RECIPE FOR A REPORT OF VOCATIONAL EVALUATION

Glossary of recurring abbreviations:

**BLS** (Bureau of Labor Statistics)
**CVE** (Certified Vocational Evaluator)
**DOT** (Dictionary of Occupational Titles)
**DVR** (Division of Vocational Rehabilitation)
**LMR** (Labor Market Research)
**SDS** (Self-Directed Search)
**SOC** (Standard Occupational Classification)
**SVP** (Specific Vocational Preparation)
**TS** (Transferable Skills)
**USDOL** (US Department of Labor)
**VDARE** (Vocational Diagnosis and Assessment of Residual Employability)
**VE** (Vocational Evaluation)
**VIPR** (Vocational Interest & Personality Reinforcer)
**VQ** (Vocational Quotient; an indicator of job difficulty; Mean = 100; SD = 15)
**VRC** (Vocational Rehabilitation Counselor)
**WTP** (Worker-Trait Profile)

1. ESTABLISHING THE JOB-MATCH LIST

The CVE (Certified Vocational Evaluator) may want to initiate the report-development process by employing an automated VDARE (Vocational Diagnosis and Assessment of Residual Employability) system to analyze the results of testing, inventories, etc., that have been acquired through internal assessment procedures, as well as relevant scores gleaned from available documentation (eg: psychological, educational & physical functional capacity reports). While there is no requirement to accomplish this data analysis before entering the verbal information (acquired via interview, observation and file review), many CVEs will have already reviewed (or in most cases, personally acquired) the verbal information, and will be keen to analyze available empirical data, in order to establish the Client's key aptitude, residual physical-functional capacity & environmental tolerance ratings. The reason, of course, is that these ratings comprise key elements of the WTP (Worker-Trait Profile), which is the tool, in most automated VDARE systems, used to screen the job-title (DOT) & occupation-title (SOC/O*NET) databases, to establish the Client's Job-Match List (potentially-suitable job titles).

Another key element of the WTP (Worker-Trait Profile), required for the VDARE analysis, is the work history, inspection of which will yield Client's transferable skills. Most automated VDARE systems will have a multidimensional search function, enabling the CVE to isolate the job/occupation titles that best represent Client's work experience. The designated database may be searched by title, job description keyword, DOT/SOC number, and/or various other codes, such as GOE (Guide to Occupational Exploration), MTEWA (Machines, Tools, Equipment and Work Aids), MPSMS (Materials, Products, Subject Matter and Services) and Work Field.

Once the WTP is complete (evaluative data and work history are loaded), most automated VDARE systems will require selection of the database to be screened. In addition to the publicly available USDOL (US Department of Labor) databases (eg: SOC & DOT), most VDARE systems will offer more selective databases, such as "US Frequently Hired-For", OOH (Occupational Outlook Handbook), SSA 1600 Unskilled Lt/Sed and SSA 2500 Lt/Sed/Med, as well as custom databases, such as US New Jobs (by year) and local databases (eg: by state, county, workforce region or MSA). While the US Department of Labor's (USDOL) current database analysis tool (O*NET) primarily deals with SOC (Standard

Occupational Classification) titles/codes, as do many commercial VDARE systems, others opt for the (*far*) more specific Dictionary of Occupational Titles (DOT), and then crosswalk selections to O*NET/ SOC (and other) databases for such purposes as accessing labor-market projections, usually through BLS (Bureau of Labor Statistics) and corresponding state department of labor systems. Note that the DOT has not been updated by USDOL for over 30 years, though there have been "unofficial" updates (eg: as recently as 2017, by the McCroskey Vocational Quotient System).

Thanks to automation, the actual comparison of Client's WTP with the selected job/occupation title database now takes seconds, rather than hours. The key output of this analysis, usually known as job-match list is typically made available in various sorts, such as by job-difficulty index, transferable skill level, interest-pattern code, occupational values/needs level, wage level (eg: entry, average, maximum) and SVP (Specific Vocational Preparation) level, to name a few. This allows for customization of the report, by setting parameters, such as minimum transferable-skill level, prior to starting the automated analysis. These job-match list sorts are often presented in various views, such as trait, crosswalk and earning capacity.

In addition, various other reports can usually be generated by these automated VDARE systems. Some examples that CVEs find most useful include: worker-trait profile summaries (often differentiating traits from work-history & evaluative data); pre-post injury comparisons (eg: by job category, earning capacity or transferable skill level); interest pattern description; occupational values/needs summary; and various characteristics of work history, including job-difficulty indices, wage data, interest-pattern codes, SVP (specific vocational preparation) levels, skill levels (unskilled, semi-skilled, skilled) and WTP trait-levels & crosswalks for each job/occupation title in the work history.

At this point, the CVE may choose to further edit the job-match list, first by truncating it (for brevity). This truncation can be accomplished by various criteria. If the list is sorted by TS (transferable-skill level), the CVE may decide to truncate it at a specific TS level (a technique often found useful in forensic applications). If it is sorted by wage data, then it can be truncated at a minimum acceptable wage level. If the job-match list is sorted by a job-difficulty index, it may be truncated at a specific index-level. For instance, in the case of a high-functioning Client, with a very long job-match list, the CVE may choose to truncate the job match list at the quotient representing the top of the below-average level, so that only jobs of average & above-average difficulty are displayed. Whatever the truncating strategy, the "remnant" list (comprised of titles that were eliminated from the primary list) is retained for later reference.

Additional edits may be applied, at this stage, to provide a distinct visual "texture" to the job-match list, - enabling the reader to quickly identify the most noteworthy job titles. While color-coding is one option, entries can also be readily differentiated by bolding and grey-highlighting text. This method has the advantage of compatibility with standard black & white printers & copiers. The criteria for applying these measures will be established by the CVE, usually depending on the length of the job-match list and the desired level of specificity. A useful convention is to bold/grey-highlight the top 1/3 of numbers in a specific parameter; bold (with no grey highlight) the middle third; and leave the bottom third unaltered. This technique is most easily applied when the job-match list can be digitally sorted and re-sorted by any of the numerical parameters (eg: wage, job-difficulty index, transferable skill level & occupational values/needs correlation index). However, it can also be applied (via visual estimation) to lists of data that cannot be alpha/numerically sorted. For instance, when dealing with non-numerical parameters (eg: SDS or Myers-Briggs code), the search/replace function can be engaged, once the CVE has established the differentiating criteria (eg: bold/highlight all 3-letter SDS matches; bold all 2-letter matches). Alternatively, if that produces an unacceptably small percentage of visually distinct SDS codes, the CVE may choose to bold/highlight those codes which feature two of Client's three SDS code elements; bold (no highlight) those featuring one of Client's code elements; and leave the remainder (those which feature no code elements corresponding to Client's SDS) unaltered.

Once these visual distinctions have been applied to all of the desired alpha-numeric parameters of the job-match list, further criteria are established for similarly differentiating the job/occupation-titles, themselves. In some cases, this may be as simple as bold/highlighting those titles which feature bold/highlighted values in all parameters, and then bolding those which feature bolded (with no highlighting) values in all parameters. More likely, however, the CVE will want to "tweak" the criteria, to produce the desired level of visual differentiation (eg: high, medium & low suitability) among job titles.

EXAMPLE #1: A relatively high-functioning Client with a physical disability. (Part of the first page of a 22-page truncated job-match list)

VQ=/>**112**;TS=/>**40%**;VA=/>**85%**;VIPR=**ENTP**
**VIPR** = ENTP/INTP are bold/highlighted.
**VIPR** = any 3 of ENTP are bolded.
**Job Titles** featuring 3 bolded values (or 2, if one is also highlighted) are bold/highlighted.
**Job Titles** featuring 2 bolded values (or 1, if it is also highlighted) are bolded.

*(Note: All of the criteria, shown above, are copied into the "How to Read the Job-Match List" section of VE Report as well as any glossary appendices.)*

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| **076.121-018** | **Exercise Physiologist** | **129.42** | 7 | 20% | **86%** | INFJ |
| 075.124-014 | Nurse, Community Health | **129.20** | 7 | 20% | 83% | ISFJ |
| 075.167-010 | Nurse, Supervisor | **129.00** | 7 | 20% | 83% | ESFJ |
| 075.264-014 | Nurse-Midwife | **128.78** | 7 | 20% | 83% | ESFJ |
| **195.164-010** | **Group Worker** | **128.68** | 7 | 20% | **87%** | **ESTP** |
| 076.121-010 | Occupational Therapist | **127.77** | 7 | 20% | 81% | INFJ |
| 012.261-010 | Air Analyst | **125.25** | 5 | 20% | 82% | INFP |
| **003.151-014** | **Sales-Engr, Electronics Prod.** | **125.03** | 8 | 20% | 82% | **ENTP** |
| **033.162-018** | **Technical Support Specialist** | **124.73** | 7 | 20% | 82% | **ENTJ** |
| **003.151-010** | **Sales-Engineer, Electrical…** | **124.37** | 8 | 20% | 82% | **ENTP** |
| **168.167-062** | **Occup.-Safety-and-Health…** | **124.19** | 6 | 20% | **86%** | ESTJ |
| 075.374-014 | Nurse, Office | **123.95** | 7 | 20% | 83% | ESFP |
| 075.374-022 | Nurse…Occupational Health | **123.92** | 7 | 20% | 83% | ESFJ |
| **660.130-010** | **Cabinetmaker, Supervisor** | **123.91** | 8 | 20% | **88%** | ESTJ |
| 076.364-010 | Occupational Therapy Assistant | **123.51** | 6 | 20% | 80% | ESFJ |
| 040.167-010 | Forester | **123.40** | 8 | 20% | 82% | ISFP |
| 075.137-010 | Nurse Supervisor, Occup… | **123.00** | 7 | 23% | 83% | ESFP |
| **827.131-010** | **Electrical-Appliance-Servicer** | **123.00** | 7 | 20% | **88%** | ISTP |
| **184.117-026** | **Manager, Airport** | **122.97** | 8 | **63%** | **86%** | ESFJ |
| **188.117-022** | **Civil Preparedness Officer** | **122.93** | 6 | **43%** | **86%** | ESTJ |

In this case, to establish the desired (relatively balanced) levels of visual distinction among job titles, the CVE chose not to bold/highlight any VQ (Vocational Quotient, which is an indicator of job difficulty with a Mean of 100 and SD of 15), but to bold all VQ =/> 112, which represents roughly half of the job-match list. TS (transferable skill) percentages =/> 40% are bolded (none are bold/highlighted), and VA (Values Agreement) =/> 85% are bolded (none highlighted). The CVE chose to bold/highlight all VIPR (Vocational Interest & Personality Reinforcer – a Meyers-Briggs code) which feature the "NTP" elements, since E and I were nearly equivalent, in Client's inventory. The CVE then chose to bold VIPR-Types which feature any three of Client's code (ENTP). As a result, about 1/3 of the job-match list

features bold/highlighted VIPR-Types; one third features bolded VIPR-Types; and one third features undistinguished VIPR-Types. In order to create the top, middle and bottom 1/3 effect among job titles, the CVE chose to bold/highlight those titles featuring 3 bolded values (or 2, if one is also highlighted), and to bold titles featuring 2 bolded values (or one, if it is also highlighted).

EXAMPLE #2: A high-functioning Client with significant mental-health issues and no high-school diploma or GED (Part of the *first & last pages* of a 69-page *non-truncated* job-match list).

*(Note: All of the criteria, shown above, are copied into the "How to Read the Job-Match List" section of VE Report as well as any glossary appendices.)*

VQ=**96**/**108**>/;VA=/>**73**/**77**;VIPR=**ENTP**
**VIPR** = any 2 of ENTP are bolded.
**VIPR** = ENTP/INTP/ESTP/ISTP are bold/highlighted.*
**Job Titles with VQ=/>108** are bolded if 3 values are bolded *and* 2 are also highlighted.
**Job Titles with VQ=/>108** are bold/highlighted if 3 values are bold/highlighted.
**Job Titles with VQ<108** are bolded if 3 values are bolded.
**Job Titles with VQ<108** are bolded/highlighted if 3 values are bolded *and* 2 are also highlighted.
**Job Titles** with VQ<96 are bolded if 2 values are bolded *or* 1 is bold/highlighted.
**Job Titles** with VQ<96 are bold/highlighted if 2 values are bolded *and* 1 is also highlighted.

* Established by differential rating-levels on each Meyers-Briggs (VIPR) parameter.

