

CERTIFIED VOCATIONAL EVALUATION of FLORIDA

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FINAL REPORT OF VOCATIONAL EVALUATION WITH CAREER EXPLORATION

CLIENT NAME : (redacted)
DVR CASE ID# : (redacted)
CLIENT ADDRESS : (redacted) Viera, FL 32940
CLIENT PHONE # : (redacted)
CLIENT AGE/DOB : 18/(redacted)
REFERRAL SOURCE : (redacted)
DVR AUTHORIZATION # : (redacted)
DATES OF APPOINTMENT : (redacted)-2025
DATE OF FINAL REPORT : (redacted)-2025

PURPOSE OF REFERRAL

The purpose of this evaluation is to identify suitable vocational options and define appropriate courses of action for vocational rehabilitation, including **training potential, beneficial work supports, possible classroom & work accommodations** and potentially suitable **job/career goal options**. Day 1 consists of interview & testing. Day 2 involves onsite (or virtual, if onsite is not possible) observation in the community, allowing the Client to observe/experience selected jobs, with an opportunity to talk to employees & managers. Unless otherwise specified, all background information shown in this report is based on Client's oral statements and/or documentation provided. 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- / Low Average
Math (M)	D+ / Low Average
Language (L)	C+ / Average
<i>Spatial Perception (S)</i>	<i>D / Below Avg.</i>
<i>Form Perception (P)</i>	<i>D / Below Avg.</i>
<i>Clerical Perception (Q)</i>	<i>D / Below Avg.</i>
Motor Coordination (K)	C- / Low Average
<i>Finger Dexterity (F)</i>	<i>D / Below Avg.</i>
Manual Dexterity (Md)	D+ / Low Average
Eye-Hand Coordination (E)	C- / Low Average

Notes regarding GED, aptitude, coordination and dexterity ratings: With respect to estimated general population norms, Above Average = the top 20%; High Average = 60-79%ile; Average = 40-59%ile; Low Average = 20-39%ile; Below Average = 6-19%ile; Far Below Average = the bottom 5%. (Source: U.S. Department of Labor / BLS) Client is provisionally rated at **Medium-Duty PDC** with no physical-functional or environmental tolerance restrictions.

RECOMMENDED JOB TITLES:

Note: The following DOT Job Titles are indexed to SOC Occupations, which display local labor-market data, starting on page 14, below. See Appendix 1 for definitions of codes & values. Job definitions can be accessed by entering the DOT Code into any search engine. For more detailed information about jobs, enter the job title into www.mynextmove.org.

RECOMMENDED FOR PRIMARY CONSIDERATION

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
292.353-010	Driver, Sales Route	108.51	3	46%	70%	ESFP
079.262-014	Medical Record Coder	100.98	4	20%	74%	ISFJ
921.662-018	Conveyor-System Operator	100.72	3	43%	70%	ISFJ
355.377-010	Occupational Therapy Aide	99.45	4	20%	76%	ISFJ
295.467-026	Automobile Rental Clerk	99.44	4	43%	69%	ESFJ
912.687-010	Line-Service Attendant	98.87	2	40%	64%	ESFP
249.167-014	Dispatcher, Motor Vehicle	95.38	5	20%	71%	ENFJ
249.367-070	Routing Clerk	95.12	3	20%	71%	ENFJ
295.357-018	Furniture-Rental Consultant	94.70	2	51%	69%	ESTP
292.667-010	Driver Helper, Sales Route	86.83	2	46%	70%	ESFP

RECOMMENDED FOR ALTERNATE CONSIDERATION

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
353.167-010	Guide, Travel	106.82	6	40%	94%	ESFJ
297.354-010	Demonstrator	105.92	3	49%	65%	ENFP
353.363-010	Guide, Sightseeing	105.72	4	40%	98%	ISFJ
355.354-010	Physical Therapy Aide	105.56	4	20%	76%	ISFJ
359.677-010	Attendant, Children's Institution	105.35	3	23%	74%	ESFJ
354.377-014	Home Attendant	102.30	3	20%	67%	ISFJ
249.367-074	Teacher Aide II	101.27	3	20%	75%	ENFJ
211.462-018	Cashier-Wrapper	99.73	3	46%	64%	ESFP
205.367-062	Referral Clerk, Temp...Agency	99.42	3	20%	75%	ESFJ
211.467-030	Ticket Seller	98.47	2	43%	64%	ESFP
353.367-014	Guide, Establishment	96.62	3	23%	73%	ESFJ
912.367-014	Transportation Agent	109.10	5	20%	71%	ESFP
109.367-010	Museum Attendant	109.02	3	40%	98%	ESTP
295.357-014	Tool-and-Equipment-Rental Clerk	107.33	4	46%	69%	ESTP
074.382-010	Pharmacy Technician	103.50	3	20%	73%	ISTJ
357.477-010	Baggage Checker	102.47	3	20%	62%	ESFJ
295.367-026	Storage-Facility Rental Clerk	101.77	2	43%	69%	ESTP
238.367-038	Hotel Clerk	101.27	4	20%	70%	ESFP
954.367-010	Water-Service Dispatcher	101.20	4	20%	71%	ESFP
295.467-022	Trailer-Rental Clerk	99.64	4	46%	69%	ESTP
205.362-018	Hospital-Admitting Clerk	98.86	4	20%	64%	ESFP
238.367-010	Gate Agent	98.64	4	20%	77%	ESFP
249.367-058	Parts-Order-and-Stock Clerk	95.84	5	26%	62%	ENFJ
239.367-014	Dispatcher, Maintenance Service	95.58	3	20%	71%	ESFP
299.677-010	Sales Attendant	95.19	2	46%	73%	ISFP
221.367-070	Service Clerk	94.15	4	23%	71%	ISFP

VRC SUMMARY

CHALLENGES/BARRIERS:

APPARENT STRENGTHS:

<p><i>ASD</i>; Plans EFSC ASD Navigator prog. in smr. <i>No d/I</i>; “No idea how I’m going to get to work.”</p> <p>Bilateral LE tendon-lengthening <i>surgery</i>, in 2016 Eye surg. age 3; Glasses “<i>keep my eyes straight</i>”</p> <p>Low-Avg. Est.Gen.Cognit.Aptitude; <i>GCA=21%ile</i> WRAT GL: <i>5.3 Math</i> <i>Below Avg. Spatial, Form & Clerical Perception</i> <i>Below Avg. Finger Dexterity</i> Low-Avg. <i>Manual Dex. & Eye-Hand Coord.</i> Low-Avg. <i>Reasoning</i> rating <i>Bland, restricted</i> affect; Only <i>marginally civil</i> <i>Long, yawning stretches</i> while testing <i>Stopped work/stared out window</i> in timed tests He <i>started to put in his earphones</i> while testing Often req’d <i>supplementary expl.</i> of writ. instr. He <i>often required repetition of oral instructions.</i> He appears to have <i>guessed</i> on EAS Sym.Reas. <i>Motivation</i> level was indeterminate. Often seemed <i>distracted</i>, as testing progressed <i>Does not read</i>, recreationally “...<i>more exercise & better diet</i>...” for better health</p>	<p>HSG (2025); 3.67 GPA; Std. diploma; No ESE WRAT Reading Comp: 68%ile; Est.GL=13.5 WRAT GL: 10.2 Word Reading; 9.4 Spelling Avg. Range Numerical & Verbal Reasoning Not homeless; No criminal record Computer literate; 26 WPM</p> <p>On time w/adequate attire, grooming, hygiene Affect was clear of obvious pathology His demeanor was not impolite LI Man.Dex.Test: Sys. load; No lat. confusion Client initiated assignments in a timely manner, <i>Generally cooperative; Polite</i>; Not disagreeable Neat & well-organized work habits</p> <p>Claimed no physical disability conditions 6’1”/154# (BMI=20.3)</p> <p>“...I was raised with loving discipline...” Likes “quality time w/friends, family & pets” He does have friends “at school” Works out x2-5/wk; 4-mi.run; 15# dumbbells.</p>
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APPARENT NEEDS:

OTHER FACTORS:

<p>Recommend <u>consideration</u> be afforded to...</p> <p>Driving evaluation; Driver Training as indicated</p> <p>Coach to help Client learn bus route to work</p> <p>Math Tutor and/or Khan Academy</p> <p>Games for Finger Dex. & Eye-Hand Coord.</p> <p>Surfside Playhouse (acting for affect devel.)</p> <p>Librarian cnslt: Integrated print/audiobook prog.</p> <p>Fitness Center membership, w/Trainer</p> <p>Dietician/Nutritionist consult for “better diet”</p> <p>Job Coach: job srch; arrange accom; work-adjust.</p>	<p>Wants: History Teacher/Professor; Tour Guide; Museum Attendant; Interact w/people; Help people with their education.</p> <p>Tx Skills: Political Canvasser; WalMart Stocker; MS Word; Lim. hand tools</p> <p>F(x): Avoid prolonged exp. to work-related stressors, such as overwhelming workload, very rapid pace of work, tight deadlines and a perceived lack of personal control. Medium PDC w/no restrictions.</p> <p>VIPR: ENFJ “The Group Leader”; Conscientious, Aggressive & Motivational; Energy; Enthusiasm; “People skills”; Org. ability; Consensus builder; Artistic; Helps others w/emot/intel/spiritual development.</p> <p>Values: Ability Utilization, Compensation, Security, Working Conditions, Advancement, Moral Values & Company Policies, <u>followed closely by</u> Achievement, Activity, Authority, Co-Workers, Social Service, Personal Supervision, Technical Supervision & Autonomy. Independence, Variety, Recognition, Creativity & Responsibility rated average. <i>Social Status</i> was rated as <u>least important</u> to Client.</p>
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Potentially Suitable Local Occupations (w/SOC Code)	2024 Entry Wage	2024 Avg. Wage	2024-2032 Growth Rate%	Local Openings	Tng Rqmt
Cargo & Freight Agents (435011)	\$17.94	\$27.47	07.9	300	HS
Occupational Therapy Aides (312012)	\$17.85	\$27.96	07.5	275	PS
Medical Records & Health Info. Techs (292072)	\$16.71	\$24.19	08.1	650	PS
Dispatchers, Except 911 (435032)	\$15.98	\$22.37	05.7	477	HS
Reservation & Transportation Ticket Agents... (434181)	\$15.82	\$20.92	13.7	220	HS
Material Moving Workers, All Other (537199)	\$15.08	\$19.26	08.0	26	NR
Interviewers, Except Eligibility... (434111)	\$14.96	\$19.66	07.0	622	HS
Laborers & Freight/Stock/Material Movers, Hand (537062)	\$14.78	\$18.63	05.7	4,846	NR
Counter & Rental Clerks (412021)	\$14.13	\$20.66	08.3	1,202	HS
Driver/Sales Workers (533031)	\$13.00	\$17.71	08.1	1,573	HS
Transportation Security Screeners (339093)	\$21.78	\$28.00	04.9	98	HS
Human Resources Assistants... (434161)	\$17.88	\$23.38	04.1	207	PS
Stockers & Order Fillers (537065)	\$14.91	\$17.93	03.8	15,392	HS
Demonstrators & Product Promoters (419011)	\$14.16	\$21.50	04.7	66	HS
Home Health & Personal Care Aides (311120)	\$14.01	\$16.18	04.3	4,962	HS
Physical Therapist Aides (312022)	\$13.92	\$16.80	10.4	620	PS
Tour & Travel Guides (397010)	\$13.73	\$17.57	11.7	260	HS
Retail Salespersons (412031)	\$13.16	\$17.14	02.8	18,340	NR
Pharmacy Aides (319095)	\$14.79	\$17.84	02.5	36	PS
Hotel, Motel & Resort Desk Clerks (434081)	\$14.12	\$16.51	03.8	1,241	HS
Child Care Workers (399011)	\$13.16	\$16.64	04.2	2,744	HS
Baggage Porters, Bellhops, Concierges (396000)	\$13.00	\$15.71	05.2	155	NR
Teaching Assistants, Except Postsecondary (259045)	\$13.00	\$15.31	04.2	2,582	HS
Cashiers (412011)	\$13.00	\$14.76	02.7	21,332	HS

Legend:

Entry\$=14/15; Avg\$=17/21; Growth%=5/8; Openings#=300/2K

Titles featuring 3 bolded values (or 2, if 1 is also highlighted) are bolded.

Titles featuring 4 bolded values (or 3, if 2 are also highlighted) are bold/highlighted.

OBSERVATIONS

Client arrived **on time** for his vocational interview & testing appointment, suitably **attired** and with adequate **grooming & hygiene**. His affect was **clear** of obvious pathology, though perhaps somewhat **restricted**. His demeanor was **bland**, and though **not impolite**, his manner was only **marginally civil**.

Given to **long, yawning stretches**, he frequently **stopped working, during timed tests, to stare out the window**. After the WRAT Word Reading subtest, Client said, “*I thought I was going to have a stroke, reading those words*”. While he **required supplementary explanation** of the more demanding EAS tests, his behavior suggested that he did not want to be “over-shown” how to take the tests.

At one point, during the EAS battery, he **started to put in his earphones**. Examiner explained that this was not normally permitted and asked why he was doing it. He said it was to **block out the sound of the alarm** (cellphone app used to time tests).

He appears to have **guessed** on the EAS Symbolic Reasoning test, completing 23 items in five minutes (about twice the average number of responses), with 18 errors. Note that he was repeatedly cautioned against guessing, as this series features “negative marking” (points are deducted for incorrect answers, to discourage random guessing).

In the LI Manual Dexterity Test, Client loaded the board **systematically** and manifested **no laterality confusion**, during the practice or trial phases. In the data-entry exercise, Client demonstrated a commercially-viable level of **computer literacy**, with a typing speed of **26 WPM**, from copy.

Client’s attitude toward testing did not appear to be markedly negative, but would not likely be termed “positive”, either. **Motivation was indeterminate**. Though Client **initiated** assignments in a timely manner, he often seemed to become **distracted**, as a test progressed (yawning and looking out the window, as noted above).

He did not appear to have trouble seeing test materials, with his glasses on, and no motor anomalies were detected. His expressive and receptive (oral/auditory) language skills seemed consistent with his reading comprehension level, though he **often required repetition of oral instructions**. Rather than a language issue, this appeared to be related to factors such as **fatigue, or possibly an attention deficit**. Notably, Client said he got **plenty of sleep**, the night before, but he **yawned frequently** and often seemed to “**drift out the window**” (including in the middle of timed tests).

Client was generally **cooperative** (except with respect to guessing) and his disposition, though not especially gregarious, he was **polite and not disagreeable**. Rapport was difficult to assess, though it did seem adequate for testing. His work habits were reasonably **neat & well organized**.

INTERVIEW & TEST RESULTS

1. MEDICAL/PSYCHIATRIC:

Client claimed **no physical disability conditions** or chronic physical illnesses which may affect employability, but he said he had **bilateral LE tendon-lengthening surgery, in 2016** to correct **toe-walking**. (This disorder, typical of cerebral palsy, muscular dystrophy and spinal cord abnormalities, is also found in autism spectrum disorder, where it is related to sensory processing issues.) Client also said he had **eye surgery at age 3**, and he noted that he is allergic to fire ants, which cause a breathing problem, at age 2. He described his overall physical health as “good”, and said to could be even better, with “**...more exercise and a better diet...**”. He denied frequent toothaches, and he said his last eye-exam was a year ago, noting that he got new glasses, but does not know whether they are for close or distant vision; just that they “**...keep my eyes straight...**”. Client denied using nicotine, alcohol, cannabis, or any other substances. He described his appetite as “good”, and said he sleeps well, for about seven hours per night. Client gave his height/weight as 6’1”/154# (**BMI=20.3**). When asked about his mental health, Client said he has **ASD** (autism spectrum disorder). He said he plans to enroll in the “**ASD Navigator Program**” at **Eastern Florida State College*** next year.

*Note: Eastern Florida State College offers the Navigators to Success program, designed to support students with Autism Spectrum Disorder (ASD) as they transition to college life. This free summer program helps students develop skills in areas like social excellence, adaptation and regulation, time management, career planning, and campus exploration. The program runs from July 7 - 31, 2025, on the Melbourne Campus, with sessions held Monday through Thursday from 9 AM to 12 PM. Activities include workshops, guest speakers, skills training, gaming tournaments, and one-on-one coaching.

2. PHYSICAL, ENVIRONMENTAL, PSYCHOSOCIAL RESTRICTIONS:

Note: *Significant limitations are bold/italicized.*

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

Those who are at risk for ASD should consider avoiding situations involving prolonged exposure to *work-related stressors*, such as *overwhelming workload*, very *rapid pace* of work, *tight deadlines* and a perceived *lack of personal control*. The residual physical functional capacity and environmental tolerance ratings shown above are based on Client's responses to structured interview questions, available documentation and observation:

3. SOCIAL/FINANCIAL/HOUSING/TRANSPORTATION:

Client was born in Rockledge, FL, where he was raised in an **intact** household, by his mother (Medical Administration) and father (Elementary Special Needs Teacher). He has one brother; age 15. When asked whether his early home atmosphere was more calm or more tense, he said he was **"...raised with loving discipline..."**. He denied any exposure to abuse (substance or other), in the home. He claimed **no criminal record**. Client is **not homeless**. He lives with his parents (homeowners), his brother and their pets.

