

MOVIn: GUIDE TO INTERPRETING RESULTS

This guide is intended to assist you in interpreting the results of the evaluation of vocational interests carried out using the MOVIn after you have completed an evaluation session. It is not necessary to respond to all the questions, and the list of questions is not exhaustive. You may add other observations to this guide.

Name of the evaluated person: Name of the observer:
Session identification Session number: Date: Time:

Behaviours displayed by the person during the evaluation

1a. Display of behaviours expressing refusal to do a task

- Refusal behaviours are defined as any behaviours displayed during presentation of a pair of choices that express rejection of one or both of the tasks. These behaviours are: pushing away the objects being presented, tossing them to the floor, throwing them, and behaving in ways that are incompatible with selecting a task (e.g. leaving the table at which the tasks are being presented). Yes No

IF YES, what is (are) the behaviour(s) and for which task(s)? 1 2
..... 3 4

Questions to guide your reflection: Are the refusal behaviours always displayed for the same task over the course of the sessions? Has this task been selected in other presentations? Are the refusal behaviours displayed after several presentations of the same task (repetition effect, possibly suggesting a need for variety)?

1b. Display of behaviours expressing pleasure

- Behaviours that express pleasure are defined as smiling or laughing. For some persons, vocalizing or making funny faces can be seen as expressing pleasure. Yes No

Careful! Concentration, attentiveness or other characteristics of the person cannot be considered BEHAVIOURS expressing pleasure. A behaviour is an action, not a characteristic. It should be observable by several people, without the need for any personal judgment.

- IF YES**, what is (are) the behaviour(s) and for which task(s)? 1 2
..... 3 4

- Can you identify one or more triggers for the behaviours expressing pleasure? Yes No

- IF YES**, which one(s)?
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Examples: Interaction with a peer, unusual environment for the evaluation (e.g. stopwatch that sounds).

Questions to guide your reflection: Are the behaviours that express pleasure always displayed for the same task over the course of the sessions? Is this task selected on more than 70% of occasions at which it is presented? Are the identified triggers inherent to the task or do they belong to the environment in which the task is carried out? Do the triggers provide any information on what the person seems to enjoy about this task or its environment? If not, the triggers may be related to the evaluation environment, to the attention being received (one-on-one) during the evaluation, etc.

1c. Display of behaviours not related to the task

- Behaviours not related to the task are defined as behaviours that are not necessary to the task and that are displayed after the person has ended the behaviours required to carry out the selected task (that is, after you have stopped the stopwatch). Yes No

- IF YES**, what is (are) the behaviour(s) and for which task(s)? 1 2
 3 4

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Questions to guide your reflection: What does the person do when you stop the stopwatch? Is it an element of the environment that distracts the person? Does the person tend to select more tasks that allow for regular breaks (possibly a sign of fatigability)? Does the person display more non-task-related behaviours for tasks that are selected less often (possibly a sign of lack of interest)?

Characteristics of the environment that could influence the evaluation results

- Was the environment noisy? Yes No
- Was the ambient temperature adequate? Yes No
- How many people were in the room at the time of the evaluation? Number
 - If there were other people in the room**, how did the person being evaluated respond? (for example, the person was inhibited by the presence of others, or seemed to enjoy the presence of others, or was indifferent)

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- Other elements of the environment that inhibited the person:

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- Other elements of the environment that were enjoyable for the person:

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Questions to guide your reflection: Did the above mentioned characteristics of the environment disturb the evaluation or inhibit the person being evaluated while the task was being carried out? What characteristics of the environment did the person seem to enjoy? What characteristics of the environment should be considered in vocational training sessions?

