

# SUMMARY OF PERFORMANCE

**Part 1: Student Information:** Complete and up-to-date information is crucial

Student Name: Angela Zimmerman	DOB: 3/4/1985	Exit Date: MAY 06	Date form Completed:5/22/2006
Primary disability: Multiple Disabilities		Secondary disability: Please Choose One	
Permanent Address: Street 121 WEST MAIN Town/City WESTFIELD Zip Code 80532			
Permanent Phone: 303 866-9836	Cell #:	Email: AtoZ2000@yahoo.com	
Name person completing this form: Mr. Casey M Casemanager			Phone(303)878-9837
To obtain a copy of transcripts, contact the school guidance office at: WESTFIELD HIGH SCHOOL GUIDANCE COUNSELING OFFICE (303) 878-9800			
To obtain copies of Special Education documentation, contact the Office of Special Education at: WESTFIELD COUNTY SCHOOL DISTRICT ADMIN OFFICES, SPECIAL EDUCATION RECORDS (303) 878-8800			

**Part 2: Summary of Performance:** Based on age-appropriate abilities, assessment and tied to the student's post high school goals.

<u>Academic Achievement &amp; Cognitive Performance</u>	Strength	Limitation	For each applicable content area, include a brief description of the Current Level of Performance (strengths, needs, grade level, assessment summary)
Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Angela comprehends well below grade level. Decoding and safety sight words are strengths, but Angela struggles with retaining information from passages of 5 sentences or more. She enjoys researching different breeds of cats and dogs on the Internet.
Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Angela 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.
Written Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Angela 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 & needs	Angela benefits from repeated instructions and demonstrations. She benefits from oral testing.		
General Ability and Problem Solving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A 2005 psych evaluation showed a full-scale ability score of 68. New situations are challenging
Attention and Executive Functioning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Angela will require support in learning new skills which may include adapting instruction, including a variety of modalities, utilizing real life context for instruction and repetition for practice.
Currently Utilized and Anticipated Effective Accommodations, modifications, Assistive Technology and Supports			
Angela has benefited from receiving a modified curriculum throughout her high school experience, this usually results in material being presented in smaller chunks, with lowered reading levels as well as alternative assignments related to the curriculum being presented. Angela performs best if materials are read to her and she has access to a word processor and computer to complete her work. Angela has difficulty generalizing these skills from the classroom to other settings, it has			

been found to be most effective to link mathematical skills to activities of the day/week/month that she is likely to engage in such as shopping, planning activities, and generally performing typical activities within the community. Angela's sense of time is stronger when connected to a posted schedule and activities within the community, work or special events. Angela's hand writing skills are poor, she can write more clearly and with better form and grammar if allowed to use word processing software.

SAMPLE

**Part 2: Summary of Performance:** Based on age appropriate abilities, assessment, and the student's posts high school goals.

<u>Functional Performance</u>	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to post high school performance in work, community, or educational settings.
Social, Interpersonal, Behavior Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Angela gets along well with adults, but sometimes is immature with her peers, especially males. Usually peer reaction or rejection is effective in shaping Angela's behavior (especially being immature), however clear and direct adult peer guidance may be required by people closest to Angela.</i>
Independent Living Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Angela receives SSI. She lives in the basement of her parents' home and does her laundry and cleaning independently. Her mom helps Angela with shopping, cooking, waking up in the morning, and budgeting. Angela completed driver education, but she is afraid to drive on busy roads. She has a dual signature checking account. Angela eats healthy meals. Support with financial decisions has proven to be necessary and effective.</i>
Self Care, Personal Hygiene	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns</i>
Environmental Access/ Motor & Mobility Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Angela utilizes a 4 wheel power scooter to navigate her environments; she can walk for short distances (up to 10-20 minutes), but prefers to use the scooter to retain her energy. Common ADA accessibility for the scooter, Angela is independent in caring for and charging her scooter.</i>
Self: Determination, Advocacy, Direction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Angela explains her strengths and accommodation needs, and usually does this in a positive and assertive manner.</i>
Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>A relative strength with supervisors, co-workers, and customers, but Angela sometimes interrupts people.</i>
Career & Vocational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Angela 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.</i>
Work Tolerance & Work Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>She disliked working with the school custodian (she dislikes cleaning) and the animal shelter. Angela has required some limited job coaching and follow-along services to be successful. Angela 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.</i>
Recreation & Leisure Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Angela is quite social and frequents the local movie theater almost weekly. She is active with special olympics and loves to call friends on the phone for entertainment in her eventings.</i>

**Additional important considerations that can assist in making decisions about disability determination and needed accommodations** (e.g., medical problems, family concerns, sleep disturbance)

*Angela is very dependable & takes pride in her work. She accepts constructive criticism. Angela exercises regularly at the YMCA and is in good physical condition.*

### Part 3: Recommendations to Assist the Student in Achieving Measurable Post High School Goals:

This section presents recommendations to the student, family and others utilizing this form for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post high school goals. (These recommendations in no way obligate any post high school agency to such recommendations.)

