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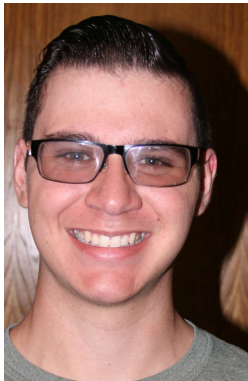
SAMPLE COMPREHENSIVE ASSESSMENT REPORT

Report Date: 08/04/2022

Starting Date: 8/01/2022

Completion Date: 8/03/2022

Evaluee No.: 0000000



Evaluee: Joe Sample

ID#: 0000000

Address: 211 Sample Stree
Odessa, TX 79762

E-Mail: Joe.Sample@gmail.com

Referring Agency: TWC - Division of Rehabilitation
Lubbock Field Office

Referring Individual: Amanda Boren

The processes of vocational evaluation have been used in measuring the skills, abilities, and aptitudes of the above individual. The data derived from this evaluation, together with input from information from the evaluee, are strong indicators of the possible training and/or vocational directions that this individual is capable of working towards.

Attached is the report on the evaluation with recommendations.

Thank You

Michael Driscoll

Certified Vocational Evaluator #10806

Certified Rehabilitation Counselor #10806

Director, VIP Services mdriscoll157

DATA	PEOPLE	THINGS	ACHIEVED	
DATA:	Low	6..5..4..3..2..1..0	High	---> 3
PEOPLE:	Low	8..7..6..5..4..3..2..1..0	High	---> 3
THINGS:	Low	7..6..5..4..3..2..1..0	High	---> 4

GENERAL EDUCATIONAL DEVELOPMENT	RANGE: Low	1..2..3..4..5..6	High	ACHIEVED
REASONING DEVELOPMENT				---> 4
MATHEMATICS DEVELOPMENT				---> 3
LANGUAGE DEVELOPMENT				---> 4

APTITUDES	RANGE: Low	4..3..2..1	High	ACHIEVED
INTELLIGENCE				---> 2

RANGE: Low	5..4..3..2..1	High	ACHIEVED
VERBAL			---> 3
NUMERICAL			---> 3
SPATIAL			---> 3
FORM PERCEPTION			---> 3
CLERICAL PERCEPTION			---> 3
MOTOR COORDINATION			---> 2
FINGER DEXTERITY			---> 4
MANUAL DEXTERITY			---> 2
EYE-HAND-FOOT COORD.			---> 5
COLOR DISCRIMINATION			---> 5

REPORTED PHYSICAL ABILITY: Medium

Positional tolerances: (N) = No, (O) = Occasionally, (F) = Frequently, (C) = Constantly. Climb (N), Balance (N), Stoop (O), Kneel (O), Crouch (O), Crawl (O), Reach (C), Handling (C), Finger (C), Feel (C), Hearing (C), Tasting (C), Near Acuity (C), Far Acuity (C), Depth Perception (C), Visual Accommodation (C), Color Vision (C), and Field of Vision (C).

WORKING CONDITIONS: Working in weather (O), Cold (O), Hot (O), Wet / Humid (O), Noise (M), Vibration (O), Atmospheric (O), Mechanical (O), Electrical (O), Heights (N), Radiation (N), Explosives (N), Toxic (N), and Other (N).

TEMPERAMENTS: Directing (True), Repetitive (False), Influencing (False), Variety (False), Expressing (False), Alone (False), Stress (False), Tolerances (False), Under Instruction (False), People (True), and Judgments (True).

SPECIFIC VOCATIONAL PREPARATION: Amount of time willing to train: 1 to 2 Years

INTEREST AREAS: 1: Mechanical, 2: Scientific, 3: Industrial Production

CURRENT STATUS:

Mr. Sample is bi-lingual with English as the primary. He has been separated for two and a half years and has five children. Mr. Sample is currently living with his mother, he's in a rehab facility right now. The relationships with family members are described as "good with his other, it seems he's mending his marriage but its not clear at this time". Mr. Sample is in his mother's home. The present financial situation is described as "not very good, he has no income". Present income in the home is nothing at this time, he had no disability insurance. The income he wants upon securing employment would be almost \$2000 bi-weekly. He needs to have a job with health benefits.

DISABILITY:

Mr. Sample's disability is: Traumatic Brain Injury. The onset occurred May 20, 2022 at age 31. Mr. Sample describes his disability as "some function loss in his left arm, his memory is coming back, its really just a helper at this time, he has no grasp". He feels "that he's dealing with his emotions pretty well, he's staying positive as he can at this time". He misses his family and otherwise feels he's holding up pretty well.

PHYSICAL/MEDICAL HISTORY:

Mr. Sample stated that his general health is: "generally okay, he's never had any health issues until his accident". A family medical history of: "His brother passed away with seizures about 4 years ago but no other medical history in his family.". Medical restrictions of: "loss of function of his left side, he has normal strength on his right side" were reported by him. He is a 5' 11" tall male and weighs 240# pounds, and has a medium build. No serious medical issues were noted historically. Mr. Sample is right handed, wears glasses and they are working well, and he reports to have good hearing. Currently all vaccinations are up to date. He had surgery to his head and arm and shoulder after his accident. There are pending surgeries to bring about further corrections. He reported no know allergies. Mr. Sample reported no history of chronic illnesses. Current medications include: Propaninal, and gabepentin. . He was hospitalized from his accident but no other.

