

MDS COMPUTER ASSESSMENT PROGRAM (CAP) REPORT

NAME: ED SOWERS
 AGE: 20Y/ 1M SEX: M
 EVAL DATE: 02/28/2010

PREPARED FOR: MDS TRAINING

VOCATIONAL: Upper Extended RESIDENTIAL: Minimal Support

	RAW	STD	25.....40.....55.....70.....85.....100.....115.....130
WECHSLER	66	66	!.....!.....!.....#
PPVT-R	75	75	!.....!.....!.....!...#
READ REC	63	63	!.....!.....!...#
SPELLING	59	59	!.....!.....!..#
ARITH.	61	61	!.....!.....!..#
BVMGT	16	43	!.....!#
HVDT R	25	63	!.....!.....!...#
HVDT L	22	51	!.....!.....#
HVDT AVG	23	57	!.....!.....!#
FINE	368	79	!.....!.....!.....!...#
GROSS	177	52	!.....!.....#
TOTAL	545	63	!.....!.....!...#
OEI	74	38	!.....#
SSSQ	173	82	!.....!.....!.....!...#
BRS	48	61	!.....!.....!..#
		STD	25.....40.....55.....70.....85.....100.....115.....130

PROGRAMS	DC	WAC	LOW	HI	TRANS	SEMI	TECH
			EXTENDED		/	-SKILL	+SKILL
Prob. comm. emp. (0-24 mos)
	< 2%	16%	50%	84%			

At the High Extended Work Training/Advanced Prevocational level, programming emphasis is on adjustment or prevocational services in preparation for special community employment. A variety of work placement options is available. Job development time and on-site intervention to maintain placement are required, but total "fade out" can occur. Some accommodation/job site modification may be necessary. Individual placement is preferred. Improved academic abilities enhance a variety of specific work tasks. Increased community independence and social adjustment make individuals at this level prime candidates for supported work. In terms of the highest needs for successful functioning at the High Extended level, the MDS factors are arranged in the following order of priority:

1. ADAPTIVE BEHAVIOR (INTEGRATION-COPING)
2. SENSORY, MOTOR & EMOTIONAL
3. VERBAL-SPATIAL-COGNITIVE

See the Programming Worksheet on the last page of this CAP Report for programming priorities specific to this individual.

ED's expected rating on the San Francisco Vocational Competency Scale (SFVCS) following initial adjustment to the program is 45 percentile. Following a one year period of training, ED should achieve a rating of 60 percentile on the SFVCS. On his own, ED's expected earnings rate after learning a task and under optimum work conditions is 40% of minimum wage. Following one year of training, ED should be able to earn approximately 56% of minimum wage under optimum work conditions. With specific accommodations and/or job coaching support, this individual may be able to earn and achieve at higher levels.

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NEEDS WITH REFERENCE TO NON-DISABLED POP. FUNCTIONING IN COMMUNITY SETTINGS

Var.	STD-Score	Prog.	Priority	Degree	Var. Description
OEI	38		2	----	reaction or response to environmental stress, disability and / or interaction with others
BVMGT	43		2	---	visual-motor integration / eye-hand coordination
GROSS	52		2	---	coordination, balance and/or strength using primarily the arms, shoulders, back, abdomen and/or legs
HVDT	57		2	--	integration of visual, tactile, and kinesthetic data
BRS	61		1	--	adaptive behavior required for independent functioning
WECHSLER	66		3	--	verbal and / or spatial cognitive processing and/or educational / language / cultural / environmental difference
PPVT-R	75		3	-	verbal receptive language and/or understanding of standard English vocabulary
FINE	79		2	-	velocity (speed and / or direction) and / or coordination of movement using primarily the fingers, hands, wrists, arms and tracking movements of the eyes
SSSQ	82		1	-	knowledge and / or skill required for independent functioning

Remediation and/or accommodation intervention may be necessary for these factors when considering placement in community settings.
 Each minus sign equals one standard deviation below the non-disabled population mean for the specified variable.

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NEEDS RELATIVE TO THIS INDIVIDUAL'S OVERALL AVERAGE FUNCTIONING

Var.	STD-Score	Prog.	Priority	Degree	Var. Description
OEI	38		2	----	reaction or response to environmental stress, disability and / or interaction with others
BVMGT	43		2	---	visual-motor integration / eye-hand coordination
GROSS	52		2	-	coordination, balance and/or strength using primarily the arms, shoulders, back, abdomen and/or legs

Remediation and/or accommodation intervention may be necessary for these factors regardless of placement setting.
 Each minus sign equals one std. error of measurement below the individual's average factor Standard score.

