

SUMMARY OF PERFORMANCE

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

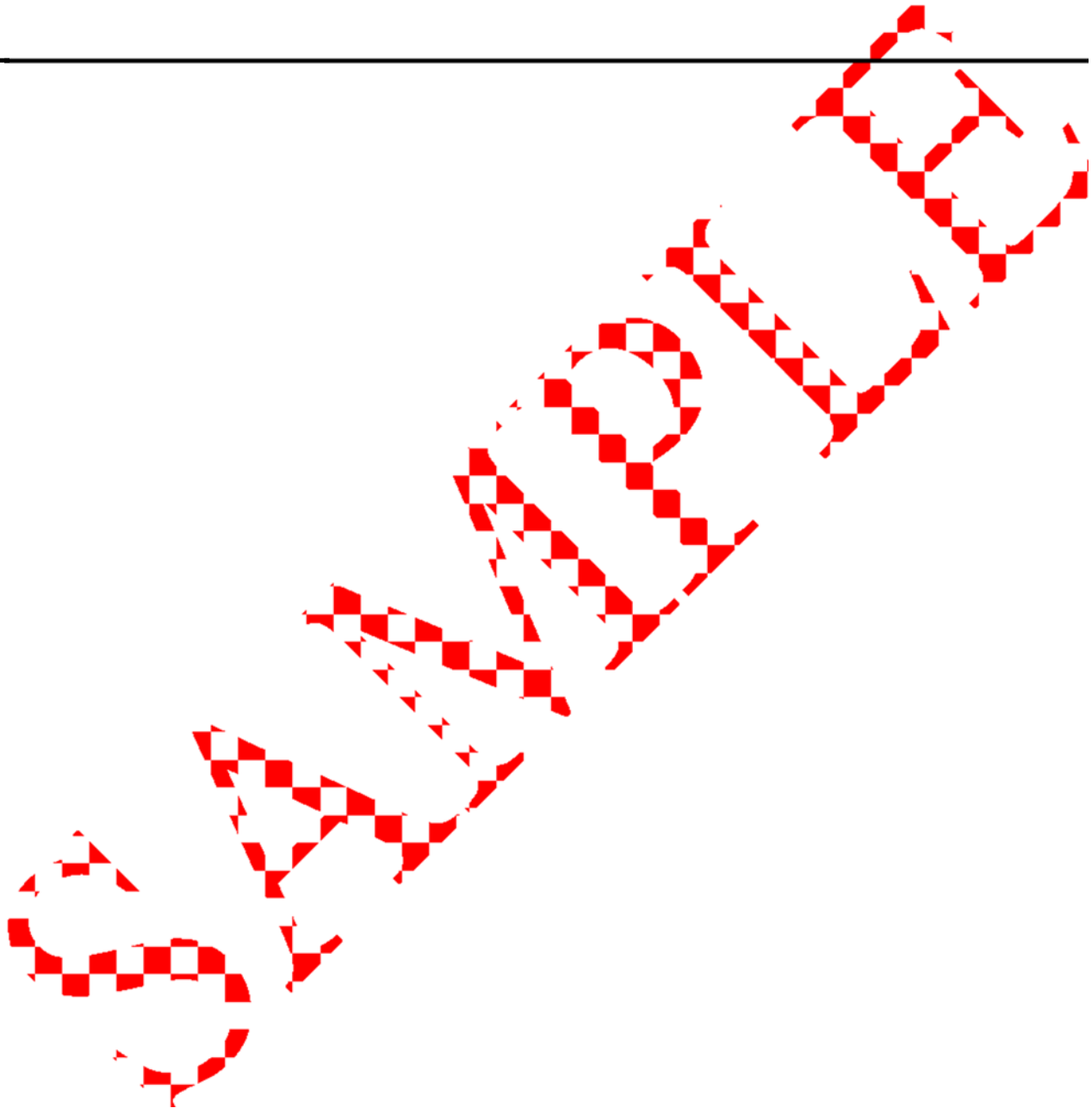
Student Name: Gerald Jensen	DOB: 3/4/1995	Exit Date: MAY 15	Date form Completed: 4/12/2015
Primary disability: Specific Learning Disability		Secondary disability: Please Choose One	
Permanent Address: Street 20222 Bear Butte Valley Town/City Loveland Zip Code 80538			
Permanent Phone: (970)347-9999	Cell #: (970) 555-1212	Email: GerJen01@stumidco.net	
Name person completing this form: Mrs. Marie Anderson			Phone(970) 575-8888
To obtain a copy of transcripts, contact the school guidance office at: Thomson Valley High School Guidance Counseling Office (970) 575 6000 1523 East Eisenhower Avenue, Loveland, CO			
To obtain copies of Special Education documentation, contact the Office of Special Education at: Thompson Valley School District Administrative office (970) 575-4000 800 North Martin St. Loveland,			

