

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

**Summary of Performance (SOP)**

**Part 1: Student Information:**

<b>Student Name:</b> Stephanie Sample		<b>Date of Birth:</b> 06/04/2002	<b>Gender:</b> Female	<b>Age:</b> 15
<b>Permanent Address:</b> 1234 Maple Street Bismarck, ND 58504		<b>Permanent Phone Number:</b> 701-111-1234		
<b>Contact Person/Relationship:</b> Kelly Kent / Mother		<b>Contact Person's Phone Number:</b> 701-222-2345		
<b>Contact Person/Relationship:</b> /		<b>Contact Person's Phone Number:</b>		
<b>Student's Primary Disability:</b>		<b>Student's Email Address:</b>		
<b>Date of the most recent IEP:</b> 04/23/2018	<b>Date of Graduation/Exit:</b> 05/25/2018		<b>Date this SOP was completed:</b> 04/23/2018	
<b>SOP completed by:</b> Allison Hoffman	<b>Attending School/District:</b> University of Mary Unit / University of Mary Unit		<b>Phone Number:</b>	

**Part 2: Student's Measurable Postsecondary Goals:**

**Employment:** Upon completion of high school, Clark will obtain a job at the public library.

**Education/Training:** Upon completion of high school, Clark will attend a community-based training program.

**Independent Living: (Where appropriate):** Upon completion of high school, Clark will perform personal hygiene tasks independently at home.

**Part 3: Summary of Performance: (Based on assessment and tied to the student's postsecondary goals.)**

**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.**

Clark was able to complete general education classes in history along with classmates of the same age. Clark uses an augmentative communication device to communicate with teachers and peers due to his speech disability.

**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.**

Clark is sociable and likes to make friends. He responds well to verbal praise and needs to be verbally redirected to stay on task approximately every 20 minutes.

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

**Employment:** Clark will need a one-on-one assistant to make sure he stays on tasks and completes tasks necessary.

Clark should talk to the librarian at his school to learn about library positions.

**Education/Training:** Clark needs an augmentative communication device to communicate with others.

Clark should do fine in history courses, but may struggle in core classes like math and English; he should have daily instruction in these areas.

**Independent Living: (Where appropriate):** Clark needs assistance with daily living skills like eating, dressing, and toileting, so he will need someone willing to assist him in these areas every day.

**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?**