

SUMMARY OF PERFORMANCE

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

Student Name: ANDY BEHAVIOR	DOB: 02/13/89	Exit Date: MAY 06	Date form Completed: 05/22/22006
Primary disability: Emotional Disability		Secondary disability: N/A	
Permanent Address:			
Street 15323 SOUTH ASPEN STREET		Town/City RIFLE	Zip Code 80511
Permanent Phone: 970-222-2222	Cell #: 970-221-1212	Email: AB1213@ireallydon't care.com	
Name person completing this form: MR. HENRY HILL			Phone: 970-233-3300
To obtain a copy of transcripts, contact the school guidance office at: RIFLE HIGH SCHOOL GUIDANCE COUNSELING/STUDENT RECORDS 970-223-3000 OR rifle.records@riflek12.org			
To obtain copies of Special Education documentation, contact the Office of Special Education at: MOUNTAIN COUNTY SCHOOL DISTRICT STUDENT RECORDS 970-223-4000 OR studentrecordsmtnsd@riflek12.org			

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

<u>Academic Achievement & 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"/>	<i>Andy decodes reading at about the 6th grade level. His has expressed skills in comprehension well above this level however speed during independent reading is difficult due to poor decoding skills.</i>
Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is quite good at math and performs at or near grade level, he does however often mix up his numbers (reverse their order) and has a tendency to make simple errors due to this, his comprehension of the material and the concepts is at or above grade level.</i>
Written Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy has some difficulty with written language, the origin of this is unclear, but his handwriting is very illegible and he makes spelling errors that make decoding his writing quite difficult.</i>
Learning styles & needs	<i>Andy has good auditory learning skills and if shown a task once he usually can replicate it perfectly. Andy is a bit withdrawn in class and prefers to sit in the back and not to be called upon. Andy's keyboarding skills are a valuable crutch that allows him to complete his work on time or shortly thereafter where as required to write his responses, Andy would require almost twice the typical time allotted. Andy usually turns in his homework, but during stronger bouts with his depression, he often fails to complete any of his work and may require multiple reminders and encouragement. Andy does not like to be pressured or "told what to do". He responds best to requests and test best in isolation with 200% of the typically allotted time.</i>		
General Ability and Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Most recent cognitive testing done in the Spring of 2002 reveal and are consistent with previous IQ tests that Andy has High-Average intelligence especially with spatial reasoning</i>
Attention and Executive Functioning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy does exhibit behavior that appears to be inattentive, he is however usually listening, but engages his spatial skills during lecture to focus his auditory learning skills. Andy has good memory, but can become "foggy" or easily distracted during periods of severe depression.</i>

Currently Utilized and Anticipated Effective Accommodations, modifications, Assistive Technology and Supports

Andy has been allowed to utilize books on tape or other audio formats and especially finds the use of audible.com to be a great resource in attaining a wide range of audible resources. Andy is quite proficient in using an ipod to attain such materials. When audio format is not available, written material read to Andy usually ensures comprehension at the level presented. Andy requires monthly medication review and time with his psychiatrist to ensure he is chemically stable. It is important that teachers or supervisors understand that Andy is uncomfortable with being called upon in crowds and often seems inattentive though he isn't, frequent checks for engagement may be beneficial for instructor and for Andy.

Andy performs well when activities are demonstrated, but can manage task very well that do not require verbal skills. Andy's overall writing levels increase 3-4 grade levels when allowed to use word processing software to check his work for spelling and grammar. He prefers MS Word and is very proficient with the writing aids and tools found within this software.

