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**Subsequent Injuries Benefits Trust Fund
Department of Industrial Relations
Division of Workers Compensation
160 Promenade Circle, Ste. 350
Sacramento, CA 95834**

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8018 E. Santa Ana Cyn Rd Stem100-215
Anaheim Hills CA 92808**

**Employee: Benetia Young
SIF #:
DOI: 4/18/2019
Employer: Starview Adolescent Center**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Young's ability to compete in the open labor market based upon her subsequent industrial injury as well as pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Young ability to compete in the open market.

Introductory Comments

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Young ability to compete in the open labor market based upon her subsequent industrial injury as well as her pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Young ability to compete in the open market.

My assignment included a face-to-face interview with Ms. Young, a review of her occupational history, medical history and records, physician assessment of her medical conditions and labor disablement, and appointment involving percentage of disability apportioned to the subsequent injury, and pre-existing injuries and illnesses, vocational assessments, transferable skills, the labor market analysis and whether Ms. Young is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Ms. Young through vocational testing, research through the OASYS system, the Employment Development Department (EDD), the Dictionary of Occupational titles, the Social Security Administration (SSA), the Occupational Employment Quarterly (OEQ), and pertinent case law to determine Ms. Young pre-injury labor disablement, as well as the post-injury labor market access and ability to compete in the open labor market.

I explained to Ms. Young my position as an Applicant Vocational Expert and informed her that I would not be providing ongoing vocational counseling. I informed her that the information derived during the evaluation would not be considered confidential and that my findings and opinions would be summarized in a report that would be provided to her attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Ms. Young on January 20, 2021. I conducted the evaluation with Ms. Young and had full view of her entire body throughout the assessment.

Evaluation Timeframes

8 hours for file review of medical and psychological records, 7 hours of face-to-face time, 6 hours of vocational rehabilitation testing and scoring, 6 hours of interpreting and analysis of the CAPS and Raven Standard Progressive Matrices, 6 hours of research (DOT, OASYS, SSA) and 8 hours and of report writing, proofreading, and editing time for a total of professional time. A total of 41 hours of professional time. An itemized invoice is attached to the report outlining my work in this matter.

Medical Records Review

The records were reviewed by and summarized below:

Application Ortho DOI 04/18/2019 05/22/2019

Application Psych Ct DOI 04-18-2019 – 10-10-2019 10/14/2019

C&R + order 03/02/2020

DEPOSITION transcript October 9 - 2019 10/09/2019

C&R + order 05-23-2019 05/23/2019

Star View Personnel File 12/10/2018

Kaiser Records 03/21/2019 – 10/29/2019

Initial Evaluation Report by Dr. Gofnung DC 10/03/2019

Med Report by Dr. Gofnung DC 11-25-2019 11/25/2019

Med Report by Dr. Gofnung DC 12-30-2019 12/30/2019
Med Psych Report by Dr. Curtis MC 12-6-2019 12/06/2019
AME Med report by Dr. Soheil Aval MD 1-10-20 01/10/2020
Med Report by Dr. Gofnung DC 02-14-2020 02/14/2020
Med Psych Report by Dr. Curtis MC 11-18-2019 11/18/2019
INITIAL COMPREHENSIVE REPORT by Dr. Curtis 12/09/2019
Med Psych Report by Dr. Curtis MC 12-31-2019 12/31/2019
First Med Report by Dr Steve Stanford 04/18/2019
Basic Med Legal Report by Dr. Iseke 07/10/2018
Med Psych Report by Dr. Curtis MC 01-21-2020 01/21/2020
Application Orto CT - KEDREN COMMUNITY 05/31/2018

Dr. Eric Gofnung Initial Report on 10/1/19

Dr. Gofnung stated on his report that it is within a reasonable degree of medical probability that the causation of Ms. Young's head, neck, lower back and left shoulder injuries and resultant conditions, as well as need for treatment are industrially related and secondary to 4/18/19 injury while working for Star View Adolescent Center as a shift lead.

Dr. Gofnung reported the following restrictions on Ms. Young, no repeated flexing, extending or rotating of the neck. No repeated work with left arm above shoulder height. No lifting in excess of 15 pounds. No repeated bending or stooping. If modified duty is provided, then she is considered temporarily totally disabled until further reevaluation.

Dr. Harold Isike Basic Medical Legal Evaluation Report on 7/10/18

Diagnoses:

Headache (R51.0)
Cervical sprain/strain (S13'aXXA)
Cervicalgia (M54'2)
Thoracic-sprain/strain (S23'3XXA)
Thoracic spine pain (M54'6)
Lumbar sprain/strain (S33'5XXA)
Lumbago (M54.5)
Anxiety (F41.9)
Loss of sleep (Ga7.9)
Depression (F32.9)
Acute stress reaction (F43'0)
Myositis (M60.9)

Chronic pain due to trauma (G89.21)

Myalgia (M7

Dr. Isike stated that Ms. Young my opinion current symptomatology is a result of a work- related accident on 1/22/18 to 3/19/18 8 during the course of her employment.

Dr. Thomas Curtis Med Psych Report on 12/31/19

Dr. Curtis stated on his report that Ms. Young exhibited emotional withdrawal, depressive facial expressions and tears when describing the assault by one of the residents and she continued to work. Ms. Young was demoted to youth counselor. She could no longer work in the unit where the trauma had transpired. Ms. Young experienced post-traumatic stress reactions including fear. She became mistrustful and suspicious. Ms. Young returned to her job as shift lead and on one occasion, a youth began to bang on the plastic partition. He began to punch Ms. Young in the stomach and he was restrained. A co-worker accused Ms. Young of instigating the outburst and was placed on suspension pending an investigation. Ms. Young was found to be beset by stress-aggravated pain and disability and too depressed and anxious to work. Ms. Young needed to work through the emotional symptoms in the further passage of time and supportive psychotherapy prior to attempting to return to any job. Ms. Young was found to be temporarily totally disabled on a combined physical and psychological basis. Dr. Curtis stated on his report that Ms. Young was observed to become emotionally unstable and disturbed at the contemplation of an immediate return to work and if she attempted to return to work, her emotional condition would deteriorate into worsened emotional dysfunction. The events of injury arising from work were predominantly causative of injury to the psyche. Ms. Young was found to be in need of emotional treatment.

Dr. Soheil Aval AME Report on 1/10/20

Dr. Aval stated on the report that Ms. Young's cervical spine, left shoulder and lumbar spine complaints are consistent with the industrial injury of April 18, 2019. The X-rays shows degenerative disc disease of both the cervical spine, left shoulder and lumbar spine.

History of Present Injury

Ms. Young is a 55-year-old right-handed female who was injured during her industrial accident at Star View Adolescent Center, when she was severely attacked by the client of her employer. The client beat her with closed fists with impact to her head and face. Another client came to her assistance and got the assailant off her. A colleague dragged her away from the area and that she had lost consciousness. As a result of this industrial injury Ms. Young injured her cervical spine, left shoulder, left arm, lower back, jaw, she also received head injury, her scalp was injured as she lost a lot hair, her hearing was diminished and ever since she is having ringing on her left ear. k.