SOCIAL/EMOTIONAL:

Mr. Sample related that he has an adequate social life, he has a good support system. He attends "is not involved in any organizations or church". Mr. Sample stated that he "before his accident he was a boxer and was part of the club, he can't do that right now". During the interview Mr. Sample stated that he generally feels "feels emotionally stable". With regard to legal matters Mr. Sample related "has no legal issues that would affect employment, he had one DWI in 2014". With regard to substance abuse he stated "has not abused substances in the past". Mr. Sample stated that he "does not have any psychological issues, he feels he's doing okay".

PERSONAL HABITS:

Mr. Sample sleeps okay at night and has a generally healthy diet. He related that he does not use tobacco products and does not currently use alcohol at this time. Mr. Sample does not currently do anything for recreation and has no particular activities at this time furthermore he does not do anything for entertainment.

EDUCATION:

Mr. Sample last attended Permian High School and completed to grade 12 and graduated high school in in 2010. He was not in special education does not have a learning disability. While in school his favorite subject was history and math and least favorite subject was science. He was involved with basketball in high school. He was a boxer since he was 13 to his early 20's. Regarding transportation the following information is provided: he has a driver license and does not have transportation. He went to Odessa College for one semester he was taking electrical engineering, he quite because of the birth of children.

PRIOR EMPLOYMENT:

Mr. Sample's most recent employer was Cool Place Industries. The date last worked on this job was May 20, 2022. The salary he was getting was \$20.00 per hour, he worked at least 40 hours a week. The job title is machinist and he worked there for three years. The gap between this job and his last one was no employment gap. His job duties included: working with metal, doing hand cutting and older machines, there was no CNC in that shop. He left this job because he had the car wreck and wasn't able to do the job and was out two months. Prior to this he worked for Your a Sucker Rods. The salary he was getting was \$19.87 per hour for full time work. The job title is guide shop operator and he worked there for four years. The gap between this job and his last one was no employment gap. His job duties included: cleaning the sucker rods, and inserting plastic inserts for directional drilling. He left this job because he asked for a raise and he moved on. Prior to this he worked for Longhorn Custom Coating. The salary he was getting was \$10 per hour. The job title is shipping and receiving clerk and he worked there for two years. The gap between this job and his last one was no employment gap. His job duties included: managing incoming and outgoing jobs, and materials. He left this job because he went for a better paying job. Prior to this he worked for Phone Sales. The salary he was getting was he can't recall, it was commission. The job title is cell phone sales and he worked there for about six months. The gap between this job and his last one was no employment gap. His job duties included: selling cell phones. He left this job because he wanted a better job. He did building maintenance work for a while and he was a welders helper in the past.

EXPRESSED INTERESTS:

1. CNC Operator

The vocational goals stated by Mr. Sample are reported to be well established. These jobs are of interest to him because he has machinist experience and would do okay with CNC training. The amount of training required for these jobs as identified by Mr. Sample is: on the job and

vocational training would be okay. Mr. Sample was questioned about the academic areas required for success in his desired jobs and he reported the following: He believes that math is not required for success in his stated interests, he thinks spelling is not required to succeed, and reading is required. Barriers to performing these jobs are: His arm not making gains.. Mr. Sample has not had formal vocational guidance in the past.

INTERVIEW:

The following information is provided as to Mr. Sample's interviewing abilities:

Mr. Sample was observed to make eye-contact during the interview frequently. Posture observed during the interview was relaxed and appropriate. For the interview he was casually dressed and was wearing slacks and a tee shirt. The overall interviewing skills of Mr. Sample are thought to be fairly good, he's expressive. He is able to interview well.

SUMMARY OF INTERVIEW:

POSITIVE FACTORS OF INDEPENDENT LIVING / ACTIVITIES OF DAILY LIVING:

1. Mr. Sample has no issues in activities of daily living related to finance, self care, social or working relationships, food preparation, household management, and hygiene and takes care of his own needs without assistance. His only problem is learning to do some things with his left arm being less functional at this time. He doesn't have a vehicle since his wreck.

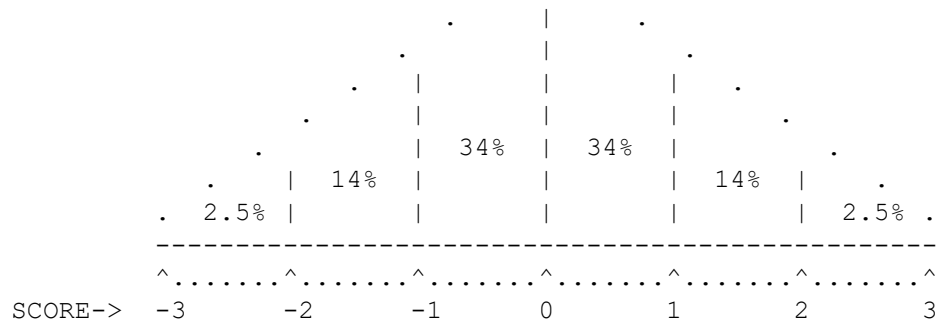
COUNSELOR NOTES:

The counselor notes forwarded with this referral were reviewed and the following information is relevant to the expected success of a rehabilitation plan.

Date of Note: 8/23/2022 A review of a case note of this date was done: He sustained a TBI 5/20/2022, he was unconscious for 2 months, he's had a couple of surgeries, limitations centered around injury to his left arm, he is unable to lift with his left side and has no feeling in his left arm from his elbow to his hand. He has chronic pain in his left shoulder and elbow, his balance is not perfect but better, there is a current issue with someone stealing his identity, and he has a couple of misdemeanor charges.

GRAPHIC REPRESENTATION OF STANDARDIZED TESTING

The following graph reflects the performance of Mr. Sample as compared to the "normal curve". The two 34% ranges in the center are the average range, the 14% ranges are either above average or below average, and the 2.5% ranges are either highly above average or highly below average.