When asked about hobbies & interests, Client said he likes to listen to music, read the Bible, play video games, watch TV, ride his bike, and **"...spend quality time with friends, family & pets..."**. He claimed no organizational membership, but said he does have **friends "at school"**, adding that he is trying to **"...arrange to contact them, before they are gone..."**. Client **exercises** 2-5 times per week; running four miles or lifting 15# dumbbells.

He **does not read, recreationally**, and spends only "a little" time watching TV. Mostly, he is on his cellphone, watching YouTube or TikTok features about music. Client does not regularly attend organized religious observances. He does not receive SSI and he claimed no debt. When asked how he plans to get around, since he doesn't drive, Client said he has **"no idea" how he is going to get to work**.

4. EDUCATION:

Client is **graduating** from high school shortly. He has a **3.67 cum. GPA** and expects to receive a standard diploma. He said he has had **no ESE classes**. He claimed **no extracurricular** activities, but he did participate in **"career camp"** in 2022. (He worked as a Stocker at a Walgreens for about 16 hours, over a one-month period.)

5. TEST RESULTS:

Batteries

Employee Aptitude Survey (EAS)

Lafayette Instruments (LI)

McCroskey Vocational Quotient System (MVQS)

Wide Range Achievement Test V (WRAT)

Traits-Instruments/Methods

CLERICAL APTITUDE - WRAT Spelling, EAS Visual Speed & Accuracy (clerical matching)

DATA ENTRY SKILLS – Observation, *typingtest.com*

EYE-HAND/FINE-MOTOR COORDINATION – EAS Manual Speed & Accuracy (dots in circles)

FINGER DEXTERITY – LI Finger Dexterity (pins in holes)

FORM PERCEPTION - EAS Visual Pursuit (intersections), Space Visualization (3D stacks of bricks)

LOGIC (NON-VERBAL/NUMERICAL) - EAS Symbolic Reasoning

MANUAL DEXTERITY & COORDINATION – LI Manual Dexterity (disks in holes)

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)

VOCATIONAL INTEREST PATTERN – MVQS Voc. Interest & Pers. Reinforcer (VIPR)

WORK-PERSONALITY – MVQS Voc. Interest & Personality Reinforcer (VIPR)

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

Visual Pursuit Test-Measures speed and accuracy in visually tracing lines. For draftsmen, design engineers, checkers, technicians. Timed, 5 minutes.

Visual Speed and Accuracy Test-Measures ability to see details quickly and accurately. For bookkeepers, accountants, general office clerks, stenographers, machine operators. Most sales supervisors and executives should be above average. Timed, 5 minutes.

Space Visualization Test-Measures ability to visualize and manipulate objects mentally. Valuable for jobs that demand mechanical aptitude, such as draftsman, engineer, technician. Timed, 5 minutes.

Numerical Reasoning Test-Measures ability to analyze generalizations and see relationships. For technical, supervisory, and executive positions. Timed, 5 minutes.

Verbal Reasoning Test-Measures ability to analyze information and form conclusions based on that information. Valuable for jobs that require ability to organize, evaluate, and use information, such as administrative and technical decision making, supervisory, scientific, and accounting. Timed, 5 minutes.

Manual Speed and Accuracy Test-Measures ability to make repetitive fine finger movements rapidly and accurately. For clerical workers, machine operators, technicians, and repairmen. No scoring key needed. Timed, 5 minutes.

Symbolic Reasoning Test-Measures ability to manipulate abstract symbols mentally and to make judgments and valid decisions. For evaluating high level science and technology workers, troubleshooters, data programmers, accountants, engineers, scientific personnel. Timed, 5 minutes.

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 gauges finger dexterity and eye-hand coordination. Estimated adult general population norms were employed.

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. This is repeated at speed with subsequent discs...switching hands at the beginning of each row. Performance on this instrument gauges upper-extremity proprioception & kinesthesia, manual dexterity and eye-hand coordination. Estimated adult general population norms were employed.

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

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

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

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

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

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

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

*Note: **GATB** = General Aptitude Test Battery (Mean = 100; SD = 20). Aptitude, Perception & Dexterity/Coordination code designations are as follows:*

Cognitive Aptitudes

R=Reasoning

M=Math

L=Language

Perceptions

S=Spatial Perception

P=Form Perception

Q=Clerical Perception

Dexterity/Coordination

Md=Manual Dexterity

F=Finger Dexterity

K=Motor Coordination

E=Eye-Hand Coordination

BELOW AVERAGE (<34th%-ile)

Note: See Appendix I for definitions of codes & values as well as text-formatting criteria.

Percentile	GATB Std. Score	Aptitude/Perception	Name of Test or Subtest
10	74	R PQ	EAS VISUAL PURSUIT
1	55	Q	EAS VISUAL SPEED & ACCURACY
9	73	R SPQ	EAS SPACE VISUALIZATION
4	66	Q F E	EAS MANUAL SPEED & ACCURACY
1	55	RM Q	EAS SYMBOLIC REASONING
27	87	KF E	LI FINGER DEXTERITY
17	81	K MdE	LI MANUAL DEXTERITY
32	90	L	WRAT WORD READING
27	87	L	WRAT SPELLING
16	80	RM	WRAT MATH COMPUTATION

AVERAGE (34th to 65th %-ile)

Note: See Appendix I for definitions of codes & values as well as text-formatting criteria.

Percentile	GATB Std. Score	Aptitude/Perception	Name of Test or Subtest
59	106	RM Q	EAS NUMERICAL REASONING
34	91	R L Q	EAS VERBAL REASONING

ABOVE AVERAGE (>65th %-ile)

Note: See Appendix I for definitions of codes & values as well as text-formatting criteria.

Percentile	GATB Std. Score	Aptitude/Perception	Name of Test or Subtest
68	110	R L	WRAT SENTENCE COMPREHENSION

6. WORK HISTORY & TRANSFERABLE SKILLS:

Client’s first work experience was as a volunteer Canvasser, going door to door, engaging with voters to promote a political candidate. He did this daily activity for about four months. Then, in 2024, Client worked as a Stocker, at a Walgreens for a month (4 hr. per week), as a “career camp” exercise, sponsored by his school. He said he **enjoyed “being active”** at the Walmart job. Based upon interview responses, Client’s qualified work history appears to include key tasks associated with the following job titles:

DOT Code	Job Title	VQ	SVP	Skill Level	VA	VIPR
291.357-010	Sales Rep, Door-To-Door	100.33	2	Unskilled	64%	ISFP
922.687-058	Laborer, Stores	84.88	2	Unskilled	57%	ESTJ

The vocational diagnosis and assessment of residual employability (VDARE) method was employed to establish Client’s transferable skills, via the McCroskey Vocational Quotient System. Job definitions associated with Client’s work history can be readily accessed by entering the associated DOT number (xxx.yyy-zzz) into any online search engine or entering the job title into *mynextmove.org*.

In addition to the SVP (Specific Vocational Preparation), MTEWA (Machines, Tools, Equipment and Work Aids) and MPSMS (Secondary Materials, Products, Subject Matter and Services) obviously associated with job titles in Client's work history, analysis of transferable skills (**TSA**) from previous qualified employment suggests experience with: compiling & comparing **data**; taking instructions from, helping & persuading **people**; and handling **things**. See *Appendix 2 for a detailed rendering of transferable skills associated with the DOT Job Titles that represent Client's work history.*

Client claimed no familiarity with most standard business practices, such as bookkeeping, inventory-control, shipping/receiving, scheduling, supervision, or training. He has never used a computer, on the job, but he is conversant in **MS Word**. He has *limited experience* with **standard hand tools**, but none with power tools, and he has never used machine-shop, woodworking, welding or electronic test equipment. He has never driven a vehicle.

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 **ENFJ (Extraversion, iNtuiting, Feeling, Judging) - "The Group Leader"**. Personnel sharing this interest-based work-personality profile are often described with terms such as **Conscientious, Aggressive & Motivational**. ENFJs characteristically harness boundless **energy** and **enthusiasm**, together with "**people skills**" and native **organizational ability**, to the task of **building consensus** and developing human resources. Together with **artistic** careers, ENFJs characteristically gravitate toward occupations reflecting an **interest in helping others with their emotional, intellectual, or spiritual development**. Among the most attractive occupations for this type are: **Minister, Home Economist, Optometrist, Musician, Composer, Counselor, Artist, Entertainer, Dental Hygienist, Physician (General Practice), Designer and Child Care Worker**. *Of course, a variety of other factors, such as education, aptitude, physical capacity; psychological factors and labor market access, bear on the potential for success in these occupations.*

1. Energizing: 14/13 (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: 11/16

(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: 11/16

(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: 18/09

(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 top endorsement went to **Ability Utilization, Compensation, Security, Working Conditions, Advancement, Moral Values & Company Policies**, followed closely by Achievement, Activity, Authority, Co-Workers, Social Service, Personal Supervision, Technical Supervision & Autonomy. Independence, Variety, Recognition, Creativity & Responsibility received an average rating, and *Social Status* was rated as least important to Client.