After the incident Ms. Young was suffering severe emotional distress, pain and suffering and she had difficulty with sexual function and urination, dental problems, speech problems, stomach upset, weight gain or loss, depression, anxiety and PTSD.

Background and Educational Information and Social and Economic Considerations

Ms. Young was born in Los Angeles, California on January 8, 1965. Ms. Young was the fifth of 11 children. She was born and raised in Southern California. Ms. Young was widowed and has one daughter. Ms. Young does not smoke and does not consume alcoholic beverages. Ms. Young completed her Elementary at Anna Lee School in Carson, CA. She completed her High School at Benning HS in Wilmington, CA in 1983.

Ms. Young was forthcoming and cooperative throughout the interview. At the time of our interview, Ms. Young was living in Carson, CA. She indicated that she did not have any criminal convictions and denies serving in the military. She indicated that it is difficult to meet her monthly expenditures.

Ms. Young stated that she has a reliable vehicle which she could utilize for employment purposes. She currently has a class C driver license. She stated that she had no vehicle code violations or accidents currently on her driving record. Ms. Young indicated that she would be willing to travel approximately fifteen (15) minutes to work in one direction should she be able to work. Ms. Young explained that she would not be willing to use public transportation because of the physical strain it would put on her body given her conditions of disablement. She is not willing to relocate. Ms. Young should she be able to work would be available to work Monday through Friday during the day.

Activities of Daily Living

During my interview, Ms. Young completed the Activities of Daily Living (ADL) questionnaire with my assistance (Please see attachment on ADL on Appendix A). I asked Ms. Young questions regarding how her disabilities affect her activities of daily living.

Ms. Young noted that she had difficulty washing and drying herself and dressing herself. Ms. Young self-care issues like her eating, grooming, bathing, dressing her upper body and toileting had been difficult for her and she's always getting help and assistance from her daughter. Ms. Young reported having much difficulty doing light housework such as cleaning and doing laundry. She also has much difficulty with cooking and yardwork activities.

Ms. Young could previously cook but no longer is able to because she can't stand for very long and she cannot use her fingers to prepare food. With her physical disorder, she has difficulty standing and using her hands to perform routine household chores such as vacuuming because she experiences shortness of breath.

Ms. Young subjective physical tolerances include difficulty sitting and standing for long periods of time. During the assessment, Ms. Young had difficulty sitting in her chair for long periods of time and had to alternatively sit and stand and stretch. Ms. Young also reported difficulty walking on a flat surface, walking on incline and walking down on a decline. Ms. Young also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining her balance.

Ms. Young states she must always cautiously maintain her balance, especially in the shower or to avoid falling from stairs. At home she often drops cups. She can no longer open jars. For her shoulders, Ms. Young has chronic pain and loss of range of motion. She can no longer do overhead work. Because of her arm pain, Ms. Young is incapable of vacuuming.

Ms. Young also stated some difficulty driving. She also experiences problems getting in and out of the car most especially getting in and out of the car and opening and closing doors. Ms. Young also could not turn her head while driving and because of this she could not drive more than 15 minutes. Ms. Young vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Ms. Young reports problems with vision and she has difficulty watching TV or reading a book. She has difficulty seeing both up close and far away.

Ms. Young reports having difficulty sleeping at night. She tries to go to bed between 6 pm and wake up at 11:00 pm and sometimes 3:00 pm. It usually takes her several hours to fall asleep or can't go back to sleep. Ms. Young stated that she either watch TV or write on her journal if she can't sleep. Ms. Young also reported that is both difficult to walk up and down a flight of stairs. She also reported difficulty with forward flexion of the neck, as well as difficulty twisting and turning her neck from left to right. Ms. Young also reported much difficulty reaching above shoulder level with both left and right arm. Ms. Young reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Ms. Young also reported difficulty lifting more than 5 lbs. and much more difficulty lifting more than 10 lbs. and 20 lbs. and much more difficulty lifting more than 50 lbs.

Ms. Young reported difficulty with fine finger manipulation like turning screws and bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping such as holding a cup or carrying a gallon of milk. Ms. Young also reported difficulty with her sensory functions, her ability to feel, smell, and taste. The greater of these issues is mostly her touch sensations due to her neuropathy and nerve damage issues. (See attachment: Activities of Daily Living –Appendix A)

Overall, Ms. Young states severe interference with the following activities: bathing, blow drying hair, brushing hair, brushing teeth, showering, washing hair, dressing oneself, going to the bathroom, urinating, eating, tying shoelaces and putting on shoes and socks. Ms. Young's physical activity reports moderate to severe interference with the following activities: household chores, doing laundry, getting in and out of bed, playing sports, exercising, taking out trash, climbing stairs, sweeping, walking, running, lifting, stooping, bending, twisting, carrying, reaching, pushing, pulling, crouching and standing.

Ms. Young states moderate to severe interference with the following activities. applying pressure, applying torque, grasping and gripping. Ms. Young travel restrictions also states moderate to severe interference with the following activities: driving, flying and riding. In addition, Ms. Young's sleep issues also state moderate to severe interference with sleep due to frequent waking cycles, inability to fall asleep due to pain, lack of sleep causing reduced daytime alertness.

Employment History

Ms. Young worked for Starview Adolescent Center from 12/10/2018 – 10/2019 as a Case Supervisor in a lock facility with At Risk Youth. Her job requires her to handle caseload of kids and works with about 6 employees under her supervision. Her start pay was \$21 and end pay \$22. As a shift lead, Ms. Young's job duties included supervising, protecting and caring for "at risk youth," behavior intervention, crisis intervention and supervision, case management, documentation, providing direct/indirect service, typically developing peers in school, monitoring youth/student conduct, utilizing approved behavior management techniques to redirect and modify inappropriate behavior and participating in intensive behavior intervention staff development in-service. Ms. Young received above average written work performance evaluations. For her good work, she also received raises in pay and verbal praise.

Ms. Young worked as a Case Manager for Kedren Community from 9/12/2008 to 2017. Her start pay was \$18 and ending pay \$20.

Ms. Young also worked for Early Stride Behavior Specialist from 1/2/2017 to 2018. Her start and ending pay were \$21.

Ms. Young also worked for Brentwood Elementary as a Case Manager/Intervention for 4th and 5th graders.

Current Treatment, Therapy and Physical Condition

Ms. Young does not participate in physical therapy but exercise at home like stretching daily

Current Medications

Ms. Young takes pain medications for relief and hot pack for her lower back

Effects of Medication on Full Time Employment

Ms. Young takes pain relief medication as indicated above that severely limits her ability to function in a full-time work setting. Medication usage could limit an employer from fully considering Ms. Young from full time gainful employment.

The side effects of the medications for Ms. Young were required to take because of her disabilities and severely limit her employability. The side effects experienced by Ms. Young and her physical limitations will make it very difficult to find employment. Even if she was able to find work, her physical limitations and the side effects of the medication will significantly interfere with her ability to work.

General Observations During Vocational Interview

The vocational evaluation was scheduled to start at 12 noon and the evaluation began promptly at 12 noon.

She was cooperative and interactive and had normal response timing.

Ms. Young was moving around a lot in her chair but did get up and she said that standing would help her pain.

She was able to answer all my interview questions with my assistance by reading out loud the questionnaires and assist her in writing her responses. Ms. Young completed the task and asked questions herself.

