 2015).

**Discovery:** an assessment phase or process that may precede determining an individual's career path, especially for people with disabilities who have severe developmental or multiple disabilities. The Discovery process is based on the premise that all people with disabilities can work and that they have multiple talents and interests (Griffin, 2008).

**discrepancy analysis:** the process of determining the gap between current states of performance and desired outcomes (Ahlers, 2003).

**distribution:** the manner in which a variable takes different values in a given data set (Trochim, Donnelly, & Arora, 2016).

**drug and alcohol rehabilitation:** process that gives people with addiction their best chance to manage the addiction on a long-term basis (Hardey et al., 2023).

**dynamic assessment:** determines whether substantive changes occur in examinee behavior if feedback is provided. It contrasts with traditional models of assessment in that there is more feedback from examiner on client performance (Wiedl, Schottke, & Garcia, 2001).

## Ee

**ecological assessment:** the gathering of observations in one or more environments to examine whether the individual behaves differently depending on the surroundings. Ecological assessment may be conducted in potential or existing workplaces to identify resources available to support a worker and to determine positive worker and work matches. For example, in supported employment, the assessment looks at the person, the job, and the support system in context (American Psychological Association, 2023).

**educational attainment:** the highest level of education that an individual has completed. This is distinct from the level of schooling that an individual is attending (United States Census Bureau, 2022).

**employability:** an individual's ability to meet requirements for securing a job in the local labor market (Presti, et al., 2021). See also *placeability*

**employability assessment:** measures of any skills required for maintaining successful employment and career success, with a focus on behavioral skills (STELAR STEM Learning and Research Center, n.d.).

**employability skills:** skills and abilities required to obtain and retain competitive employment in integrated settings (e.g., intelligence, aptitudes, temperament, physical capacity, job knowledge, skills). Specific employability skills are job specific and vary from one job class to another. General employability skills are required in every job (e.g., grooming, hygiene, attendance, punctuality) (Garske, 2009).

**employment history:** specific information about an applicant's previous vocational and avocational history. This includes skills, previous positions, and often education relevant to a particular job that a person is now seeking (Merriam-Webster, 2024). Also called *work record*. See also *work history*.

**employment projections program:** develops information about the labor market for the nation as a whole for 10 years in the future (United States Bureau of Labor Statistics, 2021).

**employment readiness skills:** See *work readiness skills*

**employment specialist:** a professional who provides the full-range of employment services (e.g., job attainment and retainment) to the people on one's caseload (Noel, 2017). Also called *job development specialist*; *job placement professional*; *job placement specialist*; *placement specialist*; *vocational case manager*

**empowerment:** promoting one to be the expert of their life including having respect for individual dignity, encouraging self-determination, and fostering full participation and inclusion of individuals with disabilities (GovInfo, 30<sup>th</sup> IRI, 2023).

**environmental modification:** modifications to the workplace environment to facilitate successful employment performance. Examples of environmental modifications include raising or lowering the lighting, creating a new layout of the workspace, removing loud noise, modifying work-related tools and devices, and minimizing distractions (American Occupational Therapy Association, 2017). See also *accommodations*

**environmental working conditions:** the conditions under which the work of an employee is performed, including physical or psychological factors. Can include various tangible hazards or difficulties that are in the vicinity where a job is performed (SkillTRAN, 2023).

**ergonomics:** the study of people's efficiency in their working environment. Professionals in the field of ergonomics normally will design new work environments or modify established work environments based on the studies on the human capabilities and limitation (Jaffar, et al., 2011).

**expert witness:** vocational professionals, including qualified assessment professionals, who provide impartial expert opinion evidence about a claimant's vocational abilities (Social Security Administration, 2020).

**exploratory or clinical assessment:** See *level 2 vocational assessment*. See also *levels of vocational assessment*

**evaluation:** a systematic and intentional process of gathering and analyzing data (quantitative and qualitative), to inform learning, decision-making and action (SkillTRAN, 2023).

**evaluate:** See *client or claimant*

**eye-hand-foot coordination (E):** ability to move the hand and foot coordinately with each other in accordance with visual stimuli (Weed & Field, 2012). See also *aptitudes; general learning ability; verbal aptitude; numerical aptitude; spatial aptitude; form perception; clerical perception; motor coordination; finger dexterity; manual dexterity; color discrimination*

## Ff

**face validity:** is a subjective appraisal concerned with the extent to which the instrument measures, or “looks like” it measures, what it intended to measure (Power, 2013).

**finger dexterity (F):** ability to move the fingers and manipulate small objects with the fingers rapidly or accurately (Weed & Field, 2012). See also *aptitudes; general learning ability; verbal aptitude; numerical aptitude; spatial aptitude; form perception; clerical perception; motor coordination; manual dexterity; eye-hand-food coordination; color discrimination*

**fluid intelligence:** a component of general intelligence, the capacity to think speedily and reason flexibly to solve new problems without relying on experiences and accumulated knowledge. Fluid intelligence allows us to perceive and draw inferences about relationships among variables and to conceptualize abstract information, which aids problem solving (American Psychological Association, 2023). See also *crystallized intelligence*

**follow-up information:** information that is gathered after an initial service (career assessment) has been provided. Follow-up information may be used to determine effectiveness of services provided to an individual (or for tracking service provision to a group or population). Follow-up information may also be used to clarify or complete information gained earlier. Collecting follow-up information is integral to the assessment process and helps to identify the quality, utility and outcomes of the process. Follow-up data collected can include what has happened to clients after recommendations were (or were not) implemented, if clients and referral sources were satisfied with the services, and if reports were used appropriately. Practice and program changes may be made as a result of the follow-up information collected (WorkplaceTesting, 2017).

**forensic vocational assessment:** takes place in an adversarial setting (courts, parties to legal matters, attorneys, or agencies) where the qualified expert aims to provide understanding of how acquired injury, illness, or developmental disability affects a person's capacity to work competitively and earn income (Walker, 2004).

**forensic vocational assessment professional:** an individual who has been retained or disclosed as an expert for purposes of providing testimony (The Commission on Rehabilitation Counselor Certification, 2022).

**forensic vocational consultant:** an individual who has been retained to provide consulting services and has not been disclosed as an expert (International Association of Rehabilitation Professionals, 2006).

**formal assessment:** usually include standardized instruments and procedures that have been norm referenced, contain validity and reliability data, and provide detailed administrative and scoring information. Includes such processes as the structured interviews, mental testing (ex: intelligence, aptitude, ability, personality, and interest tests) selected work samples, and job analyses (Power, 2013).

**form perception (P):** ability to perceive pertinent detail in objects or in pictorial or graphic material, to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines (Weed & Field, 2012). See also *aptitudes; clerical perception; color discrimination; eye-hand-foot coordination; finger dexterity; general learning ability; manual dexterity; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**functional aspects of disability:** the interaction between the characteristics of an individual with disabling conditions and the characteristics of that person's current environment or potential future environments (e.g., education/training, employment) (Pope & Brandt, 1997). For example, a person with hearing loss may have difficulty understanding verbal instructions in a work setting where significant background noise is present. Functional aspects of disability are specific to the person, environment, and their disability (Pope & Brandt, 1997). Also called *functional implications of disability*

**functional behavior assessment:** Functional behavior assessment (FBA) is a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, developing a hypothesis of the behavior, and testing the hypothesis. Data collection is an important part of the FBA process (Collet-Klingenberg, 2008).

**Functional Capacity Evaluation (FCE):** standardized and validated advanced assessment to (a) determine safe job matches for return to work; (b) determine the level of reasonable accommodations necessary for reinstating an injured worker; and (c) make recommendations regarding future interventions. The results of the FCE may be used by the physician to make a disability rating for insurance purposes (American Occupational Therapy Association, 2017). Also called *physical capacity evaluation*

**functional implications of disability:** See *functional aspects of disability*

**functional limitation:** functional limitation is a restriction or impairment in a person's ability to function in a way that falls within the normal range for the activity. Functional limitations are often classified in one of the following areas: mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills (World Health Organization, 2020). See also *disability; functional aspects of disability; impairment; pathology*

**functional vocational evaluation:** is a systematic assessment process used to identify practical useable career and employment-related information about an individual. FVE incorporates multiple formal and informal assessment techniques to observe, describe, measure, and predict vocational potential. A distinctive feature in all FVE's is that FVE includes (and may emphasize) individualized experiential and performance-based opportunities, in natural vocational or work environments (Castiglione et al., 2010).

## Gg

**general educational development:** formal and informal education that develops basic reasoning/direction following skill and language/math skills. Experience or self-study can develop generalized educational development (SkillTRAN, 2023).

**general learning ability (G):** the ability to catch on or understand instructions and underlying principles. The ability to reason and make judgments. It is closely related to doing well in school (Weed & Field, 2012). See also *aptitudes; clerical perception; color discrimination; eye-hand-foot coordination; finger dexterity; form perception; manual dexterity; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**generalizable skills:** the ability to complete tasks, perform activities, and display behaviors across settings, with different people, and at different times (Minot, 1970).

**generalized work activities:** work activities that are common across a very large number of occupations (O\*Net Resource Center, 2020). They are performed in almost all job families and industries. See also *detailed work activities; intermediate work activities; work activities*

**grade equivalency:** score of typical performance on a test in relation to others at a given academic grade level (Allen & Yen, 2002).

## Hh

**handicap:** a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex and social and cultural factors) for that individual (World Health Organization, n.d.).

**heavy work:** exerting 50 to 100 pounds of force occasionally, or 25 to 50 pounds of force frequently, or 10 to 20 pounds of force constantly to move objects. Physical demand requirements are in excess of those for Medium Work (Employment and Training Administration & United States Department of Labor, 1991). See also *light work*; *medium work*; *sedentary work*; *very heavy work*

**human capital:** a person's human capital is their economic value or earning capacity within the world of work. It is based on one's vocational profile including their transferable skills, level of education and training, work experiences and functional capacity (Srivastava & Das, 2015).

**human services:** a field that has the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations (Allen, 2023).

**hybrid work:** a work model where employees are expected to attend an actual worksite for an agreed upon amount of time while being permitted to work from a location other than that site the rest of the time (Gartner Human Resources, 2023).

**hybrid workplace:** an office that is able to support interactions that successfully include in-person and remote employees (Gartner Human Resources, 2023).



## Ii

**impairment:** any loss or abnormality of psychological, physiological, or anatomical structure or function (World Health Organization, 2020). See also *disability; functional limitation; pathology*

**impairment rating:** a percentage that represents the extent of a whole person impairment of the employee, based on the organ or body function affected by a covered illness or illnesses (Department of Labor, 2023b). Also called *medical impairment rating*

**inclusion:** the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups (Merriam-Webster, 2024).

**incremental validity:** the improvement obtained by adding a particular procedure or technique to an existing combination of assessment methods. This type of validity reflects the value of each measure or piece of information to the overall assessment process and is highly dependent on the goal of the assessment. For example, assessing a client's work speed in the context of a food service work sample may not add critical information for predicting academic potential but may contribute significantly when the purpose of the assessment is to predict success in a food service setting (Power, 2013).

