

# Vocational Evaluation

Evaluee: Joe Smith



**CONTRACTED BY TEXAS ISD**

September 20, 2017

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Certified Rehabilitation Counselors

Certified Autism Specialists

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## Vocational Evaluation

Evaluee: Joe Smith

### Introduction:

Bloom Consulting, LLC was contracted by Texas ISD to provide an independent vocational evaluation, at their expense, for Joe Smith. The purpose of the evaluation was to fully examine Joe's vocational progress and potential, as well as provide specific recommendations to his ARD committee regarding future vocational/transition planning.

The report was prepared by Bruce Bloom, M Ed, CRC, CAS and Dr. James Williams, CRC, ACAS and a copy of their vitas are available upon request. Bloom Consulting is paid for conducting the evaluation and it is not contingent upon ARD/IEP results, due process hearings, and/or legal hearings. Neither Bloom Consulting nor its evaluators maintain a financial interest in the outcome of ARD/IEP results, due process hearings, and/or legal hearings. All opinions are offered with a reasonable probability, based upon the testing conducted, and the records available at the time of the evaluation. Bloom Consulting reserves the right to modify or supplement its opinion if additional information becomes available.

### Demographic/Environment/Behavior Information:

Joe Smith is an 18-year-old white male, currently enrolled in the 12<sup>th</sup> grade at Smith High School in Texas ISD. The evaluator met with and observed the evaluee in his home and at a community work site on May 4, 2017 in Texas, TX. The evaluee and his mother complied with all the evaluator's directions and questions and appeared to exert their full effort during all stages of the evaluation. He appeared to maintain a consistent and average work speed throughout all the assessments he was given. As such, his results should be considered an accurate reflection of his vocational potential in the workforce and/or post-secondary setting.

### Instruments Administered and Their Purpose:

- **Career and Occupational Preference System**
  - **Career Occupation Preference System Interest Inventory (COPS)**
    - The COPS Interest Inventory provides job activity interest scores related to 14 different career clusters. Each cluster corresponds to high school and college curriculum, as well as current sources of occupational information, such as the O\*NET or the Dictionary of Occupational Titles.
  - **Career Ability Placement Survey (CAPS)**
    - The Career Ability Placement Survey is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for most occupations in each of the 14 COP System Career Clusters. CAPS scores are interpreted in terms of evaluees' abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COP System Career Clusters. With this information, evaluees can learn which occupational areas are most suited to their present abilities and which areas might require a bit more training if they are interested in pursuing related occupations.
  - **Career Orientation Placement and Evaluation Survey (COPES)**
    - The Career Orientation Placement and Evaluation Survey provides a measure of values to supplement programs in educational and industrial career counseling. COPES scores are also keyed to the 14 COP System Career Clusters enabling the evaluee to discover which occupational areas match their personal values.
- **VARK Learning Styles Questionnaire**
  - The VARK Learning Styles Questionnaire uses a simple multiple-choice format to identify the evaluee's preferences for certain learning styles over another. These include visual, auditory, read/write, and kinesthetic learning styles.

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- **Barkley Deficits in Executive Functioning Scale (BDEFS)**
  - The Barkley Deficits in Executive Functioning Scale is a parent and/or teacher administered checklist, developed by Dr. Russell A. Barkley, designed to assess executive functioning deficits in children. It measures perceived deficits in executive functioning spilt into 5 sub categories including Self-Management to Time, Self-Organize, Self-Restraint, Self-Motivate, and Self-Regulate Emotions. The results can be used to identify potential EF challenges and ways to remedy them in preparation for post-secondary education or employment.
- **Wide Range Achievement Test (WRAT-4)**
  - The Wide Range Achievement Test is an academic skills assessment which measures reading skills, math skills, spelling, and comprehension. The WRAT4 serves as a brief, but comprehensive academic achievement evaluation for evaluatee's of any age.
- **The Enderle-Severson Transition Rating Scale (ESTR)**
  - The Enderle-Severson Transition Rating Scale is a transition planning tool focusing on the 6 subscales of employment, recreation & leisure, home living, community participation, post-secondary education, and social/vocational behavior. The assessment assesses the evaluatee across these 6 areas to develop transition goals and guide post-secondary planning.
- **Becker Work Adjustment Profile–Second Edition (BWAP-2)**
  - The Becker Work Adjustment Profile is a practical and easy-to-use rating scale and planning tool that is designed for use with individuals with disabilities who are in transition from school to work or post-secondary training. It assesses work adjustment in four work-related areas: Work Habits/Attitudes, Interpersonal Relations, Cognitive Skills, and Work Performance Skills. With the BWAP:2 you can accurately determine which of six placement work programs an individual will be successful at:
    - Day Care
    - Work Activity
    - Low Sheltered
    - High Sheltered
    - Transitional
    - Community-Competitive
- **Community-Based Situational Work Assessment**
  - This customized assessment observes the evaluatee in a natural work environment to determine how they function and complete various tasks on the job.
- **Purdue Pegboard Assessment**
  - The test is used to measure unimanual and bimanual finger and hand dexterity. The Purdue Pegboard was developed in the 1940s as a test of manipulative dexterity for use in personnel selection (Tiffin, 1968; Tiffin & Asher, 1948). In addition to this use, the Purdue Pegboard Test has been employed in neuropsychological assessment to assist in localizing cerebral lesions and deficits (Reddon et al., 1988).

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## Reliability and Validity of Instruments Administered:

All the formal assessments administered to the evaluatee have been nationally tested and normed on a wide age and functioning range. Specific information about their reliability and validity are available at...

- **Career and Occupational Preference System**
  - <http://www.edits.net/resourcecenter/testing-supplementals/63-newsletter-1.html>
- **VARC Learning Styles Questionnaire**
  - <http://vark-learn.com/introduction-to-vark/research-statistics/>
- **Barkley Deficits in Executive Functioning Scale (BDEFS)**
  - <http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/barkley22.htm&sec=techinfo&dir=scales>
- **Wide Range Achievement Test (WRAT-4)**
  - <http://www.pearsonclinical.com/education/products/100001722/wide-range-achievement-test-4--wrat4.html>
- **The Enderle-Severson Transition Rating Scale (ESTR)**
  - <http://www.estr.net/history.cfm>
- **Becker Work Adjustment Profile–Second Edition (BWAP-2)**
  - <http://www.proedinc.com/customer/productView.aspx?ID=7623>
- **Purdue Pegboard Assessment**
  - <http://lafayetteevaluation.com/products/purdue-pegboard>

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Summary of Evaluatee Performance on All COPS Subtests:

Name: Bob Smith

Date Completed: 09/07/2016

Those career groups below where Bob's (1) interests, (2) abilities, and (3) values match are marked in gold and show the clusters he may wish to explore. First, consider those clusters where his interests, abilities, and values are high and all three are gold (😊💡❤️). Next, consider those groups that have silver icons where interests and values (😊❤️) or where interests and abilities (😊💡) match. The bronze icons indicate one match either for interest, abilities, or values in a cluster. A cluster with no matches appears with a white icon.