The information gathering part of the evaluation ended at 6:30pm

She used her right hand to mark the vocational testing material. She held the pen between her index finger and her thumb. Ms. Young used her left hand to turn the pages of the vocational testing material.

Vocational Testing Administered

RAVEN Standard Progressive Matrices

The Raven Standard Progressive Matrices Test is a measure of abstract reasoning and reflects on the ability to solve problems and take in information. (Please see attachment, Appendix B)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. The Raven is a pattern recognition test. It is a 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence. It is made of 60 multiple choice questions, listed in order of difficulty.

The Abstract tests will almost always be part of assessment for a job. It is used in situations where the examiners want to measure the ability of an individual that is not based on educational background, cultural or linguistic deficiencies. Although these tests seem to have no direct connection with the content of the job you are applying for, they provide an idea of the extent to which you can find solutions and whether you can work flexibly with unfamiliar information. It is thus an indicator of the applicant's IQ. The RAVEN test is composed of geometric figures that require the test taker to select among a series of designs the one that most accurately represents or resembles the one shown in the stimulus material.

Ms. Young 's test scores were utilized to aid me in identifying her level of aptitudes and abilities. Further observation of Ms. Young during the completion of vocational testing can also be used to establish how she follows directions and is able to maintain a workstation.

During the test, I have provided the explanation regarding the vocational assessments given to Ms. Young and the norms used to score for the test. Ms. Young started the Raven Standard Progressive Matrices and she understood the directions for the Raven Standard Progressive Matrices. Ms. Young completed the Raven Standard Progressive Test.

Ms. Young 's test results showed that she scored in **GRADE III “Intellectually average”, if score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it)**

Ms. Young scored 34 correct out of 60 items which puts her on the Grade 111 – Intellectually Average which means that the 25th and 75th percentiles mark the boundaries for the middle 50% of client's that took the test. Half of the clients scored above or below these numbers. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score he obtains as the following:

GRADE I “Intellectually superior”, if a score lies at or about the 95th percentile for people of the same age group.

GRADE II “Definitely above the average in intellectual capacity”, if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III “Intellectually average”, if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

GRADE IV “Definitely below average in intellectual capacity”, if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V “Intellectually impaired”, if a score lies at or below the 5th percentile for that age group.

The result of Raven Progressive Matrices (RPM) shows that Ms. Young has average intelligence which indicates that she seems to have greater reasoning ability and greater cognitive capacity to analyze information. Ms. Young results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. Ms. Young's results also show that she has quickness of mind and has the ability to infer and apply patterns and obtains the ability to deal with mental complexity in which are all aspects of our general intelligence. Ms. Young's test scores also show that she has the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas and learn quickly from experience. Ms. Young's test scores show that she has the ability to adapt effectively to the environment either by making a change in oneself or by changing the environment and finding a new one. Ms. Young test results also states that she has the capacity to reorganize her behavior patterns and have the ability to act more effectively appropriately.

Ms. Young's results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. She has quickness of mind and has the ability to infer and apply patterns and possesses the ability to deal with mental complexity which is all of the aspects of one's general intelligence.

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity.

Vocational Observations During the CAPS Assessment

Ms. Young was administered the CAPS. She completed eight (8) of eight (8) assessments, which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Ms. Young have attained the following results from CAPS

Ms. Young scored 20th percentile score in Mechanical Reasoning. This is considered low. The mechanical reasoning test measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Ms. Young scored the 20th percentile score in Spatial Relations. This is low. This test measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Ms. Young scored 40th percentile score in Verbal Relations. This is low. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Ms. Young scored 60th percentile score in Numerical Ability. This is considered high. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

Ms. Young scored 20th percentile score in Language Usage. This is low. This test measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Ms. Young scored 40th percentile score in Word Knowledge. This is considered low. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Ms. Young scored 20th percentile score in Perceptual Speed and Accuracy; this is considered low. This test measures how well you can perceive small details rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Ms. Young scored 80th percentile score in Manual Speed and Dexterity, which is high. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands. The results of Ms. Young's test reports that her strongest areas were in the area of Manual Speed and Dexterity. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Ms. Young showed a high score on Numerical Ability. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

TSA: Transferrable Skills Analysis

To assist in my analysis, I used the OASYS system to analyze a computerized transferrable skills analysis.

The **OASYS** is system used to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individual's skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

- Dictionary of Occupational Titles (DOT)
- National Employment Outlook
- State Employment Outlook
- Census Wage Data
- O-Net Occupational Information

The **OASYS** program provides vocational options that remain available for Ms. Young due to her functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce.

Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ) in helping make my determinations.

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Ms. Young in her geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Ms. Young prior work experience includes positions as a Youth Counselor (Please see Attachment on Appendix C). These occupations were used as part of the transferrable skills analysis.

OASYS System Settings

The OASYS system accessed the Los Angeles, California Metropolitan Division (MD) to determine Ms. Young transferability of skills.

The OASYS system factored in information for the labor market from year June 2018 which is the most recent data available.

Ms. Young entire work history was used to determine transferability of skills.

The **DOT** occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific Job-worker situation

The DOT defines the SVP levels as follows:

Level	Time
1.	Short demonstration only
2.	Anything beyond short demonstration up to and including 1 month
3.	Over 1 month up to and including 3 months
4.	Over 3 months up to and including 6 months
5.	Over 6 months up to and including 1 year
6.	Over 1 year up to and including 2 years
7.	Over 2 years up to and including 4 years
8.	Over 4 years up to and including 10 years
9.	Over 10 years

The **Occupational Employment Quarterly (OEQ)** states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4). I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT.

Ms. Young work history shows that she had the capacity to work at an SVP level of 3, which is considered **skilled**.

Further research was also conducted with the Social Security Administration (SSA) SSR §404.1568 Skill Requirements which states the following about semi- skilled work:

“(b)” Skilled work is any worker who has special skill, training, knowledge, and ability in their work. A skilled worker may have attended a college, university or technical school. Or, a skilled worker may have learned their skills on the job.

Examples of skilled labor include engineers, scientists, software development, paramedics, police officers, soldiers, physicians, crane operators, truck drivers, machinist, drafters, plumbers, craftsmen, cooks and accountants. These workers can be either blue-collar or white-collar workers, with varied levels of training or education, even though they sometimes are called "purple collars".

Ms. Young subjective physical tolerances were not used in the determination of her transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Ms. Young has the potential to perform according to her education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The **OASYS** system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

- Directing, controlling, or planning activities of others
- Performing repetitive or short-cycle work
- Influencing people in their opinions, attitudes, and judgements
- Performing a variety of duties
- Expressing personal feelings
- Working alone or apart in physical isolation from others
- Performing effectively under stress
- Attaining precise set limits, tolerances, and standards
- Working under specific instructions
- Dealing with people
- Making judgements and decisions

The **OASYS** system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Ms. Young level of physical functioning primarily performed prior to her subsequent industrial injury. The Dictionary of Occupational Title (DOT) defines a Sedentary level of functioning as Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Results of Transferable Skills Analysis

The OASYS system determined that Ms. Young given her functional limitations has incurred a ninety-two (92) percent loss of labor market access.