ADULT BASIC LEARNING EXAM LEVEL 3

- VOCABUL:.....*
- READING:.....*
- SPELLIN:.....*
- LANGUAG:.....*
- NUMERIC:.....*
- PROBLEM:.....*

DIFFERENTIAL APTITUDE TESTS

- PER SP A:.....*
- SPACE RL:.....*
- STND RAV:.....*
- REV PFB:*
- BENNETT:.....*
- ORAL DIR:.....*

THE ADULT BASIC LEARNING EXAMINATION - LEVEL 3 is designed for persons who have had from Eight (8) to Twelve (12) years of formalized education, but have not received their diploma. The test measures six areas of content: (a) Vocabulary - knowledge and understanding of words that are encountered frequently by adults in their work and daily activities, (b) Reading Comprehension - measures the ability to comprehend written material of a functional and academic nature, (c) Spelling - the spelling words are selected for representing their usage for common written communication, (d) Language - this section deals with capitalization, punctuation, and applied grammar, (e) Number Operations - interpret fractions, decimals, add, subtract, multiply and divide, (f) Problem Solving - assesses the ability to determine an outcome, record and retrieve information, and to measure and use geometric shapes. An evaluatee's ability to do above average on this measure

indicates that they are in the range of the average person with a GED. Mr. Sample's performance on this assessment instrument is as listed below.

ACADEMIC AREA:	RAW:	STANDARD:	GRADE LEVEL:
VOCABULARY:	25	113	Post High School
READING COMPREHENSION:	38	105	(10th) Tenth
SPELLING:	25	110	(11th) Eleventh
LANGUAGE USAGE:	20	99	(7th) Seventh
NUMBER OPERATIONS:	21	101	(8th) Eighth
PROBLEM SOLVING:	14	93	(9th) Ninth

THE RAVEN STANDARD PROGRESSIVE MATRICES is a measure of a logical reasoning ability. It is a non-verbal (Culture free), test in which the client is required to systematically reason about relationships between figures. It assesses the capacity of an individual, at the time of the test, to apprehend meaningless figures presented in a fashion in which the items are progressively more complex. The Raven Standard Progressive Matrices percentile was determined to be 75 This indicates that his immediate capacity for observation, clear thinking, and use of logic in problem solving is in the average range. He has demonstrated a degree of logical and clear thought. This equates to a standard score of 110.

THE BENNETT MECHANICAL COMPREHENSION TEST is a measure of an individual's mechanical reasoning ability. A person who is high in this trait tends to learn readily the principles of operation and repair of complex devices. The test evaluates "the ability to perceive and understand the relationship of physical forces and mechanical elements in practical situations." This trait is important in engineering training, mechanical courses, and a variety of trade school courses. Mr. Sample's performance on this instrument indicates that he is in the Below Average Category, he recorded a standard score of 89. He achieved a raw score of 36 out of 68 items.

The REVISED MINNESOTA PAPER FORM BOARD tests the ability of an individual to visualize and manipulate objects in space. The test consists of sixty-four (64) two dimensional diagrams cut into separate parts. The subject chooses from five possible choices to select the correct representation of the pieces when assembled Mr. Sample recorded a raw score of 47 out of 64 possible this is interpreted as follows: Mr. Sample's performance on this instrument indicates that he is in the Above Average Category, he recorded a standard score of 107.

THE ORAL DIRECTIONS TEST (ODT) is a recorded, wide range test of general mental ability, designed to be simple, valid and practical in testing adolescent and adult groups. The ODT assesses and individual's ability to follow directions presented orally; it is particularly useful for individuals with limited education. On this instrument the following performance was noted: he recorded a raw score of 33 out of 39 items. Mr. Sample's tested performance indicates that he is in the Moderately High Average Category, he recorded a standard score of 118.

DIFFERENTIAL APTITUDE TESTS

The DIFFERENTIAL APTITUDE TESTS (DAT) are designed to measure individuals' ability to learn or to succeed in a number of different areas, such as

mechanical reasoning, verbal reasoning, numerical reasoning, and space relations. These aptitudes are good predictors of the capacity an individual has for probable success in a specific vocational goal as well as they provide a tool in the selection of employees. Mr. Sample's performance on the DAT P is as follows.

AREA:	RAW SCORE	STANDARD SCORE
PERCP SPEED ACCUR:	32	75
SPACE RELATIONS:	19	95

VOCATIONAL SURVEY QUESTIONNAIRE

Mr. Sample took the VOCATIONAL SURVEY QUESTIONNAIRE to assess his attitudes towards supervisors, peers, stressful situations, negative working situations, and general work situations. Effort put forth indicated complete sentences and his effort sincere. Relating to supervisors was positive, stressful situations responses were positive, areas relating to peer interaction were positive, general work environment situations were positive, and responses to work rules were positive. Examples of his specific statements are: The job looked impossible, so I "keep trying until I came to a solution". My employers have often seemed "pretty understanding". A woman should change her line of work when "if they are harassing here of if the work is too much". When I have to make a decision, I "try my best to make good decisions not just for me but for the team".

SAMPLE JOB APPLICATION

A JOB APPLICATION similar to common applications used in the working world was given to Mr. Sample during the course of the vocational evaluation. The application is assessed and compared to competitive ability. Mr. Sample's ability on this instrument was as follows. The application was completed in English. The application was well completed. The application was neat. His spelling was excellent. His job history section was well detailed. The text style used was neat printing. An employer would find this quality of job application acceptable. Mr. Sample's skill with the application was highly competitive. His application was great!