Interests	Abilities	Values	
		❤️	 <a href="#">Science Professional</a>
😊	💡		 <a href="#">Science Skilled</a>
😊		❤️	 <a href="#">Technology Professional</a>
	💡	❤️	 <a href="#">Technology Skilled</a>
	💡	❤️	 <a href="#">Consumer Economics</a>
	💡	❤️	 <a href="#">Outdoor</a>
			 <a href="#">Business Professional</a>
			 <a href="#">Business Skilled</a>
			 <a href="#">Clerical</a>
			 <a href="#">Communication</a>
		❤️	 <a href="#">Arts Professional</a>
	💡	❤️	 <a href="#">Arts Skilled</a>

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Needs Assessment Summary

Bob indicated that he needs additional help in the following areas:

### Academics

- Reading Skills
- Math Skills
- Language Skills
- Study Skills

### Job Skills

- How to find job information
- How to find a job
- How to apply for a job
- How to interview for a job
- How to keep a job
- Obtaining entry level job skills

### Planning Skills

- Decision making skills
- Interpersonal skills
- Career planning skills
- Educational planning skills

## Interpretation of Evaluee Performance on All COPS Subtests:

The evaluee’s performance, on all COPS subtests, revealed defined strengths in abilities and values, but interests appear to be very broad. Based on his performance on all three subtests, the **Service-Skilled, Science-Skilled, and Technology-Professional** career clusters are recommended. Conversely, the **Business-Professional, Business-Skilled, Clerical, and Communication** career clusters are not recommended. In the 1<sup>st</sup> of the 3 recommended career clusters, the evaluee’s interests, abilities, and values match, which means that this field has the highest probability of vocational success. This information is highlighted in the table below.

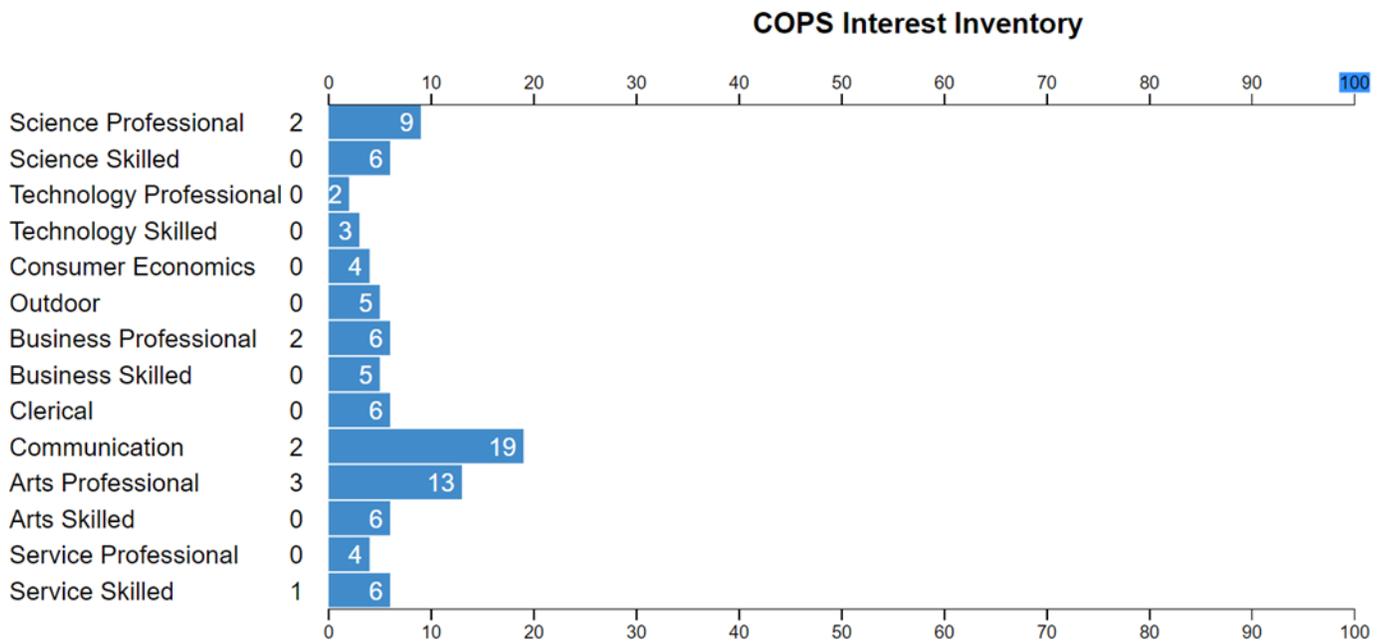
<u>Strongest Career Clusters</u>	<u>COPS Performance (Interests)</u>	<u>CAPS Performance (Abilities)</u>	<u>COPES Performance (Values)</u>
<b>Service-Skilled</b>	<b>Score of 27/26<sup>th</sup> Percentile</b>	<b>40<sup>th</sup> Percentile</b>	<b>Practical</b>
Science-Skilled	Score of 27/26 <sup>th</sup> Percentile	35 <sup>th</sup> Percentile	None
Technology-Professional	Score of 27/26 <sup>th</sup> Percentile	10 <sup>th</sup> Percentile	Practical
<u>Weakest Career Clusters</u>	<u>COPS Performance (Interests)</u>	<u>CAPS Performance (Abilities)</u>	<u>COPES Performance (Values)</u>
Business-Professional	Score of 27/26 <sup>th</sup> Percentile	2 <sup>nd</sup> Percentile	None

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Business-Skilled	Score of 27/26 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	None
Clerical	Score of 27/26 <sup>th</sup> Percentile	15 <sup>th</sup> Percentile	None
Communication	Score of 27/26 <sup>th</sup> Percentile	3 <sup>th</sup> Percentile	Independence

### Summary of Evaluee Performance on the COPS Interest Inventory:

Bob's interest profile is plotted below. A percentile number is printed at the end of the row of bars. Each number shows his approximate position on each scale as compared to other people at his educational level who have taken the COPS. If his score is near 50, about half (50%) of others fall below his. The higher his score, the greater his interest is compared to others.



### Your Highest Career Groups on the COPS Are:

**Service Skilled**  
**Science Skilled**  
**Technology Professional**

### Interpretation of Evaluee Performance on the COPS Interest Inventory:

Based on interest alone, the evaluee's highest areas are **Communication, Arts-Professional, and Science-Professional**. All three of these are also his overall recommended career areas which suggest that his interests may correlate with his abilities and values.

During the interview with the student, Mr. Smith listed his career preferences as follows: Mr. Smith stated that he wants to be an MMA (Mixed Martial Arts) fighter. Mr. Smith stated, "if that does not work out", he wanted to enlist in the Marines, if that did not work out he would like to enlist in the Army, and if that did not work he would like to be a medical doctor. When questioned about being a MMA fighter, the skills required, and the potential average salary; Mr. Smith did not have specific information. However, he did note that it was his main interest at this time. When asked about the ability to enter the military, Mr. Smith was aware that he would have to

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take the Armed Services Vocational Aptitude Battery (ASVAB) exam, but was unsure about how he would do on that exam. The student stated that he has not prepared for the test nor has he spoken to a recruiter. His mother noted that she was concerned about the student picking the Military as his main vocational goal, because of his mental health history. Mr. Smith did not know how his current academic performance would correlate to becoming a doctor, but he thought he would have the ability to gain entrance into medical school. The student's teachers and mother have stated that Mr. Smith has been given information about post-secondary training options, which include trade school and/or Junior College.

