

## ***CERTIFIED VOCATIONAL EVALUATION of FLORIDA***

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### **SAMPLE REPORT OF (ONSITE) COMPREHENSIVE VOCATIONAL EVALUATION**

CLIENT NAME : (redacted) Male; Seizure D/O; SLD/RML  
DVR PARTICIPANT ID# : (redacted)  
DVR CASE ID# : (redacted)  
CLIENT ADDRESS : (redacted)  
CLIENT PHONE/EMAIL : (redacted)  
CLIENT AGE/DOB : 19/(redacted)  
REFERRAL SOURCE : (redacted)  
DATE AUTHORIZED : xx-xx-2025  
AUTHORIZATION# : (redacted)  
DATE OF APPOINTMENT : xx-xx-2025  
DATE OF REPORT : xx-xx-2025

### **PURPOSE OF REFERRAL**

The purpose of this evaluation is to identify suitable vocational options and define appropriate courses of action for vocational rehabilitation, including **training potential, beneficial work supports, possible classroom & work accommodations** and potentially suitable **job/career goal options**. Unless otherwise specified, all background information shown in this report is based on Client's oral statements and/or documentation provided by the referring agency. Also, there is formatting throughout the report to assist the reader in skimming through, to obtain relevant information quickly. In both the narrative and tabular sections of the report, ***bold, italicized*** words are used to indicate ***problems*** or areas that ***need improvement/address***, and **bolded** words are used to indicate **vocationally-relevant assets, strengths or potentials**.

### **CLIENT SUMMARY**

#### **WORKER-TRAIT PROFILE:**

<u>Trait (Ed. Development/Aptitude)</u>	<u>Grade/Rating</u>
Reasoning (R)	D+ / Low Average
Math (M)	D- / Below Avg.
Language (L)	D+ / Low Average
Spatial Perception (S)	C- / Low Average
Form Perception (P)	C- / Low Average
Clerical Perception (Q)	D+ / Low Average
Motor Coordination (K)	C- / Low Average
Finger Dexterity (F)	D+ / Low Average
<b>Manual Dexterity (Md)</b>	<b>C / Average</b>
Eye-Hand Coordination (E)	D / Below Avg.

Notes regarding GED, aptitude, coordination and dexterity ratings: With respect to estimated general population norms, Above Average = the top 20%; High Average = 60-79%ile; Average = 40-59%ile; Low Average = 20-39%ile; Below Average = 6-19%ile; Far Below Average = the bottom 5%. (Source: U.S. Department of Labor / BLS)

<u>Trait (Physical Capacity)</u>	<u>Rating</u>
<b>Lift/Carry/Push/Pull</b>	<b>Heavy-Duty PDC</b>
Sit/Stand/Walk	Continuous
<b>Climb/Balance</b>	<b>Occasional</b>
Bend/Stoop/Crouch/Squat/Kneel/Crawl	Continuous
Reach/Handle/Finger/Feel	Continuous
Talk/Hear/Write	Continuous
Seeing/Visual Acuity	Continuous
<u>Trait (OSHA Compliant Environmental Tolerance)</u>	<u>Rating</u>
Weather Exposure	Continuous
Extreme Cold	Continuous
Extreme Heat	Continuous
Damp/Humid/Wet	Continuous
Noise/Vibrations	Continuous
<b>Hazards: Mechanical/Electrical/Chemical/Heights</b>	<b>Rarely/Briefly</b>
Exposure to Dust/Fumes/Odor/Mists/Gases (OSHA Compliant)	Continuous

Notes regarding physical demand capacity (PDC), non-exertional demand and environmental tolerance ratings: All estimates are provisional, pending medical confirmation; Very Heavy Duty = more than 100#; Heavy Duty = 51# to 100#; Medium Duty = 26# to 50#; Light Duty = 11# to 25#; Sedentary = up to 10#; Occasional = up to 1/3 of the workday; Frequent = 1/3 to 2/3 of the workday; Continuous = more than 2/3 or more of the workday. (Source: U.S. Department of Labor / BLS)

## RECOMMENDED JOB TITLES:

Note: The following DOT Job Titles are indexed to SOC Occupations, which display local labor-market data, starting on **page 18**, below. Job definitions can be accessed by entering the DOT Code into any search engine. For more detailed information about jobs, enter the job title into [www.mynextmove.org](http://www.mynextmove.org).

### Recommended for Primary Consideration:

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>222.387-050</b>	<b>Shipping and Receiving Clerk</b>	<b>106.22</b>	5	20%	<b>65%</b>	<b>ISFP</b>
<b>222.687-030</b>	<b>Shipping Checker</b>	<b>100.78</b>	4	20%	<b>65%</b>	<b>ISFP</b>
<b>869.684-026</b>	<b>Installer (RV &amp; Mobile Homes)</b>	<b>100.02</b>	4	20%	<b>64%</b>	<b>ISFP</b>
<b>809.684-030</b>	<b>Metal Hanger (RV/Mobil Homes)</b>	<b>99.99</b>	4	20%	<b>64%</b>	<b>ISFP</b>
<b>222.587-018</b>	<b>Distributing Clerk</b>	<b>99.66</b>	3	20%	<b>67%</b>	<b>ISFP</b>
<b>807.381-022</b>	<b>Service Mechanic (Trailer)</b>	<b>99.55</b>	6	20%	<b>68%</b>	<b>ISFP</b>
<b>222.367-066</b>	<b>Truckload Checker</b>	<b>95.57</b>	3	20%	<b>65%</b>	<b>ISFP</b>
<b>222.687-018</b>	<b>Receiving Checker</b>	<b>95.44</b>	3	20%	<b>67%</b>	<b>ISFP</b>

**Recommended for Alternate Consideration:**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
729.684-026	Electrical-Control Assembler	103.55	4	20%	65%	ISFP
211.462-014	Cashier-Checker	103.06	3	20%	67%	ESFP
706.684-018	Assembler, Product	102.22	3	20%	64%	ISFP
706.684-014	Assembler I	102.00	4	20%	63%	ISFP
729.384-026	Electrical Assembler	101.79	3	20%	65%	ISFP
762.684-014	Assembler, Component	101.65	3	20%	64%	ISFP
222.387-010	Aircraft-Shipping Checker	101.43	5	20%	65%	ISFP
706.361-010	Assembler	99.99	5	20%	67%	ISFP
319.677-014	Food-Service Worker, Hospital	99.90	2	20%	63%	ESFP
763.684-014	Cabinet Assembler	99.79	3	20%	64%	ISFP
806.684-050	Door Assembler	98.95	3	20%	64%	ISFP
869.684-010	Assembler	98.59	4	20%	64%	ISFP
762.684-062	Truss Assembler	98.59	3	20%	64%	ISFP
729.684-014	Capacitor Assembler	98.54	4	20%	65%	ISFP
222.387-038	Parcel Post Clerk	98.00	3	20%	66%	ISFP
706.684-010	Air-Conditioning-Coil Assembler	97.80	3	20%	63%	ISFP
754.684-010	Assembler	95.28	4	20%	64%	ISFP
406.684-018	Garden Worker	107.95	4	20%	61%	ISFP
418.674-010	Dog Groomer	107.91	4	20%	62%	ISFP
418.677-010	Dog Bather	102.14	2	20%	62%	ISFP
619.387-010	Salvage Worker	106.03	4	20%	75%	ESTJ
408.364-010	Plant-Care Worker	105.69	3	20%	53%	ISFP
222.384-010	Inspector, Receiving	104.86	5	20%	75%	ESTJ
222.367-062	Tool-Crib Attendant	104.41	5	20%	62%	ISFP
869.684-018	Assembler, Subassembly	101.77	3	20%	70%	ESTP
222.387-034	Material Clerk	98.86	5	20%	62%	ISFP
222.387-062	Storekeeper	99.83	5	20%	62%	ISFP
279.357-050	Salesperson, General Hardware	97.43	4	20%	80%	ESTP
279.357-054	Salesperson, General Merchandise	97.43	3	20%	80%	ESTP
222.387-030	Linen-Room Attendant	96.67	2	20%	62%	ISFP
222.387-014	Car Checker (RR)	94.67	2	0%	65%	ISFP
729.384-010	Assembler, Electrical Accessories II	94.52	3	20%	65%	ISFP
723.684-014	Assembler I	94.30	3	20%	65%	ISFP
728.684-010	Wire Harness Assembler	94.26	3	20%	65%	ISFP
739.684-146	Picture Framer	93.35	5	20%	64%	ISFP
729.687-010	Assembler, Electrical Accessories I	90.23	2	20%	65%	ISFP
762.684-046	Hardware Assembler	89.92	2	20%	64%	ISFP
762.684-010	Assembler	89.45	3	20%	64%	ISFP
706.684-022	Assembler, Small Products I	88.97	2	20%	64%	ISFP
794.687-010	Assembler, Printed Products	88.45	2	20%	64%	ISFP
222.587-034	Route-Delivery Clerk	87.59	3	20%	65%	ISFP
706.684-086	Plumbing-Hardware Assembler	86.66	2	20%	64%	ISFP
706.687-010	Assembler, Production	85.56	2	20%	64%	ISFP
712.687-010	Assembler, Plastic Hosp. Products	85.28	2	20%	64%	ISFP
299.667-014	Stock Checker, Apparel	85.21	2	20%	74%	ISFP
739.687-030	Assembler, Small Products II	84.01	2	0%	64%	ISFP
899.684-046	Maintenance Worker, Municipal	113.90	5	20%	60%	ESTJ
222.487-014	Order Filler	94.56	3	20%	60%	ISFP
301.687-018	Yard Worker	91.85	2	0%	54%	ESFP
406.684-014	Groundskeeper, Industrial...	91.33	3	20%	61%	ISFP
222.387-054	Sorter-Pricer	91.46	5	20%	57%	ISFP

## VRC SUMMARY

### **CHALLENGES/BARRIERS:**

**Epilepsy** since age 13; mild *clonic & absence seizures*; mostly daytime, 1-2/month; triggered by *TV or computer too long, sleep deprivation, stress* and *strobe lights*; *Will never have driver's license*

Specific Learning Disorder in all 3 (**SLD-RML**)  
Below Avg. Est. Gen. Cognit. Aptitude; **GCA=15%ile**  
**15%ile Slosson (SIT)** Mean Component Std. Score  
SIT = **1%ile** Quantitative; **4%ile** Auditory Memory  
WRAT GL: **3.2** Math; **5.6** Read Comp; **5.1** Spelling  
Clerical Speed/Accy. & Verbal Reasoning < **10%ile**

