



Summary of Performance

Maine Unified Special Education Regulations (MUSER) V.3.F(2)(b)

Compliance: ☐ **Document date given to child**

Best practice: ☐ **Prior to his/her exit from high school, by graduation date or exit date**

Date Given to Child:			SAU:	
Child's Name:			School:	
Date of Birth:		Grade:	School Phone:	
Parent/Guardian Name:			School Address:	
Parent/Guardian Address:			City, State Zip:	
Parent/Guardian City, State Zip:			School Contact:	

☐ **Best practice:** **Notify the child at the age of majority that the SAU will continue to send paperwork to the parent/guardian unless the child directs the SAU to stop.**

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Act (IDEA) 34 CFR 300.305(e)(3) and must be completed on this form and format. The SOP is important to assist the children graduating from high school to higher education, training and/or employment. The SOP is needed for children graduating with a standard diploma and for children who have exceeded the age of eligibility (age 20) for special education services.

*These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for Section 504 services in a post-secondary education or employment setting. Post-secondary settings will continue to make eligibility decisions on a case-by-case basis when a child self identifies to a post-secondary institution.*

Section I: Summary of Academic Achievement

The following is a summary of the child's academic achievement. Data from the following could be used in development of this summary: transcripts, report cards, reports of standardized test results and reports of progress toward meeting IEP goals (any attachments **must** be summarized in the appropriate section below).

Specifically discuss the child's current level of academic performance, summarizing the strengths and needs of the child. Including but not limited to:

- ☐ **Reading (comprehension, fluency)**
- ☐ **Math (calculations, algebraic problem solving)**
- ☐ **Language (written, speaking, listening, spelling)**
- ☐ **Learning skills (work habits, note taking, keyboarding, organization time management, assignment completion, study skills, test taking skills)**
- ☐ **How the child has progressed towards meeting grade level standards**
- ☐ **How the child's disability affected his/her schoolwork and school activities and supports that were tried and found successful**
- ☐ **Use student friendly language-they should know their strengths and weaknesses**
- ☐ **Best practice: include data from transcripts, evaluations, report cards, etc.**

Section II: Summary of Functional Performance

The following information is a summary of the child's functional performance, i.e., life/community access skills and vocational skills, essential accommodations/modifications and/or assistive technology that may have been utilized in accessing the high school environment.

Functional performance information is intended to help postsecondary institutions consider accommodations for access. Reference the accommodations and modifications that were beneficial to the child.

Use the present level of functional performance section of the IEP, including but not limited to:

- ☐ **General ability to problem solve (reasoning and processing)**
- ☐ **Attention and executive functioning, memory, processing speed, impulse control, activity level**
- ☐ **Social work, counseling, speech, PT, and OT input**
- ☐ **Behavior: interaction with others, responsiveness to services**
- ☐ **Extra-curricular activities, confidence in activities**
- ☐ **Persistence in the learning environment**
- ☐ **Independent living skills, such as selfcare level, leisure skills, personal safety, transportation and money skills**
- ☐ **Environmental access/mobility (assistive technology, mobility, transportation)**
- ☐ **Self-determination/self-advocacy (ability to respectfully identify needs and articulate goals)**
- ☐ **Career/employment (interests, experiences, exploration, aptitudes)**

Section III: Recommendations to assist the child in meeting post-secondary goals

The following are suggestions for accommodations to enhance access to the following post-high school environments.

Education**Recommendations for child action, include but are not limited to:**

- ☐ Consider competing CAN training at a nursing home
- ☐ Complete situational assessment funded by Voc Rehab
- ☐ Meet with Student Services to discuss disability and to advocate for accommodations
- ☐ Meet with new instructors prior to courses starting to ease anxiety

Some children with disabilities may have needed accommodations to participate in the general curriculum; many of these are transferrable to the postsecondary setting. Including but not limited to:

- ☐ Curriculum accommodations: provide audiotapes of textbooks, use highlighters to mark important sections, provide a model of end-product with directions, provide overview of long-term assignments, have child practice presentation before presenting to class or group
- ☐ Environmental accommodations: provide a computer for written work, provide a separate work space, allow use of a calculator
- ☐ Time/Transition accommodations: provide additional time to complete tasks, provide detailed directions, provide visual aids, when possible, allow voluntary exit from class when child is in high stress or unsafe place, give child progress reports through process of task or assignments

Employment**Recommendations for child action, include but are not limited to:**

- ☐ Stay in touch with Vocational Rehabilitation (Department of Labor) counselor to obtain help with new or additional employment
- ☐ Meet with supervisors when unsure of expectations or to communicate needs or accommodations
- ☐ Meet with Human Resources to walk through benefits of employment package (if appropriate)

Employment accommodations may include but are not limited to:

- ☐ Check-in with time management and organization needs
- ☐ Use non-verbal cues to remind child of expectations
- ☐ Provide step-by-step instructions
- ☐ Allow practice of task before independently performing
- ☐ Allow job shadowing and peer mentoring to support new expectations

Training**Recommendations for child action, include but are not limited to:**

- ☐ Consider completing customer service course
- ☐ Consider taking adult education courses to support vocational training courses

Training accommodations may include but are not limited to:

- ☐ Provide step-by-step instructions
- ☐ Provide additional time to complete tasks
- ☐ Provide visual aids when possible

Independent Living Skills (optional)**Recommendations for child action, include but are not limited to:**

- ☐ Continue to improve budget skills
- ☐ Seek support for banking and budget management
- ☐ Pay bills with parental assistance
- ☐ Work on driving skills
- ☐ Monitor regular car maintenance such as oil changes, tire pressure, and tune-up schedule
- ☐ Practice laundry skills and cooking at home
- ☐ Preplan meals and make shopping lists before entering grocery store
- ☐ Review home safety plan
- ☐ Access community agencies and resources as needed for services
- ☐ Review emergency contacts and phone numbers for support
- ☐ Seek support for medical appointments