OCCUPATIONAL OUTLOOK HANDBOOK EXPLORATION

VOCATIONAL AWARENESS; Occupational Outlook Handbook: Mr. Sample was asked to study various jobs of interest from the Occupational Outlook Handbook. The task requires studying the jobs in detail, researching wages, training requirements and exploring jobs. This is a good basis to teach a person how to research jobs. His responses were complete. Looking at the effort it seemed to be a sincere effort. Jobs explored are listed below.

PHYSICAL THERAPIST
OCCUPATIONAL THERAPIST
PROBATION-AND-PAROLE OFFICER

GORDON OCCUPATIONAL OUTLOOK CHECKLIST

THE GORDON OCCUPATIONAL OUTLOOK CHECKLIST provides a list of 240 choices of interest areas which the individual selects. Upon completion of their selection they return to the chosen items to identify 10 to 15 work

activities which they would most enjoy performing. From the 12 interest areas Mr. Sample indicated a the strongest desire in; Mechanical - Apply mechanical principles., BUSINESS DETAIL - Clerical and Managerial work., and . Based on this information we were able to establish basic interest areas to conduct a job search. This information is coupled with performance on remaining assessment devices to produce jobs closest to his interest areas.

DOL INTEREST TEST

THE US Department of Labor INTEREST CHECKLIST presents choices which a person selects either like, dislike, or uncertainty in a list of jobs from each of the Guide to Occupation Exploration interest areas. After selecting jobs of interest Mr. Sample selected jobs most preferred from the list. From this assessment he indicated the strongest desire in; MECHANICAL - Apply mechanical principles., INDUSTRIAL - Making / Producing products., LEADING/INFLUENCING: Directing the work of others..

COPS INTEREST INVENTORY

The COPS INTEREST INVENTORY is designed to assist individuals in the career decision making process. The instrument yields job activity interest scores based on 14 Career Clusters which may be utilized as the first step in career exploration. Upon completion Mr. Sample has identified the following clusters as most appropriate to him.

SCIENCE, PROFESSIONAL occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical, life and physical sciences. Courses of study relating to this area are: Anatomy, Anthropology, Astronomy, Biology, Chemistry, Oceanography, Physics, Psychology, Science (General, Life Physical, Zoology, Algebra, Calculus, Data-Processing Math, Geometry, Trigonometry, and Computer Science.

SCIENCE, SKILLED occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences. Courses of study relating to this area are: Biology, Chemistry, Geography, Science (General, Life and Physical), General Math and Computer Literacy.

CLERICAL occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers in regard to compilation of records. Courses of study relating to this area are: Bookkeeping, Business, Work Experience (Exploratory, General, Vocational) Data Processing, Record Keeping, Shorthand, Typing, Word Processing, Business, General Math, Practical and Consumer Math and Computer Literacy.

CAREER ORIENTATION PLACEMENT & EVALUATION SURVEY

The CAREER ORIENTATION PLACEMENT & EVALUATION SURVEY is a measure of personal values which is designed to assist individuals through increased self-awareness in relation to their career development. The COPES measures those value constructs which have been repeatedly demonstrated through research to reflect major dimensions representing the vocational motivation in the values domain. The values areas selected by Mr. Sample were:

REALISTIC - . Persons scoring toward the Realistic end of the scale value activities in which they do not rely on their sense or intuition and in which they are not involved with appreciation of artistic qualities.

ORDERLINESS - Orderliness and keeping things neat and in their proper place are major values of persons scoring high on this scale. Such persons value activities in which they keep their things neat and tidy and do what they are expected to do.

RESERVED - Persons scoring toward the Reserved end of the scale value activities in which they spend time on their own projects projects and tend to their own affairs rather than helping others.

LEARNING STYLES CHECKLIST

The Learning Styles Checklist helps to identify particular learning processes that will allow the individual to know the best learning methods for themselves. The options are Visual Learner - utilizing visual cues in order to learn best. Auditory - heavily dependent on a quiet and uninterrupted learning area. Kinesthetic - using tactile using all of the senses - sight, touch, taste, smell, & hearing. Mr. Sample learning style as indicated by this instrument is:

PREFERRED LEARNING STYLE: VISUAL LEARNER - Organize work and living space to avoid distractions. Sit in the front of the room to avoid distraction and away from doors or windows where action takes place. Sit away from wall maps or bulletin boards. Use neatly organized or typed material. Use visual association, visual imagery, written repetition, flash cards, and clustering strategies for improved memory. Reconstruct images in different ways - try different spatial arrangements and take advantage of blank spaces on the page. Use note pads, Post-Its, to-do lists, and other forms of reminders. Use organizational format outlining for recording notes. Use underlining, highlighting in different colors, symbols, flow charts, graphs or pictures in your notes. Use test preparation strategies that emphasize organization of information and visual encoding and recall.

SECONDARY LEARNING STYLE: AUDITORY LEARNER - Work in quiet areas to reduce distractions, avoiding areas with conversation, music, and television. Sit away from doors or windows where noises may enter the classroom. Rehearse information orally. Attend lectures and tutorials regularly. Discuss topics with other students, professors and GTAs. Ask others to hear your understanding of the material. Use mnemonics, rhymes, jingles, and auditory repetition through tape recording to improve memory. Practice verbal interaction to improve motivation and self-monitoring. Use tape recorders to document lectures and for reading materials. Read the directions for tests or assignments aloud, or have someone read them to you, especially if the directions are long and complicated.

