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Individual: Guildford Dudley

Date of Birth: 1/1/1990

Referred by: Jane Grey, Vocational Rehabilitation Counselor (VRC)

Evaluator: Wendy Duckworth Vance, MS.Ed, CRC CVE

Assessment Dates: October 06, 2022

Reason for Referral

Mr. Dudley was referred for a Comprehensive Vocational Evaluation by Ms. Jane Grey, his Vocational Rehabilitation Counselor (VRC) with the Division of Vocational Rehabilitation (DVR). The purpose of the Vocational Evaluation was to obtain vocational information and recommendations that would assist Mr. Dudley with making an informed choice in terms of a vocational goal that is based on his unique skills, abilities, interests, desires, needs, strengths, and barriers. Specifically, his VRC noted that she is seeking information regarding his transferable skills, interests leading to the formation regarding an appropriate vocational goal, an assessment of his current barriers to employment, and recommendations regarding services, training, and supports needed to remove said barriers.

Referral Questions:

1. What transferable skills does Mr. Dudley possess?
2. Is Mr. Dudley suitable for immediate placement?
3. If he is not appropriate for immediate placement, what employment barriers are present?
4. What interventions, services or accommodations will be needed for Mr. Dudley to become work ready and how long is this process expected to take?
5. What are some career fields that would be a good fit?

Sources of Information

A variety of informational sources were considered for the completion of Mr. Dudley 's Vocational Evaluation including a review of the referral form submitted by the VRC, initial/exit interviews with Mr. Dudley, a review of his work history, behavioral observations, work samples, assessment results, transferrable skills analysis, and labor market research.

Initial Presentation

Guildford Dudley is a 32-year-old male who is currently unemployed. The evaluator met with Mr. Dudley at the public library on October 5, 2022. The appointment was scheduled directly with Mr. Dudley via telephone. During the call, Mr. Dudley noted that he prefers to talk on the telephone as he feels that his computer skills are limited. Mr. Dudley reserved a meeting room at the library for the evaluation. Mr. Dudley arrived on time, via paratransit bus service, appropriately dressed, and groomed. He also wore a face mask to the appointment. He was observed to appropriately use his mobility cane to travel safely from the bus to the library lobby. Upon meeting the evaluator at the front desk, he appropriately requested sighted guide assistance to the meeting room. He was suitably prepared for the appointment, having a resume and portfolio with him. Prior to beginning the initial interview, the evaluator reviewed the purpose of the evaluation, confidentiality, client rights and responsibilities with Mr. Dudley.

Behavioral Observations

Mr. Dudley behaved in a friendly and cooperative manner throughout the initial and exit interviews and assessments. Rapport was easily established. Mr. Dudley seems to enjoy talking and does not seem to meet a stranger. He was observed laughing and talking with the driver when he got off the bus, and he appropriately returned greetings from people that we passed in the library. He spoke with the evaluator in a conversationally appropriate manner throughout the evaluation. He clearly and promptly answered the evaluator's questions, providing the requested information. He demonstrated that he was able to follow verbal directions. He was able to use tools such as a computer to complete a work sample, which was contrary to his personal evaluation of his computer skills. In addition to the self-doubt expressed regarding his computer skills, he expressed doubt regarding his mobility skills, stamina, and ability to be able to write quality stories due to not being able to observe what is going on around him. He carefully considered his answers during the completion of the assessment tasks. He stated, "I want to do well on these tests so I can get a decent job, making above minimum wage and with benefits. My wife has been carrying all the burden, and I don't want her to do that anymore."

Mr. Dudley did display evidence of being distracted and having difficulty with maintaining attention and focus during the interviews and testing phases of the evaluation. These incidents occurred approximately five times during our 5-hour evaluation meeting. When there was a noise inside or outside the room, he would ask the evaluator what made the noise. He did not exhibit or express having any hearing difficulties. He took two fifteen-minute breaks and a thirty-minute lunch. During breaks, he appropriately requested assistance to go an area where he would be allowed to vape. During the lunch break he took pain medication needed for chronic headaches. He was asked whether he would like to discontinue testing until the following day, however, he declined. His ability to follow directions and verbally express himself (no slurring of speech detected) did not appear to be affected by the medication. His response times for questions and test prompts did seem to become slightly slower.

Background Information

Current Situation

Mr. Dudley currently lives with his wife and their five year – old son in the family home. He is not employed at this time. Mr. Dudley's wife works for the state full-time. Mr. Dudley receives Social Security Disability Income (SSDI) in the amount of \$1500 per month. He has health insurance through his wife's job. He received a settlement after his accident for a non-disclosed amount. He is not permitted to share the amount due a non-disclosure clause in the agreement.

Family and Cultural Considerations

Mr. Dudley does not have any relatives other than his wife and son in town. He and his wife moved to Florida in 2012 for Mr. Dudley to take a job as a newspaper reporter. After his accident, his wife has been his primary means of emotional and financial support.