**independent living:** refers to the philosophy that people with disabilities should be able to make decisions that affect their own lives. IL also refers to a civil rights movement that advocates for equal participation in community life and a service system made up of centers for independent living. These nonresidential resource centers are run by and for people with disabilities, as well as for the benefit of the entire community. Their core services include advocacy, information and referral, independent living skills training, peer counseling and, de-institutionalization of people with disabilities (University of New Hampshire, 2016).

**independent living skills:** skills that an individual needs in order to perform activities of daily living, including eating, household management, maintaining personal hygiene, and time management (Provincial Resource Centre for the Visually Impaired, n.d.).

**independent living skills assessment:** assessment methods aimed at capturing information from the opinions and perceptions of family members and significant others or from direct observation of activities of daily living, social performance, and work (Institute for Prospective Technological Studies, 2023).

**Individual Placement and Support (IPS):** is a model of supported employment for people with serious mental illness (e.g., schizophrenia spectrum disorder, bipolar disorder, depression). IPS supported employment helps people living with behavioral health conditions work at regular jobs of their choosing. It is based on a client's profile of strengths and areas for growth (Noel, 2022).

**Individual Plan for Employment/Individual Employment Plan:** the individual employment plan (IEP) is an individualized career service, under Workforce Innovation Opportunity Act, that is developed jointly by the client and career planner when determined appropriate by the one-stop center or one-stop partner. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the client to achieve the employment goals. (previously individualized written rehabilitation plan) (Cornell Law School, 2023).

**Individualized Education Plan (IEP):** a written document which describes in detail the educational program designed to meet the individual's unique and individual needs. It is required for anyone who qualifies for and receives special education services (Center for Parent Information and Resources, 2023).

**Individualized Transition Plan (ITP):** is a plan based on informal and formal assessments that is used to identify the desired and expected outcomes by students and their families once they leave school as well as the supports needed to achieve those outcomes. This plan is developed collaboratively with the student, caregivers, vocational educators, vocational rehabilitation counselors, and current IEP team members. A thorough plan will include the following: postsecondary education opportunities, employment opportunities, living opportunities, financial and income needs, friendship and socialization needs, transportation needs, health and medical needs, and legal/advocacy needs. Typically, the ITP is included in the IEP (First et al., 2013).

**industrial standards:** the agreed upon standard that operations are measured against any in a particular industry. These are specific to the needs of the operations of a unique organization and serve as quality checks (Whiteford, 2019).

**industry:** a group of establishments that produce similar products or provide similar services. For example, all establishments that manufacture automobiles are in the same industry. A given industry, or even a particular establishment in that industry, might have employees in dozens of occupations. The North American Industry Classification System (NAICS) groups similar establishments into industries. NAICS replaces the former Standard Industrial Classification (SIC) system (United States Bureau of Labor Statistics, 2022).

**informal assessment:** is characterized by a lack of standardization and usually does not have validity or reliability data. Informal assessment would include reviews of social histories, checklists, forced-choice activities, inventories, interviews, observations, rating scales, work tasks, and work-based assessments (Power, 2013).

**informed consent:** a voluntary agreement reached by a capable client based on information about foreseeable risks and benefits associated with the agreement (e.g., participation in the career assessment or agreement to release the assessment report to a third party). Informed consent is integral to the alliance between a client and professional and is in keeping with a client's right to self-determination, autonomy, dignity, privacy and respect. Assessment professionals honor the rights of clients and/or their guardian or legal representative of service to give fully informed and specific consent to their participation and to withdraw that consent in writing when they wish (Johns, 2016).

**initial interview:** See *intake interview*

**instruction in self-advocacy:** self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires and to learn about self-determination. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others (Workforce Innovation Technical Assistance Center, 2020). See also *career exploration; counseling on enrollment in post-secondary education/training; pre-employment transition services; work-based learning experiences; workplace readiness*

**intake:** the gathering of information about the client. Information collected in an intake includes information about the person's history (personal, medical and work). This information is collected using a form that the person interested in services fills out or as an interview (Rubin, Rumrill & Roessler, 2016).

**intake interview:** an initial meeting that focuses on completing client information forms and providing information about the agency and services available. The intake interview is also an opportunity to corroborate information from other sources (i.e. medical, education or employment records). Especially important in a forensic venue (Parker & Patterson, 2012). Also called *initial interview*

**integrated competitive employment:** work that is performed on a full-time or part-time basis for which an individual is: (a) Compensated at or above minimum wage and comparable to the customary rate paid by the employer to employees without disabilities performing similar duties and with similar training and experience; (b) Receiving the same level of benefits provided to other employees without disabilities in similar positions; (c) At a location where the employee interacts with other individuals without disabilities; and (d) Presented opportunities for advancement similar to other employees without disabilities in similar positions (Department of Labor, 2023c).

**Integrated Marketing Communication (IMC):** a planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time (Purdue University Online, n.d.).

**integrated work setting:** work settings commonly found in the community in which an employee with a disability interacts with people without disabilities, other than service providers, to the same degree that an employee without a disability in the same type of job would interact (Law Insider, 2023a).

**intelligence quotient:** a standard measure of an individual's intelligence level based on psychological tests, mental age, chronological age, deviation IQ, verbal IQ, verbal intelligence, nonverbal intelligence, and perceptual organization. Assessment professionals must meet required educational, experience, and licensing qualifications to administer intelligence tests (American Psychological Association, 2023).

**interests:** See *career interests*

**interdisciplinary approach:** a manner of dealing with psychological, medical, or other scientific questions in which individuals from different disciplines or professions collaborate to obtain a more thorough, detailed understanding of the nature of the questions and consequently develop more comprehensive answers. In order to evaluate holistically, input is sought from multiple professionals, family members, or others who are knowledgeable of the client to plan and implement the vocational evaluation or career assessment plan to culminate in useful recommendations (American Psychological Association, 2023).

**intermediate work activities:** work activities that are common across many occupations. They are performed in many job families and industries (O\*NET Resource Center, 2020). See also *detailed work activities*; *general work activities*; *work activities*

**intersectionality:** the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups (Merriam-Webster, 2024).

**interview:** See *intake interview*

**interviewer bias:** is a constant threat to practitioners during assessment process. It means that the professional has to strive to be non-judgmental, open-minded, when working with clients. Being self-aware will prevent professionals from pre-judging, applying stereotypes and assigning problems to minority clients while excluding influences of situational factors (Power, 2013). See also *bias*

**interviewer skills:** includes the ability to listen non-judgmentally, extend empathy, ask open-ended questions, and closely observe demonstrated behaviors; Interview skills also include the ability to be aware of biases, stereotypes, and prejudices; and to understand that there are cultural differences and that the client is a cultural entity (Power, 2013).

**inventory:** a list of items, often in question form, used in identifying, describing, and studying behavior, interests, and attitudes (American Psychological Association, 2023). Inventories are used in the career assessment process to gather information about an individual's values, temperaments, interests, learning style preferences, etc.

## Jj

**job:** **1.** a full or part-time position of paid employment. **2.** A piece of work, usually at a specific price. **3.** A specific task people do as part of the routine of their occupation. **4.** A duty or responsibility.

**5.** A project, as in 'the airport job took twelve months to complete.' **6.** The performance or execution of a task, as in "She did an excellent job." (United States Bureau of Labor Statistics, 2023). See also *career; occupation; vocation*

**job accommodation:** See *accommodation*

**job analysis:** the process of studying, collecting, and analyzing work related information to determine which activities and responsibilities it includes, its relative importance to other jobs, the qualifications necessary for performance of the job and the conditions under which the work is performed (Power, 2013)

**job analysis approach:** focuses on a description of the work to be performed, rather than on the worker's characteristics. The work is observed carefully, and detailed descriptions are written (Power, 2013). In addition to notetaking and interviewing employers and employees, videotaping may be used to analyze jobs, which form the basis for developing work samples or setting up on-the-job evaluations, situational assessments, or job try-outs. Work is broken down into specific tasks from requiring entry level skills to those requiring mastery.

**job analysts:** qualified professionals, including vocational evaluators, who conduct job analysis (Power, 2013).

**job banks:** websites where job seekers can search and apply for job openings online (CareerOne Stop, n.d.). Also called *job boards*

**job boards:** See *job banks*

**job coach:** individual who specializes in assisting individuals with disabilities to learn and accurately carry out job duties. Job coach provides one-on-one training tailored to the needs of the employee. They may first do a job analysis to identify the job duties, followed by developing a specific plan as to how they can best train the employee to work more independently until completely self-sufficient and able to perform job duties accurately and effectively without assistance (Job Accommodation Network, 2018). See also *employment specialist*

**job description:** a job description includes an overview, role summary, catalog of responsibilities, and the qualifications and experience required for a particular role. It also defines the soft skills, hard skills, and business skills required for success in the role (Gartner Human Resources, 2020).

**job development specialist:** See *employment specialist*

**job exploration counseling:** counseling, guidance, and training provided to individuals with disabilities designed to assist them in identifying and learning about job opportunities in particular occupations and industry sectors (Workforce Innovation Technical Assistance Center, 2020). See also *counseling on enrollment in post-secondary education/training; instruction in self-advocacy pre-employment transition services; work-based learning experiences; workplace readiness training*

**job families:** groups of similar or related occupations based upon work performed, skills, education, training, and credentials (O\*Net Online, 2023).

**job involvement:** the degree to which a person psychologically identifies with their job. A person with high job involvement usually obtains major life satisfaction from the job. Job accomplishments lead to a strong sense of pride and self-esteem, whereas failures on the job lead to discontent and depression. (American Psychological Association, 2023). See also *job satisfaction*

**job matching:** a process of comparing the individuals' characteristics and the job requirements. Job matching considers the concurrence between the person and environmental factors impacting long term career outcomes (Morgan, 2008).

**job modification:** an across the board altering of the work or work environment to accommodate physical or mental limitations by making changes in equipment, in the methods of completing tasks, or in job duties (Law Insider, 2013a).

**job placement professional:** See *employment specialist*

**job placement specialist:** See *employment specialist*

**job readiness skills:** See *work readiness skills*

**job readiness training:** a program that provides assistance with job-related skills such as resume writing, help completing and submitting job applications, conducting practice interviews, and other related activities (Tennessee State Government, 2019). See also *workplace readiness training*

**job sample:** See *work sample*

**job satisfaction:** the attitude of a worker toward their job, often expressed as a hedonic response of liking or disliking the work itself, the rewards (pay, promotions, recognition), or the context (working conditions, colleagues) (American Psychological Association, 2023). See also *job involvement*

**job seeking skills:** specific abilities, strategies, and techniques that individuals use to successfully obtain and maintain employment, such as the ability to write resumes, locate suitable employment, complete employment applications, interview for positions, and other skills related to looking for suitable employment (Rubin, Rumrill, & Roessler, 2016).

**job seeking skills instruction:** teaching the client how to obtain employment. Topics typically included in job seeking skills instruction include but are not limited to development of a resume, how to use a resume, completing applications, cold calling techniques, networking, interviewing, cover and thank you letters, appropriate attire/hygiene, and tracking and developing job leads (Law Insider, n.d.).

**job shadowing:** a type of on-the-job training that allows an interested employee to follow and closely observe another employee performing the role during an extended time (often a full day or several workdays). This type of learning is usually used to onboard new employees into an organization or into a new role. Job shadowing may also be used as a learning opportunity for interns or students to gain an understanding of the role requirements and the job tasks (Gartner Human Resources, 2019).

