

**CERTIFIED VOCATIONAL EVALUATION of FLORIDA**

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**REPORT OF VOCATIONAL EVALUATION  
WITH COMMUNITY BASED SITUATIONAL ASSESSMENT (CBSA)**

CLIENT NAME : Male  
CLIENT ID# :  
CLIENT ADDRESS :  
CLIENT PHONE # :  
AGE/DOB : 16/xx-xx-2003  
REFERRAL SOURCE :  
DATE AUTHORIZED :  
DATES OF APPOINTMENT :  
DATE OF REPORT : 02-06-2020

**PURPOSE OF REFERRAL**

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**.

**CLIENT SUMMARY**

**Worker-Trait Profile:**

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

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; High Mid-Average = approximately 50-80%ile; Mid Average = approx. 40-60%ile; Low Mid-Average = approx. 20-50%ile; Low Average = approx. 20-40%ile; Below Average = approx. 6-20%ile; Very Below Average = approx. the bottom 5%. (Source: U.S. Department of Labor)

Notes: The following DOT Job Titles are indexed to SOC Occupations, which display local labor-market data, starting on page 20, below. See Attachment to this report for definition of codes & values.

**Recommended for Primary Consideration:**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
861.381-014	Bricklayer	102.46	8	40%	73%	ESTP
825.381-030	Electrician	118.06	8	40%	73%	ISTJ
825.381-034	Electrician Apprentice	118.06	8	40%	73%	ISTJ
825.281-014	Electrician	112.78	7	40%	73%	ISTJ
862.381-030	Plumber	117.55	7	43%	74%	ISTP
862.381-034	Plumber Apprentice	117.55	7	43%	74%	ISTP
862.281-022	Pipe Fitter	112.77	7	43%	71%	ISTP
862.281-026	Pipe-Fitter Apprentice	112.77	7	43%	71%	ISTP
862.681-010	Plumber	101.64	6	40%	74%	ISTP
862.684-026	Plumbing Assemble/Installer	99.79	4	40%	70%	ISTP
869.381-010	House Repairer	117.44	7	63%	71%	ESTP
860.381-046	Form Builder	113.87	7	43%	73%	ISTP
860.381-022	Carpenter	113.77	7	46%	71%	ESTP
860.381-026	Carpenter Apprentice	113.77	7	46%	71%	ESTP
860.381-050	Joiner	113.41	6	40%	74%	ESTP
806.281-058	Carpenter, Prototype	116.84	7	40%	74%	ESTP
860.381-030	Carpenter, Bridge	111.83	7	40%	73%	ISTP
863.684-014	Sider	105.92	4	43%	74%	ESTP
860.681-010	Carpenter II	103.41	5	40%	74%	ESTP
860.664-010	Carpenter I	99.70	4	40%	74%	ESTP
860.684-014	Sider	97.41	3	40%	74%	ESTP
869.684-042	Roof Assembler I	91.81	3	60%	74%	ESTP
869.684-038	Panel Installer	88.61	2	60%	74%	ESTP
637.261-014	HVAC Installer...	114.58	7	23%	71%	ISTP
377.263-010	Sheriff, Deputy	107.64	5	20%	82%	ISTP

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**Recommended for Alternate Consideration:**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>821.361-018</b>	<b>Line Erector</b>	<b>123.43</b>	7	23%	<b>74%</b>	<b>ISTJ</b>
<b>821.361-038</b>	<b>Tower Erector</b>	<b>122.00</b>	7	23%	<b>74%</b>	<b>ISTJ</b>
<b>899.381-010</b>	<b>Maint. Repairer, Building</b>	<b>121.40</b>	7	23%	<b>73%</b>	<b>ISTP</b>
<b>806.381-062</b>	<b>Install...Elect/Plumb/Mech.</b>	<b>111.12</b>	7	20%	<b>70%</b>	<b>ISTJ</b>
<b>859.362-010</b>	<b>Well-Drill Operator</b>	<b>118.62</b>	7	<b>43%</b>	64%	<b>ISTP</b>
<b>801.361-014</b>	<b>Structural-Steel Worker</b>	<b>117.79</b>	7	<b>46%</b>	65%	<b>ISTJ</b>
<b>801.361-018</b>	<b>Struct-Steel-Wkr. Apprentice</b>	<b>117.79</b>	7	<b>46%</b>	65%	<b>ISTJ</b>
<b>625.281-010</b>	<b>Diesel Mechanic</b>	<b>117.38</b>	7	20%	<b>73%</b>	<b>ISFP</b>
<b>625.281-014</b>	<b>Diesel-Mechanic Apprentice</b>	<b>117.38</b>	7	20%	<b>73%</b>	<b>ISFP</b>
<b>620.281-046</b>	<b>Maintenance Mechanic</b>	<b>115.90</b>	7	23%	<b>73%</b>	<b>ISFP</b>
<b>616.360-022</b>	<b>Machine Setter</b>	<b>116.64</b>	6	20%	<b>70%</b>	ESTJ
<b>825.281-030</b>	<b>Elevator Repairer</b>	<b>115.68</b>	7	20%	<b>71%</b>	<b>ISTP</b>
<b>620.381-014</b>	<b>Mechanic...Track Vehicle</b>	<b>114.09</b>	7	20%	<b>71%</b>	<b>ISFP</b>
<b>620.261-022</b>	<b>Construction-Equip. Mech.</b>	<b>107.70</b>	7	23%	<b>71%</b>	<b>ISTP</b>
899.684-046	Maint. Worker, Municipal	<b>113.90</b>	5	<b>43%</b>	65%	ESTJ
861.381-054	Tile Setter	<b>112.00</b>	7	<b>43%</b>	69%	ESTJ
861.381-058	Tile Setter Apprentice	<b>112.00</b>	7	<b>43%</b>	69%	ESTJ
<b>630.281-022</b>	<b>Repairer</b>	<b>111.76</b>	6	20%	<b>70%</b>	<b>ISTP</b>
<b>899.281-010</b>	<b>Canal-Equipment Mechanic</b>	<b>110.77</b>	6	20%	<b>70%</b>	<b>ISTP</b>
869.281-014	House Builder	<b>111.76</b>	7	<b>63%</b>	67%	ESTJ
<b>822.381-014</b>	<b>Line Installer-Repairer</b>	<b>110.51</b>	7	20%	<b>70%</b>	<b>ISTP</b>
<b>866.381-010</b>	<b>Roofer</b>	<b>108.96</b>	7	<b>43%</b>	68%	<b>ESTP</b>
<b>729.281-010</b>	<b>Audio-Video Repairer</b>	<b>107.65</b>	6	20%	<b>71%</b>	<b>ISTP</b>
844.364-010	Cement Mason	<b>107.53</b>	7	<b>46%</b>	69%	ESTJ
844.364-014	Cement-Mason Apprentice	<b>107.53</b>	7	<b>46%</b>	69%	ESTJ
811.684-014	Welder, Gas	<b>107.17</b>	5	20%	69%	ESTJ
<b>827.661-010</b>	<b>Household-Appliance Installer</b>	<b>105.29</b>	6	20%	<b>70%</b>	<b>ISTP</b>
899.684-022	Maint-Repairer Helper, Indust.	<b>104.27</b>	5	23%	62%	<b>ISFP</b>
620.664-014	Maintenance Mechanic Helper	100.80	5	23%	62%	<b>ISFP</b>
859.683-010	Operating Engineer	103.87	6	26%	67%	ESTJ
859.683-014	Operating-Engineer Apprentice	103.87	6	26%	67%	ESTJ
829.684-022	Electrician Helper	103.25	3	20%	63%	<b>ISFP</b>
829.684-026	Electrician Helper	93.50	3	20%	63%	<b>ISTJ</b>
840.381-010	Painter	102.44	7	<b>46%</b>	69%	ESTJ
<b>899.484-010</b>	<b>Mobile-Home-Lot Utility Wkr.</b>	101.11	6	20%	<b>73%</b>	<b>ISTP</b>
<b>862.684-022</b>	<b>Pipe-Fitter Helper</b>	95.04	3	<b>43%</b>	63%	<b>ISTP</b>
<b>862.684-014</b>	<b>Laborer, Construction...</b>	94.40	4	<b>63%</b>	64%	<b>ISTP</b>
<b>922.667-010</b>	<b>Yard Wkr, Used Bldg. Material</b>	91.56	3	<b>66%</b>	56%	<b>ESTP</b>

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**VRC SUMMARY**

**POTENTIAL PROBLEMS:**

*ADHD*, per “Star” Interest Form  
*Did not eat* breakfast, prior to interview/test session  
*S/W withdrawn, reluctant, apprehensive* in testing  
*Seldom initiated* conversation  
 Possible *receptive auditory language* issues  
*Word knowledge & pronunciation* deficiencies  
 LI Man.Dex: 2 instances of *laterality confusion*  
*Jailed* overnight @ **15**, after a neighborhood *fight*  
*No d/l* or learner’s permit; Will take *bus* to work  
*No recreational reading*  
*No access to a computer*, at home  
 LowAvg.Est.Gen.Cognit.Aptitude: *GCA=23%ile*  
 LowAvg. SIT Mean Category Score; *MCS=20%ile*  
 WRAT GL: **4.4 Word Reading; 4.2 Spelling; 1.0 Math Computation**

**APPARENT STRENGTHS:**

**HS Freshman; IEP; Remedial math & reading**  
**WRAT: GL 8.9 Reading Comprehension**  
**On time**, for interview & testing session at HS  
 Adequate **attire, grooming & hygiene**  
**Clear** affect; Was JROTC (plans to return)  
 He did **ask one cogent question**  
*Marginally positive* attitude; **Cooperative**  
**Neat & well-org.** work habits; Avg. **motivation**  
 Span & quality of **attention** were unremarkable  
 No **visual, auditory** or **motor** problems  
**Computer lit; 13 WPM; MS Windows & Word**  
 LI Man.Dex: Employed a **system** to load board  
**No physical disability; BMI=20; Exercise** routine  
**Resides w/mother** & stepfather  
 Frequently **visits his dad**; Has local **friends**  
**Exercise** routine: Weight room, **2-3 hrs/week**  
**CBSA: Attn, Task Attitude, Flex, Initiative, Pace, Perseverance, Recall & Task Approach**

**APPARENT NEEDS:**

Recommend *consideration* be afforded to...