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"/>	Gerald's recent achievement testing showed that he is reading at approximately the 7th grade level. Gerald's comprehension is stronger than his decoding skills. Gerald'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.
Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Gerald 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.
Written Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Gerald'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.
Learning styles & needs	Gerald seems to learn best when he hears things or is shown examples		
General Ability and Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Gerald 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 Executive Functioning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Gerald has become better at using an assignment notebook. He always turns his work in on time

Currently Utilized and Anticipated Effective Accommodations, Modifications, Assistive Technology and Supports
Gerald has used Books on Tape in American Lit and the Kurzweil in American History. He reads slowly, and teachers report that these technologies have helped him to improve speed and comprehension. Gerald 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. Use of examples has proven effective.

Utilize structured schedule keeper to track assignments and tasks.
May seek clarification for written instructions.



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>Gerald is well-liked by school staff and peers. He is generally polite and was captain of the Rodeo team.</i>
Independent Living Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Gerald drives, prepares his own meals; manages a checking account, payments on his truck, and insurance.</i>
Self Care, Personal Hygiene	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns</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 type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Gerald struggles to admit that he has a Reading and Writing learning disabilities. Last spring, his welding instructor thought that Gerald was being insubordinate, when the real issue was that Gerald misunderstood some written instructions.</i>
Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Gerald 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. May seek clarification for written instructions. Gerald can convey his needs and will ask for clarification when necessary.</i>
Career & Vocational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Gerald 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.</i>
Work Tolerance & Work Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns. Gerald learns quickly through demonstration and has average work tolerance.</i>
Recreation & Leisure Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns. Gerald enjoys paint ball with friends and working on disassembling cars in his Uncle's salvage yard. Gerald expresses that he enjoys outside activities more than indoor activities.</i>
<p>Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance) <i>Gerald had perfect attendance last semester. He did not qualify for Vocational Rehabilitation.</i></p>			

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"> 1. Gerald 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 Gerald studies Diesel Mechanics, may be beneficial. Gerald should be careful not to work too many hours while attending technical school. 3. Gerald should talk with the Diesel Instructor at Wyo Tech about part-time job leads for students. 	<p>Dr. James Hamm, Director of Diesel Instruction (9307) 677-9876. hamm.j@wyotech.com</p>
Education	<ol style="list-style-type: none"> 1. Gerald should meet with the Disability Coordinator at Wyo Tech as soon as possible to request accommodations, assistive technology, and possibly tutoring. Books on Tape, Kurzweil, and extra time have been critical to Gerald's academic success. 2. Gerald 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. Gerald may want to look into taking some of his core courses during the summer to reduce his course load during the year. 3. Gerald should plan to maintain regular contact, possibly weekly, with the Disability Coordinator and improve his self-advocacy skills on a continuing basis. 	<p>Anna Korkinvoria, Director of Student Support Services for Wyo Tech. (307) 588-2345 korkinvoria.a@wyotech.com</p>
Training	<p>Gerald should continue studying for the CDL written exam and confirm with his uncle that he can use one of his semi trucks for the driving portion of the exam. He may want to take the 5-day CDL prep course this summer.</p>	
Independent Living (where appropriate):	N/A	

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).

Attachments include: most recent IEP, most recent triennial review, most recent psychological report, health history, academic assessments, and career interest inventory.

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

Please describe how:

My difficulties with reading and writing often leave me with little understanding of directions. In the past, I didn't always understand why I was confused about the directions and just thought the teacher wasn't being clear, I therefore often failed to complete work appropriately and got bad grades. I usually need extra time of tests or someone to read the questions to me.

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

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, Kurzweil program, 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!

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?

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

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?

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 services, supports, programs, or accommodations after you leave high school?

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

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

I would like people to know that I am very good at figuring things out and seem to understand how things work easily. I understand all the material given to me, I just have a hard time reading and writing, with appropriate support I can do anything anyone else can.

Student Signature: _____

Date: _____