**job task:** See *tasks*

**job try-out:** a temporary job placement or internship, a method of community-based assessment designed to provide the client with real work experience and community contacts. Job tryouts (a) expose the client to new occupational experiences; (b) assess the client's work, social, and personal skills in a real work environment; (c) expose employers to persons with disabilities as potential and viable workers; (d) gather additional data useful in making job placement decisions; and (e) provide the client with references and work experience to be documented on one's resume (Power, 2013).

**job zone:** job zone refers to a concept used in labor market analysis to categorize occupations on the level of required training, education and preparation to perform those roles. Job Zones are commonly categorized from Job Zone 1 to Job Zone 5 or 6 (each zone representing different levels of skill, education, and training). Lower numbers mean less preparation while higher numbers mean more (O\*Net Online, 2023). See also *job zone 1; job zone 2; job zone 3; job zone 4; job zone 5*

**job zone 1:** occupations that need little or no preparation (O\*Net Online, 2023). See also *job zone; job zone 2; job zone 3; job zone 4; job zone 5*

**job zone 2:** occupations that need some preparation (O\*Net Online, 2023). See also *job zone; job zone 1; job zone 3; job zone 4; job zone 5*

**job zone 3:** occupations that need medium preparation (O\*Net Online, 2023). See also *job zone; job zone 1; job zone 2; job zone 4; job zone 5*

**job zone 4:** occupations that need considerable preparation (O\*Net Online, 2023). See also *job zone; job zone 1; job zone 2; job zone 3; job zone 5*

**job zone 5:** occupations that need extensive preparation (O\*Net Online, 2023). See also *job zone; job zone 1; job zone 2; job zone 3; job zone 4*

**Kk**

**kinesthesia:** refers to the ability to know where the parts of your body are and how they are moving. In the context of learning, kinesthetic, or hands-on learning, links the process of learning to physical activity in which clients are physically interacting with material (Ahlers & Busic, 2003). See also *tactile*

**kinesthetic-tactile learning:** style requires that you manipulate or touch material to learn. Kinesthetic-tactile techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning (Houghton University, 2023).



## L

**labor market:** the availability of employment and labor, in terms of supply and demand (Foote & Word, 1984).

**labor market analysis:** a practice conducted by local workforce system organizations, employers, disability service providers, and job seekers consisting of information regarding employment and the workforce at the local state, regional, and national levels (Chan et al., 2017).

**labor market information (LMI):** quantitative and qualitative data and statistics on the labor market in the geographical region. The data included can be employment or unemployment statistics, wages, or job outlook (United States Bureau of Labor Statistics, 2023).

**labor market survey:** a study of what jobs exist and are available in a particular local economy (Rubin, Rummrill, & Roessler, 2016).

**learning assessment:** a method used to evaluate and measure a student's performance in the learning environment. Once a student has participated in a specific class or course of study, learning assessments may be used to evaluate their progress during the course (Workplace Testing, 2017).

**learning style preference:** the characteristic ways in which individuals orientate to learning problem-solving (Ellis, 2005).

**levels of vocational assessment:** the vocational assessment process traditionally includes three levels of service intensity and comprehensiveness. All or a variety of assessment methods are used to construct a vocational profile. Some individuals may not need any level of formal assessment service beyond collecting relevant information portfolio style. Others, especially those facing the greatest transition, career, and vocational challenges or barriers may need one, two or all three services to further their self-awareness and enhance the career development process (Castiglione, Leconte, & Smith, 2018). See also career assessment; *level 1 vocational assessment*; *level 2 vocational assessment*; *level 3 vocational assessment*.

**level 1 vocational assessment (Level I): 1.** an Individualized process designed to arrive at decisions for career planning or determine the need to provide additional career assessment and/or other services. Examples of Level 1 Assessment may include one or more of the following: records review, personal interview, limited administration and interpretation of career interest and other assessment instruments etc. If additional information is needed for effective career planning after Level I services are completed, additional career assessment or other services should be considered.

Also called screening assessment or needs assessment (McCarthy et al., 2024). **2.** the initial process designed to arrive at a decision for vocational planning or for providing additional services. This approach may consist of interviews, functional assessment, limited standardized testing, collecting and analyzing background information. It is also used to assess one or two specific skills related to a specific vocational option. If more information is needed or questions emerge, Level II can be initiated (Castiglione, Leconte, & Smith, 2018). See also *career assessment; levels of vocational assessment; level 2 vocational assessment; level 3 vocational assessment*

**level 2 vocational assessment (Level II): 1.** Individualized process designed to clarify vocational functioning and arrive at career decisions or goals. It is a collaborative process between the practitioner and the participant. Involves in-depth career exploration and guidance, behavioral observation, and vocational interview. Involves assessment of interest, values, work readiness, and other personal and work-related characteristics. If additional information is needed for effective career planning after Level II Services are completed, additional career assessment or other services should be considered (McCarthy et al., 2024). **2.** A process to further investigate vocationally relevant information. It may include additional interviewing, additional vocational counseling, additional standardized testing, transferable skills analysis and/or job matching. Vocational options may not have been determined. If more information is needed or questions emerge, Level III can be initiated. Also called exploratory or *clinical assessment* (Castiglione, Leconte, & Smith, 2018). See also *career assessment; levels of vocational assessment; level 1 vocational assessment; level three vocational assessment*

**level 3 vocational assessment (Level III): 1.** a comprehensive and individualized process that systematically uses work-focused assessment techniques (e.g., work sampling, situational assessment, community-based assessment) as a focal point for assessment and exploration. It is a collaborative process between the practitioner and the participant that incorporates medical, psychological, social, vocational, educational, cultural, labor market, and economic data. The process involves detailed records review and in-depth career exploration and guidance, behavioral observation, and vocational interview. The process culminates in individualized and specific recommendations for career decisions or quality-of-life goals (McCarthy et al., 2024). **2.** a comprehensive vocational assessment process when more in-depth information is needed beyond Levels I and II that systematically uses work, real and simulated, to assist individual's vocational development and career decision making. The process can use work samples, standardized tests, situational assessments, behavioral observation, community-based assessment, transferable skill analysis, job matching and background analysis (Castiglione, Leconte, & Smith, 2018). Also called *vocational evaluation*. See also *career assessment; levels of vocational assessment; level 1 vocational assessment; level 2 vocational assessment*

**licensure:** is a governmentally sanctioned credential intended to protect the public safety by assuring that citizens are served by qualified providers of services (Hartley & Tarvydas, 2022).

**life care planning:** a form of case management developed for people with catastrophic injuries or complex health needs. It outlines the short-term and long-term needs of an individual with a severe disability or chronic condition (Weed & Field, 2012).

**life skills:** a skill that is necessary or desirable for full participation in everyday life. Examples include problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions (Subasree & Radhakrishnan, 2014).

**life skills assessment:** the process of assessing life skills (Morlock et al., 2017). See also *life skills*

**light work:** Exerting up to 20 pounds of force occasionally, or up to 10 pounds of force frequently, or a negligible amount of force constantly 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; or (2) when it requires sitting most of the time but entails pushing or pulling of arm or leg controls; or (3) when the job requires working at a production rate pace entailing the constant pushing or pulling of materials even though the weight of those materials is negligible (Employment and Training Administration & US Department of Labor, 1991). See also *heavy work*; *medium work*; *sedentary work*; *very heavy work*

## Mm

**manual dexterity (M):** quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects (Weed & Field, 2012). See also *aptitudes; bimanual coordination; clerical perception; color discrimination; eye-hand-food coordination; form perception; finger dexterity; general learning ability; motor coordination; numerical aptitude; spatial aptitude; verbal aptitude*

**marketable skills:** related to jobs, marketable skills are the competencies required in performing a particular type and level of work. These could be general competencies or specific, such as communication skills, problem solving skills, teamwork, individual's interpersonal skills (Sheppard & Unsworth, 2010).

**mean:** the most common measure of central tendency that produces an average score from any given distribution. Calculating the mean involves dividing the sum of scores by the number of scores in the distribution (Rumrill & Bellini, 2018). See also *mode; median; normal distribution*

**median:** the middle score in a distribution or set of ranked scores; the point that divides the group into two equal parts (Gravetter & Forzano, 2019). See also *normal distribution; mean; mode*

**medical evaluation:** a comprehensive assessment of a patient's overall medical history and current condition for the purpose of identifying health problems and planning treatment. Medical evaluations may be part of an individual's routine healthcare or required under certain work-related circumstances, such as an employee's return to work after an injury. Medical evaluations are completed by qualified medical professionals, which vary across settings and services (Workplace Testing, 2016). Also called *medical examination*

**medical examination:** See *medical evaluation*

**medical impairment rating:** See *impairment rating*

**mediation:** a process wherein the parties meet with a mutually selected impartial and neutral professional who assists them in the negotiation of their differences.

**mediator:** The role of the mediator is to reduce obstacles to communication, assist in the identification of issues and exploration of alternatives, and otherwise facilitate voluntary agreements resolving the dispute. The ultimate decision-making authority, however, rests solely with the parties (Florida Division of Vocational Rehabilitation, 2004).

**medium work:** Exerting 20 to 50 pounds of force occasionally, or 10 to 25 pounds of force frequently, or greater than negligible up to 10 pounds of force constantly to move objects. Physical demand requirements are in excess of those for Light Work (Employment and Training Administration & US Department of Labor, 1991). See also *heavy work; light work; sedentary work; very heavy work*

**mental demands:** See *cognitive demands*

**methods-time measurement (MTM):** a predetermined motion time system that is used primarily in industrial settings to analyze the methods used to perform any manual operation or task and, as a product of that analysis, set the standard time in which a worker should complete that task. Serves to standardize work samples (Morlock et al., 2017).

**microaggressions:** brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group. These slights are often based on the victims affiliation with a particular group (e.g., racial, ethnic, religious, disability, age, gender, sexual orientation, gender identity) (Hartley & Tarvydas, 2022).

**mobility:** the capacity to move or be moved, such as the ability of people to transport themselves between home and work or community facilities by such means as walking, driving a car, or traveling by public transportation. People with disabilities may use assistive devices to aid with mobility (e.g., wheelchair, scooter, cane, walker, crutches, prosthetics, orthotics) (American Psychological Association, 2023).

**mode:** the most frequent score in a distribution (Whiston, 2017). See also *normal distribution*; *mean*; *median*

**modular arrangement of predetermined time standards (MODAPTS):** a predetermined time system used for calculating reliable production standards, facilitating methods/ergonomics improvement, improving an organization's productivity, analyzing departmental effectiveness, and improving employee relations (International MODAPTS Association, 2023).

**motivational interviewing:** a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion (Miller & Rollnick, 2013).

**motor coordination (K):** ability to make a coordinated eye and hand/finger movement response rapidly and accurately (Weed & Field, 2012). See also *aptitudes*; *color discrimination*; *eye-hand-foot coordination*; *finger dexterity*; *form perception*; *general learning ability*; *manual dexterity*; *numerical aptitude*; *spatial aptitude*; *verbal aptitude*

**multidisciplinary team:** a combination or involvement of several different academic disciplines or professions in an approach to a topic or problem (Melvin, 1980).