**Psychological/Psychiatric** consult/tmt for ADHD

Counsel Client to eat **bkfst** on important days

**Speech & Hearing** consult/tmt re: recep. aud. lang.

Games & exercises for man’l **coordination/dex.**

**Tutoring** in word-recognition, math & spelling

**Driver** training & licensure, when ready

**Librarian** consult for enhanced rec. reading prog.

**Computer** access at home or library

**Job Coach**:job-search; accom; wrk-adj, when ready

**OTHER FACTORS:**

**Wants:** Construction Worker; Pool Constr. Spec; Tile Setter; Roofer & Dock Construction Specialist

**Tx Skills:** Pool Construction Helper; roofing; plumbing; excavation; framing; pressure-washing; MS Word; copiers; riding mowers; tools; pickup

**F(x):** Heavy PDC, w/no restrictions; Limit certain work-related stressors, such as overwhelming workload, very rapid pace of work, tight deadlines and a perceived lack of personal control.

**VIPR:** “The Tool Master”; Impulsive, action-oriented, fearless, adventurous & excitable; Personality potential for superior analytic skills, problem solving ability, adaptability, willingness to take risks, and a penchant for acquiring technical knowledge/expertise; Analytic approach, hands-on work & handling/org. of large amounts of data

**Values:** Working conditions, company policies, quality supervision, advancement, achievement, variety, co-workers & creativity over *morality, independence & social service.* Ability utilization, activity, security, recognition, authority, social status, responsibility & autonomy were neutral.

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Electrical Power-Line Install/Repairers (499051)</b>	<b>\$25.99</b>	<b>\$15.87</b>	03.8%	195
<b>Maintenance &amp; Repair Workers, General (499071)</b>	<b>\$17.15</b>	\$11.73	<b>11.1%</b>	<b>5,379</b>
<b>Brick/Block Masons (472021)</b>	<b>\$18.61</b>	<b>\$12.70</b>	<b>13.4%</b>	<b>827</b>
<b>Earth Drillers, Except Oil &amp; Gas (475021)</b>	<b>\$18.92</b>	<b>\$15.87</b>	10.8%	<b>246</b>
<b>Electricians (472111)</b>	<b>\$21.75</b>	<b>\$15.29</b>	<b>15.7%</b>	<b>3,657</b>
<b>Structural Iron &amp; Steel Workers (472221)</b>	<b>\$21.10</b>	<b>\$14.52</b>	<b>15.2%</b>	<b>591</b>
<b>Plumbers, Pipefitters &amp; Steamfitters (472152)</b>	<b>\$21.25</b>	<b>\$14.96</b>	<b>21.1%</b>	<b>2,798</b>
<b>Carpenters (472031)</b>	<b>\$19.55</b>	<b>\$13.69</b>	<b>11.8%</b>	<b>7,535</b>
<b>Bus/Truck Mechanics &amp; Diesel...Specialists (493031)</b>	<b>\$22.41</b>	<b>\$15.71</b>	10.0%	<b>508</b>
Multiple Machine Tool Set/Op/Tenders, M&P (514081)	\$16.92	\$11.16	<b>13.8%</b>	30
<b>Elevator Installers &amp; Repairers (474021)</b>	<b>\$28.96</b>	<b>\$16.44</b>	<b>16.7%</b>	90
<b>HVAC &amp; Refrigeration Mechanics &amp; Installers (499021)</b>	<b>\$20.50</b>	<b>\$14.51</b>	<b>21.6%</b>	<b>3,385</b>
<b>Mobile Hvy. Equip. Mechs, Except Engines (493042)</b>	<b>\$23.20</b>	<b>\$16.44</b>	10.1%	<b>246</b>
Construction Laborers (472061)	\$15.21	\$11.00	<b>13.6%</b>	<b>10,192</b>
<b>Tile &amp; Marble Setters (472044)</b>	<b>\$17.63</b>	<b>\$12.05</b>	<b>14.0%</b>	<b>1,459</b>
<b>Industrial Machinery Mechanics (499041)</b>	<b>\$23.10</b>	<b>\$15.49</b>	09.8%	<b>308</b>
<b>Misc. Construction &amp; Related Workers, All Other (474090)</b>	<b>\$19.24</b>	<b>\$13.46</b>	<b>12.9%</b>	<b>1,123</b>
Telecom. Line Install/Repairers (499052)	<b>\$19.65</b>	<b>\$13.37</b>	02.9%	170
Roofers (472181)	\$16.78	\$11.72	<b>13.9%</b>	<b>2,599</b>
Electronic Home Entertain. Equip. Install/Repairers (492097)	<b>\$18.34</b>	\$11.53	<b>11.3%</b>	138
<b>Police &amp; Sheriff's Patrol Officers (333051)</b>	<b>\$28.66</b>	<b>\$19.57</b>	<b>12.8%</b>	<b>1,746</b>
<b>Cement Masons &amp; Concrete Finishers (472051)</b>	<b>\$17.64</b>	<b>\$12.77</b>	<b>14.5%</b>	<b>1,521</b>
<b>Welders, Cutters, Solderers &amp; Brazers (514121)</b>	<b>\$19.07</b>	<b>\$13.53</b>	<b>12.7%</b>	<b>576</b>
<b>Home Appliance Repairers (499031)</b>	<b>\$18.82</b>	<b>\$12.69</b>	10.0%	<b>290</b>
Helpers, Install/Maint/Repair Workers (499098)	\$13.79	\$10.28	<b>18.8%</b>	<b>608</b>
<b>Operating Engineers...Construction Equip. Ops. (472073)</b>	<b>\$19.31</b>	<b>\$14.27</b>	<b>13.5%</b>	<b>1,520</b>
Helpers, Electricians (473013)	\$15.07	\$11.53	<b>16.1%</b>	<b>422</b>
Painters, Construction & Maintenance (472141)	\$16.91	<b>\$12.12</b>	09.5%	<b>3,741</b>
<b>Janitors &amp; Cleaners... (372011)</b>	\$12.24	\$09.33	<b>14.8%</b>	<b>8,908</b>
Helpers, Pipelayers, Plumbers... (473015)	\$13.73	\$11.21	<b>24.1%</b>	<b>628</b>
Helpers, Production Workers (519198)	\$13.29	\$09.92	08.3%	<b>272</b>

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## HOW DID CLIENT PERFORM IN THE COMMUNITY BASED SITUATIONAL ASSESSMENT?

Client's **dedication** and willingness to expend **maximum effort** was unquestionable. His overall rating, for this **CBSA = 80/92 MTM (B- in methods; A- in time)**.

Note: The MTM (Methods-Time-Measurement) paradigm is employed to estimate task proficiency. For example, 50/75 MTM would mean that the Client's effort produced results that would satisfy only about half of the minimal commercially competitive work-product standard, and was accomplished at a rate, only about 3/4 as fast as would be considered minimally viable, in a commercially competitive environment. For the purpose of comparison with conventional letter-grade standards: 90-100 = A; 80-90 = B; 70-80 = C; 60-70 = D; Below 60 = F.

## SUMMARY

This evaluation is made relative estimated U.S. adult general population estimated norms. Overall rating is computed on the 4.0 grading system.

<b>Element</b>	<b>Rating</b>	<b>Comment</b>
<b>Attention</b>	<b>A 4.0</b>	<b>No lapse of attention detected</b>
<b>Attitude (Task)</b>	<b>A 4.0</b>	<b>Consistently focused &amp; highly motivated</b>
Attitude (Subord.)	B 3.0	No problem with subordination
Contributes	C 2.0	Didn't really find a way to contribute, beyond the requirement
Cooperates	C+ 2.5	Generally cooperative, but didn't use the straight-edge provided
Emotional Stability	B 3.0	No evidence of instability, though seemingly emotionally labile
Endurance	B 3.0	No indication of flagging endurance
Enthusiasm	B- 2.5	Not especially enthusiastic, but lack of enthusiasm not a problem
<b>Flexibility</b>	<b>A- 3.5</b>	<b>Seemed quite adaptable</b>
<b>Initiative</b>	<b>A 4.0</b>	<b>Took initiative on multiple occasions</b>
Leadership	N/A	Not evaluated
Learns Quickly	B+ 3.5	He did seem to learn quickly, for the most part, though with some errors
Oral Expression	C+ 2.5	Not especially strong in oration, but adequate, for most purposes
Org. of Task/Time	B- 2.5	Reasonably & consistently well organized
<b>Pace</b>	<b>A- 3.5</b>	<b>Energetic pace, with a few exceptions (eg: too long on Task III)</b>
<b>Perseverance</b>	<b>A- 3.5</b>	<b>Exemplary perseverance; Occasionally to a fault (eg: Task III)</b>
Personality	C 2.0	No marked deficiency, but doesn't seem to be a strong asset, at present
<b>Recalls Directions</b>	<b>A- 3.5</b>	<b>Did quite well, in this regard, especially initially</b>
Self Confidence	C+ 2.5	No marked lack of self-confidence, but not a stand-out feature
Semi-Skilled Work	B 3.0	Solid, if not stellar, performance of semi-skilled task elements
Social Skills	B- 2.5	Not prominent, but able to successfully navigate the social terrain
<b>Task Approach</b>	<b>A- 3.5</b>	<b>Brisk, resilient task approach</b>
Skilled Work	C 2.0	Mixed performance in the skilled level work (Tasks IV & V)
Unskilled Work	C 2.0	Middling performance in unskilled work (Task I bagging)
Written Production	B- 2.5	Lists, sentences & labels were understandable
<b>Overall Rating</b>	<b>B-2.9</b>	<b>Brisk, resilient, flexible, persevering; Takes initiative; Motivated</b>

### COMMUNITY-BASED SITUATIONAL ASSESSMENT (CBSA) SCENARIO

YOU HAVE BEEN TENTATIVELY SELECTED TO FILL A WELL-PAID POSITION WITH A FIRM THAT IS STAFFING UP IN ANTICIPATION OF A CLASSIFIED GOVERNMENT CONTRACT, IF YOUR PERFORMANCE OF THE DUTIES YOU WILL BE ASSIGNED TODAY IS SATISFACTORY.

TODAY, YOU WILL PARTICIPATE IN A SITUATIONAL ASSESSMENT, DESIGNED TO REFLECT THE DUTIES OF THE POSITIONS YOU ARE BEING CONSIDERED FOR. SINCE THE NATURE OF THE ACTUAL JOB IS CLASSIFIED, YOU ARE BEING EVALUATED ON YOUR PERFORMANCE OF SIMILAR DUTIES, EXECUTED IN THE CONTEXT OF A PUBLIC LIBRARY.