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RELATIVE STRENGTHS

Var.	STD-Score	Prog.	Priority	Degree	Var. Description
SSSQ	82		1	+++++	knowledge and / or skill required for independent functioning
FINE	79		2	++++	velocity (speed and / or direction) and / or coordination of movement using primarily the fingers, hands, wrists, arms and tracking movements of the eyes
PPVT-R	75		3	+++	verbal receptive language and/or understanding of standard English vocabulary
WECHSLER	66		3	+	verbal and / or spatial cognitive processing and/or educational / language / cultural / environmental difference

Remediation and/or accommodation strategies may be suggested by considering relative strengths.
 Each plus sign indicates one std. error of measurement above the individual's overall average functioning.

Integration-Coping (Adaptive Behavior)

Individuals scoring an Integration-Coping standard score of 71-86 may be expected to function with reasonable autonomy in the home and work environment. They have little difficulty selecting appropriate dress for work, handling transportation needs and functioning adequately in the community. Assistance or support from the counselor will, on occasion, be required during initial periods of independent living. Individuals within this range can generally tell time, make precise measurements, differentiate basic colors and perform basic arithmetic calculations. These individuals respect privileges and property while at work, aid in production and produce high morale among fellow workers. Rarely will this person be absent from work or tardy except when ill or for other reasonable cause. When the working situation demands high production, the individual's general work performance, given proper motivation, may actually increase with the enthusiasm associated with greater output.

Sensory

Individuals scoring a factor standard score of 49-59 have sensory integration and discrimination skills associated with the Lower Extended level of vocational competency. Numerous contract activities may be performed by these individuals; however, most often they must first be simplified by task analysis techniques. This simplification process allows the individual with moderate sensory dysfunction to accomplish "units" of each task without having to perceptually integrate the entire "gestalt," or series of events. Although discrimination among fine textures is beyond the ability of many individuals in this range, there is an apparent increase in the ability to discriminate size and shape. For example, different size nails are easily discriminated if a reference size is provided. Individuals at this level can visually integrate motor activities and respond appropriately. They can use a hammer, saw and other basic tools, but perceptual guides may be necessary. They can nail boards together correctly if a straight guideline has been provided. Clinical experience has indicated a significant association between rotation errors on the BVMGT and a client's inability to properly align and stack such items as shipping pallets, crates or boxes. Likewise, perseveration errors noted on the Bender designs are sometimes reflected in work behaviors. On occasion, individuals at this level have continued to machine sand the same area for extended periods of time. Another primary example of the relationship between the Sensory factor and manifested work behavior occurs when extreme integration errors are noted on the BVMGT. Problems in integration are identified by the inability to join or correctly position the geometric figures on the BVMGT. In these cases, clients may experience difficulty with activities involving perceptual-integration such as assembling picture frames which require precise corner jointing.

Motor

Individuals scoring a Motor factor standard score of 59-71 have mild motor deficits. These individuals perform within the Upper Extended range of vocational competency. With experience, some improvement of motor ability may be observed, but rarely will these individuals acquire the speed and dexterity necessary for advancement beyond the Extended level. Tasks requiring a 15 to 30 minute time period for completion may be learned by the Upper Extended client.

The evaluator may observe a significant degree of disparity between the Fine and Gross Motor scores. If the Fine Motor standard score is 15 points higher than the Gross Motor standard score, there are several possible implications to the evaluator:

>Obese individuals nearly always reflect this disparity. The evaluator may expect such individuals to have a low tolerance for physical stress and endurance, poor work stamina and poor performance on work requiring lifting, loading and stacking of heavy objects. A low tolerance for heat may be observed, and they may show signs of extreme fatigue after two to three hours work in temperatures over 85 degrees.

>The Fine over Gross disparity is likewise noted with individuals who have concomitant physical impairment to the legs.

>There is a tendency for mentally retarded individuals diagnosed as Down's Syndrome to have significantly higher Fine than Gross Motor standard scores, although this is not always the case. Extremely strong (muscle power) Down's Syndrome individuals will not necessarily have disparate scores.