## Nn

**National External Diploma Program (NEDP):** The NEDP is an internet based program for adults to earn a high school diploma through completing a portfolio of life skills and academic tasks (Comprehensive Adult Student Assessment Systems, n.d.).

**National Occupational Code (NOC) for Canada:** a classification of occupations designed primarily for use in statistical programs. It is also used for employment-related program administration and to compile, analyze and communicate information about occupations, such as labor market information (Statistics Canada, 2021).

**natural supports:** employment support services such as mentoring, socializing, providing feedback on job performance, or learning a new skill provided on the job by a co-worker or supervisor, instead of job coaches or other human services professionals (Institute for Community Inclusion, 2014).

**needs assessment or screening assessment:** *See vocational assessment; level 1 vocational assessment. See also level 2 vocational assessment; level 3 vocational assessment*

**normal distribution:** normal distribution, also known as Gaussian distribution, is a probability distribution that is symmetric about the mean, showing that the data near the mean are more frequent in occurrence than the data far from the mean. In graphical form, the normal distribution appears as a "bell curve." (Gliner, Morgan, Leech, 2009).

**norms:** established data used in a standardized test to compare individual performance; provides the basis for evaluating an individual test score with the group (Whiston, 2017).

**North American Industry Classification System (NAICS):** an industry classification system developed by the statistical agencies of Canada, Mexico and the United States. It is designed to provide common definitions of the industrial structure of the three countries and a common statistical framework to facilitate the analysis of the three economies. (Statistics Canada, 2021).

**numerical aptitude (N):** ability to perform arithmetic operations quickly & accurately (Weed & Field, 2012). *See also aptitudes; clerical perception; color discrimination; eye-hand-food coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; spatial aptitude; verbal aptitude*

## Oo

**occupation:** a description defined by the DOT encompassing the way a number of individual jobs are typically performed for most employers with minor variations. Jobs and positions are specific instances of occupations occurring within the labor market (Dictionary of Occupational Titles, n.d.).

See also *career; job; vocation*

**Occupational Employment and Wage Survey (OEWS) Program:** a federal program that produces employment and wage estimates annually for approximately 830 occupations. These estimates are available for the nation as a whole, for individual states, and for metropolitan and nonmetropolitan areas; national occupational estimates for specific industries are also available (United States Bureau of Labor Statistics, 2023).

**occupational disorder:** See *occupational illness*

**occupational illness:** any abnormal condition or disorder, other than one resulting from an occupational injury, caused by exposure to factors associated with employment. It includes acute and chronic illnesses or diseases which may be caused by inhalation, absorption, ingestion, or direct contact. Ex: an individual may not be able to work in a hair styling salon, because he has allergic reactions to chemicals used on hair (United States Bureau of Labor Statistics, 2022). Also called *occupational disorder; workplace illness*. See also *occupational injury*.

**occupational information:** See *career data*

**occupational injury:** any injury such as a cut, fracture, sprain, amputation, etc., which results from a work-related event or from a single instantaneous exposure in the work environment (United States Bureau of Labor Statistics, 2022). See also *occupational illness*

**Occupational Outlook Handbook (OOH):** a career resource offering information on the hundreds of occupations that provide most of jobs in the United States. Each occupational profile describes the typical duties performed by the occupation, the work environment of that occupation, the typical education and training needed to enter the occupation, the median pay for workers in the occupation, and the job outlook over the coming decade for that occupation (United States Bureau of Labor Statistics, 2021).

**Occupational Requirements Survey (ORS):** provides job-related information regarding physical demands; environmental conditions; education, training, and experience; as well as cognitive and mental requirements for jobs in the U.S. economy (United States Bureau of Labor Statistics, 2017).

**occupational skills training:** an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels (Cornell Law School, 2022).

**O\*NET:** the nation's primary source of occupational information. The O\*NET database contains hundreds of standardized and occupation-specific descriptors on almost 1,000 occupations covering the entire U.S. economy (O\*Net Resource Center, 2019).

**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. Evaluators may or may not make periodic observations. They are less structured than situational assessments and consist of actual work that employers need performed (Power, 2013).

**on-the-job training:** delivered while an individual is performing tasks or processes related to their particular occupation. The employee typically performs tasks that are essential to their job function with the supervision of a manager, coach or mentor. This type of training is typically used to broaden an employee's skill set and to increase productivity (Training Industry, 2017).

**orientation:** See *client orientation*



## Pp

**participant:** See *client*

**people:** in the context of the Dictionary of Occupational Titles; human beings; also animals dealt with on an individual basis as if they were human (Dictionary of Occupational Titles, n.d.). See also *data*; *Dictionary of Occupational Titles*; *things*

**percentile rank:** the percentage of people in the norming group who had a score at or below a given raw score (Whiston, 2017).

**performance test:** test requiring physical movement rather than verbal skill generally a manipulation of concrete equipment or materials (Whiston, 2017).

**personality:** refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, motivation, and emotional patterns (American Psychological Association, 2023).

**physical abilities:** abilities that influence strength, endurance, flexibility, balance and coordination (Weed & Field, 2012). See also *abilities*; *cognitive abilities*; *psychomotor abilities*; *sensory abilities*

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

**physical demands:** the level and duration of physical exertion generally required to perform critical tasks in support of critical job functions, for example - sitting, standing, walking, lifting, carrying, reaching, pushing, and pulling (United States Bureau of Labor Statistics, 2019).

**physical strength:** a combination of factors such as lifting, carrying, pushing, pulling, moving objects, standing, walking, sitting, and using arm or leg controls (SkillTRAN, 2023).

**placeability:** involves an analysis of the labor market and includes considerations such as labor market trends, job availability, and employer attitudes toward disability (Presti et al., 2021). See also *employability*.

**placement specialist:** see *employment specialist*

**position:** an individual instance of a job that can be filled or unfilled, whereas jobs always have a worker (Microsoft, 2023).

**Positive Personal Profile (P3):** a way to take inventory of all the attributes of individuals that will be relevant to their job search, employability, job match, retention and long-range career development. It is a mechanism for collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers and people who know them well (Tilson, 2016).

**post-evaluation conference:** a meeting to discuss the results of the vocational evaluation to ensure that the client understands the recommendations made. This conference may continue the momentum begun with the vocational evaluation and serve as a bridge between assessment and the work of the Individualized Education Plan or the Individualized Plan for Employment. Conferences could also be associated with other levels of assessment other than vocational evaluation (Ahlers, 2003). Also called *staffing*; *team conference*

**power test:** a type of test intended to calculate the participant's level of mastery of a particular topic under conditions with little or no time pressure (Whiston, 2017).

**practice effect:** any change, improvement or weaker performance, that results from practice or repetition of task items or activities. Repetition of some assessment instruments (e.g., dexterity tests) may be included in vocational evaluation and career assessment (American Psychological Association, 2023).

**predetermined motion time systems (PMTS):** work measurement systems based on the analysis of work into basic human movements, classified according to the nature of each movement and the conditions under which it is made (Institute of Management Services, 2023a).

**predictive validity:** the degree to which evidence that a test scores accurately predict scores on a criterion measure. An example is the degree to which college admissions test scores predict college grades. (Power, 2013).

**Pre-Employment Transition Services (Pre-ETS):** A series of services identified in the Workforce Innovation and Opportunity Act (WIOA) for students with disabilities who are eligible or potentially eligible for Vocational Rehabilitation services. Required services include job exploration counseling, work-based learning experiences, counseling on enrollment in postsecondary education/training, workplace readiness training to develop social skills and independent living, and Instruction in self-advocacy. One or more of these services can be provided to students but those providing the services must seek approval from the state or territory vocational rehabilitation agency (Workforce Innovation Technical Assistance Center, 2020). See also *counseling on enrollment in postsecondary education/training*; *instruction in self-advocacy*; *job exploration counseling*; *work-based learning experiences*; *workplace readiness training*

**professional development:** the continuing education or training that is often expected or required of people employed in a profession (American Psychological Association, 2023).

**professional ethics:** rules of acceptable conduct that members of a given profession are expected to follow (American Psychological Association, 2023). Examples of ethical guidelines for career assessment and vocational evaluation professionals can be found on the VECAP website and on the CAVEWAS website.

**psychological examination:** an investigation by means of interviews, observations of behavior, and administration of psychological tests that evaluates an individual's personality, adjustment, abilities, interests, and functioning in important areas of life and that assesses the presence or severity of any psychological problems that the individual may have. It may contribute to the diagnosis of mental disorders and help to determine the type of treatment required (American Psychological Association, 2023). This must be conducted and reported by a licensed professional.

**psychological test:** any standardized instrument, including scales and self-report inventories, used to measure behavior or mental attributes, such as attitudes, emotional functioning, intelligence or cognitive abilities (reasoning, comprehension, abstraction, etc.), aptitudes, values, interests, and personal characteristics) (American Psychological Association, 2023).

**psychomotor abilities:** abilities that influence the capacity to manipulate and control objects (Weed & Field, 2012). See also *abilities; cognitive abilities; physical abilities; sensory abilities*

**psychometric instrument:** an assessment instrument administered in a predetermined manner, such that the questions, conditions of administration, scoring, and interpretation of responses are consistent from one occasion to another. (American Psychological Association, 2023). Also called *standardized test*

**psychosocial rehabilitation skills training:** See *psychosocial skills training*

**psychosocial skills training:** refers to a set of methods and practices used to assist individual employees with barriers that affect their ability to interact in a socially appropriate manner. Through exercises and experiences designed to address specific skills deficits, individual employees are assisted in developing improved social functioning. Methods used for psychosocial skills training may include social problem solving, critical thinking, role-playing, supervised interactions. Didactic instruction, modeling and reinforcement exercises (Sure Hire, n.d.). Also called *Basic Skills training; psychosocial rehabilitation skills training; social skills training*

## Qq

**qualified career assessment professional:** an individual that meets ethical and professional standards to provide services in a given setting. Qualifications differ by services and settings and qualifications may be demonstrated by credentials. *See appendix A for list of credentials.*

**quartile:** one of three points that divide a distribution into four equal groups. The first quartile is the point in the distribution in which 25 percent of the cases fall below and 75 percent of the cases fall above (Trochim, Donnelly, & Arora, 2016).

## Rr

**raw score:** the result obtained in scoring a test before subjecting it to any form of quantitative or qualitative analysis (Gravetter & Forzano, 2019).

**reasonable accommodation: 1.** In the United States, Title I of the Americans with Disabilities Act modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities (Department of Labor, 2023c). **2.** Outside of the United States, this term may be defined differently. For example, Canadian human rights law defines workplace accommodation as any change in the work environment or the terms and conditions of employment that allows a person with limitations in their abilities, or who faces barriers from the standard rules and conditions of work, to perform their job (Canadian Association for Supported Employment, 2023). See also *accommodation*

**records review:** the process of reviewing client records to provide a vocational opinion, where there was no clinical interview or vocational testing of the client. In different systems, the records review may be called by a different name (WorkplaceTesting, 2017).

**referral:** the act of directing a client to a therapist, physician, agency, or institution for evaluation, consultation, services, or treatment (American Psychological Association, 2023). In vocational evaluation and career assessment, referral is made by a variety of sources, usually after a counselor, attorney, parent, court, insurance company, employer, health care professional or other entity has determined that vocational assessment is the best service option (SkillTRAN, 2023).