As noted, Mr. Smith has limited interests outside of becoming a Mixed Martial Arts fighter or joining the military. While this assessor is not qualified to assess if Mr. Smith could become an MMA fighter, the school should consider arranging an informational interview with a MMA instructor or school (either in person or by SKYPE) to help Mr. Smith understand the requirements and his chances of becoming a professional fighter; and the student can be given assignments to explore admission requirements to medical schools to determine if he would meet their entrance criteria.

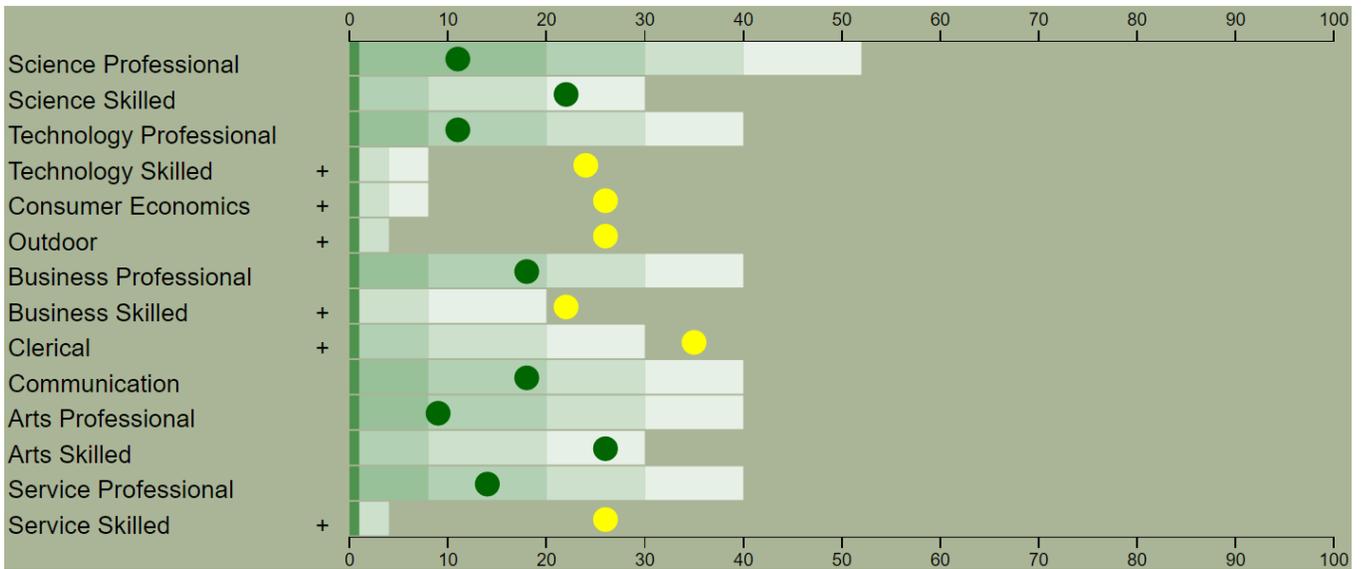
Based on testing and the interview, it is this assessor's opinion that Mr. Smith requires additional education and vocational exploration in this area. Mr. Smith's stated interests do not correlate to his tested interests. Mr. Smith's tested interests do not correlate to his current academic skill levels. Based on conversations with the student, it is likely that he has not had exposure to many different types of jobs and is expressing interest in what is familiar to him. It is recommended that Mr. Smith have one-on-one assistance for career exploration; where his interests, skills, and strengths are matched to potential jobs to assist Mr. Smith in setting an appropriate and measurable post-secondary employment goal.

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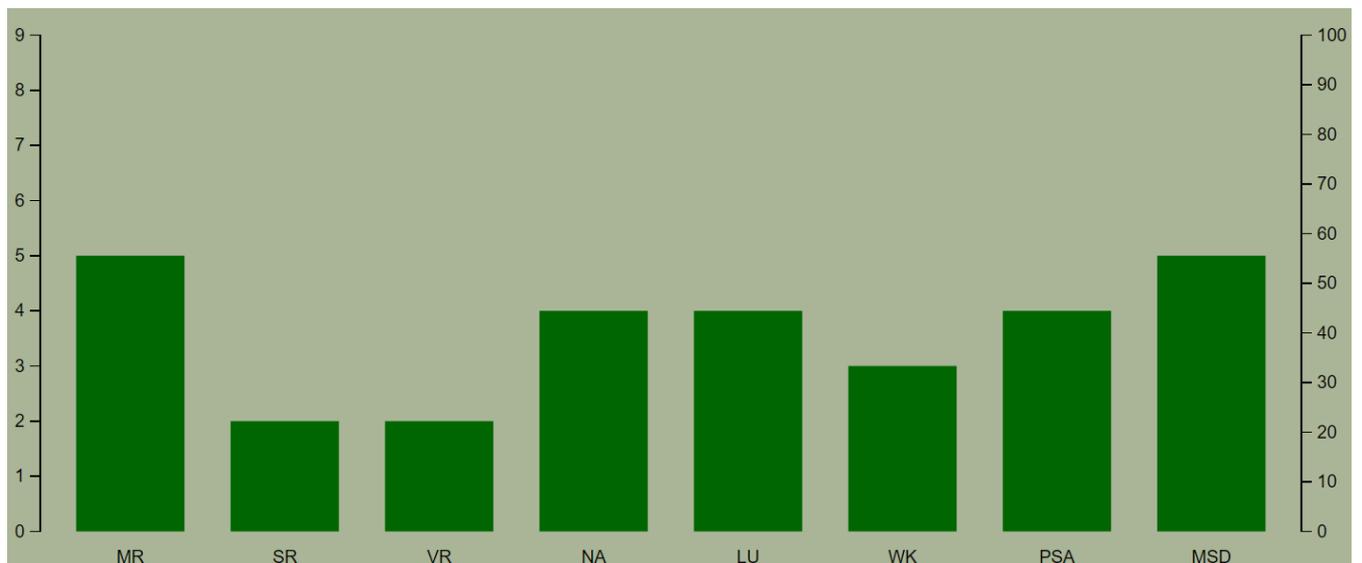
## Summary of Evaluatee Performance on Career Ability and Placement Survey (CAPS):

Bob's score is marked with a plus if it is in the solid green portion or at the upper edge of the lightest shaded portion of each career cluster. The plus indicates that his measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success, it is necessary that he continue to get the training and skills needed in these clusters. In interpreting his profile, concentrate on the distance of his scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things he knows about himself are consistent with his profile. Some of his ability scores may appear in the darker green portion of the Career Profile. If he is interested in careers in these areas and motivated to do well, he may want to take classes or participate in other activities to improve his skills.

**CAPS Career Profile**



**CAPS Ability Profile**



His scores are represented by a bar that shows his abilities compared to others at his educational level. If his score is near 50, about half (50%) of others fall below his. The higher his score, the greater his ability.

