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VOCATIONAL EVALUATION FINAL REPORT

GENERAL INFORMATION

NAME Susan

ADDRESS

REFERRAL SOURCE Wadsworth Public Schools

AGE 15 years old

BIRTH DATE 4-19-83

SOCIAL SECURITY NO.

DISABILITY Developmentally Disabled; Seizures

DATE OF EVALUATION January 30, 1999

PLACE OF EVALUATION VES, Akron, Ohio

REASON FOR REFERRAL

1. To determine vocational skills and interests.
2. To make appropriate suggestions for secondary vocational placements.
3. To make suggestions for appropriate post secondary services.

PERSONAL BACKGROUND INFORMATION

DOMINANT HAND Right

WEIGHT 146 lbs.

HEIGHT 5'6"

EDUCATIONAL LEVEL

Currently attending 10th grade - Wadsworth Public School

Home Instruction Program through school

LIVING SITUATION AND MOBILITY

Resides with parents

Is dependent on others for transportation

MARITAL STATUS

Single

FINANCIAL INFORMATION

Income: Unknown

BACKGROUND INFORMATION, WORK EXPERIENCE AND DISABILITY INFORMATION

Susan was accompanied to this evaluator's office by her father. Mr. Jones was not present during the vocational interview. Susan independently provided background information to this evaluator. Susan resides with her parents and three brothers. Susan is in the tenth grade. Susan did not indicate that she had recently been assigned to a home instruction program.

Susan was asked about her work experience. Susan stated that she has worked with an aunt as a kitchen helper. Susan indicated that she worked during this past fall on the weekends. Susan estimated that she worked ten to fifteen days and was paid \$20.00 per day. Susan was asked about babysitting. Susan stated that she does not like babysitting. Susan stated "kids get on my nerves and then I beat the crap out of them. I don't have a lot of patience."

Susan reported that when she was 11 years old she was involved in a serious bike accident. Susan indicated that she was riding her bike downhill and she flipped over the handle bars and was "unconscious for awhile." Susan reported that she woke up and walked home and "collapsed." Susan indicated that she had cuts on her knees and fingers and was seen in the emergency room and sent home. Susan went on to state that she now has "complex seizures." Susan indicated that she receives services from Dr. Timmons at Children's Hospital. Susan indicates that she takes 250 mg of Depakote and 200 mg of Tegretol daily. Susan was asked to describe her seizures. Susan reported "I get dizzy. I see things big, my eyes dilate, sometimes I stare off into space, and sometimes I throw up." Susan reported her last seizure was two or three weeks ago. Susan reported that she had recently seen a video in science class regarding seizures and "it got me thinking about mine and I don't like hearing about seizures." Susan was asked about any counseling services that she has received. Susan indicated that she has received counseling "with Amy at the Family Institution." Susan reported that she does not receive counseling on a regular basis. Susan was asked if she has any physical limitations. Susan indicated that she does not have any residual physical limitations from her bike accident.

READING FREE INTEREST INVENTORY

The Reading Free Vocational Interest Inventory Revised was completed to assess Susan's job interests. Norms used are Learning Disabled Student Norms, ages 16-19. Career interests are important factors in the occupational decision-making process. Susan showed the highest and lowest levels in the following areas. (Mod = moderate)

