

**University of Mary Unit  
7500 University Dr  
Bismarck, ND 58504**

<b>Summary of Performance (SOP)</b>			
<b>Part 1: Student Information:</b>			
<b>Student Name:</b> Nancy Sample		<b>Date of Birth:</b> 11/24/2006	<b>Gender:</b> Female <b>Age:</b> 12
<b>Permanent Address:</b> 2598 Mayer Lane Maplewood, MN 55119		<b>Permanent Phone Number:</b> 6513159258	
<b>Contact Person/Relationship:</b> Tim / Father		<b>Contact Person's Phone Number:</b> 6513159258	
<b>Contact Person/Relationship:</b> Daniele / Mother		<b>Contact Person's Phone Number:</b> 6513159258	
<b>Student's Primary Disability:</b>		<b>Student's Email Address:</b> <a href="mailto:bjplasch1@umary.edu">bjplasch1@umary.edu</a>	
<b>Date of the most recent IEP:</b> 03/16/2019	<b>Date of Graduation/Exit:</b> 04/27/2019	<b>Date this SOP was completed:</b> 04/27/2019	
<b>SOP completed by:</b> Brandon Plasch		<b>Attending School/District:</b> University of Mary Unit / University of Mary Unit	<b>Phone Number:</b>
<b>Part 2: Student's Measurable Postsecondary Goals:</b>			
<b>Employment:</b> After graduation, Brandon will obtain employment at a local coffee shop. He will also maintain his job as a tutor.			
<b>Education/Training:</b> After graduation of high school, Brandon will enroll in a four year college and continue education at the graduate level.			
<b>Independent Living: (Where appropriate):</b> Upon completion of high school, Brandon will live with his parents to save money and will purchase a house after completion of his undergraduate.			
<b>Part 3: Summary of Performance: (Based on assessment and tied to the student's postsecondary goals.)</b>			
<b>A. ACADEMIC ACHIEVEMENT - For each applicable content area (reading, math, writing, learning styles, etc.) include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any accommodations, modifications, or assistive technology utilized in high school and why needed.</b>			
Reading: Brandon's most recent achievement testing showed that he is at the 9th grade level. Brandon has improved on both his English coursework and also has improved his History skills in particular his decoding skills. During exams, he preforms much better when given more time for them. His oral language skills still need improvement, so it is difficult for him during oral exams.,			
Math: Brandon has excelled greatly in math. He is still above the grade level that he is at. He does need a calculator for this, but because he is in such higher math, this makes sense. Very well prepared for college.			
Writing: Brandon most recent assessment indicates that he is at his grade level. He continues to struggle with spelling, but when guided, he can preform at the top of his class. His handwriting is significantly better than his peers. He does not like using computers.			

Learning Styles/Other: Brandon has said that he learns best when he is moving around or doing something.

**B. FUNCTIONAL PERFORMANCE - For each applicable area (general ability and problem solving, attention and organization, communication, social skills & behavior, independent living skills, self-advocacy skills, career & vocational, etc.), include a brief Present Level of Performance (strengths and needs), and other pertinent information that may help future service providers.**

General Ability and Problem Solving: In a recent psych evaluation, Brandon has been performing in the below average ability for his problem solving skills compared to his peers. In particular, he struggles with short term memory, and focus in all classes.

Attention and Organization: Brandon is extremely organized with his locker, and his daily planner. He turns in assignments on time about 95% of the time. His attention needs work on, but when he is focused, he accomplishes many tasks.

Communication: Through observations, teacher analysis, and parental participation, we have gathered that Brandon does not communicate orally very well. His receptive and expressive communication are up to where his peers are at, but frequently loses focus on the speaker and does not pay attention.

Social Skills and Behavior: Brandon gets along with his peers fairly well, but does not go out of his way to interact or initiate conversations with students. He mostly interacts with his teachers especially Mr. Science Teacher.

Independent Living Skills: Brandon has developed very good independent living skills in the three years of high school. He is able to budget, knows how to live by himself, and has his license. The only aspect of Independent Living he needs to work on would be his social skills and interacting with new people.

Self-Advocacy Skills: Brandon does not recognize his skills verbally, but has an awareness of them. He is able to use these skills to his advantage.

Career/ Vocational: Brandon has volunteered in the community and has said he does enjoy manual labor, only more in the electrical way. He will be setting up an observation with an electrician next year to observe and see if he would like to pursue this career.

**Part 4: Recommendations to Assist the Student in Achieving Measurable Postsecondary Goals:**

**Employment:** 1. Brandon will get in touch with a Vocational Rehabilitation Counselor to obtain help with new employment.

2. He will meet with the electrician and observe a day with him.

3. Brandon will meet with college admissions directors to seek employment post college.

**Education/Training:** 1. He will decide what he wants to do post high school. (College/ Work Force)

2. Brandon will obtain his high school diploma.

3. He will then find the best program to go into for schooling, if decided.

**Independent Living: (Where appropriate):** N/A

**Part 5: Student Input (Optional)**

**What supports or accommodations have helped you to succeed in school? (aids, adaptive equipment, other services)**

**A. What supports or accommodations do you feel you will need to continue for you to achieve your postsecondary goals?**

**B. If you believe that you will need services, supports, programs, or accommodations:**

**Are you linked with the appropriate post-school supports or programs?**

**Will you need help to obtain any needed post-school services, supports, programs, or accommodations?**