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## Interpretation of Evaluatee Performance on Career Ability and Placement Survey:

Overall, Joe's scores on the assessment show average to below-average abilities across all tested areas. His scores in 6 of the 8 sections were below average, but at his current grade level, his academic ability is more than sufficient to enter 6 of the 14 career clusters. His three highest clusters, based on the CAPS only, are **Clerical, Consumer-Economics, Outdoor, and Service-Skilled**. He scored at the 35<sup>th</sup> Percentile, 27<sup>th</sup> Percentile, 27<sup>th</sup> Percentile, and 27<sup>th</sup> Percentile, respectively. He scored highest on the mechanical reasoning, numerical ability, language usage, perceptual speed and accuracy, and manual speed and dexterity portions of the assessment. He scored lowest on the spatial relations, verbal reasoning, and word knowledge portions of the assessment. In addition, it should be noted that the comparative percentiles used in this subtest are from a nationally representative population of evaluatees of his gender and grade level.

<u>Strongest Career Clusters Based on CAPS Only:</u>	<u>Performance:</u>
<b>Outdoor</b>	<b>65<sup>th</sup> Percentile</b>
<b>Arts-Skilled</b>	<b>60<sup>th</sup> Percentile</b>
<b>Technology-Skilled</b>	<b>55<sup>th</sup> Percentile</b>

<u>Weakest Career Clusters Based on CAPS Only:</u>	<u>Performance:</u>
Communication	3 <sup>rd</sup> Percentile
Business-Professional	2 <sup>nd</sup> Percentile
Service-Professional	2 <sup>nd</sup> Percentile

<u>Summary of CAPS Subtest Stanine Scores:</u> <u>Lowest is 0, Average is 5, Highest is 9</u>	<u>Performance:</u>
Mechanical Reasoning-1MR	<b>7-Above Average</b>
Spatial Relations-2SR	<b>3-Below Average</b>
Verbal Reasoning-3VR	<b>1-Significantly Below Average</b>
Numerical Ability-4NA	<b>3-Below Average</b>
Language Usage-5LU	<b>1-Significantly Below Average</b>
Word Knowledge-6WK	<b>2-Below Average</b>
Perceptual Speed and Accuracy-7PSA	<b>4-Slightly Below Average</b>
Manual Speed and Dexterity-8MSD	<b>7-Above Average</b>

Based on tested ability, Mr. Smith would succeed in the following career clusters:

- **Clerical** occupations involve recording, posting, and filing of business records requiring great attention to detail, accuracy, neatness, orderliness, and speed. They include office work and contact with customers in keeping records.

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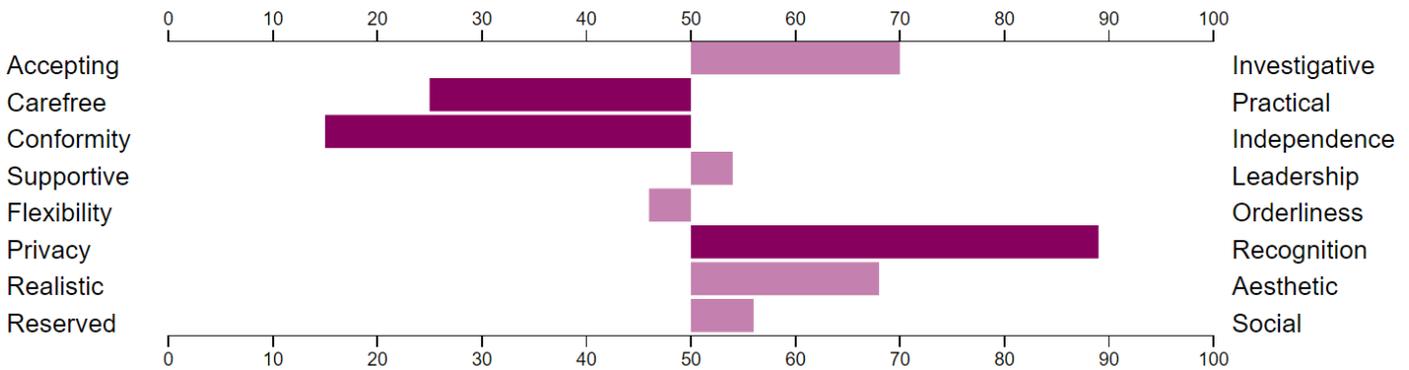
- **Consumer Economics** occupations involve the preparation and packaging of foods and beverages. They also include the production and care of clothing and textile products.
- **Outdoor** occupations involve activities performed primarily out-of-doors. They include the growing and tending of plants and animals and the cultivation and gathering of crops and natural resources in the areas of agriculture and nature as in forestry, park service, fishing, and mining.
- **Service, Skilled** occupations involve providing services to persons and catering to the tastes, desires, and welfare of others in fields of personal service, social and health related services, and protection and transportation.

As noted, Mr. Smith did not express an interest in these career clusters either in testing or in his interview. Mr. Smith's inclusion teacher has noted that Mr. Smith has had some education about his abilities and how to evaluate achievable goals. She noted that recommendations were made based on his interests and academic abilities.

Based on this assessment, Mr. Smith would benefit from individualized teaching lessons about potential career options that use his academic portfolio and his current achievement levels as the starting point for future career exploration.

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## Summary of Evaluatee Performance on Career Orientation Placement and Evaluation Survey:



Joe's scores are represented by a bar that shows his work values as compared to others who have taken the COPES. Scores to the left of the center show a preference for values listed on the left of his profile. Scores to the right of the center show a preference for values listed on the right of his profile. The closer a score is to either end of the profile; the more important that work value probably is to Joe. Joe's three most important scores are marked with a plus. If his score on one of the scales falls at or close to the center, he is moderately concerned with that work value.

## Interpretation of Evaluatee Performance on Career Orientation Placement and Evaluation Survey:

The evaluatee's scores show a strong preference for practicality, independence, and aesthetic appreciation. The evaluatee had 1 value match in two of the recommended career clusters. The evaluatee's strongest overall values were **Carefreeness, Conformity, and Recognition**. The evaluatee's values are considered atypical in that most of them are not distributed equally across the midline, showing a preference for right side set of values.

<b>The Evaluatee Values...</b>	<u>VS</u>	<u>The Evaluatee Does Not Value...</u>
Acceptance	Over	Investigation
<b>Practicality</b>	Over	Carefreeness
<b>Independence</b>	Over	Conformity
Supportive	Over	Leadership
Flexibility	Over	Orderliness
Recognition	Over	Privacy
<b>Aesthetic</b>	Over	Realistic
Social	Over	Reserved

- People scoring on the *Carefree* end of the scale are more likely to be concerned with the creative aspects of projects and to enjoy activities requiring imagination. They are more likely to focus on present enjoyment rather than plan for the future.
- People scoring toward the *Conformity* end of the scale prefer to work under close supervision where directions are clear and a proven method is in place. Such people also prefer structured rules.
- To become famous and to know important people are major values of people scoring toward the *Recognition* end of this scale. Such people seek the admiration of others as well as the rewards of honorary degrees.