(top of the first page)

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 821.361-026 | Line Repairer | **133.74** | 7 | 20% | **75%** | ISTJ |
| 638.261-026 | Field Service Technician | **132.27** | 7 | 20% | **75%** | ISFP |
| **079.374-010** | **Emergency Medical Technician** | **131.98** | 5 | 20% | **77%** | **ESTP** |
| 806.261-026 | Marine-Services Technician | **131.47** | 7 | 20% | **76%** | ISTJ |
| 182.167-010 | Contractor | **130.39** | 7 | 20% | **74%** | **ESTJ** |
| **822.131-014** | **Customer-Facilities Supervisor** | **130.31** | 7 | 20% | **77%** | **ESTJ** |
| **197.133-010** | **Captain, Fishing Vessel** | **130.23** | 7 | 20% | **74%** | **ESTP** |
| **828.131-010** | **Supervisor, Electronic Controls** | **129.30** | 8 | 20% | **77%** | **ISTP** |
| **197.133-022** | **Mate, Ship** | **128.92** | 7 | 20% | **79%** | ISFJ |
| **159.041-014** | **Puppeteer** | **128.74** | 8 | 20% | **74%** | **ENTP** |
| 005.261-014 | Civil Engineering Technician | **128.70** | 7 | 20% | **74%** | **INTJ** |
| 018.261-026 | Photogrammetrist | **128.68** | 7 | 20% | **75%** | ESFP |

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| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| **781.687-010** | **Assembler** | 86.07 | 3 | 20% | **75%** | **ESTJ** |
| 919.664-010 | Teamster | 86.07 | 3 | 20% | **75%** | ISFJ |
| **652.685-070** | **Printer, Machine** | 86.05 | 3 | 20% | **75%** | **ESTJ** |
| 763.684-050 | Laminator, Hand | 86.04 | 3 | 20% | 67% | ISFP |
| 806.687-050 | Shipfitter Helper | 86.03 | 2 | 20% | 62% | **ESTJ** |
| 739.687-022 | Assembler, Garment Form | 86.03 | 2 | 20% | 67% | ISFP |
| 891.687-022 | Tank Cleaner | 86.02 | 3 | 20% | 64% | ISFP |
| 711.684-010 | Assembly Loader | 85.97 | 3 | 20% | 63% | ISFP |

| 584.685-034 | Laminator | 85.97 | 3 | 20% | 69% | ISFP |
|---|---|---|---|---|---|---|
| 317.687-010 | Cook Helper | 85.97 | 2 | 20% | 67% | **ESTJ** |
| **929.687-062** | **Weigher, Production** | 85.97 | 3 | 20% | **75%** | **ESTJ** |
| **899.684-042** | **Window Repairer** | 85.96 | 4 | 20% | **77%** | **ESTJ** |
| 207.685-014 | Photocopying-Machine Operator | 85.92 | 2 | 20% | 65% | ISFP |

In this case, the Client has the cognitive ability to acquire a GED & proceed to post-secondary training, but is held back by (presumably resolving) mental-health issues. In order to put forward a range of options suitable to Client's current (no GED) status, and his possible future (yes GED) status, the CVE established different bolding & highlighting criteria for three levels of job difficulty (VQ). Note that the criteria for bolding & highlighting of titles changes, depending on the skill-level (VQ/difficulty level) of the job. In the lower grouping, Window-Repairer (a relatively low-skill job; VQ<96) is bold/highlighted, since 2 values are bolded and one is also highlighted, while in the top grouping (relatively high-skill jobs; VQ=/>108) job titles are bold/highlighted only if 3 values are bold/highlighted…a much more stringent criteria. These are only two examples of the ways in which the CVE can manipulate visual discrimination criteria to accommodate the needs of various Clients with a wide range of capabilities & disabilities.

2.   COMPARE JOB TITLES OF INTEREST WITH WORKER-TRAIT PROFILE

Though the vocational evaluation process may not seem arcane to the CVE, or to most other vocational rehabilitation professionals, it can be quite opaque to many (if not most) Clients. We may be confident, for instance, that vocational characterizations resulting from interest inventories do, according to empirical evidence, tend to predict satisfaction (and, to some degree, success) in corresponding careers. In many cases, especially when dealing with younger Clients and those with cognitive disabilities or limited exposure to the world of work, we may be tempted to be less attentive to the Client's expressed career interests. This would, of course, be a mistake. By addressing the Client's expressed career interests, *in detail*, we can take a major step toward establishing "face validity", in the eyes of the Client. Once Clients see that we take their expressed interests seriously, by applying our analytical tools to them, they may be much more receptive and understanding of our recommendations. We can take a big step toward validating our findings, in the eyes of the Client, by developing a list of job titles *related* to Client's expressed career interests, and then analyzing the worker-trait requirements associated with these titles, via comparison with Client's WTP.

This analysis of titles associated with expressed career interests can be accomplished at any phase of report preparation, but as expressed above, we already have information gleaned from the interview, behavioral observations, test results, etc, and are now developing new insights, via data analysis, before writing the report. So, the CVE may choose to proceed, using an automated VDARE tool, to generate a list of titles associated with Client's expressed interests. First comes the the obvious selections. For instance, if a Client with low-average general cognitive aptitude and below-average spatial & form perception ratings says she wants to be a Surgeon, the CVE can go into the Dictionary of Occupational Titles (DOT), Standard Occupational Classification (SOC) System, Occupational Outlook Handbook (OOH), Guide to Occupational Exploration (GOE) or O*NET, and immediately identify scores of medical occupations. While it may be tempting to start applying selection criteria based on Client's limitation right away, caution is suggested, in this regard. It may be important to show our Client where she stands in terms of the worker-traits required of a Surgeon (especially reasoning, math, language, eye-hand  coordination, finger dexterity and spatial & form perception), as well as other medical professions requiring advanced degrees and special training. On the other hand, "bludgeoning" the Client with an extensive list of the careers that are not suitable for her is likely unjustifiable. It may be appropriate to address a few job titles most closely associated with the specific career of interest, even if they are likely to be unsuitable, due to worker-trait shortfalls.

Once the superficially-related career objectives are elucidated, the CVE may opt to start searching for those that are related in less obvious ways. This type of search is greatly facilitated if the automated VDARE system can be configured to sort job/occupation titles by various corresponding parameters, such as GOE interest areas, key aptitudes, temperaments, work values, perception levels, dexterity levels, occupational group (1st three digits of the DOT Code), worker functions (2nd three digits of the DOT Code, ie: Data, People, Things), and work environment codes.

The retained list of job/occupation titles related to Client's expressed career interests may be more exclusive or more comprehensive, depending on various parameters of the case, such as the number of occupations Client has expressed interest in, and the CVE's assessment of Client's ability to understand the data. Once this list (which we'll call the "titles of interest" list) is finalized, it should be displayed (or, if necessary, constructed) with critical worker-trait requirement levels (many automated VDARE software offer this option). The Client's Worker-Trait profile is then juxtaposed and the worker-trait requirements (of selected job/occupation "titles of interest"), which exceed the corresponding trait in Client's profile, are visually distinguished (eg: made red). Those titles which do not feature any "red" characters are then highlighted (eg: green). When few or none of the "titles of interest" are highlighted, in this manner, the CVE may choose to inspect the trait requirements that were made red, to see if any are likely to be eligible for reasonable accommodation. In such a cases, a different highlighting color may be chosen (eg: yellow), and an explanatory note is added. Here follows an example:



| | | | | | GED | Aptitudes | Physical Demands | Environmental Conditions |
|---|---|---|---|---|---|---|---|---|
| | | | | | R M L | S P Q K F M E C | 1 2 3 4 5 6 | 1 2 3 4 5 6 7 |
| Worker Trait Profile | | | VQ | | | | | |
| Evaluative Data Profile | | | 97.52 | | 2* 2* 2* | 2* 2* 2 2 2 2 2 4 | 3 1 1 1 1 1 | 2 1 0 1 0 0 1 |

\* Note: Asterisked values registered at Level 1 (Far Below Avg; 1-5 %ile), based upon test scores. The resulting profile yielded no job titles. When these ratings were artificially elevated to Level 2 (Below Avg; 6-20%ile), the following Job-Match List resulted. Placement in a position corresponding to any of the following job titles should be considered only if adequate accommodation is available in those areas of general educational development (R,M,L) and aptitudes (S,P) which are rated above Level 1.

Within Client's evaluative data profile     Requires reasonable accommodation

**Job Titles assoc. w/Client's expressed voc. interests:**

| DOT Code | Job Title | VQ | SVP | Skill Level | GED R M L | Aptitudes S P Q K F M E C | Physical Demands 1 2 3 4 5 6 | Environmental Conditions 1 2 3 4 5 6 7 |
|---|---|---|---|---|---|---|---|---|
| 222.387-030 | Linen-Room Attendant | 96.6667 | 2 | Unskilled | 3 2 2 | 2 2 3 2 2 3 1 2 | 3 0 0 1 0 0 | 1 0 0 0 0 0 0 |
| 299.367-014 | Stock Clerk | 98.5336 | 4 | Semi-Skilled | 3 2 2 | 2 2 3 3 2 3 1 1 | 4 0 0 1 0 0 | 1 0 0 0 0 1 0 |
| 311.677-010 | Cafeteria Attendant | 81.9366 | 2 | Unskilled | 2 1 1 | 2 2 1 2 2 3 2 1 | 2 0 0 1 0 0 | 1 0 0 0 0 0 0 |
| 318.687-018 | Silver Wrapper | 82.4913 | 1 | Unskilled | 2 1 1 | 2 2 2 2 2 3 1 1 | 2 0 0 1 0 0 | 1 0 0 0 0 0 0 |
| 319.677-014 | Food-Svc. Worker, Hospital | 99.9019 | 2 | Unskilled | 3 2 2 | 2 2 3 2 3 3 2 2 | 3 0 0 1 0 1 | 1 0 0 0 0 0 0 |
| 323.687-010 | Cleaner, Hospital | 87.1733 | 2 | Unskilled | 2 1 2 | 2 2 2 2 2 3 2 1 | 3 0 1 1 0 0 | 1 0 0 1 0 1 0 |
| 329.467-010 | Attendant, Lodging Facilities | 94.4786 | 3 | Semi-Skilled | 2 2 2 | 2 2 3 2 2 3 1 1 | 3 0 0 1 1 0 | 1 0 0 0 0 0 0 |
| 335.677-014 | Hot-Room Attendant | 88.4581 | 2 | Unskilled | 2 1 2 | 2 2 2 2 2 3 1 1 | 2 0 1 1 1 0 | 1 0 0 0 0 0 0 |
| 339.687-010 | Supply Clerk | 84.2143 | 3 | Semi-Skilled | 2 2 1 | 2 2 2 2 2 2 1 2 | 2 0 1 1 0 0 | 1 0 0 1 0 0 0 |
| 349.677-010 | Cabana Attendant | 93.6131 | 3 | Semi-Skilled | 2 2 2 | 2 2 2 2 2 3 1 1 | 2 0 0 1 1 0 | 1 0 0 0 0 0 0 |
| 355.677-014 | Transporter, Patients | 89.5841 | 2 | Unskilled | 2 1 2 | 2 2 2 2 2 2 2 1 | 3 0 0 1 1 0 | 1 0 0 0 0 0 0 |
| 358.677-014 | Locker-Room Attendant | 88.5446 | 2 | Unskilled | 2 2 2 | 2 2 2 2 2 2 1 1 | 2 0 0 1 1 0 | 1 0 0 0 0 0 0 |
| 361.587-010 | Flatwork Tier | 85.3249 | 2 | Unskilled | 2 2 2 | 1 2 2 2 2 3 2 1 | 2 0 1 1 0 1 | 1 0 0 0 0 0 0 |
| 361.665-010 | Washer, Machine | 92.0309 | 4 | Semi-Skilled | 3 2 2 | 2 2 1 2 2 3 1 1 | 3 0 1 1 0 1 | 1 0 1 1 0 1 0 |
| 369.687-018 | Folder | 80.4103 | 2 | Unskilled | 2 1 1 | 2 2 1 2 2 2 1 2 | 2 0 0 1 0 1 | 1 0 0 1 0 0 0 |
| 381.684-560 | Housekeeper, Commercial... | 79.9702 | 2 | Unskilled | 1 1 1 | 2 2 1 2 2 3 2 1 | 4 0 1 1 0 0 | 1 0 0 0 0 1 0 |
| 381.687-010 | Central-Supply Worker | 94.6914 | 4 | Semi-Skilled | 3 2 2 | 2 2 2 2 3 3 1 2 | 2 0 0 1 0 1 | 1 0 0 0 0 0 0 |
| 920.687-014 | Bagger | 82.0171 | 2 | Unskilled | 2 1 1 | 2 2 1 2 2 3 1 1 | 3 0 1 1 0 0 | 1 0 0 0 0 1 0 |

The final step in the deployment of the "titles of interest" list is to insure that all of the highlighted job-titles are present in the job-match list, and are visually distinguished, in some manner (typically by coloring the text) as a transitory measure to remind the CVE to take them into consideration, in the final selection process, at the end of VE report development. (Once the final selection is complete, the text color of these entries in the job-match list can be returned to black.) In some cases, one or more of these selected "titles of interest" are not found in the job-match list, even though they feature worker-trait requirements which fall within Client's profile. This is usually a result of using a pre-edited version of the source job/occupational title database (eg: a "regional" or "frequently hired for" edit of the DOT). In such an event, the CVE will go to an "all jobs" or unedited version of the source database to retrieve titles

(with the corresponding data elements displayed in the job-match list), and insert them at the appropriate location (depending on how the job-match list is sorted), making sure to bold and/or highlight the appropriate elements of each entry. The contracting agency (eg: State DVR) representative who referred the case is typically advised, usually in a transmittal notice, that the this "titles of interest" display, which is most often posted at the top of the job-match list, is intended for their use in counseling the Client, and that if they choose to provide it to the (usually very high-functioning) Client, it should be printed in color, or transmitted digitally.