Medical and Behavioral History

Mr. Dudley indicated that he has a history of mental health concerns, specifically, anxiety and emotional dysregulation since his accident. In terms of his accident, he states that he was on his way to his car after a concert he was covering, when a fight broke out in the parking lot. He says that he heard gunfire, and the next thing he knew, he woke up in the hospital. He found out that he had been shot by a stray bullet, which went through his skull, burning his optic nerves and damaging his frontal lobe. He has had two surgeries to repair the damage. This incident occurred 3 years ago. He has completed all surgeries and physical therapy; therefore, no further physical health improvements are expected. He is being treated for the residual headaches at the local pain clinic. He has been prescribed 10mg of Percocet to be taken every four to six hours. He states that his medication usually lasts all month, but that every once in a while, he runs out of medication 2 or 3 days before he can get the prescription refilled. To help with managing his medication and to prevent him from running out of medication, his wife dispenses his medication each day. She places the pills that he can take while she is at work into a pill organizer each morning. Mr. Dudley states that this arrangement does help him to manage his medication, but it has led to several marital disputes when he has requested additional medication.

Mr. Dudley reports that he participated in therapy for about a year after the accident. He opted to discontinue therapy because he did not feel that he was getting any better. He also noted that he did not like how the anti-anxiety medication affected him. He said that it made him very sleepy and caused him to have slurred speech. He stopped taking the medication, and he does not want to try any other anti-anxiety medications. He would, however, be willing to try talk therapy again, and he would be willing to learn techniques for regulating both his anxiety and emotional dysregulation.

Mr. Dudley noted that he participated in a physical examination a month ago, which included lab tests. He stated that the doctor did not have any health concerns for him, however, he did note that his doctor would like him to engage in more exercise as he needs to lose about twenty – five pounds. He states that he would like to know more about sports programs that are available for

individuals with blindness (See Appendix for possible resources). Aside from the pain medication, he states that he takes over the counter sleeping medication daily and a stool softener two times per week. He denies the use of any other drugs, legal or illegal.

Activities of Daily Living/Functional Capacity

Mr. Dudley has taken part in instruction from September 2019 until March 2020 through the Lighthouse for the Blind in his local area. He has learned how to complete grooming, cooking, and cleaning tasks. He received some training with JAWS For Windows, a computer screen reading program, and he rates himself as being a beginner. He states that he can only complete basic computer related tasks. He states that he started learning Braille, but he only completed grade one Braille. He stated, "I feel like Braille is slow, and that there must be a faster way to read." He has also learned how to safely use a mobility cane for travel in his community. He states that he has recently been considering a dog guide, and he would like assistance to find out more information about how to get one. He states, "I feel that I would be safer and would feel more confident travelling with a dog." He has not received services from the Lighthouse since April of 2020. He says that he never re-started his training after the Lighthouse reopened after the Covid-19 closure. He has only been going out into the community again since about January 2022, and that was only when he had to. He states that he is concerned about safety, the possibility of touching surfaces and bringing home Covid. He can schedule and complete paratransit trips to known community locations independently. His wife completes tasks, such as shopping, financial and medication management. He does not have a valid driver's license; however, the family owns a vehicle that is used by his wife to travel to and from work. He states that his wife is willing to drive him to and from work, but only if he works an 8am to 5pm schedule; otherwise, he plans to use paratransit and/or rideshare services.

Mr. Dudley did not report any other physical impairments. He did, however, note that due to the 3-year gap in employment and his headaches, he is concerned that he may experience a lack of stamina to engage in a full day of employment activities. He verbalized a feeling of tiredness after the completion of the assessments, which lasted for a period of five hours.

Mr. Dudley noted that he thought very carefully and slowly about his answers to each of the questions and test items as a method of managing his feelings of anxiety; as well as, needing added time to process the question, and to mentally double check his words before he spoke. Any delay in his answers was barely perceptible, and by most standards, would be considered prompt. He described his anxiety and blindness as primary barriers to returning to work. He is concerned that he will not be able to effectively use a computer, and he says that since he can no longer see what is happening around him, that no one will want to hire him. Even if they did, that he would not be able to write quality stories. He said, "who is going to want to read a story about what I heard, or what if I heard it wrong?" However, he reports that he wants to work again so that he can be around other people. Specifically, he noted, "I miss being around other people. I am very social and being without people is driving me nuts. I need other people. I know people are wanting to work from home, but I want to go to the office." He also expresses that he misses writing, and he would like to do something involving reporting and writing.

Educational/Vocational History

Educational Experience

Mr. Dudley graduated from high school in 2008. He describes himself as having been an “excellent student.” He reports that he received A’s and B’s throughout school. He states that his favorite subject was English, and that he loved completing research reports. He also had certifications in Adobe Photoshop and Microsoft office that were attained while in high school. He has not updated these certifications, which have been retired by Adobe and Microsoft due to the release of updated products. He was a reporter for his high school and college newspapers. He enjoyed sports in high school and college, he was a member of the wrestling team, and received a 4- year wrestling scholarship.

After high school, he attended Tudor University from 2008-2012. He majored in Journalism and pursued a minor in English. He received his bachelor’s degree from the Tudor University in 2012 with a 3.8 GPA.

