



# Global Assessment & Consulting, LLC.

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## SAMPLE REPORT

### COMPREHENSIVE VOCATIONAL EVALUATION

**Date: December 31, 2023**

#### Client:

**Name:** Thomas J. Wilson  
**VR ID:** VR9500000  
**Invoice#:** ROTW2221  
**DOB:** 08/16/1997  
**Age:** 21  
**Location:** Sarasota, Florida  
**Evaluation Date:** 12/11/2023  
**Prepared by:** Amy Campbell

#### Referral Source:

**Jessie Brochford, VR Counselor**  
**Florida Department of Education**  
**Division of Vocational Rehabilitation**  
**3660 N. Washington Blvd Rm 216**  
**Sarasota, Florida 34234**  
**Referral Date:** 12/5/2023  
**Referral Received:** 12/5/2023

### INFORMATION AND DIAGNOSIS

Mr. Thomas J. Wilson was referred to Global Assessments & Consulting, LLC on December 5, 2023 by Ms. Jessie Brochford VR Counselor for Florida Department of Education Division of Vocational Rehabilitation. Mr. Wilson was evaluated on December 11, 2023 at the Selby Public Library in Sarasota, Florida.

#### **The following documentation accompanied the referral form:**

- Florida Department of Education Division of Vocational Rehabilitation Evaluation Referral Form dated ; 12/5/2023.
- Florida Department of Education Division of Vocational Rehabilitation Preliminary Assessment Interviewing Tool.
- Physician/ARNP Documentation OP Psychiatric Evaluation; Martha M. Donaldson ARNP - February 01, 2019

### **Diagnosed Impression by Karen Campbell, ARNP**

- ◆ADHD
- ◆ Developmental Disorder of scholastic skills, unspecified
- ◆Other mixed anxiety disorders
- ◆Bipolar disorder, unspecified

### **Preliminary Assessment Notes by VR Counselor**

◆ASD: Asperger's and Cerebral Palsy with developmental delays with communication, speech and processing

**Services Requested:** Comprehensive Vocational Evaluation

### **Specific Referral Questions to Be Answered**

☒ Comprehensive Vocational Evaluation

1.   X   What is this individual's academic achievement level?
2.        What is the individual's I.Q. level?
3.   X   What is the vocational interest of the individual?
4.        Can this individual return to work at previous occupation?
5.   X   Does this individual have transferable skills?
6.   X   Is this individual ready for direct job placement?
7.   X   Can this individual/tolerate a full day of work?
8.   X   Is this individual employable in part-time or full-time work?
9.   X   What are the individual's physical/motor skills?
10.   X   Does the individual stay on task?
11.   X   Does this individual demonstrate good attendance/punctuality?
12.        Does this individual perform in situation assessments conducted within the organization (facility/business).

### **INTERVIEW**

**Medical History** –Mr. Wilson reported he dislocated his right shoulder on two separate occasions. He has occasional pain but did not indicate any limitations with using his shoulder. He did not report any other physical disabilities or health issues.

**Medications** – Mr. Wilson is taking the following medication: Abilify for anxiety and a mood stabilizer.

**Psychiatric History** – Mr. Wilson reported having anger issues as well as mood difficulties. He is aware that he was diagnosed with anxiety, bipolar and development issues. He did not elaborate on them except to concur that he has these diagnoses. He reported taking medication for these conditions. He did not indicate he is presently involved in counseling.

**Criminal History** – Mr. Wilson denies any criminal history.

**Drug and Alcohol History** –Mr. Wilson denies the abuse of drugs or alcohol.

**Current Financial Status** – Mr. Wilson is unemployed and resides with his mother and her fiancé. His mother is a hostess at Dur Dutchman and her fiancé working in construction. Mr. Wilson receives \$750 per month from SSI.

**Transportation** – Mr. Wilson utilizes door to door SCAT transit service or his transportation is provided by his mother, her fiancé or his grandmother.

**Daily Activities** – Mr. Wilson described his day to day activities as follows: when he gets up in the morning he goes for a walk, watches YouTube, plays video games, listens to music and sleeps.

**Social Activities/Hobbies** – When Mr. Wilson was asked about his hobbies or social involvements, he stated he enjoys *“hanging out with his friends”*.

### **Personal Information**

- Mr. Wilson is a single, Caucasian male that resides 1000 Signal Point Circle , Unit 104 in Sarasota, Florida.
- Mr. Wilson is six feet, eight inches tall with a present weight of 200 pounds.
- Mr. Wilson is left-hand dominate.

**Education** – Mr. Wilson graduated in from Brandon River High School through his ESE Program in 2016.

**Vocational Skills**: Mr. Wilson attended Eater Seals for one year where he worked through an OJT program at Publix, bagging groceries. He also reported gaining some drywall experience but did not state where he had learned this skill. He stated he is good with technology and using the MAC program, but based on some of the questions asked pertaining to technology, he appears to have only very basic skills and being familiar with using the internet.

**Vocational Interest**: Mr. Wilson wants to work at a technology store.

**Work/Employment History** – Mr. Wilson worked in an OJT position at Publix, bagging grocery through the Easter Seals program.

### **BEHAVIORAL OBSERVATIONS**

**Punctual** – Mr. Wilson arrived on time for his evaluation. He was brought to the appointment by his mother and grandmother. The appointment was arranged around his mother’s day off per her request as she wanted to be present at the appointment.

**Dress/Attire** – Mr. Wilson was casually dressed in a plaid black and white shirt and blue jeans and wearing tennis shoes. He was well groomed.