RATING	READING FREE VOCATIONAL INTEREST INVENTORY REVISED
Mod	Automotive: Preference for occupations dealing with parking, cleaning, polishing, lubricating, and refueling trucks, buses and automobiles, and related servicing and maintenance activities. <i>Service station attendant, parking lot attendant, garage service worker, car-wash worker, automobile body repair helper, tire recapper.</i>
Mod	Building Trade: Preference for mechanical activities dealing with assembly, repair, construction, and installation work using hand tools, machinery, and light or heavy equipment. <i>Toy assembler, construction worker, carpet layer helper, sewing machine operator, awning installer helper, painter helper, carpenter helper, factory worker.</i>
Mod High	Clerical: Preference for general office work concerned with running errands, sorting and delivering letters, packages, and general messages; furnishing workers with clerical supplies, and performing all routine tasks in an office, library or printing firm. <i>File clerk, messenger, duplicating machine operator, office worker, print shop helper, library assistant, mail room clerk.</i>
Mod High	Animal Care: Preference for activities concerned with feeding, watering, sheltering, exercising and grooming animals, and cleaning quarters and equipment. <i>Veterinary hospital attendant, stable worker, pet shop attendant, dairy hand worker, dog groomer, animal caretaker, ranch hand.</i>
Low	Food Service: Preference for activities involving the preparation and serving of food, and clean-up tasks in kitchens and dining areas in restaurants, hotels, motels, and clubs. <i>Waiter, waitress, busser, salad worker, baker, car hop, dishwasher, short order cook, counter worker, soda fountain clerk, food tray assembler, kitchen helper.</i>
High	Patient Care: Preference for occupations concerned with attending to the physical comfort, safety and appearance of patients, and performing routine tasks in hospitals, clinics, morgues, or related health care facilities. <i>Orderly, nurses aide, morgue attendant, physical therapy aide, ambulance attendant, practical nurse.</i>
Mod High	Horticultural: Preference for activities dealing with planting, tilling, cultivating, gathering and harvesting plant life or plant-life products, and caring for such areas as gardens, cemeteries, grounds and parks. <i>Farm hand, fruit picker, nursery worker, gardener, cemetery worker, garden center assistant, florist helper, tree trimmer, farm equipment operator, landscape helper, park caretaker.</i>
Mod	Housekeeping: Preference for occupations concerned with cleaning and upkeep of building interiors, furniture and equipment in hotels, motels, stores, and other facilities, and cleaning tasks in and around private households. <i>Janitor, maid, porter, housekeeper, waste collector, rug cleaner helper, domestic worker, yard worker, pest control helper.</i>
Mod High	Personal Service: Preference for occupations concerned in helping, assisting, and serving people in a broad range of services. <i>Baby sitter, barber, beauty operator, bath attendant, checkroom worker, shampooer, ticket taker, usher, hostess, child day care worker, restroom attendant, companion, door worker, baggage porter.</i>
Low	Laundry Service: Preference for occupations involving dry cleaning, laundering, pressing, ironing, dyeing and repairing of clothing, furnishings and accessories in commercial laundries, dry cleaners, laundrettes, or private households. <i>Laundry laborer, machine washer, dry cleaner, dyer helper, shirt presser, hat blocker, flat work ironer, laundrette attendant.</i>
Mod	Material Handling: Interest in occupations concerned with warehousing, loading or unloading, sorting, stacking, and hauling or delivering of merchandise. <i>Delivery worker, truck driver helper, newspaper carrier, longshore worker, stocker, furniture mover, warehouse worker, shipping clerk.</i>

READING FREE INTEREST INVENTORY - CONTINUED

Susan would benefit from as much career exposure as possible. Susan has limited knowledge of the world of work. In response to a question regarding her career interests, Susan reported “cut hair.” Susan indicated that she has cut her father’s hair twice. Susan reported that she also “likes answering the telephone at home.” Susan reported that she volunteered at Barberton Citizens Hospital for approximately one year and was a messenger. Susan indicates a preference for indoor work and a preference for working evenings or nights. Susan reports that she does not read the employment advertisements in the newspaper.

VALPAR WORK SAMPLES

The **Valpar Commercial Work Sample System** was utilized to further assess Susan's vocational skills. The following work samples were completed. **Special Education Student Norms** are used throughout this section.