LEAST PREFERRED LEARNING STYLE: KINESTHETIC LEARNER - Actively participate in discussions. Use all of your senses - sight, touch, taste, smell, hearing. Use direct involvement, physical manipulation, imagery, and "hands on" activities to improve motivation, interest, and memory. Seek out courses that have laboratories, field trips, etc. and lecturers who give real life examples. Read or summarize directions, especially if they are lengthy and complicated, to discourage starting a task without instructions. Use taped reading materials. Use practice, play acting, and modeling to prepare for tests.

WORKSAMPLES UTILIZED IN TESTING:

The performance indicated on the following worksamples is based upon the Methods Time Measurement system of rating the activities of a worker. Acceptable entry level is considered to be 100% of MTM for the purposes of this vocational evaluation the acceptable range is 75 to 125% of MTM. Scores falling below this indicate that the client is not an acceptable candidate for training in this particular vocational area at this time. The time performance of the activity is reflective of the speed it is performed and the errors reflect ability to correctly perform the requirements of the activity.

VCWS# 2: SIZE DISCRIMINATION

Valpar Component Work Sample 2, Size Discrimination, measures a person's ability to perform work tasks requiring various skills including the ability to make decisions. These scores are at the low end of competitive levels.

	TIME	ERRORS
ASSEMBLY:	65	150
DISASSEMBLY:	5	150

VCWS# 3: NUMERICAL SORTING

Valpar Component Work Sample 3, Numerical Sorting, measures a person's ability to perform work tasks requiring the use of numbers and numerical series as well as evaluating several DOT Aptitudes. The work sample provides insight into many worker characteristics including the ability to follow instructions. 1st trial 70/150 and 55/150, he was faster on the 1st trial 2nd transfer. These scores are at the low end of competitive levels.

	TIME	ERRORS
TRANSFER 1:	95	150
TRANSFER 2:	35	150
TOTAL TIME:	65	150

VCWS# 7: MULTI-LEVEL SORTING

Valpar Component Work Sample 7, Multi-Level Sorting, measures a person's ability to make decisions while performing work tasks requiring physical manipulation and visual discrimination of combinations of colors, numbers, and letters. The sample also evaluates several DOT Aptitudes and provides insight into many worker characteristics including the ability to concentrate on tasks. 1st trial 65/20, he did much better the 2nd time. These scores are at competitive functional levels and adequate for most work.

	TIME	ERRORS
OVERALL SCORE:	80	150

VCWS# 8: SIMULATED ASSEMBLY

Valpar Component Work Sample 8, Simulated Assembly, measures a person's ability to work at an assembly task requiring repetitive physical manipulation and evaluates a person's bilateral use of upper extremities as well as evaluating several DOT Aptitudes. The sample is characteristic of conveyor-assembly jobs in which material moves toward and away from workers

on the assembly line and provides insight into many worker characteristics including the ability to maintain both motivation and physical stamina. He was only able to use one hand for this task. These scores are below competitive functional levels.

TIME
ASSEMBLIES TOTAL: 5

LIFECORP KFM UNIT:

The LIFECORP KFM unit is designed to measure the worker traits profile factors of Motor Coordination, Finger Dexterity, and Manual Coordination. The unit utilizes a basic five panel unit, two Phillips screwdrivers, and offset screwdriver, various Phillips head screws, a ratchet hex head screws, and large and small rivets. The Methods Time Measurement system is used to assess performance, a measure of 100% is what is expected of the "average" worker on the task. These scores are at the low end of competitive levels.

AREA	DESCRIPTION OF ACTIVITY:	MTM
MOTOR COORDINATION		
EX#17	Small Rivets 7	-----> 92%
EX#18	Small Rivets 21	-----> 63%
EX#19	Large Rivets 6	-----> 81%
EX#20	Large Rivets 12	-----> 65%
EX#21	S. Rivets 21 / L. Rivets 12	-----> 63%
FINGER DEXTERITY		
EX#18	Small Rivets 21	-----> 63%
EX#21	S. Rivets 21 / L. Rivets 12	-----> 63%
MANUAL DEXTERITY		

LIFECORP KFME UNIT:

The LIFECORP KFME unit is designed to measure the worker traits profile factors of Motor Coordination, Finger Dexterity, Manual Coordination, and Eye-Hand-Foot Coordination. The unit utilizes an electronic system, pins, a disk, tweezers, pliers, channel lock pliers, an adjustable wrench, and a foot pedal. The Methods Time Measurement system is used to assess performance, a measure of 100% is what is expected of the "average" worker on the task. The acceptable range is 75 to 125% of MTM. Scores falling below this indicate that the client is not an acceptable candidate for training in this particular vocational area at this time. These scores are at competitive functional levels and adequate for most work.

AREA	DESCRIPTION OF ACTIVITY:	MTM
MOTOR COORDINATION		
EX# 6	Large Pin / Tweezers / Transfer	-----> 73%
FINGER DEXTERITY		
EX# 5	Large Pin / Tweezers	-----> 133%
MANUAL DEXTERITY		
EX#17	Disk / Wrench	-----> 122%
EYE-HAND-FOOT COORDINATION		
EX#19	L. Pin / Fing / Foot	-----> 60%

PHYSICAL CAPACITY

Medium - Exerting 20 to 50 pounds of force occasionally, or 10 to 25 pounds of force frequently, or greater than negligible up to 10 pounds of force constantly to move objects. Physical demand requirements are in excess of those for Light Work.