**Interview Skills** – Mr. Wilson was polite but a bit nervous. Initially, his mother answered a couple of questions, but per our requests she left the building so that the interview and evaluation could be conducted with Mr. Wilson without her or his grandmother being present. Mr. Wilson has delayed speech and at times it took him a few seconds to answer. He also has slow cognitive processing and if he was asked a question, depending on the complexity of the question, it may take him several seconds to process and respond appropriately. He speaks slowly when responding. His ability to speak clearly was within average range. He was able to pronounce words and phrases clearly, but he needs a little time to answer. Mr. Wilson's attention span during the interview was poor. He can be easily distracted by anything that's within his eye view or hearing range such as conversations and movements nearby. He had to be redirected a couple of times to answering the questions when he got distracted. He appeared nervous at the beginning of the interview, as he may not be used to being interviewed without having either his mother or grandmother present and this may have added to his anxiety. He seemed to relax after about thirty minutes into the appointment. He didn't have problems recalling information that he knew. However, there were some specifics he was unable to answer and when his mother returned to pick him up, she was able to fill in where he could not.

**Concentration** –Mr. Wilson has difficulty remaining focused for extended periods. During the first hour he worked a lot longer on activities, but when he was placed on academic or achievement tests, he had a tendency to lose his focus after a while; especially when the work progressed to more challenging questions. Since he wasn't able to fully comprehend some of the material, he would veer away from the activity every few minutes; however, he was great about returning to his work on his own without being encouraged or prompted to do so. He seemed to genuinely put forth a conscious effort with everything he was presented with. Frequent breaks are necessary to help him regroup and return to an activity if the work is longer than about 10-15 to finish.

**Ability to Follow Instructions** – Mr. Wilson has a hard time following instruction if it involves a combination of visual presentation and verbal instructions unless the instructions are placed in simpler terms and administered through a step by step process, to allow him to process when he hears and sees. He cannot handle being given too much information at once. He cannot handle multi-tasking as this will eventually cause confusion if he is not familiar with what he's doing. He tried very hard to work on tasks, but if the activity involves timed limits, he would get very nervous/anxious. He expressed on one of the activities: "*I'm trying*". He seemed to get a bit anxious if he feels he is running out of time or if he thinks he's not doing the task correctly. He needs to be reassured from time to time when he is working correctly. When he started on the SRA Pictorial Reasoning, he initially had trouble understanding differences between groups of pictures that look similar and having to pick out the incorrect picture in the group. It took him a while to finally understand this process. Afterwards, he was able to work through it but only with the very simple and easy pictures. As this test got more complicated, he got a bit more nervous. He wasn't able to comprehend some tasks after it progressed to a higher level. He cannot work with speed as he needs time to process what he sees; even if he has had some knowledge with doing the activity. In terms of follow-through Mr. Wilson was very good about wanting to finish what he started. He doesn't like to leave tasks incomplete, even if he has little or no skill with doing the assignment. He will try as much as possible. He scored below average range on achievement tests and he was unable to work with speed on the hand dexterity and manipulation test. Multi-tasking using various hand movements was too hard for him to process, even with frequent instructions and hands-on demonstration. Mr. Wilson will not be able to work with time constraints and he doesn't work well under pressure and he needs time to process what he sees and hears.

**Stress Level** –Mr. Wilson was a little nervous when he was first arrived after his mother left. He showed signs of stress and nervousness when he was exposed to challenging tasks or timed activities.

**Observation Summary** – Mr. Wilson is going to need time to follow through with any task. He cannot be rushed. He doesn't do well with anything involving academics such as reading comprehension and math computation. He will not be able to work where written communication is required unless it is very simple and repetitive such as putting down a number or words in certain space every time.

Mr. Wilson needs simple repetitive work that he can learn within a couple days is helpful for him. He possesses the potential to work independent of constant supervision. He has worked as a grocery bagger so he's familiar with working in public and around customers. Mr. Wilson can be counted on to finish what he's assigned to do as long as he knows exactly what to do and how to perform and he's given ample time without any high expectations of finishing within a certain time limit or having to produce a certain amount within a given time period. Supportive Employment would be the most suitable starting point to allow him to be acclimated to working in a paid position and where he can learn what's expected of him as an employee. When he has mastered a certain skill, Mr. Wilson can transition into job placement. He will need Job Coaching assistance and monitoring for a few weeks to help him transition to working. Starting part-time at an average of 20-25 hours per week and then gradually being introduced to more hours would be more realistic for him.

### **EVALUATION/PSYCHOMETRIC TESTING**

Mr. Wilson was administered twelve (12) tests which include the Clinical Interview to evaluate his overall aptitude, achievement, vocational interest and abilities, cognitive abilities, reasoning capabilities, personality and personal preferences.

#### **Tests Administered:**

1. Wide Range Achievement Test
2. Interest Inventory Survey
4. Minnesota Clerical Sorting Test
5. SRA Pictorial Test
6. Physical Assessment Review
7. Test of Adult Basic Education (TABE)
8. Neurological Assessment Review
9. Self-Directed Search Inventory
10. Wonderlic Personnel Test
11. Purdue Pegboard Dexterity Test
12. C.I.T.E. Learning Styles Instrument

### **TEST RESULTS**

#### **♦ C.I.T.E. LEARNING STYLES INSTRUMENT**

Covers two auditory language measurements, two numerical measurements, and one individual and group learning measurement, with an overall preference score. Measures learning capabilities in terms of Work Conditions, Expressive Preferences, and Information Gathering.

#### **Results:**

#### **Work Conditions:**

#### **Individual Learner**

Mr. Wilson gets more work done alone. He thinks best and remembers more when the learning has been done alone. He cares more for his own opinions than for the ideas of others. Teachers or employers do not have difficulty keeping this person from over socializing during class although he is

socially inclined.