Avocational Activities

Mr. Dudley likes to read audiobooks. He is currently a client of the Talking Book library. He says that he reads about two books per week. He says that he likes to listen to wrestling and football events on television. He would like to get involved in playing sports again, however, he does not know if it is possible as a person with blindness to play in any type of sports.

Employment History

Mr. Dudley has not been competitively employed since May 2019 (3 years). His last position was with the Sunshine Times newspaper. He was a field journalist who covered community events such as concerts and parades, and he also did some crime scene reporting. He left this position after the accident to focus on medical recovery and “learning to be blind”. Prior to this position, he worked as a writer for the County Tribute. In this position, he was responsible for covering high school football, wrestling, and basketball events, along with covering community events. He worked in this position for approximately 5 years. He had left this position to accept the position with the Sunshine Times. He states that while he did like writing a sports column and covering community events, he really wanted to write stories with more depth and meaning. He says that he had presented investigative pieces to his editor, but the newspaper did not have an opening for an investigative journalist. He reports that the Sunshine Times promised that he would be transferred to the first investigative reporting position that became available if he would be willing to work as a field reporter for just a little while. Therefore, he accepted their offer.

Due to his school schedule, his work for the school newspaper, and with his sports schedule, Mr. Dudley did not work during high school and college.

Job Acquisition and Maintenance

Mr. Dudley has identified symptoms of anxiety, chronic pain, and becoming blind as the impetus for leaving his previous job, and as being the ongoing barrier to obtaining new employment. He stated that he would like to return to work, however, that he is “anxious” because he does not know what, if anything, he can do since becoming blind. Further, he expressed concern that he would not be accepted by co-workers or an editor because he is “different”. He discussed being nervous around people because he is afraid that they will not like him because he is blind, further stating, “that’s why I joke and stuff, it is how I cope with being nervous. I figure if I make people laugh, they will forget I am blind.”

Mr. Dudley states that he knows about the JAWS For Windows screen reading software and has had some basic training in its use. However, he is not confident in his abilities to create documents that are properly formatted and visually appealing. He also states that he was unable to learn about the use of JAWS with the Internet or any other computer applications except MS Word and Outlook. He also does not know about other accommodations or devices that might help him work. He notes that he uses safety pins, rubber bands, and bump dots to identify things at home, but he is not sure if he would be allowed to use these at work, or if they would even be useful. He says that he has heard of and read a little about the Americans with Disabilities Act (ADA), however, he does not fully know or understand his rights. He also states that he is unsure of how to discuss his disability with an employer or ask for an accommodation. He did describe being careful and taking his time as techniques that he used to manage anxiety while he was completing the assessments during the evaluation.

Mr. Dudley has a resume, which he brought with him to the evaluation appointment. He also brought a portfolio of previously written articles, including some investigative pieces that he wrote independently, but have never been published. The articles were grammatically correct, and demonstrated his ability to conduct in-depth research, and to synthesize information into an understandable and interesting article.

Vocational Goals

Mr. Dudley verbalized a desire to return to journalism in “some capacity”. He reported that he “loves” to write and completing research. He states that he would be content to work in any department at a newspaper, if only he could just start writing again, and get to interact with other people. Despite expressing being “nervous” about how he is perceived, he is adamant that he wants to work and interact with others. He joked, “Me and myself have run out of things to talk about, I need other people.”

Mr. Dudley agreed that he may be willing to take part in additional training, such as more training in the use of JAWS or other disability specific training. He did not express an objection to exploring other vocational avenues for the use of his degree in journalism, or pursuing an additional certification, however, he notes that he does not want to pursue another degree. Mr. Dudley states that with additional training and possibly getting a dog guide, he would be willing

to travel as a part of a job. He reported that he is unable to re-locate due to his wife's job, and the fact that the couple owns their home.

Vocational Assessment

Introduction

To ensure an appropriate and comprehensive Vocational Assessment, Mr. Dudley participated in an interview with the evaluator to explore his vocational and educational history, vocational goals, available natural supports, and relevant medical information. The following formal test instruments were used to ascertain his vocational interests, values, behaviors, and functioning:

- **Aptitude/Ability**
 - *Career Ability Placement Survey (CAPS)*

- **Vocational Interests/Work Values/Personality**
 - *Career Occupational Preference System (COPS)*
 - *Career Orientation Placement and Evaluation Survey (COPES)*

- **Work Samples**
 - *Therapist's Portable Assessment Laboratory (T-PAL)*
 - *Typing Master*

- **Work Behaviors**
 - *Participant Behavior Checklist* (agency instrument)

Test Results

Academic Achievement

Achievement testing was not administered to Mr. Dudley. He has previously attained a bachelor's degree in Journalism and used the skills and knowledge that he acquired on previous work experiences. Based on observations of his verbal and written skills and abilities, it does not appear that he has experienced academic decline; therefore, achievement testing was deemed unnecessary.

