

Public School Summary of Performance Report

TO: Oklahoma Division of Rehabilitation
FROM: Juan Discus
DATE: May 2005
SUBJECT: My Public School Summary of Performance Report

Attached you will find my public school Summary of Performance (SOP). This summary was jointly developed by me and other public school professionals, and contains the following sections:

1. My postschool vision and goals
2. My perceptions of my disability, supports that work best for me, and accommodations that must be addressed in post-school settings
3. Recommendations for supports and accommodations from previous (k-12) school professionals
4. A summary of my academic achievement and functional performance in my (k-12) school settings

Each section contains information that is important for my success in postsecondary settings. Please review the information carefully. I will be happy to schedule a time to visit with you about any of the information in my SOP. If necessary, I can bring a personally chosen advocate to help explain specific assessment information.

Thank you for your time.

My contact information follows:

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Section 1 A My Postschool Vision and Goals for ONE YEAR AFTER GRADUATION	
Living	Vision: to live on my own
	Goal: to live in my own apartment or house with a friend or two
Learning	Vision: to get a college degree
	Goal: to graduate from community college with AA in business
Working	Vision: hospital job
	Goal: obtain job in a hospital supply company or hospital
Community Involvement	Vision: to be active with others
	Goal: to remain active in my church group and ride bikes with my friends

Section 1 B My Postschool Vision and Goals for FIVE YEARS AFTER GRADUATION	
Living	Vision: to live on my own with wife and family
	Goal: to own my own home
Learning	Vision: to have 4-year college degree
	Goal: Business degree from OU
Working	Vision: to have a better job
	Goal: to become a manager in the medical supply business
Community Involvement	Vision: to be active with others
	Goal: to coach my son's sports teams

Section 2
My Perceptions of my Disability

Describing My Challenges:	My primary disability is: learning disability. It causes me problems with spelling, writing, goal attainment, and scheduling.
	My secondary disability is:
My Disability's Impact:	On my school work such as assignments, projects, time on tests, grades: I have trouble spelling, writing without a computer, and at times remembering what I am supposed to do.
	On school activities: I will forget my commitments
	On my mobility: none
	On extra-curricular activities none
Supports	What works best, such as aids, adaptive equipment, or other services: Write with computer and spell/grammer checker. Use of my PDA
	What does not work best: Someone telling me to work harder
Needed Accommodations	Setting: (distraction-free, special lighting, adaptive furniture) I like to take tests with extra time. I also need to use computer to write papers.
	Timing/Scheduling: (flexible schedule, several sessions, frequent breaks)
	Response: (assistive technology, mark in booklet, Braille, colored overlays, dictate words to scribe, word processor, tape responses, etc.) Computer with spell checker to write. My PDA
	Presentation: (large print, Braille, assistive devices, magnifier, read or sign items, calculator, re-read directions, etc.)

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Section 3 Recommendations for Supports and Accommodations from School Professionals		
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Disability Impact Summary on Academic and Functional Performance	Area of Functioning	Disability Impact
	General Ability and Problem Solving	Disorganized and does not follow timelines
	Academics	Can't remember assignment and schedule
	Learning Skills	
	Communications	
	Social Skills and Behavior	
	Mobility	
	Independent Living Skills	
	Self-Determination Skills	Poor goal attainment skills
	Career/Vocational Training	

Summary of Accommodations and Supports used in Public School Setting	Accommodation Type	Description of Support	Outcome
	Scheduling	Needs to use PDA	Turns in all papers
	Writing	Computer with word processor to be able to communicate with others in writing.	Papers spelled correctly and written at 9 th grade level.
	Goal attainment	Support in goal attainment, especially in developing plan to obtain goals. Use Take Action goal attainment process.	Long-term tasks completed

Section 4
Summary of my Academic Achievements and Functional Performance in my k-12 Settings
(Latest written copy of each type of assessment attached)

Documentation of My Disability:	Type of Documentation	Assessment Name	Dates Administered
	Psychological/Cognitive	WAIS	11/05
	Neuropsychological		
	Medical/Physical		
	Communication		
Other Assessments	Type of Documentation	Assessment Name	Dates Administered
	Achievement/Academic	Woodcock/Johnson	11/05
	Adaptive Behavior		
	Social/Inter-personal		
	Communication/Speech/ Language		
	Language Proficiency		
	Response to Intervention		
	Language Proficiency		
	Reading		
	Career/Vocational/ Transition	Casey Life Skills	11/05
	Community-based assessments		
	Self-determination assessments	AIR Educator	11/05
	Assistive technology		
	Classroom observations		
	Other:		