3.   INSERTING DATA FROM VDARE, INTERVIEW & REFERRAL DOCUMENTS

Setting the Job-Match List aside for the moment, the CVE opens the appropriate VE Report format blank, posts heading data & saves it to Client file. Some (more traditional) models encourage placing tabular data in appendices, while devoting the main body of the report to a plain-text rendition of the Client's "story". Others, such as this one, incorporate tabular data in the main body of the report. This type of report begins with an initial simplified summary of assessment results and recommended job titles (the two elements that Clients are usually most interested in), in order to accommodate the reader who may find more detailed tabular data too tedious or difficult to understand. The flow of critical information in the main body is thereby preserved for the more sophisticated reader, unimpeded by the need to reference appendices. Both techniques represent valid approaches to vocational evaluation reporting.
Also, some CVE's choose to post extensive disclaimers at the front of the VE report, while others opt for a more parsimonious approach. Here is an example of the latter technique:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

REPORT OF VOCATIONAL EVALUATION

CLIENT NAME                    :
CLIENT ID#                     :
CLIENT ADDRESS                 :
CLIENT PHONE/EMAIL             :
AGE/DOB                        :
REFERRAL SOURCE                :
DATE AUTHORIZED                :
DATES OF APPOINTMENT           :
DATE OF REPORT                 :

<u>PURPOSE OF REFERRAL</u>

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

*(Note: There is no specified order for data transfer.)*

a. TEST SCORES

After copying the test scores from the VDARE system into the VE Report, align the GED/Aptitude (RMLSPQFKMdE) elements (if available) and copy test results to appropriate sections (Below Avg, Average, Above Avg.), then edit accordingly. The CVE may wish to bold top score(s) and bold/italicize the bottom score(s). In some cases high and/or low scores are chosen for such distinction, based on relevance to Client's career interest, or to emphasize some clinical aspect of the case, but the default is usually to just distinguish the top and bottom 10th %ile scores.

Insert "Batteries" and specific "Traits-Instruments" employed, including test descriptions *and norms*. This explanatory data is most useful if placed in front of the test score sections. Some CVE's keep a digital file with various "Batteries & Traits-Instruments" options for ready access & minor editing, rather than building this section from scratch, for each new case.

Write a "Thematic Summary" of test results and insert it in front of the Batteries/Traits-Instrument. This section highlights the most vocationally significant strengths & weaknesses, elucidated by testing. Where possible, it connects them to Client's expressed career interests and vocational recommendations (often edited at the end of report preparation, as some recommendations may not emerge until then).

Here follows an example of the "tests" section of a VE report:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

*Thematic Summary*
Client's **college-level language skills** and **superior clerical checking speed & accuracy** can be expected serve him well in any skilled occupation, and especially if he selects information technology as a career path. He must strive to remediate his *math and acquire a GED*, in order to gain access to formal training.

*Batteries*
Employee Aptitude Survey (**EAS**)
McCroskey Vocational Quotient System (**MVQS**)
Wide Range Achievement Test V (**WRAT**)
Weschler Intelligence Scale for Children – V (**WISC**)  - S. Nnnnnnn, Psy.D. on 06/12/2019

*Traits-Instruments/Methods*
**CLERICAL APTITUDE** - WRAT Spelling, EAS Vis.Spd/Accy; WISC Coding, Sym.Srch, Digit Span
**DATA ENTRY SKILLS** – Observation, *typingtest.com*
**FORM PERCEPTION** - EAS Space Vis; WISC Blk. Design, Vis. Puzzles, Figure Weights, Pic. Span
**LOGIC (NON-VERBAL/NUMERICAL)** - EAS Symbolic Reas; WISC Matrix Reas, Fig.Wts, Vis.Puz.
**MATH CALCULATION** – WRAT Math Computation
**MEMORY** – WISC Digit Span, Picture Span, Coding; EAS Verbal Reasoning
**OCCUPATIONAL VALUES & NEEDS** – MVQS Occup. Values & Needs Inventory (OVNI)
**QUANTITATIVE REASONING** – EAS Num. Reasoning (sequence recog.); WISC Figure Weights
**READING COMPREHENSION** - WRAT Sentence Comprehension
**SPATIAL PERCEPTION & REASONING** – EAS Space Visualization; WISC Block Design
**SPELLING** - WRAT Spelling
**VERBAL REASONING** – EAS Verbal Reasoning (facts & conclusions); WISC Similarities
**VOCABULARY** – WISC Vocabulary; WRAT Word Reading
**VOCATIONAL INTEREST PATTERN** – MVQS Voc. Interest & Pers. Reinforcer (VIPR)
**WORK-PERSONALITY** – MVQS Voc. Interest & Personality Reinforcer (VIPR)

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

**Visual Speed and Accuracy Test** - Measures Clerical Aptitude through speed/accuracy in the comparison of the details of alpha-numeric strings.

**Space Visualization Test** – Measures Spatial Reasoning & Form Perception, through the ability to visualize and manipulate objects mentally.

**Numerical Reasoning Test** - Measures ability to analyze generalizations and see quantitative relationships.

**Verbal Reasoning Test** - Measures ability to analyze verbal information and form conclusions based on that information.

**Symbolic Reasoning Test** - Measures Reasoning (without words or numbers) via the ability to manipulate abstract symbols mentally, and to make judgments & valid decisions.

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

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

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

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

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

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

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

*Note: Aptitude & Perception code designations are as follows:*

| Cognitive Aptitudes | Perceptions |
|---|---|
| R=Reasoning | S=Spatial Perception |
| M=Math | P=Form Perception |
| L=Language | Q=Clerical Perception |

## BELOW AVERAGE (<34th%-ile)

*Note: See Attachment for code definitions.*

| Percentile | Standard Score | Aptitude/Perception | | Name of Test or Subtest |
|---|---|---|---|---|
| ***9*** | ***73*** | ***R*** | ***Q*** | ***WISC DIGIT SYMBOL*** |
| 25 | 86 | R | SPQ | WISC MATRIX REASONING |
| 25 | 86 | R | P | WISC PICTURE SPAN |
| ***2*** | ***60*** | ***R*** | ***PQ*** | ***WISC SYMBOL SEARCH*** |
| 25 | 86 | RM | | WRAT MATH COMPUTATION |

## AVERAGE (34th to 65th %-ile)

*Note: See Attachment for code definitions.*

| Percentile | Standard Score | Aptitude/Perception | | Name of Test or Subtest |
|---|---|---|---|---|
| 59 | 106 | R | SPQ | EAS SPACE VISUALIZATION |
| 65 | 109 | R L | Q | EAS VERBAL REASONING |
| 35 | 91 | RM | Q | EAS SYMBOLIC REASONING |
| 37 | 92 | R | Q | WISC DIGIT SPAN |
| 37 | 92 | R L | Q | WISC SIMILARITIES |
| 63 | 108 | R | SPQ | WISC BLOCK DESIGN |
| 37 | 92 | RM | P | WISC FIGURE WEIGHTS |
| 50 | 100 | R | P | WISC VISUAL PUZZLES |
| 50 | 100 | R L | Q | WISC VOCABULARY |
| 50 | 100 | R | SP | WISC VISUAL PUZZLES |

## ABOVE AVERAGE (>65th %-ile)

*Note: See Attachment for code definitions.*

| Percentile | Standard Score | Aptitude/Perception | | Name of Test or Subtest |
|---|---|---|---|---|
| **97** | **137** | | **Q** | **EAS VISUAL SPEED AND ACCURACY** |
| 78 | 115 | RM | Q | EAS NUMERICAL REASONING |
| **99** | **145** | **L** | | **WRAT WORD READING** |
| **97** | **137** | **L** | **Q** | **WRAT SPELLING** |
| 88 | 124 | R L | | WRAT SENTENCE COMPREHENSION |

b. PHYSICAL/ENVIRONMENTAL/PSYCHOSOCIAL RESTRICTIONS

Most automated VDARE systems display Functional Capacity & Environmental Tolerance ratings. These can usually be converted to MS Word and copied into the VE Report, under the appropriate heading. Significant limitations are bold/italicized. Then write a brief descriptive paragraph, citing PDC level, psychological limitations & any unique functional restrictions, not covered in the ratings. Be sure to specify *"…provisional…pending medical review and/or FCE…"* as appropriate. Here follows a sample Physical/Environmental/Psychosocial Restrictions section:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Those who are at risk for the psychological conditions with which Client has been diagnosed should consider avoiding situations involving prolonged exposure to *work-related stressors*, such as *overwhelming workload*, very *rapid pace* of work and *tight deadlines*.  Based on available data, Client is *provisionally* assigned **Medium PDC** (physical demand capacity) *pending medical review or functional capacity evaluation*.  The following residual physical functional capacity and environmental tolerance ratings are based on Client's responses to structured interview questions, available documentation and observation:    (*Note:  Significant limitations are bold/italicized*.)

| Elements | Ratings | Descriptions | Functional Categories / Scales of Measurement |
|---|---|---|---|
| *AP7* | *1* | *Drive* | *1=Poor  2=Low Average  3=Low Middle  4=High Middle  5=Super.* |
| AP7 | 3 | Eye-Hand-Foot Coordination | 1=Poor  2=Low Average  3=Low Middle  4=High Middle  5=Super. |
| AP8 | 4 | Color Discrimination | 1=Poor  2=Low Average  3=Low Middle  4=High Middle  5=Super. |
| PD1 | 3 | Lift | In pounds: 1=<10  2=10-20  3=20-50  4=50-100  5=>100. |
| PD1 | 3 | Carry | In pounds: 1=<10  2=10-20  3=20-50  4=50-100  5=>100. |
| PD1 | 3 | Push | In pounds: 1=<10  2=10-20  3=20-50  4=50-100  5=>100. |
| PD1 | 3 | Pull | In pounds: 1=<10  2=10-20  3=20-50  4=50-100  5=>100. |
| PD1 | 1 | Sit | 1=Sedentary  2=Flexible  3=No Problems Noted. |
| PD1 | 1 | Stand | 1=Sedentary  2=Flexible  3=No Problems Noted. |
| PD1 | 1 | Walk | 1=Sedentary  2=Flexible  3=No Problems Noted. |
| PD2 | 1 | Climb Stairs | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD2 | 1 | Climb Ladders | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD2 | 1 | Climb Scaffold | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Bend | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Stoop | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Crouch | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Squat | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Kneel | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD3 | 1 | Crawl | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD4 | 1 | Reach | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD4 | 1 | Handle | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD4 | 1 | Finger | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD4 | 1 | Feel | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD5 | 1 | Talk-Hear | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD5 | 1 | Write Orders | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD5 | 1 | Write Phone Messages | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD6 | 1 | See Close-up | 0=Not Present to Occasional  1=Frequently to Constantly. |
| PD6 | 1 | See Far-away | 0=Not Present to Occasional  1=Frequently to Constantly. |
| *EC1* | *2* | *Weather (Indoor/Both/Outdoor)* | *1=Mostly Indoors  2=Both Indoors and Outdoors  3=Mostly* |
| EC2 | 1 | Extreme Cold | 0=Not Present to Occasional  1=Frequently to Constantly. |
| *EC3* | *0* | *Extreme Heat* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| EC4 | 1 | Dampness | 0=Not Present to Occasional  1=Frequently to Constantly. |
| *EC4* | *0* | *Humidity* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| EC4 | 1 | Wetness | 0=Not Present to Occasional  1=Frequently to Constantly. |
| EC5 | 1 | Quiet Noise | 0=Not Present to Occasional  1=Frequently to Constantly. |
| *EC5* | *0* | *Lt-Mod Noise* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| *EC5* | *0* | *Loud/Jar/Jolt* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| *EC6* | *0* | *Mechanical Hazards* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| *EC6* | *0* | *Electrical Hazards* | *0=Not Present to Occasional  1=Frequently to Constantly* |
| *EC6* | *0* | *Chemical Hazards* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| *EC6* | *0* | *Heights Over 6 Feet* | *0=Not Present to Occasional  1=Frequently to Constantly.* |
| EC7 | 1 | Dusts | 0=Not Present to Occasional  1=Frequently to Constantly. |
| EC7 | 1 | Fumes | 0=Not Present to Occasional  1=Frequently to Constantly. |
| EC7 | 1 | Odors | 0=Not Present to Occasional  1=Frequently to Constantly. |
| EC7 | 1 | Mists | 0=Not Present to Occasional  1=Frequently to Constantly. |
| EC7 | 1 | Gases | 0=Not Present to Occasional  1=Frequently to Constantly. |