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## COPS PROFILE SUMMARY

Based on the interview with the student, Mr. Smith appears to have limited exposure to different vocational fields that are within his current functional capacity. While Mr. Smith has been directed to more hands on vocational trades (i.e. welder) or Junior College by his school, Mr. Smith's stated preferred career path is MMA fighter or military professional.

Based on the scores from the COPS system and the interview, Mr. Smith would benefit from one-on-one career counseling that would help Mr. Smith explore careers that are within his current functional abilities and his career orientation. While Mr. Smith interests were in **Communication, Arts-Professional, and Science-Professional**, he generally lacks the academic achievement levels that are typical in these fields. It is noted that the results of the COPS system should be used as a starting point and guide for further career exploration based on informed choice.

Mr. Smith may benefit from school lead site visits, job shadowing in different hands on trades, and/or informational interviews of professionals. Because Mr. Smith stated that he would be interested in the armed services, he should consider setting up an informational interview with a military recruiters and taking a preparatory classes for the ASVAB either online with the support of the school or through a local learning center.

Based on his responses at the beginning of this profile, Mr. Smith requested more information in

### Job Skills

How to find job information

How to find a job

How to apply for a job

How to interview for a job

How to keep a job

Obtaining entry level job skills

Upgrading of existing job skills

### Planning Skills

Educational planning skills

Applying for financial assistance

Finding military services information

This assessor believes that Mr. Smith would benefit from vocational adjustment training classes (VAC) such as the ones provided by the school. His inclusion teacher stated that he can be enrolled in this class for 12<sup>th</sup> grade. As noted the school can assist with training Mr. Smith in pre-vocational skills in their VAC class. Mr. Smith's school should consider assisting in setting up informational interviews with their community contacts.

Mr. Smith would benefit from being connected with the Texas Work Force Commission-Vocational Rehabilitation Services, and the creation of an individualized plan of employment (IPE). Services through TWC-VRS are based on the IPE and based on likely vocational outcomes. Some services that Mr. Smith could benefit from are Vocational Adjustment Training (VAT) classes such as Soft Skills to Pay the Bills, Exploring You in Work, and Preparing for the Job Search. A transition counselor from TWC-VRS may also be able to assist Mr. Smith in career exploration and locating and paying for post secondary training. TWC-VRS may also pay for Mr. Smith to be placed in an entry level job consistent with his skills and abilities, and/or a work experience that would further explore a chosen career. It is noted that all services through the TWC-VRS are subject to being determined eligible for services, and are based on current agency funding.

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### Summary and Interpretation of Evaluee Performance on the VARK Learning Styles Questionnaire:

Visual	Auditory	Read/Write	Kinesthetic
Score of 26	Score of 20	Score of 20	Score of 10

The evaluee completed the VARK learning styles questionnaire to help identify his preferred learning style. On a scale of 0 to 16, he scored a high of 5 on the read/write style and a low of 3 on the visual style. His results show a slight preference for the read/write style of learning.

Read/Write learners are at home with written material. They comprehend and remember what they read, and they often enjoy writing. Read/write learners prefer written directions. College classes have traditionally been geared to the read/write learning style; these learners can take notes in most classes and will benefit from reading them as a method for study.

- **Learning Styles Tips and Strategies for the Read/Write Learner:**
  - Re-write your notes after class.
  - Use colored pens and highlighters to focus in on key ideas
  - Write notes to yourself in the margins
  - Write out key concepts and ideas
  - Compose short explanations for diagrams, charts, graphs
  - Write out instructions for each step of a procedure or math problem
  - Print out your notes for later review
  - Post note cards/post-its in visible places (when doing dishes, on the bottom of the remote, etc.)
  - Vocab mnemonics
  - Organize your notes/key concepts into a PowerPoint slideshow
  - Compare your notes with someone else's
  - Repetitive writing
  - Hangman game
- **If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some or all of the following:**
  - lists
  - headings
  - dictionaries
  - glossaries
  - definitions
  - handouts
  - textbooks
  - readings – library
  - notes (often verbatim)
  - teachers who use words well and have lots of information in sentences and notes
  - essays
  - manuals (computing and laboratory)

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Mr. Smith self-assessment only slightly favors read/written material over other learning styles. Mr. Smith has also been diagnosed with dyslexia. Based on academic record review, Mr. Smith may prefer information to be provided to him in a variety of methods utilizing writing/read material, auditory and visual instruction and some hands-on learning.

### Summary of Evaluee Performance on the Barkley Deficits in Executive Functioning Scale:

Section 1 Self-Management to Time	Section 2 Self-Organize	Section 3 Self-Restraint	Section 4 Self-Motivate	Section 5 Self-Regulate Emotions
Score of 30 <b>74<sup>th</sup> Percentile</b> Marginal Deficit	Score of 31 <b>89<sup>th</sup> Percentile</b> Moderate Deficit	Score of 49-50 <b>98<sup>th</sup> Percentile</b> Severe Deficit	Score of 38-39 <b>86<sup>th</sup> Percentile</b> Moderate Deficit	Score of 51-55 <b>96<sup>th</sup> Percentile</b> Severe Deficit
<b>Executive Functioning Summary Score:</b>				
<b>201-209 / 94<sup>th</sup> Percentile – Severely Deficient EF Ability</b>				
Executive Functioning Symptom Count: 43-44 / 92 <sup>nd</sup> Percentile – Significantly Above Average				
ADHD-Executive Functioning Index: 25 / 91 <sup>st</sup> Percentile – High Risk of ADHD				

### Interpretation of Evaluee Performance on the Barkley Deficits in Executive Functioning Scale:

The Barkley Deficits in Executive Functioning Scale (BDEFS for Adults) is an empirically based tool for evaluating dimensions of adult executive functioning in daily life. Evidence indicates that the BDEFS is far more predictive of impairments in major life activities than more time-consuming and costly traditional EF tests. The BDEFS offers an ecologically valid snapshot of the capacities involved in time management, organization and problem solving, self-restraint, self-motivation, and self-regulation of emotions.

The evaluee’s mother completed the BDEFS Long Form. Based on her responses, Joe is considered to be moderately deficient in the use of executive functioning skills and strategies. However, his greatly diminished ability to self-organize is the most concerning areas which could impact his ability to complete a post-secondary education program or sustain a long-term competitive employment opportunity. As it relates to vocational potential, his executive functioning challenges may cause him difficulty in the workplace if he is not taught compensation strategies focused on organization and time management. Based on his mother’s report, the student may benefit from instruction/training in all areas of self-management and self-regulation.

As noted, Mr. Smith may benefit from a school based vocational adjustment classes. The Vocational Adjustment Class (VAC) is a special education vocational program that is offered on most high school campuses. This instructional arrangement is designed for students with disabilities who desire vocational training and are unable to make progress in regular vocational programs. The curriculum of the VAC program includes on-the-job training and frequent supervision at work sites in the community. His high school inclusion teacher reported that this could be added to his 12<sup>th</sup> grade schedule.

Mr. Smith may benefit from working with a specialist to help him develop compensatory strategies, specifically in self-organization and time management. These recommendations are based on his mother’s assessment; it is recommended that the student have further evaluation in this area by an occupational therapist.