Cognition/Intelligence

Mr. Dudley presented with some inability to maintain attention and focus. This could be a symptom of his anxiety, or it may be related to his Traumatic Brain Injury (TBI). A neuropsychological evaluation was conducted in early 2020, which did not document any intellectual or cognitive impairment beyond the anxiety, emotional dysregulation, and attention

deficits that have previously been discussed. His intelligence was tested as average in 2020. Since he has not experienced any further injuries to his head, and the fact that intelligence scores do not typically change without incident, it is assumed that his IQ has not changed. Finally, he did not verbalize any other concerns related to his cognitive function. As such, cognitive/intelligence testing was deemed to be unnecessary.

Aptitude & Ability

Mr. Dudley expressed throughout the informational interviews that he was not sure what type of job he would be able to do given his anxiety and blindness. He would like more information about options that he may have to engage in work that he can do given his aptitudes and abilities.

The *Career Ability Placement Survey (CAPS)* was administered to Mr. Dudley, using the college norms, to explore how his current abilities correspond to today's job market, and to provide him with information about careers in which he may use these abilities. Given his limited ability to use JAWS, whether real or perceived, the test was administered verbally. The Spatial Reasoning portion was not administered. He performed in the below average range on the Mechanical Reasoning and Numerical Ability portions. The areas in which he received the highest score were Verbal Reasoning, Language Usage, and Word Knowledge. He scored in the average range on the Perceptual Speed and Accuracy section.

Vocational Interests

Mr. Dudley verbalized a desire to return to the field of Journalism, in some capacity. He stated that he enjoyed the work. He is unaware of what avenues are available to him. He does not feel confident in his ability to use JAWS to independently conduct career research and exploration, as he has not completed training on the use of JAWS online. To expand Mr. Dudley's choices, and to better understand what is important to him within the workplace, The *Career Occupational Preference System (COPS)* and the *Career Orientation Placement and Evaluation Survey (COPES)* were administered.

The *Career Occupational Preference System (COPS)*, which explores the relationship between personal interests and vocational choice. The individual's likes and dislikes are compared to job characteristics to find compatibility between personal and workplace interests. His results show that the careers that are most in alignment with his interests are in the Clerical and Communication clusters. Clerical occupations require attention to detail, neatness, speed, orderliness, and accuracy, as this is work recording and filing of business records, and it can involve working with customers. Communication occupations involve the use of language skills in the creation of literary works or in communicating information in written or oral forms. The *Career Orientation Placement and Evaluation Survey (COPES)* explores the relationship between personal and workplace values, such as, being creative or solving complex problems. Compatibility of values is found to increase workplace satisfaction. Mr. Dudley results show that he values acquiring knowledge and solving complex problems (Investigative). He prefers to focus on the creative side of projects, and he enjoys using his imagination (Carefree), and he would like an environment in which he works with and/or helps others (Social).

Mr. Dudley's interests and values would seem to be in alignment with each other, given that his interests are in fields that involve interaction with others, creating written and informational literary work, which allows some leeway for creativity. Additionally, his highest aptitudes, Verbal Reasoning, Language Usage, and Word Knowledge align with his values and interests, and are essential abilities within the field of journalism.

Behavioral/Clinical

Mr. Dudley is currently not under the care of a psychiatrist or a therapist. He reports that he is not taking the anti-anxiety medication that was prescribed as part of his treatment regimen. He is not interested in exploring any other psychotropic medications at this time. He would be willing to begin attending talk therapy and/or a support group. He did not appear to exhibit any symptoms of psychological distress. He did not express any suicidal ideation. He did not appear to be neglecting his self-care needs. He did not indicate a desire to harm others, and he was oriented to person, place, and time. Behavioral or clinical screening did not seem warranted at the time of this evaluation.

Independent Living

Mr. Dudley reports that he lives with his wife and child. He takes care of daily living tasks such as basic cooking, cleaning, grooming, childcare (walking child to/from bus stop), and arranging transportation as needed. His wife completes shopping and fiscal management on behalf of the family. With no evidence that he is not independent in most of his daily living tasks, it did not seem warranted to conduct any assessments in this area.

Work Samples

Mr. Dudley has a 3-year gap in his work history. With such a large gap, skills and work tolerance may diminish; therefore, it seems prudent to assess his current skills and tolerance using simulated work tasks. The *Therapist's Portable Assessment Laboratory (T-PAL)* and *Typing Master* were used.

On the *Therapist's Portable Assessment Laboratory (T-PAL)*, Mr. Dudley was asked to complete a payroll ledger using a 10-key talking calculator. The test prompts were read to him. He received a score in the 90th percentile, which means that he performed better than 89% of test takers. He was also asked to read (narrative recorded) a patient narrative, and then transfer the information to a patient form. On this task, he scored in the above average range, having performed better than 74% of test takers on this assessment. Please note that this lower score may be more of a reflection of his limited skills with JAWS and computer navigation issues that he experienced with the tables during testing, rather than an actual deficit in being able to transcribe information that he hears.