The functional limitations assigned to Ms. Young further erode the labor market that would be available to her at a Sedentary level of physical functioning. A sedentary level of jobs is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Although sitting is primarily involved in a sedentary job, walking and standing should be required only occasionally.

There are limited jobs or increasingly fewer jobs for Ms. Young that she can do due to this "eroding the occupational base" for sedentary work. With Ms. Young multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs she is capable of doing due to her physical limitations.

The vocational probability contributed to my opinion that Ms. Young is unable to return to work in any position or occupation. (Please see attachment on Appendix C)

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2). Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills analysis. However, the loss of capacity of her bilateral upper extremities significantly reduced the labor market available Ms. Young at a Sedentary level of physical functioning.

1. Activities of Daily Living- Mild Impairment
2. Social Functioning- Mild Impairment
3. Concentration- Mild Impairment
4. Adaptation- Mild Impairment

Dr. Gonfung reported the following restrictions on Ms. Young, no repeated flexing, extending or rotating of the neck. No repeated work with left arm above shoulder height. No lifting in excess of 15 pounds. No repeated bending or stooping. Ms. Young has mild impairments in activities of daily living, social functioning, concentration and adaptation as well as depression, anxiety, low self-esteem and other psychological factors, all of which would also contribute to Ms. Young 's labor disablement. Ms. Young 's job as a Youth Counselor.

Also, Ms. Young side effects from her medication which includes dizziness, drowsiness, weakness and blurred vision will greatly affect and impair her concentration and remembering information essential for her job as a Youth Counselor. Furthermore, Ms. Young job requires frequent sitting, walking, standing as a Youth Counselor. As mentioned earlier, Ms. Young is restricted from prolonged sitting and standing and lifting more than 5 pounds.

The synergistic effect of the previously mentioned functional limitations resulting from Ms. Young pre-existing non-industrial and industrial injuries, combined with her cumulative trauma industrial injury of Ms. Young in all vocational probability has incurred a total loss of labor market access. Ms. Young cannot perform this job due to the fact that the physical requirements require constantly sitting, walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction. Frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm.

Amenableness to Rehabilitation

Methods of Rehabilitation

- 1) Modified Work
- 2) Alternative Work
- 3) Direct Placement
- 4) On-the-Job-Training (OJT)
- 5) Vocational Training
- 6) Self-Employment

Methods #1 and #2: Ms. Young employer has been unable to offer permanent modified or alternative work. Ms. Young is not amenable to this form of vocational rehabilitation. Ms. Young's employer will suffer undue hardship if they attempt to accommodate Ms. Young as the employer consists of no more than 5 employees. The job cannot be modified or alternated.

Ms. Young employer will have to help her accommodate her work, meaning a co-worker will be assigned to job shadow her work, assisting her on her work duties, allowing the coworker to see and understand the nuances of the particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job and the employees with whom the job interacts. The only issue here is that there will not be enough employees to do the job shadow since the employer might not have the financial means to support it. Such modification or accommodation is burdensome on the employer and simply not practical.

Ms. Young's job as a Youth Counselor requires her to sitting and standing for long periods of time and walk around and she cannot do any of these for extended periods of time, if at all, without help or breaks. Breaks are not practical because she would have to take breaks too often. Ms. Young will have to take many breaks and her employer will only allow 15 minutes increments or more every 2-3 hours in 8 hours shift. This will be costly to her employer because most of her time are spent on frequent breaks to accommodate her work.

Ms. Young would not be able to do because the job requires constantly sitting and frequent standing and constant use of her hands to handle her work and also the frequent bending and twisting of her body as well as sitting and standing for long periods of time.

Methods #3 and #4: Ms. Young 's direct placement and OJT (On the Job Training) will not also apply here since both requires and demands the essential function of the job in which Youth Counselor job require her sit for long periods of time and to be able to speak clearly so clients can understand.

The functional limitations assigned by Dr. Isike, Dr. Goalwin, Dr. Gofnung, Dr. Aval and Dr. Curtis compromised Ms. Young to the point that her post-injury occupational base will be completely eroded rendering her not amenable to this form of vocational rehabilitation.

Dr. Gonfung reported the following restrictions on Ms. Young, no repeated flexing, extending or rotating of the neck. No repeated work with left arm above shoulder height. No lifting in excess of 15 pounds. No repeated bending or stooping. If modified duty is provided, then she is considered temporarily totally disabled until further reevaluation. Ms. Young Youth Counselor's physical job requirements requires lifting, carrying, pushing, pulling 20 lbs., frequently up to 10 lbs. constantly. Ms. Young's job also requires constant moving, frequent walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction, frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Method #5

Vocational retraining programs would provide Ms. Young with new or enhanced skills for new types of work. However, the training programs available for her are extremely limited given the significant functional limitations assigned by the doctors noted above. Participating in vocational training programs will require for her to participate with the vocational programs such as doing work evaluations and vocational trainings to prepare her for employment.

Vocational rehabilitation retraining plans may produce new employment opportunities for Ms. Young but it is clear that the functional limitations assigned to Ms. Young is a complete loss of labor market access. Ms. Young is very limited in participating in any of the vocational training program and it will be physically demanding for her to participate in the vocational evaluation and assessment process for employment purposes.

Her ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for her to engage in the vocational training program process for employment purposes. She is also not required to have to learn a completely new job or skill since this is her career.

Ms. Young vocational training program will require for her to be able to pass the application and physically attend the training program and pass. Based from my examination and assessments, this will be physically demanding for her to do knowing the fact that she is not able to be physically and mentally do the training or programs.

Method #6:

Self-employment is one of the most “rigorous, high risk” type of plans. At the very least a market analysis, competition location, pricing, income/revenue projection and an evaluation of the plan to be developed, implemented, and maintained over time is required in my opinion and considering the disabling effects of Ms. Young industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

Therefore, when considering the synergistic effect of Ms. Young pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury. Ms. Young amenability to rehabilitation is significantly impaired meaning that vocational rehabilitation will not return her to the open labor market.

Montana Factors

Montana Factors are taken from the case of *Argonaut Ins. Co v Industrial Acc. Com (Montana)* (1962) 57 Cal2d 589 [27 Cal Comp Cases 130) Montana Factors include ability to work, health willingness and opportunities for persons similarly situated.

I believe Ms. Young ability to work, health, willingness and opportunities to work, skill and education, general condition of the labor market, and employment opportunities for individuals that are similarly situated render Ms. Young unable to return to suitable gainful employment in the open labor market.

I have addressed said Montana Factors as follows:

Ability to Work

Regarding Ability to Work, I refer to the following functional limitations assigned by Dr. Isike, Dr. Goalwin, Dr. Gofnung, Dr. Aval and Dr. Curtis.

Dr. Gofnung reported the following restrictions on Ms. Young, no repeated flexing, extending or rotating of the neck. No repeated work with left arm above shoulder height. No lifting in excess of 15 pounds. No repeated bending or stooping. If modified duty is provided, then she is considered temporarily totally disabled until further reevaluation. The physical restrictions impaired her ability to do her job as a Youth Counselor. As a Youth Counselor she is required to be on her feet and her ability to work is completely diminished because she is unable to do the required tasks her job would entail because of the functional limitations that have resulted from her disabilities.