c.  INTEREST INVENTORY & OCCUPATIONAL VALUES/NEEDS

There is a wide variety of methods by which automated VDARE systems incorporate non-test data from various inventories into their output.  Some manage to quantify Client responses in a way that facilitates comparison with data linked to job/occupation titles, thereby facilitating & enriching the prioritization of the job-match list.  In any case, Client's response to such instruments is addressed, usually in a summarized manner.   Here follows an example of two such summaries.

*****************

The McCroskey Vocational Quotient System (MVQS)Vocational Interest and Personality Reinforcer (VIPR) survey, which produces a Meyers-Briggs Code, was administered, in order to obtain an estimate of Client's vocational interest pattern and work personality.  This instrument matches individuals with specific job types, based on their vocational interests, occupational values, needs, and general Jung people-based personality type.

Client's *(well-differentiated)* VIPR-Type was found to be **INFP** (**I**ntroversion, i**N**tuiting, **F**eeling, **P**erceiving) – **"The Care Giver"**.  Personnel sharing this interest-based work-personality profile are sometimes described as **calm, caring, empathetic, pleasant, dramatic & honorable**.  Job-related strengths typical of many INFPs include a **strong sense of purpose, creativity, people skills, adaptability** and **gentle persuasion**.  They tend to make **long-term idealistic goals**, and are often adept at **taking advantage of unforeseen opportunities**.  Occupational interests of INFPs often revolve around **human development** concerns.  Seven of the top 20 careers correlated with this code involve **counseling...often "one-on-one"**.  Another group of occupations involves exercising creativity in positions in the **language or visual arts**.  Some examples are: **Entertainer, Social Worker, Artist, Counselor, Psychologist, Writer/Editor, Lab Tech, Architect, Research Assistant, Education Consultant, and Physical Therapist**.  *Of course, a variety of other factors, such as education, aptitude, physical capacity; psychological factors and labor market access, bear on the potential for success in these occupations.*

> 1.  Energizing: 10/**17**

(E)xtraversion - Preference for drawing energy from the outside world of people, activities or things.
(**I**)ntroversion - Preference for drawing energy from one's internal world of ideas, emotions, or impressions.

> 2.  Attending: 8/**19**

(S)ensing - Preference for using the five senses to define reality.
i(**N**)tuition - Preference for using the imagination to envision what is possible.

> 3.  Deciding: 7/**20**

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

> 4.  Living: 7/**20**

(J)udgement - Preference for a planned and organized life.
(**P**)erception - Preference for a spontaneous and flexible life.

OCCUPATIONAL VALUES & NEEDS

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

Client's profile suggests that **independence, compensation, advancement, morality & responsibility** predominate, while *ability utilization, variety, authority, social status, company policies, personal supervision & autonomy* seem to be of least significance.  Achievement, activity, security, working conditions, recognition, co-workers, social service, technical supervision & creativity were assigned more moderate ratings by Client.

    d.   GENERAL COGNITIVE APTITUDE

While some automated VDARE systems provide general cognitive aptitude ("G") ratings, the CVE can easily calculate this rating, by averaging standard scores (*never percentiles*) of selected tests (those which load on the "G" [General] aptitude factor or the "R" [Reasoning] element of general educational development [GED]).  In some states, addressing "Intelligence Quotient" is the exclusive domain of licensed Psychologists.  However, at present, there is no known case of any legal interdiction of the CVE's authority to calculate or characterize "General Cognitive Aptitude".

In some states, instruments labeled "Intelligence Test", such as the Slosson Intelligence Test may be employed by personnel other than licensed Psychologists, as long as the output is not characterized as IQ (Intelligence Quotient).  Here are two relevant examples:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

ESTIMATED GENERAL COGNITIVE APTITUDE LEVEL

**GCA = 42$^{nd}$ Percentile / Average**

Client's general cognitive aptitude (learning ability) was estimated via averaged standard scores of tests which involve reasoning.  Intelligence quotient is best measured by a Licensed Psychologist, using an instrument such as the Wechsler Adult Intelligence Scale (current version).

Dr. T. Yyyyyyyy employed the Weschler Intelligence Scale for Children (WISC-V) to estimate Client's intelligence, at age 14 (in 2019).  *Note that IQ test results are usually considered to be relatively stable, over time, as opposed to academic testing, which is, for various reasons, considered more volatile.*

Dr. Yyyyyyyy registered Client's **42$^{nd}$ %ile GAI** (WISC General Ability Index) in the Average range. This index is considered to be more resistant to the effects of ADHD than the Full-Scale Intelligence Quotient (FSIQ), as the GAI excludes subtest scores that are more sensitive to processing speed and memory.  (Note, however, that Client's 30%ile FSIQ also registered in the Average range.)  All of his composite index scores (Verbal Comprehension, Visual Spatial, Fluid Reasoning & Working Memory) registered in the average range, except for Processing Speed, which registered in the Very Low range (***PSI=3%ile***).

ESTIMATED GENERAL COGNITIVE APTITUDE LEVEL

**GCA = 48th Percentile / Average**

Client's general cognitive aptitude (learning ability) was estimated via averaged standard scores of tests which involve reasoning.  The Slosson Intelligence Test – R3 was administered, in order to acquire an estimate of Client's general cognitive aptitude, independent of written media (given his coordination & dexterity impairments).  His Slosson Mean Category Score (MCS; an average of all six category scores) registered at the **67%ile**, placing him in the **Average Range**, with respect to general population norms.  Intelligence quotient is best measured by a Licensed Psychologist, using an instrument such as the Wechsler Adult Intelligence Scale (current version).

e.  GRADE-LEVELS FROM BASIC ACADEMIC TESTING

Professionals who deal with assessments tend to prefer the descriptive precision, reliability, validity and calculability offered by standard scores, ETS scores, Z-scores, T-scores, NCE scores, scaled scores and even percentile ranks.  Grade-Levels, whether acquired (or derived) from internal assessment or an external source (eg: Psychoeducational Evaluation), make basic academic skill levels more understandable to many examinees and other lay readers.  Here follows an example of how these scores can be displayed in a VE report:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

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

| Grade Level | Name of Test or Subtest |
|---|---|
| 12.9+ (est. 16.5) | WRAT Word Reading |
| 12.9+ (est. 14.5) | WRAT Spelling |
| *5.3* | ***WRAT Math Computation*** |
| 12.9+ (est. 16.0) | WRAT Sentence Comprehension |

f.  WORKER-TRAIT PROFILE

In keeping with the aforementioned need to foster Client understanding of the VE report, some CVEs choose to post GED/Aptitude ratings as grade-levels.  If presented as a WTP table, these grade-level scores are followed by Residual Physical Functional Capacity & Environmental Tolerance ratings:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

| Trait (Ed. Development/Aptitude) | Grade/Rating |
|---|---|
| ***Reasoning*** | ***D / Below Average*** |
| Math | C-/ Low Average |
| ***Language*** | ***D / Below Average*** |
| ***Spatial Perception*** | ***D / Below Average*** |
| ***Form Perception*** | ***D / Below Average*** |
| ***Clerical Perception*** | ***D / Below Average*** |
| Motor Coordination | C / Low Mid-Avg. |
| ***Finger Dexterity*** | ***D / Below Average*** |
| Manual Dexterity | C / Low Mid-Avg. |
| ***Eye-Hand Coordination*** | ***D / Below Average*** |

Notes regarding GED, aptitude, coordination and dexterity ratings: With respect to estimated general population norms, Above Average = approximately the top 20%; High Average = approx. 60-80%ile; Average = approx. 40-60%ile; Low Average = approx. 20-40%ile; Below Average = bottom 20%ile.

| Trait (Physical Capacity) | Rating |
|---|---|
| Lift/Carry/Push/Pull | Heavy Duty |
| Sit/Stand/Walk | Continuous |
| Climb/Balance | Continuous |
| Bend/Stoop/Crouch/Squat/Kneel/Crawl | Continuous |
| Reach/Handle/Finger/Feel | Continuous |
| Talk/Hear/Write | Continuous |
| Seeing/Visual Acuity | Continuous |

| Trait (OSHA Compliant Environmental Tolerance) | Rating |
|---|---|
| Weather Exposure | Continuous |
| Extreme Cold | Continuous |
| Extreme Heat | Continuous |
| Damp/Humid/Wet | Continuous |
| Noise/Vibrations | Continuous |
| *Hazards: Mechanical/Electrical/Chemical/Heights (OSHA Compliant)* | *Rarely/Briefly* |
| Exposure to Dust/Fumes/Odor/Mists/Gases (OSHA Compliant) | Continuous |

Notes regarding physical demand capacity (PDC), non-exertional demand and environmental tolerance ratings: Very Heavy Duty = 100# or more; Heavy Duty = 50# to 100#; Medium Duty = 20# to 50#; Light Duty = 10# to 20#; Sedentary = 0# to 10#; Occasional = no more than 1/3 of the time; Frequent = 1/3 to 2/3 of the time; Continuous = 2/3 or more of the time. *(Source: U.S. Department of Labor)*

g. WORK HISTORY & "DATA, PEOPLE, THINGS"

Many automated VDARE systems will return the job-titles from work history, that were entered to initiate the transferable skill analysis (TSA), usually as a table, including key data elements (often designated by the user). Automated VDARE systems typically provide a plethora of data on any queried job/occupation title, including SIC Code, NOC Code, GATB OAP, MTEWA, MPSMS, GOE WG & DLU, among others. While some of this data is used for various purposes by VR professionals, most of it is not typically considered appropriate for inclusion in a VE report, especially in the public sector, where Client understanding is a primary goal. However, the Worker Functions "Data, People, Things" analysis of transferable skills from previous employment has been found to be comprehensible to most VR Clients, and is often expected by VR Counselors. This excellent device for scaling the cognitive, interpersonal, and physical demands of jobs (represented by the 2nd three digits of the DOT Code) is usually made available as text, in automated VDARE systems, and if not, can be readily accessed, for any job/occupation title, on the O*NET, as well as in the Dictionary of Occupational Titles (with an explanation at Appendix B of that publication). Here follows a sample display of the work-history section of a VE report, with DOT job-titles and a "Data, People, Things" summary:

*****************

At age 17, Client took a part-time job as a supermarket Bagger, where he remained for a year. At age 18, he was hired as a part-time Cook, at an amusement park, leaving after a year, for better pay as a Bill Collector. He quit this job, after a year, to return to cooking, for a year. After graduating, in 2006, Client landed a job at a bank, as a Check Router, where he remained for three months, before being overcome by his illness. He said he most enjoyed this job, where he liked working with numbers, and was able to use his degree. Based upon interview responses, Client's qualified work history appears to include:

| DOT Code | Job Title | VQ | SVP | Skill Level | VA | VIPR | $Avg. |
|---|---|---|---|---|---|---|---|
| 219.362-010 | Administrative Clerk | 110.18 | 4 | Semi-Skilled | 74% | ESFP | $22.86 |
| 313.361-026 | Cook, Specialty | 105.02 | 5 | Semi-Skilled | 68% | ESTJ | $19.08 |
| 241.367-010 | Collector | 98.09 | 4 | Semi-Skilled | 71% | ENTJ | $15.67 |
| 920.687-014 | Bagger | 82.02 | 2 | Unskilled | 68% | ESTJ | $14.16 |