Mr. Dudley was given 3 typing trials on *Typing Master*. His highest score was a rate of 40 words per minute with 90% accuracy, which makes his net typing speed 36 words per minute. This would be a minimum speed and accuracy score needed to obtain employment. It should be

noted that the information to be typed was dictated. His speed may increase when he is typing original material. He exhibits the appropriate finger placement and can utilize touch typing.

Work Behaviors/Temperament

The agency's Participant Behavioral Checklist was used to assess a variety of behaviors and soft skills that will be required for Mr. Dudley to obtain and maintain competitive employment. He was observed throughout the evaluation process, which lasted approximately 5 hours. He was found to be satisfactory in attendance, punctuality, communication skills, work stamina, recognizing supervisory authority, dress, hygiene, grooming, ability to cope with frustration, conforming to rules and safety practices, ability to work independently, ability to work under close supervision, ability to request assistance, methods of work organization, and the ability to initiate tasks. He is found to be slightly below average in computer literacy – he can boot up a computer, start JAWS, open Microsoft Word, create a basic narrative document, print, and save the document. He has limited knowledge of the use of formatting tools. He could also open and read an e-mail message with the desktop Outlook application. He was also able to create and send a new basic e-mail. Again, he was unable to use any formatting, nor was he able to attach a document to the E-mail message. He expressed concern about not being able to edit his work; for example, he stated, "I want to be able to create properly formatted documents, and I need to be able to attach items." He was unable to open a webpage. Mr. Dudley was observed to swear and once threw his water bottle across the room when he was having difficulty with the tables in the work sample. When asked about this behavior and its frequency, he reported, "yeah, I get angry sometimes when I spill stuff, run into a wall or when the computer doesn't do what I want. I don't mean to get so angry, but sometimes it is like I have no control. Just like sometimes I laugh or cry when I shouldn't, I just can't seem to control my emotions like I used to before the accident."

Vocational Appraisal

Mr. Dudley was observed to quickly initiate each assessment that was administered, and he worked diligently. However, as previously noted, he did experience slight distraction when a noise occurred. All of these incidents were related to loud noises like a book being dropped. His test results show that his highest aptitudes are Verbal Reasoning, Language Usage, and Word Knowledge, which would all be useful to him in his areas of interest. He has a low average typing speed, which would meet most minimal typing requirements. He verbally expresses a desire to work, and notes that he enjoyed working in the past. During testing, he exhibited the use of coping techniques that he used to manage his anxiety. Demonstrating that he can make accommodations for himself and puts forth his best effort to complete the tasks assigned to him. He also exhibited that he could work and socialize with other people appropriately. He verbally expressed concern about his ability to use JAWS for the purpose of completing work tasks, and there were some observable real challenges. His self – assessment may not be completely invalid, but it is not an insurmountable challenge. He will need additional training specific to tools that he can use to mitigate limitations that are imposed by his disability. He will also need to increase his knowledge about his rights, resources and accommodations that may be available to him.

Mr. Dudley experiences a lack of self-confidence, which may create a perception of skill or knowledge deficits that do not exist in reality. It was noted throughout testing that Mr. Dudley would second guess his answers regularly, giving an answer, changing his answer, and then changing it back to the original answer, which in most cases, turned out to be the correct answer. His lack of self-confidence and belief in his abilities may act as an employment barrier, as he may not apply for positions that he is qualified for and can perform well because he does not believe in himself. Even when/if he applies and obtains a job, there may be a barrier to employment maintenance if his second-guessing causes him to miss deadlines. Also, despite his stated desire to work with people, he may have some difficulty relating to his co-workers due to his concern about their perception of his disability. He noted that he uses humor to distract from his disability, and although it was mostly appropriate, there were moments when he used language that was inappropriate for the workplace, or at an inappropriate time, and a bit too much, bordering on being obnoxious. It could be that this desire to distract from his disability may be indicative of being ashamed of his disability. If true, this may hinder him from requesting needed accommodations or assistance to perform the duties of his job, as he is so adamant that others forget that he has a disability. Lastly, if left untreated/inadequately managed, his emotional dysregulation poses a threat to job maintenance as outbursts of the nature exhibited during the evaluation would most likely not be tolerated in the workplace.

Transferable Skills Analysis (TSA)

Mr. Dudley has a history of being competitively employed in skilled positions. Specifically, he has worked as a journalist covering a variety of topics. Given his history and the skills which would have been acquired, a Transferable Skills Analysis (TSA) was completed.