Here’s the Physical Requirements for Youth Counselor

Strength: Sedentary Work

Lifting, Carrying, Pushing, Pulling 10 Lbs. occasionally. Mostly sitting, may involve standing or walking for brief periods of time.

Reaching: Occasionally

Extending hand(s) or arm(s) in any direction.

Handling: Occasionally

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Occasionally

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Frequently

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Frequently

Perceiving the nature of sounds by ear.

Near Acuity: Frequently

Clarity of vision at 20 inches or less.

Environmental Conditions

Noise Intensity Level: Quiet

Such as a library; art museum; funeral home.

Work Situations (Temperaments)

V Performing a variety of duties.

Work situations that involve frequent changes of tasks using different techniques, procedures, or degrees of attentiveness without loss of efficiency or composure.

Dealing with people.

Work situations that involve interpersonal relationships in a job setting beyond giving and receiving work instructions.

Making judgments and decisions.

Work situations that involve solving problems, making evaluations, or reaching conclusions based on subjective or objective criteria, such as the five senses, knowledge, past experiences, or quantifiable or factual data.

Considering the above noted functional limitations resulting from Ms. Young pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury, I believe that Ms. Young, in all vocational probability, does not possess the ability to return to work, in a suitable gainful basis in the current open labor market.

Willingness and Opportunities to Work

Ms. Young has been unable to find any sustainable employment since her industrial injury. She attempted to find employment but could not. She believes this is a result of her constant pain from her injuries. Ms. Young have attempted to apply for job but had limited work experiences and the physical requirements needed for the job. Based on this information, I believe that Ms. Young has demonstrated the willingness to work but has not been provided the opportunity to return to work because of the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries, combined with her industrial injury. Ms. Young opportunities to return to work are slim because of all the accommodations the employer will need for the job.

Ms. Young job as Youth Counselor will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job.

Ms. Young will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to physical limitations of her job as a Youth Counselor/Attendant. As noted above, the accommodations and modifications Ms. Young would require are simply too burdensome and unrealistic for an employer to make.

General Condition of The Labor Market

I researched the General Condition of the Labor Market using the State of California Employment Development Department (EDD) for the Los Angeles area.

Based on my research from EDD and based on documentation from October 20, 2017, between August 2017 and September 2017, the total number of jobs located in the Los Angeles – California MD explained by forty-three thousand five hundred (43,500) jobs to reach a total of four million four hundred and forty-eight thousand and six hundred (4,448,600) jobs. Between September 2016 and September 2017, the total number of jobs located in the Los Angeles California area expanded by fifty thousand eight hundred (50,800) jobs.

It is used to collect, analyze and publish statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data.

Based on the OASYS Program and Skillstran Program using the resources and considering the synergistic effect of functional limitations resulting from Ms. Young's pre-existing non-industrial and industrial injuries, combined with her industrial, I believe that employment opportunities for persons similarly situated are unfavorable and unlikely.

Accommodations and Vocational Analysis

I have considered workplace accommodations. Employers are required to provide reasonable accommodations to allow an individual to complete the essential functions of their job.

As indicated above, employers must provide reasonable accommodations to Ms. Young because of her functional limitations so that she may perform essential functions of any job she could obtain in the open labor market. An employer however does not have to provide reasonable accommodations if those accommodations will result in undue hardship.

Ms. Young work limitations includes unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment. Ms. Young work limitations prevents her from being able to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Young 's employer will not be able to provide reasonable accommodations. Ms. Young 's employer will need to provide reasonable accommodations such as job restructuring which alters the essential function of her job as a Youth Counselor. Ms. Young 's employer cannot modify her work schedules due to her medical appointments and hospital visit, since she will be in and out of the hospital. Ms. Young has lists of medications to take into consideration. The medications side effects will affect her work performance that will prevent her from doing her job properly.

Ms. Young 's need for accommodations will cause undue hardship to the employer if it requires significant difficulty or expense when considered in light of factors such as an employer's size and financial resources. If Ms. Young will return to her job as a Youth Counselor, it will not be cost effective to the employer because her employer will be required to hire another person to help Ms. Young with her job. Ms. Young will not be capable of doing her work absent the help of another person. Ms. Young will nevertheless still be expected to perform the essential functions of the job with or without reasonable accommodations. In the case of Ms. Young, it would be unreasonable and unrealistic for an employer to fully accommodate Ms. Young such that she would be capable of adequately performing in any capacity.

In reaching my vocational opinion regarding Ms. Young, I considered the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries combined with her industrial injury during the interpretation of the vocational testing results and the transferable skills analysis. In this case, considering all her functional physical limitations resulting from her pre- and post-injuries, Ms. Young's disabilities have rendered her unable to perform the substantial and material acts necessary to perform any job in the usual or customary way in which the job is meant to be performed.

Conclusion

A person has a functional limitation when he or she, because of a disability, cannot meet the strength, stamina, endurance or psychological stresses of a job regardless of the work skills possessed by the person; or cannot tolerate the physical environment of the workplace. In this case, Ms. Young is significantly restricted in ability to meet typical physical employment requirements to perform previous job or usual line of work such unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment, unable to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Young opportunities to return to work are slim because of all the accommodations the employer will need for the job. Ms. Young job as Youth Counselor will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job. Ms. Young will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to her physical limitations. I have determined that Ms. Young is not amenable to any form of vocational rehabilitation. Her functional limitations combined with the intensity, duration, and nature of her chronic and disabling pain will preclude her pre-injury skills and academic accomplishments. I do not believe that Ms. Young is amenable to any form of rehabilitation and thus has sustained a total loss in her capacity to meet any occupational demands.

I reserve the right to augment or change my opinion based upon any additional medical, legal, or vocational documentation that becomes available for further review.

I am of the hope that the information noted above is of value to you. I would like to thank you for the opportunity to provide a Vocational Opinion regarding Ms. Young. If you should have any questions or require any further information, please contact me.

On January 20, 2021 at your request, I had the opportunity to examine Ms. Young, regarding our stated vocational opinion about Ms. Young current work preclusions/limitations, transferable skills, and labor disablement.

I have personally obtained the history from the client conducted the examination, reviewed the records and prepared this report. I have provided the vocational testing results, transferability of skills and conducted a final review and made any necessary changes. I certify my signature below that the opinions stated above are my own.

I declare under the penalty of perjury that the information contained in this report and its attachments if any, is true and correct to the best of my knowledge, except as to information that I have indicated I received from others. As to that information, I declare under penalty of perjury that the information accurately describes that information provided to me and, except as noted herein, that I believe it to be true. I further declare under penalty of perjury that there has not been a violation of Labor Code section 139.32.

This report may contain sensitive material which may be distressing to certain employees and may be misunderstood. Per ethical standards, this report should be provided to an employee only by a Vocational Expert who is qualified to carefully assess the employee, assume the professional responsibility for the disclosure of the information relative to the employee and explain the information in an accurate manner.

The information contained in this report, and all attachments, is confidential, privileged and may also be proprietary business information that is intended only for the personal and confidential use of the recipients(s) named above. If the reader of this report is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this report in error and any review, dissemination, distribution or copying of this report is strictly prohibited. If you received this communication in error, please notify the sender immediately and delete the original report.