9. ESTIMATED GENERAL COGNITIVE APTITUDE LEVEL:

GCA = 21st Percentile / Low Average

Client's general cognitive aptitude (learning ability) was estimated via averaged GATB 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).

10. 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>
10.2	WRAT Word Reading
9.4	WRAT Spelling
5.3	WRAT Math Computation
12.9+ (est. 13.5)	WRAT Sentence Comprehension

WORKER-TRAIT PROFILE

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

Notes regarding GED, aptitude, coordination and dexterity ratings: With respect to estimated general population norms, Above Average = the top 20%; High Average = 60-79%ile; Average = 40-59%ile; Low Average = 20-39%ile; Below Average = 6-19%ile; Far Below Average = the bottom 5%. (Source: U.S. Department of Labor / BLS)

<u>Trait (Physical Capacity)</u>	<u>Rating</u>
Lift/Carry/Push/Pull	Medium PDC
Sit	Continuous
Stand/Walk	Frequently
Climb/Balance	Frequently
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): Occasional (O) = up to 1/3 of the workday; Frequent (F) = 1/3 to 2/3 of the workday; Continuous (C) = more than 2/3 or more of the workday; Very Heavy Duty = more than 100#; Heavy Duty = 51# (C) to 100# (O); Medium Duty = 26# (C) to 50# (O); Light Duty = 11# (C) to 25# (O); Sedentary = up to 10#. (Source: U.S. Department of Labor / BLS)

CLIENT'S VOCATIONAL INTEREST STATEMENT

When asked about career thoughts, Client said he would like to **teach history**, either in high school or college. He said he wants a job where he can **interact with people** and **help others with their education**. Other options he said he might consider include working at a **museum** or perhaps being a **Tour Guide**. Of the six job titles found to be most closely related to Client's expressed career interests, the following **one** was found to 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</u>
353.367-014	Guide, Establishment	96.6172

Of the six job titles found to be most closely related to Client's expressed career interests, the following **3** were found to feature requirements which exceeds Client's WTP (worker-trait profile) on one parameter, by not more than one rating integer (see Appendix 3). They are believed to represent potentially suitable positions, with full reasonable accommodation and implementation of recommended supportive measures (see below).

DOT Code	Job Title	VQ
109.367-010	Museum Attendant	109.0201
353.167-010	Guide, Travel	106.8176
353.363-010	Guide, Sightseeing	105.7241

Notes: VQ = Vocational Quotient, which is an indicator of job difficulty (Mean=100; SD=15). Job definitions can be accessed by entering the DOT Code into any search engine.

Client said he is willing to relocate, for the right opportunity. He said he would take a job involving frequent brief deployments, adding that he “might” consider a job involving extended deployment. Client said he would consult with his parents, before making a final career 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**- Vocational Interest Personality Reinforcer (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/AS); 7 = 2 to 4 years (AA/AS/BA/BS); 8 = 4 to 10 years (MA/MS/PhD/MD); 9 = over 10 years (Post-Doc. & some Board Certifications).

Ratings at critical level (VQ => **86/93**; TS% => **40/50**; VA% => **63/67**) are bolded; VIPR = **ENFJ**.
VIPR = ENFJ, INFJ, ESFJ, ENTJ, ENFP, ESFJ, INTJ are bold/highlighted.
VIPR = ENTP, ESTJ, INFP, ESFP are bolded.
Titles containing 4 bolded (or 3 bold/highlighted) values are bold/highlighted.
Titles containing 3 bolded (or 2 bold/highlighted) values 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 2024-2032 period. Note: In this case, "local" means Workforce Region 27 (CareerSource Brevard/Flagler/Volusia). **Bolded** data are more significant. **Highlighted** data are most significant.

Potentially Suitable Local Occupations (w/SOC Code)	2024 Entry Wage	2024 Avg. Wage	2024-2032 Growth Rate%	Local Openings	Tng Rqmt
6,7	1	2	3	4	5

Notes:

1. Entry Wage figures => **\$14/hour** are bolded; => **\$15/hour** are also highlighted.
2. Experienced Wage figures => **\$17/hour** are bolded; => **\$21/hour** are also highlighted.
3. Growth rates => **5%** are bolded.; => **8%** are also highlighted.
4. Annual openings => **300** are bolded; => **2K** are also highlighted.
5. Training Requirements (see * below)
6. **Titles** featuring 3 bolded values (or 2, if 1 is also highlighted) are bolded.
7. **Titles** featuring 4 bolded values (or 3, if 2 are also highlighted) are bold/highlighted.

*** Training Requirements:**

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

Note: The specific DOT job title falls within the more general SOC occupation title. Note: See Appendix I for definitions of codes & values as well as text-formatting criteria. Job definitions can be accessed by entering the DOT Code into any search engine. For more detailed information about jobs, enter the job title into www.mynextmove.org.

PRIMARY

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
292.353-010	Driver, Sales Route	108.51	3	46%	70%	ESFP
292.667-010	Driver Helper, Sales Route	86.83	2	46%	70%	ESFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Driver/Sales Workers (533031)		\$13.00	\$17.71	08.1	1,573	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
295.467-026	Automobile Rental Clerk	99.44	4	43%	69%	ESFJ
295.357-018	Furniture-Rental Consultant	94.70	2	51%	69%	ESTP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Counter & Rental Clerks (412021)		\$14.13	\$20.66	08.3	1,202	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
249.167-014	Dispatcher, Motor Vehicle	95.38	5	20%	71%	ENFJ
249.367-070	Routing Clerk	95.12	3	20%	71%	ENFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Dispatchers, Except 911 (435032)		\$15.98	\$22.37	05.7	477	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
079.262-014	Medical Record Coder	100.98	4	20%	74%	ISFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Medical Records & Health Info. Techs (292072)		\$16.71	\$24.19	08.1	650	PS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
921.662-018	Conveyor-System Operator	100.72	3	43%	70%	ISFJ

Potentially	2024	2024	<u>2024-2032</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Material Moving Workers, All Other (537199)	\$15.08	\$19.26	08.0	26	NR

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
355.377-010	Occupational Therapy Aide	99.45	4	20%	76%	ISFJ

Potentially	2024	2024	<u>2024-2032</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Occupational Therapy Aides (312012)	\$17.85	\$27.96	07.5	275	PS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
912.687-010	Line-Service Attendant	98.87	2	40%	64%	ESFP

Potentially	2024	2024	<u>2024-2032</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Laborers & Freight/Stock/Material Movers, Hand (537062)	\$14.78	\$18.63	05.7	4,846	NR

ALTERNATES

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
912.367-014	Transportation Agent	109.10	5	20%	71%	ESFP

Potentially	2024	2024	<u>2024-2032</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Cargo & Freight Agents (435011)	\$17.94	\$27.47	07.9	300	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
295.357-014	Tool-and-Equipment-Rental Clerk	107.33	4	46%	69%	ESTP
295.367-026	Storage-Facility Rental Clerk	101.77	2	43%	69%	ESTP
295.467-022	Trailer-Rental Clerk	99.64	4	46%	69%	ESTP

Potentially	2024	2024	<u>2024-2032</u>		
Suitable Local	Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)	Wage	Wage	Rate%	Openings	Rqmt
Counter & Rental Clerks (412021)	\$14.13	\$20.66	08.3	1,202	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
297.354-010	Demonstrator	105.92	3	49%	65%	ENFP

Potentially Suitable Local Occupations (w/SOC Code)		2024 Entry Wage	2024 Avg. Wage	<u>2024-2032</u> Growth Rate%	Local Openings	Tng Rqmt
Demonstrators & Product Promoters (419011)		\$14.16	\$21.50	04.7	66	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
355.354-010	Physical Therapy Aide	105.56	4	20%	76%	ISFJ

Potentially Suitable Local Occupations (w/SOC Code)		2024 Entry Wage	2024 Avg. Wage	<u>2024-2032</u> Growth Rate%	Local Openings	Tng Rqmt
Physical Therapist Aides (312022)		\$13.92	\$16.80	10.4	620	PS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
359.677-010	Attendant, Children's Institution	105.35	3	23%	74%	ESFJ

Potentially Suitable Local Occupations (w/SOC Code)		2024 Entry Wage	2024 Avg. Wage	<u>2024-2032</u> Growth Rate%	Local Openings	Tng Rqmt
Child Care Workers (399011)		\$13.16	\$16.64	04.2	2,744	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
074.382-010	Pharmacy Technician	103.50	3	20%	73%	ISTJ