Field Reporter (5 year)

DOT: News Writer

DOT #: 131.626-014; SOC: 37-3023.00

SVP: 7

GED: 525

Light

WF: 261 Writing

MPSMS: 757 Literature and Journalism

Writer (2 years)

DOT: News Writer

DOT #: 131.626-014; SOC: 37-3023.00

SVP: 7

GED: 525

Light

WF: 261 Writing

MPSMS: 757 Literature and Journalism

Work Fields (WF) codes from prior jobs combined:

261 Writing (SVP 7)

Materials, Products, Subject Matter, & Services (MPSMS) codes from prior jobs combined:

757 Literature and Journalism (SVP 7)

According to the Occupation Information Network (O*NET), the job tasks and skills required for News Writer are listed as follows:

News Writer (News Analysts, Reporters, and Journalists)

- Write commentaries, columns, or scripts, using computers.
- Coordinate and serve as an anchor on news broadcast programs.
- Examine news items of local, national, and international significance to determine topics to address, or obtain assignments from editorial staff members.
- Analyze and interpret news and information received from various sources to broadcast the information.
- Receive assignments or evaluate leads or tips to develop story ideas.
- Research a story's background information to provide complete and accurate information.
- Arrange interviews with people who can provide information about a story.
- Gather information and develop perspectives about news subjects through research, interviews, observation, and experience.
- Select material most pertinent to presentation and organize this material into appropriate formats.
- Present news stories and introduce in-depth videotaped segments or live transmissions from on-the-scene reporters.
- Establish and maintain relationships with individuals who are credible sources of information.
- Report news stories for publication or broadcast, describing the background and details of events.
- Revise work to meet editorial approval or to fit time or space requirements.
- Review and evaluate notes taken about news events to isolate pertinent facts and details.
- Investigate breaking news developments, such as disasters, crimes, or human-interest stories.
- Review written, audio, or video copy, and correct errors in content, grammar, or punctuation, following prescribed editorial style and formatting guidelines.
- Report on specialized fields such as medicine, green technology, environmental issues, science, politics, sports, arts, consumer affairs, business, religion, crime, or education.
- Determine a published or broadcasted story's emphasis, length, and format, organizing material accordingly.
- Transmit news stories or reporting information from remote locations, using equipment such as satellite phones, telephones, fax machines, or modems.

- Check reference materials, such as books, news files, or public records, to obtain relevant facts.
- Discuss issues with editors to establish priorities or positions.
- Photograph or videotape news events.
- Present live or recorded commentary via broadcast media.
- Take pictures or video and process them for inclusion in a story.
- Conduct taped or filmed interviews or narratives.
- Develop ideas or material for columns or commentaries by analyzing and interpreting news, current issues, or personal experiences.
- Communicate with readers, viewers, advertisers, or the general public via mail, email, or telephone.
- Write online blog entries that address news developments or offer additional information, opinions, or commentary on news events.
- Assign stories to other reporters or duties to production staff.
- Write columns, editorials, commentaries, or reviews that interpret events or offer opinions.

Summary and Conclusions

Vocational Assets and Limitations

Strengths

- Education – Bachelor’s Degree
- Expressed desire to return to work
- Willing to explore employment options
- Willing to participate in additional training
- Willing to engage in additional talk therapy to learn additional coping strategies and techniques for managing anxiety and emotion
- Has reliable transportation available
- Can appropriately use cane and sighted guide techniques for safe travel
- Exhibits/uses coping techniques to manage anxiety symptoms
- Articulate
- Pleasant/friendly demeanor
- Well-groomed and dresses appropriately
- Has natural support at home
- Has well-developed portfolio of both published and unpublished work
- Able to complete most Activities of Daily Living (ADLs) independently
- Minimum typing speed for many jobs
- Language Usage
- Verbal Reasoning
- Word Knowledge

Barriers

- Long employment gap (3 years)
- Limited stamina/may need to begin in a part-time position
- May display an over-exaggerated emotion when compared to the situation. For example, intense anger when presented with a situation in which technology does not work
- Requires additional disability specific training to be work ready, such as more advanced use of JAWS
- Chronic pain that may cause difficulty with absenteeism
- Is not currently participating in a psychological treatment program
- Experiences distraction related to loud noises
- Unable to manage his medication intake without assistance
- Difficulty accepting and coping with his disability
- Low self-confidence

Responses to Referral Questions

Mr. Dudley is a 32-year-old male who lives with his wife and child in the family home. He can complete many Activities of Daily Living (ADLs) independently. Mr. Dudley reported that he is no longer participating in therapy and discontinued the use of his anti-anxiety medication. Please find the responses to the referral questions below:

1. What transferable skills does Mr. Dudley possess?

Mr. Dudley possesses several skills that can be transferred to other occupations, including:

- Time management - He is punctual for appointments and has extensive experience in meeting deadlines.
- Computer literacy – He previously used a computer to effectively complete work tasks, and previously held certifications for Adobe Photoshop and Microsoft Office. His difficulty in using a computer is specifically related to his disability, and not due to his lack of knowledge regarding using a computer.
- Writing – He has demonstrated in his previous work portfolio that he is able to effectively communicate in written form, using appropriate spelling and grammar, as well as conveying information in an understandable manner.
- Speaking – He has demonstrated that he is able to effectively communicate information using spoken language.
- Active Listening- He effectively listens to information for understanding without inappropriate interruptions.
- Keyboarding – He has a low average typing speed that is a minimum acceptable for many occupations.
- Critical Thinking – He can use logic and reason to find alternative solutions to problems, such as implementing various strategies to manage stress.
- Research – He has previously used various informational sources to gather information.
- Following directions – He demonstrated the ability to follow verbal directions.