Parents *split up* at 16; *No contact w/father*  
*No friends*; *Doesn't read* much

Signif. *delayed resp. to orally admin. test items*  
*"...north pole is cold...south pole is hot..."*  
*Read EAS test directions very slowly*  
Often required *demo. & "hands-on" training*  
Started in the *middle of the page*, on one test  
Unable to do whole number *division* (eg: 15/3=5),  
*Counted tic-marks* to do simple *arithmetic*  
Wears *glasses* for near vision  
*Needs 12 hours of sleep*, per night

### **APPARENT STRENGTHS:**

**HSG; IEP (SLD)**; "A/B" average  
WRAT Word Reading: **GL 12.5**  
Average rating in **Manual Dexterity**  
**Not homeless**; Apt. w/mom, sis (16) & cousin (9)  
Claimed **no mental-health issues, no crim. record**  
**Fitness**: Bike 1.5 hrs./day; Lifts weights x1-2/wk.  
Enjoys TV programs about **"building things"**  
**"Nana"** nearby, Provides support/assistance  
Mom & grandmother are **RNs**  
Meds: **Depakote** Sprinkles & **Valtoco** nasal spray  
Arrived **½ hour early** w/ grandmother (departed)  
Adequate **attire, grooming & hygiene**  
Clear **affect**; **Responsive** to inquiry  
**Intact** oral expressive & auditory receptive lang.  
**Skipped none of the 108 VIPR** items  
Notable **operational attentiveness & diligence**  
**Positive** attitude toward assessment  
**Agreeably cooperative** demeanor  
Reasonably **neat & well-organized** work habits  
**Motivation** seemed at least average  
Initiated assignments **briskly**  
Followed through **diligently**  
Commercially viable **computer lit**; **23 WPM**  
Loaded the LI Manual Dex. board **systematically**  
w/**no laterality or procedural confusion**

### **APPARENT NEEDS:**

Recommend **consideration** be afforded to...

Continue **medical** treatment for *epilepsy*

**PsychEval**: Confirm or revise **SLD-RML** diagnosis

**Speech/Hng.** eval to R/O *receptive language* D/O

Intensive RML **tutoring**, if PsychEval recommends

**Games** for *clerical perception*

**LCSW** consult re: *No contact w/father*

Local **volunteer** agencies for social networking

**Librarian** consult: integrated print/audiobook prog.

**Job Coach**: job srch; arrange accom; work-adjust.

### **OTHER FACTORS:**

**Wants**: Stocker; Gardener  
**Tx Skills**: None  
**F(x)**: Heavy PDC; Limit climbing stairs/ladders; No driving or heavy equip. ops; No mechanical electrical, chemical hazards or unprotected heights  
**VIPR**: ESFP "The Entertainer": Warm, optimistic, adaptable, enthusiastic, energetic, smooth, witty, charming, clever, fun & generous, Ability to motivate others; Builds consensus; Often service fields; Outgoing nature and attention to detail are assets.  
**Values**: Highest were Ability Utilization, Activity, Responsibility, Independence & Working Conditions, followed closely by Achievement, Advancement, Co-Workers, Company Policies, Personal Supervision & Technical Supervision.  
Neutral = Security, Recognition, Social Status, Social Service, Moral Values & Autonomy.  
Compensation rated below average. Lowest = *Authority, Variety, Independence & Creativity*.

Potentially Suitable Local Occupations (w/SOC Code)	2023 Entry Wage	2023 Avg. Wage	2023-2031 Growth Rate%	Local Openings	Tng Rqmt
<b>Automotive Body &amp; Related Repairers (493021)</b>	<b>\$19.09</b>	<b>\$28.07</b>	<b>10.1</b>	<b>1,205</b>	HS
<b>Inspect/Test/Sort/Sample/Weighers (519061)</b>	<b>\$16.65</b>	<b>\$24.00</b>	<b>07.0</b>	<b>2,813</b>	HS
<b>Construction Laborers (472061)</b>	<b>\$16.11</b>	<b>\$21.08</b>	<b>08.1</b>	<b>14,612</b>	NR
<b>Shipping, Receiving &amp; Traffic Clerks (435071)</b>	<b>\$15.14</b>	<b>\$20.24</b>	<b>09.3</b>	<b>6,511</b>	HS
<b>Production Workers, All Other (519199)</b>	<b>\$14.10</b>	<b>\$18.73</b>	<b>09.7</b>	<b>1,287</b>	HS
<b>Grounds Maintenance Workers, All Other (373019)</b>	<b>\$17.13</b>	<b>\$23.31</b>	06.3	89	NR
<b>Weigh/Measure/Check/Samplers... (435111)</b>	<b>\$15.55</b>	<b>\$20.42</b>	<b>08.0</b>	320	HS
<b>Mail Clerks...Except USPS (439051)</b>	<b>\$15.12</b>	<b>\$19.07</b>	<b>10.5</b>	637	HS
<b>Stockers &amp; Order Fillers (537065)</b>	<b>\$14.91</b>	\$17.93	<b>08.8</b>	<b>54,502</b>	HS
<b>Assemblers &amp; Fabricators (512000)</b>	<b>\$14.84</b>	<b>\$29.91</b>	05.9	<b>8,629</b>	HS
<b>Retail Salespersons (412031)</b>	\$14.00	\$17.14	<b>09.8</b>	<b>71,686</b>	HS
Landscaping/Groundskeeping Workers (373011)	<b>\$14.66</b>	\$17.97	<b>09.4</b>	89	NR
Sales & Related Workers, All Other (419099)	<b>\$14.36</b>	<b>\$26.73</b>	<b>07.0</b>	908	HS
Nonfarm Animal Caretakers (392021)	\$14.00	\$16.96	06.6	<b>4,567</b>	HS
Food Servers, Nonrestaurant (353041)	\$14.00	\$16.46	06.1	<b>3,100</b>	HS
Cashiers (412011)	\$14.00	\$14.76	06.1	<b>61,627</b>	HS

Entry\$= >**14/15**;Avg\$=**19/23**;Growth%=**07/09**;Opens#=**1K/6K**

**Titles** featuring 4 bolded values are bold/highlighted.

**Titles** featuring 3 bolded (or 2 bold/highlighted) values are bolded.

## RESPONSES TO REFERRAL QUESTIONS

### 1. WHAT ARE INDIVIDUAL'S ACADEMIC BASIC SKILLS ACHIEVEMENT LEVELS?

Academic basic skills achievement levels are estimated through the use of the Wide-Range Achievement Test V (WRAT):

Grade Level	Name of Test or Subtest
<b>12.5</b>	<b>WRAT Word Reading</b>
5.1	WRAT Spelling
<b>3.2</b>	<b>WRAT Math Computation</b>
5.6	WRAT Sentence Comprehension

### 2. WHAT IS THE INDIVIDUAL'S IQ LEVEL?

Client's general cognitive aptitude (learning ability) was estimated via averaged GATB scores of tests which involve reasoning: **GCA = 15<sup>th</sup> Percentile / Below Average**. Client scored **15%ile MCSS** (Mean Component Standard Score) on the Slosson Intelligence Test R3 (SIT). His component scores ranged from Quantitative (**QN = <1%ile**) and Auditory Memory (**AM = 4%ile**) to Similarities & Differences (**SD = 59%ile**). *Note: Intelligence quotient is best measured by a Licensed Psychologist, using an instrument such as the Wechsler Adult Intelligence Scale (current version).*

**3. WHAT IS THE VOCATIONAL INTEREST OF THE INDIVIDUAL?**

Client said he is interested in working as a **Stocker**, or perhaps a **Gardener**.

**4. CAN THIS INDIVIDUAL RETURN TO WORK AT THE PREVIOUS OCCUPATION?**

N/A; Client denied previous employment.

**5. DOES THIS INDIVIDUAL HAVE TRANSFERABLE SKILLS?**

Client has ***no transferable skills*** from previous employment. He did demonstrate a commercially-viable level of **computer literacy**, and his word-processing speed was gauged at **23 WPM**. He did claim familiarity with some **standard hand tools** (but no power tools).

**6. IS THIS INDIVIDUAL READY FOR DIRECT JOB PLACEMENT?**

**Yes.** With full reasonable accommodation & implementation of recommended supportive measures, Client appears to be ready for direct placement in some positions represented by recommended job titles.

**7. CAN THIS INDIVIDUAL TOLERATE A FULL DAY OF WORK?**

*Possibly.* With full reasonable accommodation & implementation of recommended supportive measures, Client *may* be able to tolerate a full day of work, in some positions represented by recommended job titles, *pending medical approval*. However, it would be prudent for him to start with a part-time schedule, and then *gradually* increase his hours, *as tolerated*.

**8. IS THIS INDIVIDUAL EMPLOYABLE IN PART-TIME OR FULL-TIME WORK?**

With full reasonable accommodation & implementation of recommended supportive measures, Client is expected to be employable on a part-time basis, in some positions represented by recommended job titles, *pending medical approval*. He also *may* ultimately be employable on a full-time basis, though it would be prudent for him to start with a part-time schedule, and then *gradually* increase his hours, *as tolerated*.

**9. WHAT ARE THE INDIVIDUAL'S PHYSICAL/MOTOR SKILLS?**

The following test scores...

Percentile	Std.Score	Aptitude/Perception	Name of Test or Subtest
12	76	Q F E	EAS MANUAL SPEED AND ACCURACY
19	83	KF	LI FINGER DEXTERITY
54	103	K Md	LI MANUAL DEXTERITY

...yielded the following worker-trait ratings...

Trait (Ed. Development/Aptitude)	Grade/Rating
Motor Coordination (K)	C- / Low Average
Finger Dexterity (F)	D+ / Low Average
<b>Manual Dexterity (Md)</b>	<b>C / Average</b>
Eye-Hand Coordination (E)	D / Below Avg.

## 10. ARE THERE ATTENDANCE/PUNCTUALITY ISSUES?

There is no indication that attendance/punctuality will be a chronic problem. While Client will not likely be able to drive, due to his seizure disorder, he will typically be able to get a ride to work with his grandmother (retired), in the near term. He said he would likely ride his bike to work, sometimes, if weather permits. While he has no experience with public transit, Client said he would be willing to take a bus, if necessary.