*Note: See Appendix 1 for an explanation of codes & values.*

In addition to the MTEWA (Machines, Tools, Equipment and Work Aids) and MPSMS (Secondary Materials, Products, Subject Matter and Services) obviously associated with job titles in Client's work history, analysis of transferable skills (**TSA**), from previous qualified employment suggests experience with: compiling & comparing **data**; taking instructions from, helping, speaking with & signaling **people**; and handling, precision working with, operating & controlling **things**. Client claimed no experience with standard office or business practices, other than some **bookkeeping**. He used **computers, on the job**, to post checks, and he claimed some experience with **MS Word & Excel**. He said he does have access to a computer, with internet, at home. Client has used **copiers** and **fax**-machines. He claimed no experience with construction, maintenance, or industrial equipment, and denied having ever used standard hand or power tools, to any measurable extent. The largest vehicle he has driven is a **sedan**. *(See Appendix 2 for a detailed list of transferable skills.)*

     h.   SOCIAL/FINANCIAL/HOUSING/TRANSPORTATION

Now that most of the required data has been imported from the automated VDARE system, the Client's "story" can be begin to be told, starting with a brief exploration of key, potentially-relevant elements of life history and current social, financial, housing & transportation assets & concerns. (Note: When Activities of Daily Living (ADLs) are impaired, they should be addressed in this section.) Clients and other readers of the report (eg: VR Staff) will often wonder (and occasionally inquire) why certain "personal" questions are asked, in the interview, responses to which often appear in this section of the report. The CVE's answer may touch on the fact that it is important to explore personal history, in order to identify vocationally-relevant information, adding that the relevance of such information may not be evident until the vocational evaluation process is at its end-stage (finalization of the VE report), *or even beyond*. Here follows a sample Social/Financial/Housing/Transportation section:

<div align="center">*****************</div>

Client was born in Tampa, and was raised in and **intact** household, in a town in central Florida, by his mother and father, both of whom work in medical administration. He has one sister, age 18, who is in college. When asked if his early home atmosphere was more calm or more tense, he said "…it varied…", but noted that it is **calm, now**. He claimed no exposure to abuse (substance or other) in the home. Client claimed **no criminal record** and no substance-abuse history. Client is **not homeless**. He currently resides with his parents (homeowners) and his sister.

Client said he has *no driver's license*, but said he looks forward to getting his *learner's permit*. He said that when he is able to get a driver's license, he **could use one of his family's cars** to get to work or training. Otherwise, he will be dependent on family members for transportation. He said that he has never used public transit, and added that there is *no bus stop anywhere near his house*.

When asked about hobbies & interests, Client said he likes to play video games, watch YouTube, ride his bike, and play football & basketball. He added that he has **rebuilt eight several computers** for his friends, so far.

He said he acquires and installs new & used components, including motherboards, heat sinks, power supplies, CPUs, graphics cards & cabling.  He said the hardest part is, sometimes, finding "legacy" operating systems for these re-builds.  Client does not have an exercise routine, but he noted that he mows the lawn on his family's ½ acre property.  He does not read books & magazines, much, but does **read online articles…mostly about technology**.  Client said he "never" watches TV.  He denied any participation in organized religious observances.  He does not receive SSI or SNAP, and claimed no debt.

  i. EDUCATIONAL HISTORY

In some cases, this will be brief and straightforward, while in others, this section may be fairly extensive, especially where source data (usually an IEP report, School Psychologist's report or parent testimony) details a history of problems in school.  Such information is more critical if further institutional training is contemplated, not only with regard to funding decisions, but also with respect to requesting accommodation.  Here follows a sample educational history component of a VE report:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Client ***dropped out*** of high school in Sophomore year, and he has <ins>**NO GED**</ins>, but said he wants to get one "eventually".  He said he took the GED test, but ***failed the math component by two points***.  While in school, he said he maintained a **"B" average**, ***until the pandemic***.  He said he was ***unable to transition to virtual education***, and just dropped out.  Client said that his best grades were in **math & science**, and his lowest marks were in ***language arts***.

In her 06-12-2019 Psychological Assessment, Dr. S. Nnnnnnn reported testimony from parents and school staff, recounting multiple instances of ***restlessness, arguing & defying rules***, as well as ***verbal & physical aggression (eg: fighting with students and cursing at school staff)***.  Dr. Nnnnnnn added that Client was ***suspended from school, in the 9th grade, for behavioral issues (wandering, cursing at staff & non-compliance with rules).***

  j. WORK HISTORY & TRANSFERABLE SKILLS

In addition to a list of job titles, with key corresponding data elements, a narrative of work history will help many readers get a better sense of Client's vocational background.  One convention that can be observed is to bold tenure periods that equal two years or more.  The reader can then get an idea of Client's occupational stability, at a glance.  Including a statement of "best" & "worst" jobs (with reasons) often provides vivid insight into Client's occupational values and needs.  While vocational interview formats vary, most will seek to address Client's experience with standard business, industrial & commercial practices, tools, materials & equipment.  In cases where work history is very brief, transferable skills can be detailed in this section, but when work history is more extensive than one or two jobs, most CVEs will choose to detail transferable skills in an Appendix to the VE Report.  Here follows a sample Work History & Transferable Skills section of a VE report:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Admitting that she is a poor historian, Client said she first worked as a Babysitter, at age 12.  At 15, Client volunteered as a Library Assistant, for a year, to meet a school requirement.  At 16, she volunteered, for a year, to be a Companion, at a VA hospice.  During this period, she also worked, part-time, as a Cashier, at a supermarket.  Client left this position, after about a year, to focus on her studies.  At age 17, she took a part-time job as a Cashier, at another supermaket, where she remained for six months, before leaving for better pay as a Fast-Food Worker.  She left this job, after less than a year, because she was ***"taking too much time off"***.

At age 18, Client worked at a supermarket, again; this time as Cashier & CSR. She did not recall why she left, but was soon hired as a Waitress, "…at a nice restaurant…". She was let go, after less than a year, because she *"didn't hustle, enough"*. She took another Waitress job, which she left after less than a year, to attend college. At age 19, Client took a part-time job as Cashier, at a home improvement supply store, but left, after less than a year, due to conflict with her school schedule. She then took a similar part-time job at a building supply store, where she remained for about a year, before relocating. At the building supply store, Client worked as Cashier, Head Cashier, Plumbing Associate, and Seasonal Sales Associate. After leaving the building supply store, Client did not work again, until age 25, when she took a part-time Cashier job, at a different building supply store,. She left this job, after graduating college. At age 27, Client started teaching at an elementary school, in Lakeland. She was *dismissed*, after a year, apparently for a *performance* issue. The next year, Client took a job teaching 8th-grade reading, in Osceola County. She said she was "laid off", after a year. At age 29, Client took another teaching job...this time intensive remedial reading & ESE, for middle-schoolers. She remained in this position for four **(4) years**, before being *fired for "…possibly a classroom management issue…"*. She said she allowed a bullied child to leave the classroom, assuming he would go to the office. Instead, he went home. Client said she is not sure what the school is saying about the reason for her dismissal, but would like to find out. At age 35, Client took a home-based CSR/Tech-Support job, which involved helping customers resolve issues with their digital fitness-trackers, while also working in the meal-delivery industry. She continued in the home-based CSR/Tech-Support job, which involved e-mail & live chat, for 16 months, but finally left, due to the schedule (nights & weekends), which did not mesh well with her child-care duties. At age 37, Client worked in a supermarket deli for two months, before sustaining a knee surgery. She said she most enjoyed **teaching** and **"live chat"**, and least enjoyed the stress of *dealing with customers*, as a Cashier. Based upon interview responses, Client's qualified work history appears to include:

| DOT Code | Job Title | VQ | SVP | Skill Level | VA | VIPR | $Avg. |
|---|---|---|---|---|---|---|---|
| 099.227-044 | Teacher, Resource | 118.70 | 7 | Skilled | 77% | ESFJ | $26.52 |
| 092.227-010 | Teacher, Elementary School | 116.48 | 7 | Skilled | 80% | ESFJ | $25.71 |
| 094.227-030 | Teacher, Learning Disabled | 115.10 | 7 | Skilled | 77% | ESFJ | $25.21 |
| 032.262-010 | User Support Analyst | 110.50 | 7 | Skilled | 81% | ENTJ | $23.52 |
| 249.367-046 | Library Assistant | 104.79 | 5 | Semi-Skilled | 79% | ENFJ | $19.37 |
| 290.477-018 | Sales Clerk, Food | 103.28 | 3 | Semi-Skilled | 76% | ESTP | $18.33 |
| 211.462-014 | Cashier-Checker | 103.06 | 3 | Semi-Skilled | 71% | ESFP | $18.18 |
| 309.677-010 | Companion | 99.00 | 3 | Semi-Skilled | 60% | ESTP | $16.13 |
| 311.477-030 | Waiter/Waitress, Informal | 97.58 | 3 | Semi-Skilled | 70% | ESFP | $15.99 |
| 311.472-010 | Fast-Foods Worker | 96.11 | 2 | Unskilled | 60% | ESFP | $15.85 |
| 299.677-014 | Sales Attdt, Building Materials | 93.48 | 3 | Semi-Skilled | 67% | ISFP | $15.60 |
| 301.677-010 | Child Monitor | 89.45 | 3 | Semi-Skilled | 64% | ESFP | $15.21 |

In addition to the MTEWA (Machines, Tools, Equipment and Work Aids) and MPSMS (Secondary Materials, Products, Subject Matter and Services) obviously associated with job titles in Client's work history, analysis of transferable skills (**TSA**), from previous qualified employment suggests experience with: compiling, computing, comparing & analyzing **data**; serving, speaking with, signaling & instructing **people**; and handling, operating & controlling **things**.

Client has an expired teaching certificate, with ESOL and reading endorsements. When asked about her familiarity with standard business practices, she claimed no experience with bookkeeping, inventory-control or shipping/receiving, but said she has done some **scheduling**; has **supervised** up to five (5) personnel, at a time; and had **taught classes** numbering up to 25 students. Client has used **computers, on the job**, for scheduling classes, student notes, grades & communicating with staff & parents. She has a **PC, with internet, at home**.

She claimed familiarity with **MS Word, Excel & PowerPoint**, and has used **copiers & fax**-machines. Though she has used some standard hand & power **tools**, and has driven vehicles as large as a **pickup truck**. *(See Appendix 2 for a comprehensive list of transferable skills from prior employment.)*

*******************

     k.   CLIENT'S EXPRESSED VOCATIONAL INTERESTS

In addition to a summary of Client's vocational interests, as they were expressed in the interview, the CVE will insert, here, the potentially suitable "titles of interest", from the Job-Match List (probably in an edited format), typically preceded by a comment regarding the total number of titles related to expressed vocational interests vs. the number of those found to feature worker-trait requirements that fall within Client's WTP.  Here follows an example of a vocational interest section, from a VE report:

*******************

When asked about his career thoughts, Client said he wants to work as an **IT Technician**, primarily working with computer **hardware**.  He also indicated an interest in possibly becoming a **Mechanic** or **Machinist**, and said he would consider a career in **construction**, perhaps as an **Electrician** or **Plumber**. He said he might be willing to relocate, for the right opportunity, and would likely agree to deployment of any duration or frequency.  He said he would discuss his career options with his parents, before making a decision, and possibly with his uncle (a Financial Consultant).

Of the 39 job titles found to be most closely related to Client's expressed career interests, the following **6** (some of which are among those recommended for first consideration) fall within the most critical aptitude, physical-functional capacity & environmental tolerance parameters of his worker-trait profile:

DOT Code              Job Title
  002.261-014 Research Mechanic
  003.161-010 Electrical Technician
  019.261-010 Biomedical Equipment Technician
  032.262-010 User Support Analyst
  039.264-010 Microcomputer Support Specialist
  600.280-010 Instrument Maker

*Notes: Job definitions can be accessed by entering the DOT Code into any search engine.*

     l.   OBSERVATIONS

The CVE will draft a summary of behavioral observations made during the vocational interview/testing session.  This summary can be configured as a stand-alone section of the VE report, or as a response to a specific referral question.  Here follows an example of the Observations section of a VE report:

*******************

Client arrived **on time**, for her appointment, having slept five hours ("enough" for her, she said), but not having eaten breakfast (typical, for her).  She was suitably **attired**, with adequate **grooming & hygiene**. Her affect was **clear** of obvious pathological indicators; full-range, within context; situationally appropriate; and congruent with her (apparently) mildly **euthymic** mood.