NUMERICAL SORTING #3

Standard used: Regular Education Student Norms

	<u>Quantity of work</u>	<u>Quality of work</u>
Transfer #1	70%	100%
Transfer #2	below 5%	100%
Total Transfer	23%	100%

DESCRIPTION: The purpose is to assess the ability to perform work tasks involving sorting, categorizing and filing by number arrangement and using numbers and numerical series. The work sample simulates light work and makes the following demands: reaching, fingering, near acuity, depth perception, and accommodation. Significant clerical aptitude, motor coordination, finger dexterity and manual dexterity are required to perform the work sample at a competitive level. The work sample elicits information on several secondary work-related characteristics, including the ability to follow instructions, communication skills, frustration tolerance and self-confidence.

Sorting in numerical order and in random order is demonstrated on this work sample. The task involves sorting a single letter and a 5 digit number configuration. The individual uses visual cues for locating the appropriate section during the first transfer. The second transfer involves sorting items which are in a random order. Visual scanning is required.

Susan reported that she liked this work sample. Susan paid close attention to her work and was not distracted. Susan worked with good accuracy. Her speed of work needs to be developed especially when sorting numbers out of order or randomly.

VALPAR WORK SAMPLES - CONTINUED

INDEPENDENT PROBLEM SOLVING #6

Standard used: Special Education Student Norms

	<u>Score</u>
<u>Quantity of work</u>	<u>40%</u>
<u>Quality of work</u>	<u>55%</u>

DESCRIPTION: The purpose is to assess the ability to pay attention to detail, and to compare and discern differences among variously colored geometric designs. The work sample simulates sedentary work and makes the following physical demands upon the individual: reaching, handling, near acuity, accommodation and color vision. A variety of aptitudes are required.

This work sample assesses an individual's ability to compare shapes, size and color for the purpose of looking for matches. The individual first decides which sample she makes comparisons to and then physically marks items that do not match the sample. The individual must maintain row and column organization for making her responses. Several levels of attention to detail and deciding if the items match or not is required in this work sample.

Susan made three careless errors which negatively affected her score. Susan will need to work faster to be competitively employed in similar occupations. Susan acquired this work sample after the normal five practice items. Susan's acquisition to task was good as well as her attention to detail. It is this evaluator's opinion that Susan would do considerably better on this work sample with additional practice.

VALPAR WORK SAMPLES - CONTINUED

EYE-HAND-FOOT COORDINATION #11

Standard used: Special Education Student Norms

	<u>Score</u>
<u>Quantity of work</u>	<u>70%</u>
<u>Quality of work</u>	<u>40%</u>

DESCRIPTION: The purpose is to assess the ability to move the eyes, hands, and feet in coordination. The work sample simulates light work and makes the following physical demands upon the individual: reaching, handling, fingering, near acuity, depth perception, and field of vision. Spatial aptitude, motor coordination, finger dexterity, manual dexterity, and eye-hand-foot coordination are required to perform the work sample at a competitive level.

The individual sits in front of a 24 inch square maze which is controlled by bimanual handgrips for horizontal positioning and by a foot control for vertical positioning. The individual places a ball into the apparatus and uses hand and foot controls to work the ball through the maze. The object is to miss the holes in the maze. Each hole is identified by number and is worth that many points if the ball falls into that hole. Bonus points are given if the last hole is obtained. There are nine balls to complete in each trial. There are three trials altogether. Each trial receives a time or quantity score. The points represent the quality score.

Susan needs to slow down to increase her quality of eye hand foot control. Susan enjoyed this work sample but did appear to be somewhat frustrated when she was not able to control the ball through the maze.

INTERPERSONAL COMPETENCY FOR EMPLOYMENT

The Test for Interpersonal Competency for Employment (TICE) was completed to assess Susan's skills and knowledge of effective interactions with supervisors and co-workers at a work site. The assessment is divided into two components, the supervisor/worker relationships and the co-worker relationships.

