

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Joe Brown

**SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE      School Age**

Student Name: Joe Brown

District/School Name: Any School District

Date Summary Issued to Student (mm/dd/yy): 06/05/2009

Now Dear Joe : that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into four parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your postsecondary goals. Part 4, which is optional, gives you a chance to provide information related to your achievement and performance.

**Part 1: Student Information**

Student Name: Joe Brown      Date of Birth: 8/15/1990  
 Year of Graduation/Exit: 2009  
 Student Address: 3460 Easy Street  
 City, State, Zip: Hometown, PA 17722  
 Student Phone: 215-867-5309  
 Current School: Regular High School      Current School Phone: 215-333-0123

**Part 2: Summary of Student Performance**

| ACADEMIC ACHIEVEMENT<br>(if appropriate)  | ACCOMMODATIONS  | RECOMMENDATIONS   |
|---|---|---|
| <p>At Regular HS you participated in several courses to assist you in meeting your post-secondary and employment goals: Music Theory (Community College), Applied Music, Spanish, Basic Occupational Skills, and Business Ed. You also participated in Health and Fitness &amp; Weight Training to assist you in your independent living goals.</p> | <p>You received the following accommodations for academics while you attended Regular HS:</p> <ul style="list-style-type: none"> <li>• Brailed materials</li> <li>• Behavior Plan</li> <li>• Perkins Brailier, electronic note taking device</li> <li>• Extended time</li> <li>• Breaks as needed for de-escalation</li> <li>• Access to PC with screen reader software, printer</li> <li>• Audio Text Player</li> <li>• Adapted math devices</li> <li>• Personal Care Assistant</li> <li>• Sighted reader for spontaneous tasks</li> <li>• Scanner/Embosser</li> <li>• Oral Response to answer test</li> <li>• Printer for Braille note-taker</li> <li>• Quiet place for testing</li> <li>• Table/Desk surface to place laptop for note-taking device</li> </ul> | <p>Academically you were very successful at Regular HS with access to your daily accommodations. In college it will be crucial for you to discuss your needs with each professor. You may benefit from pairing up with another peer in your class to help read assignments that are not Brailed. During times of frustration, when you are about to enter your "red zone," take a break to deescalate. You should locate areas on campus/in your building, prior to starting a class, where you can deescalate.</p> |

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| FUNCTIONAL PERFORMANCE<br>(if appropriate) | ACCOMMODATIONS  | RECOMMENDATIONS  |
|--|---|--|
| Career/Vocational                          | <p>During your high school career you participated in the Basic Occupational Skills class during your 11<sup>th</sup> grade year, During that year you worked on the Practical Assessment Evaluation System (PAES) program to build career task efficiency skills. You also participated in many job training excursions: Free Willy Computer Center, Garden Variety Retirement Village, 10,000 Opportunities and Local Volunteer Organizations. You also participated in several job training tours: Lighthouse, Community College, The Local State Run University, SABVI, and EARS.</p>   | <p>Whatever post-secondary institution you decide to attend or job you plan to work, it is crucial for you to visit the special services coordinator to discuss your academic/behavioral needs.</p>  |
| Social Skills and Behavior                 | <p>During your 9<sup>th</sup> and 10<sup>th</sup> grade years, you received social building activities in homeroom. You had a behavior plan throughout your entire high school career with daily goals monitored by your PCA.</p>   | <p>Whatever post-secondary institution you decide to attend or job you plan to work, it is important that your instructor/boss is aware of your de-escalation strategies: listening to music, going for walks, taking an elevator ride, or using the computer for personal use.</p>  |
| Independent Living Skills                  | <p>During your 12<sup>th</sup> grade year you participated in a life skills class to learn about your rights as a citizen, cooking skills, laundry skills, using appliances, etc. You obtained your state ID during your 11<sup>th</sup> grade year and you obtained your voter registration when you turned 18, and you registered for Selective Service Card. During your 12<sup>th</sup> grade year you toured Home Town Fitness Center. With your Orientation/Mobility specialist you independently planned bus trips, hotel booking, train travel, door-to-door travel to get to site of transportation, and plane travel.</p> | <p>To gain access to public transportation, adult accommodations, and services utilize the JAWS (Computer Reading Software). Continue to utilize the skills learned from your Orientation and Mobility sessions to access the public transportation system and utilize your resource file to access the important websites, addresses and phone numbers. It is also recommended that you look into joining a local chorus and/or fitness center.</p> |

**Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals**

| POSTSECONDARY GOALS | NEXT STEPS | OFFICE/AGENCY | CONTACT INFORMATION | REASON FOR CONTACT |
|---------------------|------------|---------------|---------------------|--------------------|
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|--|---|---|---|---|
| <p>Postsecondary Education and Training:</p> <p>You expressed interest in going to college upon graduation from high school.</p> | <p>When you attend college or trade school, contact the disability service office at the college at the time of admissions to determine eligibility for services.</p>     | <p>The Office of Vocational Rehabilitation</p> <p>Bureau of Blindness &amp; Visual Services</p> | <p>1-800-762-6306</p> <p>John Counselor<br/>Forum Place<br/>555 Walnut Street<br/>FL 8<br/>Harrisburg, PA<br/>17101</p> | <p>They may be able to help you with Financial Aid</p>  |
| <p>Employment:</p> <p>You determined that your goal was to be employed competitively in the area of <u>Music</u>.</p>            | <p>If you need assistance with:<br/>*learning your job<br/>*need additional on the job training<br/>* need assistance with locating jobs in your area<br/>Contact OVR</p> | <p>The Office of Vocational Rehabilitation</p> <p>Bureau of Blindness &amp; Visual Services</p> | <p>1-800-762-6306</p> <p>John Counselor<br/>Forum Place<br/>555 Walnut Street<br/>FL 8<br/>Harrisburg, PA<br/>17101</p> | <p>They may be able to help you with locating a job, receive further training for your job or find job training services to learn you job better.</p> |
| <p>Independent Living:</p> <p>You determined that your goal was to live independently when you were able.</p>                    | <p>If you need assistance with living independently I have listed the following agency that may support you in finding the help you need.</p>                             | <p>United Way LINC</p> <p>Susquehanna Association for the Blind</p>                             | <p>717-291-5462</p> <p>244 North Queen Street<br/>Lancaster, PA 17602<br/>(717) 291-5951</p>                            | <p>If you need help, you can call this number and they will help you find the agency or person who can support you.</p>                               |

**Part 4: Student Perspective (Optional)**

|  |   |
|--|---|
| <p>Please answer the following questions based upon your high school experiences:</p>  |   |
| <p>In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?</p> | <p>Brailled Materials, Brailor or electronic note taking device, Access to PC with screen reading software and printer, Audio Text player, Audio text, adaptive math devices, Use of tactile manipulatives, Sighted Reader for spontaneous visual tasks, scanner and embosser, printer for note taking device</p> |
| <p>Which of these accommodations and supports has worked best for you?</p>   | <p>All of them</p>  |
| <p>What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?</p>  | <p>Use your 4-Square, attached to this letter</p>   |

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We have enclosed a copy of this document for you to share with your parents. We also will place a copy in our records. If you have questions concerning this document, please contact:

Name: Regular School District  
Phone: (717)- 567-8910  
Email Address: \_\_\_\_\_

For help in understanding this form, an annotated *Summary of Academic Achievement and Functional Performance* is available at [www.pattan.net](http://www.pattan.net) Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

**Orientation and Mobility:** You use a long white cane 56", holding it out front for protection and identification in school. Currently, your college class at Community College is on the first floor. If it were on the second floor, you would use the cane on the steps, up and down. Outside, your travel is done with a sighted guide, or with a cane if someone walks beside you. You don't use the cane skills (constant contact) which would make you safe from falling off a curb or walking into unexpected obstacles outdoors or in unfamiliar places. You currently take walks in the neighborhood for exercised with your Dad, and you use the cane for this. You also bring your cane when you go to Amusement Parks and use it when walking between rides. You are unable to cross streets independently, which means you do need a sighted assistant with you to cross streets.

You have learned to use the internet to plan bus trips to the city and also to plan out of the area bus trips on Greyhound, train trips on Amtrak and airplane trips. You have learned to use a map website to obtain walking directions to a destination once you have arrived in a city. This means that while you will not be traveling by yourself, you can serve as a navigator and planner when with other people. You can apply for Access rural door-to-door transportation if you and your family decide on this option. You have a resource file which contains information about how to order a cane, as well as information about various forms of public transportation. If driven to a store such as Walmart or the grocery store, you are capable of asking for assistance to shop for what you need.

Should you have needs in the future for orientation to a new building or work site, you can contact Blindness and Visual Services to request Orientation and Mobility services.

**Independent living skills:** You have stated that you sometimes help with the laundry by putting in money and starting the machines at the Laundromat. Shopping for clothing is done with your mom, who helps you to find your size. For getting dressed in the morning, you generally get help from your Dad to pick out your clothes. This is something you could easily learn to do. You don't currently help with cleaning chores at home. This is an area in which you are capable of being more independent. As an adult living at home, would be very helpful to assist your family. You go to the drive-through at the bank with your Mom, but don't have your own bank account.

You are quite capable of making phone calls to request information from businesses or services. In addition, your excellent use of Jaws Screen Reading software helps you to navigate websites to gather information about a variety of places in the community.