Her manner was **pleasantly congenial**, and her demeanor was **personable & self-deprecating**. She manifested no unusual behaviors or thought processes. Her **oral reading** was estimated to be at college-level, with no significant pronunciation errors or word-recognition issues. Her **conversational fluency** was consistent with her education level.

Client's attitude toward assessment seemed positive, and she was **agreeably cooperative**. Rapport was readily established, and estimated to be about average. Work habits were reasonably **neat & well-organized**. **Motivation** seemed to be in the average to high-average range, as she initiated all assigned tasks **briskly**, and followed through **diligently**.

Span and quality of **attention** seemed unremarkable, and no visual, auditory or motor problems were detected. She *switched hands*, during the WRAT Spelling Test, remarking about her *CTS*. In the data-entry exercise, Client demonstrated a commercially viable level of **computer literacy**, employing a 10-finger tying technique, to achieve **44 WPM**. She displayed high-average keyboard/mouse & MS Windows familiarity. In the LI Manual Dexterity Test, Client employed a **system**, to load the board, and manifested only one minor/transitory instance of laterality confusion (well within the average range).

<center>*****************</center>

        m.  BOLD the **POSITIVE** & BOLD/ITALICIZE the *NEGATIVE* KEY WORDS

This technique not only draws the reader's eye to critical feature of the report (whether text or data), but also serves as a preliminary step to compiling keywords into the "VRC Summary", addressed below. Examples of this treatment are visible in the various samples, presented herein.

        n.  SYNTHESIZE VRC SUMMARY

The summary is a recapitulation of the key points of the VE. While a casual reader (eg: Client) may find a summary at the end of the report (prior to the recommendations) to be satisfactory, most VR professionals seem to prefer a summary at the front of the report, like an "abstract" in a scholarly journal article, ready for access and easy to review, when they first open the file. A few VRCs (Vocational Rehabilitation Counselors) will prefer this summary in prosaic text, but in our experience, most seasoned VRCs are more comfortable with a "bullet-point" style summary, featuring codes & abbreviations that are conventional in the profession. Here follows the steps to preparing this type of summary:

    (1)  Copy the blank VRC Summary grid to a working document & save.
    (2)  Copy selected bolded keywords into "Apparent Strengths" section of VRC Summary.
    (3)  Copy selected bold/italicized keywords into "Challenges/Barriers" section.
    (4)  Summarize Client's expressed vocational interests into "Other Factors" section.
    (5)  Summarize transferable skills into "Other Factors" section.
    (6)  Summarize functional restrictions/environmental-tolerances into "Other Factors".
    (7)  Summarize selected interest inventory data into "Other Factors" section.
    (8)  Summarize Occupational Values & Needs data into "Other Factors" section.

And here is a sample of a VRC Summary:

<center>*****************</center>

| CHALLENGES/BARRIERS: | APPARENT STRENGTHS: |
|---|---|
| Psych.Eval (*2019*): *MDD, GAD, ADHD, ODD* & r/o *BD*; Racing thoughts, attn/concentration probs, impulsivity, hyperactivity, anxiety, depression, feeling alternately invincible & worthless, cursing at school staff, restlessness, arguing, defying rules, suspension from school, insomnia, low processing speed, self-regulation issues & (potentially) mania. | WRAT GL: **88-99%ile Reading; 97%ile Spelling** **97%ile Clerical Checking** (EAS Vis. Spd/Accy) PsychEval: Relatively hi level of **Fluid Reasoning** Avg. Est. Gen. Cognitive Aptitude ; **GCA=42%ile** Avg. WAIS General Ability Index: **GAI = 42%ile** **"B"** avg. *until pandemic*; Best grades in **math/sci.** |
| *Hospitalized last month* for *Conversion D/O*; Reportedly *unable to vocalize or move ULE/LRE for 2 hrs. after psychiatric appointment* | Computer literate; **Rebuilt 8 computers;** 26 WPM **No crim. record**; **Not homeless**; Supportive fam. Took **initiative** to contact Examiner at appt. hour |
| HS dropout (10th grade, *in pandemic*); **NO GED** | **Reads** online articles about **technology** Claimed **no physical disability** |
| WAIS: Vy.Low Processing Spd. Index; *PSI=3%ile* | Adequate **attire, grooming & hygiene** **Politely congenial**; **Clear** affect congruent w/mood |
| WRAT: *GL 6.6 Math Computation* | Age-typical **conversation**; Understood **oral dir**. Seemed **motivated**; **Brisk**, **diligent** task-approach |
| *Baker-Acted (14)*; Locked himself in room w/EtOH | No *observed* **attention/concentration** deficiency |
| *BMI=30* (5'11"/215#); Wants to lose weight | Intact **visual, auditory & motor** capacities |

| APPARENT NEEDS: | OTHER FACTORS: |
|---|---|
| Recommend *consideration* be afforded to... | **Wants**: IT Tech. (hardware); Mechanic; Machinist; Construction; Electrician; Plumber |
| **MH tmt. team** to **review** job analysis before hire | **Tx Skills**: No *qualified* work experience; Sorting/ pricing at Goodwill; Supervised 4; Limited 1-1 OJT; Rebuilds computers; MS Word; Std. tools; SUV |
| **Intensive math tutoring** prior to **GED** Prep/Test | **F(x)**: Heavy PDC (provisional); Limit prolonged exposure to work-related stressors, such as overwhelming workload, very rapid pace of work, tight d/l & perceived lack of personal control. |
| **Games/exercises** to increase processing speed | **VIPR**: ENTP – "The Inventor"; Innovative, analytical, enthusiastic, sensitive, creative non-conformist; Technical expertise; Entrepreneurial; Systems-level problem-solver. |
| **Dietician/Nutritionist** consult for weight-loss | **Values**: Working conditions predominates, in his hierarchy, while *authority* seems to be of least significance to him. Morality, company policies, technical supervision, responsibility & autonomy were all rated above-average, while ability utilization, |
| **Fitness Center** membership, w/Trainer consult | achievement, independence, variety, security, advancement, personal supervision & creativity received |
| **Job Coach**: job srch; arrange accom; work-adjust | an average rating. Client rated *compensation, recognition, social status & social service* as being of below-average importance. |

o.  ANALYSIS & SYNTHESIS OF VE DATA

To proceed with analysis of VE data and synthesis of a list of potentially suitable job titles, local labor market information must be incorporated.  While labor-market data is not readily available for each DOT job-title (other than through labor-market survey), BLS (*https://bls.gov*) and State feeder data from the State Department of Labor (in this example, Florida, by workforce area at *https://floridajobs.org/workforce-statistics/data-center*) are updated on a quarterly basis.  The following procedure is recommended for accessing and correlating this data:

(1)  Minimize VRC Summary to the bottom-right ¼ panel of the computer screen.
(2)  Open the Job-Match List, as top-right ¼ panel.
(3)  Open State DOL "Jobs by Occupation" for selected Workforce Area, as top-left ¼ panel.
(4)  Open DOT/SOC Crosswalk as bottom-left ¼ panel.
(5)  Copy DOT Code of each *selected\** job title to Crosswalk search screen.
(6)  Copy SOC Code from the corresponding Occupation to Jobs by Occupation search screen.
(7)  Copy selected data (usually growth percentage and projected openings) to Job-Match List.

\* Priority of consideration will usually be: bold/highlighted and red titles first, followed by bolded titles, and then un-bolded titles.  Typically, SOC Occupations featuring negative growth rates or very low employment projections (single digits) are not selected, in which case the DOT Title is not among those selected for transfer to the VE report.  (Exceptions are occasionally made for titles of special significance or in severely depressed labor market conditions, etc.)

During this process, your computer screen will look something like this:
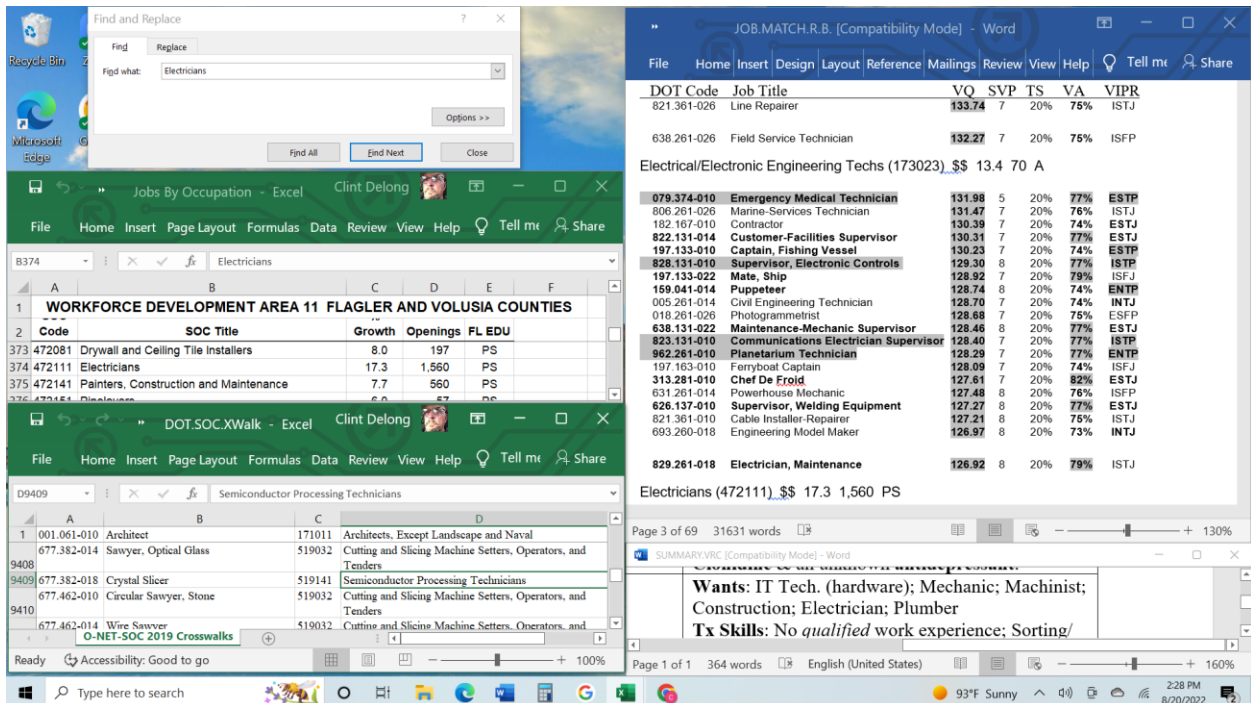
p.  TRANSFER RESULTS OF ANALYSIS/SYNTHESIS TO VE REPORT

After growth projection data are detailed for each selected DOT Job-Title, via cross-walked SOC Occupation Title, these selections can be transferred to the VE report.  While each DOT/SOC group can be transferred independently, a more efficient technique is to (temporarily) delete all other data in the Job-Match List, and then transfer all retained data (DOT/SOC groups) to the VE report (being careful not to "save" the Job-Match List, in this depleted state).  After this transfer is complete, reconstitute the Job-Match List, going back through all previous versions to the pristine state, before any SOC data was entered.  The Job-Match List is retained to be provided to the VRC, with caveats, as mentioned above. The DOT titles, selected for recommendation and indexed to labor-market information via SOC crosswalk, are now in the VE report.  This data can be formatted as the CVE desires.  Typically, headings are applied and columns aligned, etc.