Signed in the County of Los Angeles, California on March 4, 2021

Respectfully submitted,

Madonna R. Garcia, MRC, VRTWC

Masters of Rehabilitation Counseling (MRC)
Vocational Return To Work Counselor (VRTWC)
Vocational Rehabilitation Counselor (VRC)
Clinical Rehabilitation Counselor (CRC)

APPENDIX A**Activities of Daily Living**

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG PERIOD OF TIME	UNABLE TO DO
SELF-CARE, PERSONAL HYGIENE		x			
Comb your hair		x			
Wash and dry yourself			x		
Dress yourself including shoes			x		
Light Housework cleaning, laundry			x		
Heavy Housework vacuuming, sweeping, mopping			x		
Cooking		x			
Yard Work					
Other Housework: Describe:					
TRAVEL			45 minutes		
Driving a car			45 minutes		
Get in and out of cars		x			
Opening and Closing Car Door		x			

VISION		x			
Watch Television (with glasses on)		x			
Read a Book		x			
Seeing up close		x			
Seeing things far – with glasses		x			
SLEEP			x		
Sleep at Night			x		
Nap During the Day		x			

Subjective Physical Tolerance

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
What, if anything makes sitting more comfortably?	X				
Sit			X		
Stand			X		
Walk on a Flat Surface			X		
Walk on an Incline			X		
Walk on a Decline			X		
Is it easier to walk up or down an incline?			X		
Crouching			X		
Bending			X		
Stooping			X		
Crawling			X		
Kneeling			X		
Maintaining Balance					
Do you require a device to maintain your balance? Describe:	NO				
Walking up 1 flight of 10 steps			X		
Walking Down 1 flight of 10 steps			X		

Is it easier to walk up or down a flight of 10 steps?		x			
Forward flexion of neck			x		
Twisting of neck left or right			x		
Is your Dominant Hand: RIGHT or LEFT	Right				
Reach above shoulder level with RIGHT Arm			x		
Reaching at shoulder level with RIGHT Arm		x			
Reach below shoulder level with RIGHT Arm		x			
Push/Pull light objects		x			
Gripping a glass of water		x			
Carrying a gallon of milk with one or both hands		x			

Lift more than 5 lbs.		x			
Lift more than 10 lbs.		x			
Lift more than 20 lbs.		x			
Lift more than 50 lbs.		x			
Fine finger manipulation (turning screws/bolts, using a cell phone or texting)		x			
Simple grasping		x			
Firm Grasping		x			
Typing		x			
Writing		x			

Feel what you touch	x				
Smell the food you eat	x				
Taste the food you eat	x		r		
Talking/Speak clearly	x				
Hearing from LEFT ear		x			
Hearing from RIGHT ear	x				

APPENDIX B

VOCATIONAL TESTING

Raven Standard Progressive Matrices (Raven)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. Problem solving The Raven very fundamental cognitive performance which is relatively uninfluenced by cultural influences The Raven is a pattern recognition test

For practical purposes, it is convenient to consider certain percentages of the population and to group people's scores accordingly in the way, it is possible to classify a person according to the score they obtained as:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that group.

I used the table as found in Henry R. Burke's article, *Raven Progressive Matrices* (1938) to interpret Ms. Young assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. There included a group of five hundred and fifty (550) veterans in psychiatric screening. Burke also studied veterans receiving screenings from 1973 through 1978, the number of participants was two thousand four hundred and sixteen (2416).

Burke (1972) published a set of American norms on the untimed routine administration of the Raven Progressive Matrices (1938) to five hundred and sixty-seven (567) male black and white East Orange Veteran's administration hospital patients who had been referred (1964-1972) for vocational counseling. These norms might be considered to have general applicability because veterans roughly represent a cross-section of the general male population, and true sex differences of the Raven have not been demonstrated reliably (Court & Kennedy, 1976). According to Burke, "From 1973 to 1978 the untimed use of the Raven matrices was continued routinely in the counseling Center, and it also was used in the routine post-admission test screening of black and white veteran patients from the Psychiatric Service."

CAPS

Career Ability Placement Survey (CAPS)

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. Their ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. Their ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. Their ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. Their ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. Their ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. There is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. Their ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. Their ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. Their data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test, the 1222 considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

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 service, and protection and transportation.

COPS

COPSystem

Name: **Benetia Young**

Date Completed: **1/21/2021**

Interests (COPS)

Accessible COPS Interest Inventory Information

Your interest scores on the COPS are reported in terms of 14 copsystem career clusters. A raw score is listed with a percentile score for each career cluster. The percentile score is your approximate position on each scale as compared to other people at your education level that have taken the COPS. If your percentile score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others

Accessible COPS Interest Inventory Results

Career Cluster	Raw Score	Percentile Score
Science Professional	13	65
Science Skilled	13	53
Technology Professional	17	92
Technology Skilled	12	84
Consumer Economics	9	41
Outdoor	10	49
Business Professional	26	99
Business Skilled	18	91
Clerical	26	96
Communication	21	92
Arts Professional	20	89
Arts Skilled	21	83
Service Professional	27	97
Service Skilled	16	82

Your Highest Career Groups on the COPS are:

Business Professional; Clerical; Service Professional;

COPS Interest Inventory Information

The following results are for sighted individuals.

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

Your Highest Career Groups on the COPS are:

Business Professional; Clerical; Service Professional;

Abilities (CAPS)

Accessible CAPS Career Profile Information

The CAPS Career Profile compares your ability scores to the 14 copsystem career clusters. You will hear the name of each career cluster followed by a cutoff score and your score. You receive a plus if your score is above the cutoff score. The plus indicates that your 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 you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the scores with pluses that are the farthest above the cutoff score. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may not have pluses. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills.

Accessible CAPS Career Profile Results

Career Cluster	Cutoff Score	Your Score	Plus
Science Professional	52	7	false
Science Skilled	30	22	false
Technology Professional	40	18	false
Technology Skilled	8	28	true
Consumer Economics	8	22	true
Outdoor	4	20	true
Business Professional	40	22	false
Business Skilled	20	18	false
Clerical	30	40	true
Communication	40	13	false

Arts Professional	40	32	false
Arts Skilled	30	13	false
Service Professional	40	32	false
Service Skilled	4	8	true

CAPS Career Profile Information

The following is for sighted individuals.

Your 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 your 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 you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the distance of your 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 you know about yourself are consistent with your profile. Some of your ability scores may appear in the darker green portion of the Career Profile. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills. Your COPSsystem Comprehensive Career Guide will help you in these choices.

Your separate ability scores are plotted below

Accessible CAPS Ability Profile Information

The CAPS Ability Profile lists your scores in each individual CAPS tests. You will hear a list of each test followed by your score. Values range from one to nine. This score relates your abilities as compared to others at your educational level. If your score is 5 or near the 50th percentile, about half of others fall below you. The higher your score, the greater your ability

Accessible CAPS Ability Profile Results

Ability	Your Score
Mechanical Reasoning	2
Spatial Relations	2
Verbal Reasoning	4
Numerical Ability	6
Language Usage	2
Word Knowledge	4
Perceptual Speed and Accuracy	2
Manual Speed and Dexterity	7

CAPS Ability Profile Information

Your scores are represented by a bar that shows your abilities compared to others at your educational level. If your score is near 50, about half (50%) of others fall below you. The higher your score, the greater your ability. See your COPSsystem Comprehensive Career Guide for a further description of your results.

