

# Student & Teacher Collaborative: Summary of Performance

Student Name: Kathy Graduate

**\*This document is intended to be completed by the student AND teacher together. However, the responsibility falls to schools to ensure accurate completion.**

| Student Information                            |   |                          |
|--|---|--------------------------|
| Address: 123 School Lane, North Town, WI 55555 | School District: Harvey Area                | High School: Harvey      |
| Date of Birth: 1/1/02                          | Cell Phone: 123.456.7890                    | Home Phone: NA           |
| Year of Graduation/Exit: 2016                  | Primary Disability: Intellectual Disability | Secondary Disability: NA |
| Strengths:                                     |   |                          |

| Assessment Reports   |  |   |
|--|--|---|
| Teachers: 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 along with any suggestions or summary points you feel appropriate. |  |   |
| <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 type="checkbox"/> Community-Based Assessment              | <input type="checkbox"/> Language/Proficiency             |
| <input type="checkbox"/> Medical/Physical/Health Plan  | <input type="checkbox"/> Neuropsychological Assessment           | <input type="checkbox"/> Psychological/Cognitive Self     |
| <input type="checkbox"/> Reading Assessment  | <input type="checkbox"/> Response to Intervention (Rtl)          | <input type="checkbox"/> Determination ACT/Aspire/Work    |
| <input checked="" type="checkbox"/> Social/Interpersonal Skills  | <input type="checkbox"/> Functional Behavior Analysis (FBA)      | <input type="checkbox"/> Keys                             |
| <input type="checkbox"/> Other (specify): _____  |  |   |

| Measurable Postsecondary Goals  |   |   |
|---|---|---|
| (suggestions for accommodations, adaptive devices, assistive technology, compensatory strategies, and/or support services to enhance access in post-school environments can be listed here) |   |   |
| <b>Education/Training:</b> <u>On the job training so I can work someday helping out elderly people.</u>   | <b>Employment:</b> <u>To have a job in the Social and Human Services Assistant field as a nursing home assistant.</u> | <b>Independent Living:</b> <u>I want to live with a roommate in North Town in an apartment.</u> |

| Functional Performance – how your overall disability affects the things you do on a day to day basis. ( <input checked="" type="checkbox"/> that apply) (grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)? |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Learning Skills  | <input checked="" type="checkbox"/> Social Skills and Behavior  | <input checked="" type="checkbox"/> Communication                |
| <input type="checkbox"/> Attention and Organization  | <input checked="" type="checkbox"/> Independent Living  | <input checked="" type="checkbox"/> Time Management/Study Skills |
| <input checked="" type="checkbox"/> Career/Vocational/Employment   | <input checked="" type="checkbox"/> Environmental Access and Mobility   | <input type="checkbox"/> Self-Advocacy                           |
| <input checked="" type="checkbox"/> General Ability and Problem-Solving  | <input checked="" type="checkbox"/> Self-Determination/Self   |  |
| <b>For the boxes checked, describe the skills you have and how your disability impacts you in this area.</b>   | <b>Accommodations/Modifications, Services, and Assistive Technology</b><br>What assistive technology works best for you? Explain.<br>What accommodations and/or modifications do you use? Explain.<br>(can include what was tried and hasn't worked too; if relevant) |  |
| Learning Skills: I like directions repeated often and when you can show me what to do when learning new tasks. I do best when things are read  | Tests read to me, give out loud answers to test questions, and have someone take notes for my classes.  |  |

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to me, are hands-on, and I can tell you instead of write it.

**Career/Vocational/Employment:** I have worked at a nursing home, daycare kitchen, and Wal-Mart and liked that. I do not like cleaning so I didn't like to work as a custodian. Some of these were paid. I now work 12 hours per week at the nursing home.

**General Ability and Problem-Solving:** IQ test done in 2013: WAIS-III Full-Scale IQ 66. This says I'm below average to my peers but I think I am smart. New places are hard for me and I don't always make safe decisions. I have a guardian to help me with money, doctors and school. She is my mom too.

**Social Skills and Behavior:** I like people. My teacher said I do better with adults and am sometimes not mature with friends more if they are boys. I'm working on better behavior with boys so I can be safe in the community.

**Independent Living:** I live with my parents but the basement is like an apartment. I do my laundry and clean. I get SSI to help pay the bills plus my paycheck. Mom helps me with food to eat healthy and to shop, cook, get up for work, and with money.

**Environmental Access and Mobility:** I try the bus with adults. My teacher says safety is an issue there because I talk to everyone and don't understand who is safe or not. They worry about me mostly with men.

**Self-Determination:** I can tell you what I like but not really what I need and am good at. I love animals.

**Communication:** I love to talk. My teacher says I need to work on not interrupting and at work they help me with that by reminding me to get to work. If I start talking about things that are inappropriate they tell me what to work on.

I use a job coach all the time and my teacher helps by checking in with my boss. My teacher thinks we need to add some visual schedules and picture tasks.

