

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

## Summary of Performance (SOP)

### Part 1: Student Information:

<b>Student Name:</b> Mary Sample		<b>Date of Birth:</b> 06/05/2004	<b>Gender:</b> Female	<b>Age:</b> 14
<b>Permanent Address:</b> 7500 University Drive Bismarck, ND 58504		<b>Permanent Phone Number:</b> 6128500080		
<b>Contact Person/Relationship:</b> Jeff Davis / Father		<b>Contact Person's Phone Number:</b> 6128508960		
<b>Contact Person/Relationship:</b> Fran Davis / Mother		<b>Contact Person's Phone Number:</b> 6128658140		
<b>Student's Primary Disability:</b>		<b>Student's Email Address:</b> <a href="mailto:cpdavis1@umary.edu">cpdavis1@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> 03/12/2019	
<b>SOP completed by:</b> Claire Davis	<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:** After graduation, Claire will obtain employment at a hospital as a CNA.

**Education/Training:** Upon completion of high school, Claire will enroll in a 4 year college.

**Independent Living: (Where appropriate):** After graduation, Claire will live in on-campus housing at the University of Mary.

### 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.**

Claire is a sophomore at Totino Grace High School. She has been attending TG since her Freshman year. Claire's attendance is not an area of concern, as she has a total of 2 absences since Freshman year.

#### READING

Claire shows great strength in reading. In her English class, her teacher, Mr. Kocon, has noticed that she has no trouble in reading and understanding the material, and that she often helps other students interpret and understand the readings. In her free time, Claire will read western novels by Louis L'Amour. Claire is reading at the 11th grade level, which exceeds her 9th grade positioning.

#### MATH

Claire has always struggled with math, but this year, she has made notable progress with the help of Mrs. Dengerud, a first year teacher at Totino Grace High School. She has achieved below average grades in her math courses in relation to her same age peers throughout her high school career, but has always taken the initiative to seek out help and tutoring when she is struggling. While she can get frustrated and emotional when she can't understand a lesson or concept, she is usually able to self-regulate her emotions and ask for help from peers or Mrs. Dengerud.

She has also been given the opportunity to finish tests later in the day or after school if she needs more time.

#### WRITTEN LANGUAGE

Mr. Kocon has noted that Claire does extremely well with written language. In class, students have been working on a research paper regarding a topic of their choice, and Claire chose to research the effects that road salt has on the environment. While her first draft needed quite a bit of revision, Mr. Kocon has said that Claire has taken the necessary steps and done extensive research on her topic to educate others on the effects of road salt. Her written language and spoken language are at the same level, which is above the average of that of her peers, but it has been noted that Claire uses more eloquent terms in her writing than in her spoken language.

#### SOCIAL STUDIES AND SCIENCE

Claire shows great interest in both social studies and science, and excels in both of these subjects. She demonstrates skills that are comparable to those of her peers, and performs at an above average level for her grade.

#### WORK HABITS AND LEARNER BEHAVIOR

Claire has shown great improvement in her work habits and learner behavior. When she first came to TG, she wouldn't seek out help in math because she was "too embarrassed to ask for help". While she still needs directions repeated to her frequently, she now asks Mrs. Dengerud for help, her friends when its appropriate, and attends tutoring sessions outside of class. While mathematic comprehension is not Claire's greatest area of strength, she displays good listening skills and self control. Mrs. Dengerud reports that Claire is always very polite in asking for help from her or her peers.

**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.**

Claire's adaptive behaviors in terms of knowing the difference between right and wrong and following rules is not considered an area of concern. There are no safety concerns beyond what is normal for someone of her age. Claire displays appropriate independent self-care, that are beyond those of some of her peers. Claire's classroom teachers have noted that she is a leader within and outside of the classroom. Mrs. Dengerud's only concern for Claire is that she sometime has trouble adapting to new lessons each day. But with modified instructions and breaking down the task to one directive at a time, Claire tends to have a better understanding of the task. Claire is very motivated in her studies and dreams of becoming a pediatric nurse one day. She directs herself to complete her homework to maintain good grades. In regards to work, Claire is too busy to work during the school year, but plans on being employed at a restaurant over the summer to earn money to help pay for college. She also plans on taking part in a CNA training course to see if she really wants to pursue a career in nursing.

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

**Employment:** Claire should partake in a CNA course through the American Red Cross to obtain knowledge of the role of a CNA/nurse. This will assist her in her determining if she wants to maintain the post-secondary employment goal of becoming a nurse.

**Education/Training:** Claire will enroll in the University of Mary's nursing program and partake in all of the necessary classes and clinical experiences in order to attain a 4 year nursing degree.

**Independent Living: (Where appropriate):** Claire will obtain independent living in a house or apartment with roommates after graduating from college.

#### **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?**