q.  ENTER WAGE DATA

The CVE will, at this point, "clear the decks" by minimizing the VRC Summary, Jobs by Occupation & Crosswalk pages, and opening the most current Occupational Employment & Wage Statistics (OEWS) page, at ½ screen.  Then, turn to the section of the VE report which contains the recommended DOT Job-Titles with cross-walked SOC Occupation-based labor market data (henceforth referred to, herein, as "recommended job data") and copy this data to a position directly under the VRC Summary.  Remove all DOT headings and data from this transferred copy and remove all SOC-related headings (except for one at the top of this "recommended SOC Occupation data" section).  At this point, depending on the word-processing system employed, the CVE may need to alter formatting, perhaps by changing or removing tabs from this section.  The VE report is then reduced to ½ screen and juxtaposed with the ½ screen OEWS report, mentioned above.  In this configuration, it is a simple matter to search the OEWS by SOC Codes and transfer entry & average wage-level data to the Job-Match List.  Note that most states offer wage data by county, workforce area or MSA, if that level of detail is desired (most often for forensic applications).  At this point, your computer screen should look something like this:

r. PRIORITIZE LABOR-MARKET DATA BY BOLDING & HIGHLIGHTING

To aid the reader in visual discrimination of labor-market data, the CVE may choose to prioritize data elements (eg: wages, growth percentages and employment projections) by bold/highlighting the (approximate) top 1/3 and bolding the middle 1/3 *of values* in each column, in this separate display of labor-market research (LMR) results. Once all data-columns have been thus prioritized, the CVE will establish criteria for treating the corresponding SOC Occupation Titles similarly (bold/highlighting and bolding, *approximately* by thirds). See right-side panel, in above sample. (Note that this table is retained in its position directly under the VRC Summary.)

s. RETURN EDITED LMR DATA TO DOT/SOC RECOMMENDATION GROUPS

Copy the recommended SOC Occupation data, including the bolding & highlighting criteria, to the first DOT/SOC group, at the end of the report, and relocate the attached bolding & highlighting criteria to a spot above or below the table of bolding/highlighting criteria located directly above the DOT/SOC groups, and then transfer the data into that table. The resulting table will look something like this:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| 6,7 | 1 | 2 | 3 | 4 | 5 |

Notes:
1. Entry Wage figures =/> **$12/hour** are bolded; =/> **$15/hour** are also highlighted.
2. Avg. Wage figures =/> **$15/hour** are bolded; =/> **$21/hour** are also highlighted.
3. Growth rates =/> **12%** are bolded.; =/> **18%** are also highlighted.
*(continued)*
4. Annual openings =/> **100** are bolded; =/> **500** are also highlighted.
5. Training Requirements (see * below)
6. **Occupation Titles** are bold/highlighted if 4 parameters are bolded, or if 3 are bold/highlighted.
7. **Occupation Titles** are bolded if 3 parameters are bolded, or if 2 are bolded and one is also highlighted.

**\* Training Requirements:**

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

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

Then return to the DOT/SOC data and reposition all edited LMR data lines to replace the unedited ones, in each DOT/SOC group. (See sample at section u., below.)

t.   SELECT & RELOCATE PRIMARY RECOMMENDED DOT/SOC GROUPS

If the list of recommendations consists of more than a handful of job titles, the CVE may choose to prioritize by establishing a selection criterion for primary job recommendations.  This criterion is most often simply bold/highlighting of both the DOT and SOC titles.  In this way the strongest "job-person" matches, with the best labor-market access and wage profiles, are prioritized as primary recommendations.  Once this criterion is established, matching DOT/SOC groups are repositioned to a spot under the "Primary" heading, followed by the rest of the DOT/SOC groups, which are retained under the "Alternates" heading.  Here follows a sample of this configuration:

*******************

---

| PRIMARY |
|---|

---

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 862.261-010 | Pipe Fitter | 120.12 | 7 | 20% | 77% | ISTP |
| 862.381-030 | Plumber | 117.55 | 7 | 20% | 80% | ISTP |
| 862.281-022 | Pipe Fitter | 112.77 | 7 | 20% | 77% | ISTP |
| 862.681-010 | Plumber | 101.64 | 6 | 20% | 80% | ISTP |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| Plumbers, Pipefitters & Steamfitters (472152) | $15.59 | $21.92 | 13.0 | 638 | PS |

*****************************************************************************

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 620.261-022 | Construction-Equip. Mechanic | 107.70 | 7 | 20% | 77% | ISTP |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| Mobile Heavy Equip. Mechanics, Except Engines (493042) | $18.10 | $24.04 | 13.0 | 108 | PS |

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| ALTERNATES |
|---|

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| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 638.261-026 | Field Service Technician | 132.27 | 7 | 20% | 77% | ISFP |
| 003.161-010 | Electrical Technician | 125.73 | 7 | 20% | 71% | ISTP |
| 710.261-010 | Instrument Repairer | 120.47 | 8 | 20% | 80% | ISFP |
| 710.281-026 | Instrument Mechanic | 118.31 | 7 | 20% | 75% | ISFP |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| **Electrical/Electronic Engineering Techs (173023)** | **$17.65** | **$28.99** | **18.6** | 54 | A |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 806.261-026 | Marine-Services Technician | 131.47 | 7 | 20% | 77% | ISTJ |
| **899.261-014** | **Maint. Repairer, Industrial** | **123.79** | 8 | 20% | **74%** | **ISTP** |
| **899.381-010** | **Maint. Repairer, Building** | **121.40** | 7 | 20% | **74%** | **ISTP** |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| **Maintenance & Repair Workers, General (499071)** | **$12.62** | **$18.46** | **13.5** | **1,646** | PS |

u.   POPULATE CLIENT SUMMARY

The CVE may choose to locate a "Client Summary" section above the VRC Summary, since most Clients will be most interested, at least initially, in finding out, in general terms, how they did in testing, and what job options are recommended for them. Some CVEs may choose to write a summary in plain text, while others may decide to introduce the summarized WTP, here, at the beginning of the report. If the latter course of action is chosen, the CVE may relocate the WTP table to this point in the report, or copy a portion of it (usually just the aptitude ratings, especially if there are no significant physical functional restrictions). Underneath the WPT table, the CVE may position an edited version of the DOT/SOC groups. Depending on the number of Primary and Alternate groups, the CVE may choose to leave the Primary groups intact, and eliminate the SOC-based labor market data, for the Alternates, in which case the Client Summary would like something like the following sample:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Worker-Trait Profile:**

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

Notes regarding GED, aptitude, coordination and dexterity ratings: With respect to estimated general population norms, Above Average = approximately the top 20%; High Average = approximately 60-80%ile; Average = approx. 40-60%ile; Low Average = approximately 20-40%ile; Below Average = approximately 6-20%ile; Far Below Average = approximately the bottom 5%. *(Source: U.S. Department of Labor)*

| Trait (Physical Capacity) | Rating |
|---|---|
| *Lift/Carry/Push/Pull* | *Light PDC* |
| Sit/Stand/*Walk* | *Alt. @ Will* |
| *Climb/Balance* | *Occasional* |
| Bend/Stoop/Crouch/*Squat/Kneel/Crawl* | *Occasional* |
| Reach/Handle/Finger/Feel | Continuous |
| Talk/Hear/Write | Continuous |
| Seeing/Visual Acuity | Continuous |

| Trait (OSHA Compliant Environmental Tolerance) | Rating |
|---|---|
| Weather Exposure | Continuous |
| Extreme Cold | Continuous |
| Extreme Heat | Continuous |
| Damp/Humid/Wet | Continuous |
| Noise/Vibrations | Continuous |
| Hazards: Mechanical/Electrical/Chemical/Heights (OSHA Compliant) | Continuous |
| Exposure to Dust/Fumes/Odor/Mists/Gases (OSHA Compliant) | Continuous |

Notes regarding physical demand capacity (PDC), non-exertional demand and environmental tolerance ratings: All estimates are provisional, pending medical confirmation; Very Heavy Duty = 100# or more; Heavy Duty = 50# to 100#; Medium Duty = 20# to 50#; Light Duty = 10# to 20#; Sedentary = 0# to 10#; Occasional = no more than 1/3 of the time; Frequent = 1/3 to 2/3 of the time; Continuous = 2/3 or more of the time. *(See Appendix 1 for definition of codes & values.)*

**Recommended for Primary Consideration:**

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 272.357-010 | **Sales Rep, Animal-Feed** | **105.39** | 6 | **43%** | **82%** | **ESFJ** |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| **Sales Rep., Whsle. & Mfg, Non-Tech/Sci. (414012)** | **$14.78** | **$31.64** | 13.3 | **10,671** | HS |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 341.367-010 | **Recreation-Facility Attdt.** | **102.53** | 3 | **66%** | 74% | **ESFJ** |

| Potentially Suitable Local Occupations (w/SOC Code) | 2021 Entry Wage | 2021 Avg. Wage | 2021-2029 Growth Rate% | Local Openings | Tng Rqmt |
|---|---|---|---|---|---|
| **Recreation Workers (399032)** | **$10.31** | **$14.23** | **17.0** | **5,865** | HS |

**Recommended for Alternate Consideration:**

Note: The following DOT Job Titles are indexed to SOC Occupations, which display local labor-market data, starting on ***page 18***, below. *(See Appendix 1 for definition of codes & values.)*

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| 099.327-010 | Teacher Aide I | 109.92 | 6 | 20% | 81% | ISFJ |
| 295.467-026 | Automobile Rental Clerk | 99.44 | 4 | 43% | 77% | ESFJ |
| 299.677-010 | Sales Attendant | 95.19 | 2 | 74% | 83% | ISFP |
| 237.367-018 | Information Clerk | 104.36 | 2 | 20% | 82% | ESFP |
| 295.367-026 | Storage-Facility Rental Clerk | 101.77 | 2 | 43% | 77% | ESTP |
| 237.367-050 | Tourist-Info. Assistant | 101.58 | 6 | 20% | 82% | ESFP |
| 340.367-010 | Desk Clerk, Bowling Floor | 99.44 | 3 | 66% | 74% | ESFJ |
| 295.467-014 | Boat-Rental Clerk | 95.04 | 2 | 43% | 77% | ESFP |
| 295.357-018 | Furniture-Rental Consultant | 94.70 | 2 | 49% | 77% | ESTP |
| 221.367-070 | Service Clerk | 94.15 | 4 | 20% | 80% | ISFP |
| 229.587-014 | Quality-Cntrl. Clerk (Dispens.) | 94.32 | 3 | 43% | 70% | ISFP |
| 237.367-022 | Information Clerk | 98.47 | 4 | 20% | 82% | ESFP |
| 237.367-042 | Referral-and-Information Aide | 95.58 | 3 | 20% | 82% | ESFP |
| 239.367-014 | Dispatcher, Maint. Service | 95.58 | 3 | 20% | 80% | ESFP |

v.  FINALIZE VRC SUMMARY

After sorting SOC Occupations under VRC Summary table into 3 priority levels, and developing "Apparent Needs" in the VRC Summary (based on "Challenges/Barriers"), the VRC Summary should look something like the following sample:

******************

| CHALLENGES/BARRIERS: | APPARENT STRENGTHS: |
|---|---|
| Psych.Eval (*2019*): ***MDD, GAD, ADHD, ODD*** & r/o ***BD***; Racing thoughts, attn/concentration probs, impulsivity, hyperactivity, anxiety, depression, feeling alternately invincible & worthless, cursing at school staff, restlessness, arguing, defying rules, suspension from school, insomnia, low processing speed, self-regulation issues & (potentially) mania | WRAT GL: **88-99%ile Reading; 97%ile Spelling** **97%ile Clerical Checking** (EAS Vis. Spd/Accy) PsychEval: Relatively hi level of **Fluid Reasoning** Avg. Est. Gen. Cognitive Aptitude ; **GCA=42%ile** Avg. WAIS General Ability Index: **GAI = 42%ile** **"B"** avg. *until pandemic*; Best grades in **math/sci.** Computer literate; **Rebuilt 8 computers;** 26 WPM |
| *Hospitalized <u>last month</u> for Conversion D/O*; Reportedly ***unable to vocalize or move ULE/LRE for 2 hrs. after psychiatric appointment*** | **No crim. record**; **Not homeless**; Supportive fam. Took **initiative** to contact Examiner at appt. hour **Reads** online articles about **technology** |
| HS dropout (10th grade, *in pandemic*); ***<u>NO GED</u>*** | Claimed **no physical disability** Adequate **attire, grooming & hygiene** |
| WAIS: Vy.Low Processing Spd. Index; ***PSI=3%ile*** | **Politely congenial**; **Clear** affect congruent w/mood Age-typical **conversation**; Understood **oral dir**. |
| WRAT: *GL 6.6 Math Computation* | Seemed **motivated**; **Brisk**, **diligent** task-approach |
| ***Baker-Act (14)***; Locked himself in room w/EtOH | No *observed* **attention/concentration** deficiency |
| ***BMI=30*** (5'11"/215#); Wants to lose weight | Intact **visual, auditory & motor** capacities |

| APPARENT NEEDS: | OTHER FACTORS: |
|---|---|
| Recommend _**consideration**_ be afforded to...<br><br><br>**MH tmt. team** to **review** job analysis before hire<br><br><br>**Intensive math tutoring** prior to **GED** Prep course<br><br><br>**Games/exercises** to increase processing speed<br><br><br>**Dietician/Nutritionist** consult for weight-loss<br><br><br>**Fitness Center** membership, w/Trainer consult<br><br><br>**Job Coach**: job srch; arrange accom; work-adjust | **Wants**: IT Tech. (hardware); Mechanic; Machinist; Construction; Electrician; Plumber<br>**Tx Skills**: No _qualified_ work experience; Sorting/ pricing at Goodwill; Supervised 4; Lim. 1-1 OJT; Rebuilds computers; MS Word; Tools; SUV<br>**F(x)**: Heavy PDC (provisional); Limit prolonged exposure to work-related stressors, such as overwhelming workload, very rapid pace of work, tight d/l & perceived lack of personal control.<br>**VIPR**: ENTP – "The Inventor"; Innovative, analytical, enthusiastic, sensitive, creative non-conformist; Tech. expertise; Entrepreneurial; Systems-level prob.-solver<br>**Values**: Working conditions <u>predominates</u> in his hierarchy, while _authority_ seems to be of <u>least significance</u> to him.  Morality, company policies, technical supervision, responsibility & autonomy were all rated above-average, while ability utilization, achievement, independence, variety, security, advancement, personal supervision & creativity received an average rating.  Client rated _compensation, recognition, social status & social service_ as being of below-average importance. |