Work Values (COPES)

Accessible COPES Work Values Information

The COPES results compare your work values scores to others who have taken the COPES. Each work value scale consists of two pairs, one of which is more important to you. Your scores are listed according to the value that is more important to you. Your three most extreme scores are listed at the end of the COPES results. These three highest values areas are related to the 14 copsystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Investigative than Accepting.
- You are more toward Practical than Carefree.
- You are more toward Conformity than Independence.
- You are more toward Leadership than Supportive.
- You are more toward Orderliness than Flexibility.
- You are more toward Privacy than Recognition.
- You are more toward Realistic than Aesthetic.
- You are more toward Reserved than Social.

COPES Work Values Information

Your scores are represented by a bar that shows your 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 your profile. Scores to the right of the center show a preference for values listed on the right of your profile. The closer a score is to either end of the profile, the more important that work value probably is to you. Your three most important scores are marked with a darker bar. If your score on one of the scales falls at or close to the center, you are moderately concerned with that work value. Select the 'Read More' button for a description of these values.

Needs Assessment Summary

You indicated that you are interested in an occupational training course.

You have indicated that you need additional help in the following areas:

Academics

- None of the above.

Job Skills

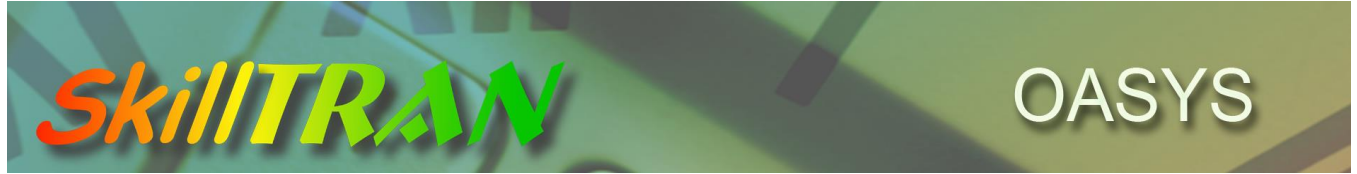
- how to find job information
- upgrading of existing job skills

Planning Skills

- how to find college information
- applying to a college or university
- applying for financial assistance

Summary

Those career groups below where your interests, abilities, and values match are marked in gold and show you the clusters you may wish to explore. First consider those clusters where your interests, abilities, and values are high and all three are gold. Next, consider those groups where you 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 particular cluster. Your COPSsystem Comprehensive Career Guide will help you in your career exploration.

APPENDIX C**OASYS**

Report produced from SkillTRAN Online Services - by SkillTRAN LLC - www.skilltran.com

SELECTED OCCUPATION

Occupation selected for the search of: counselor

DOT	Title	Industry	SVP	Strength	O*NET
045.107-010	Counselor	Professional and Kindred	7	S	21-1012.00

045.107-010 Counselor

Details for selected title: Counselor

DESCRIPTION**DOT Code: 045.107-010 Counselor**

May be designated according to area of activity as Academic **Counselor** (education); Career Placement Services **Counselor** (education); Employment **Counselor** (government ser.); Guidance **Counselor** (education); Vocational Adviser (education).

Counsels individuals and provides group educational and vocational guidance services: Collects, organizes, and analyzes information about individuals through records, tests, interviews, and professional sources, to appraise their interests, aptitudes, abilities, and personality characteristics, for vocational and educational planning. Compiles and studies occupational, educational, and economic information to aid counselees in making and carrying out vocational and educational objectives. Refers students to placement service. Assists individuals to understand and overcome social and emotional problems. May engage in research and follow-up activities to evaluate counseling techniques. May teach classes.

OCCUPATIONAL REQUIREMENTS

Specific Vocational Preparation (SVP)

Level 7 (2-4 Years)

GED	Level
Reasoning	Level 5
Mathematics	Level 5
Language	Level 5

Aptitudes	Level
General Learning Ability	Level 2
Verbal Aptitude	Level 2
Numerical Aptitude	Level 3
Spatial Aptitude	Level 4
Form Perception	Level 4
Clerical Perception	Level 3
Motor Coordination	Level 4
Finger Dexterity	Level 4
Manual Dexterity	Level 4
Eye-Hand-Foot Coordination	Level 5
Color Discrimination	Level 5

Physical Demands	Level *
Strength	Sedentary
Reaching	Occasionally
Handling	Occasionally
Fingering	Occasionally
Talking	Frequently
Hearing	Frequently
Near Acuity	Frequently

Environmental Conditions Level *

Noise Intensity Level Quiet

Work Situations

J Making Judgments and decisions

P Dealing with People

V Performing a Variety of duties

Data-People-Things

Data 1 - Coordinating

People 0 - Mentoring

Things 7 - Handling

SKILLS/COMPETENCIES

WORK Field - 298 - ADVISING-COUNSELING

Effecting the adjustment of people with financial, vocational, spiritual, educational, and other problems according to established procedures.

Arbitrating, Authorizing, Consulting, Evaluating, Explaining, Interviewing, Investigating, Monitoring, Planning, Reporting, Researching, Reviewing, Scheduling, Suggesting, Testing, Visiting

GOE Work Group - 10.01 - Social Services

Occupations contained in this four-digit Work Group are concerned with assisting people in dealing with problems that are usually personal, social, vocational, physical, educational, or spiritual in nature.

Skills and abilities required include: Applying logic and special training to counsel individuals or assist them in defining and solving social, personal, or other related problems; gaining trust and confidence of people by demonstrating interest in and desire to help them; keeping records and writing investigative reports; and communicating effectively with people.

RELATED CODES

Work Fields (Skills)

- **Work Field:**
 - 298 Advising-Counseling

Materials, Products, Subject Matter & Services (Job Knowledge)

- **MPSMS:**
 - 733 Psychology

Related Codes

- **OGA:**
 - 045 Psychology
- **O*NET:**
 - 21-1012.00 Educational, Guidance, School, and Vocational Counselors
- **OOH:**
 - **Q117** [School and career counselors](#)
- **SOC:**
 - 21-1012 Educational, Guidance, School, and Vocational Counselors
- **Census:**
 - 2000 Counselors

Interests

- **GOE:**
 - 10.01.02 Counseling and Social Work
- **RIASEC:**
 - SA Social - Artistic

Training

- **CIP - Classification of Instructional Programs:**
 - 13.1101 Counselor Education/School Counseling and Guidance Services
 - 13.1102 College Student Counseling and Personnel Services
 - 13.1199 Student Counseling and Personnel Services, Other
- **Career Pathways:**
 - 05.2004 Counselors
 - 10.2002 School Counselors
 - 10.3011 Employment Counselors
 - 10.3012 Career Counselors
- **RAPIDS:**
 - 0569 Counselor

Industry

INDUSTRIES MOST LIKELY TO HIRE (8-digit SIC Codes Suggested by SkillTRAN)

