

Summary of Performance (SOP) (Example)

Part 1: Student Information:

Student Name James Jensen Date of Birth: 3/4/89 Gender: M Age: 18
Permanent Address 202 Highway 17 W, Honeyford, ND 58555 Permanent Phone # 347-9999
Contact Person/Relationship Jens Jensen / Grandfather Contact's Phone # 555-9911
Student's Primary Disability: SLD Reading and Writing Student's Secondary Disability, if applicable: NA
Date of Most Recent IEP: 11/15/06 Date of Graduation/Exit: 5/22/07 Date this SOP was completed: 11/15/06
SOP completed by: Tom Transition, LD teacher District/School Meade/Brown HS Phone # 347-2686

Part 2: Student's Postsecondary Goal(s):

Employment: James will be employed as a Diesel Mechanic
Education/Training: After graduation, James will attend Western Dakota Technical Institute's 2 Year Diesel
Independent Living (Where appropriate): N/A

Part 3: Summary of Performance: (Based on previous assessment and tied to Part 2 as much as possible)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading – James's recent achievement testing showed that he is reading at approximately the 7th grade level. James's comprehension is stronger than his decoding skills. James's test performance in Social Studies and English coursework has improved greatly when tests are read to him and when he has more time to complete the tests. James has used Books on Tape in American Lit and in American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension.

Math – James tested at grade level on his most recent achievement battery. He has completed Algebra I and Geometry, earning low B's, without any modifications or accommodations. He tends to do best on computation problems, and he does sometimes struggle with multiple-step story problems.

Writing – James's recent assessments show that he is functioning at about an 8th grade level. His spelling and content are relative strengths, while his mechanics, punctuation, & handwriting are need areas. James has learned to utilize spelling and grammar correction features in Microsoft Word. He enjoys working with computers and has started using the computer for more of his written assignments.

Learning Styles/Other – James seems to learn best when he hears things or is shown examples.

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths and needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving – James has a full-scale IQ score in the average range. His Industrial Tech instructors report that he seems to have a "knack" for troubleshooting and fixing things.

Attention and Organization – James has become better at using an assignment notebook. He always turns his work in on time.

Communication – James has started asking for clarification of written instructions. He easily converses with instructors and peers. He listens well in class, and retains what he hears.

Social Skills and Behavior – James is well-liked by school staff and peers. He is generally polite and was captain of the Rodeo team.

Independent Living Skills – James drives, prepares his own meals; manages a checking account, payments on his truck, and insurance.

Self-Advocacy Skills –James struggles to admit that he has a Reading and Writing learning disabilities. Last spring, his welding instructor thought that James was being insubordinate, when the real issue was that James misunderstood some written instructions.

Career/Vocational – James has held various part-time jobs since he was 14. He completed an unpaid internship at the City’s Mechanical shop last spring and worked full-time at an Oil Change shop this summer.

Any Additional Concerns – James had perfect attendance last semester. He did not qualify for Vocational Rehabilitation.

Part 4: Recommendations to Assist the Student in Meeting Postsecondary Goals:

Employment:

1. James should qualify for some financial aid, but the school counselor says he may have to work part-time while attending technical school to make ends meet.
2. Another “mechanic-related” job, while James studies Diesel Mechanics, may be beneficial. James should be careful not to work too many hours while attending technical school.
3. James should talk with the Diesel Instructor at Western Dakota about part-time job leads for students.

Education:

1. James should meet with the Disability Coordinator at Western Dakota Technical Institute as soon as possible to request accommodations, assistive technology, and possibly tutoring. Books on Tape, and extra time have been critical to Jame’s academic success.
2. James should do fine in the “Mechanics” coursework, but he may struggle with some of the core courses. The Psychology and English Composition courses will likely be very challenging. James may want to look into taking some of his core courses during the summer to reduce his course load during the year.
3. James should plan to maintain regular contact, possibly weekly, with the Disability Coordinator and improve his self-advocacy skills on a continuing basis.

Independent Living: N/A

Part 5: Student Input (Best Practice)

What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)

Extra time helps. It seems like I am always the last person to finish assignments. Sometimes I get frustrated with tests when I don’t understand the questions. Oral tests, and Naturally Speaking have all seemed to help.

Having tests read to me has made the difference between failing and passing some of my classes. This lets me show what I know instead of showing that I don’t read test questions very well – I already know that!

What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals?

Extra time on writing assignments and having tests read to me are the main ones.

If you believe that you will need services, supports, programs, and/or accommodations: Are you linked with the appropriate post-school supports or program?