## 11. WHAT IS A SUITABLE IPE GOAL?

See job-match list, starting on **page 18**, below.

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## OBSERVATIONS

Client arrived  $\frac{1}{2}$  **hour early**, accompanied by his grandmother, who soon departed. He was suitably **attired**, with seemingly adequate **grooming & hygiene**. His **affect was clear** of obvious pathology; full-range, within context; situationally appropriate; and congruent with his seemingly neutral mood. Though he was not particularly talkative, Client was **responsive to inquiry**, and his expressive (oral) and receptive (auditory) **language ability** seemed to be essentially intact.

On the other hand, there was significant ***delay in his response to orally administered test items***, however, which *seemed* to be related to ***central processing***, rather than peripheral language deficiency. For example, Client responded to one item about the difference between the north and south poles by saying (after a considerable delay) that the “...***north pole is cold and the south pole is hot...***”. He took a very long time, before answering any questions on the Slosson. He read the EAS test directions very slowly and got many of the practice items wrong; usually showing adequate improvement, once Examiner provided additional (often hands-on) training.

Client sometimes misunderstood oral administrative directions, which led to errors such as ***starting in the middle of the page***, on one test. Client was unable to do simple whole number division (eg:  $15/3=5$ ), and he ***counted tic-marks*** to do simple ***arithmetic*** problems (eg: for  $3 \times 5=15$ , he used three groups of five tic-marks to get the total). He often got these simple arithmetic solutions wrong (usually due to mis-counting tic-marks).

Client’s attitude toward assessment seemed **positive**, and he was **agreeably cooperative**. Rapport was estimated to be about average. His work habits were reasonably **neat & well-organized**. His **motivation** seemed to be at least average, and he initiated assigned tasks **briskly** & followed through **diligently**. Client demonstrated a commercially viable level of **computer literacy**, locating and configuring typingtest.com without assistance.

Notably, Client **did not skip any of the 108 VIPR** (interest-inventory) items, which places him in roughly the top half of the locally-tested population, with respect to this kind of **operational attentiveness & diligence**. He demonstrated a commercially-viable level of **computer literacy**, and scored **23 WPM** on *typingtest.com*. In the LI Manual Dexterity Test, Client loaded the board **systematically** and manifested **no laterality or procedural confusion**, during either the practice or trial phases.

## INTERVIEW & TEST RESULTS

### 1. MEDICAL/PSYCHIATRIC:

When asked about physical disability conditions and/or chronic illnesses which may affect employability, Client said he suffers from *epilepsy*, adding that he first started having seizures at age 13. He said his mother tells him that his seizures look like "...I'm staggering around drunk or something...". He said he usually falls down when one occurs. When asked about frequency, Client said they occur about once a month, now that he takes medication, noting that he only started on his current meds (Depakote "sprinkles") at age 18. When asked what triggers his seizures, Client said they can be caused by sleep deprivation, but that they are usually brought on by stress, often related to frustration with video games. He added that his mother had seizures, as well.

Client's mother (RN) said he suffers from *mild clonic and absence seizures*, which occur *once or twice a month*, mostly during *waking hours*, but sometimes during *sleep*. She noted that known triggers include watching *TV or computer too long*, *sleep deprivation*, *stress* and *strobe lights*. In addition to **Depakote sprinkles**, she said he uses **Valtoco (diazepam,) nasal spray**. Otherwise, she confirmed that her son has had no *other* significant prior medical history. With the exception of epilepsy, Client described his overall health as "excellent". He **denied mental health issues**, but his mother later noted that he was diagnosed with specific learning disorder in reading, math and written language (*SLD-RML*), in school. He denied frequent toothaches and said his last eye-exam was last year, noting that he uses **glasses for near vision**. He denied using nicotine, alcohol, cannabis or any illicit substances. He described his appetite as "good", and he said he **needs about 12 hours of sleep, per night**. Client gave his height/ weight as 6'2"/280# (*BMI=36*).

### 2. PHYSICAL, ENVIRONMENTAL, PSYCHOSOCIAL RESTRICTIONS:

Client should consider avoiding situations involving prolonged exposure to *work-related stressors*, such as *overwhelming workload*, very *rapid pace* of work, *tight deadlines* and a perceived *lack of personal control*. He is *provisionally* rated at **Heavy-Duty PDC**, with certain restrictions, as outlined below, *pending medical confirmation*. *In the absence of any formal documentation*, the following residual physical functional capacity and environmental tolerance ratings are based on Client's responses to structured interview questions, his mother's comments, and observation:

*Note: Significant limitations are bold/italicized.*

Elements	Ratings	Descriptions	Functional Categories / Scales of Measurement
<b>AP7</b>	<b>1</b>	<b>Drive</b>	<b>1=Poor 2=Low Average 3=Low Middle 4=High Middle</b>
AP7	3	Eye-Hand-Foot Coordination	1=Poor 2=Low Average 3=Low Middle 4=High Middle
AP8	3	Color Discrimination	1=Poor 2=Low Average 3=Low Middle 4=High Middle
PD1	4	Lift	In pounds: 1=<10 2=10-20 3=20-50 4=50-100 5=>100.
PD1	4	Carry	In pounds: 1=<10 2=10-20 3=20-50 4=50-100 5=>100.
PD1	4	Push	In pounds: 1=<10 2=10-20 3=20-50 4=50-100 5=>100.
PD1	4	Pull	In pounds: 1=<10 2=10-20 3=20-50 4=50-100 5=>100.
PD1	3	Sit	1=Sedentary 2=Flexible 3=No Problems Noted.
PD1	3	Stand	1=Sedentary 2=Flexible 3=No Problems Noted.
PD1	3	Walk	1=Sedentary 2=Flexible 3=No Problems Noted.
PD2	1	Climb Stairs	0=Not Present to Occasional 1=Frequently to Constantly.
<b>PD2</b>	<b>0</b>	<b>Climb Ladders</b>	<b>0=Not Present to Occasional 1=Frequently to Constantly.</b>
<b>PD2</b>	<b>0</b>	<b>Climb Scaffold</b>	<b>0=Not Present to Occasional 1=Frequently to Constantly.</b>
PD3	1	Bend	0=Not Present to Occasional 1=Frequently to Constantly.
PD3	1	Stoop	0=Not Present to Occasional 1=Frequently to Constantly.

(continued)



PD3	1	Crouch	0=Not Present to Occasional	1=Frequently to Constantly.
PD3	1	Squat	0=Not Present to Occasional	1=Frequently to Constantly.
PD3	1	Kneel	0=Not Present to Occasional	1=Frequently to Constantly.
PD3	1	Crawl	0=Not Present to Occasional	1=Frequently to Constantly.
PD4	1	Reach	0=Not Present to Occasional	1=Frequently to Constantly.
PD4	1	Handle	0=Not Present to Occasional	1=Frequently to Constantly.
PD4	1	Finger	0=Not Present to Occasional	1=Frequently to Constantly.
PD4	1	Feel	0=Not Present to Occasional	1=Frequently to Constantly.
PD5	1	Talk-Hear	0=Not Present to Occasional	1=Frequently to Constantly.
PD5	1	Write Orders	0=Not Present to Occasional	1=Frequently to Constantly.
PD5	1	Write Phone Messages	0=Not Present to Occasional	1=Frequently to Constantly.
PD6	1	See Close-up	0=Not Present to Occasional	1=Frequently to Constantly.
PD6	1	See Far-away	0=Not Present to Occasional	1=Frequently to Constantly.
EC1	3	Weather (Indoor/Both/Outdoor)	1=Mostly Indoors 2=Both Indoors and Outdoors 3=Mostly	
EC2	1	Extreme Cold	0=Not Present to Occasional	1=Frequently to Constantly.
EC3	1	Extreme Heat	0=Not Present to Occasional	1=Frequently to Constantly.
EC4	1	Dampness	0=Not Present to Occasional	1=Frequently to Constantly.
EC4	1	Humidity	0=Not Present to Occasional	1=Frequently to Constantly.
EC4	1	Wetness	0=Not Present to Occasional	1=Frequently to Constantly.
EC5	1	Quiet Noise	0=Not Present to Occasional	1=Frequently to Constantly.
EC5	1	Lt-Mod Noise	0=Not Present to Occasional	1=Frequently to Constantly.
EC5	1	Loud/Jar/Jolt	0=Not Present to Occasional	1=Frequently to Constantly.
<b>EC6</b>	<b>0</b>	<b>Mechanical Hazards</b>	<b>0=Not Present to Occasional</b>	<b>1=Frequently to Constantly.</b>
<b>EC6</b>	<b>0</b>	<b>Electrical Hazards</b>	<b>0=Not Present to Occasional</b>	<b>1=Frequently to Constantly.</b>
<b>EC6</b>	<b>0</b>	<b>Chemical Hazards</b>	<b>0=Not Present to Occasional</b>	<b>1=Frequently to Constantly.</b>
<b>EC6</b>	<b>0</b>	<b>Heights Over 6 Feet</b>	<b>0=Not Present to Occasional</b>	<b>1=Frequently to Constantly.</b>
EC7	1	Dusts	0=Not Present to Occasional	1=Frequently to Constantly.
EC7	1	Fumes	0=Not Present to Occasional	1=Frequently to Constantly.
EC7	1	Odors	0=Not Present to Occasional	1=Frequently to Constantly.
EC7	1	Mists	0=Not Present to Occasional	1=Frequently to Constantly.
EC7	1	Gases	0=Not Present to Occasional	1=Frequently to Constantly.

### 3. SOCIAL/FINANCIAL/HOUSING/TRANSPORTATION:

Client was born in upstate New York, where he was raised until age 15, by his mother (RN) and father Truck Driver (now disabled) until they relocated to Florida. His *parents split up* when he was 16 years old. Client has *no contact with his father*. He described his early home atmosphere as “*calm*”, with no exposure to abuse (substance or other) in the home. He claimed **no criminal record**, and he is **not homeless**. He currently resides in an apartment with his mother, sister (age 16), uncle, and cousin (age 9). His **grandmother** (retired RN) apparently lives nearby, and provides support/assistance, as needed. Client has *no driver’s license*, and he said he is *not likely to get one, due to his seizure disorder*. He said he plans to get to work via rides from family members or his bicycle. He has *never taken a bus but said he would be willing to do so*. Client claimed no outstanding debt, and he said he doesn’t know if he receives SSI.