2. Is Mr. Dudley suitable for immediate placement?

Mr. Dudley is not suitable for immediate placement in a job that would be consistent with his interests, values, desires, abilities, strengths, and limitations. He has basic skills that could be used in unskilled positions that do not require the use of computers. It should be noted, however, that while he could be placed in this type of position, this would most likely not result in a satisfactory or long-lasting placement, as such would not be consistent with his vocational interests, abilities, or values.

3. If he is not appropriate for immediate placement, what employment barriers are present?

Mr. Dudley has several barriers to successful employment at this time. He does not have the skills needed to effectively use a computer to complete work tasks, as he only has limited knowledge in the use of a screen reader – JAWS. While he can complete basic tasks like booting up a computer, opening Word, and creating a basic document, he is unable to complete tasks such as formatting, attaching a document to an e-mail, accessing information in tables, or navigating websites. In addition to needing more instruction in the use of assistive technology, he experiences symptoms of emotional dysregulation and anxiety, which can be disruptive, and could interfere with job maintenance. He is also unable to complete a full day of work due to stamina deficits that have developed during his 3 -year employment gap.

4. What interventions, services or accommodations will be needed for Mr. Dudley to become work ready, and how long is this process expected to take?

Mr. Dudley could benefit from additional training in the use of assistive technology such as JAWS or some other screen reading program, a scan and read program such as Openbook and/or a portable scan/read device like OrCam MyEye for reading printed materials. He also needs training/assistance with understanding his rights, how/when to request a workplace accommodation, and how to discuss his disability/needs. He would also benefit from therapy services such as Cognitive Behavioral therapy to develop appropriate coping strategies to deal with his emotional dysregulation and anxiety. Pre-employment coaching regarding interviewing with an employment gap, as well as assistance to update his resume in such a way as to distract from the employment gap would be recommended. Although he has had previous work experience, he may benefit from participating in a short 2 to 3 month On-The – Job (OJT) training to assist him with becoming re-acclimated to the workplace after such a long absence, and with such a drastic change from being a sighted worker to a worker with blindness.

If after obtaining information, and exploring the use of a dog guide, it may be helpful if he obtains a dog prior to seeking employment. Although this is not necessary to be work ready, it may provide him with greater self-confidence.

The timeframe that will be needed for the completion of training and other interventions could be completed in 12 months or less. The duration will, however, depend on when a space is available for him at the Lighthouse and with a Cognitive Behavioral therapist. It will also depend on the regularity of classes. If he receives training multiple times per week, without large gaps between classes, then he should be able to complete training quickly. He is able to attend classes at the Lighthouse.

5. What are some career fields that would be a good fit?

Journalists, Technical Writer, and Writers and Authors would be career options that would be consistent with his expressed interests, and the assessment results support these options as appropriate. He also possesses the qualifications to work as Broadcast Announcer (Television News Anchor). Another possible area in which he could use his credentials with little additional training would be Search Engine Optimization, which would only be possible after he has completed assistive technology training. Please see additional labor market information below to obtain more information about these occupations, their availability, expected growth, and salary.

Employment Recommendations & Labor Market Survey

The following contains a professional recommendation in terms of Mr. Dudley's employability at the time of testing. A review of the labor market in his area related to the occupations which are in alignment with his interests, aptitudes, skills, desires, strengths, and barriers is provided.

Labor Market Information (Taken from O*NET)

1. Journalists Median Wages (2021)	\$28.30/Hourly, \$58,860/Annually
- Employment (2018)	1,960 Employees
- Projected Growth (2018-2028)	-13% Florida, Average
- Projected Job Openings (2018-2028)	200 Florida

2. Technical Writer Median Wages (2021)	\$31.97/Hourly, \$66,490/Annually
- Employment (2018)	3530 Employees
- Projected Growth (2018-2028)	21% Faster than average
- Projected Job Openings (2018-2028)	380 Florida

3. Writers and Authors Median Wages (2021)	\$28.76/Hourly, \$59,820/Annually
-Employment (2018)	4890 Employees
- Projected Growth (2018-2028)	4% Florida, Average
-Projected Job Openings (2018-2028)	540 Florida

*Mr. Dudley noted (and provided his portfolio) that he has authored articles independent of his previous roles with the newspapers. There may be a freelance market for these independent pieces. He may also wish to create freelance content in addition to any position he obtains, as this may offer an added outlet for his creativity and writing skills.

4. Broadcast Announcers and Radio Disc Jockey \$18.09/Hourly, \$37,630/Annually
 -Employment (2018) 1820 Employees
 - Projected Growth (2018-2028) -6% Florida, Average
 -Projected Job Openings (2018-2028) 190 Florida

*Please note that this recommendation is offered as an alternative to print journalism as a means of expanding his options. He has the qualifications to enter jobs in this category. He did not express a desire to enter Broadcast journalism, however, it is a choice that he can consider.