YOU WILL BE RATED BY THE EXAMINER ON THE FOLLOWING FACTORS, USING A FOUR-POINT GRADE-SCALE (ABCD): ATTENTION; ATTITUDE; ADHERENCE TO INSTRUCTIONS; COOPERATION; EFFORT; EMOTIONAL RESPONSE; ENDURANCE; ENTHUSIASM; FLEXIBILITY; INITIATIVE; LEADERSHIP; LEARNING; MOTIVATION; ORGANIZATION; PACE; PERSEVERANCE; RECALL; SOCIAL SKILLS; TASK APPROACH; AND VERBAL COMPREHENSION & EXPRESSION (BOTH ORAL & WRITTEN).

### **TASK ONE: BOOK BAGS**

YOU WILL RETRIEVE DESIGNATED LIBRARY MATERIALS, AND BRING THEM TO THE CONFERENCE ROOM. THESE MATERIALS WILL CONSIST OF 10 HARD-COVER BOOKS (ALL ABOUT THE SAME SIZE), 10 PAPERBACK BOOKS (ALL ABOUT THE SAME SIZE), AND 10 CD-ROMs or DVDs (ALL ABOUT THE SAME SIZE). YOU WILL ASSEMBLE 10 STACKS OF LIBRARY MATERIALS, EACH CONTAINING ONE HARD-COVER, ONE PAPERBACK AND ONE CD-ROM/DVD, IN THE PRESCRIBED ORDER...NEATLY ARRANGED IN THREE ROWS OF FIVE, ON THE WORK TABLE. THEN THE TEAM WILL START MAKING A NUMBERED LIST OF TITLES OF THE ITEMS IN THE 10 STACKS OF LIBRARY MATERIALS, NUMBERED LEFT TO RIGHT, TOP TO BOTTOM. EASILY RECOGNIZABLE ABBREVIATIONS ARE PERMITTED. AFTER THAT, THE 10 STACKS OF LIBRARY MATERIALS WILL BE LOADED INTO 10 PLASTIC BAGS (PROVIDED), IN THE EXACT MANNER DEMONSTRATED BY EXAMINER, PRESENTING A VERY NEAT, TRIM AND UNIFORM APPEARANCE. THE BAGS WILL BE NUMBERED 1-10, LEFT TO RIGHT AND TOP TO BOTTOM. THE NUMBERS WILL BE CAREFULLY FORMED; OF A UNIFORM SIZE; AND PLACED IN THE SAME SPOT, ON EACH BAGGED STACK. CONTENTS OF EACH NUMBERED BAG MUST CORRESPOND TO THE LIST, PRECISELY. THE BAGS WILL BE REPLACED IN THE DISPLAY, IN THE EXACT ORDER OF THE LIST, AND THEY WILL BE UNIFORMLY AND PRECISELY SPACED, EQUIDISTANT FROM SURROUNDING STACKS. (STACKS AND ROWS WILL BE UNIFORMLY SPACED.) THE DISPLAY MUST PRESENT AN EXTREMELY TRIM AND UNIFORM APPEARANCE. UPON NOTIFICATION THAT THE DISPLAY IS READY, EXAMINER WILL DESIGNATE A NUMBER OF RANDOM BAGS TO BE SPOT CHECKED AGAINST THE LIST. YOU WILL PULL THE MATERIALS FROM THESE BAGS AND DISPLAY THEM, AS DIRECTED BY EXAMINER, AND HAND EXAMINER THE LIST. ONCE EXAMINER HAS CHECKED THE Q/A SAMPLE AGAINST THE LIST, YOU WILL DISASSEMBLE THE DISPLAY, AND RETURN THE MATERIALS AS DIRECTED BY EXAMINER.

### **TASK TWO: LIBRARY VOLUNTEER**

BRIEF EXAMINER ON THE LIBRARY VOLUNTEER PROGRAM. THIS BRIEFING SHALL INCLUDE (BUT IS NOT LIMITED TO) INFORMATION ABOUT: QUALIFICATION REQUIREMENTS; THE DUTIES OF VOLUNTEERS; AND HOW TO ENROLL IN THE VOLUNTEER PROGRAM.

### **TASK THREE: FLOOR PLAN**

BRIEF EXAMINER ON THE LAYOUT OF THE DESIGNATED PORTION OF THE LIBRARY, USING A FLOOR PLAN, AND DIRECTING EXAMINER'S ATTENTION TO THE CORRESPONDING LIBRARY FEATURE. THIS FLOOR PLAN WILL BE A SCHEMATIC DIAGRAM (NOT A SCALED DRAWING) OF THE DESIGNATED PORTION OF THE LIBRARY. THIS DIAGRAM WILL CONTAIN SCHEMATIC REPRESENTATIONS OF FEATURES, RATHER THAN REALISTIC PICTURES. PROPORTIONS CAN BE ROUGHLY ESTIMATED, RATHER THAN DRAWN TO SCALE. THIS DIAGRAM WILL INDICATE ALL FUNCTIONAL FEATURES, SUCH AS ENTRANCES, SERVICE DESKS, TABLES, COMPUTER TERMINALS, BOOKSHELVES, RESTROOMS, SERVICE AREAS, ETC. ALL DISPLAYED FEATURES WILL BE NEATLY AND LEGIBLY LABELED.

#### TASK FOUR: JOB-SEARCH TIPS

USING PRINT AND DIGITAL LIBRARY RESOURCES, FIND THE BEST DEFINITION OF "JOB-SEARCH TIPS", AND THEN PREPARE A LIST OF THE TEN MOST USEFUL JOB-SEARCH TIPS. BRIEF EXAMINER ON THESE TEN JOB-SEARCH TIPS.

#### TASK FIVE: BOOK SUMMARIES

YOU WILL PREPARE SUMMARIES OF TWO HARD-COVER BOOKS, ABSTRACTED FROM INFORMATION ON BOOK JACKETS. EACH OF THESE SUMMARIES SHALL NOT EXCEED TWO SENTENCES IN LENGTH. EACH SUMMARY SHALL BE PRECEDED BY THE TITLE AND AUTHOR OF THE BOOK. THE SUMMARIES WILL BE ORALLY BRIEFED TO EXAMINER, AFTER HE IS PRESENTED WITH THE BOOK.

#### OBSERVATIONS

Client arrived **on time** for his situational assessment appointment, accompanied by his mother and sister. They departed after bringing him bottled water and a snack. Though he *did not take notes*, Client appeared to *listen, attentively*, to the introductory briefing. His manner was **pleasant**, as he made normal **eye-contact** and **smiled** appropriately. His **comprehension** of preliminary oral instructions was soon evidenced in his **brisk & reasonably accurate** execution of the first steps in Task I. As he built the stacks, which adequately reflected the sample, Client took the **initiative** (without being prompted) to start laying out the stacks in proper rows. He did make an **error**, at one point, when he began laying out the second row in reverse order. This was called to his attention, and he **quickly remedied** his mistake.

In the “bagging” sequence, Client demonstrated reasonably **efficiency**, with respect to the **coordination & dexterity** aspects of the sub-task, but his *learning of the proper bagging technique* rose only to the “C-“ level, even with three (3) demonstrations. Two of his bagged stacks were rated “A-“; two at “B-“; two at “C-“, and one at “D”. Overall, Client’s rating in this “bagging” sub-task was 75/80 MTM.

After the preliminary layout of the display was complete, Client took the **initiative** to start numbering a page for the list, and correctly applying title-headings, without referring to the printed instructions or being otherwise prompted. His rating for this “numbering” sub-task was 100/100 MTM. He *did not perceive* the (implied) spacing sub-task, even after carefully re-reading the scenario.

However, when he was guided to it, and provided with a brief demonstration, he demonstrated **exceptional care & precision** in gauging the spacing between stacks & rows. His rating for this “gauging/spacing” sub-task was 100/90 MTM. The Q/C layout & breakdown were accomplished in a quick & efficient manner, as well. Client’s overall rating for **Task I = 95/95 MTM**.

In Task II, Client *needed considerable assistance to compose the three inquiry headings*, to prepare for taking organized notes. He approached Library Staff **confidently**, and his initial inquiry was **coherent**. When he was told that the Volunteer Coordinator was out, he **persisted, engaging** the staff member in guiding him through the volunteer policy, on the library’s website.

He *couldn’t slow her down* enough to take notes, though, and he asked *very few questions*. He was able to recall some details, afterward, and prepared his **notes to accurately reflect** the main points of her briefing. While the *qualifications* were not adequately addressed, he did a reasonably **credible** job of detailing duties and enrollment. His rating for **Task II = 85/95 MTM**.



In Task III, Client **confidently** approached library staff to request a floor plan, but was told that none was available. He proceeded to follow Examiner's suggestion that he tour the library to prepare a draft floor plan, then sit down to copy & refine it. He took a rather *excessively long time*, and did **not use the straight-edge** that was provided. Though, with respect to graphic skills, it still looked like a rough sketch, his final floor plan was more or less **accurately proportioned**, and did reflect a fair amount of **detail** (eg: number of stacks & major sections, etc.). His walk-around briefing was **coherent**, though he often had to be reminded to *keep his map oriented* to the ground. His rating for **Task III = 85/75 MTM**.

For Task IV, Client **competently requested** a visitor's computer pass and **logged on, effectively**. After successfully **navigating** through a few relevant websites, he settled on a technology-oriented job-search skills site, and **legibly** transcribed ten tips, nine of which were understandable. He could not adequately *explain one tip*, which referenced an application designed to gauge how effective a resume will impact an employer's applicant tracking system. His rating for **Task IV = 90/100 MTM**.

In Task V, Client reviewed two book-covers. With regard to the first selection, an inaccurate view of 20<sup>th</sup> century history may have led him to misinterpret what he read. His summary suggested that the cold war originated "around the time of the holocaust". For the second selection, he wrote that: "...piracy existed a long tome ago, before pirates stuck (sic) terror into seamen...". Clearly, inadequate reading comprehension was a factor. Client's rating for **Task V = 45/95 MTM**.

Overall, Client was quite **adept at spacing & gauging** the Task I display, putting a great deal of **effort** into it, and clearly striving for perfection. Though he suppressed his behavioral response, Client seemed quite labile, with respect to his response to both positive & negative feedback, suggesting that he will be **responsive to encouragement**, and that criticism should be used sparingly and judiciously. His task-approach was very **brisk**, and his follow-through was consistently **diligent**.