Potentially Suitable Local Occupations (w/SOC Code)		2024 Entry Wage	2024 Avg. Wage	<u>2024-2032</u> Growth Rate%	Local Openings	Tng Rqmt
Pharmacy Aides (319095)		\$14.79	\$17.84	02.5	36	PS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
357.477-010	Baggage Checker	102.47	3	20%	62%	ESFJ

Potentially Suitable Local Occupations (w/SOC Code)		2024 Entry Wage	2024 Avg. Wage	<u>2024-2032</u> Growth Rate%	Local Openings	Tng Rqmt
Baggage Porters, Bellhops, Concierges (396000)		\$13.00	\$15.71	05.2	155	NR
Transportation Security Screeners (339093)		\$21.78	\$28.00	04.9	98	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
354.377-014	Home Attendant	102.30	3	20%	67%	ISFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
<u>Occupations (w/SOC Code)</u>		<u>Wage</u>	<u>Wage</u>	<u>Rate%</u>	<u>Openings</u>	<u>Rqmt</u>
Home Health & Personal Care Aides (311120)		\$14.01	\$16.18	04.3	4,962	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
238.367-038	Hotel Clerk	101.27	4	20%	70%	ESFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
<u>Occupations (w/SOC Code)</u>		<u>Wage</u>	<u>Wage</u>	<u>Rate%</u>	<u>Openings</u>	<u>Rqmt</u>
Hotel, Motel & Resort Desk Clerks (434081)		\$14.12	\$16.51	03.8	1,241	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
249.367-074	Teacher Aide II	101.27	3	20%	75%	ENFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
<u>Occupations (w/SOC Code)</u>		<u>Wage</u>	<u>Wage</u>	<u>Rate%</u>	<u>Openings</u>	<u>Rqmt</u>
Teaching Assistants, Except Postsecondary (259045)		\$13.00	\$15.31	04,2	2,582	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
954.367-010	Water-Service Dispatcher	101.20	4	20%	71%	ESFP
239.367-014	Dispatcher, Maintenance Service	95.58	3	20%	71%	ESFP
221.367-070	Service Clerk	94.15	4	23%	71%	ISFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
<u>Occupations (w/SOC Code)</u>		<u>Wage</u>	<u>Wage</u>	<u>Rate%</u>	<u>Openings</u>	<u>Rqmt</u>
Dispatchers, Except 911 (435032)		\$15.98	\$22.37	05.7	477	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
211.462-018	Cashier-Wrapper	99.73	3	46%	64%	ESFP
211.467-030	Ticket Seller	98.47	2	43%	64%	ESFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
<u>Occupations (w/SOC Code)</u>		<u>Wage</u>	<u>Wage</u>	<u>Rate%</u>	<u>Openings</u>	<u>Rqmt</u>
Cashiers (412011)		\$13.00	\$14.76	02.7	21,332	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
205.367-062	Referral Clerk, Temp...Agency	99.42	3	20%	75%	ESFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Human Resources Assistants... (434161)		\$17.88	\$23.38	04.1	207	PS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
205.362-018	Hospital-Admitting Clerk	98.86	4	20%	64%	ESFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Interviewers, Except Eligibility... (434111)		\$14.96	\$19.66	07.0	622	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
238.367-010	Gate Agent	98.64	4	20%	77%	ESFP

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Reservation & Transportation Ticket Agents... (434181)		\$15.82	\$20.92	13.7	220	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
109.367-010	Museum Attendant	109.02	3	40%	98%	ESTP
353.167-010	Guide, Travel	106.82	6	40%	94%	ESFJ
353.363-010	Guide, Sightseeing	105.72	4	40%	98%	ISFJ
353.367-014	Guide, Establishment	96.62	3	23%	73%	ESFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Tour & Travel Guides (397010)		\$13.73	\$17.57	11.7	260	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR
249.367-058	Parts-Order-and-Stock Clerk	95.84	5	26%	62%	ENFJ

Potentially		2024	2024	<u>2024-2032</u>		
Suitable Local		Entry	Avg.	Growth	Local	Tng
Occupations (w/SOC Code)		Wage	Wage	Rate%	Openings	Rqmt
Stockers & Order Fillers (537065)		\$14.91	\$17.93	03.8	15,392	HS

DOT Code	Job Title	VQ	SVP	TS	VA	VIPR			
299.677-010	Sales Attendant	95.19	2	46%	73%	ISFP			
Potentially Suitable Local Occupations (w/SOC Code)					2024 Entry Wage	2024 Avg. Wage	2024-2032 Growth Rate%	Local Openings	Tng Rqmt
Retail Salespersons (412031)					\$13.16	\$17.14	02.8	18,340	NR

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.thecareerindex.com>
- <http://www.careerbuilder.com>
- [http://\(labor market of interest\).craigslist.org/jjj/](http://(labor market of interest).craigslist.org/jjj/)

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:

Speaking/Communicating:

Individuals with ASD may have difficulty communicating with co-workers or supervisors.

- Provide advance notice of topics to be discussed to help facilitate communication
- Provide advance notice of date of meeting when employee is required to speak to reduce or eliminate anxiety
- Allow employee to provide written response in lieu of verbal response
- Allow employee to have a friend or coworker attend meeting to reduce or eliminate the feeling of intimidation
- Allow employee to bring an advocate to performance reviews and disciplinary meetings

Atypical Body Movements:

Individuals with ASD may exhibit atypical body movements such as fidgeting. Atypical body movements are sometimes called stimulatory behavior, or "stimming." These body movements often help calm the person or assist in concentrating on tasks, but can also disturb coworkers at times.

- Provide structured breaks to create an outlet for physical activity
- Allow employee to use items such as hand-held squeeze balls and similar objects to provide sensory input or calming effect
- Allow the employee to work from home
- Schedule periodic rest breaks away from the workstation
- Review conduct policy with employee
- Provide private workspace where employee will have room to move about and not disturb others by movements such as fidgeting

Time Management:

Individuals with ASD may experience difficulty managing time. This limitation can affect their ability to complete tasks within a specified timeframe. It may also be difficult to prepare for, or to begin, work activities.

- Divide large assignments into several small tasks
- Set a timer to make an alarm after assigning ample time to complete a task
- Use a checklist of assignments & check calendar, daily, for due dates
- Use an electronic or handheld organizer and train how to use effectively
-

Maintaining Concentration:

Individuals with ASD may experience decreased concentration and may not be able to tolerate distractions such as office traffic, employee chatter, 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
- To reduce tactile distractions:

- Instruct other employees to approach the individual in a way that is not startling, such as approaching from behind, touching the employee, or other tactile interactions, if the employee is bothered by those interactions.

Organization and Prioritization:

Individuals with ASD may have difficulty getting or staying organized, or have difficulty prioritizing tasks at work. The employee may need assistance with skills required to prepare and execute complex behavior like planning, goal setting, and task completion.

- 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 prioritize tasks
- Assign new project only when previous project is complete
- Provide a "cheat sheet" of high-priority activities, projects, people, etc.

Memory:

Individuals with ASD may experience memory deficits that can affect their ability to complete tasks, remember job duties, or recall daily actions or activities. They also may have difficulty recognizing faces.

- Provide written instructions
- Allow additional training time for new tasks
- Offer training refreshers
- Prompt employee with verbal cues
- Use a flowchart to describe the steps involved in a complicated task (such as powering up a system, closing down the facility, logging into a computer, etc.)
- Provide pictorial cues
- Use post-it notes as reminders of important dates or tasks
- Safely and securely maintain paper lists of crucial information such as passwords
- Allow employee to use voice activated recorder to record verbal instructions
- Provide employee directory with pictures or use nametags and door/cubicle name markers to help employee remember coworkers' faces and names
- Encourage employee to ask (or email) work-related questions

Multi-tasking:

Individuals with ASD may experience difficulty performing many tasks at one time. This difficulty could occur regardless of the similarity of tasks, the ease or complexity of the tasks, or the frequency of performing the tasks.

- Create a flow-chart of tasks that must be performed at the same time
- Separate tasks so that each one can be completed one at a time
- Label or color-code 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 proper working equipment to complete multiple tasks at one time, such as workstation and chair, lighting, and office supplies
- Explain performance standards such as completion time or accuracy rates

Issues of Change:

- Recognize that a change in the office environment, job tasks, or of supervisors may be difficult for a person with autism
- Maintain open channels of communication between the employee and the new and old supervisor in order to ensure an effective transition
- Provide weekly or monthly meetings with the employee to discuss workplace issues and productions levels
-

Stress Management:

Individuals with ASD may have difficulty managing stress in the workplace. Situations that create stress can vary from person to person, but could likely involve heavy workloads, unrealistic timeframes, shortened deadlines, or conflict among coworkers.