**referral data:** See *background information*

**referral information:** See *background information*

**referral questions:** are posed by the referral source (counselor, school system, attorney, parent, employer, etc.) who deems vocational evaluation or career assessment and appropriate assessment, or vocational evaluation an appropriate option for the client. Referral questions guide and set goals for the assessment process. If referral questions are vague or not provided after evaluator efforts to obtain them, the assessment process necessarily follows the guidance of the client and vocational evaluator or career assessment specialist. The absence of referral questions risks not meeting the needs of the client (Skill TRAN, 2023).

**referral source:** any entity, including a person or organization, that directs an individual to a third party for services. These services can encompass different areas including employment, medical treatment, rehabilitative therapy, insurance coverage, or legal counsel. Referral sources for career assessment or vocational evaluation services should understand the scope of practice in which an individual will participate—including – what will be expected of and experienced by the individual or client. They also provide background information and referral questions (SkillTRAN, 2023).

**rehabilitation:** the process of restoring or improving an individual's physical, mental, or cognitive functioning after injury or illness, to the point of optimal/maximal independent functioning and improving their quality of life (World Health Organization, 2023). See also *vocational rehabilitation*

**rehabilitation counseling:** a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities or limitations to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions (Commission on Rehabilitation Counselor Certification, 2023). Also called *vocational rehabilitation counseling*

**rehabilitation counselor:** a professional who assists individuals with disabilities to overcome barriers, improve their independence, and achieve personal, social, and vocational goals. (Rehabilitation counselor, n.d.). Also called *vocational rehabilitation counselor*

**rehabilitation engineer:** a person who uses specialized knowledge or skills to design, build, and maintain complicated equipment, systems, processes, etc. for individuals with disabilities (Rehabilitation Engineering and Assistive Technology Society of North America, n.d.).

**rehabilitation engineering technologist (RET):** a person who applies engineering principles to the design, modification, customization, fabrication and/or integration of assistive technology for persons with disabilities (Rehabilitation Engineering and Assistive Technology, 2022).

**rehabilitation technologist:** also known as Assistive Technology Specialist, is a specialist who uses in-depth knowledge of available assistive devices and technology, to extend the person's natural abilities (Schalock et al., 2010).

**rehabilitation technology (RT):** the use of technology to meet the needs of people with disabilities. Rehabilitation technology (RT) cuts barriers and gives more opportunities to people with disabilities in education, rehabilitation, employment, transportation, living at home, and recreation (Assistive Technology Industry Association, n.d.). See also *assistive technology*

**reliability:** the consistency in measurement, also referred to as the dependability, stability, or trustworthiness of measurement (Gliner, Morgan, & Leech, 2009).

**residual functional capacity:** is the most a client can still do in a work setting despite limitations. A residual functional capacity assessment, is an evaluation of the preserved functionality of the client, given their present physical, mental, or cognitive abilities (National Archives Code of Federal Regulations, 2012).

**reskilling:** also, known as retraining, is training for individuals who have shown they have the aptitude for learning a completely new occupation. For example, an office clerk whose job has become obsolete will need to learn new skills to perform a different in-demand job within the same organization, such as a web developer (Weidman, 2023).

## Ss

**screening assessment or needs assessment:** *See career assessment; level 1 vocational assessment. See also level 1 vocational assessment; level 2 vocational assessment; level 3 vocational assessment*

**sedentary work:** exerting up to 10 pounds of force occasionally or a negligible amount of force frequently 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 (Employment and Training Administration & US Department of Labor, 1991). *See also heavy work; light work; medium work; very heavy work*

**selective placement program:** a special employment program that is designed to assist qualified individuals with disabilities to obtain employment consistent with their level of skills and abilities (Social Security, 2023).

**self-advocacy:** typically, an individual is self-determined and self-aware before becoming a self-advocate. It means individuals abilities to communicate, convey, negotiate, and/or assert themselves on behalf of their own desires, rights, desires, and needs (University of California Santa Cruz, n.d.).

**self-concept:** one's description and evaluation of oneself, including psychological and physical characteristics, qualities, skills, roles, etc.. Self-concepts contribute to the individual's sense of identity over time (American Psychological Association, 2023).

**self-determination:** the process or result of engaging in behaviors without inference or undue influence from other people or external demands. Self-determination refers particularly to behaviors that improve one's circumstances, including decision making, problem solving, self-management, self-instruction, and self-advocacy (American Psychological Association, 2023).

**self-esteem:** is how individuals value and perceive themselves. It is based on their opinions and beliefs about themselves, which can feel difficult to change. It affects self-confidence (University of California Santa Cruz, n.d.).

**self-regulation:** the willingness to exert effort toward one's most important goals, while taking setbacks and failures as opportunities to learn, identify weaknesses and address them, and develop new strategies toward achieving those goals (Crocker, et al., 2006).



**sensory abilities:** abilities that influence visual, auditory and speech perception as well as feeling, tasting, and smelling (Weed & Field, 2012). See also *cognitive abilities; physical abilities; psychomotor abilities; sensory abilities*

**sheltered workshop:** work experience and related services are provided to assist individuals in achieving specific vocational goals. Sheltered workshops differ from supported employment in that the latter occurs in a competitive, noncontrolled working environment (American Psychological Association, 2023). Sheltered workshops have been criticized for isolating people with disabilities and expecting too little of them to integrate into other employment settings. A continuum of services should be available (Social Security, 2023)

**simulated work tasks:** are samples of work (jobs) which clients can try that are not standardized in any way, but which often draw clients to them. Such tasks can be created quickly by evaluators. They look like work samples, but are not tried, true, or standardized. Rather, they are developed to meet the immediate needs of a client, usually to explore a career of interest.

**single-trait work sample:** a vocational assessment method used to evaluate an individual's aptitude as it relates to an isolated work trait or characteristic. See also *work samples*

**situational assessment:** an observation process that is used to gather information about an individual's work-related behavior and work performance in a work environment. Clients perform work-related tasks to determine such competencies as their ability to lift, ability to follow multi-step directions, mobility skills and other related areas that are important in paid jobs. 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). In some Career and Technical Education (vocational) programs, instructors may use self-developed situational assessments for students to try prior to committing to a CTE program for training.

**skills:** developing competency in a particular area. Skills include basic skills, complex problem-solving skills, resource management skills, social skills, system skills and technical skills (O\*Net Online, 2023).

**social capital:** the set or network of social relationships by which most people find employment (Potts, 2005). By outlining individuals' social network, they and the vocational or placement specialist can identify who individuals can contact to gain access to jobs or employment. The people in their social networks represent some of their social capital.

**social ecology:** the social structures (how work is organized and performed), networks (co-workers, work friends, supervisors), written (work hours, break times, safety rules) and unwritten rules which exist within a workplace. Vocational evaluators and career assessment professional often consider (and assess) social or cultural ecologies of work or training places before recommending them to participants. Often the social aspects or cultural aspects of a work or training place may conflict with the values, needs, and preferences of a participant. Vocational evaluators and career assessment specialists may share results of social or cultural ecologies of workplaces or training programs to allow participants to decide if they wish to seek them or not (SkillTRAN, 2023). Also called *cultural ecology*

**Social Security Disability Insurance (SSDI):** pays benefits to a client and certain family members if the client is "insured." This means that the client worked long enough and recently enough and paid Social Security taxes on your earnings. Different countries have different systems. For example, in Canada it is called Canada Disability Pension (CPD) (Social Security Administration, 2020).

**social skills training:** See *psychosocial skills training*

**spatial aptitude (S):** ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading, reading maps, charts, or diagrams and in solving geometry problems. Frequently described as the ability to visualize objects of two or three dimensions, or to think visually of geometric forms (Weed and Field, 2012). See also *aptitudes; clerical perception; color discrimination; eye-hand-foot coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; numerical aptitude; verbal aptitude*

**specific vocational preparation (SVP):** the amount of time needed to learn the techniques, acquire the information, and develop the facility for average performance in a specific job-worker situation (SkillTRAN, 2023).

**stackable credentials:** are individual achievements that are combined over time to improve a learner's employability or skill set. Stackable credentials aren't a type of credential themselves but are simply a framework for accumulating knowledge. Community and technical colleges are embedding "stackable" certificates aligned to industry certifications within associate degrees. This approach is a practical way of helping students progress along the education continuum while earning credentials with labor market value. By organizing programs into a series of certificates that build on each other, colleges can offer incremental milestones on the path to associate degree completion (Perkins Collaborative Resource Network, n.d.).

**staffing:** See *post-evaluation conference*

**standard deviation (SD):** indicates the typical dispersion of scores in the range both above or below the mean (Whiston, 2017).

**Standard Occupational Classification System (SOC):** a federal (United States) statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition (United States Bureau of Labor Statistics, 2022).

**standard score:** score with a predetermined mean and standard deviation for reasons of convenience, comparability, and ease of interpretation (Howell, 2017).

**standardized test:** See *psychometric instrument*

**STEAM:** science, technology, engineering, art and math (United States Department of Education, 2022). The acronym expands the educational approach of STEM to include a wide range of the arts. See also *STEM*

**STEM:** an acronym that means science, technology, engineering, and mathematics. It is an American educational initiative that is integrated into school curricula to prepare youth to build content knowledge, literacy, skills, and problem-solving abilities for occupational fields related to these four disciplines. It is also called STEM/CS, which adds computer science to the other disciplines. See also *STEAM* (U.S. Department of Education, n.d.)

**substantial gainful activity (SGA):** the performance of significant physical or mental activities in work for pay or profit or in work of a type usually performed for pay or profit. Work may be substantial even if seasonal or part-time, or even if the individual: does less, is paid less, or has less responsibility than in previous work (Social Security, 2023).

**Supplemental Security Income (SSI):** the SSI program pays benefits to adults and children who meet federal requirements for a qualifying disability and have limited income and resources (Social Security, 2023).

**supported decision-making:** individualized process that can include supports such as informal conversations with peers, meetings with a designated supporter, and a personal board of advisors to help make decisions to enable a person to exercise their legal capacity (United Nations, 2007).

**supported employment:** competitive work in integrated settings for individuals with disabilities and who, because of their limitations, need ongoing support services to perform such work (SkillTRAN, 2023).

**synthesis:** the bringing together of disparate parts or elements—be they physical or conceptual—into a whole. In career assessment the elements include the client's background information, interests, test performance, work sample performance, etc (American Psychological Association, 2023). A narrative vocational evaluation or career assessment report is incomplete without a synthesis of all the client's assessment results which lead to and provide rationale for individualized recommendations.

## Tt

**tactile:** perception by touch—tangible; relating to, or being, the sense of touch. It differs from kinesthetic, which relates to the whole body (Merriam-Webster, 2024). See also *kinesthetic*

**task analysis:** a method of breaking a piece of work down into smaller elements and examining the relationships between the elements (Human Factors Method, 2023). Task analyses are used to create step-by-step directions for work samples or simulated work tasks.

**tasks:** specific work activities that can be unique for each occupation.

**team conference:** See *post-evaluation conference*

**technology skills:** information technology and software skills essential to the functions of an occupational role (O\*Net Resource Center, 2020).