When asked about hobbies & interests, Client said he plays video games. He claimed no organizational membership, and he has *no local friends*. For exercise, he rides his **bicycle**, daily, for about an hour and a half, and **lifts weights**, once or twice a week. He *does not read much*, on his own, but watches YouTube for about four (4) hours per day, enjoying features about video games and “**building things**”.

### 4. EDUCATION:

Client **graduated from high school** this spring, reportedly with an “A/B” average. His best grades were in reading & writing, and his lowest marks were in math. He said he had an *IEP for a learning disability*. Client claimed *no extra-curricular activities*.

## 5. TEST RESULTS:

### Batteries

Employee Aptitude Survey (**EAS**)  
Lafayette Instruments (**LI**), w/Hester Norms  
McCroskey Vocational Quotient System (**MVQS**)  
Slosson Intelligence Test (**SIT**)  
Wide Range Achievement Test V (**WRAT**)

### Traits-Instruments/Methods

**AUDITORY MEMORY** - SIT Auditory Memory (AM)  
**CLERICAL APTITUDE** - WRAT Spelling, EAS Visual Speed & Accuracy (clerical matching)  
**DATA ENTRY SKILLS** – Observation & *typingtest.com*  
**MANUAL DEXTERITY** – LI (Minnesota) Manual Dexterity Test (disks in holes)  
**EYE-HAND COORDINATION** – EAS Manual Speed & Accuracy (dots in circles)  
**FINGER DEXTERITY** – LI Finger Dexterity Test (pins in holes)  
**FORM PERCEPTION** - EAS Visual Pursuit (wiring diagram)  
**GENERAL COGNITIVE APTITUDE** – SIT Mean Composite Standard Score (MCSS)  
**GENERAL INFORMATION** - SIT General Information (GI)  
**MATH APTITUDE** – SIT Quantitative (QN); EAS Numerical Reasoning (sequence recognition)  
**MATH CALCULATION** – WRAT Math Computation  
**OCCUPATIONAL VALUES & NEEDS** – MVQS Occup. Values & Needs Inventory (OVNI)  
**READING COMPREHENSION** - WRAT Word Reading, Sentence Comprehension  
**SPATIAL PERCEPTION & REASONING** – EAS Space Visualization (3D stacks of bricks)  
**SPELLING** - WRAT Spelling  
**SYMBOLIC REASONING** – EAS Symbolic Reasoning  
**VERBAL (AUDITORY) COMPREHENSION** – SIT Comprehension (CO)  
**VERBAL REASONING** – EAS Verbal Reasoning (facts & conclusions); SIT Similarities & Differences  
**VISUAL PURSUIT** – EAS Visual Pursuit (wiring diagram)  
**VISUAL SPEED & ACCURACY** – EAS Visual Speed & Accuracy (clerical matching)  
**VOCABULARY** – SIT Vocabulary (VO)  
**VOCATIONAL INTEREST PATTERN** – MVQS Voc. Interest & Pers. Reinforcer (VIPR)  
**WORK-PERSONALITY** – MVQS Voc. Interest & Personality Reinforcer (VIPR)

*The **Employee Aptitude Survey (EAS)** consists of 10 tests that measure cognitive, perceptual, and psychomotor abilities required for successful job performance in a wide variety of occupations. Client's percentile scores were established in comparison with estimated general population norms. The EAS subtests, employed for this administration, are summarized, below:*

**Visual Pursuit Test**-Measures speed and accuracy in visually tracing lines. For draftsmen, design engineers, checkers, technicians. Timed, 5 minutes.

**Visual Speed and Accuracy Test**-Measures ability to see details quickly and accurately. For bookkeepers, accountants, general office clerks, stenographers, machine operators. Most sales supervisors and executives should be above average. Timed, 5 minutes.

**Space Visualization Test**-Measures ability to visualize and manipulate objects mentally. Valuable for jobs that demand mechanical aptitude, such as draftsman, engineer, technician. Timed, 5 minutes.

**Numerical Reasoning Test**-Measures ability to analyze generalizations and see relationships. For technical, supervisory, and executive positions. Timed, 5 minutes.

**Verbal Reasoning Test**-Measures ability to analyze information and form conclusions based on that information. Valuable for jobs that require ability to organize, evaluate, and use information, such as administrative and technical decision making, supervisory, scientific, and accounting. Timed, 5 minutes.

**Manual Speed and Accuracy Test**-Measures ability to make repetitive fine finger movements rapidly and accurately. For clerical workers, machine operators, technicians, and repairmen. No scoring key needed. Timed, 5 minutes.

**Symbolic Reasoning Test**-Measures ability to manipulate abstract symbols mentally and to make judgments and valid decisions. For evaluating high level science and technology workers, troubleshooters, data programmers, accountants, engineers, scientific personnel. Timed, 5 minutes.

The **Lafayette Instruments (LI) Finger Dexterity Test** requires the Client to extract small pins from a tray and place them in holes, on a template, first with one hand, then with the other. Performance on this instrument gauges finger dexterity and eye-hand coordination. Estimated adult general population norms were employed.

The **Lafayette Instruments (LI) Manual Dexterity Test** requires the Client to extract a checker-size disk from a flat template, with one hand; transfer the object to the other hand; rotate it; and replace it (upside down) in the same hole. This is repeated at speed with subsequent discs...switching hands at the beginning of each row. Performance on this instrument gauges upper-extremity proprioception & kinesthesia, manual dexterity and eye-hand coordination. Estimated adult general population norms were employed.

The **Slosson Intelligence Test R3 (SIT)** is an orally administered 187-item screening instrument, designed to be an individual test for use in estimating cognitive ability. Comprised of 187 questions, presented in a unidimensional arrangement, with age-appropriate starting markers, the SIT is used primarily for the assessment of subjects' verbal skills & abilities. Originally intended for use with children & adolescents, this instrument was normed on subjects aged 4 - 18 (51% female, 49% male). The authors suggest that the 18-year-old norms can be generalized to interpret the scores of adults. Disparate assessment scales, indexed to exclusive items, within the test include the following:

**Vocabulary (VO):** This area reflects ability to use, understand and define words, orally.

**General Information (GI):** This domain reflects the learning of cultural knowledge, much of which is not explicitly or directly taught. It reflects the acquired knowledge of the culture and environment.

**Similarities & Differences (SD):** This cognitive area reflects subject's skill in determining common attributes of two dissimilar things or concepts and some uncommon attributes.

**Comprehension (CO):** This cognitive domain reflects subject's knowledge of social behavior, "common sense" and ability to interpret sayings and proverbs. It does reflect social knowledge, how to act in certain situations, and what one should do. In one sense, it reflects some form of social intelligence.

**Quantitative (QN):** This domain reflects ability to do mental calculations, remember the essential numbers, determine the arithmetic process required, and calculate the correct answer.

**Auditory Memory (AM):** This cognitive area reflects one's ability to remember and repeat correctly a random series of digits, both forward and backward, as well as several sentences. Verbal short-term memory is measured by these items.

The **McCroskey Vocational Quotient System Occupational Values and Needs Inventory (MVQS-OVNI)** is a self-rating instrument which profiles the individual's preferences, in terms of 20 specific job-related reinforcers. This profile is then used to match the individual with specific job types, based on work values ("global aspects of work that are important to a person's satisfaction"), published by the U.S. Department of Labor.

The **McCroskey Vocational Quotient System Vocational Interest & Personality Reinforcer Type (MVQS VIPR-Type)** matches individuals with specific job types, based on their vocational interests, occupational values, needs, and general Jung people-based personality type.

The **Wide-Range Achievement Test V (WRAT)** assesses reading, spelling, and math skills, providing age or grade normed standard, percentile & grade-level scores, in subject aged 5-85. Percentile scores were established in comparison with age-peer norms

**Word Reading** measures untimed letter identification and word recognition. The examinee reads aloud a list of letters/words.

**Sentence Comprehension** measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using untimed modified cloze procedure. Each item requires the examinee to read (aloud or silently) a sentence with a missing word, and then say the word that best completes the sentence.

**Spelling** measures an individual's ability to write letters and words from dictation without a time limit.

**Math Computation** measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit. Problems are presented in a range of domains including arithmetic, algebra, geometry, and advanced operations.

*Note: **GATB** = General Aptitude Test Battery (Mean = 100; SD = 20). Aptitude, Perception & Dexterity/Coordination code designations are as follows:*

<u>Cognitive Aptitudes</u>	<u>Perceptions</u>	<u>Dexterity/Coordination</u>
R=Reasoning	S=Spatial Perception	Md=Manual Dexterity
M=Math	P=Form Perception	F=Finger Dexterity
L=Language	Q=Clerical Perception	K=Motor Coordination
		E=Eye-Hand Coordination

BELOW AVERAGE (<34th%-ile)

Note: See Appendix I for code definitions.

Percentile	Std.Score	Aptitude/Perception		Name of Test or Subtest
7	71		<b>Q</b>	<b>EAS VISUAL SPEED AND ACCURACY</b>
32	90	R	SPQ	EAS SPACE VISUALIZATION
12	76	RM	Q	EAS NUMERICAL REASONING
7	71	<b>R L</b>	<b>Q</b>	<b>EAS VERBAL REASONING</b>
12	76		Q F E	EAS MANUAL SPEED AND ACCURACY
25	86	RM	Q	EAS SYMBOLIC REASONING
19	83		KF	LI FINGER DEXTERITY
16	80	R L		SIT-GENERAL INFORMATION
23	85	R L		SIT-COMPREHENSION
1	55	<b>RML</b>		<b>SIT-QUANTITATIVE</b>
4	66	<b>R L</b>		<b>SIT-AUDITORY MEMORY</b>
8	72	<b>L</b>		<b>WRAT SPELLING</b>
3	63	<b>RM</b>		<b>WRAT MATH COMPUTATION</b>
10	74	R L		WRAT SENTENCE COMPREHENSION

AVERAGE (34<sup>th</sup> to 65<sup>th</sup> %-ile)

Note: See Appendix I for code definitions.

Percentile	Std.Score	Aptitude/Perception		Name of Test or Subtest
38	93	R	PQ	EAS VISUAL PURSUIT
54	103		K Md	LI MANUAL DEXTERITY
59	106	R L		SIT-SIMILARITIES/DIFFERENCES
51	101	L		SIT-VOCABULARY
47	98	L		WRAT WORD READING

ABOVE AVERAGE (>65<sup>th</sup> %-ile)

**NONE**

## 6. WORK HISTORY & TRANSFERABLE SKILLS:

Client's claimed **no work experience**, and therefore **no transferable skills** from previous employment are ascribed. He said he is somewhat familiar with **MS Word**, and has used a few standard **hand tools**, but no power tools. He has never driven a vehicle (other than a bicycle).

