

# Summary of Performance (SoP)

School District Harvey Area School District

High School Harvey High School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The information about the student's current level of functioning is intended to help postsecondary institutions and adult service agencies consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or the adult services system. These eligibility decisions will continue to be made on a case-by-case basis.**

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

## Background Information

Student Name: Kathy Graduate

Date of Birth: 3/4/1994

Year of Graduation/Exit: 6/5/2015

Address: 121 West Main, North Town, WI 53901

Home Phone: 715-444-2222

Cell Phone: 999-700-0000

Student's Primary Disability: Significant Developmental Delay

Secondary Disability (if applicable): N/A

*(Official diagnosis of disability is necessary for accessing services under the Americans with Disabilities Act – see Assessment Reports below)*

## Part 1: Assessment Reports

Check and **attach** the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Achievement/Academics       | <input type="checkbox"/> Assistive Technology                    | <input type="checkbox"/> Behavior Intervention Plan (BIP)   |
| <input type="checkbox"/> Behavior Accommodations                | <input checked="" type="checkbox"/> Career/Vocational Assessment | <input type="checkbox"/> Classroom Observations             |
| <input type="checkbox"/> Communication                          | <input checked="" type="checkbox"/> Community-Based Assessment   | <input type="checkbox"/> Language/Proficiency               |
| <input type="checkbox"/> Medical/Physical/Health Plan           | <input type="checkbox"/> Neuropsychological Assessment           | <input checked="" type="checkbox"/> Psychological/Cognitive |
| <input type="checkbox"/> Reading Assessment                     | <input type="checkbox"/> Response to Intervention (RtI)          | <input type="checkbox"/> Self Determination                 |
| <input checked="" type="checkbox"/> Social/Interpersonal Skills | <input type="checkbox"/> Functional Behavior Analysis (FBA)      |   |

**Information Assessments (specify):** \_\_\_\_\_

**Other (specify):** \_\_\_\_\_

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### Part 2: Summary of Academic Achievement

Next to each specified area, complete the following:

1. Description of the student's present level of academic performance
2. Statement of how the student's disability impacts those areas
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports
<b>English/Language Arts</b> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking &amp; Listening</li> <li>• Language</li> </ul>	<p><b>READING:</b> Kathy comprehends at a first- second grade level. Decoding and safety sight words are strengths, but Kathy struggles with retaining information from passages of 5 sentences or more. She enjoys researching different breeds of cats and dogs on the Internet.</p> <p><b>WRITING:</b> Kathy enjoys using her computer to write letters and email messages to friends and acquaintances. Kathy can write a complete sentence using correct end punctuation and a capitol letter. She is able to sign her name, address and telephone number.</p>	<p><b>READING:</b> Kathy's delay in reading impacts her decoding, fluency and accuracy when reading texts above the second grade level. This hinders her ability to function independently when trying to complete assigned tasks and follow written directions.</p> <p><b>WRITING:</b> Filling out forms, including job applications, is a challenge. She struggles to use written communication to express complex thoughts and ideas.</p>	<ul style="list-style-type: none"> <li>• <b>Laptop Computer:</b> Kathy uses Kurzweil 3000 to have texts and directions read to her. She also uses Dragon Naturally Speaking to dictate emails and information about herself.</li> <li>• <b>Job Coach:</b> Kathy has been provided job coaching during high school work experiences. The job coach created task analysis of each assigned task and used visuals to help Kathy follow the steps needed to appropriately complete the overall task.</li> </ul>
<b>Math</b> <ul style="list-style-type: none"> <li>• Number &amp; Quantity</li> <li>• Algebra</li> <li>• Functions</li> <li>• Geometry</li> <li>• Statistics &amp; Probability</li> </ul>	<p>Kathy is currently functioning at a third-fourth grade level. Kathy can add, subtract, multiply and divide decimal/currency figures using a calculator. Story problems, checkbook, balancing and budgeting have been taught for several years, but continue to be areas of emergent skills.</p>	<p>Kathy's disability affects her understanding of higher level math concepts and vocabulary. She has a difficult time remembering more than one or two steps when trying to solve a problem.</p>	<p><b>Calculator:</b> Kathy can create a simple budget and grocery list when given the amount of money she can spend and use of a calculator.</p>

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Did the student receive accommodations on standardized tests (WKCE, ACT, MAPS, etc.)?  Yes  No

If yes, describe the accommodation provided: Tests read aloud, small group setting, extended time, use of a calculator and scribe for written portions.

### DEFINITIONS

- **Accommodation:** A support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.
- **Modification:** A change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.
- **Assistive Technology (AT):** Any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.
- **Supports:** Connections or coordination with outside agencies, personnel or other services or supports used in high school.