Giving Andy extra time to double check his answers for simple calculation errors can ensure quality work that reflects his abilities and understanding.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy has had some issues in the past with relating to other peers as well as some adults. He usually withdraws when feeling inadequate or threatened which usually provokes the other person to persist with their requests or pestering. Andy does not participate in any school related extra curricular activities, but reports helping his brother with his car stereo and enjoying weekend car audio "sound offs" (car stereo competitions) .When Andy is in a particularly low depressive state, it is important that he be encouraged and provided with patience and understanding.</i>
Independent Living Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is proficient in all of these areas, except for banking where he makes common calculation errors. A calculator is usually effective and banking software may be useful as Andy attains and practices more complicated financial responsibilities.</i>
Self Care, Personal Hygiene	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns at this time.</i>
Environmental Access/ Motor & Mobility Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns in this area.</i>
Self: Determination, Advocacy, Direction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is quite aware of his depression and can describe it's effects on him clearly. He does not like to disclose this information to others and will do so only under conditions of trust. When in a slump, Andy is least likely to express his needs. Andy may benefit from disclosing his disability upon entry into a new situation once trust is established. He understands this may be vital to being able to maintain and retain employment.</i>
Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy has no concerns in this are, he is articulate and is quite good with language. Communicating with others (particularly about subject matter he is familiar with) is clearly one of Andy's strengths</i>
Career & Vocational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy has clearly established his career goals. He and his Case manager have established an opportunity for Andy to attain the skills necessary through and unpaid apprenticeship to pursue his dreams. Andy may need supports with completing HR and Application forms upon pursuit of paid employment, applications for MECP certification and accommodations during MECP testing. Andy will need to have the MECP certification test read to him by the test administrator, Andy should be prepared to present this Summary as well as assessment data found in his IEP to present his disability to MECP prior to certification testing and to attain positive confirmation of assessment accommodations</i>
Work Tolerance & Work Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy needs to have frequent breaks, positive and frequent feedback and flexibility with emotional needs. Andy could benefit from having a behavior management plan with an employer.</i>

Recreation & Leisure Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns at this time.</i>
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Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)

It is imperative that Andy take his medications on a regular basis. In the past, his mother has helped him with this, but during the course of his senior year, she has slowly relinquished this control to Andy in order to prepare him to hold this responsibility for himself, he may still need some support in this area.

SAMPLE

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	Recommendations to Assist the Student in Meeting Post High School Goals	Agency(s) Contact Information (name and/or Title, Phone Number, Address, or Email)
Employment	<ol style="list-style-type: none"> Andy needs to purchase the MECP study guide Andy should approach his supervisor at Quality Auto Sound to see if support can be provided to study his MECP study guide and answer technical questions, or model answers. Andy has been referred to the SWAP program and will continue to be provided support to gain employment. 	<p>MECP http://www.mecp.com/study_guides.asp</p> <p>Quality Auto Sound Supervisor, Ray Martinez (970) 225-2525</p> <p>Angela Swapper, SWAP Coordinator (970) 221-4405, swapper.angela@riflek12.org</p>
Education	<ol style="list-style-type: none"> Andy would likely benefit from utilizing his SWAP specialist to help him attain MECP study guides and attain academic and technical support from qualified personnel at Quality Auto Sound. Andy should examine all the specialist areas of the MECP certification to determine what strengths he currently has that he could capitalize on to make himself more marketable. Andy will need support from the disability access center at the local community college and from the counseling office to help him navigate the entrance requirements and scheduling rigors of college life Andy will be provided a copy of all essential documentation that should help him gain appropriate accommodations through the community college system. 	<p>Collette Helper, Community College Disability Access Center Director, (970) 323-3242 helper.collette@ccdac.edu</p> <p>For additional documentation, see contact info in section</p>
Training	<ol style="list-style-type: none"> Andy will benefit from on the job training through a structured apprenticeship/ internship with Quality Auto Sound. Andy works best when provided with demonstration, verbal directions and the opportunity to complete a task with guidance, done once he generally is independent with the task thereafter Andy would benefit from the opportunity to have frequent short breaks and a wide variety of tasks. Andy responds best to respectful requests and 	

	<i>does not respond well do loud or rude commands.</i>	
Independent Living (where appropriate):	<i>Andy may benefit from support in managing his own medications and may benefit from completing a medication certification course available through most Community Centered Boards (staff training)</i>	<i>Penelope Reynolds, Community Centered Board Nursing/Home Care Administrator, (970) 333-4543 reynolds.2000@ccb.org</i>

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).

2005 IEP, 2004 Triennial Review including all assessment data, April 2006 letter from current psychiatrist indicating current medications and official DSM IV diagnosis, Spring 2006 functional capacities assessment indicating strengths and needs related to work skills.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please describe how:

I have been diagnosed with Depression and this often makes it difficult for me to concentrate on my work or see what the point is. It is hard for me to make friends and I have a hard time being consistent with after school activities. I have had to quit the wrestling team, drama, and chess club due to frequent absences.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Other (please describe):

I need to make sure I take my medications. I like to use a calculator for math to help me check for mistakes, I don't like being yelled at.

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

I am not sure, I know I work with SWAP and my Dr. but don't know what else I need.

- 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?

I probably will, but I think my parents will help me

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

I am creative and good with my hands, I just seem to understand how things work, and if I don't I usually can figure it out easily, I can do good work and love car audio stuff, I hope to get a chance to show my stuff

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

Student Signature: _____

Date: _____