**temperaments:** the adaptability requirements made on the worker by specific types of job situations. Temperaments relate to worker personality traits and can impact long term job retention (SkillTRAN, 2023). Also, they are traits of individuals which draw them to certain types of work and working conditions. In vocational terms, they indicate one's disposition to work that involves people, things, or data—or combinations of these. Sometimes temperaments are confused with personality. They are related, but do not mean the same thing (Leconte, 2019).

**test:** any procedure or method used to examine or determine the presence of some factor or phenomenon (American Psychological Association, 2023).

**test battery:** a group, series, or set of several tests or similar methods designed to be administered as a unit in order to obtain a comprehensive assessment of a particular factor or phenomenon (American Psychological Association, 2023). Also called *battery*.

**test-fairness:** the applicability of a test in measuring the performance of minority group members or other persons who are not represented in the norm group on which the instrument was standardized (Rayman, 1990). Examples of traits that may need to be considered are gender, ethnicity, and disability.

**test-retest:** a measure of reliability in which the test or other assessment procedure is re-administered to the same people after a given interval. The scores on the first administration are correlated with the scores on the second administration and a correlation coefficient is obtained. Retesting may be valuable particularly with dexterity tests (Power, 2019). See also *reliability*

**therapeutic recreation:** systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illnesses and/or disabling conditions, as a means to psychological and physical health, recovery and well-being (Rubin, Rumrill, & Roessler, 2016).

**things:** in the context of the Dictionary of Occupational Titles, inanimate objects as distinguished from human beings, substances or materials; and machines, tools, equipment, work aids, and products. A thing is tangible and has shape, form, and other physical characteristics. See also *data*; *people*; *Dictionary of Occupational Titles*

**time-and-motion study:** in the evaluation of industrial performance, analysis of the time spent in going through the different motions of a job or series of jobs. These studies came to be adopted on a wide scale as a means of improving the methods of work by subdividing the different operations of a job into measurable elements. Such analyses were used as aids to standardization of work and in checking the efficiency of people and equipment and the mode of their combination (Morlock, et al., 2017).

**time study:** a structured process of directly observing and measuring human work using a timing device to establish the time required for completion of the work by a qualified worker when working at a defined level of performance. It follows the basic procedure of systematic work measurement of: analysis of the work into small, easily-measurable components or elements; measurement of those components and synthesis from those measured components to arrive at a time for the complete job (Institute of Management Services, n.d.). These are used also to establish norms and to create standards for work samples.

**transferable skills:** any skills acquired during any activity in one's life including previous jobs, military experience, education/training, projects, parenting, volunteer work, hobbies, etc. which may be relevant and transferrable for use in a new job (Department of Labor, 2023c).

**transferable skills analysis:** transferable skills analysis (TSA) is a theoretical approach to estimating the vocational potential and opportunity that exists for an individual that does not involve vocational testing. It is an interpretive vocational service that is based on forensic documentation of educational, training and employment experiences of the individual as a means of qualifying vocational options for an individual's consideration that are within the individuals physical / functional capabilities to meet to perform the typical tasks and duties involved in the types of work options recommended for consideration (College of Vocational Rehabilitation Professionals, 2023).

**transition assessment:** an ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and

personal and social environments. The process is based on methods and planning which are age-appropriate meaning taking into account both a youth's chronological and developmental ages. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP) (Sitlington, Neubert, & Leconte, 1997).

**transition services:** a coordinated set of activities for a child with a disability that is designed to be withing a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation; and is based on the individual child's needs, taking into account the child's strengths, preferences, and interest (108<sup>th</sup> Congress, 2004).

**transitional employment:** provides a time limited work experience that is wage-paid and subsidized, and is in the public, private or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or who have an inconsistent work history. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment (National Archives Code of Federal Regulations, 2024).

**trauma-informed care (TIC):** an approach that strives to understand the whole of an individual who is seeking services. When trauma occurs, it affects an individual's sense of self, their sense of others and their beliefs about the world. These beliefs can directly impact an individual's ability or motivation to connect with and utilize support services. Creating a physically and emotionally safe environment, establishing trust and boundaries, supporting autonomy and choice, creating collaborative relationships and participation opportunities and using a strengths and empowerment-focused perspective to promote resilience are ways in which the principles of Trauma-Informed Care work to reduce re-traumatization and promote healing. Trauma informed care recognizes and responds to the signs, symptoms and risks of trauma to better support the health needs of patients who have experienced Adverse Childhood Experiences (ACEs) and toxic stress (ACEs Aware, 2022). Also called *trauma-informed practice (TIP)*

**trauma-informed practice (TIP):** See *trauma informed care*

**triangulation:** the practice of using multiple sources of data or multiple approaches to analyzing data to enhance the credibility of data. Triangulation requires that the vocational evaluator use demonstrated, expressed and tested/surveyed modes to verify the accuracy of information (Salkind, 2010).

**tools:** machines, equipment, and tools essential to the performance of an occupational role (O\*NET Resource Center, 2020). Often vocational evaluators use the term to describe methods, techniques and instruments used in the assessment process.

## Uu

**under resourced community:** relatively large high-poverty, low-income areas in all but the smallest metropolitan areas. These communities may be located in either traditional central cities or suburbs (Initiative for a Competitive Inner City, 2022).

**under resourced individuals:** a group that has insufficient financial, social, or other resources (Eberhardt, Wail, & Yee, 2020).

**universal design:** the term universal design means a concept or philosophy for designing and delivering products and services that are useable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies (105<sup>th</sup> Congress, 1998).

**universal design for learning (UDL):** universal design for learning (UDL) means a scientifically valid framework for guiding educational practice that — (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient (Center for Applied Special Technology, 2022).

**upskilling:** providing training for employees who need to learn new skills to improve their current performance without changing their position or career path (Weidman, 2023).

## Vv

**validity:** the extent to which a test measures what it claims to measure (Gravetter & Forzano, 2019).

**verbal aptitude (V):** ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly (Weed & Field, 2012). See also *aptitudes; clerical perception; color discrimination; eye-hand-foot coordination; finger dexterity; form perception; general learning ability; manual dexterity; motor coordination; numerical aptitude; spatial aptitude*

**very heavy work:** exerting in excess of 100 pounds of force occasionally, or in excess of 50 pounds of force frequently, or in excess of 20 pounds of force constantly to move objects. Physical demand requirements are in excess of those for Heavy Work (Workplace Testing, 2017). See also *heavy work; light work; medium work; sedentary work*

**virtual job shadowing:** clients are allowed to have experiential learning flexibly with a virtual environment through the online application, being remote and with no geographical barriers while leveraging the same advantages under the conventional ways of executing job shadowing (Elhaty et al., 2020).

**virtual services:** the use of electronic information and telecommunications technologies to support long-distance rehabilitation of a client. Technologies include videoconferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications (Institute of Management Services, 2023b). Vocational evaluators may provide virtual assessment services in some instances; it requires a substantial amount of up-front planning and that the client has the technological resources necessary (e.g., a computer, internet) and the skills to use them.

**vocation:** an occupation or profession to which one is particularly suited, especially one involving a sense of mission or calling (American Psychological Association, 2023). See also *career; job; occupation*



**vocational assessment:** **1.** a systematic process, completed by a qualified professional, that uses methods and techniques with established efficacy to clarify vocational functioning and arrive at career decisions or goals. Assessment is flexible to the client's interests and abilities as well as the setting in which services are occurring. While the process typically is conceptualized with three levels (i.e., screening, exploratory, comprehensive) individual settings may not allow for movement between levels. Assessment is utilized in a variety of service settings (e.g., K-12 schools, vocational rehabilitation, workforce development, colleges, social security, workers compensation, corrections). When the participant is an individual with a disability, functional aspects of disability are considered (McCarthy et al., 2024). **2.** A general term for the process of identifying and appraising an individual's level of functioning in relation to vocational preparation and employment decision making (Ahlers, 2003).

**vocational case manager:** See *employment specialist or rehabilitation counselor*

**vocational counseling:** help rendered to a person to make a rational decision on occupational choice, taking into consideration his individual characteristics, demands of the labor market and opportunities for vocational education (Law Insider, 2013b).

**vocational education:** See *vocational training*

**vocational evaluation:** See *level 3 vocational assessment*. See also *career assessment*; levels of vocational assessment *level 1 vocational assessment*; *level 2 vocational assessment*

**vocational evaluation report:** the final report provides comprehensive information which answers the referral questions. The report should contain data as well as a narrative that interprets the results in a manner that is understandable to the client and other non-rehabilitation professionals. Recommendations in the report are based on information gathered during the assessment process (Department of Labor, 2023c.).

**vocational evaluator:** a qualified professional who assesses individuals' vocational skills, interests, and abilities to help them make informed career decisions. They use various assessment methods such as standardized tests, interviews, and work samples to gather comprehensive data (Lerner & Robbin, 2017). By analyzing, synthesizing, and interpreting this information, they provide personalized recommendations for suitable job matches and vocational training programs, particularly focusing on assisting individuals with disabilities in achieving successful employment outcomes. Vocational evaluators are uniquely qualified to provide all three levels of vocational assessment. They are well-versed in correlating individual work traits with the demands of work. See also *vocational assessment*; *vocational evaluation*

**vocational expert:** an independent, objective professional in the field of assessing an individual's ability to meet the demands of a particular occupation or their ability to perform routine daily tasks and activities after incurring a physical disability or medical condition. A vocational expert can be called upon to provide evidence in Social Security Disability determinations (Workplace Testing, 2017). A vocational expert has the expertise and knowledge required to evaluate a person's ability to either return to the workplace after rehabilitation or to seek an alternative occupation based on the limitations placed on them by an injury or medical condition. They have a deep understanding of a person's earning potential in the labor market as well as the skills required to perform the job and the availability of vacancies for the job. Vocational Experts are required to provide expert information and testimony in forensic cases

**vocational goal:** *See career goal*

**vocational interests:** *See career interests*

**vocational objective:** *See career goal*

**Vocational Rehabilitation (VR):** services help people with disabilities find and keep jobs. These services help people find jobs or get ready to work. They also make sure that people have the supports they need to stay on the job (Commission on Rehabilitation Counselor Certification, 2023).

**vocational rehabilitation counseling:** *See rehabilitation counseling*

**vocational rehabilitation counselor:** *See rehabilitation counselor*

**vocational training:** an organized program of instruction designed to equip individuals with the requisite skills and qualifications for placement in specific jobs or trades. (American Psychological Association, 2023). Also called *vocational education*. *See also vocational rehabilitation*

**volunteer:** an individual who contributes his or her services through personal choice and without compensation, for example, to a public or private health or social welfare agency or organization (American Psychological Association, 2023).

## Ww

**work activities:** job behaviors and tasks that may be performed within multiple occupations. These include generalized work activities, intermediate work activities, and detailed work activities (O\*Net Resource Center, 2020). See also *detailed work activities; generalized work activities; intermediate work activities*

**work-based learning experiences:** opportunities for the client to gain hands-on experience to identify strengths, interests, and develop skills for employment (Workforce Innovation Technical Assistance Center, 2020). See also *counseling on enrollment in post-secondary education/training; instruction in self-advocacy; job exploration counseling; pre-employment transition services; workplace readiness*

**work behavior:** actions of individuals to meet the requirements of their roles/jobs. Often work behaviors encompass soft skills the individual needs to perform the job ( Department of Labor, 2023c).