**Expressive Preferences:**

**Oral expressive**

Mr. Wilson prefers to tell what he or she knows. He or she talks fluently, comfortably and clearly. Employers may find that this learner knows more than written information. He or she is probably less shy than others about giving reports or talking to the employer or coworkers. The muscular coordination involved in writing may be difficult. Organizing and putting thoughts on paper may be too slow and tedious a task for Mr. Wilson.

**Information Gathering:**

**Auditory-Visual-Kinesthetic Combination**

The A-V-K student learns best by experience- doing, self-involvement. He or she profits from a combination of stimuli. The manipulation of material along with accompanying sight and sound (words and numbers seen and heard) will aid his or her learning. Mr. Wilson may not seem to understand or be able to concentrate or work unless totally involved. He or she seeks to handle and touch and work with what he or she is learning.

**♦ READING FREE VOCATIONAL INTEREST INVENTORY**

Measuring vocational interest is several categories through picture associations, which is non-reading. Used for persons with low reading aptitude, functional illiteracy, non-speaking, or hearing impaired.

**Results:**

Mr. Wilson job interests were identified as:

- Automotive
- Animal Care
- Laundry Service
- Materials Handling

**♦ INTEREST INVENTORY** – measures vocational areas in six separate categories; extracting the two highest vocational areas of interests. The six categories include: Technical, Education & Social, Science, Arts, Clerical and Business.

**Results:** Mr. Wilson results displayed interest in **Technical, Business and Art.**

### ◆MINNESOTA CLERICAL

Measures vocational abilities; yielding information about speed and accuracy, and readiness to work within an office environment, as a data entry clerk or on a general office capacity. The Minnesota consists of pairs of names and the other pairs of numbers. If the two numbers of a pair are exactly the same, the answer is correct.

Designed to measure elements of perceptual speed and accuracy of the type required to perform various clerical activities.

**68/200 -Numbers**

**63/200 -Names**

**Results: 30<sup>th</sup> percentile.**

Mr. Wilson results indicate low average performance for working in clerical sorting tasks involving numerical and name entries. The results indicate that Mr. Wilson cannot work in jobs where speed and time limits are a factor for repetitious jobs.

### ◆SRA PICTORIAL REASONING

Used to measure learning potential of individuals from diverse backgrounds with reading difficulties whose potential for training and employment cannot be reliably measured verbally.

**Results: Mr. Wilson obtained 5-26 correct answers of 80 questions** – below 10-28% percentile – very low average reasoning skills. He cannot be left to handle basic learned tasks and must be guided with a direct approach to learning. He cannot be left to observe or reason. It would be difficult for him to work any activity that required decision making tasks.

### ◆SELF DIRECTED SEARCH

Measures vocational interest and abilities; yielding information about personality and the vocational preferences of the client, using the Holland Occupational Interest codes. This tool is used in vocational evaluation to assist the counselor in better interpreting the likes and dislikes of the client, therefor increasing likeliness of job retention and satisfaction. The SDS provides three of six vocational codes which can be compared to job characteristics to determine the client's potential for job satisfaction in any particular working environment.

**Holland Interest Profile: E R A**

**Enterprising - managerial and sales occupations (also includes business ownership).**

**Realistic – technical and trade occupations**

**Artistic - artistic, musical, and literary occupations.**

**The occupations that reveal themselves as a result of the Holland Interest Profile are as follows**

Manager, General	Plant Supervisor
Sewing Room Supervisor	Maintenance Superintendent
Railway Equipment Operator	Food and Beverage Manager
Cook	Marine Service Manager
Process Artist (Printing)	Process Artist (Publishing)
Dental Ceramist Assistant	Fire Fighter
Safety and Equipment Developer	Sculptor

Artist, Body Make-up  
Crafter (Jewelry-Silver)  
Lay-Out Former  
Pastry Chef  
Memorial Designer

Salesperson, Retail  
Displayer, Merchandise  
Miniature, Set Constructor  
Cake Decorator  
Miniature, Set Constructor

### ◆ **PURDUE PEGBOARD DEXTERITY & HAND MANIPULATION**

The Purdue Pegboard measures two types of dexterity. One involving gross movement of hands, fingers, and arms and the other involving primarily what may be called an assembly or fingertip dexterity. Five separate scores are generally utilized in the application: (1) right hand, (2) left hand, (3) both hands, (4) right + left + both hands, (5) assembly. The test is also an indicator of laterality of brain damage. The test is used in various applications and often as a test of dexterity in the selection of employees for industrial jobs, such as assembly, packing, operation of machines, and other manual jobs.

#### **Results:**

<u>Subtest</u>	<u>Problem Type</u>	<u>Raw Score</u>
1	right hand	11
2	left hand	11
3	both hands	9
4	right + left + both hands	5
5	assembly	6

Mr. Wilson demonstrated low average dexterity with eye/hand coordination, right and left hands movements and multitasking. He had a hard time working with speed and when he was required to simulate changes with his hand movements, he wasn't able to successfully complete this task without working very slowly as he needed time to process the multitasking portion. He will be able to do very simple, repetitive hand movements but he cannot be held to time limits or having to finish a certain amount in a given time.

### ◆ **Wonderlic Personnel Test (WPT)**

The Wonderlic Personnel Test was designed for testing adults in business and industrial situations. It is an indicator of future promotion and reassignment possibilities. Because the test score is highly predictive of success in learning situations, it is frequently used as a selection and counseling tool in both industrial training and post secondary education.

The WPT is a highly accurate estimate of individual adult intelligence. The test is a measure of "g" general intellectual capacity. General is a condition of the mind that crosses boundaries of the individual abilities to promote effective learning, efficient and accurate problem solving and clear communication.



**Results: 5****Raw Score 9 or Less**

Job Potential: Use very simple tools and equipment, repair furniture; assist electrician; simple carpentry; domestic work. 13% of the population score within this range.