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

### Summary of Evaluatee Performance on the Wide Range Achievement Test-4:

Word Reading	Sentence Comprehension	Spelling	Math Computation	Reading Composite
Raw Score-39 of 70	Raw Score-27 of 50	Raw Score-14 of 42	Raw Score-12 of 40	Raw Score-148
Standard Score-73	Standard Score-75	Standard Score-55	Standard Score-55	Standard Score-72
Conf. Interval 90%	Conf. Interval 90%	Conf. Interval 90%	Conf. Interval 90%	Conf. Interval 90%
67 to 81	69 to 82	50 to 65	49 to 67	68-78
4 <sup>th</sup> Percentile	5 <sup>th</sup> Percentile	< 1 <sup>st</sup> Percentile	< 1 <sup>st</sup> Percentile	3 <sup>rd</sup> Percentile
Low Performance	Low Performance	Lower Extreme Performance	Lower Extreme Performance	Low Performance

### Interpretation of Evaluatee Performance on the Wide Range Achievement Test-4:

The Wide Range Achievement Test 4 (WRAT4) is an achievement test that measures an individual's ability to read words, spell, and compute solutions to math problems. Mr. Smith performs academically at a lower level than his peers. The Killen FIE report dated February 25, 2016 stated, "Comparisons were made between Joe's overall intellectual ability and his performance on several achievement and oral language clusters." When compared to his overall intellectual ability, Joe's performance was significantly lower than predicated in the areas of Reading, Broad Reading, Basic Reading Skills, Reading Comprehension, Reading Comprehension-Extended, mathematics, Academic Applications, and Phoneme-Grapheme Knowledge. <sup>1</sup>

Based on this assessment, it is likely that Mr. Smith would benefit from additional interventions in the area of basic reading, basic spelling, reading comprehension, and mathematics. Academic achievement should be used as a guideline for post secondary education and training options. Based on his current achievement levels, it is unlikely that Mr. Smith would be successful in an intense academic program such as those common in a 2 or 4-year college degree without significant support, and Mr. Smith may have some difficulties with trade schools that require learning from manuals. Should the student decide to join the military, Mr. Smith will require additional help preparing for the ASVAB.

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

Summary and Interpretation of Evaluee Performance on the Enderle-Severson Transition Rating Scale

## ESTR-J Profile Student Reponses-Recorded 3/17

Category	Items Scored yes	Actual/Potential	Percent
Employment	12	12/13	92%
Recreation & Leisure	4	4/4	100 %
Home Living	14	14/15	93%
Community Participation	7	7/7	100%
Post-Secondary Education	7	7/8	88%
Total	44	47	94%

## ESTR-J Profile Parent Reponses-Recorded 3/17

Category	Items Scored yes	Actual/Potential	Percent
Employment	5	5/13	38 %
Recreation & Leisure	4	4/4	100 %
Home Living	7	7/15	47%
Community Participation	4	4/7	57%
Post-Secondary Education	4	4/8	50%
Total	24	47	51%

The ESTR-J is a transition rating scale that asks questions leading to narrative descriptions of strength and possible areas of concern in five transition areas: Employment, Recreation and Leisure, Home Living, Community Participation, and Post-Secondary Education. This particular version was developed for learners with MILD disabilities.

As noted by the scores, there is a marked difference between Mr. Smith's self-evaluation and the evaluation performed by his mother. Most notable were the areas of employment, home living, community participation, and post-secondary education. Mr. Smith's self-evaluation indicates he feels confident in each of these areas, however, his mother indicated that she does not feel that he has reached a satisfactory level of independence in these 4 areas. In other parts of this evaluation, Mr. Smith indicated that he required more

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

instruction in employment and post-secondary education. As recommended, Texas ISD should provide additional training in these areas.

Based on the discrepancy in this rating scale between student and mother, it would be important to discuss each of these areas in his next ARD meeting. As part of this assessment, we have included potential IEP goals based on his mother's written responses with Mr. Smith's future goals and outcomes listed at the end. Mr. Smith's next IEP should include measurable and achievable goals related to each of these areas of reported deficits.

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Summary and Interpretation of Evaluatee Performance on the Becker Work Adjustment Profile:

<u>Domain</u>	<u>Symbol</u>	<u>Raw Score</u>	<u>T Score</u>	<u>Percentile</u>	<u>Work Placement</u>	<u>Work Support Need</u>
Work Habits/Attitudes	HA					
Interpersonal Relations	IR					
Cognitive Skills	CO					
Work Performance Skills	WP					
<b>Broad Work Adjustment</b>	<b>BWA</b>					

Joe's recommended work placement, **Work Activity**, is defined as a program combining therapeutic activity and structured work skills training. Individuals, like Joe, who score in this range can maintain basic self-help skills and can perform basic work related tasks in a closely monitored group environment.

Joe's recommended work support need, **Extensive**, is defined as the provision of significant accommodations, job coaching, and support on a frequent basis with the goal of maintaining and slowly increasing job duties.

The Becker Work Adjustment Profile (BWAP) helps evaluate work habits, attitudes, and skills important for job readiness, work adjustment, and job employability. Mr. Smith's mother completed the Becker Work Adjustment Profile. Based on conversations with the student, and discussions about his previous work, the student does not likely require day care level support.

However, because Mr. Smith has a limited work history and a limited understanding of competitive work, Mr. Smith would likely benefit from a structured vocational education that would introduce him to the work habits and attitudes required for competitive work. For example, Mr. Smith would benefit from social skills training that would assist him with developing the interpersonal relationships required for successful employment including, but not limited to, how to interact with supervisors, coworkers and potential "customers". Further evaluation of Mr. Smith's adjustment to work should be made based on performance in school-led vocational training.

As noted previously, Mr. Smith would benefit from being connected with adult services such as TWC-VRS.

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Summary and Interpretation of Evaluee Performance on the Community-Based Situational Work Assessment

For many students, situational assessments are essential to comprehensive vocational assessments. Rather than the traditional pencil and paper tests, situational assessments entail a systematic process of observing and summarizing student performances of real work under a variety of real work conditions in integrated community businesses. The variety of community businesses used in situational assessments can offer students conditions typical of most work settings such as varying levels of supervision, interruptions to routine, distractions, and a variety of co-worker interactions. In addition, they provide accurate reflections of student work performances in actual jobs. Effective assessment results describe a student's generic work habits, attitudes, learning style(s), levels of support needed, strengths, alternative performance strategies required, and performances on job-specific tasks (Berkell & Brown, 1999).<sup>2</sup>

Mr. Smith was accompanied to Wal-Mart located in Texas, Texas. Wal-Mart is a large retail box store with multiple departments. Mr. Smith was asked to perform several tasks that could help assess his independence in a competitive work situation in the community. Mr. Smith was provided a shopping list with both words and pictures and asked to gather 14 items off a shopping list in 15 minutes and then meet his assessor in the front of the store. Mr. Smith was able to calculate his return time using his cellular phone. Mr. Smith followed his assessor's directions and remained engaged throughout this assessment. He was able independently retrieve 13 of 14 items correctly in 15 minutes and returned to his assessor at the specified place and time. In restocking items, Mr. Smith used posted signage to locate items in the store and stocked the items in logical order. Mr. Smith was aware of customers in the store, however it was noted that Mr. Smith would cut people off with his cart and not say "excuse me", and he did not apologize. In restocking items, Mr. Smith returned items haphazardly to the shelves, however, Mr. Smith took correction from his assessor well and was able to orient items back to their correct location with verbal prompting.