Not yet. I have my testing that show I have learning disabilities, but I haven’t turned it in to WDTI yet

Will you need help to obtain any needed post-school services, supports, program, and/or accommodation?

Yes, my teacher said that I need to find out who can help me at the Technical Institute.

Summary of Performance (SOP) (Example)

Part 1: Student Information:

Student Name: Kathy Zimmerman Date of Birth: 3/4/87 Gender: F Age: 20
Permanent Address 121 West Main, Harvey, ND 57777 Permanent Phone Number 605-555-2323
Name/Relationship of Contact Person Rex Anderson/Uncle Contact's Phone # 605-444-2222
Student's Primary Disability Mental Retardation Student's Secondary Disability, if applicable: _____
Date of Most Recent IEP: 09/13/06 Date of Graduation/Exit: 6/30/2007 Date this SOP was completed: 05/10/07 SOP completed by: Sarah Manager, Special Ed. Teacher District/School Harvey HS Phone #605-555-2525

Part 2: Student's Measurable Postsecondary Goals:

Employment: Kathy will work part-time as a residential assistant or as a sacker/stocker at a grocery store
Education/Training: Kathy will use "on the job training" to learn more work skills
Independent Living: After living with her parents for two more years, Kathy plans to live in an apartment in Harvey with a roommate, probably with some supports

Part 3: Summary of Performance: (Based on previous assessment and tied to student's postsecondary goals.)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading –Kathy comprehends well below 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.

Math – 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.

Writing –Kathy enjoys using her computer to write letters and e-mail messages to friends and acquaintances. Filling out forms, including job applications, is a challenge.

Learning Styles/Other – Kathy benefits from repeated instructions and demonstrations. She benefits from oral testing.

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths and needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving – A 2005 Psych evaluation revealed that Kathy is functioning in the below average range of ability as compared to her grade level peers. New situations are challenging.

Attention and Organization – Kathy effectively uses her day planner and accurately tells time to keep track of assignments and medical appointments. Kathy has greatly reduced her distractibility and off-task time at her work experience sites.

Communication – A relative strength with supervisors, co-workers, and customers, but Kathy sometimes interrupts people.

Social Skills and Behavior – Kathy gets along well with adults, but sometimes is immature with her peers, especially males.

Independent Living Skills – Kathy receives SSI. She lives in the basement of her parents' home and does her laundry and cleaning independently. Her mom helps Kathy with shopping, cooking, waking up in the morning, and budgeting. Kathy completed driver education, but she is afraid to drive on busy roads. She has a dual signature checking account. Kathy eats healthy meals.

Self-Advocacy Skills – Kathy explains her strengths and accommodation needs, and usually does this in a positive and assertive manner.

Career/Vocational – 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) and the animal shelter. Kathy has required some limited job coaching and follow-along services to be successful. Kathy currently works about 12 hours per week at the nursing home, on their payroll. Her duties include helping with set-up, serving, and clean-up for evening meals. Her employment teacher checks with employer weekly to monitor progress and to deal with any issues.

Additional Functional Performance Areas – Kathy is very dependable & takes pride in her work. She accepts constructive criticism. Kathy exercises regularly at the YMCA and is in good physical condition.

Part 4: Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals:

Employment:

Recommendations:

1. Stay in touch with VR Counselor to obtain help with new or additional employment
2. Meet with supervisor at nursing home to discuss how to get more hours
3. Meet with Benefit Specialist to plan for impact of earnings on SSI benefits

Education/Training:

Recommendations:

1. Consider completing Certified Resident Assistant training at nursing home
2. Complete Customer Service course offered through Community Education program
3. Complete a situational assessment funded by Voc Rehab at Safeway

Independent Living (where appropriate):

Recommendations:

1. Meet with PLANS representative from the Division of Developmental Disabilities
2. Visit Sioux Vocational Services and sign up for their waiting list for housing
3. Attend Prairie Freedom Center's monthly support group for recent high school graduates
4. Continue to improve budgeting skills and pay bills with parental assistance
5. Work on driving skills several times per week to improve skills and confidence

Part 5: Student Input (Best Practice)

- A. What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)
I sometimes need help understanding tests and forms.
- B. What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals?
Help to get a better job and to keep track of my money.
- C. If you believe that you will need services, supports, programs, and/or accommodations:

Are you linked with the appropriate post-school supports or program?

Voc Rehab, SSI, Job Coach from Career Choices.

Will you need help to obtain any needed post-school services, supports, program, and/or accommodation?

If I do, my mom can help.