**work conditioning:** an intensive, work-related, goal-oriented conditioning program designed specifically to restore systemic neuromusculoskeletal functions, motor function, range of motion, and cardiovascular/pulmonary functions. The objective of the work conditioning program is to restore physical capacity and function to enable the patient/client to return to work (American Physical Therapy Association, 2011). See also *work hardening*

**work context:** physical and social factors that influence the nature of work (O\*Net Online, 2023).

**worker characteristics:** comprise enduring qualities of individuals that may influence how they approach tasks and how they acquire work-relevant knowledges and skills (O\*Net Resource Center, 2020).

**worker functions:** outlined in the Dictionary of Occupational Titles, every job requires a worker to function at some level in relation to data, people, things. See also *data; people; things* (Howell, 2017).

**worker requirements:** include skills, knowledge, and education (O\*Net Resource Center, 2020).

**workers' compensation systems:** established to provide partial medical care and income protection to employees who are injured or become ill from their job. These systems also provide employers incentives to reduce work-related injury and illness. A majority of employers buy workers' compensation insurance coverage through private insurers or state-certified compensation insurance funds. Larger employers may also have the option to self-insure. These systems are complex and governed by state laws (Centers for Disease Control and Prevention, 2023).

**workforce development:** initiatives that educate and train individuals to meet the needs of current and future businesses and industry in order to maintain a sustainable competitive economic environment (Jacobs et al. 2017).

**work hardening:** a highly structured, goal-oriented, individualized intervention program designed to return the patient/client to work. Work hardening programs, which are multidisciplinary in nature, use real or simulated work activities designed to restore physical, behavioral, and vocational functions. Work Hardening addresses the issues of productivity, safety, physical tolerances, and worker behaviors (American Physical Therapy Association, 2011). See also *work conditioning*

**work history:** specific information about an applicant's previous job experience. This includes skills, previous positions, and often education relevant to a particular job that a person is now seeking (Workplace Testing, 2017). See also *employment history*.

**work measurement:** the process of establishing the time that a given task would take when performed by a qualified worker working at a defined level of performance. The techniques used to measure work can be classified into those that rely on direct observation of the work, and those that do not (i.e., predetermined motion time systems or engineered standards) (Institute of Management Services, 2023b).

**Work Opportunity Tax Credit (WOTC):** in the United States, a federal tax credit available to employers for hiring and employing individuals from certain targeted groups who have faced significant barriers to employment (IRS, 2016).

**workplace illness:** See *occupational illness*

**workplace readiness training:** a program designed to develop the skills and behaviors that are necessary in any job, including specific social or interpersonal skills and independent living skills that are required for employment success (Workforce Innovation Technical Assistance Center, 2020). See also *counseling on enrollment in post-secondary education/training; instruction in self-advocacy; job exploration counseling; pre-employment transition services; work-based learning experiences*

**work readiness skills:** set of skills, behaviors, and attitudes that are necessary to meet employment demands or work culture expectations. These include skills such as problem solving, working with others, communication, other soft skills, etc. (Workforce Innovation Technical Assistance Center, n.d.). Also called *employability skills, employment readiness skills; job readiness skills; workplace readiness skills*

**workplace readiness skills:** See *work readiness skills*

**work record:** See *employment history*

**work-related interests:** See *career interests*

**work sample:** an assessment approach whereby the client is observed performing a simulated or actual work activity. Work samples are designed to see whether the individual follows the procedures and uses the tools and materials involved in the work appropriately (Rubin, Rumrill, & Roessler, 2016). Work samples can be used in vocational evaluations/assessments but can also be utilized by employers as part of the screening process with job candidates to verify critical skills for a specific position. Also called *job sample*

**worksite evaluation:** a visit to the workplace by the rehabilitation service provider to meet with the client and their supervisor to identify suitable duties for the client, investigate return to work options and provide assistance to the employer. This may involve a detailed assessment of the workplace and associated job tasks (job analysis, task analysis) to design an appropriate return to work program (Department of Veterans' Affairs, 2017).

**work styles:** personal characteristics that can affect how someone performs a job (O\*Net Resource Center, 2020).

**work tolerance:** the capacity or endurance to effectively and efficiently perform jobs requiring various levels of physical demands, psychological demands, or both. Work tolerance is an employee's capability to perform their job for a given time period without negatively impacting the output and quality levels they produce. It is also the capacity to maintain such efforts without any adverse effects on the employee's general psychological and physical well-being. Work tolerance is especially important where high stress or risk are involved (Power, 2013).

**work values:** global aspects of work composed of specific needs that are important to a person's satisfaction (O\*Net Resource Center, 2020).

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## Appendix A: Credentials

**Assistive Technology Professional (ATP) Certification** is a professional certification that recognizes demonstrated competence in analyzing the needs of clients with disabilities, assisting in the selection of appropriate assistive technology for the client's needs, and providing training in the use of the selected devices (Rehabilitation Engineering and Assistive Technology Society of North American, n.d.).

**Canadian Certified Vocational Evaluator (CCVE)** have the specialized expertise to conduct comprehensive assessments and provide forensic services for assisting in the determination of benefit entitlement or quantifying financial losses related to vocational impairment, earning capacity, work capacity, employability, placeability as well as residual vocational capacity and avocational-related losses. Registrants with this specialty possess a unique set of knowledge, experiences, skills, as well as the ability to determine strategies and to administer, score and interpret psychometric tests and/or work samples in providing vocational evaluation services.

**Certified Life Care Planners (CLCP)** evaluate individuals with disabilities or chronic health conditions in order to outline the needs created by the disability. The life care planner develops an integrated plan that includes items and services required, along with specific costs. The life care plan addresses current and future needs and costs.

**Certified Rehabilitation Registered Nurse (CRRN)** work with patients of all ages, and their families or caregivers, soon after the onset of a disabling injury or chronic illness.

**Certified Rehabilitation Counselor (CRC)** a professional counselor educated at the graduate level and who has demonstrated a breadth and depth of knowledge and skill necessary to serve individuals with disabilities across a wide range of disabling conditions. CRCs use a unique and broad range of highly specialized services to evaluate, determine, coordinate, and manage any or all necessary services throughout the rehabilitation process.

**Certified Vocational Evaluation (CVE) Specialist** provides comprehensive vocational assessment services to clients with a range of disabilities, education levels, and work experience. The assessment results support job planning and placement. See also *ICVE*

**International Certified Vocational Evaluator (ICVE)** is a credentialed professional who has the specialized expertise to conduct comprehensive assessments and provide forensic services for assisting in the determination of benefit entitlement or quantifying financial losses related to vocational impairment, earning capacity, work capacity, employability, placeability as well as residual vocational capacity and avocational-related losses. Registrants with this specialty possess a unique set of knowledge, experiences, skills, as well as the ability to determine strategies and to administer, score and interpret psychometric tests and/or work samples in providing vocational evaluation services.

**International Psychometric Evaluation Certification (IPEC)** is a certification intended to demonstrate competence for administration, scoring, and interpreting psychometric tests and measures, as determined by the American Board of Vocational Experts.

**Licensed Clinical Social Worker (LCSW)** is a specialist who works in a counseling capacity with patients. Trained to provide support, therapy, and mentorship to those struggling with mental and emotional health issues. Requirements vary by state.

**Licensed Professional Counselor (LPC)** generally is a master's-degreed mental health service provider, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders.

**Marriage and Family Therapist (MFT)** is a mental health professional trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples and family systems.

**National Counselor Examination (NCE)** is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states. It is also one of two examination options for the National Certified Counselor (NCC) certification.

## Appendix B: Legislation

**Americans with Disabilities Act (ADA) of 1990** in the US, a federal law that prohibits discrimination against people with disabilities in several areas, including employment, transportation, public accommodations, communications, and access to state and local government programs and services.

**Americans with Disabilities Act (ADAAA) Amendments Act of 2008** is the Act that emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the Americans with Disabilities Act and generally shall not require extensive analysis.

**Every Student Succeeds Act (ESSA)** reauthorizes the nation's national education law and longstanding commitment to equal opportunity for all students.

**Fair Labor Standards Act** in the US, a federal law that provides for the employment of certain individuals at wage rates below the statutory minimum. Employment at less than the minimum wage is authorized to prevent curtailment of opportunities for employment. Such employment is permitted only under certificates issued by the Wage and Hour Division.

**Individuals with Disabilities Education Act (IDEA)** is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

**Individuals with Disabilities Education Act of 1990** in the US, is a federal law that included categories of eligibility for special education services. It stated that children with disabilities (3–21 years of age) are entitled to a free appropriate public education to meet their unique needs and prepare them for further education, employment, and independent living.

**Individuals with Disabilities Education Act of 1997** legislation that shifted the focus of IDEA to improve teaching and learning through emphasizing the individual educational plan as a primary tool for educational planning, increasing the role of parents in educational decision-making and promoting meaningful access to the general curriculum

**Individuals with Disabilities Education Improvement Act (IDEIA) of 2004** is a federal law in the United States that governs how states and public agencies provide early intervention, special education, and related services to children and youth with disabilities. It ensures that these students receive a free appropriate public education (FAPE) designed to meet their unique needs. IDEA also mandates the creation of Individualized Education Programs (IEPs) including transition assessment, planning, and services.

**Workforce Investment and Opportunity Act (WIOA) of 2014** in the US, a federal law that introduced significant changes to Title I of the Rehabilitation Act of 1973, including replacing the WIA and amending the Rehabilitation Act of 1973; mandating state VR agencies to allocate at least 15% of their federal funding to provide preemployment transition services to improve transition outcomes of students with disabilities; emphasizing, employer engagement and customized work-based learning experiences.<sup>54</sup>

## Appendix C: Organizations and Agencies

**American Association of State Counseling Boards (AASCB)** serves and connects the evolving counseling regulatory community through advocacy and education to promote public protection.

**American Board of Vocational Experts (ABVE)** is a professional credentialing body for vocational experts and psychometric evaluators. Its certified members have academic preparation in several disciplines including rehabilitation, psychology, economics, assessments and consulting.

**The American Counseling Association (ACA)** is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. ACA is the world's largest association exclusively representing professional counselors in various practice settings. <https://www.counseling.org/>

**American Deafness and Rehabilitation Association (ADARA)** is a national organization that brings together professionals from vocational rehabilitation, mental health, chemical health, education, interpreting, and related fields to share best practices in working with individuals who are Deaf, Hard of Hearing, and DeafBlind to address policy and program concerns, and to network.

**American Mental Health Counseling Association (AMHCA)** is an organization of licensed mental health counselors in the United States. AMHCA establishes and promotes vigorous standards for education and training, professional practice, and professional ethics for clinical mental health counselors.

**American Occupational Therapy Association (AOTA)** advances occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.

**American Rehabilitation Counseling Association (ARCA)** is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. ARCA enhances the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession.

**American Rehabilitation Economics Association (AREA)** is a professional association and a certifying body that brings together vocational, economic, and life care planning experts. AREA promotes communication and sharing between these separate yet connected fields to improve the best practices in litigation support.

**American Speech-Language-Hearing Association ASHA)** is the national professional, scientific, and credentialing association for audiologists; speech-language pathologists; speech, language, and hearing scientists; audiology and speech-language pathology assistants; and students.