### **OBSERVATIONS DURING THE INTERVIEW & TESTING APPOINTMENT**

Client arrived **on time**, for his interview & testing session, at his high school, reportedly having slept, but *not having eaten* breakfast (not unusual, for him). He was suitably **attired**, with adequate **grooming & hygiene**, and no visible piercings or body markings. His affect was **clear** of obvious pathology, though he seemed somewhat *withdrawn, reluctant or apprehensive* (probably not that unusual, for a youth of his age).

Client *seldom initiated* conversation, though he did **ask one cogent question**. There may have been some issues with *receptive auditory language*, as he started to mark the WRAT Sentence Completion card, despite having been instructed not to do so. Also, Client's *word knowledge & pronunciation* featured somewhat significant deficiencies.

Client's attitude toward assessment seemed *marginally positive*, as he was uniformly **cooperative** (with the single exception of the incident, mentioned above). Rapport, though difficult to gauge, was probably in the average range, for teenage examinees. Work habits were reasonably **neat & well-organized**.

His **motivation** seemed to be about average (again, for a teen). Span & quality of **attention** were unremarkable, and no **visual, auditory or motor** problems were detected. In the data-entry exercise, Client established a viable level of **computer literacy**, with a modified conventional keyboarding technique (**13 WPM**) and average **MS Windows** familiarity. In the LI Manual Dexterity Test, Client employed a **system**, to load the board, but he manifested two (2) instances of *laterality confusion*, in the trial phase (a borderline finding).

## INTERVIEW & TEST RESULTS

### 1. MEDICAL/PSYCHIATRIC:

Client claimed **no physical disability** conditions or chronic illness, and he takes no medication. When asked about significant prior medical history, Client said he sustained a fractured right forearm & wrist, at age nine (9), playing football. He claimed no residual effects, from this injury. He described his overall physical health as “excellent”, and he denied frequent toothaches. His last eye-exam was two (2) years ago, at which time he received glasses, for distance vision. He said his PCP has said he does not need to wear them, though. Client denied using tobacco, alcohol or illicit substances. He described his appetite as “good”, and said he sleeps “OK”. Client gave his height/weight as 5’5”/120# (**BMI=20**). Client claimed **no mental health issues**, past or present. According to his “Star” Interest Form, Client has an IEP for **ADHD**. (No additional documentation was available.)

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

Those who are at risk for **ADHD** should consider avoiding situations involving prolonged exposure to certain **work-related stressors**, such as **overwhelming workload**, very **rapid pace** of work, **tight deadlines** and a perceived **lack of personal control**. Based on Client’s response to inquiry, available documentation and observation, Client is provisionally assigned **Heavy PDC** (physical demand capacity), with no physical-functional or environmental-tolerance restrictions.

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

Client was born in North Fort Myers, and was raised in Cape Coral, by his mother (LPN) and father (Pool Maintenance Specialist), until they **split**, when he was seven (7) years old. He has two sisters, ages nine (9) & 17, both of whom are in school. Client and his siblings split their time between parents, as he was growing up. He currently **resides with his mother** and stepfather (Handyman), in a rented duplex. Client’s sisters and grandmother live with them. He said he still frequently **visits his dad**.

When asked if his early years were more “tense or calm”, he responded – “both”. He acknowledged that some of the problems, at home, may have involved alcohol, but he denied ever experiencing or witnessing abuse, in the home. When asked about any criminal record, Client said he was **“locked up”, overnight, at age 15, after a neighborhood fight**.

Client has **no driver’s license** or learner’s permit. He said that, if he were to get a job, he would probably take a **bus**, to get to work, noting that he has used public transit, in the past. He does not receive SSI, but added that he thinks he does get SNAP. He claimed no significant debt.

When asked about hobbies & interests, Client mentioned only video games. He claimed no organizational membership, but said he does have local **friends**. For exercise, Client said he spends **an hour in the weight-room, about 2-3 times a week**, noting that he is currently bench-pressing 115#. He claimed **no recreational reading**, but said he spends only about an hour a day, watching TV (mostly action & comedy features). Client denied any participation in organized religious observances.

### 4. EDUCATION:

Client said he is a **High School Freshman**, noting that he was **held back**, for a year. He said he expects to graduate in 2023. He claimed a “C/B” average, with his best grades being in math, and his lowest marks in English. He said he takes **remedial math & reading** classes. When asked about extracurricular activities, Client said he was a **JROTC Raider (USMC)** – an activity that he hopes to return to, soon.

## 5. TEST RESULTS:

### Batteries

Employee Aptitude Survey (**EAS**)  
Lafayette Instruments (**LI**), w/Hester Norms  
McCroskey Vocational Quotient System (**MVQS**)  
Slosson Intelligence Test R3 (**SIT**)  
Wide Range Achievement Test V (**WRAT**)

### Traits-Instruments/Methods

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

The **Employee Aptitude Survey (EAS)** consists of 10 tests that measure cognitive, perceptual, and psychomotor abilities required for successful job performance in a wide variety of occupations. The EAS subtests, employed for this administration, are summarized, below:

**Visual Pursuit Test** - Measures Form Perception through speed/accuracy in visually tracing lines & recognizing configuration of intersections. **(50%ile)**

**Visual Speed and Accuracy Test** - Measures Clerical Aptitude through speed/accuracy in the comparison of the details of alpha-numeric strings. **(22%ile)**

**Space Visualization Test** – Measures Spatial Reasoning & Form Perception, through the ability to visualize and manipulate objects mentally. **(49%ile)**

**Numerical Reasoning Test** - Measures ability to analyze generalizations and see quantitative relationships. **(39%ile)**

**Verbal Reasoning Test** - Measures ability to analyze verbal information and form conclusions based on that information. **(38%ile)**

**Manual Speed and Accuracy Test** - Measures Eye-Hand Coord. & Finger Dexterity, through the ability to make repetitive fine finger movements rapidly and accurately. **(79%ile)**

**Symbolic Reasoning Test** - Measures Reasoning (without words or numbers) via the ability to manipulate abstract symbols mentally, and to make judgments & valid decisions. **(76%ile)**

The **Lafayette Instruments (LI) Finger Dexterity Test** requires the Client to extract small pins from a tray and place them in holes, on a template, first with one hand, then with the other. Performance on this instrument depends primarily on both finger dexterity/proprioception, and secondarily on eye-hand coordination. **(56%ile)**

The **Lafayette Instruments (LI) Manual Dexterity Test** requires the Client to extract a checker-size disk from a flat template, with one hand; transfer the object to the other hand; rotate it; and replace it (upside down) in the same hole, repetitiously, and at speed...switching hands at the beginning of each row. Performance on this instrument depends on both manual dexterity/proprioception and secondarily on eye-hand coordination. **(56%ile)**

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. **Working conditions, company policies, quality supervision, advancement, achievement, variety, co-workers & creativity predominate.**

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. **(ISTP – “The Tool Master”)**

The **Wide Range Achievement Test V (WRAT)** is an achievement test which measures an individual's ability to read words, comprehend sentences, spell, and compute solutions to math problems.

**Word Reading** measures letter and word decoding through letter identification and word recognition. **(13%ile)**

**Sentence Comprehension** measures an individual's ability to gain meaning from words and to comprehend ideas and information contained in sentences through the use of a modified cloze technique. **(44%ile)**

**Spelling** measures an individual's ability to encode sounds into written form through the use of a dictated spelling format containing both letters and words. **(10%ile)**

**Math Computation** measures an individual's ability to perform basic mathematics computations through counting, identifying numbers, solving simple oral problems, and calculating written mathematics problems. **(1%ile)**

**The Slosson Intelligence Test-R3 (SIT )** provides a quick, reliable index of intellectual ability in children and adults, including those who are visually impaired or blind. It is widely used in schools, clinics, and industry.

**General Information (GI)** – containing 29 items, this domain reflects the learning of cultural knowledge, much of which is not explicitly or directly taught. **(59%ile)**

**Vocabulary (VO)** – containing 33 items, this area reflects the ability to use, understand and define words orally. Communication skills are dependent on vocabulary ability. **(7%ile)**

**Comprehension (CO)** – containing 33 items, this cognitive domain reflects one’s knowledge of social behavior, “common sense” and ability to interpret sayings and proverbs. **(7%ile)**

**Similarities and Differences (SD)** – containing 30 items, this cognitive area reflects one’s skill in determining common attributes of two dissimilar things or concepts and some uncommon attributes. **(50%ile)**

**Quantitative (QN)** – containing 34 items, this domain reflects the ability to do mental calculations, remember the essential numbers, determine the arithmetic process required to calculate the correct answers. **(11%ile)**

**Auditory Memory (AM)** – containing 28 items, this cognitive area (verbal short-term memory) reflects one’s ability to remember & correctly repeat random series of digits (forward & backward), as well as several sentences. **(16%ile)**

**Mean Category Score (MCS):** This score reflects the mean (arithmetic average) of all Category scores, shown above. **(20%ile)**

*Note: Aptitude, Perception, Coordination & Dexterity designations are as follows:*

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

BELOW AVERAGE (<34th%-ile)

<u>Percentile</u>	<u>Standard Score</u>	<u>Apt/Percep/Coord/Dex</u>	<u>Name of Test or Subtest</u>
22	85	Q	EAS VISUAL SPEED & ACCURACY
7	71	R L	SIT COMPREHENSION
11	75	RML	SIT QUANTITATIVE
7	71	L	SIT VOCABULARY
13	77	R L Q	WRAT WORD READING
10	74	R L Q	WRAT SPELLING
<b>1</b>	<b>55</b>	<b>RM Q</b>	<b>WRAT MATH COMPUTATION</b>

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

<u>Percentile</u>	<u>Standard Score</u>	<u>Apt/Percep/Coord/Dex</u>	<u>Name of Test or Subtest</u>
50	100	R PQ	EAS VISUAL PURSUIT
49	99	R SPQ	EAS SPACE VISUALIZATION
39	93	RM Q	EAS NUMERICAL REASONING
38	93	R L Q	EAS VERBAL REASONING
56	104	KF	LI FINGER DEXTERITY
56	104	K Md	LI MANUAL DEXTERITY
59	106	R L	SIT GENERAL INFORMATION
50	100	R L	SIT SIMILARITIES & DIFFERENCES
44	96	R L Q	WRAT SENTENCE COMPREHENSION

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

<u>Percentile</u>	<u>Standard Score</u>	<u>Apt/Percep/Coord/Dex</u>	<u>Name of Test or Subtest</u>
79	116	Q F E	EAS MANUAL SPEED & ACCURACY
76	114	RM Q	EAS SYMBOLIC REASONING

**6. WORK HISTORY & TRANSFERABLE SKILLS:**

Client's only work experience has been helping his dad in **pool construction** for about three (3) years. He said he has experience with **roofing, plumbing, excavation, framing, and pressure-washing**. He said he enjoyed the construction aspects of this job, but didn't like the heat. Based upon interview responses, Client's qualified work history appears to include elements of the following job titles:

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>Skill Level</u>	<u>VA</u>	<u>VIPR</u>	<u>\$Avg.</u>
869.687-028	Roofer Helper	90.01	2	Unskilled	63%	ESTJ	
914.687-010	Laborer, Pipelines	88.12	2	Unskilled	56%	ESTP	

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: comparing **data**; taking instructions from & helping **people**; and handling **things**.