Education Potential: Armed forces IQ cut off score between 75 - 80. Central tendency for 7th grade WPT 9.

Training Potential: Unlikely to benefit from formalized training setting; successful using simple tools under consistent supervision.

◆ **WIDE RANGE ACHIEVEMENT TEST REVISED LEVEL III (WRAT-R3)**

The WRAT-R3 is a convenient tool for the study of the basic school codes of reading, written spelling, and arithmetic computation. It was designed as an adjunct to tests of intelligence and behavior adjustment. Its use is widespread in both the US and abroad.

The results obtained on the WRAT-R3 are used: to determine if remedial study is required prior to post high school studies; as a precursory indicator of dyslexia; as an indicator of training ability; and to determine level general ability in the areas tested.

**Results:****SUBTEST      GRADE LEVEL EQUIVALENT**

Reading      4<sup>th</sup> grade level

Spelling      3<sup>rd</sup> grade level

◆ **TESTS OF ADULT BASIC EDUCATION**

The Tests of Adult Basic Education (TABE) help adult education teachers effectively plan individual and group instruction. These tests assess basic reading, mathematics, and language skills using content and language appropriate for adults. TABE assessment yields objectives mastery information for skills usually learned at Grades 1 through 12, and they provide grade equivalent scores as well as percentile and scaled scores.

Test Results										
Content Area	Level	Number of Questions			Scale Score	Grade Equivalent	National Percentile	Normal Curve Equivalent	National Stanine	% Objectives Mastery
		Total	Correct	Attempted						
Reading	D	25	11	25	238	3.5	5	16	3	12
Math Computation	D	20	7	20	213	2.9	11	14	3	
Language Mechanics	D	20	5	20	208	2.0	8	4	2	0
Total Battery**	D	65	23	65	217	3.0	70	69	6	

◆ **PHYSICAL ASSESSMENT REVIEW**- The individual completes and three page self-assessment of their overall physical status which includes: musculoskeletal, gastrointestinal, cardiovascular, respiratory, eyes, ears, nose, sinuses, mouth and throat. The purpose of this review is to ascertain any physical problems, limitations or defects which may impact the person's ability to function in the workplace.

**Results:** Mr. Wilson reports the following physical issues:

◆ **Musculoskeletal**

\* Shoulder pain

◆ **NEUROLOGICAL ASSESSMENT REVIEW** – The individual completes a short self-assessment of their neurological and psychiatric status from their perspective. The assessment contains such questions as memory issues, seizures or alterations in consciousness. The psychiatric portion presents questions pertaining to mood, thoughts, judgment and insight. The purpose of this review is to ascertain any neurological and mood/psychiatric concerns that the individual would like to disclose concerning about themselves.

**Results:** Mr. Wilson reports the following neurological and psychiatric issues.

◆ **Neurologic**

\*loss of feeling or numbness in part of your body

\*sleep difficulties

\*memory difficulties

◆ **Psychiatric**

\*nervousness (anxiety)

**TRANSFERABLE SKILLS ANALYSIS**

Three skills categories are reviewed for the purpose of conducting a transferable skills analysis. These are functional skills, transferable skills, and job skills. These skills have been learned at home, in social settings, and on the job. Any skills which are obsolete due to the disability are removed from the set. The remaining skills are compiled into a set that can be used to research the Dictionary of Occupational Titles to determine if alternate job titles exist that Mr. Wilson can do without additional training. The job set is based on previous work history only. It comprises jobs that are related in some way to the work history and usually lie in similar work fields. Although these are jobs that Mr. Wilson can do with little or no additional training, they may be jobs that Mr. Wilson is not interested in performing.

The list of jobs below is given for the purpose of educating the vocational counselor as to the types of jobs Mr. Wilson can do without training. It is not an exclusive list. There may be other jobs Mr. Wilson can perform with either short duration or long term formalized training, such as vocational school. The counselor should look to the summary section of this report to locate the recommended job placement or training options suitable for Mr.

Wilson.

**I. WORK HISTORY FIELDS**

- Food service

**II. TRANSFERABLE SKILLS**

- Bagger

**LABOR MARKET SURVEY**

Labor Market Survey is performed to determine employability and the existence and/or availability of jobs in the local job market. The LMS is based on the information contained in the vocational evaluation as well as any prior work experience, education and training history. **A labor market survey table was not provided with this report because less than regular part-time hours are recommended. Special accommodations must be implemented to assist Mr. Wilson with working.**

**SUMMARY**

Mr. Thomas J. Wilson was referred to Global Assessments & Consulting, LLC on December 5, 2023 by Ms. Jessie Brochford VR Counselor for Florida Department of Education Division of Vocational Rehabilitation. Mr. Wilson was evaluated on December 11, 2023 at the Selby Public Library in Sarasota, Florida. The **following documentation accompanied the referral form:** Florida Department of Education Division of Vocational Rehabilitation Preliminary Assessment Interviewing Tool and Physician/ARNP Documentation OP Psychiatric Evaluation; Martha M. Donaldson ARNP.

Mr. Wilson is a 21 year-old Caucasian male. He resides with his mother in Sarasota, Florida. He has graduated from high school and participated in the Easter Seals program where he worked as a grocery bagger at Publix. He is interested in gaining employment to become independent.

Mr. Wilson was polite but a bit nervous. He has delayed speech and at times it took him a few seconds to answer. He also has slow cognitive processing and if he was asked a question, depending on the complexity of the question, it may take him several seconds to process and respond appropriately. Mr. Wilson's attention span during the interview was poor. He can be easily distracted by anything that's within his eye view or hearing range such as conversations and movements nearby. He didn't have problems recalling information that he knew. However, there were some specifics he was unable to answer and when his mother returned to pick him up, she was able to fill in where he could not. During the first hour he worked a lot longer on activities, but when he was placed on academic or achievement tests, he had a tendency to lose his focus after a while; especially when the work progressed to more challenging questions. He seemed to genuinely put forth a conscious effort with everything he was presented with. Frequent breaks are necessary to help him regroup. He has a hard time following instruction if it involves a combination of visual presentation and verbal instructions unless the instructions are placed in simpler terms and administered through a step by step process, to allow him to process

when he hears and sees.