## 7. INTEREST-BASED WORK PERSONALITY:

The McCroskey Vocational Quotient System (MVQS)Vocational Interest and Personality Reinforcer (VIPR) survey, which produces a Meyers-Briggs Code, was administered in order to obtain an estimate of Client's vocational interest pattern and work personality. This instrument matches individuals with specific job types, based on their vocational interests, occupational values, needs, and general Jung people-based personality type. Client's VIPR-Type was found to be **ESFP** (Extraversion, Sensing, Feeling, Perceiving) – "**The Entertainer**". Personnel sharing this interest-based work-personality profile are often described with terms such as **warm, optimistic, smooth, witty, charming, clever, fun & generous**. **Adaptable, enthusiastic and energetic**, ESFPs often possess the **ability to motivate others**. They tend to focus on immediate problems...negotiating and **building consensus** to solve them. Many of the occupations attractive to ESFPs are in the **service fields**, where the combination of an **outgoing nature and attention to detail** are assets.

Occupations often found attractive by these personnel include: **Teacher/Coach, Designer, Factory Supervisor, and Librarian**. At the lower end of the spectrum, they often fill the ranks as **Food Service Workers, Life Guards, Recreation Attendants, Child Care Worker, Receptionist, Cashiers and Transportation Workers**. Of course, a variety of other factors, such as education, aptitude, physical capacity; psychological factors and labor market access, bear on the potential for success in these occupations.

1. Energizing: **14/13** (*nearly equivalent*)

(E)xtraversion - Preference for drawing energy from the outside world of people, activities or things.

(I)ntroversion - Preference for drawing energy from one's internal world of ideas, emotions, or impressions.

2. Attending: **14/13** (*nearly equivalent*)

(S)ensing - Preference for using the five senses to define reality.

i(N)tuition - Preference for using the imagination to envision what is possible.

3. Deciding: **11/16**

(T)hinking - Preference for organizing and structuring information to decide in a logical, objective way.

(F)eeling - Preference for organizing and structuring information to decide in a personal, value-oriented way.

4. Living: **12/15**

(J)udgement - Preference for a planned and organized life.

(P)erception - Preference for a spontaneous and flexible life.

## 8. OCCUPATIONAL VALUES & NEEDS:

The Occupational Values and Needs Inventory (OVNI) was administered to obtain an estimate of Client's vocationally-relevant perceived values and needs. This is a self-rating instrument which profiles the individual's preferences, in terms of 20 specific job-related reinforcers. This profile is then used to match the individual with specific job types, based on work values ("global aspects of work that are important to a person's satisfaction"), published by the U.S. Department of Labor.

Client's highest importance rating went to **Ability Utilization, Activity, Responsibility, Working Conditions & Independence**, followed closely by Achievement, Advancement, Co-Workers, Company Policies, Personal Supervision & Technical Supervision. He rated Security, Recognition, Social Status, Social Service, Moral Values & Autonomy as being of average importance to him, while Compensation was rated below average. His lowest importance rating went to *Authority, Variety, Independence & Creativity*.

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## 9. ESTIMATED GENERAL COGNITIVE APTITUDE LEVEL:

***GCA = 15<sup>th</sup> Percentile / Below Average***

Client's general cognitive aptitude (learning ability) was estimated via averaged GATB scores of tests which involve reasoning. Client scored **15<sup>th</sup>ile MCSS** (Mean Component Standard Score) on the Slosson Intelligence Test R3 (SIT). His component scores ranged from Quantitative (**QN = <1<sup>st</sup>ile**) and Auditory Memory (**AM = 4<sup>th</sup>ile**) to Similarities & Differences (**SD = 59<sup>th</sup>ile**).

*Note: Intelligence quotient is best measured by a Licensed Psychologist, using an instrument such as the Wechsler Adult Intelligence Scale (current version).*

# **10. ESTIMATED ACADEMIC BASIC SKILLS ACHIEVEMENT LEVELS:**

Academic basic skills achievement levels are estimated through the use of the Wide-Range Achievement Test V (WRAT):

<u>Grade Level</u>	<u>Name of Test or Subtest</u>
<b>12.5</b>	<b>WRAT Word Reading</b>
5.1	WRAT Spelling
<b>3.2</b>	<b>WRAT Math Computation</b>
5.6	WRAT Sentence Comprehension

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## **CLIENT'S VOCATIONAL INTEREST STATEMENT**

When asked about his career thoughts, Client said he is interested in working as a **Stocker**, or perhaps a **Gardener**. Due to his medical condition, he is not interested in relocating or undergoing deployment of any duration or frequency. He said he would consult with his mother, before making a final decision. Of the 55 job titles found to be most closely related to Client's expressed career interests, the following **27** (many of which are among those recommended for first consideration) fall within the most critical aptitude, physical-functional capacity & environmental tolerance parameters of his worker-trait profile:

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>
206.387-010	Classification Clerk	91.035
209.387-014	Compiler	88.793
209.387-018	Contact Clerk	91.035
222.367-010	Cargo Checker	94.1147
222.367-062	Tool-Crib Attendant	104.4121
222.367-066	Truckload Checker	95.5731
222.384-010	Inspector, Receiving	104.8575
222.387-014	Car Checker	94.6685
222.387-030	Linen-Room Attendant	96.6667
222.387-054	Sorter-Pricer	91.4604
222.487-014	Order Filler	94.5602
222.587-018	Distributing Clerk	99.6563
222.587-022	Kitchen Clerk	98.6681
222.587-026	Laboratory Clerk	91.2593
222.587-030	Mailer	91.5672
222.587-034	Route-Delivery Clerk	87.592
222.684-010	Meat Clerk	89.0518
222.687-010	Checker I	86.1608

*(continued)*

DOT Code	Job Title	VQ
222.687-014	Garment Sorter	84.2101
222.687-018	Receiving Checker	95.4365
222.687-022	Routing Clerk	87.9783
222.687-034	Stubber	96.2956
279.357-050	Salesperson, Gen. Hardware	97.4343
369.387-010	Laundry Worker III	81.9899
406.684-014	Groundskeeper...Industrial	91.3276
406.684-018	Garden Worker	107.945
619.387-010	Salvage Worker	106.0327

Of the 55 job titles found to be most closely related to Client's expressed career interests, the following **12** exceed Client's aptitude rating on no more than one (1) worker-trait parameter, by no more than one (1) rating integer, and are believed to represent potentially suitable positions, with substantial accommodation & implementation of recommended supportive measures::

DOT Code	Job Title	VQ
206.387-034	File Clerk I	98.0426
222.387-010	Aircraft-Shipping Checker	101.4269
222.387-034	Material Clerk	98.8553
222.387-038	Parcel Post Clerk	98.0016
222.387-050	Shipping & Receiving Clerk	106.2183
222.387-062	Storekeeper	99.826
222.587-058	Vault Worker	94.1741
222.687-030	Shipping Checker	100.7794
301.687-018	Yard Worker	91.8489
408.364-010	Plant-Care Worker	105.6873
408.687-014	Laborer, Landscape	93.2279
899.684-046	Maint. Worker, Municipal	113.8955

*Notes: VQ = Vocational Quotient, which is an indicator of job difficulty (Mean=100; SD=15). Job definitions can be accessed by entering the DOT Code into any search engine.*

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### **THE JOB-MATCHING ANALYSIS & SYNTHESIS**

The following data are based upon an analysis of Client's worker-traits, in comparison with worker-trait requirements typically associated with locally hired-for job titles, as published by the U.S. Department of Labor. These worker-traits include: basic academic skill levels; vocationally-relevant aptitudes (learning abilities); coordination & dexterity data; disability data; physical-functional & environmental-tolerance restrictions. Other factors taken into consideration include: Client's mental health & other medical data; Client's expressed interests & occupational preferences; transferable skills from work-history; vocational interest patterns; work-personality profile; local labor-market data; and other vocationally-relevant factors. The result is a synthesis of potentially suitable vocational options.



## HOW TO READ THE JOB-MATCH LIST

The McCroskey Vocational Quotient System (MVQS) was employed to compare Client's Transferable Skills and Worker Trait Profile with the corresponding characteristics, associated with selected job titles from the U.S. Department of Labor's Dictionary of Occupational Titles. The output of this process, known as the Job-Match List, features the following information:

**DOT** – Dictionary of Occupational Titles code

**VQ** – Vocational Quotient: An indicator of job difficulty

**TS** – Transferable Skills Percentage

**VA** – Occupational Values & Needs Agreement

**VIPR**- Vocational Interest Personality Reinforcer (Work-Personality) Type

**SVP** – Specific Vocational Preparation: 1= Short Demo Only; 2 = Up to 30 Days; 3 = 30 to 90 days; 4 = 90 to 180 days; 5 = 6 to 12 months; 6 = 1 to 2 years (Cert./AA); 7 = 2 to 4 years (AA/BA/BS); 8 = 4 to 10 years (MA/MS/PhD); 9 = over 10 years.

**Ratings** at critical level (VQ => **87/95**; TS => **N/A**; VA% => **60/65**) are bolded; ; VIPR = **ESFP**.

**VIPR** = ESFP, ISFP & ENFP are bold/highlighted.

**VIPR** = INFP, ESTP, ESFJ, ENTP, ISFJ, ENFJ, ISTP & ESTJ are bolded.

**Titles** containing 3 bold/highlighted values are bold/highlighted.

**Titles** containing 2 bold/highlighted values are bolded.

## RECOMMENDED VOCATIONAL OPTIONS

**Labor-Market Data:** Local wage, growth and openings data are based on employment projections published by the Florida Department of Economic Opportunity (FLDEO). Employer names can be drawn from a variety of online resources, including the Florida Research and Economic Information Database Application (FREIDA). The corresponding SOC (ONET) Occupation, with SOC Code and (quarterly-updated) local labor-market data is positioned directly below the DOT Job Title(s). Based upon labor market research (LMR), using the Florida Department of Economic Opportunity (**FLDEO**) Employment Projections, the "Occupations" (***crosswalked from the selected D.O.T. job titles***) were found to project local openings, over the 2023-2031 period. Note: In this case, "local" means Workforce Region 12 (CareerSource Central Florida). **Bolded** data are more significant. **Highlighted** data are most significant.