5. Search Marketing Strategist Median Wages (21) \$29.31/Hourly, \$60,950/Annually
 - Employment (2018) 11,850 Employees
 - Projected Growth (2018-2028) 16% Florida, Much Faster than average
 - Projected Job Openings (2018-2028) 1120 Florida

*This area can also include writing for websites and other on-line publications. This would, however, entail some additional technology training beyond the assistive technology training that he needs. If he would like to expand his employment options within the sphere of careers in Journalism, he may wish to explore this rapid growing area. In terms of training, he may wish to take an on-line SEO certification course such as [Search Engine Optimization f\(SEO\) eLearning Bundle Course - Certstaffix Training](#). This course is 6 months in length, and costs \$300. This certification would not only expand his options in journalism but may also allow him to expand into other areas that may be of interest to him, and be compatible with his interests, such as a Social Media Manager.

Employability/Placeability

Mr. Dudley possesses several characteristics, skills, and abilities that would make him an excellent candidate for successful placement. Specifically, he is punctual, prepared, dresses and grooms appropriately. He has a friendly and cooperative demeanor, can effectively communicate verbally and in writing, is meticulous and works diligently. He also possesses the ability to have above average computer skills (once he has completed assistive technology training), which is imperative for most occupations in today's labor market. His options can also be expanded with little additional training, which could parlay his computer and writing skills into a career in web-based content creation for online publications or managing social media content. He has low self-confidence, which may hinder his job search and successful placement, as he may not feel qualified, or he may hesitate to respond to job postings due to him being uncertain of his skills. An ideal work environment for him would be an office setting that allows him to interact with others, and in which he is authoring articles based on research, investigation, and interviews; rather than, observing what is happening at a crime scene or concert. He would also benefit from either returning to work in a part-time capacity, at first, with a gradual buildup of hours, or participating in a 2 to 3 month OJT in order to build up his stamina. An accommodation for a flexible schedule and additional breaks may be a helpful alternative to beginning part time or participating in an OJT, as this would also give him a chance to rest, take medications, work from home, or take time off if he is dealing with headache pain. Lastly, he would benefit from

working with an Employment Specialist to hone his interviewing skills and develop strategies for reducing the negative impact of his 3-year employment gap.

Based on the records available, as well as the information and data collected at the time of the evaluation, Mr. Dudley's prognosis for a successful employment outcome is very good, overall. The vocational evaluator reserves the right to modify or amend these options should new information become available.

Respectfully Submitted,

Wendy D. Vance

THE DATE October 13, 2022

Wendy D. Vance, MS.Ed, CRC, CVE
Vocational Evaluator

Report Date

Appendix A – Test Scores

Aptitude and Ability

<i>Career Ability Placement Survey (CAPS)</i>	Stanine	Performance Range
Mechanical Reasoning	3	Below average
Spatial Relations	-	Not Administered
Verbal Reasoning	5	Above Average
Numerical Ability	3	Below Average
Language Usage	5	Above Average
Word Knowledge	5	Above Average
Perceptual Speed/Accuracy	4	Average

Interest, Value, and Personality

Career Occupational Preference System (COPS)

Interest Categories:

- Clerical
- Communication

<i>The Career Ability Placement Survey (CAPS)</i>	
Work Values	
Investigative	values acquiring knowledge and solving complex problems
Carefree	Client values activities where others take care of equipment and keep things in good working order. They enjoy the creative aspects of projects that use the imagination.
Social	Client would like an environment in which he works with and/or helps others

Work Samples

Therapist's Portable Assessment Laboratory (T-PAL)

Payroll Computation

90th percentile - Superior

Patient Information Memo

75th percentile - Above average

<i>Typing Master</i>	Gross Speed	Accuracy	Net Speed
Trial 1	35 wpm	89%	31 wpm
Trial 2	37 wpm	89%	32 wpm
Trial 3	40 wpm	90%	36 wpm

Appendix B- Resources

Recreation and Leisure

Sportability Alliance –

Phone: 850-201-2944

Website: [SportsAbility \(fdoa.org\)](http://SportsAbility(fdoa.org))

Dog Guides

School List

[Guide Dog Training Schools - Guide Dog Users, Inc. \(GDUI\) \(guidedogusersinc.org\)](http://GuideDogTrainingSchools-GuideDogUsers,Inc.(GDUI)(guidedogusersinc.org))

Information about service animals –

National ADA Network - [Service Animals and Emotional Support Animals | ADA National Network \(adata.org\)](http://ServiceAnimalsandEmotionalSupportAnimals|ADANationalNetwork(adata.org))

US Department of Justice - [Frequently Asked Questions about Service Animals and the ADA](http://FrequentlyAskedQuestionsaboutServiceAnimalsandtheADA))

Traumatic Brain Injury Support

Traumatic Brain Injury Association of America –

Phone - 1-800-444-6443

Website - [Florida - Brain Injury Association of America \(biausa.org\)](http://Florida-BrainInjuryAssociationofAmerica(biausa.org))

Disclaimer: This document has been created for promotional purposes. The individuals and places that are described in this sample report are fictitious, any resemblance to any individual living or dead is unintended and purely coincidental. The data presented is intended to highlight the type of report that a client, VR counselor, or attorney can expect to receive upon the completion of a vocational evaluation through Dogwood Disability Consulting.