When Mr. Wilson started on the SRA Pictorial Reasoning, he initially had trouble understanding differences between groups of pictures that look similar and having to pick out the incorrect picture in the group. It took Mr. Wilson a while to finally understand this process. In terms of follow-through Mr. Wilson was very good about wanting to finish what he started. Mr. Wilson needs simple repetitive work that he can learn within a couple days is helpful for him. He possesses the potential to work independent of constant supervision. Supportive Employment services would be the most suitable starting point to allow him to be acclimated to working in a paid position and where he can learn what's expected of him as an employee. He will need Job Coaching assistance when he is ready to be assisted with job placement. Starting part-time at an average of 20-25 hours per week and then gradually being introduced to more hours would be more realistic for him. Mr. Wilson will need work accommodations to help him maintain a job.

### **REQUIRED WORK ACCOMMODATIONS**

- 1)no academic duties
- 2.repetitive job assignments (simple and easy to learn)
- 3) no written communication
- 4) no strict time limits with completing tasks
- 5) allow him plenty of time to process what he's learning
- 6) allow plenty of time to complete job tasks
- 7) no demands on how much work he must produce per day
- 8) job coaching assistance and monitoring when transition into the workforce
- 8) regular monitoring
- 9) no heavy and repetitive lifting due to shoulder problems

#### **Vocational Strengths/Assets**

- Polite
- Internet capable
- Motivated to work

#### **Vocational Limitations/Liabilities**

- Diagnosed Bipolar Disorder
- Diagnosed with anxiety and ADHD
- Slow cognitive processing
- Works slowly
- Very Low academic and aptitude level
- Needs time to learn using hands-on approach
- Report shoulder injury
- Low reasoning and observations skills
- Processes non-verbal information slowly
- Requires time to complete tasks
- Cannot work with strict time limits
- Can only work part-time
- Should not work in high demand jobs or stressful situations

## **EMPLOYMENT EXPLORATION**

### **Specific Referral Questions To Be Answered:**

**1. X What is this individual's academic achievement level?**

*The Tests of Adult Basic Education (TABE) reported Mr. Wilson's at 3.5 reading, 2.9 math computation and 3.0 language. The WRAT reported 4<sup>th</sup> grade reading level and third grade spelling.*

**2. N/A**

**3. X What is the vocational interest of the individual?**

*Mr. Wilson is interested in working with technology at a store. His SDS and other interest reveal Technology/mechanical, artistic and business occupations.*

**4. N/A**

**5. X Does this individual have transferable skills?**

*Mr. Wilson has worked OJT as a grocery bagger, but he has no other transferable abilities.*

**6. X Is this individual ready for direct job placement?**

*Mr. Wilson is not ready for direct job placement. He needs help with locating a positions that will allow work accommodations.*

**7. X Can this individual/tolerate a full day of work?**

*Mr. Wilson cannot tolerate a full day of work at this time.*

**8. X Is this individual employable in part-time or full-time work?**

*Mr. Wilson is considered employable in part-time work.*

**9. X What are the individual's physical/motor skills?**

*Mr. Wilson reports a dislocated shoulder where he experiences occasional pain.*

**10.X Does the individual stay on task?**

*Mr. Wilson has problems remaining on tasks due to ADHD.*

**11.X Does the individual demonstrate good attendance/punctuality?**

*Yes, Mr. Wilson demonstrate punctuality as he arrived on time for his evaluation.*

## **EMPLOYMENT RECOMMENDATIONS**

Mr. Wilson needs Supportive Assistance with learning a simple trade and then he can receive job coaching assistance with job placement in a part-time job. HE will require certain work accommodations.

### **☐920.587-018 PACKAGER, HAND (any industry) alternate titles: hand packager**

Packages materials and products manually, performing any combination of following duties: Cleans packaging containers. Lines and pads crates and assembles cartons. Obtains and sorts product. Wraps protective material around product. Starts, stops, and regulates speed of conveyor. Inserts or pours product into containers or fills containers from spout or chute. Weighs containers and adjusts quantity. Nails, glues, or closes and seals containers. Labels containers, container tags, or products. Sorts bundles or filled containers. Packs special arrangements or selections of product. Inspects materials, products, and containers at each step of packaging process. Records information, such as weight, time, and date packaged. May stack, separate, count, pack, wrap, and weigh bakery products and be designated Bakery Worker (bakery products). May apply preservative to aircraft and spaceship parts, package parts for shipment, and be designated Wrapper and Preserver (aircraft mf). May be designated according to whether high-production or small-lot packaging as Fancy Packer (retail trade; wholesale tr.); Packaging-Line Attendant (any industry); specific packaging duty performed as filling, wrapping, packing, labeling, and container cleaning as Sack Sewer, Hand (any industry); kinds of equipment used or product packaged as Candle Wrapper (fabrication, nec); Carton Stapler (any industry); or whether packager performs associated duties as final assembly before packaging product as Novelty-Balloon Assembler And Packer (rubber goods). May weigh and package meat in retail store and be designated Meat Wrapper (retail trade). May be designated: Bagger (any industry); Bow Maker, Gift Wrapping (any industry); Box Maker, Cardboard (any industry); Box Wrapper (any industry); Bundler (any industry); Candy Packer (sugar & conf.); Caser, Rolled Glass (glass mf); Coil Strapper (steel & rel.); Container Filler (any industry); Filler (any industry); Furniture Packer (retail