Practice in new places. My teachers says it helps me when I can ask lots of questions about places I've never been before.

I don't like needing a chaperone and am working to be more responsible by going on small outings by myself to the library.

Someone signs checks with me and helps me do things at home. I have a lot of reminders by people to do things.

I can ride in cabs alone. Someone helps me set them up. I still need people on the bus with me but I do know the schedule now.

My teacher uses cards with pictures to help me explain what I need to people when I don't know them. She says I do a great job with this!

People to tell me when I'm inappropriate. My teacher calls them natural supports. I call them co-workers and friends.

My coach sets the timers but I think I can do it someday. My teacher also thinks that

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|--|--|
| <p>Time Management: I can tell time and use a timer at work for breaks and changes in my job. Keeps me focused or I get distracted. I can only socialize on breaks and people at work help me with that. What can I say? I like to talk!</p> | <p>if I forget my medication I have a harder time with this. She says it's a strength that I am "fine-tuning".</p> |
|--|--|

## Summary of Academic Achievement – how you score on testing. ( that apply)

|   |   |
|---|---|
| <p><b>English/Language Arts</b></p> <p><input checked="" type="checkbox"/> Reading Grade 1 I like to read about cats and dogs on the internet. If three are a lot of words for me to read it is hard for me to remember what I read.</p> <p><input checked="" type="checkbox"/> Writing I write emails and letters in full sentences. I know my address and phone number and can sign my name. My teacher says I need help to decode, with fluency, and accuracy to read things above 2<sup>nd</sup> grade.</p> <p><input type="checkbox"/> Speaking &amp; Listening _____</p> <p><input type="checkbox"/> Language _____</p> | <p><b>Math (current score and test used)</b></p> <p><input checked="" type="checkbox"/> Number &amp; Quantity I add, subtract, multiply and divide using a calculator. Story problems are hard.</p> <p><input type="checkbox"/> Algebra _____</p> <p><input type="checkbox"/> Geometry _____</p> <p><input type="checkbox"/> Statistics &amp; Probability _____</p> <p><input type="checkbox"/> Functions _____</p> |
|---|---|

|   |  |
|---|--|
| <p><b>Accommodations/Modifications, Services, and Assistive Technology</b></p> <p>What assistive technology works best for you? Explain.</p> <p>What accommodations and/or modifications do you use? Explain.<br/>(can include what was tried and hasn't worked too; if relevant)</p> <p><b>English/Language Arts</b></p> <p>I need help with job applications. I don't like writing so I need help with that. I use Kurzweil 3000 to have tests and directions read to me and I use Dragon to send out emails and write. I need someone to help me give clear details about myself.</p> <p>Did you receive accommodations on standardized tests (Statewide Testing, ACT, MAPS, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, describe the accommodation provided: more time, different room, teacher read it to me and wrote down my answers</p> | <p><b>Math</b></p> <p>Help with my checkbook and deciding how to spend my money by my mom. Calculator is great for me! I use it to come up with how much I can spend at the grocery store.</p> |
|---|--|

## Next Steps and Contacts

### What are your needs as you leave high school and begin further learning, working and living? (to include things like OT/PT/Speech)

|  |   |
|--|---|
| <p><b>Action Steps</b></p> <p>Find 2<sup>nd</sup> job.</p> | <p><b>Contact Information</b></p> <p>DVR – Ms. Ann Waters 098.765.4321</p> <p>Job Center – Mr. Ted Drake 098.754.1245</p> <p>Benefits Specialist – Connie Barker 000.111.2222</p> <p>Managed Care Organization Team – Nurse Nancy and Social Worker Steve, 999.111.2222</p> |
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|--|---|
| Look at apartments                         | Independent Living Center – Ms. Judy Ecker 333.222.7845 |
| Take class on animals at technical college | Technical College – Mr. Tom Dooley 111.222.3456         |

| <b>IEP Team Input and Contact Information</b> (may attach separate documentation for any additional information thought to be required for postsecondary success)  |   |
|--|---|
| Family (contact information)<br>Mom (who is also guardian)   | Teacher/School (contact information)  |
| I'd love to see Kathy more involved in her community and live on her own. Another job would be great for her too as she gets bored on days that she is not working. We are working with her social worker to set up supports so she can join other programs. The YMCA is great on days off but not for full-days. Kathy would like to join a book club and maybe volunteer with animals. | Kathy is a fun young lady to be around. With the right supports, she has great success! I see her working more hours or adding a part-time job. She would love to be involved more in her community and would love to volunteer and hang out with friends. To do this, I recommend someone assists in watching her interaction with people she doesn't know until she demonstrates better safety with this. |
|  |   |

This was a collaborative effort of both the special education teacher and student. We verify that both parties had equal input into this

Summary of Performance document. Signature (student): \_\_\_\_\_

Signature (teacher): \_\_\_\_\_