- Provide praise and positive reinforcement
- Refer to EAP
- Allow employee to make telephone calls for support
- Provide sensitivity training for workforce
- Allow the presence and use of a support animal
- Modify work schedule

Social Skills:

People with ASD may have difficulty exhibiting typical social skills on the job. This might manifest itself as interrupting others when working or talking, difficulty listening, not making eye contact when communicating, or difficulty interpreting typical body language or nonverbal innuendo. This can affect the person's ability to adhere to conduct standards, work effectively with supervisors, or interact with coworkers or customers.

-
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- Social skills on the job:
 - Provide a job coach to help understand different social cues
 - Provide concrete examples of accepted behaviors and consequences for all employees
 - Recognize and reward acceptable behavior to reinforce
 - Review conduct policy with employee to reduce incidents of unacceptable behavior
 - Use training videos to demonstrate appropriate social skills in workplace
 - Encourage all employees to model appropriate social skills
 - Use role-play scenarios to demonstrate appropriate social skills in workplace
- Working effectively with supervisors:
 - Provide detailed day-to-day guidance and feedback
 - Offer positive reinforcement
 - Identify areas of improvement for employee in a fair and consistent manner
 - Provide clear expectations and the consequences of not meeting expectations
 - Give assignments verbally, in writing, or both, depending on what would be most beneficial to the employee (e.g., use of visual charts)
 - Assist employee in assigning priority to assignments
 - Assign projects in a systematic and predictable manner
 - Establish long term and short term goals for employee
 - Adjust supervisory method by modifying the manner in which conversations take place, meetings are conducted, or discipline is addressed
- Interacting with coworkers:
 - Provide sensitivity training to promote disability awareness
 - Allow employee to work from home when feasible
 - Help employee "learn the ropes" by providing a mentor
 - Make employee attendance at social functions optional
 - Allow employee to transfer to another workgroup, shift, or department
 - Encourage employees to minimize personal conversation or move personal conversation away from work areas
 - Provide telework, or work-at-home, as an accommodation
 - Allow alternative forms of communication between coworkers, such as e-mail, instant messaging, or text messaging

Sensory Issues:

Individuals with ASD may have difficulty with sensory processing and can experience oversensitivity to touch, sights, sounds, and smells in the workplace.

- Fragrance sensitivity:
 - Maintain good indoor air quality
 - Discontinue the use of fragranced products
 - Use only unscented cleaning products

- Provide scent-free meeting rooms and restrooms
- Modify workstation location
- Modify the work schedule
- Allow for fresh air breaks
- Provide an air purification system
- Modify or create a fragrance-free workplace policy
- Allow telework
- Fluorescent light sensitivity:
 - Move employee to a private area to allow for personal adjustment to appropriate lighting
 - Change lighting completely
 - Allow telework
- Noise sensitivity:
 - Move employee to a more private area or away from high traffic areas
 - Move employee away from office machinery, equipment, and other background noises
 - Provide an environmental sound machine to help mask distracting sounds
 - Provide noise canceling headsets
 - Provide sound absorption panels
 - Encourage coworkers to keep non-work related conversation to a minimum
 - Allow telework

Company Structure, Conduct Policy, and Discipline:

Individuals with ASD may not be familiar with or understand abstract concepts like corporate structure, hierarchies of responsibility, reporting requirements, and other structural elements of the workplace.

- Explain corporate structure to employee, using visual charts and clear descriptions of positions and reporting structure. Do not assume that employee will understand structure from a simple chart of job titles
- Review conduct policy with employee
- Adjust method of supervision to better prepare employee for feedback, disciplinary action, and other communication about job performance
- Provide concrete examples to explain expected conduct
- Provide concrete examples to explain consequences of violating company policy
- Use services of the Employee Assistance Program (EAP) if available

The Job Interview:

- Requesting fewer interviewers may be an effective accommodation, especially for the first interview when there are social skills limitations. Sitting across the table from even two, let alone three or more employer representatives can strike fear in all of us, but this type of situation could be debilitating for individuals with ASD.

- If the employer is able to limit the number of interviewers in the room to one or two at the most, applicants will likely have an opportunity for a more successful exchange of information.
- Requesting that the first interview be conducted by phone may also be an effective accommodation to ease the discomfort of meeting face-to-face. If the job involves customer service and telephone interactions, then a telephone interview may be very appropriate and doable for the first interview. If an employer is creative and tech savvy, an interview could even be done through an online chat. If the first interview is successful, the employer would then proceed to a face-to-face interview.
- Requesting a copy of the interview questions to be provided in advance may also be a reasonable accommodation. Questions that applicants with ASD hear for the first time may produce anxiety that could limit their ability to think on the spot, and ultimately limit their ability to respond in a way commensurate with their knowledge and experience. Providing interview questions in advance of an interview should not be a problem unless the applicants' ability to think on their feet is a job qualification the employer is assessing. Requesting that the interview occur at a specific time of day can also be an accommodation. If the disability involves limitations in concentration, focus, or energy and fatigue, the time of day the individuals are at their best may vary. Interviewing at the time of day applicants are at their optimum is a great idea, and can give them the confidence and self-assurance they need to do their best.

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.

TRAINING POTENTIAL ESTIMATE

The following estimates are provided with the assumption that Client's performance, as referenced in this assessment, is generally representative of current capabilities. Provided full accommodation and implementation of recommended supportive measures, and with the requisite means & motivation, the likelihood of Client successfully completing additional specific vocational preparation (SVP) is estimated to be:

GOOD to EXCELLENT for up to six months of informal OJT (on-the-job training), as is characteristic of unskilled (SVP 1,2) and semi-skilled (SVP 3,4) occupations;
FAIR to GOOD for more formal, extensive OJT & apprenticeship, lasting up to one year, as is typical of many lower-echelon skilled (SVP 5) occupations;
GUARDED to FAIR for extensive, formal OJT/apprenticeship, lasting up to two years, as well as most certificate-level training (except for very high-tech) and some non-STEM Associate's Degree training, characteristic of mid-level skilled (SVP 6) occupations;
GUARDED for very extensive (up to four years) formal OJT/apprenticeship training, and the most technical Certificates & STEM Associate's Degrees, as well as a few less technical, non-STEM Bachelor's Degree programs, leading to qualification for some higher-echelon skilled (SVP 7) occupations; and
VERY GUARDED for the most STEM Bachelor's programs, and graduate-level training.

OTHER VOCATIONALLY RELEVANT SUPPORTIVE RECOMMENDATIONS

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: access local & online resources for ASD*; **driving** evaluation; driver training as indicated; coach to help Client learn **bus route** to work; **math** Tutor and/or Khan Academy; games/ exercises for **Finger Dexterity & Eye-Hand Coordination**; Surfside Playhouse** (**acting** for affect development); **Librarian** consult for integrated print/audiobook reading program; **fitness center** membership, with Trainer; and **Dietician/Nutritionist** consult for “better diet”.

* Space Coast area ASD resources include:

- Florida Autism Center (www.bluesprigautism.com)
- Positive Behavior Supports Corporation (www.teampbs.com)
- Hopebridge Autism Therapy Center (www.hopebridge.com)

Online ASD resources include:

- AANE Support Groups: The Asperger/Autism Network (AANE) offers a variety of online support groups tailored to different identities and needs. These groups provide a safe space for participants to connect with like-minded peers, discuss challenges, and celebrate successes.
- Neurokindred Peer Groups: Neurokindred hosts online, Autistic-led peer support groups designed to foster a sense of belonging and validation. These groups focus on embracing Autistic identity and providing post-identification support.
- Autism Speaks Online Community: A comprehensive platform offering forums and discussion groups focused on various aspects of autism.
- Autistic Self Advocacy Network (ASAN) Forums: A space where autistic individuals can engage in self-advocacy and discuss relevant issues.
- Reddit’s r/autism: A popular subreddit dedicated to discussions, resources, and support related to autism.
- Autism Society Online Support Groups: Virtual meetings and resources for families and individuals affected by autism.

**Surfside Playhouse; 301 Ramp Rd, Cocoa Beach, FL 32931; (321) 783-3127

CAREER EXPLORATION

On 06/02/2025 Email was received from SVRC B.H-F indicating that Client had prioritized three job titles, from the preliminary report, for further exploration: Teaching Assistant, Occupational Therapy Assistant, and Medical Records Technician. In discussions with Client’s father (a Teacher), he indicated that he would arrange for Client to speak with a Teaching Assistant. He expressed reservations about his son’s ability to handle disruptive students, however, noting that this often falls to the TA, in the classroom.