### **☐410.674-010 ANIMAL CARETAKER (any industry) alternate titles: animal attendant; farmworker, animal**

Performs any combination of following duties to attend animals, such as mice, canaries, guinea pigs, mink, dogs, and monkeys, on farms and in facilities, such as kennels, pounds, hospitals, and laboratories: Feeds and waters animals according to schedules. Cleans and disinfects cages, pens, and yards and sterilizes laboratory equipment and surgical instruments. Examines animals for signs of illness and treats them according to instructions. Transfers animals between quarters. Adjusts controls to regulate temperature and humidity of animals' quarters. Records information according to instructions, such as genealogy, diet, weight, medications, food intake, and license number. Anesthetizes, inoculates, shaves, bathes, clips, and grooms animals. Repairs cages, pens, or fenced yards. May kill and skin animals, such as fox and rabbit, and pack pelts in crates. May be designated according to place worked such as Dog-Pound Attendant (government ser.); Farmworker, Fur (agriculture); Helper, Animal Laboratory (pharmaceut.); Kennel Attendant (agriculture); Pet Shop Attendant (retail trade); Veterinary-Hospital Attendant (medical ser.).

**GOE: 03.03.02 STRENGTH: M GED: R2 M1 L1 SVP: 4 DLU: 80**

### **☐412.674-014 ANIMAL-NURSERY WORKER (amuse. & rec.; museums) alternate titles: children's zoo**

Cares for newborn and young animals in zoo nursery and exhibit area: Prepares liquid formula, cereal, and other foods for young animals according to direction of ZOO VETERINARIAN (medical ser.) 073.101-018 and

prepares standard diet foods for mothers of newborn animals according to requirements of species. Fills sterilized nursing bottles with formula and feeds animals that have been orphaned or deserted, or that require food in addition to that provided by mother. Observes newborn animals to detect indications of abnormality or disease, and notifies ZOO VETERINARIAN (medical ser.) when such indications are evident. Periodically conducts physical examination of young animals, performing such tasks as taking temperatures, blood pressure, and pulse rate, and weighing and measuring animals. Maintains records of animal weights, sizes, and physical conditions to be used in zoo account of animals born in captivity. Adjusts humidity and temperature controls to maintain specified environmental conditions in nursery or exhibit area. Installs equipment such as infrared light stands, cribs, or feeding devices in young animal exhibit area. Explains to visitors' procedures for care and feeding of young animals, and answers questions concerning factors such as native habitats and breeding habits. Observes children petting or feeding animals in designated area and cautions children against activities that might be harmful to animals.

**GOE: 03.03.02 STRENGTH: M GED: R3 M2 L3 SVP: 4 DLU: 86**

**☐524.687-022 BAKERY WORKER, CONVEYOR LINE (bakery products)**

Performs any combination of following tasks in preparation of cakes along conveyor line: Reads production schedule or receives instructions regarding bakery products that require filling and icing. Inspects cakes moving along conveyor to detect defects and removes defective cakes from conveyor to reject bins. Positions cakes on conveyor for application of filling or icing by machine, observes filling or icing application to ensure uniform coverage, and places additional cake layers on coated layers, depending on number of cake layers in product. Observes cakes moving under automatic topping shaker and cake cutting machine to ensure uniform topping application and cutting. Smooths iced edges of cake, using spatula, and moves decorating tool over top of designated cakes to apply specified appearance. Notifies supervisor of malfunctions. **GOE: 06.04.28 STRENGTH: L GED: R1 M1 L1 SVP: 2 DLU: 86**

**☐410.684-010 FARMWORKER, DAIRY (agriculture) alternate titles: laborer, dairy farm**

Performs any combination of following tasks on dairy farm: Washes and sprays cows with water, insecticides, and repellants. Flushes, brushes, and scrapes refuse from walls and floors to minimize infestation. Examines cows and reports estrus, injuries, and disease to supervisor. Administers prescribed treatments and reports problems requiring veterinary attention to supervisor. Weighs, loads, mixes, and distributes feed. Replaces bedding in stalls. Herds cows from milking parlor to pasture. Loads animals to be sold onto trucks. Cleans and sterilizes milk containers and equipment, and tends pumps that automatically clean milk pipelines. Milks cows by hand and using milking machine. Cultivates, harvests, and stores feed crops, using farm equipment, such as trucks and tractors. May build and maintain fences and farm facilities. May repair and lubricate equipment and machinery. May maintain data, such as breeding and cost records.

**☐302.685-010 LAUNDRY WORKER, DOMESTIC (domestic ser.)**

Tends automatic washing and drying machines to clean and dry household articles and presses household articles, using hand iron: Sorts articles by color and fabric, and loads into automatic washing machine. Adjusts machine settings for temperature, water level, and time duration of wash. Adds measured amounts of detergent, bluing, starches, and fabric softener as required. Removes articles from washer and loads into dryer. Sorts, irons, and folds dried articles. May iron only [IRONER (domestic ser.)]. May perform other housework [HOUSE WORKER, GENERAL (domestic ser.)]. May use electric ironing machine.

**☐361.684-010 LAUNDERER, HAND (laundry & rel.)**

Washes, dries, and irons articles in hand-laundries and laundromats, using equipment, such as hand iron, and small washing and drying machines: Sorts articles on worktable or in baskets on floor to separate special washes, such as fugitives and starch work. Loads and unloads washing and drying machines, and adds detergent powder and bleach as required. Folds fluff-dry articles preparatory to wrapping. Presses wearing apparel, using hand iron [PRESSER, HAND (any industry)]. Assembles, wraps, or bags laundered articles for delivery to customer. Some hand laundries are machine-equipped and only touching-up is done by hand iron; in others, some articles, such as flatwork and shirts, are sent to larger machine-equipped plants.