>Individuals with significantly higher Fine Motor standard scores may perform well on work tasks involving finger dexterity and coordination, but not in every case. Some workshop clients were not able to perform well on work stations involving fine motor activities. These clients were observed to have significantly low Gross Motor standard scores. Adequate performance on work activities identified as requiring fine motor ability apparently involves the developmental attainment of minimal gross motor skills, despite relatively high fine motor scores.

Emotional

Individuals with an Emotional standard score of 49 and below may have severe emotional problems which require immediate intervention. The evaluator should always conduct a within factor analysis when standard scores are within this range. Relatively high raw scores on Impulsivity and Socialization are characteristic of the mentally retarded population. If these raw scores are significantly higher than the other factors, they may spuriously generate a total Emotional standard score below 49.

Verbal-Spatial-Cognitive

Individuals scoring a Verbal-Spatial-Cognitive factor standard score of 59-71 can generally understand simple concepts and analogies and can superficially relate these to their environment. Although they appear to function above the concrete operational level of development, they often do not internalize concepts, and therefore have difficulty generalizing from one set of circumstances to another. The evaluator is often misled by the apparent verbal-spatial-cognitive skills of these individuals. For example, an individual may remember complex instructions and apply this knowledge to a particular task, but may have difficulty when asked to apply the same skills to a different task. This person may be able to rationalize this inability to transfer skills, thereby giving the appearance of functioning at a

higher cognitive level. Individuals at this level can read relatively short phrases, instructions, or even simple graded readers. They can use basic measuring devices such as rulers or yardsticks, but often make mistakes. The Upper Extended individual can learn to tell time, make change and discriminate among various coins and currency. Many Upper Extended clients can write short sentences or phrases.

P R O G R A M M I N G W O R K S H E E T

(SFVCS + FTA)/2 : 60.6

NAME : ED SOWERS

PREDICTED PROGRAM LEVEL : Upper Extended

AVERAGE FACTOR STD-SCORE : 58.6

VOCATIONAL PROGRAM RANGE STD-SCORES: 59.5 TO 71.5

Standard scores are normalized scores with a mean of 100
and a standard deviation of 15.

HIERARCHY			RAW	STD	FACTOR	FACTOR
RANK	FACTOR	TESTS	SCORES	SCORES	STD-SCORE	PRIORITY
1	COPING	BRS	48	61.0	71.7	5
		SSSQ	173	82.4		
2	SENSORY	BVMGT	16	42.5	49.7	2
		HVDTR	25	62.5		
		HVDTL	22	51.2		
2	MOTOR	Fine	368	79.1	63.3	3
		Gross	177	51.8		
		Total	545	63.3		
2	EMOTIONAL	OEI	74	38.0	38.0	1
3	VERBAL	FSIQ	66	66.0	70.5	4
		PPVTR	75	75.0		

The evaluator should review all other sources of information about this case. Factor priorities should be adjusted if other data suggest problems related to factors for which there are no factor scores.

This report is based on data derived from the McCarron-Dial System and other sources.

MDS OCCUPATIONAL EXPLORATION SYSTEM (OES) REPORT

NAME: ED SOWERS AGE: 20Y/1M SEX: M PROGRAM: Upper Extended

FACTORS

	Raw	STD		Raw	STD
VERBAL-SPATIAL-COGNITIVE:			MOTOR:		
WECHSLER:	66	66	FINE MOTOR:	368	79
PPVT-R:	75	75	GROSS MOTOR:	177	52
READING:	63	63	TOTAL MOTOR:	545	63
SPELLING:	59	59	EMOTIONAL:		
ARITHMETIC:	61	61	OEI:	74	38
SENSORY:			INTEGRATION-COPING:		
BVMGT:	16	43	BRS:	48	61
HVDT, RIGHT:	25	63	SSSQ:	173	82
HVDT, LEFT:	22	51			

The following list contains specific occupations that have been selected on the basis of the individual's verbal-spatial-cognitive, sensory and motor factor scores. (Emotional and integration-coping data are reported for your information only and were not used in the present selection procedure.) This individual's factor scores meet or exceed the minimum requirements on the occupations listed below. The selected occupations have been grouped under their respective Worker Trait Group or Occupational Aptitude Profile.

NOTE: IF NO JOBS ARE PRINTED, the verbal-spatial-cognitive, sensory, fine motor and/or gross motor scores entered failed to meet the minimum requirements (std. scores of 70 and above) for occupations in the OES job file. Job listings, in most instances, are generated only for individuals functioning at the Transitional level of employment and above.

This report is based on data derived from the McCarron-Dial System and other sources.