Client claimed no experience with standard office or business practices, and has never used a computer, on the job. He **does not have access to a computer, at home**, but he did claim some familiarity with **MS Word**. He has used **copiers**, but not fax-machines. He has used **riding mowers**, but no farm equipment, and no heavy-construction equipment. He has experience with most standard hand & power **tools**, but no machine-shop, woodworking, welding or electronic test equipment. The largest vehicle he has driven was a **pickup** truck.

## 7. INTEREST-BASED WORK PERSONALITY:

The McCroskey Vocational Quotient System (MVQS) Vocational Interest and Personality Reinforcer (VIPR) survey, which produces a Meyers-Briggs Code, was administered, in order to obtain an estimate of Client's vocational interest pattern and work personality. This instrument matches individuals with specific job types, based on their vocational interests, occupational values, needs, and general Jung people-based personality type. Client's VIPR-Type was found to be **ISTP (Introversion, Sensing, Thinking, Perceiving) – "The Tool Master"**. Personnel sharing this interest-based work-personality profile are sometimes described with terms such as **impulsive, action-oriented, fearless, adventurous & excitable**. Possessing the personality potential for superior **analytic skills, problem solving ability, adaptability**, willingness to take **risks**, and a penchant for acquiring **technical** knowledge and expertise. ISTPs tend to gravitate toward careers requiring an analytic approach, **hands-on** work, and careful handling and organization of large amounts of **data**.

Given the requisite aptitudes, education and opportunity, ISTPs are frequently drawn to the **skilled and technical trades**, as well as professions such as **Engineer, Lawyer and Pathologist**. **Agriculture, law enforcement and the military** are also represented. Lower echelon occupations include: **Miner, Transportation Worker, Dental Assistant, Laborer and Mechanic**. *Of course, a variety of other factors, such as education, aptitude, physical capacity and labor market access, bear on the potential for success in these occupations.*

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

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

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

### 2. Attending: 16/11

(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: 19/08 (*well differentiated*)

(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: 07/20 (*well differentiated*)

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

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

## 8. OCCUPATIONAL VALUES & NEEDS:

The Occupational Values and Needs Inventory (OVNI) was administered to obtain an estimate of Client's vocationally-relevant perceived values and needs. This is a self-rating instrument which profiles the individual's preferences, in terms of 20 specific job-related reinforcers. This profile is then used to match the individual with specific job types, based on work values ("global aspects of work that are important to a person's satisfaction"), published by the U.S. Department of Labor. Client's profile suggests that **working conditions, company policies, quality supervision, advancement, achievement, variety, co-workers & creativity predominate**, while *independence, social service & morality* seem to be of *less significance*. Ability utilization, activity, security, recognition, authority, social status, responsibility & autonomy were assigned a neutral value.

## ANALYSIS (Worker-Trait Profile)

### 1. ESTIMATED GENERAL COGNITIVE APTITUDE LEVEL:

*GCA = 23<sup>rd</sup> Percentile / Low 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). Client's Mean Category Score, on the Slosson Intelligence Test R3 (SIT) registered in the low average range, as well (*MCS=20<sup>th</sup>ile*).

### 2. ESTIMATED ACADEMIC BASIC SKILLS ACHIEVEMENT LEVELS:

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

<u>Grade Level</u>	<u>Name of Test or Subtest</u>
<i>4.4</i>	<i>WRAT Word Reading</i>
<i>4.2</i>	<i>WRAT Spelling</i>
<i>1.0</i>	<i>WRAT Math Computation</i>
8.9	WRAT Sentence Comprehension

### 3. WORKER-TRAIT PROFILE:

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

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<sup>th</sup>ile; High Mid-Average = approximately 50-80<sup>th</sup>ile; Mid Average = approx. 40-60<sup>th</sup>ile; Low Mid-Average = approx. 20-50<sup>th</sup>ile; Low Average = approx. 20-40<sup>th</sup>ile; Below Average = approx. 6-20<sup>th</sup>ile; Very Below Average = approx. the bottom 5%. (Source: U.S. Department of Labor)

<u>Trait (Physical Capacity)</u>	<u>Rating</u>
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



<u>Trait (OSHA Compliant Environmental Tolerance)</u>	<u>Rating</u>
Weather Exposure	Continuous
Extreme Cold	Continuous
Extreme Heat	Continuous
Damp/Humid/Wet	Continuous
Noise/Vibrations	Continuous
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. (Source: U.S. Department of Labor)

### CLIENT'S VOCATIONAL INTEREST STATEMENT

When asked about his career thoughts, Client mentioned interest in the following occupations:

**Construction Worker; Pool Construction Specialist; Tile Setter; Roofer; and Dock Construction Specialist.**

Of the 109 job titles found to be most closely related to Client's expressed career interests, the following **89** (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:

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ (Vocational Quotient; An indicator of job difficulty)</u>
372.667-022	Flagger	88.7837
459.687-010	Laborer, Brush Clearing	84.1297
620.261-022	Construction-Equip. Mech.	107.7036
620.281-046	Maintenance Mechanic	115.8999
620.664-010	Constr-Equip. Mech. Helper	91.5684
620.664-014	Maint. Mechanic Helper	100.8028
625.281-010	Diesel Mechanic	117.3835
637.261-014	HVAC Installer-Servicer	114.584
806.381-062	Installer, Elect/Plumb/Mech.	111.1246
806.381-066	Aircraft Mech, Plumbing...	105.6394
806.684-122	Rigger Helper	98.6792
809.381-030	Pneumatic-Tool Operator	106.8786
810.384-014	Welder, Arc	121.0737
811.684-014	Welder, Gas	107.1688
821.667-010	Helper, Electrical	103.5551
824.681-010	Electrician	103.0079
825.281-014	Electrician	112.7761
825.381-030	Electrician	118.0607

(continued)

DOT Code	Job Title	VQ ( <i>Vocational Quotient; An indicator of job difficulty</i> )
829.684-022	Electrician Helper	103.2528
829.684-026	Electrician Helper	93.5038
840.381-010	Painter	102.442
841.381-010	Paperhanger	112.4761
842.361-018	Plasterer	101.154
842.381-014	Stucco Mason	112.6773
844.364-010	Cement Mason	107.5265
844.687-010	Cement Sprayer Helper...	82.1011
850.683-046	Utility-Tractor Operator	100.3056
853.663-014	Concrete-Paving-Mach. Op.	100.5241
859.682-018	Pile-Driver Operator	102.1773
859.683-010	Operating Engineer	103.8663
859.683-026	Road-Mixer Operator	95.2202
859.683-030	Road-Roller Operator	89.662
860.381-022	Carpenter	113.7733
860.381-046	Form Builder	113.8724
861.381-018	Bricklayer	118.9058
861.381-034	Soft-Tile Setter	108.3271
861.381-038	Stonemason	116.2814
861.381-046	Terrazzo Worker	111.5654
861.381-054	Tile Setter	112.0042
861.381-058	Tile Setter Apprentice	112.0042
861.684-018	Tile Setter	91.8947
861.687-010	Bricklayer Helper...	86.8989
862.281-022	Pipe Fitter	112.7738
862.281-026	Pipe-Fitter Apprentice	112.7738
862.381-030	Plumber	117.5493
862.681-010	Plumber	101.6362
862.684-014	Laborer, Constr/Leak Gang	94.3992
862.684-022	Pipe-Fitter Helper	95.0371
862.684-026	Plumbing Assembler-Install.	99.789
863.684-014	Sider	105.9171
864.481-010	Floor Layer	103.2528
865.381-010	Glazier	105.2851
866.381-010	Roofer	108.9621
866.381-014	Roofer Apprentice	108.9621
866.684-010	Roofer Applicator	102.2479
869.261-022	Repairer, RV	114.9148
869.281-014	House Builder	111.7567

(continued)

DOT Code	Job Title	VQ ( <i>Vocational Quotient; An indicator of job difficulty</i> )
869.367-010	Asst. Construction Supd't	99.2175
869.381-010	House Repairer	117.4371
869.384-010	Repairer, Mfd. Buildings	103.1329
869.664-010	Concrete-Bldg. Assembler	103.8246
869.664-014	Construction Worker I	112.5482
869.664-016	Construction Worker I	112.5482
869.664-018	Sewer-Line Repairer	116.8214
869.664-020	Construction Worker I	112.5482
869.664-022	Construction Worker I	112.5482
869.664-024	Construction Worker I	112.5482
869.664-026	Segmental Paver	112.5482
869.665-010	Auxiliary-Equip. Tender	101.4632
869.681-010	Concrete-Fence Builder	107.8307
869.684-022	Fence Erector	107.7909
869.684-038	Panel Installer	88.6103
869.684-540	Tuckpoint/Cleaner/Caulker	112.5482
869.687-018	Cleaner	85.0641
891.684-018	Swimming-Pool Servicer	101.2507
899.381-010	Maint. Repairer, Building	121.3968
899.484-010	Mobile-Home-Lot Util. Wkr.	101.111
899.684-022	Maint-Repair. Hlpr, Indust.	104.2727
899.684-046	Maint. Worker, Municipal	113.8955
899.687-014	Laborer, Airport Maint.	88.8114
905.363-900	Construction Driver	102.8245
905.683-010	Water-Truck Driver II	100.6114
921.260-010	Rigger	110.7855
921.663-030	Hoisting Engineer	97.2294
921.663-054	Tower-Crane Operator	97.744
921.667-022	Laborer, Hoisting	93.0305
921.687-018	Loader	87.3841
922.667-010	Yard Wkr, Used Bldg. Mat.	91.5623
929.683-014	Tractor Operator	102.8642

*(Definitions can be accessed by entering the DOT Code into any search engine.)*

Client is willing to relocate and undergo frequent, brief deployment. He is not willing to undergo extended deployment, however. Client said he would discuss his career options with his parents, before making a decision.