**☐369.687-018 FOLDER (laundry & rel.)**

Folds fluff-dried or pressed laundry, such as shirts, towels, uniforms, and jackets: Shakes out, smooths, folds, sorts, and stacks wash according to identification tags. Inspects pressed laundry for holes or tears, and separates defective articles for transfer to repair department. Folds laundry, preparatory to wrapping, for delivery to customer. Folds pressed shirts around cardboard forms and inserts assembly in plastic bags. May attach missing buttons to articles, using button-sewing-machine or button-attaching machine. May unload tumbler. May turn socks, match pairs, and tie socks into bundles. May be designated according to type of laundry folded as Shirt Folder (laundry & rel.) I; Wearing-Apparel Folder (laundry & rel.).

**☐705.687-018 METAL SANDER AND FINISHER (furniture)**

Removes surface defects, such as burrs and pits, from metal furniture parts and polishes surface: Positions parts in holding device and removes surface defects with hand sanding machine, sandpaper, or file. Polishes surface to smooth finish, using such materials as cleaning powder, pumice, or steel wool. Wipes surface clean

with cloth and stacks finished parts. **GOE: 06.04.24 STRENGTH: L GED: R2 M1 L1 SVP: 3 DLU: 77**

**☐706.687-010 ASSEMBLER, PRODUCTION (any industry)**

Performs repetitive bench or line assembly operations to mass-produce products, such as automobile or tractor radiators, blower wheels, refrigerators, or gas stoves: Places parts in specified relationship to each other. Bolts, clips, screws, cements, or otherwise fastens parts together by hand, or using handtools or portable power tools. May tend machines, such as arbor presses or riveting machine, to perform force fitting or fastening operations on assembly line. May be assigned to different work stations as production needs require. May work on line where tasks vary as different model of same article moves along line. May be designated according to part or product produced. **GOE: 06.04.22 STRENGTH: L GED: R2 M1 L1 SVP:**

**2 DLU: 80**

**•Assembler, Small Products (any industry)** - Performs any combination of repetitive tasks on assembly line to mass produce small products. Positions parts in specified relationship to each other, using hands, tweezers, or tongs. Bolts, screws, clips, cements, or fastens parts together by hand or using hand tools or portable powered tools. Frequently works at bench as member of assembly group assembling one or two specific parts and passing unit to another worker.

A high school diploma is preferred for most positions. Following detailed assembly instructions requires basic reading skills, although many instructions rely on pictures and diagrams. Specialized training is required for some assembly jobs.



\*Average earnings range from \$20,749 to \$25,547.

**☐616.380-018 MACHINE OPERATOR I (any industry) **light duty** alternate titles: fabricating-machine operator**

Sets up and operates metal fabricating machines, such as brakes, rolls, shears, saws, and presses, to cut, bend, straighten, and form metal plates, sheets, and structural shapes according to blueprints and specifications: Reads and interprets blueprints, engineering specifications, and shop orders to determine machine setup, production methods, and sequence of operation. Selects, positions, and secures dies, blades, cutters, and fixtures onto machine, using rule, square, shims, templates, handtools, and built-in gauges. Positions and clamps stops, guides, and turntables. Adjusts controls to set and regulate machining factors, such as pressure and depth of ram stroke, adjustment rolls, blade angle, and machine speed. Locates and marks bending or cutting lines and reference points on workpiece, using instruments, such as rule and compass, or by tracing from templates. Positions workpiece against stops and guides or aligns layout marks with dies or cutting blades manually or using hoist. Starts machine and observes machine operation to reposition workpiece, change dies, or adjust machine settings for multiple or successive passes. Inspects or measures work, using rule, gauges, and templates. May operate machines to fabricate nonmetallic materials, such as composites or plastics. May set up and operate sheet-metal fabricating machines only and be designated Sheet-Metal-Fabricating-Machine Operator (any industry).

**☐929.687-030 MATERIAL HANDLER (any industry) **light duty** alternate titles: distributor; floor worker; line**

Loads, unloads, and moves materials within or near plant, yard, or work site, performing any combination of following duties: Reads work order or follows oral instructions to ascertain materials or containers to be moved. Opens containers, using steel cutters, crowbar, clawhammer, or other handtools. Loads and unloads materials onto or from pallets, trays, racks, and shelves by hand. Loads materials into vehicles and installs strapping, bracing, or padding to prevent shifting or damage in transit, using handtools. Conveys materials to or from storage or work sites to designated area, using handtruck, electric dolly, wheelbarrow, or other device. Secures lifting attachments to materials and conveys load to destination, using hand-operated crane or hoist, or signals crane or hoisting operators to move load to destination [LABORER, HOISTING (any industry) 921.667-022]. Counts, weighs, and records number of units of materials moved or handled on daily production sheet. Attaches identifying tags or labels to materials or marks information on cases, bales, or other containers.

**☐599.684-010 EQUIPMENT CLEANER (any industry) alternate titles: night cleaner**

Cleans and sterilizes machinery, utensils, and equipment used to process or store products, such as chemicals, paint, food, or beverages: Turns valves to drain machines or tanks and disconnects pipes, using wrenches. Sprays machines, tanks, and conveyors with water to loosen and remove dirt or other foreign matter. Scrubs machines, tanks, tables, pans, bowls, compartments, and conveyors, using brushes, rags, cleaning preparations, and diluted acids. Rinses articles with water, and dries them with compressed air. Scrubs floors and walls, using brushes, rags, and diluted acids. Connects hoses and lines to pump and starts pump to circulate cleaning and sterilizing solution through hoses and lines. Scrubs interior of disconnected pipes, valves, spigots, gauges, and meters, using spiral brushes. Mixes cleaning solutions and diluted acids, according to formula. Draws off samples of cleaning solutions from mixing tanks for laboratory analysis. May replace defective sections of metal coils and lines, using handtools, soldering iron, and pipe couplings. May lubricate machinery. May be designated according to equipment cleaned as Beer-Coil Cleaner (any

industry); Lard-Tub Washer (meat products); Line Cleaner (beverage; dairy products); Pipe Washer (dairy products). May sterilize equipment and be designated Equipment Sterilizer (dairy products).