Potentially	2023	2023	2023-2031		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
6,7	1	2	3	4	5

Notes:

1. Entry Wage figures => **\$14/hour** are bolded; => **\$15/hour** are also highlighted.
2. Experienced Wage figures => **\$19/hour** are bolded; => **\$23/hour** are also highlighted.
3. Growth rates => **7%** are bolded.; => **9%** are also highlighted.
4. Annual openings => **1K** are bolded; => **6K** are also highlighted.
5. Training Requirements (see \* below)
6. **Titles** featuring 3 bolded (or 2 bold/highlighted) values are bolded.
7. **Titles** featuring 4 bolded values are bold/highlighted.

**\* Training Requirements:**

A: associate degree  
 B: bachelor's degree  
 HS: high school diploma or GED  
 M+: master's, doctoral or professional degree  
 NR: no formal educational credential required  
 PS: postsecondary non-degree award  
 PS: postsecondary non-degree award

*Note: The specific DOT job title falls within the more general SOC occupation title. See Appendix 1 for definition of codes & ratings. Job definitions can be accessed by entering the DOT Code into any search engine. For more detailed information about jobs, enter the job title into [www.mynextmove.org](http://www.mynextmove.org).*

**PRIMARY**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
222.387-050	Shipping and Receiving Clerk	106.22	5	20%	65%	ISFP
222.687-030	Shipping Checker	100.78	4	20%	65%	ISFP
222.587-018	Distributing Clerk	99.66	3	20%	67%	ISFP
222.367-066	Truckload Checker	95.57	3	20%	65%	ISFP
222.687-018	Receiving Checker	95.44	3	20%	67%	ISFP

Potentially	2023	2023	2023-2031		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Shipping, Receiving & Traffic Clerks (435071)	\$15.14	\$20.24	09.3	6,511	HS

\*\*\*\*\*

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
869.684-026	Installer (RV & Mobile Homes)	100.02	4	20%	64%	ISFP
809.684-030	Metal Hanger (RV/Mobil Homes)	99.99	4	20%	64%	ISFP

Potentially	2023	2023	2023-2031		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Production Workers, All Other (519199)	\$14.10	\$18.73	09.7	1,287	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
807.381-022	Service Mechanic (Trailer)	99.55	6	20%	68%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
<b>Automotive Body &amp; Related Repairers (493021)</b>	<b>\$19.09</b>	<b>\$28.07</b>	<b>10.1</b>	<b>1,205</b>	HS

## ALTERNATES

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
899.684-046	Maintenance Worker, Municipal	<b>113.90</b>	5	20%	<b>60%</b>	<b>ESTJ</b>

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
<b>Construction Laborers (472061)</b>	<b>\$16.11</b>	<b>\$21.08</b>	<b>08.1</b>	<b>14,612</b>	NR

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>406.684-018</b>	<b>Garden Worker</b>	<b>107.95</b>	4	20%	<b>61%</b>	<b>ISFP</b>

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
<b>Grounds Maintenance Workers, All Other (373019)</b>	<b>\$17.13</b>	<b>\$23.31</b>	06.3	89	NR

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>418.674-010</b>	<b>Dog Groomer</b>	<b>107.91</b>	4	20%	<b>62%</b>	<b>ISFP</b>
<b>418.677-010</b>	<b>Dog Bather</b>	<b>102.14</b>	2	20%	<b>62%</b>	<b>ISFP</b>

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
<b>Nonfarm Animal Caretakers (392021)</b>	<b>\$14.00</b>	<b>\$16.96</b>	06.6	<b>4,567</b>	HS

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>222.387-014</b>	<b>Car Checker (RR)</b>	<b>94.67</b>	2	0%	<b>65%</b>	<b>ISFP</b>
<b>222.587-034</b>	<b>Route-Delivery Clerk</b>	<b>87.59</b>	3	20%	<b>65%</b>	<b>ISFP</b>

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
<b>Shipping, Receiving &amp; Traffic Clerks (435071)</b>	<b>\$15.14</b>	<b>\$20.24</b>	<b>09.3</b>	<b>6,511</b>	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
619.387-010	Salvage Worker	106.03	4	20%	75%	ESTJ
222.384-010	Inspector, Receiving	104.86	5	20%	75%	ESTJ

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Inspect/Test/Sort/Sample/Weighers (519061)	\$16.65	\$24.00	07.0	2,813	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
408.364-010	Plant-Care Worker	105.69	3	20%	53%	ISFP
301.687-018	Yard Worker	91.85	2	0%	54%	ESFP
406.684-014	Groundskeeper, Industrial-Commercial	91.33	3	20%	61%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Landscaping/Groundskeeping Workers (373011)	\$14.66	\$17.97	09.4	89	NR

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
222.367-062	Tool-Crib Attendant	104.41	5	20%	62%	ISFP
222.387-062	Storekeeper	99.83	5	20%	62%	ISFP
222.387-034	Material Clerk	98.86	5	20%	62%	ISFP
222.387-030	Linen-Room Attendant	96.67	2	20%	62%	ISFP
222.487-014	Order Filler	94.56	3	20%	60%	ISFP
222.387-054	Sorter-Pricer	91.46	5	20%	57%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Stockers & Order Fillers (537065)	\$14.91	\$17.93	08.8	54,502	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
729.684-026	Electrical-Control Assembler	103.55	4	20%	65%	ISFP
706.684-018	Assembler, Product	102.22	3	20%	64%	ISFP
706.684-014	Assembler I	102.00	4	20%	63%	ISFP
729.384-026	Electrical Assembler	101.79	3	20%	65%	ISFP
869.684-018	Assembler, Subassembly	101.77	3	20%	70%	ESTP
762.684-014	Assembler, Component	101.65	3	20%	64%	ISFP
706.361-010	Assembler	99.99	5	20%	67%	ISFP
763.684-014	Cabinet Assembler	99.79	3	20%	64%	ISFP
806.684-050	Door Assembler	98.95	3	20%	64%	ISFP
869.684-010	Assembler	98.59	4	20%	64%	ISFP
762.684-062	Truss Assembler	98.59	3	20%	64%	ISFP
729.684-014	Capacitor Assembler	98.54	4	20%	65%	ISFP
706.684-010	Air-Conditioning-Coil Assembler	97.80	3	20%	63%	ISFP
754.684-010	Assembler	95.28	4	20%	64%	ISFP

(continued)

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
729.384-010	Assembler, Electrical Accessories II	94.52	3	20%	65%	ISFP
723.684-014	Assembler I	94.30	3	20%	65%	ISFP
728.684-010	Wire Harness Assembler	94.26	3	20%	65%	ISFP
729.687-010	Assembler, Electrical Accessories I	90.23	2	20%	65%	ISFP
762.684-046	Hardware Assembler	89.92	2	20%	64%	ISFP
762.684-010	Assembler	89.45	3	20%	64%	ISFP
706.684-022	Assembler, Small Products I	88.97	2	20%	64%	ISFP
794.687-010	Assembler, Printed Products	88.45	2	20%	64%	ISFP
706.684-086	Plumbing-Hardware Assembler	86.66	2	20%	64%	ISFP
706.687-010	Assembler, Production	85.56	2	20%	64%	ISFP
712.687-010	Assembler, Plastic Hosp. Products	85.28	2	20%	64%	ISFP
739.687-030	Assembler, Small Products II	84.01	2	0%	64%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Assemblers & Fabricators (512000)	\$14.84	\$29.91	05.9	8,629	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
211.462-014	Cashier-Checker	103.06	3	20%	67%	ESFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Cashiers (412011)	\$14.00	\$14.76	06.1	61,627	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
222.387-010	Aircraft-Shipping Checker	101.43	5	20%	65%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Weigh/Measure/Check/Samplers... (435111)	\$15.55	\$20.42	08.0	320	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
739.684-146	Picture Framer	93.35	5	20%	64%	ISFP

Potentially	2023	2023	<u>2023-2031</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Production Workers, All Other (519199)	\$14.10	\$18.73	09.7	1,287	HS

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
319.677-014	Food-Service Worker, Hospital	99.90	2	20%	63%	ESFP

Potentially	2023	2023	<u>2023-2031</u>			
Suitable Local	Entry	Avg.	Growth	Local	Tng	
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt	
Food Servers, Nonrestaurant (353041)	\$14.00	\$16.46	06.1	3,100	HS	

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
222.387-038	Parcel Post Clerk	98.00	3	20%	66%	ISFP

Potentially	2023	2023	<u>2023-2031</u>			
Suitable Local	Entry	Avg.	Growth	Local	Tng	
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt	
Mail Clerks...Except USPS (439051)	\$15.12	\$19.07	10.5	637	HS	

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
279.357-050	Salesperson, General Hardware	97.43	4	20%	80%	ESTP
279.357-054	Salesperson, General Merchandise	97.43	3	20%	80%	ESTP

Potentially	2023	2023	<u>2023-2031</u>			
Suitable Local	Entry	Avg.	Growth	Local	Tng	
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt	
Retail Salespersons (412031)	\$14.00	\$17.14	09.8	71,686	HS	

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
299.667-014	Stock Checker, Apparel	85.21	2	20%	74%	ISFP

Potentially	2023	2023	<u>2023-2031</u>			
Suitable Local	Entry	Avg.	Growth	Local	Tng	
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt	
Sales & Related Workers, All Other (419099)	\$14.36	\$26.73	07.0	908	HS	

**For Potential Local Employers – follow this procedure:**

1. Go to <http://freida.labormarketinfo.com/>
2. Select “Services For Individuals” from blue bar at top of screen.
3. Select “Job Seeker Services”
4. Select “Employer Search by Occupation”
5. Click on Florida; Area Type (County); Specific Area (Your County Name)
6. Click on the Letter that your target Occupation begins with.
7. Select the Industry Type of interest.
8. Click on the Company Name, for contact information.

