



The **Self-Directed Search** was also utilized for additional career exploration and A identified the following job titles for additional career exploration:

AODA counselor and  
Automobile detailer.

The **Career Decision-Making System Revised (CDM-R)** identified six major work settings and personality types. They are Crafts, Scientific, the Arts, Social, Business and Office Operations. The **CDM-R** identified A's highest scale types:

- The **Social** type care about the well being of others and typically like jobs such as social worker, nurse, recreation leader and teacher.
- The **Business** type usually prefers jobs such as store manager, business executive and banker.

The **CDM-R** also identified the following job values as significant to A:

Work with people and  
Hands-on work.

### **Achievement and Ability Assessment Results**

#### **The Wide Range Achievement Test (WRAT3) – timed and extra-time**

Section	Percentile	Grade Equivalent	Comment
Reading Words	23 <sup>rd</sup> %tile	8	lower
Math-timed	4 <sup>th</sup> %tile	4	lower
Math-extra-time, calculator	34 <sup>th</sup> %tile	HS	increased

Notes: 1.) The 40<sup>th</sup>-60<sup>th</sup> %tile range reflects an average score. 2.) A was able to complete triple-digit computations involving addition, subtraction, multiplication and division. She was also able to complete some problems with decimals with a calculator. A experienced problems with fractions, decimals and percentages.

#### **The Differential Aptitude Test – untimed**

Section	Percentile	Stanine	Comment
Mechanical Reasoning	20 <sup>th</sup> %tile	3	lower
Space Relations	20 <sup>th</sup> %tile	3	lower
Spelling Recognition	10 <sup>th</sup> %tile	2	lower
Language Usage	25 <sup>th</sup> %tile	4	lower

Note: The 40<sup>th</sup>-60<sup>th</sup> %tile range reflects an average score.

## Work Sample and Dexterity Results

A continued to express interest in attending college after high school and finding employment. Therefore, the following work samples were selected to assess A's learning style, visual-motor-coordination, eye-hand coordination, ability to follow oral instructions, compute using a 10-key calculator, fine-motor coordination, measurement skills and color perception.

The **Learning Styles Inventory** assessment helps determine the client's preference in the areas of information gathering (auditory, visual or kinesthetic), work conditions (group or individual) and expressive preferences (oral or written).

A has characteristics of the following learning styles:

**Auditory Language Learner** – learns from hearing words spoken. May vocalize words, move lips or move throat when reading. May be more capable of understanding and remembering words or facts that could only have been learned by hearing.

**Social-Individual Learner** – gets more work done alone. Thinks best and remembers more when learning occurs by self.

**Expressive-Oral** – can easily tell you what he knows. Talks fluently, comfortably and seems to be able to say what is meant. May find that this person knows more than what the tests show.

The **Mail Sort Work Sample** consists of pre-addressed cards by zip code and measures visual discrimination. A's performance was **average** for accuracy.

The **Alphabetical Work Sample** consists of pre-addressed cards by name to measure clerical perception. A's visual-motor coordination was **average** and A was **100% accurate**.

The **Payroll Computation Work Sample** presents the consumer with a calculator to compute a brief payroll to measure clerical and numerical skills. A's attention to detail was appropriate and she received a **lower average** performance on this work sample.

The **Small Parts Work Sample Part A and B** assessment directs the client to manipulate small objects on a board using hand tools to measure fine-motor coordination skills. On **Parts A**, A demonstrated **lower average** eye-hand and fine motor coordination skills with the use of a small tweezers. On **Part B**, A demonstrated **lower average** eye-hand and fine motor skills with the use of a small screwdriver. A noted **discomfort around her thumb** during Part A and **wrist discomfort** during Part B.

The **Ruler Reading Work Sample** allows the client to measure predetermined lines. A demonstrated **lower average** measurement and visual-motor coordination skills. A needed coaching to review 1/8<sup>th</sup> and 1/16<sup>th</sup> increments.

The **Color Sort Work Sample** asks the client to sort cards with seven different color patterns to measure color perception. A demonstrated **accurate** color discrimination skills on this task.

**Work Sample Comments:** A needed some assistance with multi-step directions, but she did ask questions when she was uncertain. A demonstrated the ability to model demonstrated work sample activity. She worked well independently after she was familiar with a task.

### Concluding Comments

#### Vocational Assets:

- Stated she would graduate from X high school in 2005
- Participated in applied math I, II and III, foods, biology and typing classes
- Able to add, subtract, multiply and divide triple-digit math computations
- Familiar with more decimal computations with the use of a calculator
- An auditory language, individual and expressive-oral learning style preference
- Average ability to sort cards alphabetically and numerically
- Accurate color discrimination
- Has a temporary driver's license
- Would like to find a part-time job while in school
- Worked briefly as a busser for 4-5 weeks
- Was employed for one day as a maintenance helper at school
- A also baby-sits
- Seeks DVR assistance with career guidance for post high school training

#### Vocational Limitations:

- A learning disability reported
- Depression stated
- Indicated she meets with the school counselor weekly
- Does not take any medication at this time
- Did not complete algebra, geometry, chemistry or foreign language classes
- Lower performances on reading word recognition and math assessments
- Needs to work on math fraction, decimal and percentage computations
- Lower mechanical reasoning, space relations, spelling recognition and language usage aptitudes
- Lower average fine finger hand dexterity; indicated some discomfort around her thumb
- In need of a full driver's license
- A more limited employment history

## Recommendations

The following recommendations were made based upon the interviews, testing and observations plus A's desire to develop a career after her high school graduation:

- A's decision-making revolved around her wanting to live in the W area. Since she stated a desire to live in W, it was suggested that she consider exploring adult services for her transition from high school. She mentioned she now meets weekly with a school counselor. A referral to an outside agency counselor was recommended. It is felt that A might benefit from the additional support services.
- A indicated she would like to find part-time employment while in high school. The following job titles were identified during the career exploration process for inclusion in her job search: security surveillance system monitor, group home worker, school playground monitor, teacher assistant and automobile car detailer.
- A driver's license is recommended. Some of the jobs within A's interest areas will require a license at hire.
- A stated a desire to continue her education beyond high school. A visit to Tech School and UW-Campus was supported.
- Academic skill building is suggested. Additional math, science and language skill development is recommended.
- Programs of greater interest to A at Tech School included:
  - AODA Counselor (2-year),
  - Instructional Assistant (2-year) and
  - Human Services Associate (2-year).
- A indicated a desire to work with people in a human services setting, correctional facility or educational institution. Any experience she can obtain while in high school would be most helpful.
- Accommodations for consideration in college included: extra test taking time, oral test taking, use of a calculator and tutors, as needed.
- It was pointed out to A that once she starts to build credits in the Instructional Assistant program that she will be in a greater position to initiate employment in a school setting.

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