SIC Code	SIC Industry
82110000	ELEMENTARY AND SECONDARY SCHOOLS
82210000	COLLEGES AND UNIVERSITIES
82220000	JUNIOR COLLEGES
83220500	FAMILY COUNSELING SERVICES
83220600	GENERAL COUNSELING SERVICES
83310000	JOB TRAINING AND RELATED SERVICES
83319901	JOB COUNSELING
94410401	ADMINISTRATION OF SOCIAL AND MANPOWER PROGRAMS, FEDERAL GOVE
94410402	ADMINISTRATION OF SOCIAL AND MANPOWER PROGRAMS, STATE GOVERN
94410403	ADMINISTRATION OF SOCIAL AND MANPOWER PROGRAMS, COUNTY GOVER
94410404	ADMINISTRATION OF SOCIAL AND MANPOWER PROGRAMS, LOCAL GOVERN

DOT Codes for the SOC: 21-1012 Educational, Guidance, School, and Vocational Counselors

DOT Code	Title	Industry	SVP	Str	O*NET
045.107-010	Counselor	Professional and Kindred	7	S	21-1012.00
045.107-014	Counselor, Nurses' Association	Medical Services	8	S	21-1012.00
045.107-018	Director of Counseling	Professional and Kindred	8	S	21-1012.00
045.107-038	Residence Counselor	Education and Instruction	7	S	21-1012.00
045.117-010	Director of Guidance in Public Schools	Education and Instruction	8	L	21-1012.00
090.107-010	Foreign-Student Adviser	Education and Instruction	7	S	21-1012.00
094.224-022	Employment Training Specialist	Social Services	6	L	21-1012.00
169.267-026	Supervisor, Special Services	Education and Instruction	6	S	21-1012.00
187.167-198	Veterans Contact Representative	Nonprofit Organizations	7	S	21-1012.00

Estimated May 2019 Employment for:**OES-SOC Group 21-1012 Educational, Guidance, and Career Counselors and Advisors*****This OES-SOC Group includes 9 DOT occupation(s)***

	Occupational Employment Survey (OES)	National	California	MSA 31080 Los Angeles-Long Beach-Anaheim, CA
Employed	Estimated OES Group Employment	296,460	32,650	12,210
Mean Wage	Mean Annual Wage	\$61,000	\$78,250	\$79,980
Annual Wage	Annual Wage - 10th percentile	\$34,380	\$41,580	\$39,610
	Annual Wage - 25th percentile	\$44,010	\$52,870	\$52,120
	Annual Wage - 50th percentile	\$57,040	\$73,690	\$78,900
	Annual Wage - 75th percentile	\$74,430	\$102,070	\$105,570
	Annual Wage - 90th percentile	\$96,090	\$124,730	\$126,980

Current Population Survey (CPS) for:**Census Group 2000 - Counselors*****This Census Group includes 15 DOT occupations***

	All	Female	Male
Estimated Group Employment	720,000	541,000	179,000
Hourly	\$24.68	\$25.08	\$23.60
Weekly	\$987	\$1,003	\$944
Monthly	\$4,277	\$4,346	\$4,091
Annual	\$51,324	\$52,156	\$49,088
Mean	\$1,279 +/- \$89.47	\$1,307 +/- \$106.42	\$1,192 +/- \$130.27
Median	\$987 +/- \$21.65	\$1,003 +/- \$23.98	\$944 +/- \$37.24

2021 DOT EMPLOYMENT ESTIMATE: MSA 31080 Los Angeles-Long Beach-Anaheim, CA**FOR: 045.107-010 Counselor****SOC/OES: 21-1012 Educational, Guidance, and Career Counselors and Advisors**

US National 2019	296,460	271,418	72,019
Employment RSE *	0.8%	0.8%	0.8%
90% Confidence Interval *	292,570 - 300,350	267,857 - 274,979	71,074 - 72,964

State: California	32,650	29,892	7,932
Employment RSE *	3.1%	3.1%	3.1%
90% Confidence Interval *	30,990 - 34,310	28,372 - 31,412	7,528 - 8,335
Regional: MSA 31080 Los Angeles-Long Beach-Anaheim, CA	12,210	11,179	2,966
Employment RSE *	6.5%	6.5%	6.5%
90% Confidence Interval *	10,908 - 13,512	9,987 - 12,370	2,650 - 3,282

**Outlook - Long Term Employment Projections for:
SOC 21-1012 Educational, Guidance, School, and Vocational Counselors**
Data for: California,
This SOC/OES Group includes 9 DOT occupation(s)

Long Term Employment Projections	Number	Percent Change
2018 Base National Employment	324,500	
2018 Self Employment	10,709 (3.3%)	
2028 Projected National Employment	351,700	8.4%
Annual Average Job Openings - National Total	37,300	

DATA SOURCES

Source	Publication	Year	Web Link
U.S. Dept. of Labor	Revised 4th Edition of the Dictionary of Occupational Titles	1991	
U.S. Dept. of Labor	Errata corrections and subsequent revisions to the DOT	1992-1998	www.skilltran.com/index.php/support-area/documentation/161-dot-changes
U.S. Dept. of Labor	Revised Handbook for Analyzing Jobs	1991	www.skilltran.com/index.php/support-area/documentation/1991rhaj
U.S. Dept. of Labor	Selected Characteristics of Occupations (SCO)	1993	

U.S. Dept. of Labor	Guide for Occupational Exploration (GOE)	1979	Guide for Occupational Exploration
U.S. Dept. of Labor - Bureau of Labor Statistics	Standard Occupational Classification (SOC)	2010/2018	Standard Occupational Classification
U.S. Dept. of Labor - Bureau of Labor Statistics	Occupational Employment Survey (OES)	May 2019	Occupational Employment Survey
U.S. Dept. of Labor - Employment and Training Administration	O*NET Online (O*NET)	Current	O*NET Online
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - National	Sept 2019 for 2018 -- > 2028	Employment Projections
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - State/SubState	Various	Employment Projections - State/SubState and various state-specific projections sites
U.S. Dept. of Labor	Labor Force Statistics from the Current Population Survey (CPS)	Current	Current Population Survey
U.S. Dept. of Education - Institute of Education Sciences - National Center for Education Statistics	College Navigator	Current	College Navigator
U.S. Dept. of Labor	Occupational Outlook Handbook (OOH)	Current	Occupational Outlook Handbook
U.S. Dept. of Labor	Current Employment Statistics (CES)	Current	Current Employment Statistics
U.S. Dept. of Labor	Occupational Requirements Survey (ORS)	2018	ORS Survey

U.S. Dept. of Census	County Business Patterns (CBP)	2018	County Business Patterns - Documentation
U.S. Dept. of Census	North American Industry Classification System (NAICS)	2017	North American Industry Classification System
U.S. Dept. of Census	Public Use Microdata sample (PUMS)	2014-2018	American Community Survey (ACS)
SkillTRAN LLC	Various Alternate Titles Contributed by SkillTRAN Staff and Customers	1982-present	SkillTRAN Data Resources
SkillTRAN LLC	Proprietary Crosswalk between NAICS and DOT	1985-present	SkillTRAN Data Resources