**☐299.367-014 STOCK CLERK (retail trade) alternate titles: stock clerk, self-service store**

Inventories, stores, prices, and restocks merchandise displays in retail store: Takes inventory or examines merchandise to identify items to be reordered or replenished. Requisitions merchandise from supplier based on available space, merchandise on hand, customer demand, or advertised specials. Receives, opens, and unpacks cartons or crates of merchandise, checking invoice against items received. Stamps, attaches, or changes price tags on merchandise, referring to price list. Stocks storage areas and displays with new or transferred merchandise. Sets up advertising signs and displays merchandise on shelves, counters, or tables to attract customers and promote sales. Cleans display cases, shelves, and aisles. May itemize and total customer merchandise selection at checkout counter, using cash register, and accept cash or charge card for purchases. May pack customer purchases in bags or cartons. May transport packages to specified vehicle for customer. May be designated according to type of merchandise handled as Baked-Goods Stock Clerk (retail trade); Delicatessen-Goods Stock Clerk (retail trade); Discount-Variety-Store Stock Clerk (retail trade); Liquor-Store Stock Clerk (retail trade); Meat Stock Clerk (retail trade); Pharmacy Stock Clerk (retail trade); Produce Stock Clerk (retail trade); or type of store

**☐970.664-010 PAINTER HELPER, SIGN (any industry)**

Assists PAINTER, SIGN (any industry) to lay out and paint letters and designs to make signs, using handtools: Cleans display boards or other display surfaces to remove foreign matter and rough places, using scraper or scouring brush. Beats dust bag against stencil on display area to create pounce pattern. Traces over pounce pattern to prepare outline for PAINTER, SIGN (any industry) to follow, using pencil. Applies coat of base paint to display surface and paints background of display, using brushes and hand rollers. May mix paint according to established formulas. Performs other duties as described under HELPER (any industry) Master Title. **GOE: 01.06.03 STRENGTH: L GED: R3 M2 L3 SVP:**

**☐408.161-010 LANDSCAPE GARDENER (agriculture) alternate titles: landscaper**

Plans and executes small scale landscaping operations and maintains grounds and landscape of private and business residences: Participates with LABORER, LANDSCAPE (agriculture) in preparing and grading terrain, applying fertilizers, seeding and sodding lawns, and transplanting shrubs and plants, using manual and power-operated equipment. Plans lawns, and plants and cultivates them, using gardening implements and power-operated equipment. Plants new and repairs established lawns, using seed mixtures and fertilizers recommended for particular soil type and lawn location. Locates and plants shrubs, trees, and flowers selected by property owner or those recommended for particular landscape effect. Mows and trims lawns, using hand mower or power mower. Trims shrubs and cultivates gardens. Cleans grounds, using rakes, brooms, and hose. Sprays trees and shrubs, and applies supplemental liquid and dry nutrients to lawn and trees. May dig trenches and install drain tiles. May make repairs to concrete and asphalt walks and driveways.

**GOE: 03.01.03 STRENGTH: H GED: R4 M4 L4 SVP: 7 DLU: 77**

•**Retail Stock Clerk** -- Receives, stores, and issues sales floor merchandise. Stocks shelves, racks, cases, bins, and tables with merchandise; and arranges merchandise displays to attract customers. May periodically take physical count of stock or check and mark merchandise. Cleans display cases, shelves, and aisles. Works under immediate supervision. May require a high school diploma or its equivalent. No experience necessary.

\*Average earnings in Texas range from \$14,000 to \$28,100.

**Additional Jobs (with accommodations and limited work duties)**

- \*Grocery Bagger
- \*Wood Shop Helper
- \*Molding Machine Operator

**EDUCATIONAL RECOMMENDATIONS**

Mr. Wilson does not possess the academic abilities to pursue formal training.

**POST STAFFING**

At the end of the one-day evaluation, Mr. Wilson was reviewed on the reporting process and advised that his VR Counselor would receive the completed and comprehensive report; with the combined results of the one-day evaluation.

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Ms. Jessie Brochford, thank you for referring Mr. Wilson to Global Assessments & Consulting LLC for a Vocational Evaluation. Should you have any questions or if I may be of additional assistance, please feel free to contact me at (941)544-4595.

Respectfully submitted,



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Amy Campbell, Executive Director  
Vocational Evaluator

## RESOURCE MATERIALS

- ☐ Occupational Network Online
- ☐ The Dictionary of Occupational Titles; U.S. Department of Labor Volumes I & II, Fourth Edition
- ☐ Classification of Jobs, Volumes I & II; U.S. Department of Labor Administration, Fourth Edition.
- ☐ Selected Characteristics of Occupations; U.S. Department of Labor Administration, Fourth Edition.
- ☐ Occupational Outlook Handbook; U.S. Department of Labor, Fourth Edition
- ☐ Certified Rehabilitation Counselors Guide; Fourth Edition
- ☐ Revised Handbook for Analyzing Jobs; U.S. Department of Labor Administration
- ☐ Guide to Occupational Exploration; U.S. Department of Labor, Fourth Edition
- ☐ Medical, Psychosocial, and Vocational Aspects of Disability; Brodwin, Ph.D., Tellez, M.D.