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

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

### **HOW TO READ THE JOB-MATCH LIST**

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

**DOT** – Dictionary of Occupational Titles code  
**VQ** – Vocational Quotient: An indicator of job difficulty  
**TS** – Transferable Skills Percentage  
**VA** – Occupational Values & Needs Agreement  
**VIPR**- Work-Personality Type

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

**Ratings** which reach critical level (VQ= $\geq$ 104; TS= $\geq$ 40%; VA= $\geq$ 70%) are bolded.

**VIPR** = ISTP/ESTP are bold/highlighted.

**VIPR** = any 3 of ISTP are bolded.

**Job Titles** featuring 4 bolded values (or 3, if VIPR is highlighted) are bold/highlighted.

**Job Titles** featuring 3 bolded values (or 2, if VIPR is highlighted) are bolded.

### **RECOMMENDED VOCATIONAL OPTIONS**

**Labor-Market Data:** Local wage, growth and openings data are based on employment projections published by the Florida Department of Economic Opportunity (FLDEO). Employer names can be drawn from a variety of online resources, including the Florida Research and Economic Information Database Application (FREIDA). The corresponding SOC (ONET) Occupation, with SOC Code and (quarterly-updated) local labor-market data is positioned directly below the DOT Job Title(s). Based upon labor market research (LMR), using the Florida Department of Economic Opportunity (*FLDEO*) Employment Projections, the "Occupations" (*crosswalked from the selected D.O.T. job titles*) were found to project local openings, over the 2018-2026 period. Note: In this case, "local" means Workforce Region 24. **Bolded** data are more significant. **Highlighted** data are most significant.

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
5	1	2	3	4

Notes:

1. Avg. Wage figures => **\$17/hour** are bolded; => **\$20/hour** are also highlighted.
2. Entry Wage figures => **\$12/hour** are bolded; => **\$14/hour** are also highlighted.
3. Growth rates => **11%** are bolded.; => **14%** are highlighted.
4. Annual openings => **200** are bolded; => **1,000** are also highlighted.
5. **Occupation Titles** are bold/highlighted if 4 values are bolded.
6. **Occupation Titles** are bolded if 3 values are bolded (or 2 if both are highlighted).

**PRIMARY**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>861.381-014</b>	<b>Bricklayer</b>	102.46	8	<b>40%</b>	<b>73%</b>	<b>ESTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Brick/Block Masons (472021)</b>	<b>\$18.61</b>	<b>\$12.70</b>	<b>13.4%</b>	<b>827</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>825.381-030</b>	<b>Electrician</b>	<b>118.06</b>	8	<b>40%</b>	<b>73%</b>	<b>ISTJ</b>
<b>825.381-034</b>	<b>Electrician Apprentice</b>	<b>118.06</b>	8	<b>40%</b>	<b>73%</b>	<b>ISTJ</b>
<b>825.281-014</b>	<b>Electrician</b>	<b>112.78</b>	7	<b>40%</b>	<b>73%</b>	<b>ISTJ</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Electricians (472111)</b>	<b>\$21.75</b>	<b>\$15.29</b>	<b>15.7%</b>	<b>3,657</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>862.381-030</b>	<b>Plumber</b>	<b>117.55</b>	7	<b>43%</b>	<b>74%</b>	<b>ISTP</b>
<b>862.381-034</b>	<b>Plumber Apprentice</b>	<b>117.55</b>	7	<b>43%</b>	<b>74%</b>	<b>ISTP</b>
<b>862.281-022</b>	<b>Pipe Fitter</b>	<b>112.77</b>	7	<b>43%</b>	<b>71%</b>	<b>ISTP</b>
<b>862.281-026</b>	<b>Pipe-Fitter Apprentice</b>	<b>112.77</b>	7	<b>43%</b>	<b>71%</b>	<b>ISTP</b>
<b>862.681-010</b>	<b>Plumber</b>	101.64	6	<b>40%</b>	<b>74%</b>	<b>ISTP</b>
<b>862.684-026</b>	<b>Plumbing Assemble/Installer</b>	99.79	4	<b>40%</b>	<b>70%</b>	<b>ISTP</b>

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Plumbers, Pipefitters &amp; Steamfitters (472152)</b>	<b>\$21.25</b>	<b>\$14.96</b>	<b>21.1%</b>	<b>2,798</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
869.381-010	House Repairer	117.44	7	63%	71%	ESTP
860.381-046	Form Builder	113.87	7	43%	73%	ISTP
860.381-022	Carpenter	113.77	7	46%	71%	ESTP
860.381-026	Carpenter Apprentice	113.77	7	46%	71%	ESTP
860.381-050	Joiner	113.41	6	40%	74%	ESTP
806.281-058	Carpenter, Prototype	116.84	7	40%	74%	ESTP
860.381-030	Carpenter, Bridge	111.83	7	40%	73%	ISTP
863.684-014	Sider	105.92	4	43%	74%	ESTP
860.681-010	Carpenter II	103.41	5	40%	74%	ESTP
860.664-010	Carpenter I	99.70	4	40%	74%	ESTP
860.684-014	Sider	97.41	3	40%	74%	ESTP
869.684-042	Roof Assembler I	91.81	3	60%	74%	ESTP
869.684-038	Panel Installer	88.61	2	60%	74%	ESTP

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Carpenters (472031)</b>	<b>\$19.55</b>	<b>\$13.69</b>	<b>11.8%</b>	<b>7,535</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
637.261-014	HVAC Installer...	114.58	7	23%	71%	ISTP

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>HVAC &amp; Refrigeration Mechanics &amp; Installers (499021)</b>	<b>\$20.50</b>	<b>\$14.51</b>	<b>21.6%</b>	<b>3,385</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
377.263-010	Sheriff, Deputy	107.64	5	20%	82%	ISTP

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Police &amp; Sheriff's Patrol Officers (333051)</b>	<b>\$28.66</b>	<b>\$19.57</b>	<b>12.8%</b>	<b>1,746</b>

**ALTERNATES**

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>821.361-018</b>	<b>Line Erector</b>	<b>123.43</b>	7	23%	<b>74%</b>	<b>ISTJ</b>
<b>821.361-038</b>	<b>Tower Erector</b>	<b>122.00</b>	7	23%	<b>74%</b>	<b>ISTJ</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Electrical Power-Line Install/Repairers (499051)</b>	<b>\$25.99</b>	<b>\$15.87</b>	03.8%	195

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>899.381-010</b>	<b>Maint. Repairer, Building</b>	<b>121.40</b>	7	23%	<b>73%</b>	<b>ISTP</b>
<b>806.381-062</b>	<b>Install...Elect/Plumb/Mech.</b>	<b>111.12</b>	7	20%	<b>70%</b>	<b>ISTJ</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Maintenance &amp; Repair Workers, General (499071)</b>	<b>\$17.15</b>	\$11.73	<b>11.1%</b>	<b>5,379</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>859.362-010</b>	<b>Well-Drill Operator</b>	<b>118.62</b>	7	<b>43%</b>	64%	<b>ISTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Earth Drillers, Except Oil &amp; Gas (475021)</b>	<b>\$18.92</b>	<b>\$15.87</b>	10.8%	<b>246</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>801.361-014</b>	<b>Structural-Steel Worker</b>	<b>117.79</b>	7	<b>46%</b>	65%	<b>ISTJ</b>
<b>801.361-018</b>	<b>Struct-Steel-Wkr. Apprentice</b>	<b>117.79</b>	7	<b>46%</b>	65%	<b>ISTJ</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Structural Iron &amp; Steel Workers (472221)</b>	<b>\$21.10</b>	<b>\$14.52</b>	<b>15.2%</b>	<b>591</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
625.281-010	Diesel Mechanic	117.38	7	20%	73%	ISFP
625.281-014	Diesel-Mechanic Apprentice	117.38	7	20%	73%	ISFP
620.281-046	Maintenance Mechanic	115.90	7	23%	73%	ISFP

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Bus/Truck Mechanics & Diesel...Specialists (493031)	\$22.41	\$15.71	10.0%	508

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
616.360-022	Machine Setter	116.64	6	20%	70%	ESTJ

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Multiple Machine Tool Set/Op/Tenders, M&P (514081)	\$16.92	\$11.16	13.8%	30

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
825.281-030	Elevator Repairer	115.68	7	20%	71%	ISTP

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Elevator Installers & Repairers (474021)	\$28.96	\$16.44	16.7%	90

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
620.381-014	Mechanic...Track Vehicle	114.09	7	20%	71%	ISFP
620.261-022	Construction-Equip. Mech.	107.70	7	23%	71%	ISTP

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Mobile Hvy. Equip. Mechs, Except Engines (493042)	\$23.20	\$16.44	10.1%	246

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
899.684-046	Maint. Worker, Municipal	113.90	5	43%	65%	ESTJ



Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Construction Laborers (472061)</b>	<b>\$15.21</b>	<b>\$11.00</b>	<b>13.6%</b>	<b>10,192</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
861.381-054	Tile Setter	<b>112.00</b>	7	<b>43%</b>	69%	ESTJ
861.381-058	Tile Setter Apprentice	<b>112.00</b>	7	<b>43%</b>	69%	ESTJ

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Tile &amp; Marble Setters (472044)</b>	<b>\$17.63</b>	<b>\$12.05</b>	<b>14.0%</b>	<b>1,459</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>630.281-022</b>	<b>Repairer</b>	<b>111.76</b>	6	20%	<b>70%</b>	<b>ISTP</b>
<b>899.281-010</b>	<b>Canal-Equipment Mechanic</b>	<b>110.77</b>	6	20%	<b>70%</b>	<b>ISTP</b>

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Industrial Machinery Mechanics (499041)</b>	<b>\$23.10</b>	<b>\$15.49</b>	09.8%	<b>308</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
869.281-014	House Builder	<b>111.76</b>	7	<b>63%</b>	67%	ESTJ