**Association for Career and Technical Education (ACTE)** is a professional organization dedicated to the advancement of career and technical education (CTE). ACTE provides resources, professional development opportunities, and advocacy efforts to support CTE educators, administrators, and students. The association works to promote high-quality CTE programs that prepare learners for success in a wide range of careers and further education.

**Association of Counselor Educators and Supervisors (ACES)** members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES strives to advance counselor education and supervision to improve the provision of counseling services in all settings.

**Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)** is a professional membership organization dedicated to professionals who provide services to persons with vision loss. Promote and support professions by advocating for evidence-based practices, high-quality standards, value-added resources, and giving voice to issues of critical importance.

**Association of Higher Education and Disability (AHEAD)** delivers exceptional professional development opportunities through conferences, workshops, webinars, publications, and consultation. AHEAD also fosters community and member networking, informs members of emerging issues relevant to disability and higher education in the legislative and regulatory spheres, disseminates data, promotes research, and furthers evidence-based practice.

**Association of VA Vocational Rehabilitation Professionals (AVAVRP)** Advocates for the recruitment, retention, and recognition of Vocational Rehabilitation professionals of the U.S. Department of Veterans Affairs (VA). AVAVRP helps veterans by serving as the center piece of a measuring scale to aid a balance between Veterans' talents, and the VA vocational systems and processes.

**Bureau of Labor Statistics (BLS)** an agency of the U.S. Government that measures labor market activity, working conditions, price changes, and productivity in the U.S. economy to support public and private decision making.

**Canadian Assessment, Vocational Evaluation and Work Adjustment Society (CAVEWAS)** is a national, professional association dedicated to promoting vocational assessment, vocational evaluation, work adjustment, and job development/placement services.

**College of Vocational Rehabilitation Professionals (CVRP)** is a not-for-profit corporation that defines the knowledge requirements for the International Certified Vocational Evaluation (ICVE), Certified Vocational Rehabilitation Professional (CVRP), and Return to Work Disability Manager (RTWDM) credentials.

**Commission on Accreditation of Allied Health Education Programs (CAAHEP)** is a programmatic postsecondary accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

**Commission on Accreditation of Rehabilitation Facilities (CARF)** is an independent, nonprofit accreditor of health and human services in the following areas: aging services, behavioral health, child and youth services, employment and community services, medical rehabilitation, and opioid treatment program.

**Commission on Rehabilitation Counselor Certification (CRCC)** serves as the governing body for the CRC and CVE credentials.

**Committee on Rehabilitation Accreditation (CoRA)** promotes and advances the quality of educational programs for inclusive rehabilitation sciences.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)** an accrediting body whose mission is to promote the professional competence of counseling and related practitioners.

**Council for Higher Education Accreditation (CHEA)** serves its members, students, and society through advocacy for the value and independence of accreditation, recognition of accrediting organizations and commitment to quality in higher education.

**Council on Licensure, Enforcement and Regulation (CLEAR)** an international resource for professional regulation stakeholders. CLEAR is an association of individuals, agencies and organizations that comprise the international community of professional and occupational regulation.

**Council of State Administrators of Vocational Rehab (CSAVR)** is composed of the chief administrators of the public rehabilitation agencies serving individuals with physical and mental disabilities in the States. CSAVR helps approximately one million people with disabilities across the U.S. prepare for, obtain and succeed in employment.

**Department of Labor (DOL)** is one of the executive departments of the U.S. federal government and is responsible for the administration of federal laws governing occupational safety and health, wage and hour standards, unemployment benefits, reemployment services, and occasionally, economic statistics.

**Disability Management Employer Coalition (DMEC)** provides focused education for absence management professionals in the U.S and Canada.

**Division of Career Development and Transition (DCDT)**, a part of the Council for Exceptional Children (CEC), focuses on improving the lives of individuals with disabilities through career development and transition services. DCDT provides resources, training, and advocacy to educators, professionals, and families to promote successful transitions from school to adult life for individuals with disabilities.

**State Vocational Rehabilitation Agencies** help people with disabilities find a job, keep a job, or get a better job. The state agency collaborates with employers, agencies, and programs to vocationally assist clients with disabilities.

**Fair Access Coalition on Testing (FACT)** works to protect the assessment rights of a wide range of other helping professionals. The overall goal is to protect professionals' rights to use a broad spectrum of assessment instruments.

**Federation of Associations of Regulatory Boards (FARB)** is a not-for-profit corporation formed in 1974 to promote public protection and provide a forum for information exchange for associations of regulatory boards and their affiliate stakeholders with interests in professional regulation.

**Institute for Credentialing Excellence (I.C.E)** A professional membership association that provides education, networking, and other resources for organizations and individuals who work in and serve the credentialing industry.

**International Academy of Life Care Planners (IALCP)** provides education and leadership for life care planners and develops Practice Guidelines and policies.

**The International Association of Industrial Accident Boards and Commissions (IAIABC)** works to improve and clarify laws, identify best practices, develop and implement standards, and provide education and opportunities for the sharing of information.

**International Association of Rehabilitation Professionals (IARP)** is a professional association promoting effective interdisciplinary rehabilitation, disability management, and return-to-work services on behalf of persons with disabilities.

**Job Accommodation Network (JAN)** is a service of the U.S. Department of Labor's Office of Disability Employment Policy that provides free, expert, and confidential guidance on job accommodations and disability employment issues.

**The Joint Commission (TJC)** seeks to continuously improve health care for the public by evaluating health care organizations, setting quality standards, evaluating an organization's performance, and providing an interactive educative experience for innovative solutions and resources to support continuous improvement.

**Narcotics Anonymous (NA)** provides help from peers and offers an ongoing support network for addicts who wish to pursue and maintain a drug-free lifestyle.

**National Association of Healthcare Quality (NAHQ)** provides a strategic advantage to professionals working in healthcare quality and healthcare organizations in their quest to reduce variability in care delivery and drive value through improved outcomes.

**National Association of Mental Illness (NAMI)** Works to educate, support, advocate, listen and lead to improve the lives of people with mental illness and their loved ones.

**National Association of Multicultural Rehab Concerns (NAMRC)** Address evidence-based practices and multicultural issues from a wide representation of rehabilitation practitioners, administrators, educators, students, researchers, and consumers.

**National Association of Rehab Providers & Agencies (NARA)** Provides educational opportunities, advocacy, legislative updates and other regulatory efforts directly impacting the rehabilitation industry.

**National Association of Service Providers in Private Rehabilitation (NASPPR)** Shares knowledge, enhance advocacy, and promote the utmost quality in rehabilitation services from medical treatment to job placement in the private sector.

**National Association of Social Workers (NASW)** The largest membership organization of professional social workers in the world that to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

**National Board for Certified Counselors (NBCC)** The premier credentialing body for counselors, ensuring that counselors who become nationally certified have achieved the highest standard of practice through education, examination, supervision, experience, and ethical guidelines.

**National Business Group on Health (NBGH)** An organization that represents the health care views of large employers. NBGH identifies and shares best practices in employee health, wellness and productivity. The organization also promotes the development of a quality health care system and treatment based on clinical effectiveness data.

**National Clearinghouse of Rehabilitation Training Materials (NCRTM)** The central clearinghouse for vocational rehabilitation (VR) information for individuals with disabilities.

**National Commission for Certifying Agencies (NCCA)** Helps to ensure the health, welfare, and safety of the public through the accreditation of a variety of individual certification programs that assess professional competency.

**National Council on Disability (NCD)** An independent federal agency charged with advising the US President, Congress, and other federal agencies regarding policies, programs, practices, and procedures that affect people with disabilities.

**National Council for Independent Living (NCIL)** Advances independent living and the rights of people with disabilities.

**National Council of State Agencies for the Blind (NCSAB)** Promotes through advocacy, coordination, and education the delivery of specialized services that enable individuals who are blind and visually impaired to achieve personal and vocational independence.

**National Institute on Disability and Rehabilitation Research (NIDRR)** Supports a comprehensive program of national and international research into all aspects of the rehabilitation of people with disabilities and their successful integration into education, work, and community life.

**National Rehabilitation Association (NRA)** advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation profession.

**National Rehabilitation Counseling Association (NRCA)** Identifies rehabilitation counseling as a distinct discipline of teaching, practice, and research from which an integrated system of content and skill areas directed toward enhancing the physical, social, and economic inclusion of people with disabilities has developed.

**Office of Disability Adjudication and Review (ODAR)** A branch of the Social Security Administration. These are the offices that are in charge of scheduling the disability hearings for Social Security Disability applicants who are appealing a denial of their initial Social Security Disability claim.

**Office of Disability Employment Policy (ODEP)** The only non-regulatory federal agency that promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities.

**Office of Workers Compensation Programs (OWCP)** Administers four major disability compensation programs that provide wage replacement benefits, medical treatment, vocational rehabilitation and other benefits to certain workers or their dependents who experience work-related injury or occupational disease.

**The National Rehabilitation Information Center (NARIC)** The library of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR). Collect, catalog, and disseminate the articles, reports, curricula, guides, and other publications and products of the research projects.

**Rehabilitation Counselors and Educators Association (RCEA)** A division within the National Rehabilitation Association (NRA). NRA advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation profession.

**Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)**

The premier professional organization dedicated to promoting the health and well-being of people with disabilities through increasing access to technology solutions.

**Rehabilitation International (RI)** A global organization and network that empowers persons with disabilities and provides sustainable solutions toward achieving a more inclusive society for them.

**Rehabilitation Program Evaluation Network (RPEN)** Organized to develop and strengthen program evaluation and quality improvement practices in both public and private rehabilitation organizations.

**Rehabilitation Services Administration (RSA)** provides leadership and resources to assist state and other agencies in providing vocational rehabilitation and other services to individuals with disabilities to maximize their employment, independence, and integration into the community and the competitive labor market.

**Substance Abuse and Mental Health Services Administration (SAMHSA)** The agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation.

**Social Security Administration (SSA)** Administer retirement, disability, survivor, and family benefits, and enroll individuals in Medicare. SSA also provides Social Security Numbers, which are unique identifiers needed to work, handle financial transactions, and determine eligibility for certain government services.

**U.S. Equal Employment Opportunity Commission (EEOC)** Responsible for enforcing federal laws that make it illegal to discriminate against a job applicant or an employee because of the person's race, color, religion, sex, national origin, age, disability or genetic information.

**Veterans Administration (VA)** Assists veterans with navigating the system of federal, state and local resources and benefits, and partners with other agencies and nonprofits to help address education, mental health, housing, employment, and other challenges.

**Vocational Evaluation and Career Assessment Professionals (VECAP)** An international membership organization that is committed to improving and advancing the fields of vocational evaluation and career assessment services.

**Vocational Rehabilitation Counseling Coalition (VRCC)** A means for vocational rehabilitation organizations to work together on issues vital to the Vocational Rehabilitation Counseling community and profession.

**World Health Organization (WHO)** The United Nations agency that connects nations, partners and people to promote health, keep the world safe and serve the vulnerable so everyone, everywhere can attain the highest level of health.

**Women Rehabilitation Organization (WRO)** a non-profit, non-government, independent organization promoting women's equal participation and leadership.



VECAP