Regarding the other two titles (Occupational Therapy Assistant, and Medical Records Technician), the following contacts were attempted:

Date	Contact	Outcome
6/3	Cape C. Hosp.OT	Negative
6/3	Melb. Regional Med.Rec.	Negative
6/3	Holmes Reg. Med.Rec.	Negative
6/5	Space Coast L.C. (OT)	Negative
6/5	R.Wells, OT	Negative
6/5	M. Jeddrie, OT	Negative
6/5	S. Bensimone, OT	Will refer
6/9	Health 1st Viera	Visit on 2/26
6/9	J. Fitzgerald, OT	Agreed, but OBE
6/9	Banta Therapy	Agreed, but OBE
6/9	Cape C.Hsp Med.Rec.	Negative
6/9	Orlando Hlth. Med.Rec.	Negative
6/23	(redacted) (Med.Coder)	Facetime 6/24

1. Medical Coding

On 06/23/2025, Client agreed to practice 3-way facetime calls with his parents, so that he could initiate a 3-way facetime between himself, Examiner and *(redacted)* (Medical Coder), the following day. He also agreed to research medical coding, as an occupation, and prepare three questions for *(redacted)* (Medical Coder), with whom he would be speaking, the next day.

On 06/24/2025, Client initiated facetime with Examiner, at precisely the appointed time. A few minutes later, he successfully patched *(redacted)* into the call. During the call, which lasted about 15 minutes, he did ask her three (3) germane questions: How long does the training take, for medical coding; what does the training cost; what local schools does she recommend. *(redacted)* indicated that she has worked in Medical Record Departments of various hospitals and clinics, but now works remotely, from her home. She said most Coders specialize, though they sometimes shift specialties. Her specialty is family practice, but she said “risk adjustment”, which involves chronic, serious conditions is the future direction growth, for medical coding. Risk adjustment involves such disciplines as cardiology, oncology and psychiatry. She said laboratory documentation is the easiest, but it will likely be done by AI in the near future. She said the certification examination is very difficult, and she noted that most applicants have to take the test a many as 4-9 times, before passing it. She said the certification maintenance fee is currently \$222/year, and is expected to increase, soon.

She outlined the following options for online training in medical records and health information management (minus the coding focus):

1. U.S. Career Institute – Offers a 100% online *Electronic Medical Records Certificate* program. It’s self-paced and prepares students for the CEHRS (Certified Electronic Health Records Specialist) exam. Great for learning how to manage, organize, and process patient data.
2. Penn Foster – Their *Electronic Medical Records Certificate* can be completed in as little as 3 months. It focuses on EMR systems, patient data handling, and healthcare documentation—without requiring coding or billing expertise.
3. MedCerts – Their *Medical Front Office & Electronic Health Records* program blends EMR training with front office procedures. It’s a bit broader but still avoids deep dives into coding. It also prepares students for CEHRS and CMAA certifications.

She noted that these programs are ideal for someone looking to work in roles like medical records clerk, health information technician, or EHR specialist—especially in remote or hybrid settings. Training to become a medical coder typically takes between 4 months to 2 years, depending on the program type. Certificate programs can be completed in 4 to 12 months, while associate degree programs may take up to 2 years. Within 50 miles of Viera, FL, some schools offering medical coding training include: Eastern Florida State College (Cocoa and Melbourne campuses), which offers a Medical Coder/Biller certificate program that can be completed in about a year; Keiser University (Melbourne) provides career-focused training in medical coding; and Florida Technical College offers a diploma program in Medical Billing and Coding, typically completed in 9 months. The cost of medical coding training varies widely. Online courses range from \$1,000 to \$4,000; in-person certificate programs at community colleges or technical schools cost between \$2,500 and \$12,000, depending on residency status; and Associate Degree programs can cost \$10,000 to \$40,000, including additional expenses like textbooks and lab fees. Sarah recommended the following online schools for medical coding:

AAPC (American Academy of Professional Coders), which she described as one of the most recognized organizations in the medical coding world. Their training programs are designed by the same experts who write the certification exams, which makes them a top choice for aspiring coders. They offer online and in-person courses for certifications like CPC (Certified Professional Coder), CPB (Certified Professional Biller), and more. Students at AAPC benefit from a 30% higher pass rate, compared to other programs. Courses include real-world case studies, exam prep, and access to AAPC's member network. She referenced AAPC's official training page for more information. Her second recommendation was Legacy Medical Billing & Coding, which is a billing and coding service provider. known for their hands-on expertise and concierge-style support for medical practices. While they don't appear to offer formal training programs, they may be a great mentorship or internship resource, if someone is looking to gain real-world experience or shadow professionals in the field. She proposed that Client may wish to train with AAPC, and then network with Legacy for job shadowing and internship opportunities.

2. Occupational Therapy Assistant

On 06/26/2025, Client and Examiner met with (redacted), the lead OT at (redacted) Rehabilitation Center. She explained that while Occupational Therapists (OTs) plan the therapy, OT Assistants do most of the treatment, and OT Aides are usually relegated to preparing patients for OT sessions. OT Aides require only a CNA, while OT Assistants require an Associate's Degree (though many hold a Bachelor's), and OTs require a Master's Degree (though many are Ph.D.s). (redacted) escorted Client into a treatment suite, after the patient...a lady with a wrist injury...agreed that he could observe. Examiner opted to remain in the lobby, so as not to disrupt the treatment environment more than necessary. After about 45 minutes, (redacted) and Client emerged, and she praised him for how he handled himself in that situation. Client seemed quite excited about this occupation, indicating that he felt he **would find it more suitable than Medical Coding or Teaching Assistant.**

Occupational Therapy Assistant (OTA) training programs in the Viera, Florida area are primarily offered at the associate degree level. Typically, these programs span about two (2) years and include both classroom learning and hands-on clinical training. Keiser University (Melbourne campus) offers an Associate of Science OTA program which is about 24 months long. Students typically complete prerequisite general-education courses (often taking about 8 courses) before entering the core OTA curriculum, which then runs about 16 months of concentrated OTA training. Another option is AdventHealth University (Orlando). The OTA associate program at AHU also spans approximately 24 months, delivered over 6 trimesters (year-round enrollment). The program requires 76 credit hours including general studies and occupational therapy courses. This two-year schedule incorporates both classroom instruction and two full-time clinical internships in the final term for hands-on experience.

All accredited OTA programs include substantial fieldwork components. For example, AdventHealth's curriculum culminates in two 8-week clinical internships in the last semester, and Keiser's program integrates Level I and II fieldwork rotations throughout the latter part of the program. These clinical experiences are essential for meeting certification requirements.

In order to become a certified OTA, completing an accredited Associate Degree is mandatory. There are no shorter certificate-only programs that lead directly to OTA licensure in Florida. Graduates of the two-year programs must then pass the NBCOT certification exam to become Certified Occupational Therapy Assistants (COTA) and obtain state licensure. While a few institutions have introduced Bachelor's-level OTA programs (e.g. Webber International University's 4-year B.S. OTA), the **Associate Degree** remains the standard entry-level qualification for this career.

Currently, no public state college in Brevard County (e.g. Eastern Florida State College) offers an OTA program. The accredited programs closest to Viera are provided by private institutions. According to the Florida OT Association's listings, the central Florida region's accredited OTA programs include Keiser University and AdventHealth University (as well as Polk State College in Winter Haven, which is about 70 miles from Client's home and Daytona State College which is about 75 miles away.).

As a private institution, Keiser's tuition is substantial, totaling approximately \$80,813, while the OTA program at AHU is less expensive than Keiser's, but it is still a significant investment. Total estimated program cost at AHU is about \$50,445 for the 2-year OTA program. Tuition, books, scrubs and fees are included in these figures

A NOTE FOR THE JOB COACH

Client's interest-based work-personality profile, or VIPR-Type (a.k.a. Myers-Briggs Code) was found to be ENFJ. At their best, people with ENFJ preferences are highly attuned to others, using empathy to quickly understand emotional needs, motivations, and concerns. Their focus is on **supporting others and encouraging growth**. ENFJs often act as catalysts, drawing out the best in others, and they can be inspiring leaders as well as loyal followers.

Characteristics of ENFJs:

ENFJs usually base decisions on personal values. They tend to radiate warmth and energy, looking for (and often finding) the best in others. They typically prize harmony and cooperation. ENFJs are usually warmed by approval - responding with energy and devotion. They can be especially sensitive to criticism or tensions. ENFJs are likely to be trustworthy. They often see meanings and connections where others do not. They are typically curious about new ideas, and are often stimulated by possibilities for contributing to the good of humanity. ENFJs are likely to...

- **be imaginative**
- **like variety and new challenges**

ENFJs naturally see the potential for growth in others and often devote their energy to helping others achieve it. They are usually found to be sensitive facilitators, taking responsibility for organizing interactions between colleagues, friends, or family, so that all are involved, harmony prevails, and people have fun.