Mr. Smith was given several shirts and asked to hang them on size specific hangers. Mr. Smith was able to do this at a speed that would be consistent with competitive employment.

Mr. Smith demonstrated the task of folding towels and restocking them on the shelf. Mr. Smith was able to perform this task after one demonstration and some verbal coaching. The student took verbal prompting well, and was able to change his fold based on new information provided by his assessor.

When asked if he could apply to a job such as a stocker at Wal-Mart, Mr. Smith stated that he did not know. He stated that he did not think he would be able to obtain a job at a box store independently. He stated that he did not know how to interview, although he thought he could do a job such as a stocker at this time.

Based on this situational assessment, Mr. Smith would benefit from general social skills training related to work and community living. Mr. Smith appears to function higher than expected after initial testing both in academics and in work adjustment behaviors. The school should utilize situational evaluations in their VAC curriculum to determine Mr. Smith's work readiness.

As noted, Mr. Smith would benefit from pre-vocational training (such as application training, interview training, etc.); pre-vocational training could be embedded within a typical VAC curriculum.

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<sup>2</sup> Berkell, D.E. & Brown, J.M. (1989). *Transition from school to work for persons with disabilities*. While Plains, NY: Longman.

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

### Summary and Interpretation of Evaluee Performance on the Purdue Pegboard Assessment:

	<u>Trial 1</u>	<u>Trial 2</u>	<u>Trial 3</u>	<u>Average</u>
<b>Right Hand</b>	14	17	16	<b>15.7</b>
<b>Left Hand</b>	14	12	11	<b>12.3</b>
<b>Both Hands</b>	7	10	9	<b>8.7</b>
<b>Right + Left + Both</b>	35	39	36	<b>36.6</b>
<b>Assembly</b>	28	40	45	<b>37.7</b>

It was noted that Mr. Smith was given clear directions how to perform this test. Demonstration was made at the beginning of each subtest. After his first attempt with his right hand, Mr. Smith started to deviate from the instructions. Mr. Smith started to grab multiple pegs and attempted to “line them up” instead of grabbing one peg at a time. It is believed that this attempt to find a quicker way to complete the test slowed him down, and may have artificially depressed his scores. Mr. Smith deviated from the instructions on each of the 3 attempts in each subtest. Mr. Smith was given the directions clearly as noted in the Purdue Pegboard protocols, but no interventions were provided to correct him.

Mr. Smith scores are lower than average for occupations including Assembly, General factory work, and production work. His scores for his right hand are consistent with a male maintenance and service employees. His scores for his left hand, both hands, and assembly are slightly lower than average for male maintenance workers. It was noted that Mr. Smith slightly favors his right hand. In terms of vocational application, Mr. Smith may do better in jobs that require less fine motor dexterity.

As noted, Mr. Smith scores may indicate that more instructions on tasks may need to be provided for any future training. Mr. Smith’s desire to find “short cuts” in employment may lead to vocational difficulties. This area could be further evaluated on school-supported worksites or by an occupational therapist.

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

### **Conclusion:**

Mr. Smith was referred to Bloom Consulting, LLC to perform an evaluation to fully examine Joe's vocational progress and potential, as well as provide specific recommendations to his ARD committee regarding future vocational/transition planning.

Mr. Joe Smith is a 17-year-old white male that resides in Texas, TX. Mr. Smith attends Smith High School, and is in 12th grade. Mr. Smith is currently enrolled in special education and is receiving services based on being a student with an Emotional Disturbance and Learning Disability in the areas of basic reading, reading comprehension, reading fluency, math calculations, and written expression. Mr. Smith has a full-scale IQ of 71. Mr. Smith's mother provided reports that also indicate Mr. Smith has been diagnosed with dyslexia, oppositional defiant disorder, ADHD (combined type), mood disorder and borderline intellectual functioning.

Throughout this assessment Mr. Smith was compliant, communicative, asked appropriate questions, and appeared to put in best efforts in both the vocational testing and the situation assessment. As such, his results should be considered an accurate reflection of his vocational potential in the workforce and/or post-secondary setting.

Based on this assessment and additional reports reviewed by Bloom Consulting, the following should be considered for future IEP meetings and future transition plans.

### **Training / Education:**

Based on this assessment, Mr. Smith does not currently have an appropriate measurable goal in post-secondary training and/or education. Mr. Smith reported that he would like to become a Mixed-Martial Arts fighter, and that this is his primary goal after school. However, Mr. Smith also reported that he would like to become a doctor. When asked if he thought he could achieve this goal, he stated that he thought he could go to medical school. While Bloom Consulting is not able to evaluate if Mr. Smith is able to achieve self-sufficiency as a Mixed Martial Artist, it is likely that, based on his current academic record and achievement testing performed by the school and Bloom Consulting, he would have substantial difficulty making satisfactory progress in a 2 or 4-year college degree at this time. Mr. Smith reports that he was referred to a welding program as a possible post-secondary education option by the school. However, as noted by the COPS testing, Mr. Smith does not appear to express any interest in skilled technical work. Mr. Smith also talked about joining the military, but stated that he has not prepared for the ASVAB.

During the course of his assessment and testing, Mr. Smith expressed limited vocational interest, this may be in part be related to low exposure to potential future careers that match his current skills and abilities. As Mr. Smith transitions into his final year of high school, he would benefit from one-on-one career counseling that would help him consider achievable post-secondary educational goals that take into consideration his disabilities, current academic record, and current achievement levels. Mr. Smith would also benefit from exposure to careers through real world "work experiences" such as those provided by the school's VAC program.

As part of his transition plan, it is recommended that the school immediately connect Mr. Smith with an adult service provider such as the Texas Workforce Commission-Vocational Rehabilitation Services. Based upon school records, Mr. Smith would likely qualify for services. The school should consider providing teacher support to help Mr. Smith request appropriate services through this agency.

### **Employment:**

Based upon available school records, the testing performed, Mr. Smith's and his mother's reports, he would benefit from pre-vocational training provided in a structured educational setting. Areas of concentration should include: the basics of how to obtain employment, work appropriate social skills, how to disclose his disability to future employers, and strategies to improve his executive functioning on the job. In addition to the VAC class provided by Texas ISD, Mr. Smith may benefit from a part-time entry-level job or internship in his senior year of high school that could help Mr. Smith explore local job opportunities. Entry-level employment/internships could assist Joe in developing some vocational interests, and help the school to identify behaviors that would be prohibitive to competitive work.

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

Mr. Smith expressed interest in the military as a post-secondary employment goal. This goal should be carefully evaluated with Mr. Smith to determine 1) if it is an interest because he is genuinely interested in a military career, or 2) if it is an interest because he lives in a military community and has been exposed to many people in the military. Additionally, while joining the military is an admirable goal, there are many potential military careers. Due to reports of both academic deficits and mental health issues, which included hospitalization, it would be important that Joe speak with a military recruiter as soon as possible to help determine if the military career is an achievable potential goal. Based on available information, Mr. Smith may want to explore the “split-training” option. This would allow Joe to enlist in the military as he finishes his junior year and attend basic training during the summer between his junior and senior year.