INTERACTION WITH SUPERVISOR	PERCENT CORRECT	TRAINING NEEDS
Following Instructions	60%	Moderate need for training
Requesting Assistance	89%	Low need for training
Handling Criticism and Correction	83%	Low need for training
TOTAL	78%	Moderate need for training

INTERACTION WITH CO-WORKERS	PERCENT CORRECT	TRAINING NEEDS
Exhibiting Cooperative Work Behaviors	58%	Moderate need for training
Handling Teasing and Provocation	100%	No need for training
Expressing Personal Concern	44%	Moderate need for training
TOTAL	67%	Moderate need for training

Susan would benefit from additional information and practice in how to interact at a work site with co-workers and supervisors. Susan has had no competitive work experience. Susan needs to learn work site communication skills such as how to ask questions to a supervisor or co-worker and how to work cooperatively. Susan would also benefit from practice in how to handle difficult situations at a work site. Interestingly, Susan responded correctly to all questions regarding co-worker teasing situations.

JOB APPLICATION FORM

The Job Application Form was used to assess Susan's ability to complete a job application and to provide personal data information. Susan graphically reported her name and complete address including the city and zip code, however, she omitted the state. Susan reported her phone number, birth date, place of birth, gender, and marital status. Susan reported her health as good. Susan reported her volunteer experience as "yes, I was a volunteer at Barberton Hospital." Susan reported the name of two individuals for personal references. Susan reported the reference's street address and city and phone number. She omitted the state and area code. In response to a question regarding employment desired, Susan reported "cutting hair or answering people's phones." Susan did not respond to the question regarding free time hobbies. In response to a question regarding criminal background, Susan reported "beating my brother up." Susan appropriately signed and dated the job application form.

EMOTIONAL AND BEHAVIORAL OBSERVATIONS

The Observational Emotional Inventory (OEI) and the Behavioral Rating Scale (BRS) were given to Susan's father, Mr. J. to complete and return following this evaluation appointment. Parental input is always helpful in the evaluation process. This information has never been received.

SUMMARY

Susan is a 15 year old female attending Wadsworth Public Schools. In a post evaluation phone call to Allison Miller, School Psychologist, it was learned that Susan has been on home instruction since December, 1998 and is expected to continue into April, 1999. The reason for the home instruction is due to her seizures. Susan nor her father indicated to this evaluator that she was receiving home instruction. Mrs. Miller indicated that according to a 1995 school psychological report, Susan's full scale IQ was determined at 70. Susan was in the process of being re-evaluated for developmental disability services when she was placed on home instruction. This evaluator did not observe any seizure activity during Susan's vocational evaluation.

RECOMMENDATIONS

1. It is recommended that Susan, her parents, and appropriate school officials review this report. Susan should be complimented on her seizure knowledge. Susan did well with recalling the names and dosages of her medications.
2. Susan would benefit from adjustment counseling. It appears to this evaluator that Susan is having difficulty accepting her relatively recent development of seizures. Susan would benefit from services from National Epilepsy Foundation such as their newsletter and pen pal information. Susan should be encouraged to complete school research projects on epilepsy to learn as much as possible regarding her seizures. Susan would also benefit from a young adult epilepsy support group.
3. Susan needs to continue to learn about the world of work. Susan will probably have some restrictions due to her seizures. Susan needs to work in a safe environment.
4. Susan will benefit from the use of a job developer and job coach when she is ready to seek employment. These services can be provided through school staff or through the Bureau of Vocational Rehabilitation. Susan needs to apply for services from BVR. Susan should begin part-time employment while in high school.
5. Susan needs to memorize her social security number.
6. Susan should review the secondary vocational training program offered through school. The food service program is especially designed for students with disabilities. Susan would be appropriate for this program.

RECOMMENDATIONS - CONTINUED

7. Susan needs more practice with learning how to interact with co-workers and supervisors at work. Classroom role play situations would be helpful. Work site communication skills need to be developed.
8. Susan would also benefit from more practice with completing job applications and forms.
9. Susan needs a basic resume to use in job interviews.
10. Susan reports she is aggressive at times, especially towards children. Counseling/mental health services should be reviewed.

[Insert your name and credentials]