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Misc. Construction &amp; Related Workers, All Other (474090)</b>	<b>\$19.24</b>	<b>\$13.46</b>	<b>12.9%</b>	<b>1,123</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>822.381-014</b>	<b>Line Installer-Repairer</b>	<b>110.51</b>	7	20%	<b>70%</b>	<b>ISTP</b>

Potentially	Avg.	Min.	<u>2018-2026</u>	
Suitable Local	Hrly.	Hrly.	Growth	Local
Occupations (w/SOC Code)	Wage	Wage	Rate	Openings
<b>Telecom. Line Install/Repairers (499052)</b>	<b>\$19.65</b>	<b>\$13.37</b>	02.9%	170

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>866.381-010</b>	<b>Roofer</b>	<b>108.96</b>	<b>7</b>	<b>43%</b>	<b>68%</b>	<b>ESTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Roofers (472181)	\$16.78	\$11.72	<b>13.9%</b>	<b>2,599</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>729.281-010</b>	<b>Audio-Video Repairer</b>	<b>107.65</b>	<b>6</b>	<b>20%</b>	<b>71%</b>	<b>ISTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Electronic Home Entertain. Equip. Install/Repairers (492097)	<b>\$18.34</b>	\$11.53	<b>11.3%</b>	138

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
844.364-010	Cement Mason	<b>107.53</b>	<b>7</b>	<b>46%</b>	69%	ESTJ
844.364-014	Cement-Mason Apprentice	<b>107.53</b>	<b>7</b>	<b>46%</b>	69%	ESTJ

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Cement Masons &amp; Concrete Finishers (472051)</b>	<b>\$17.64</b>	<b>\$12.77</b>	<b>14.5%</b>	<b>1,521</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
811.684-014	Welder, Gas	<b>107.17</b>	<b>5</b>	<b>20%</b>	69%	ESTJ

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Welders, Cutters, Solderers &amp; Brazers (514121)</b>	<b>\$19.07</b>	<b>\$13.53</b>	<b>12.7%</b>	<b>576</b>

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DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>827.661-010</b>	<b>Household-Appliance Installer</b>	<b>105.29</b>	<b>6</b>	<b>20%</b>	<b>70%</b>	<b>ISTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Home Appliance Repairers (499031)</b>	<b>\$18.82</b>	<b>\$12.69</b>	10.0%	<b>290</b>

\*\*\*\*\*

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
899.684-022	Maint-Repairer Helper, Indust.	<b>104.27</b>	5	23%	62%	<b>ISFP</b>
620.664-014	Maintenance Mechanic Helper	100.80	5	23%	62%	<b>ISFP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Helpers, Install/Maint/Repair Workers (499098)	\$13.79	\$10.28	<b>18.8%</b>	<b>608</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
859.683-010	Operating Engineer	103.87	6	26%	67%	ESTJ
859.683-014	Operating-Engineer Apprentice	103.87	6	26%	67%	ESTJ

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Operating Engineers...Construction Equip. Ops. (472073)</b>	<b>\$19.31</b>	<b>\$14.27</b>	<b>13.5%</b>	<b>1,520</b>

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<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
829.684-022	Electrician Helper	103.25	3	20%	63%	<b>ISFP</b>
829.684-026	Electrician Helper	93.50	3	20%	63%	<b>ISTJ</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Helpers, Electricians (473013)	\$15.07	\$11.53	<b>16.1%</b>	<b>422</b>

\*\*\*\*\*

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
840.381-010	Painter	102.44	7	<b>46%</b>	69%	ESTJ

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
Painters, Construction & Maintenance (472141)	\$16.91	<b>\$12.12</b>	09.5%	<b>3,741</b>

\*\*\*\*\*

<u>DOT Code</u>	<u>Job Title</u>	<u>VQ</u>	<u>SVP</u>	<u>TS</u>	<u>VA</u>	<u>VIPR</u>
<b>899.484-010</b>	<b>Mobile-Home-Lot Utility Wkr.</b>	101.11	6	20%	<b>73%</b>	<b>ISTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Janitors &amp; Cleaners... (372011)</b>	\$12.24	\$09.33	<b>14.8%</b>	<b>8,908</b>

\*\*\*\*\*

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>862.684-022</b>	<b>Pipe-Fitter Helper</b>	95.04	3	<b>43%</b>	63%	<b>ISTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Helpers, Pipelayers, Plumbers... (473015)</b>	\$13.73	\$11.21	<b>24.1%</b>	<b>628</b>

\*\*\*\*\*

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
<b>862.684-014</b>	<b>Laborer, Construction...</b>	94.40	4	<b>63%</b>	64%	<b>ISTP</b>
<b>922.667-010</b>	<b>Yard Wkr, Used Bldg. Mat.</b>	91.56	3	<b>66%</b>	56%	<b>ESTP</b>

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
<b>Helpers, Production Workers (519198)</b>	\$13.29	\$09.92	08.3%	<b>272</b>

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

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

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

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

<http://www.careerbuilder.com>

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

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## ACCOMMODATIONS

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

### **ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)**

**Time Management:** Individuals with ADHD may experience difficulty managing time, which can affect their ability to mark time as it passes incrementally by minutes and hours. It can also affect their ability to gauge the proper amount of time to set aside for certain tasks. It may be difficult to prepare for, or to remember, work activities that occur later in the week, month, or year.

Divide large assignments into several small tasks

Set a timer to make an alarm after assigning ample time to complete a task

Provide a checklist of assignments

Supply an electronic or handheld organizer, and train on how to use effectively

Use wall calendar to emphasize due dates

- Develop a color-coded system (each color represents a task, or event, or level of importance)
- Allow co-worker or supervisor to add entries on the calendar, or to double-check entries added by the employee with ADHD

**Memory:** Individuals with ADHD may experience memory deficits, which can affect their ability to complete tasks, remember job duties, or recall daily actions or activities.

Provide written instructions

Allow additional training time for new tasks

Offer training refreshers

Use flow-chart to indicate steps in a task

Provide verbal or pictorial cues

Use post-it notes as reminders of important dates or tasks

**Concentration:** Individuals with ADHD may experience decreased concentration, which can be attributed to auditory distractions (that can be heard) and/or visual distractions (that can be seen). People with ADHD report distractions such as office traffic and employee chatter, opening and closing of elevator doors, and common office noises such as fax tones and photocopying.

To reduce auditory distractions:

- Purchase a noise canceling headset
- Hang sound absorption panels

- Provide a white noise machine
- Relocate employee's office space away from audible distractions
- Redesign employee's office space to minimize audible distractions

To reduce visual distractions:

- Install space enclosures (cubicle walls)
- Reduce clutter in the employee's work environment
- Redesign employee's office space to minimize visual distractions
- Relocate employee's office space away from visual distractions

**Organization and Prioritization:** Individuals with ADHD may have difficulty getting or staying organized, or have difficulty prioritizing tasks at work.

Develop color-code system for files, projects, or activities

Use weekly chart to identify daily work activities

Use the services of a professional organizer

Use a job coach to teach/reinforce organization skills

Assign a mentor to help employee

Allow supervisor to assign prioritization of tasks

Assign new project only when previous project is complete, when possible

Provide a "cheat sheet" of high-priority activities, projects, people, etc.

**Social Skills:** Individuals with ADHD may have limitations in adaptive skills, such as communicating with others, or exhibiting appropriate social skills. This might manifest itself as interrupting others when working or talking, demonstrating poor listening skills, not making eye contact when communicating, or inability to correctly read body language or understand innuendo.

Provide a job coach to help understand different social cues

Identify areas of improvement for employee in a fair and consistent manner

Make attendance at social activities optional

Use training videos to demonstrate appropriate behavior in workplace

Encourage employees to minimize personal conversation, or move personal conversation away from work areas

Provide sensitivity training (disability awareness) to all employees

Encourage all employees to model appropriate social skills

Adjust the supervisory method to better fit the employee's needs

Allow the employee to work from home

Adjust method of communication to best suit the employee's needs

Use role-play scenarios to demonstrate appropriate behavior in workplace

**Hyperactivity/Impulsivity:** Individuals with ADHD Hyperactivity-Impulsive type may exhibit over-activity or impulsive behavior. This could be disruptive to the work environment or could inhibit efficient and effective work performance.

- Provide structured breaks to create an outlet for physical activity
- Utilize a job coach to teach/reinforce techniques to control impulsivity
- Allow the employee to work from home
- Review conduct policy with employee
- Adjust method of supervision to better prepare employee for feedback, disciplinary action, and other communication about job performance
- Use services of EAP
- Provide private workspace where employee will not disturb others by tapping, humming, or fidgeting

**Multi-tasking:** Individuals with ADHD may experience difficulty performing many tasks at one time. This difficulty could occur regardless of the similarity of tasks or the frequency of performing the tasks.

- Separate tasks so that each can be completed one at a time
- Create a flow-chart of tasks that must be performed at the same time, carefully labeling or color-coding each task in sequential or preferential order
- Provide individualized/specialized training to help employee learn techniques for multi-tasking (e.g., typing on computer while talking on phone)
- Identify tasks that must be performed simultaneously and tasks that can be performed individually
- Provide specific feedback to help employee target areas of improvement
- Remove or reduce distractions from work area
- Supply ergonomic equipment to facilitate multi-tasking
- Clearly represent performance standards such as completion time or accuracy rates

**Paperwork:** Individuals with ADHD may experience difficulty completing paperwork efficiently and effectively. This is due in part to workplace distractions and difficulty with time management, disorganization, or prioritization.

- When possible, automate paperwork by creating electronic files
- Use speech recognition software to enter text or data into electronic files
- Save time filling out paper forms by completing information in advance, using pre-filled forms, or adhering pre-printed stickers
- Use checklists in place of writing text
- Supply large quantities of regularly-used forms
- Color-code forms for easy identification
- Re-design commonly used forms
  - Use large font & Double space or triple space
  - Provide adequate space for hand-written response

Note: 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.