### **Independent Living:**

Currently, Mr. Smith has no plan for independent living. When asked about his future living plans, he reported that he would move out of his home, however, he did not have a clear understanding of the components of independent living such as renting an apartment, paying utility bills, or accessing/utilizing community resources. The school should consider adding independent living goals to Mr. Smith’s IEP. The ESTR report was included in the body of this assessment along with sample IEP goals that Mr. Smith’s ARD team should consider for his final IEP.

Mr. Smith’s school should consider connecting Mr. Smith with the local center for independent living:

# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Final Recommendations:

- Academic Skills
  - Mr. Smith's school should continue to work with him to acquire basic levels of reading and math, with support from his family and possibly during, after-school or summer academic remediation and one on one tutoring.
  - The emphasis should be on the functional reading and math skills needed for employment in an entry-level position.
  - Based on his interest in the military, Mr. Smith's should take a sample ASVAB to determine if he is able to pass this exam.
- Vocational
  - Current Placement
    - Mr. Smith should consider working with the school's VAC program to develop pre-vocational skills that would be important in obtaining and maintaining competitive integrated employment.
  - Future Placement
    - Mr. Smith expressed limited interests in all career clusters considered in the evaluation.
    - Additionally, Mr. Smith's academic record and achievement levels, particularly in Math and Reading, may limit his post-secondary career choices. To assist Mr. Smith with setting appropriate measurable career goals, he should be provided with one-on-one career counseling by a qualified professional who would be able to help him do extensive career exploration and set a career goals that are within his functional capacity.
    - Using the career field statements in the attached COPS Career Guide and/or the O\*NET online career database ([www.onetonline.org](http://www.onetonline.org)), the school should assist him in performing a search for specific occupations within the recommended fields.
      - Consider factors such as salary, benefits, job availability in this labor market, level of education required, and potential for growth.
      - Identify the essential functions of the job that are required to maintain employment to ensure they can be met with accommodations by the evaluatee.
    - Based on current academic performance of Mr. Smith, Joe should be directed to jobs with a SVP (Specific Vocational Preparation) of less than 6. SVP is the amount of time needed to learn the techniques, acquire the information, and develop the facility for average performance in a specific job-worker situation. SVP comes from vocational education, civilian, military, and institutional work experience, apprenticeship, and from in-plant and on-the-job training. A SVP of less than 6 would indicate that a job requires a combination of education/training of less than or equal to a 2-year college degree.
- Executive Functioning
  - Provide strategies to address executive functioning challenges:
    - Teach Mr. Smith to use outlines, graphic organizers or webs to organize ideas or information for tests or projects.
    - Explore mobile and laptop apps to assist him with organizational functioning such as time management, note-taking, concept mapping, task lists, and other required functions of employment.
    - Teach appropriate ways to ask for help and accept assistance.
    - Focus on specific time management strategies and possibly the use of a watch or another time-keeping device.
    - Help him develop compensatory strategies in the areas of self-restraint and self-motivation
    - Mr. Smith would benefit from an additional evaluation in this area by an occupational therapist
- Transition Planning

## REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

- The ARD committee should carefully consider the planning recommendations provided by the ESTR, particularly in the areas below as they had the most identified need...
  - Employment
  - Home Living
  - Community Participation
  - Post-Secondary Education
- Self-Determination/Advocacy
  - When appropriate, Mr. Smith should attend any ARD meetings involving transition planning or course selection to build self-advocacy skills for future post-secondary and vocational disclosure.
  - He should also learn about the basic principles of legislation that affect his right to access employment and education, such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
- Post-Secondary Resources/Services
  - His parent, with school support, should investigate public and private agencies available to assist with post-secondary education, employment, and transition, such as Texas Workforce Solutions-Vocational Rehabilitation Services (formally known as DARS), Workforce Solutions, Community Rehabilitation Providers such as Bloom Consulting, Tutoring Agencies, Social Skills Providers, and Life Coaching Organizations.
  - His parent should access the Texas Education Agency's Transition and Employment Guide ([www.transitionintexas.org/Page/143](http://www.transitionintexas.org/Page/143)), as well as the list of web resources included on the next page. When accessed electronically, it contains direct links to federal, state, and local agencies, organizations, support groups, service providers, and resource directories.
  - He may benefit from being connected to the local Center for Independent Living
  - He may benefit from being connected to Central Texas Services (formally MHMR) to assist him with long term support after high school.

These recommendations should serve as a framework for discussion about the evaluatee's future employment, education, and independent living goals, however they should be implemented with as much evaluatee involvement as possible to foster future self-advocacy and communication skills required in the post-secondary education and employment setting.

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# REDEACTED EXAMPLE OF COMPREHENSIVE VOCATIONAL EVALUATION

## Additional Transition Resources...

- US Federal Government Agencies
  - [Social Security Administration](#)
    - [Supplemental Security Income \(SSI\)](#)
  - [United States Department of Labor](#)
    - [Bureau of Labor Statistics](#)
    - [Office of Federal Contract Compliance Programs](#)
    - [Office of Disability Employment Policy](#)
      - [US Federal Disability Services and Programs](#)
- TX State Government Agencies
  - [Texas Workforce Solutions-Vocational Rehabilitation Services](#)
  - [Texas Department of Aging and Disability Services](#)
  - [Texas Council for Developmental Disabilities](#)
  - [Texas Medicaid Program](#)
- US/TX Non-Government Organizations
  - [Texas Project First](#)
  - [Texas Parent to Parent](#)
  - [The ARC of Texas](#)
- US/TX Resource Pages
  - [Transition Matters \(Created by Dr. James Williams, CRC\)](#)
  - [Wrightslaw-Special Education Law and Advocacy](#)
  - [Partners Resource Network](#)
  - [SpedTex-Special Education Information Center \(Region 10 and TEA\)](#)
  - [Questions to Ask Colleges About Assistive Technology](#)
  - [Integrated Self-Advocacy Curriculum](#)
  - [Life After High School Planning Guide from Ability Path](#)
  - [Dictionary of Occupational Titles \(DOT\)](#)
  - [Jump Start-Reality Check Interactive Career Tool](#)
- US/TX Research/Clearinghouse Centers
  - [Think College-College Options for People with Intellectual Disabilities](#)
  - [College Autism Network-College Options and Information for Students with ASD](#)
  - [National Secondary Transition Technical Assistance Center](#)
  - [Transition Coalition](#)
  - [Post-Secondary Education Research Center- TransCen](#)
  - [National Center on Secondary Education and Transition](#)
  - [National Organization on Disability Research Studies](#)
- US/TX Resource Directories
  - [Texas Directory of Disability Community Services by Texas A&M](#)
  - [Connections: Special Needs Directory by Carestarter](#)
- US/TX Service Providers
  - [Bloom Consulting, LLC](#)
  - [Texas Tech University Burkhart Center: CASE College Support Program](#)
  - [Easter Seals: Disability Services](#)
  - [UCP: United Cerebral Palsy](#)
  - [College Living Experience](#)
  - [Independent Living Experience](#)