### Part 3: Summary of Functional Performance:

Consider each area listed, and check the boxes next to the area that are addressed in the description of performance. Then, for each area, provide the following:

1. Description of the student’s present level of functional performance.
2. Statement of how the student’s disability impacts those areas.
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Functional Performance	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports*
<ul style="list-style-type: none"> <li>• Check the box next to each area you plan to address.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a description of skills in each area addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Does the student’s disability impact functioning in this area?</li> <li>• If so, describe the impact.</li> </ul>	<ul style="list-style-type: none"> <li>• What accommodations, assistive technology and supports have been used by the student and proven effective?</li> <li>• What is the impact of each on skills?</li> </ul>
<input checked="" type="checkbox"/> General Ability and Problem-Solving	The Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) – Sept. 2013 results Full Scale IQ Score = 66 Kathy’s cognitive ability (overall thinking and reasoning abilities) fall in the below average range of intellectual functioning as compared to her grade level peers.	Kathy struggles in new situations because it is hard for her to generalize skills she has learned in the classroom to real-world situations. Kathy is not able to make safe decisions without guardian input.	<ul style="list-style-type: none"> <li>• Guardian (mother) – Kathy’s mother has limited guardianship and must be involved in decisions including finances, medical and education.</li> </ul>

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☒ Attention and Organization:	Kathy can tell time to the hour and uses a timer to let her know when to take breaks and transition to a new task. Kathy has greatly reduced her distractibility and off-task time at her work experience sites.	Kathy needs reminders to stay on-task as she can be easily distracted. Kathy needs to be reminded that socialization needs to happen during her break times.	<ul style="list-style-type: none"> <li>• Electronic Timer – Kathy’s job coach uses the timer to alert Kathy of transition times.</li> </ul>
☒ Learning Skills	Kathy benefits from repeated instructions and demonstrations. She benefits from oral testing. Kathy likes hands-on activities and tasks.	Kathy is able to orally share information much easier than in writing. Kathy can follow instructions when she is allowed to manipulate the materials.	<ul style="list-style-type: none"> <li>• Directions read aloud</li> <li>• Orally shows knowledge obtained</li> </ul>
☒ Communication	Kathy is very social but can be inappropriate at times. At times she will interrupt people. Her supervisors and co-workers are very understanding with Kathy and help redirect her when the conversation is off topic.	Kathy’s developmental delay affects her conversations. At times she wants to discuss immature or childlike topics.	<ul style="list-style-type: none"> <li>• Natural Supports – Redirection using verbal cues given by peers.</li> </ul>
☒ Social Skills and Behavior	Kathy gets along well with adults, but sometimes is immature with her peers, especially males.	Kathy doesn’t always understand how to be appropriate with males. This causes concern for her safety when out in the community.	<ul style="list-style-type: none"> <li>• Natural Supports (mother)</li> <li>• Long-term support</li> </ul>
☒ Independent Living	Kathy receives SSI. She lives in the basement of her parents’ home and does her laundry and cleaning independently. Kathy eats healthy meals. Her mom helps Kathy with shopping, cooking, waking up in the morning, and budgeting. She has a dual signature checking account.	Kathy is unable to live independently on her own. She needs prompting and support to follow daily routines.	<ul style="list-style-type: none"> <li>• Natural Supports (mother)</li> <li>• Long-term support</li> </ul>
☒ Environmental Access and	Kathy has practiced using public	At this time, Kathy is unsafe to	<ul style="list-style-type: none"> <li>• Long-term Supports</li> </ul>