How Others May See Them:

ENFJs are often seen as energetic, enthusiastic, and very aware of others. Their genuine interest can usually draw out and involve even the most reserved person. They tend to listen to and support others, but also have very definite values and opinions of their own, which they will usually express clearly. ENFJs tend to be energized by people, and are usually quite socially adept; however, they also typically have a strong need for authentic intimate relationships. As a result, they frequently bring great enthusiasm and intensity to creating and maintaining these types of relationships.

ENFJs usually like their lives to be organized, and will work to bring closure to ambiguous relationships or situations. However, if people's needs conflict with schedules and rules, they will routinely put people first. Others usually see ENFJs as...

- **sociable, personable, congenial, and gracious**
- **expressive, responsive, and persuasive**

Potential Areas for Growth

Sometimes life circumstances have not supported ENFJs in the development and expression of their Intuitive and Feeling preferences.

- If they've not developed their Intuition, ENFJs may not see possibilities, ***making decisions too quickly*** without taking in enough information or considering factors beyond their own personal values.
- If they've not developed their Feeling, their ***decisions may be inconsistent and poorly formulated***. They may then ***accept the judgments of others too readily***.

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

- ***worry, feel guilty, and doubt themselves,***
- ***become insistent and controlling in their desire for harmony, and***
- ***become overly sensitive to criticism - real or imagined.***

It is natural for ENFJs to give less attention to their non-preferred Thinking and Sensing parts. If they neglect these too much, however, they may...

- ***make decisions based solely on personal values when logic is needed,***
- ***find it difficult to admit to problems or disagreements with people they care about, and***
- ***overlook details required to realize their ideals.***

Under great stress, ENFJs may find themselves suddenly and uncharacteristically ***critical and fault-finding with others***. They generally keep these negative opinions to themselves, but they find such thoughts troubling and upsetting.

With regard to the 4-step career exploration process, ENFJs manifest the following:

- **Setting Goals:** ENFJs naturally tend to establish multiple long term idealistic goals, but will often have an action plan to reach those goals. Difficulties sometimes arise however, when unexpected opportunities emerge, or when the subject have failed to articulate intermediate objectives that are specific enough to enable a choice among realistic alternatives.

- **Gathering Information:** Constantly searching for opportunities for growth and learning, ENFJs seek out people who get excited about the possibilities of a new job. As a result, they may overlook important facts about that job. They should be encouraged to search for facts at a career library, and establish priorities, preparing a "short list" of the most interesting job possibilities.

- **Making Contact:** ENFJs naturally have an extensive network of contacts, but should be cautioned against spending too much time in unproductive networking. Coming across as a team player, they convey enthusiasm and energy in the interview, emphasizing their potential and ability to learn quickly. They should guard against the possibility that they may be perceived as talking too much in the interview, focusing too much on potential or possible performance and not appearing task-oriented to certain types of interviewers. It is important, therefore, that they strive to emphasize what contributions they can make to the organization now and how their "people skills" can help their "bottom line"...always being careful not to overwhelm "sensing" interviewers with too many possibilities.

- **Making Decisions:** ENFJs tend to employ a subjective person-centered approach to decision making...focusing on the values of self and significant others, but may not consider the logical consequences of various alternatives unless coached to systematically do so. They also should be encouraged not to ignore uncomfortable facts. Finally, they may put off decisions and should be counseled to set a deadline for deciding, posting it or announcing it to significant others.

- **Job Interview Preparation:**

Role playing will likely be the most effective and successful way to prepare for various interview situations. Applicants will build social skills through this practice, and in turn build confidence. When applicants develop and learn powerful interview responses, they build stronger interpersonal skills; feel more at ease in social situations; and will be able to better represent themselves in diverse situations.

It is vital for applicants to find someone they trust and can work well with. The Job Coach, Counselor, friend or family member can be of enormous assistance in this area. Applicants need someone they are comfortable with (and can be honest with), to assist them in this preparation process. Most importantly, applicants need someone who will be able to view their performance honestly and objectively, and who can offer good constructive criticism.

Common interview questions & responses can be found at multiple online sites (just put "job interview Q/A" into any search engine). Applicants will want to look over several lists of questions to get the most rounded idea of the kind of information they may be asked to provide about themselves and their abilities. The greater variety of questions applicants are able to answer, the greater their ease will be during the interview process. Applicants will want to feel calm and relaxed, knowing that they have done their best to prepare themselves for the questions that may come their way. There is no way to prepare for every possible question that an employer could ask, but by becoming familiar with as many questions as possible, and being practiced and comfortable answering them, applicants will have a greater chance of positively representing themselves and their abilities.

Written responses to the most common interview questions (or the questions each applicant feels that they would have the most difficulty answering on the spot) can provide an extra step towards preparation. The Job Coach (or friend, family member, etc.) may assist the Applicant in developing a list of the 20 "most difficult" questions and then prepare written responses to each. These written responses should effectively answer the Interviewer's inquiry, then smoothly transition into a brief rendition of one or more aspects of the Applicant's "pitch" (usually the 3-4 key characteristics which match the Applicant to the job).

The Applicant should vocalize these responses, during the development phase, so that they can be revised and tailored to his/her style of speech. Each of the 20 most difficult interview question/answer (Q/A) items are drafted on separate sheets of paper...

...WITH THE RESPONSES IN LARGE, BOLD, CAPITALIZED FONT, DOUBLE OR TRIPLE SPACED, SO THAT THE APPLICANT CAN READ THEM EASILY, WITH A BRIEF GLANCE. HIGHLIGHTING EVERY OTHER LINE OF THE RESPONSE IN DIFFERENT COLORS CAN ALSO HELP “GUIDE THE EYE”, DURING PRACTICE.

These 20 Interview Q/A exercises should then be rehearsed (aloud), with the Job Coach reading the question, and the Applicant reading the response. (*For additional independent practice, the 20 questions can be audio or video recorded.*) As the responses are learned, the Applicant will need to look down at the “crib sheets” less and less frequently.

When familiarity with the material increases to a point *nearing* memorization, and the Applicant no longer needs to look down at the “crib sheets”, they can be set aside. Rehearsal continues with a mirror or video monitor in place, to help the Applicant refine his/her delivery. Other willing assistants, (eg. friends or family members) may be drafted to read interview questions, in order to provide variety.

Finally, an “interview dress rehearsal” should occur, preferably with someone that the Applicant considers to be an “authority figure”, asking the 20 questions. The Applicant should dress as he/she would for an actual interview. This exercise should be conducted in a simulated “office” setting, with the Applicant knocking and entering, then going through an introduction and other logical preliminaries, prior to initiating the mock interview. This process can be repeated as often as necessary.

There need be no concern that the Applicant will deliver rote/memorized responses, during an actual interview. One advantage of this preparatory technique is that the Applicant will have developed a set of coherent response *components*, which can be applied to a wide variety of questions, in an actual interview. Most importantly, though, is the sense of confidence that the Applicant will acquire... something that *always* makes a critical difference, in actual job interviews.

Applicants must do their homework and find out as much as possible about the position and the employer, before the interview. The Occupational Outlook Handbook can be used to find good descriptions of jobs and what they entail. The Applicant can also find job descriptions by entering the DOT Code into any search engine, and by entering the job title into www.mynextmove.org. Online searches for information about the employer (and about the industry of interest, in general) can be useful, as well...often turning up a nugget that can be developed into something smart to say, in response to “do you have any questions”.

One example might be something like: “I understand that the company recently offered stock options as a sales incentive. Is that policy still in effect?” Applicants should have a couple of questions in mind, to ask at the end of the interview. Remember: The *wrong answer*, when the Interviewer asks if the Applicant has any questions, is “No”.

- **Helpful Hints for Job Coaches, in the Accommodation Process:**

- Early and frequent contact with the employer is essential, if permitted by Client. If possible, become the go-to person for issues concerning Client's work-adjustment. Give the employer reliable ways to contact you.
- Get a release, detailing which aspects of Client's disability condition(s) can be discussed with the 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 ADA (Americans with Disabilities Act).
- If feasible, it may be advisable to encourage a support person, possibly a friend or family member, familiar with the effects of the disability, to be part of the vocational rehabilitation process (with Client's permission, of course).
- With assistance from Client's treatment team, determine whether the disability condition is progressive, and if so, how Client's capabilities may deteriorate. This will help in ascertaining the long-term accommodations that may need to be made.
- Strive to insure that accommodations are adjusted (increased or reduced), according to deterioration or improvement in Client's condition/capabilities, so that the employee is able to continue working at an optimal level, maximizing income, independence and self-esteem.
- Keep in mind that a reassignment may become necessary in some situations.

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Appendices

1. Abbreviations, Codes & Values
2. Transferable Skills from Previous Employment
3. Comparison of Client's Worker-Trait Profile with Titles Related to Expressed Interests
4. Job-Match List (agency only)