Climbing: Not Able
Balancing: Not Able
Stooping: Occasionally - 1/3 of day
Kneeling: Occasionally - 1/3 of day
Crouching: Occasionally - 1/3 of day
Crawling: Occasionally - 1/3 of day
Reaching: Constantly - All day
Handling: Constantly - All day
Fingering: Constantly - All day
Feeling: Constantly - All day
Hearing: Constantly - All day
Tasting: Constantly - All day
Near Acuity: Constantly - All day
Far Acuity: Constantly - All day
Depth Perception: Constantly - All day
Visual Accommodation: Constantly - All day
Color Vision: Constantly - All day

He wrote: "Not able to use left arm, left arm is broken due to accident."

ATTENDANCE / CLOTHING / HYGIENE

All testing was conducted in from two to six hours of testing per day with of Mr. Sample report writing is not included in these totals. Mr. Sample attended on 08/01/2022 from 08:00AM to 03:00PM and was on time in morning and after lunch and he wore a tee shirt and jeans. Mr. Sample attended on 08/02/2022 from 08:00AM to 03:00PM and was on time in morning and after lunch and he wore a tee shirt and jeans. Mr. Sample attended on 08/03/2022 from 08:00AM to 03:00PM and was on time in morning and after lunch and he wore a tee shirt and sweats. He attended the entire assessment and completed all the requirements of attendance. This assessment was conducted with a 5 evaluatee to 2 staff member ratio. Mr. Sample demonstrated good personal hygiene and his clothing was well cared for and appropriate for any job setting .

ATTITUDE DURING ASSESSMENT

Mr. Sample positive and took direction well from the staff, enthusiastic about the assessment, and positive with little interaction with other evaluatees. Mr. Sample was friendly and outgoing when spoken to, he kept working unless we engaged with him. He seems to be able to adapt to his limitations as needed.

BEHAVIORAL OBSERVATIONS

1. Mr. Sample came into the testing with a sling on his left arm, it hung pretty much straight down. He did not really use it much at all even as a holder during the assessment.
2. Mr. Sample was very respectful to the staff and worked very steadily during all three days of the assessment.
3. Mr. Sample's work pace was methodical but he was highly accurate on his tasks.
4. The greatest issue he needs to overcome prior to returning to work: "Just getting left arm back to normal".
5. The activities he liked best: "all the activities I liked best all activities had me use my mind", and he didn't have anything he didn't like.
6. He learned that he's able to function pretty well with only one arm and he felt good about that.
7. The best worker attitude he possesses: "good attitude towards work and people and willingness to get the job done".
8. His major limitation: "my left broken arm", and his assets: "everything else is fine walking, talking, mind, is good and have positive attitude."

WORKER CHARACTERISTICS

These items are work related characteristics that are either positive or negative that may possibly affect the success or failure of the rehabilitation plan.

1. **ABILITY TO CONCENTRATE ON TASKS:** This is the degree of attention that is paid to any specific task. It is measured by the extent to which a person works and concentrates on their work task. Mr. Sample demonstrated this trait during the vocational evaluation. It is believed that he will be able to perform in vocational objectives requiring this skill. He has great focus and was able to work well.
2. **PRODUCTIVITY:** Productivity was at 50%-75% of competitive work levels. Mr. Sample may be able to reach competitive production with intervention and training. This ability was demonstrated by Mr. Sample at a level which is considered adequate for entry level positions. With only one arm he did very well and some of his scores were actually better than many we see with both arms.
3. **ABILITY TO MAINTAIN AN EVEN TEMPERAMENT:** Calmness when the outcome of the task is either thwarted or prohibited. This ability was demonstrated by Mr. Sample, he should experience no difficulties with this in a vocational setting. *Mr. Sample was the bright star of this*

group, he had a great attitude and temperament during all three days of the assessment.

ATTRIBUTES HELPFUL TO JOB SEEKING:

1. Mr. Sample did well in practical academic math testing performed for this assessment, his ability in this area appears to be good. His SS on number operations is 101 at the 8th grade, and Problem solving 93 with 9th grade. This will typically be sufficient for any type of training.
2. Mr. Sample performed in reading at competitive levels and this is a positive factor in expectation of success vocationally. His reading SS is 105 and at the 10th grade level.
3. His ability in spelling is at competitive levels and he should be able to do well in this area. His SS is 110 at the 11th grade level.
4. His tested ability in the academic area of vocabulary was at competitive levels. His SS is 113 and its above post high school level.
5. Mr. Sample was observed to act appropriately in, his interactions with the supervisory staff of the vocational assessment.
6. Mr. Sample seemed to be motivated and demonstrated a positive worker attitude, it is most likely that his ability to carry this into a job is good.
7. Mr. Sample was observed to take care with the work materials and devices during this assessment, he seemed to have a good commitment to caring for what was done.
8. The job application given to Mr. Sample was appropriate and adequate for employment seeking skills
9. Mr. Sample had good scores on the non-verbal testing performed for this assessment, his ability in this area appears to be competitive and indicative of positive levels in abstract problem solving. His SS is 110, he's bright and quick with abstract thinking.
10. His performance on the Oral Directions Test was at a competitive level and indicates an ability to function well in this area. His SS is 110, he's able to grasp information verbally quite well.
11. Mr. Sample was able to function in the work setting while working, on breaks, and taking care of his personal needs.
12. His abilities to keep working and retain focus during the assessment, he worked well throughout the process.

13. Mr. Sample was observed to follow all the rules, procedures, and policies required for this assessment.
14. Mr. Sample worked steadily during this assessment, he should do well on the job if performance of this assessment reflects true ability.
15. Mr. Sample worked well on the worksample activities during this assessment used to determine his ability work with manual and motor skills.

ATTRIBUTES INDICATING POSSIBLE BARRIERS TO JOB SEEKING

1. Mr. Sample does not have reliable transportation and he does not seem to have a way to get to work. Right now he doesn't have a vehicle.
2. Currently his left arm is of little functional use to him.