**For Current Openings** - go to the following URLs:

<http://www.employflorida.com/jobbanks/>

<http://www.thecareerindex.com>

<http://www.careerbuilder.com>

[http://\(labor market of interest\).craigslist.org/jjj/](http://(labor market of interest).craigslist.org/jjj/)

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## **ACCOMMODATIONS**

While all recommended job titles fall within Client's residual functional capacity parameters, according to the USDOL's Dictionary of Occupational Titles (DOT), there may be duties, unique to particular positions, which exceed Client's profile. In such cases, arrangements may be required which provide reasonable accommodation, with respect to Client's functional restrictions. While a job analysis would be required to determine what specific accommodations might be suitable to the position that Client is hired for, here follows some options for consideration:

### **EPILEPSY**

Provide written or pictorial **instructions** or prompt with verbal cues; Offer training **refreshers**; Use a **chart** to describe steps to complicated tasks; Maintain, safely and securely, paper **lists** of crucial information such as passwords; Use voice **recordings** of verbal instructions; Provide the employee directory with **pictures**; Use **nametags** and door/cubicle name markers; Provide a building **directory** or employee directory by name, floor, unit, etc.; **Label** items on the employee's desk (in-box, this week's videos, etc.); Use **auto-dial** phone features to connect quickly to used numbers; **Divide** large assignments into several small tasks; Set a timer to make an **alarm**.

Provide a checklist of assignments; Supply an electronic or handheld **organizer** and train on how to use effectively; Use a wall **calendar** to emphasize due dates; Provide praise and positive reinforcement; Refer to employee assistance programs (**EAP**); Allow the employee to make telephone **calls to doctors** (and others) for support; Provide **sensitivity training**; Modify work **schedule**; People with epilepsy may have driving restrictions. For specific information about a state's **regulations** involving driving with epilepsy, see: [www.epilepsyfoundation.org](http://www.epilepsyfoundation.org); Pair the employee with a **co-worker** who can drive to meetings or events; Allow **telework** or work from home; Transfer the employee to a position that requires **no driving**.

Adjust **schedule** so the employee can access public transportation; Help facilitate a **carpool** with co-workers for transportation to/from work; **Cushion** a fall by using rubber matting on floor and by adding padded edging to corners and edges; Install **handrails & locking casters**; Provide **head protection**; Provide flexible start or ending **times**; Adjust **workweek**; Provide private or secure **rest area** during breaks; **Designate** a person to respond to emergencies; Keep **aisles** clear of clutter; Provide a quick, unobstructed **exit**; Post clearly marked **directions** for exits, fire doors, etc.; Know when to (or not to) call **9-1-1**; Consult **employee's plan of action** to determine how to respond/react when employee has a seizure on the job.

Use a **flicker-free** monitor (LCD display, flat screen); Allow frequent **breaks** from tasks involving computer; Replace **fluorescent** lights with non-fluorescent; Use **natural** lighting source (window) instead of electric light; Allow the employee time to **recuperate** from seizure; Identify hand **signals** or other universal signals that the employee might use to communicate with another person; Use **cellphone** or **PECS** (picture exchange communication system) to communicate to send messages.

Allow employee to **remain** on the job after a seizure when possible; Provide flexible **schedule**; Modify an **attendance** policy; Provide **leave** while the employee is adjusting to medications; Work a **straight shift** instead of rotating shifts; Allow the employee to keep a change of **clothes** at the workplace; Provide a **private** space to regain composure and perform self-care tasks; Provide **sensitivity training**/disability awareness to coworkers; Allow the presence of a **support animal** (eg: seizure-alert dog).

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## **SPECIFIC LEARNING DISORDER IN READING, MATH & WRITTEN EXPRESSION**

### **Reading from a paper copy:**

- Convert **text to audio**

- Provide **larger print**

- Double space** the text of print material

- Use **color overlays** (Irlen lenses) to help make the text easier to read

- Provide materials that are **type-written**, in a font that is not italicized; if handwritten material must be provided, use print, not cursive

- Have someone **read the document aloud** to the employee

- Scan the documents into a computer and use Optical Character Recognition (**OCR**), which will read the information aloud

- Use a **reading pen**, which is a portable device that scans a word and provides auditory feedback

### **Reading from a computer screen:**

- Use **voice output software**, also called screen reading software, which highlights and reads aloud the information from the computer screen

- Use an **on-screen "ruler"** or strip or screen highlighting software to help focus and read from a computer screen.

- Alter **color scheme** on computer screen to suit the employee's visual preferences

- Adjust the **font** on computer screen to suit the employee's visual preferences

### **Spelling:**

Employees with learning disabilities might have difficulty spelling, which can manifest itself in letter reversals, letter transposition, omission of letters or words, or illegible handwriting.

- Allow use of reference materials such as **dictionary or thesaurus**

- Provide electronic and **talking dictionaries**

- Use **word prediction software** that displays a list of words that typically follow the word that was entered in a document

- Use **word completion software** that displays sample words after someone starts typing part of a word

- Allow buddy, coworker, or supervisor to **proofread** written material

### **Cognitive process of writing:**

Employees with learning disabilities might have difficulty organizing a written project, identifying themes or ideas, structuring sentences or paragraphs, or identifying and/or correcting grammar errors.

- Use Inspiration software, a **computerized graphic organizer**

- Use Texthelp Read & Write Gold, a **software program assisting with spelling, reading, and grammar**.

- Provide electronic/**talking dictionaries and spellcheckers**

- Create **written forms to prompt** the employee for information needed



Allow the employee to create a **verbal response instead of a written** response  
Permit use of **reference books** such as a thesaurus or dictionary

### **Mathematics:**

An employee with a learning disability could have difficulty recognizing or identifying numbers, remembering sequencing of numbers, understanding the mathematical sign or function (whether symbol or word) or performing mathematical calculations accurately and efficiently.

Use **scratch paper** to work out math problems  
Permit use of fractional, decimal, statistical, or scientific **calculators**  
Provide **talking calculator**  
Use calculators or adding machines with **large display screens**  
Use **construction calculator**, such as Jobber 6  
Provide **talking tape measure**  
Use **talking scales**  
Use **pre-measurement guides** or jigs  
Post **mathematical tables** at desk or in work area

### **Organizational Skills:**

An employee with a learning disability may have difficulty getting organized or staying organized.

Help employee **reduce clutter** in work area  
Hire a professional organizer or **job coach**  
Use **color-code** system to label or identify materials  
Use **calendars** (paper, electronic, or both) to remind employee of deadlines, meetings, and upcoming tasks  
Build organization skills by attending **time management workshops**  
Build organization skills through self-education at sites like **mindtools.com**  
Build **“catch up” time** into work week or work day

### **Memory:**

An employee with a learning disability could have memory deficits that affect the ability to recall something that is seen or heard. This may result in an inability to recall facts, names, passwords, and telephone numbers, even if such information is used regularly.

Provide **checklists** to help employee remember job tasks  
Use **flowchart** to describe steps to a complicated task (such as powering up a system, closing down the facility, logging into a computer, etc)  
Safely and securely maintain paper **lists** of crucial information such as passwords  
Prompt employee with verbal or written **cues**  
Allow employee to use **voice-activated recorder** to record verbal instructions  
Provide **additional training time** on new information or tasks  
Provide **refresher training** as needed  
Allow use of **job coach**  
Provide **mentor**  
Provide **minutes of meetings** and trainings  
Use auditory or written **cues** as appropriate  
Allow additional **training time**  
Use a **color coding** scheme to prioritize tasks  
Use **notebooks, planners, or sticky notes** to record information  
Provide **labels or bulletin board cues** to assist in location of items

### Time Management:

An employee with a learning disability may have difficulty managing time. This can affect the employee's ability to organize or prioritize tasks, adhere to deadlines, maintain productivity standards, or work efficiently.

Make **to-do lists** and check items off as they are completed

Use **calendars** to mark important meetings or deadlines

**Divide** large assignments into smaller tasks and goals

**Remind** employee verbally of important tasks or deadlines

### Concentration:

**Reduce distractions** in the work area:

- Provide space enclosures, **sound absorption panels**, or a private office
- Allow for use of **white noise** or environmental sound machines
- Allow the employee to play **soothing music** using an earbud & computer or music player
- Plan for **uninterrupted** work time
- Purchase **organizers** to reduce clutter

Increase natural **lighting** or provide full spectrum lighting

Allow **flexible** work environment:

- **Flexible** scheduling
- Modified **break** schedule
- Leave for **counseling**
- **Work from home/Flexi-place**

**Divide** large assignments into smaller tasks and goals

Use auditory or written **cues** as appropriate

**Restructure** job to include only essential functions

Provide **memory aids** such as schedulers, organizers, or email applications

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Job-search and/or job development activities will need to take into account Client's functional restrictions, and not target positions which involve critical duties that exceed Client's restrictions, and cannot be accommodated.

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### TRAINING POTENTIAL ESTIMATE

The following estimates are provided with the assumption that Client's performance, as referenced in this assessment, is generally representative of current capabilities. Given Client's **15%ile** GCA and Slosson MCSS ratings, coupled with his **elementary** reading comprehension, spelling and math levels, and taking into consideration his **GL 12.5 WRAT Word Reading** and **average manual dexterity** rating, it appears that, while ***institutional training may not be appropriate at this time***, with reasonable **accommodation & implementation of recommended supportive measures**, Client's prospects for successful completion of additional specific vocational preparation (SVP), in the form of on-the-job training (**OJT**), is believed to be:

**EXCELLENT** for brief (up to 30 days), informal OJT, typical of unskilled work (**SVPI,2**);

**GOOD** for more extensive (1-6 months) OJT, characteristic of semi-skilled work (**SVP 3,4**);

**FAIR to GOOD** for OJT lasting 6-12 months, typical of lower-level skilled (**SVP 5**) work;

**GUARDED** to **FAIR** for formal OJT lasting 1-2 years, typical of mid-range skilled work (**SVP 6**); and **GUARDED** for formal (2-4 yr.) OJT/apprenticeship, as seen in high-level skilled jobs (**SVP 7**).

### **OTHER VOCATIONALLY RELEVANT SUPPORTIVE RECOMMENDATIONS**

Client would appear likely to benefit from **job development and job coaching** services, for assistance in arranging appropriate reasonable accommodations and adapting to job requirements, as well as job-search skills training. Recommend *consideration* be afforded to arranging for: continue **medical** treatment for **epilepsy**; a **psychological evaluation** to confirm or revise reported **SLD-RML** diagnosis; a **speech & hearing** evaluation to rule out **receptive language** disorder; intensive RML **tutoring** if recommended by Psychologist; **games** for **clerical perception**; an **LCSW** consult regarding “**no contact w/father**”; investigate local **volunteer** agencies for social networking opportunities; and a **Librarian** consult to develop an integrated print/audiobook reading program in his areas of interest.