<p align="center">*****************</p>

<p align="center">w.  DEVELOP OTHER VOCATIONALLY RELEVANT RECOMMENDATIONS SECTION</p>

The second most important section of the VE report, after the occupational recommendations, is the "Other Vocationally Relevant Recommendations" section.  The first step in the development of this sections is to copy the "Apparent Needs" from the VRC Summary to the "Other Vocationally Relevant Recommendations" section, and expand bullet points to prosaic text.  Then, the CVE will want to discuss any remedial tutoring recommendations, and finally develop a training potential estimate.  The completed "Other Vocationally Relevant Recommendations" section will look something like the following sample:

<p align="center">*****************</p>

The following estimates are provided with the assumption that Client's performance, as referenced in this assessment, is generally representative of current capabilities.  Client may require as much as two _**(2) years**_, or more, of intensive _**math tutoring**_ to raise his elementary math computation level to GL 9/10, as is typically required for admission to certificate-level public vo-tech training programs in Florida, and another year of such tutoring to bring his math skills up to high school graduate level.

Provided full accommodation and implementation of _recommended supportive measures (shown below)_, and with the requisite means & motivation, the likelihood of Client successfully completing additional specific vocational preparation (SVP) is estimated to be: **EXCELLENT** for up to six months of informal OJT (on-the-job training), as is characteristic of semi-skilled (SVP 3,4) occupations; **GOOD to EXCELLENT** for more formal, extensive OJT & apprenticeship, lasting up to one year, as is typical of many lower echelon skilled (SVP 5) occupations; **FAIR to GOOD** for extensive, formal OJT, lasting up to two (2) years, as well as most certificate-level training (except for very high-tech) and most non-STEM Associate's Degree training, characteristic of mid-level skilled (SVP 6) occupations;

*GUARDED* **to FAIR** for very extensive (up to four years) formal OJT/apprenticeship training, and the most technical Certificates & STEM Associate's Degrees, as well as a few less technical, non-STEM Bachelor's Degree programs, leading to qualification for some higher-echelon skilled (SVP 7) occupations; and *GUARDED* **to** *VERY GUARDED* for the most STEM Bachelor's programs, and graduate-level training.

Client would appear likely to benefit from **job development and job coaching** services, for assistance in arranging appropriate reasonable accommodations and adapting to job requirements, as well as job-search skills training.  Recommend ***consideration*** be afforded to arranging for: **FCE** (Functional Capacity Evaluation) to establish *safe* residual physical functional capacities & environmental tolerances; **grab-bars** for shower safety; **orthopedic pillow** (eg: *Sleep Again* pillow system) for shoulder injury; orientation to local **volunteer organizations** & other social networking resources; **eye-exam** with corrective lenses, as prescribed; **math** tutoring and/or Khan Academy (online); **games/exercises** for math and visual speed & accuracy; online exercises to increase **typing speed** (eg: *typingtest.com*); and online training in **MS Office** applications.

<div align="center">*****************</div>

<div align="center">x.   DEVELOP ACCOMMODATIONS SECTION</div>

Since there is no way to foresee which (if any) of the recommended occupations Client will choose, not to mention the particular circumstances of specific positions, the CVE will need to address all possible accommodations for every disability condition, in the "Accommodations" section of the VE report.  Most CVEs will, over time, accumulate lists of accommodations, gleaned from various sources (eg: askjan.org) for the most common disability conditions.  These can be edited for consistency with Client's situation, as needed.  While a VE report on a Client with multiple disabilities will include a very extensive Accommodations section (sometimes a long as the rest of the report), here follows a truncated sample:

<div align="center">*****************</div>

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

<div align="center">LEUKEMIA</div>

Aide/Assistant/Attendant; Rolling, Fully-Adjustable Office Chair; Anti-fatigue Matting; Ergonomic Tools/Equipment; Low Task Chair; Multi-Purpose Carts; Scooters; Stand-lean Stools; Stair Lifts; Service/Support Animal; Working Remotely; Periodic Rest Breaks; Flexible Schedule; Job Restructuring *(Visit askjan.org for vendors.)*

<div align="center">SHOULDER INJURIES</div>

Armrests/Forearm-Supports; Document Holders; Speech to Text Software; Adjustable Tables/Work-Stations; Ball Transfer Tables; Vacuum Pickup Tools; Motorized Material Transport Carts; Powered Cranes/Lifts; Compact Material Handling Aids *(Visit askjan.org for vendors.)*

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

y. ADDRESS REFERRAL QUESTIONS

While referral questions are addressed in the body of the VE report, the CVE may want to address each referral question in detail, even if to just copy the relevant information from the body of the report. Here follows a sample of referral questions & answers:

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

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

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

| Grade Level | Name of Test or Subtest |
|---|---|
| **12.9+ (est. 16.5)** | **WRAT Word Reading** |
| 12.9+ (est. 13.0) | WRAT Spelling |
| *5.3* | ***WRAT Math Computation*** |
| **12.9+ (est. 16.5)** | **WRAT Sentence Comprehension** |

**2.** WHAT IS INDIVIDUAL'S IQ LEVEL?

Client's general cognitive aptitude (learning ability) was estimated via averaged standard scores of tests which involve reasoning: **GCA = 50ᵗʰ Percentile / Mid-Average**. Intelligence quotient is best measured by a Licensed Psychologist, using an instrument such as the Wechsler Adult Intelligence Scale (current version). In his 01-21-2022 Report of Psychological Evaluation, Dr. G. Hhhhhhh found Client's **48%ile WAIS-IV Full Scale** score to register in the average range, with balanced sub-scacccsle index scores.

3. WHAT IS THE VOCATIONAL INTEREST OF THE INDIVIDUAL?

Client said he just needs something **less boring** than being a Prep Cook, noting that he is more productive, when working **independently**. He said he can tolerate *no 16-hour days*, which were standard, when he worked as a "corporate Chef". He said he has considered working as a **Chef in a family restaurant**, or perhaps preparing **custom meals for home delivery**. Other options that have occurred to him include **Private-Duty Chef**, **Food Safety Inspector**, **Culinary Instructor**, and **Menu Planner**.

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

Yes. With full reasonable accommodation & implementation of recommended supportive measures, Client could return to work in a position represented by the following job titles (which either are present in his work history or feature maximum {97%} skill-transferability). *Note: See Appendix 3 for definitions.*

| DOT Code | Job Title | VQ | SVP | TS | VA | VIPR |
|---|---|---|---|---|---|---|
| **187.167-026** | **Director, Food Services** | **115.31** | **7** | **97%** | **86%** | ESTJ |
| **313.131-014** | **Chef** | 111.93 | 7 | **97%** | **87%** | ESTJ |
| **187.167-106** | **Manager, Food Service** | 109.81 | 7 | **97%** | **86%** | ESFJ |
| 319.137-030 | Kitchen Supervisor | 109.64 | 7 | **97%** | 82% | ESFP |
| 319.137-010 | Food-Service Supervisor | 106.37 | 6 | **97%** | 82% | ESFP |

5.   DOES THIS INDIVIDUAL HAVE TRANSFERABLE SKILLS?

Yes.  Client's qualified work history appears to include key tasks associated with the following job titles:

| DOT Code | Job Title | VQ | SVP | Skill Level | VA | VIPR |
|---|---|---|---|---|---|---|
| 187.161-010 | Executive Chef | 121.18 | 8 | Skilled | 86% | ESFJ |
| 313.131-026 | Sous Chef | 114.28 | 8 | Skilled | 87% | ESTJ |
| 313.131-014 | Chef | 111.93 | 7 | Skilled | 87% | ESTJ |
| 187.167-106 | Manager, Food Service | 109.81 | 7 | Skilled | 86% | ESFJ |
| 319.137-030 | Kitchen Supervisor | 109.64 | 7 | Skilled | 82% | ESFP |
| 313.361-014 | Cook | 105.87 | 7 | Skilled | 86% | ESTJ |
| 313.361-018 | Cook Apprentice | 105.87 | 7 | Skilled | 86% | ESTJ |
| 313.361-026 | Cook, Specialty | 105.02 | 5 | Semi-Skilled | 70% | ESTJ |
| 317.684-014 | Pantry Goods Maker | 94.49 | 4 | Semi-Skilled | 70% | ESTJ |
| 318.687-010 | Kitchen Helper | 85.02 | 2 | Unskilled | 62% | ESTJ |

*See Appendix 2 for a detailed rendering of transferable skills associated with the DOT Job Titles that represent Client's work history.*

Analysis of transferable skills (**TSA**) from previous qualified employment suggests experience with: compiling, comparing & coordinating **data**; helping, taking instructions from speaking with, signaling & supervising **people**; and handling, manipulating & precision working with **things**.  Client has done **inventory-control**, and is familiar with some shipping/receiving (**S/R**) documents & procedures.

He has **scheduled & supervised** up to **25** personnel, at a time, and has conducted **group briefings** for up to **20** personnel, as well as individual OJT (on-the-job training).  He has used **computers** for **inventory, scheduling & purchasing**.  He is familiar with ADACO provisioning software and is experienced on the internet.

Client is fully qualified on a wide variety of **industrial food preparation equipment**.  He claimed familiarity with most standard **hand & power tools**, and he said the largest vehicle he has driven is a **26' box truck, w/trailer**.

6.   IS THIS INDIVIDUAL READY FOR DIRECT JOB PLACEMENT?

Yes.  With full reasonable accommodation & implementation of recommended supportive measures, Client could be ready for direct placement in a position (*not to exceed 8 hrs. per day*) represented by any of the recommended job titles which are unskilled/semi-skilled (SVP = 1-4) or which feature significant transferable skills from prior employment (TS =/> 40%).

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

Yes.  With full reasonable accommodation & implementation of recommended supportive measures (*and subject to medical approval*), Client could be expected to tolerate a full day of work (*not to exceed 8 hrs. per day*), in a position represented by any of the recommended job titles.

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

Yes.  With full reasonable accommodation & implementation of recommended supportive measures (*and subject to medical approval*), Client appears to be employable, part-time or full-time (*not to exceed 8 hrs. per day*), in a position represented by any of the recommended job titles.

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

The results of current testing suggest that Client's coordination and dexterity reside in the average range.

10. DOES THE INDIVIDUAL STAY ON TASK?

Yes.  Client initiated all assigned tasks briskly and followed through diligently.

11. ARE THERE ATTENDANCE/PUNCTUALITY ISSUES?

No.  Client arrived on time for his appointment, and there is no indication, in the interview or available documentation, of any attendance/punctuality issues.  He has reliable independent transportation.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

z. FINALIZE THE VE REPORT

The CVE will take the following steps to finalize report of vocational evaluation:

(1) Post "Date of Report" in VE Report heading
(2) Post "*Note: See Appendix 1 for definition of codes, values & abbreviations*" throughout.
(3) Copy bold/highlight criteria from Job-Matching Analysis & Synthesis section to App. 1.
(4) Scan document for page breaks and reformat sections, as necessary.
(5) Proofread the report.
(6) Sign the VE Report (or print/sign/scan signature page, if using electronic transmission).

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