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<p>Mobility</p>	<p>transportation with adult supervision. There is a safety concern with Kathy using public transportation independently. She has successfully taken a cab with coaching.</p>	<p>use public transportation on her own because she talks to people she does not know and is inappropriate with adult males.</p>	<ul style="list-style-type: none"> <li>• Public Transportation Company</li> </ul>
<p><input checked="" type="checkbox"/> Self-Determination/Self-Advocacy</p>	<p>Kathy talks about her interests. She has a hard time explaining her strengths and accommodations needed to be successful.</p>	<p>Kathy enjoys talking about her love of animals. It is hard for her to identify her areas of need and to ask for help.</p>	<ul style="list-style-type: none"> <li>• Job Coaching – verbal prompting and visual task lists</li> <li>• Long-term Support – verbal prompting, visual task lists along with advocacy assistance.</li> </ul>
<p><input checked="" type="checkbox"/> Career-Vocational/Transition/ Employment</p>	<p>Kathy has participated in several volunteer, program-paid and employer-paid work experiences. She enjoyed working at the nursing home, the daycare kitchen and Wal-Mart. She disliked working with the school custodian (she dislikes cleaning). Kathy currently works about 12 hours per week at the nursing home, on their payroll.</p>	<p>Kathy requires job coaching and follow-along services to be successful. Her transition teacher checks with the employer weekly to monitor progress and to deal with any issues that arise.</p>	<ul style="list-style-type: none"> <li>• Job Coaching</li> <li>• Long-term Support</li> </ul>
<p><input type="checkbox"/> Time Management/Study Skills</p>			
<p><input checked="" type="checkbox"/> Additional Considerations: <i>(may assist in making decisions about disability determination and needed accommodations)</i></p>	<p>Kathy is very dependable and takes pride in her work. She accepts constructive criticism. Kathy exercises regularly at the YMCA and is in good physical condition.</p>	<p>Kathy attends the YMCA with a mentor. The mentor assists with engaging Kathy in appropriate exercise activities.</p>	<ul style="list-style-type: none"> <li>• Mentor (Family Friend)</li> </ul>

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### Part 4: Recommendations to Assist the Student in Meeting Measurable Postsecondary Goal(s)

This section presents recommendations for accommodations, assistive technology, compensatory strategies, and/or support services to enhance access and participation in postsecondary goals.

Postsecondary Goal Areas	Measurable Postsecondary Goal	Recommended Assistive Technology/Accommodations <ul style="list-style-type: none"> <li>• Of the accommodations, assistive technology, compensatory strategies, and/or support services listed in Parts 2 &amp; 3, which are recommended to follow the student to the postsecondary environment(s)?</li> </ul>	Contact Information/Resources** <ul style="list-style-type: none"> <li>• Agency Name</li> <li>• Address, e-mail of person or agency</li> <li>• Name/Title of Case Manager</li> <li>• Phone number</li> </ul>
<b>Education/Training</b>	After high school Kathy will receive on-the-job training (including an apprenticeship).	Job Coach Electronic Timer Visual Task Lists Calculator Kurzweil and Dragon Naturally Speaking Public Transportation with assistance	Division of Vocational Rehabilitation Jane Doe, Vocational Rehab. Counselor 1220 South Road, Suite 130 North Town, WI 53907 (O) 605-445-0202 <a href="http://www.dwd.wisconsin.gov">www.dwd.wisconsin.gov</a>  Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000 <a href="http://www.adrc.org">www.adrc.org</a>
<b>Employment</b>	After completing or obtaining postsecondary education or training, Kathy will be employed in the field of Human Services-Family and Community Services - Social and Human Services Assistant.	Job Coach & Worksite Natural Support Guardian Public Transportation with assistance Meet with Benefit Specialist impact of earnings on SSI benefits. Electronic Timer Visual Task Lists Calculator Kurzweil and Dragon Naturally Speaking	Division of Vocational Rehabilitation Jane Doe, Vocational Rehab. Counselor 1220 South Road, Suite 130 North Town, WI 57777 (O) 605-445-0202 <a href="http://www.dwd.wisconsin.gov">www.dwd.wisconsin.gov</a>  Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000 <a href="http://www.adrc.org">www.adrc.org</a>
<b>Independent Living</b> <i>(if appropriate)</i>	After high school, with long-term supports, Kathy plans to live in an apartment in North Town with a roommate.	Long-term Support Guardian Mentor (Family Friend) Public Transportation Company	Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000

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**Part 5: Questions for Students to Address** (Recommended: student involvement in the Summary of Performance process makes the SoP a more meaningful document for students as they move to postsecondary environments)

## SUMMARY OF PERFORMANCE - STUDENT PERSPECTIVE

**A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?**

I need help with tests and filling out forms. I also need help when learning new things at work.

**B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?**

I need extra time to finish things. Pictures help me understand. A timer helps me know when to take a break and then I can talk to my friends.

**C. What assistive technology do you use? How and when is it used?**

Laptop computer, calculator, timer, Kurzweil 3000 and Dragon Naturally Speaking.

**D. Which of these accommodations, assistive technologies, and supports *has worked BEST* for you? Why?**

Things that help me are my Job Coach, my mom, Long-term Support Worker and my mentor. I do better at my job when I use my technology supports.

**E. Which of these accommodations, assistive technologies, and supports *have NOT worked*? Why not?**

Not having a job coach with me every day. Written task lists do not help me.

**F. What are your strengths and needs as you leave high school and begin further learning, working and living?**

I am very friendly. I am a hard worker. I will need help with job stuff. I want to have my own apartment and a roommate. I want my mom to help me with my money.

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