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### **A NOTE FOR THE JOB COACH**

Client's VIPR-Type (a.k.a. Meyers Briggs Code: interest-based work-personality profile) was found to be **ESFP**. At their best, people with ESFP preferences tend to be exuberant lovers of life. They often live in the moment and find enjoyment in people, food, clothes, animals, the natural world, and activities. They seldom let rules interfere with their lives, focusing on meeting human needs in creative ways. ESFPs are usually excellent team players, oriented to getting the task done with a maximum amount of fun and a minimum amount of fuss.

Characteristics of ESFPs:

ESFPs are generally interested in people and new experiences. Because they tend to learn more from doing than from studying or reading, they often “plunge into things”, learning as they go. They usually appreciate their possessions and take pleasure in them. ESFPs are likely to be...

- **practical and realistic**
- **observant**
- **focused on current realities**

ESFPs tend to make decisions by using their personal values. They are usually good at interpersonal interactions and often play the role of peacemaker. Many feel a special affinity for children and animals. They primarily use their feeling internally to make decisions by identifying and empathizing with others. Thus, ESFPs are likely to be...

- **generous, optimistic, and persuasive**
- **warm, sympathetic, and tactful**

ESFPs are often keen observers of human behavior. They seem to sense what is happening with other people and respond quickly to their practical needs. They tend to be especially good at mobilizing people to deal with crises.

### How Others May See Them:

ESFPs usually get a lot of fun out of life and are, typically, fun to be with. Their exuberance and enthusiasm draw others to them. They are often flexible, adaptable, congenial, and easy-going. They seldom plan ahead, trusting their ability to respond in a moment and deal effectively with whatever presents itself. They frequently are found to hate structure and routine and will generally find ways to get around it.

ESFPs tend to learn by doing, by interacting with their environment. They characteristically dislike theory and written explanations. Traditional schools can be difficult for ESFPs, though they **often do well, when they see the relevance and are allowed to interact with people or the topics being studied**. Others usually see ESFPs as...

- **resourceful and supportive**
- **gregarious, fun-loving, playful, spontaneous**

### Potential Areas for Growth:

Sometimes life circumstances have not supported ESFPs in the development and expression of their Feeling and Sensing preferences.

- *If they've not developed their Feeling, ESFPs may get caught up in the interactions of the moment, with no mechanism for weighing, evaluating, or anchoring themselves.*
- *If they've not developed their Sensing, they may focus on the sensory data available in the moment. Their decisions then may be limited to gratification of their sensual desires, particularly those involving interactions with other people.*

If ESFPs do not find a place where they can use their gifts, and be appreciated for their contributions, they usually feel frustrated and may...

- *become distracted and overly impulsive,*
- *have trouble accepting and meeting deadlines, and*
- *over-personalize others' actions and decisions.*

It is natural for ESFPs to give less attention to their non-preferred Intuitive and Thinking parts. If they neglect these too much, however, they may...

- *fail to look at long-term consequences, acting on immediate needs of themselves and others,*
- *avoid situations and people filled with complexity or ambiguity, and*
- *put enjoyment ahead of obligations.*

Under great stress, ESFPs may feel overwhelmed internally by negative possibilities. Under such circumstances, they may put energy into developing simplistic global explanations for their negative pictures.

With regard to the 4-step career exploration process, ESFPs tend to manifest the following:

- **Setting Goals:** Tending to set immediate, tangible goals, ESFPs usually **excel at taking advantage of unforeseen opportunities**. They may have no clear sense of long term direction, nor any action plan to reach their goals. They should be encouraged to consider long term goals (five or ten years) and to develop specific action plans to further the actualization of their goals and intermediate objectives.
- **Gathering Information:** Often preferring to talk with those with the necessary facts or experience to answer questions, ESFPs may become overwhelmed with details and miss the long term potentials of some jobs. They should therefore be encouraged to **explore the long-term outlook** for jobs they are interested in.
- **Making Contact:** ESFPs will often tend to have an extensive network of contacts, often spending too much time in unproductive networking. Therefore, they should be encouraged to review their expenditure of time to make sure it is productive. In the interview, they would frequently tend to present a detailed picture of experience in specific areas, sometimes talking too much and not allowing others in the interview, time to ask questions. While coming across as team players, they may not appear task-oriented to certain interviewers, and should be encouraged to demonstrate how their "people skills" can help the "bottom line". They have difficulty with hypothetical questions or long term projections, so they should be encouraged to prepare for all possible circumstances.
- **Making Decisions:** ESFPs tend to employ a subjective person-centered approach to decision making...focusing on the values of self and significant others, but may not consider the logical consequences of various alternatives unless coached to systematically do so. They also should be encouraged not to ignore uncomfortable facts. Finally, they may put off decisions and should be counseled to set a deadline for deciding, posting it or announcing it to significant others.

- **Job Interview Preparation:**

Role playing will likely be the most effective and successful way to prepare for various interview situations. Applicants will build social skills through this practice, and in turn build confidence. When applicants develop and learn powerful interview responses, they build stronger interpersonal skills; feel more at ease in social situations; and will be able to better represent themselves in diverse situations.

It is vital for applicants to find someone they trust and can work well with. The Job Coach, Counselor, friend or family member can be of enormous assistance in this area. Applicants need someone they are comfortable with (and can be honest with), to assist them in this preparation process. Most importantly, applicants need someone who will be able to view their performance honestly and objectively, and who can offer good constructive criticism.

Common interview questions & responses can be found at multiple online sites (just put "job interview Q/A" into any search engine). Applicants will want to look over several lists of questions to get the most rounded idea of the kind of information they may be asked to provide about themselves and their abilities. The greater variety of questions applicants are able to answer, the greater their ease will be during the interview process. Applicants will want to feel calm and relaxed, knowing that they have done their best to prepare themselves for the questions that may come their way. There is no way to prepare for every possible question that an employer could ask, but by becoming familiar with as many questions as possible, and being practiced and comfortable answering them, applicants will have a greater chance of positively representing themselves and their abilities.

Written responses to the most common interview questions (or the questions each applicant feels that they would have the most difficulty answering on the spot) can provide an extra step towards preparation. The Job Coach (or friend, family member, etc.) may assist the Applicant in developing a list of the 20 “most difficult” questions and then prepare written responses to each. These written responses should effectively answer the Interviewer’s inquiry, then smoothly transition into a brief rendition of one or more aspects of the Applicant’s “pitch” (usually the 3-4 key characteristics which match the Applicant to the job).

The Applicant should vocalize these responses, during the development phase, so that they can be revised and tailored to his/her style of speech. Each of the 20 most difficult interview question/answer (Q/A) items are drafted on separate sheets of paper...

**...WITH THE RESPONSES IN LARGE, BOLD, CAPITALIZED FONT, DOUBLE OR TRIPLE SPACED, SO THAT THE APPLICANT CAN READ THEM EASILY, WITH A BRIEF GLANCE. HIGHLIGHTING EVERY OTHER LINE OF THE RESPONSE IN DIFFERENT COLORS CAN ALSO HELP “GUIDE THE EYE”, DURING PRACTICE.**

These 20 Interview Q/A exercises should then be rehearsed (aloud), with the Job Coach reading the question, and the Applicant reading the response. (*For additional independent practice, the 20 questions can be audio or video recorded.*) As the responses are learned, the Applicant will need to look down at the “crib sheets” less and less frequently.

When familiarity with the material increases to a point *nearing* memorization, and the Applicant no longer needs to look down at the “crib sheets”, they can be set aside. Rehearsal continues with a mirror or video monitor in place, to help the Applicant refine his/her delivery. Other willing assistants, (eg. friends or family members) may be drafted to read interview questions, in order to provide variety.

Finally, an “interview dress rehearsal” should occur, preferably with someone that the Applicant considers to be an “authority figure”, asking the 20 questions. The Applicant should dress as he/she would for an actual interview. This exercise should be conducted in a simulated “office” setting, with the Applicant knocking and entering, then going through an introduction and other logical preliminaries, prior to initiating the mock interview. This process can be repeated as often as necessary.

There need be no concern that the Applicant will deliver rote/memorized responses, during an actual interview. One advantage of this preparatory technique is that the Applicant will have developed a set of coherent response *components*, which can be applied to a wide variety of questions, in an actual interview. Most importantly, though, is the sense of confidence that the Applicant will acquire... something that always makes a critical difference, in actual job interviews.

Applicants must do their homework and find out as much as possible about the position and the employer, before the interview. The Occupational Outlook Handbook can be used to find good descriptions of jobs and what they entail. The Applicant can also find job descriptions by entering the DOT Code into any search engine, and by entering the job title into [www.mynextmove.org](http://www.mynextmove.org). Online searches for information about the employer (and about the industry of interest, in general) can be useful, as well...often turning up a nugget that can be developed into something smart to say, in response to “do you have any questions”.

One example might be something like: “I understand that the company recently offered stock options as a sales incentive. Is that policy still in effect?” Applicants should have a couple of questions in mind, to ask at the end of the interview. Remember: The *wrong answer*, when the Interviewer asks if the Applicant has any questions, is “No”.

**- Helpful Hints for Job Coaches, in the Accommodation Process:**

- Early and frequent contact with the employer is essential, if permitted by Client. If possible, become the go-to person for issues concerning Client's work-adjustment. Give the employer reliable ways to contact you.
- Get a release, detailing which aspects of Client's disability condition(s) can be discussed with the employer.
- Establish contact with Client's family, roommate, or support-person, and find out who needs to be notified in case of emergency.
- Contact employer's EAP (Employee Assistance Program) to see what services/resources are available. Explore Client's rights under ADA (Americans with Disabilities Act).
- If feasible, it may be advisable to encourage a support person, possibly a friend or family member, familiar with the effects of the disability, to be part of the vocational rehabilitation process (with Client's permission, of course).
- With assistance from Client's treatment team, determine whether the disability condition is progressive, and if so, how Client's capabilities may deteriorate. This will help in ascertaining the long-term accommodations that may need to be made.
- Strive to insure that accommodations are adjusted (increased or reduced), according to deterioration or improvement in Client's condition/capabilities, so that the employee is able to continue working at an optimal level, maximizing income, independence and self-esteem.
- Keep in mind that a reassignment may become necessary in some situations.

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**Appendices**

1. Abbreviations, Codes & Values
2. Transferable Skills from Previous Employment (*omitted*)
3. Comparison of Client's Worker-Trait Profile with Titles Related to Expressed Interests
4. Job-Match List (agency only)