RECOMMENDATIONS:

1. Mr. Sample may need to make an application for benefits through Social Security either for SSI or SSDI, he does not appear to be fully employable at this time. He needs to secure SSA benefits at least for the period of time that's he's not able to work. This may need to continue if he pursues training.
2. Mr. Sample has the aptitude and tested capability for a two-year college program at a junior college level, after completing this he should consider transferring to a four-year college program. His academics are a bit below what one would expect to see for college but at worse he's rusty and would need to bring up his academics.
3. Mr. Sample should make a timely application for financial aide through the Free Application for Federal Student Aid website to enhance his chances at getting as much help financially as possible. He should be counseled to avoid taking loans.
4. Mr. Sample may be eligible for development of a Plan for Achieving Self Support (PASS) through the Social Security Administration. We recommend that he seek information from the local Social Security Office Regarding this program.
5. He needs to develop a resume to better display job skills for a potential employer.
6. Mr. Sample was asked about his desired salary range and it falls into the range of \$15.00 to \$20.00 per hour.
7. Mr. Sample reports that his social life is not very good. In order to enhance their ability to secure employment he should be encouraged to develop a social group. He related that he's not really involved with many people at this time.

8. He has a number of years as a machinist in an old school machine shop, with appropriate computer machining training and his background he would be an ideal person working in that field since he will have the deep understanding of the process from his background as well. A vocational program would be a good mechanism to this.

TRAINING / PLACEMENT:

1. Mr. Sample would likely need comprehensive benefits counseling to ensure that his long term stabilization of benefits was protected.
2. Mr. Sample has a valid regular drivers license and has no issues in this matter.
3. Mr. Sample has medical through a source that he needs to keep upon securing employment.
4. Mr. Sample needs to have some physical conditioning to become better able to function in a work environment, his stamina is very low at this time.
5. Mr. Sample is willing to relocate to another area to find employment or to seek training according to his report.
6. Mr. Sample is not willing to relocate from the local area to seek or hold employment.
7. Mr. Sample does not have transportation at this time that would be sufficient for either work or training.

ACCOMMODATIONS:

In developing a vocational rehabilitation program with Mr. Sample the following accommodations are offered for consideration in developing a rehabilitation plan:

1. During the course of this rehabilitation plan Mr. Sample may benefit with closer than average monitoring by the rehabilitation counselor.
2. Mr. Sample would benefit by the use of current computer access technology such as speech input and control software such as Dragon Systems, IBM, or similar systems. Information on these can be found through rehabilitation consultants at TRC. A voice dictation software may be helpful for him to access a computer, one handed typing can be slow and tedious.
3. Mr. Sample could use ongoing encouragement and monitoring by the counselor in order to enhance his ability to be successful.
4. Mr. Sample would benefit with downloading and purchasing the KNFB Reader APP, it reads material including complex language from text books. This may help him at least in the beginning of training to pursue the training reading materials until he can get his reading skills back up.

5. There appears to be a need for medical intervention in order for Mr. Sample to achieve his full recovery to return to work. We don't know what the status medically of his arm is but he feels like they are working bring up additional function of his arm.
6. Mr. Sample will need a modified work station in order to function at a competitive work pace. If his arm doesn't make additional gains then he may need to modify his work station to use it as a helper.
7. Mr. Sample will benefit with ongoing supports such as close monitoring, possible job coaching or at least shadowing in for his long term successes.
8. At the chosen training program, Mr. Sample will likely need to access the student services for disabled students in order to enhance the educational goal he has set.
9. Mr. Sample would benefit with tutorial services in order to increase the chances of academic success in his training program. Since its been a while since he's been in school it may be helpful that he secure tutoring or at lease study groups with his peers.

FUNCTIONAL CAPACITIES:

Mr. Sample was assessed by the Vocational Evaluation Team utilizing the Functional Capacities checklist published by the University of Wisconsin Stout, the following functional limitations were noted using their rating scale.

1. **HAND FUNCTIONING:** Dexterity, eye-hand coordination, speed, strength, and range of motion are utilized to determine the rating of this item. This is not just a measuring of the physical characteristics, however, the item also reflects the effect all the factors have on the performance, individually or in combination. Limitations were noted in ability to grasp, manipulate, and reach. Mr. Sample is capable of self care and the activities of daily living. Jobs which require more than minimal hand dexterity would not be suitable.
2. **STABILITY OF CONDITION:** This is the prognosis for an individual's condition over time. Additionally it takes into account possible major fluctuations over time which could effect work status. With proper management of the medical situation the condition should remain stable and not create a significant barrier to employment. If Mr. Sample fails to manage the disability unpredictable results may occur which would hinder competitive employment.
3. **UPPER EXTREMITY FUNCTIONING:** This refers primarily to shoulder and arm strength and usefulness. Mr. Sample has an impairment to at least one extremity which will require a job which does not require the effective use of both upper extremities.

STANDARD REFERRAL QUESTIONS:

1. What is the present and future vocational potential of Mr. Sample?
Mr. Sample has the tested capability for skilled work, his over functional appears to be sufficient for fairly high level functioning. He will likely need training go gain skills.
2. Would the job interests reported by Mr. Sample be feasible goals, why or why not?
Mr. Sample explored many jobs during the course of this assessment, these jobs seem to be viable options for his situation at this time. He looked at Physical Therapist, Occupational Therapist, and Probation Officer. He would need to pursue college training in these areas. He has a great attitude and I could see a probation officer as being ideal. The others are highly competitive academically and he's starting at least at this point at less than highly competitive for entry into college. A less competitive program may be better.