### **OTHER VOCATIONALLY RELEVANT RECOMMENDATIONS**

The following estimates are provided with the assumption that Client's performance, as referenced in this assessment, is generally representative of current capabilities. Considering Client's age, academic status, reported diagnosis & current test scores, it appears that he may require as ***much as 2-3 years, or more, of intensive remedial tutoring*** to raise his word reading, spelling & math from the current elementary level to GL 9/10, as is typically required for non-standard admission to Florida public, post-secondary vo-tech training programs. With reasonable **accommodation** & implementation of recommended **supportive measures**, however, Client's prospects for successful completion of additional specific vocational preparation (SVP), in the form of on-the-job training (**OJT**), is believed to be:

**EXCELLENT** for brief (up to 30 days), informal OJT, typical of unskilled work (**SVP1,2**);

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

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

**GUARDED to FAIR** for formal OJT lasting 1-2 yrs, typical of mid-range skilled (**SVP 6**) work; &

**GUARDED** for formal (2-4 yr.) OJT/apprenticeship, as seen in high-level skilled (**SVP 7**) work.

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: **Psychological/Psychiatric** consult (and treatment, as indicated) for ADHD; counsel Client to eat **breakfast**, especially on important days; **Speech & Hearing** consult (and treatment, as indicated) for issues, including possible receptive auditory language deficiency; games & exercises for manual **coordination & dexterity**; intensive remedial **tutoring** in word-recognition, math & spelling; **driver** training & licensure, when ready; **Librarian** consult for enhanced recreational reading program; and **computer** access at home or library.

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

Client's VIPR-Type is **ISTP** (Introversion, Sensing, Thinking, Perceiving) – “**The Tool Master**”. Personnel sharing this interest-based work-personality profile are often described as **Impulsive, Action Oriented, Fearless, Adventurous, and Excitable**. At their best, people with ISTP preferences often carefully observe what is going on around them. Then, when the need arises, they tend to move quickly to get to the core of a problem and solve it with the greatest efficiency and the least effort. They are usually interested in how and why things work, but find abstract theories uninteresting unless they can quickly apply them. They often function as troubleshooters. ISTPs tend to resist regimentation and rules; usually thrive on variety and novelty; and typically enjoy the challenge of solving a new, concrete, extensive problem. ISTPs use their Thinking primarily internally to see the essential structure underlying the facts. Their minds work almost like computers, reasoning impersonally and objectively. They like to make rational decisions, based on a great deal of concrete data. ISTPs are likely to be...

**detached and objectively critical  
analytical and logical problem-solvers**



ISTPs tend to be realists, focusing on what is and what can be done with it, rather than on theoretical possibilities. They are often good at hands-on activities and enjoy sports and the outdoors. ISTPs are likely to be...

**practical and realistic,  
factual and pragmatic**

ISTPs are usually expedient and believe in economy of effort – doing only what's needed with the least possible discussion and fuss. Their focus is on getting the desired results.

How Others May See Them:

ISTPs are generally found to be of an egalitarian nature, and tolerant of a wide range of behavior - until their ruling, logical principles are attacked. At that point, they can surprise others by expressing their firm and clear judgments. ISTPs listen and seem to agree because they are not disagreeing; later, others may find the ISTP was analyzing and making judgments within. With their constant scanning for information and focus on results, ISTPs will often change course, readily, if they see another, more efficient way. Because of this, others sometimes have trouble "reading" them. They tend to be quiet and reserved, though they can be quite talkative in areas where they have a lot of knowledge. Others usually see ISTPs as...

**adaptable, action-oriented risk-takers  
confident, independent, and self-determined**

Potential Areas for Growth:

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

If they've not developed their Sensing, ISTPs may have no reliable way of getting accurate data about the external world or of translating their thoughts into action.

If they've not developed their Thinking, they may get caught up in the realities around them and not take time to do the internal logical processing they need to make good decisions. Then their actions may be haphazard responses to immediate needs.

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

***become cynical and negative,  
withdraw their attention and energy, and  
put off decisions.***

Under great stress, ISTPs may erupt outwardly in inappropriate displays of emotion. The resulting explosive anger or hurt tearfulness is quite unnerving to others and embarrassing to the usually calm and controlled ISTP.

Typically, the orientation of ISTPs to the 4-step career exploration process is as follows:

**Setting Goals:** These personnel prefer immediate, tangible goals, and as a result, sometimes have no clear sense of long-term direction. Accordingly, they should be counseled to consider long term (5 to 10 years) goals.

Adept at taking advantage of unforeseen opportunities, ISTPs may have no action planned to reach goals that they have evolved and, accordingly, may need to be counseled to take specific action to further the achievement of the goals they have set.

Gathering Information: ISTPs will be comfortable consulting reference such as career library of data bases for job-related facts and statistics, but may become overwhelmed by details and miss the long term potential of the job. Accordingly, they are often counseled to ask people on the job what they like or dislike most about it, and to explore the long term outlook for the job.

Making Contact: ISTPs may miss opportunities because of reluctance to network, and if encouraged to make contacts, may tend to gravitate only to a few selected experts, not wanting to network, even though they see the logical reason to do so. They should be counseled to start with a few close friends, and then gradually widen the network of acquaintances. In a similar vein, few subjects may appear too quiet in the interview - hesitant to mention their strong points. Accordingly, they often benefit from role-playing, where they should receive reinforcement for speaking up and "selling" their strong points. They may present a detailed picture of their experience in specific areas, but many ISTPs have difficulty answering hypothetical questions or making long-term projections in interviews. They should be cautioned against overwhelming certain types of interviewers with too many details, and they should rehearse responses to typical interview questions.

Making Decisions: While tending to readily conduct a logical analysis of career alternatives, weighing the pros and cons of each, ISTPs may tend to neglect the most important values by focusing only on issues which lend themselves to such analysis. Therefore, they should be coached to consider the central issues that are truly important to themselves and significant others, and then encouraged to view the results of their logical analysis, *in this light*. As ISTPs may tend to put off decisions, they should be encouraged to set a deadline for deciding, then posting and announcing it.

- Helpful Hints for Job Coaches, in the Accommodation Process: Early and frequent contact with the employer is essential; Become the go-to person for issues concerning Client's work-adjustment; Give the employer one or more reliable ways to contact key staff; Get a release, detailing which aspects of Client's disability condition(s) can be discussed with employer; Establish contact with Client's family, roommate, or support-person, and find out who needs to be notified in case of emergency; Contact employer's EAP (Employee Assistance Program), to see what services/resources are available; Explore Client's rights under the ADA; Contact JAN (Job Accommodation Network; <http://askjan.org>) for assistance; Encourage a support person or team, possibly a family member(s) familiar with the effects of the disability, to be part of the process; With assistance from Client's treatment team, determine how quickly the disability condition may progress (This will help in ascertaining the long-term accommodations that may need to be made.); *In some cases*, as the disability condition progresses, job-related tasks will likely become more difficult to perform; Providing accommodations so that the employee is able to continue working as long as possible, which may help to preserve an income and independence, as well as increase self-esteem; Monitor Client's performance to ensure the accommodations are effective (some adjustments or changes in accommodations may be necessary); Keep in mind that a reassignment may become necessary in some situations.

Prepared by:

CLINT DELONG, MA,CRC,CVE,CRV(D)  
Attachment

Attachment: EXPLANATION OF ABBREVIATIONS

Notes regarding GED, aptitude, coordination and dexterity ratings:

Cognitive Aptitudes

**R**=Reasoning

**M**=Math

**L**=Language

Perceptions

**S**=Spatial Perception

**P**=Form Perception

**Q**=Clerical Perception

Coordination/Dexterities

**K**=Motor Coordination

**F**=Finger Dexterity

**Md**=Manual Dexterity

**E**=Eye-Hand Coordination

(Levels shown below are to be interpreted with respect to estimated general population norms)

GED (General Educational Development)

**6** (Above Average) = approximately the top 20%

**5** (High Average) = approx. 60-80%ile

**4** (Mid Average) = approx. 40-60%ile

**3** (Low Average) = approx. 20-40%ile

**2** (Below Avg.) = approx. 6-20%ile

**1** (Very Below Avg.) = approx. bottom 5%

Aptitudes

**5** (Above Average) = approximately the top 20%

**4** (High Mid- Average) = approx. 50-80%ile;

**3** (Low Mid-Average) = approx. 20-50%ile

**2** (Below Avg.) = approx. 6-20%ile

**1** (Very Below Avg.) = approx. bottom 5%

Notes regarding physical demand capacity and environmental tolerance ratings:

Physical Demands

**1** Lift, Carry, Push, Pull, Sit, Stand, Walk

**2** Climb (Stairs, Ladders, Scaffold)

**3** Bend, Stoop, Crouch, Squat, Kneel

**4** Reach, Handle, Finger, Feel

**5** Talk/Hear, Write Orders, Write Phone Messages

**6** See Close-up, See Far-away

Environmental Tolerances

**1** Weather

**2** Extreme Cold

**3** Extreme Heat

**4** Damp, Humid, Wet

**5** Noise

**6** Hazards, Heights

**7** Dust, Fumes, Odors, Mist, Gas

Exertion Levels

**5** (Very Heavy Duty) = 100# or more

**4** (Heavy Duty) = 50# to 100#

**3** (Medium Duty) = 20# to 50#

**2** (Light Duty) = 10# to 20#

**1** (Sedentary) = 0# to 10#

Durations

**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)

Other Vocational Codes

**DOT** – Dictionary of Occupational Titles code

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

**TS** – Transferable Skills Percentage

**VA** – Occupational Values & Needs Agreement

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

**\$Avg** - Average wage

**Starting** – Average starting wage

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

(Source: U.S. Department of Labor & McCroskey Vocational Quotient System)

**REGARDING DOT JOB-TITLE DATA;**

**Ratings** which reach critical level (VQ=>104;TS=>40%;VA=>70%) are bolded.

**VIPR** = ISTP/ESTP are bold/highlighted.

**VIPR** = any 3 of ISTP are bolded.

**Job Titles** featuring 4 bolded values (or 3, if VIPR is highlighted) are bold/highlighted.

**Job Titles** featuring 3 bolded values (or 2, if VIPR is highlighted) are bolded.

**REGARDING LABOR-MARKET DATA;**

Potentially Suitable Local Occupations (w/SOC Code)	Avg. Hrly. Wage	Min. Hrly. Wage	2018-2026 Growth Rate	Local Openings
	1	2	3	4
5				

Notes:

1. Avg. Wage figures => **\$17/hour** are bolded; => **\$20/hour** are also highlighted.
2. Entry Wage figures => **\$12/hour** are bolded; => **\$14/hour** are also highlighted.
3. Growth rates => **11%** are bolded.; => **14%** are highlighted.
4. Annual openings => **200** are bolded; => **1,000** are also highlighted.
5. **Occupation Titles** are bold/highlighted if 4 values are bolded.
6. **Occupation Titles** are bolded if 3 values are bolded (or 2 if both are highlighted).