Recommendations to Assist the Student in Achieving Measurable Post high school Goals		
Post high school Area	<u>Recommendations to Assist the Student in Meeting Post High School Goals</u>	<u>Agency(s) Contact Information (name and/or Title, Phone Number, Address, or Email)</u>
Employment	<ol style="list-style-type: none"> <li>1. Stay in touch with VR Counselor to obtain help with new or additional employment</li> <li>2. Meet with supervisor at nursing home to discuss how to get more hours</li> <li>3. Meet with Benefit Specialist to plan for impact of earnings on SSI benefits</li> </ol>	<p>Robert Mead, DVR Counselor (303) 567-0987, Robert.mead@dvr.com</p> <p>Ms. Samsonite, Nursing Home Supervisor, (303) 766-2232 1212 Butte Rd. Westfield, CO 80345</p> <p>Regina Alina, SSI Benefit Specialist (303) 334-4355 ssifuninthesun@ssi.co.us</p>
Education	<ol style="list-style-type: none"> <li>1. Angela may benefit from exploring some adult education courses or even a basic computer or keyboarding class from the local Community College</li> </ol>	<p>Colorado Community College of Westfield, Adult education Department (303) 677-9980</p>
Training	<ol style="list-style-type: none"> <li>1. Consider completing Certified Resident Assistant training at nursing home</li> <li>2. Complete Customer Service course offered through Community Education program</li> <li>3. Complete a situational assessment funded by Voc Rehab at Safeway</li> </ol>	<p>Colorado Community College of Westfield, Adult education Department (303) 677-9980</p>
Independent Living (where appropriate):	<ol style="list-style-type: none"> <li>1. Meet with PLANS representative from the Division of Developmental Disabilities</li> <li>2. Visit Westfield Vocational Services and sign up for their waiting list for housing</li> <li>3. Attend Prairie Freedom Center's monthly support group for recent high school graduates</li> <li>4. Continue to improve budgeting skills and pay bills with parental assistance</li> <li>5. Work on driving skills several times per week to improve skills and confidence</li> </ol>	<p>Tom Richards, PLANS Representative (303) 988-0001</p> <p>Westfield Vocational Services (303) 222-2212 (ask for intake case manager)</p> <p>Prairie Freedom Center (303) 222-1234 (ask for Ben or Jerry)</p>

**Part 4: Associated Relevant Documentation Summary:** List student documentation attached to and provided with this summary (important documentation might include: most recent Triennial IEP, Assessment documentation, psychological reports, aptitude results, interest inventories... any documentation related to eligibility or associated with attainment of post high school goals).

*Attached to this summary is a comprehensive package of all IEP related documentation current through the previous three years. This includes but is not limited to:*

- IEP*
- Triennial*
- Psychological testing*
- Transition focused assessments*
- Career interest inventory*
- Job shadow evaluations*
- Formal and informal measures of academic performance*

I have received a copy of the Summary of Performance and have reviewed its contents with the primary Special Education Provider.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Part 5: Student Input (Recommended/Supplemental Information):**

Review these questions with the student prior to completion of the Summary of Performance. (Questions may be read to the student and written by teacher as accommodation if necessary.)

A. How or in which area does your disability affect your schoolwork and school activities such as: (check all that apply)

- |                          |                          |                          |                          |                          |                          |                          |                             |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| Grades                   | relationships            | assignment               | projects                 | communication            | time on tests            | mobility                 | extra-curricular activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |

Please describe how:

I have to do my work slowly and with the help of my teacher. Sometimes kids make fun of my scooter, and I don't like that it makes me so different.

Other (please describe):

B. What supports or accommodations have helped you to succeed in school? (check all that apply)

- |                          |                              |                          |                          |                          |                          |
|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| adaptive equipment       | extra time tests/assignments | audio books              | teacher notes            | alternative assignments  | study hall               |
| <input type="checkbox"/> | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I sometimes need help understanding tests and forms.

Other (please describe):

C. What supports or accommodations do you feel you will need to continue for you to achieve your goals after high school?

Help to get a better job and to keep track of my money.

D. If you believe that you will need services, supports, programs, or accommodations:

Have you and your family made a connection with the agencies (other than your current school) that can help you with these needs?

Voc Rehab, SSI, Job Coach from Career Choices.

Will you need help to obtain any needed services, supports, programs, or accommodations after you leave high school?

If I do, my mom can help.

E. What strengths and needs should future employers or teachers know about you as you enter the college or work environment?

I learn slowly, but I can learn and I can do a good job at work, I just want to get a chance to try

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_