JOB LISTING:

The following jobs are matches with this person's tested capabilities. If relocation is not a problem than jobs are left on this list outside of the local area. These jobs are both feasible and realistic. These jobs can be looked up on the Internet using the DOT code at:
<http://www.oalj.dol.gov/libdot.htm> and at: <http://www.bls.gov/oco/> to explore the Occupational Outlook Handbook. Under St (Strength) 1=Sedentary(10#), 2=Light(20#, 3=Medium(50#)4= Heavy(75#), and 5=Very heavy(+75#).

DOT CODE	ONET CODE	St	TITLE + *ONET CODE
076224010	31-2021.00	3	PHYSICAL THERAPIST ASSISTANT
076364010	31-2011.00	3	OCCUPATIONAL THERAPY ASSISTANT
195107046	21-1092.00	2	PROBATION-AND-PAROLE OFFICER
079364010	31-9092.00	3	CHIROPRACTOR ASSISTANT
213362010	43-9011.00	2	COMPUTER OPERATOR
559384010	19-4011.01	2	LABORATORY ASSISTANT, CULTURE MEDIA
553364010	51-9061.00	2	SAMPLE TESTER
078687010	29-2012.00	2	LABORATORY ASSISTANT, BLOOD AND PLASMA
049364014	19-4099.00	2	VECTOR CONTROL ASSISTANT
029361014	19-4011.02	2	FOOD TESTER
024364010	19-4041.01	2	PALEONTOLOGICAL HELPER
168267058	53-6051.07	2	INSPECTOR, MOTOR VEHICLES
168264014	29-9011.00	2	SAFETY INSPECTOR
168167082	53-6051.00	2	TRANSPORTATION INSPECTOR
166267034	13-1071.00	1	JOB DEVELOPMENT SPECIALIST
187167186	39-9041.00	1	RESIDENCE SUPERVISOR
249367014	43-9061.00	2	CAREER-GUIDANCE TECHNICIAN
295357018	41-2021.00	2	FURNITURE-RENTAL CONSULTANT
320137010	11-9051.00	2	MANAGER, BOARDING HOUSE
329137010	39-1021.00	2	SUPERINTENDENT, SERVICE
339137010	39-1021.01	2	MANAGER, HEALTH CLUB
342657014	39-3091.00	2	GAME ATTENDANT
342667014	39-3091.00	2	ATTENDANT, ARCADE
353367010	39-7011.00	2	GUIDE

DOT CODE	ONET CODE	St	TITLE + *ONET CODE
369477014	41-2021.00	2	SERVICE-ESTABLISHMENT ATTENDANT
191367010	13-2021.00	2	PERSONAL PROPERTY ASSESSOR
168267110	13-1041.01	2	SANITATION INSPECTOR
195367030	39-3091.00	2	RECREATION AIDE
186167018	11-9141.00	2	MANAGER, APARTMENT HOUSE
099327010	25-9041.00	2	TEACHER AIDE I
099223010	25-3021.00	2	INSTRUCTOR, DRIVING
195367018	21-1021.00	2	COMMUNITY WORKER
195367026	21-1092.00	1	PREPAROLE-COUNSELING AIDE
094224022	21-1012.00	2	EMPLOYMENT TRAINING SPECIALIST %
078367010	29-2031.00	1	CARDIAC MONITOR TECHNICIAN
195367034	21-1093.00	2	SOCIAL-SERVICES AIDE
078362018	29-2031.00	2	ELECTROCARDIOGRAPH TECHNICIAN
359573010	29-1122.01	2	BLIND AIDE
195367010	21-1093.00	2	CASE AIDE
078362014	29-2099.00	2	DIALYSIS TECHNICIAN
078264010	29-2031.00	1	HOLTER SCANNING TECHNICIAN
193262014	27-4013.00	1	DISPATCHER
169367010	43-4061.00	1	EMPLOYMENT-AND-CLAIMS AIDE
205367018	43-9041.00	1	CLAIMS CLERK II
206137010	43-1011.00	2	SUPERVISOR, FILES
206387010	43-4071.00	1	CLASSIFICATION CLERK
206387022	43-4071.00	2	RECORD CLERK
209562010	43-9061.00	2	CLERK, GENERAL
214137010	51-9198.00	2	DOCUMENTATION SUPERVISOR
214362022	43-9041.02	1	INSURANCE CLERK
214362026	43-3021.02	1	INVOICE-CONTROL CLERK
219367030	43-5071.00	2	SHIPPING-ORDER CLERK
221367066	43-5061.00	1	SCHEDULER, MAINTENANCE
221367070	43-5032.00	1	SERVICE CLERK
239362014	43-4051.00	1	CUSTOMER SERVICE REPRESENTATIVE
239367014	43-5032.00	1	DISPATCHER, MAINTENANCE SERVICE
239367030	43-5032.00	1	DISPATCHER, STREET DEPARTMENT
245362014	43-9061.00	2	UNIT CLERK
249367082	43-4171.00	2	PARK AIDE
341367010	39-3091.00	2	RECREATION-FACILITY ATTENDANT
939362010	43-5032.00	1	DISPATCHER, OIL WELL SERVICES
954367010	43-5032.00	2	WATER-SERVICE DISPATCHER
195367014	21-1093.00	2	MANAGEMENT AIDE
031262014	15-1152.00	2	NETWORK CONTROL OPERATOR
609362010	51-4011.00	3	NUMERICAL CONTROL MACHINE OPERATOR
828281026	49-2094.00	2	COMPUTERIZED ENVIRONMENTAL CONTROL INSTALLER