

A Quality Summary of Performance (S.O.P.) and How Postsecondary Program Use Information They Contain

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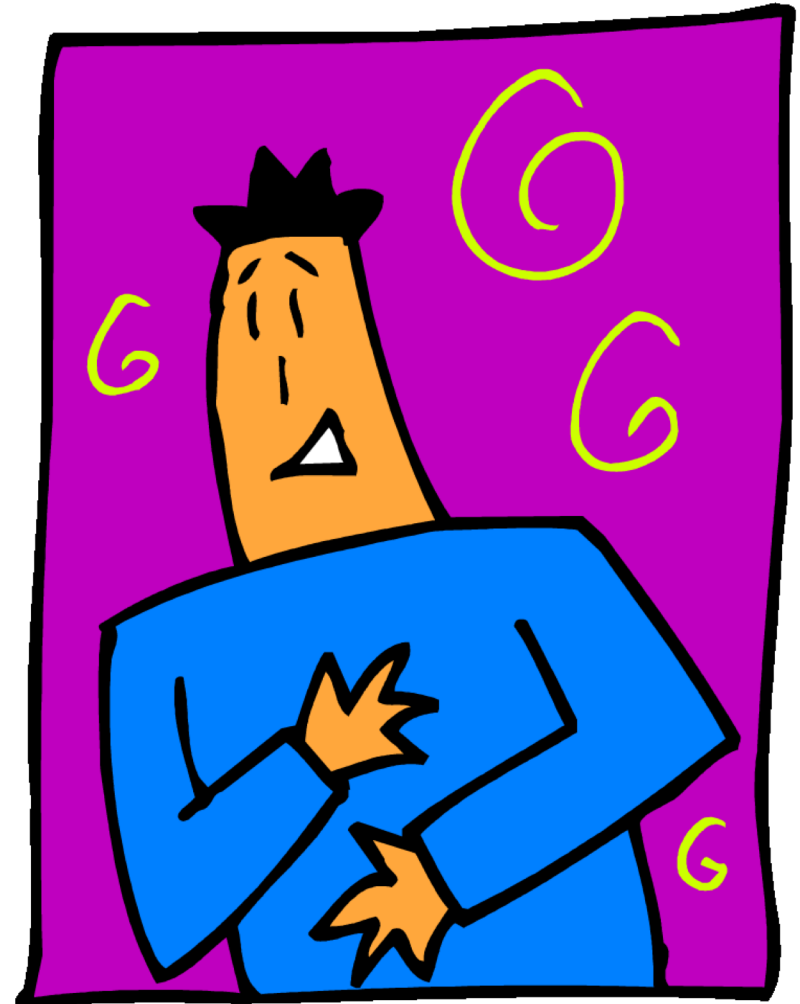
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Agenda

- SOP Background: Self-Determination
- SOP Origin Story
- SD-SOP Fundamentals
- Teach Students Goal Attainment Skills
- How Postsecondary Education Programs Use SOP Information
 - University Example
- Benefits
- Questions



Summary of Performance
Background: Self-
Determination

UN *General Assembly* (1991)





Self-Determination As A Right

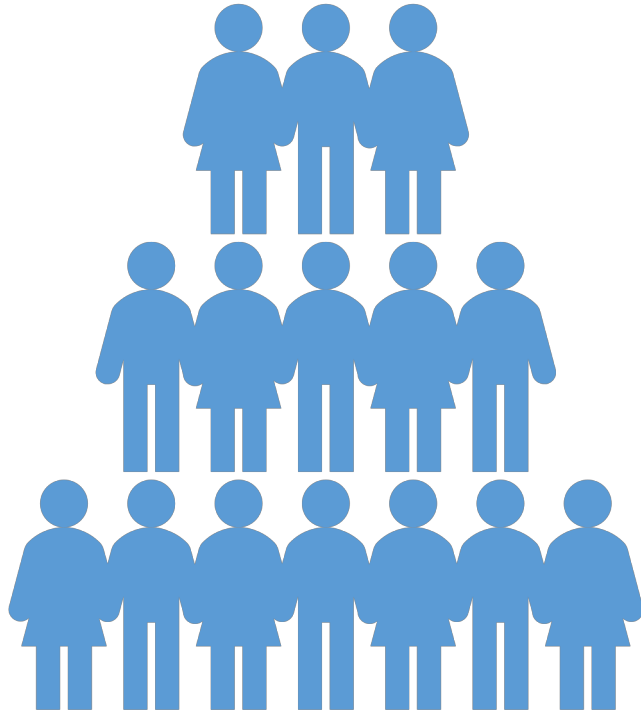
All people have the right to self-determination. By virtue of that right, they must be free to pursue their economic, social, and cultural development.

This Means

Self-Determination empowers groups of people to take control of their own affairs and direct their own futures.



Consensus Definition



Field, Martin Miller, Ward, & Wehmeyer (1998) consider self-determination as

- a set of skills, knowledge, and beliefs that facilitate individuals' engagement in goal-directed, self-regulated behavior.

Self-Determined People Will



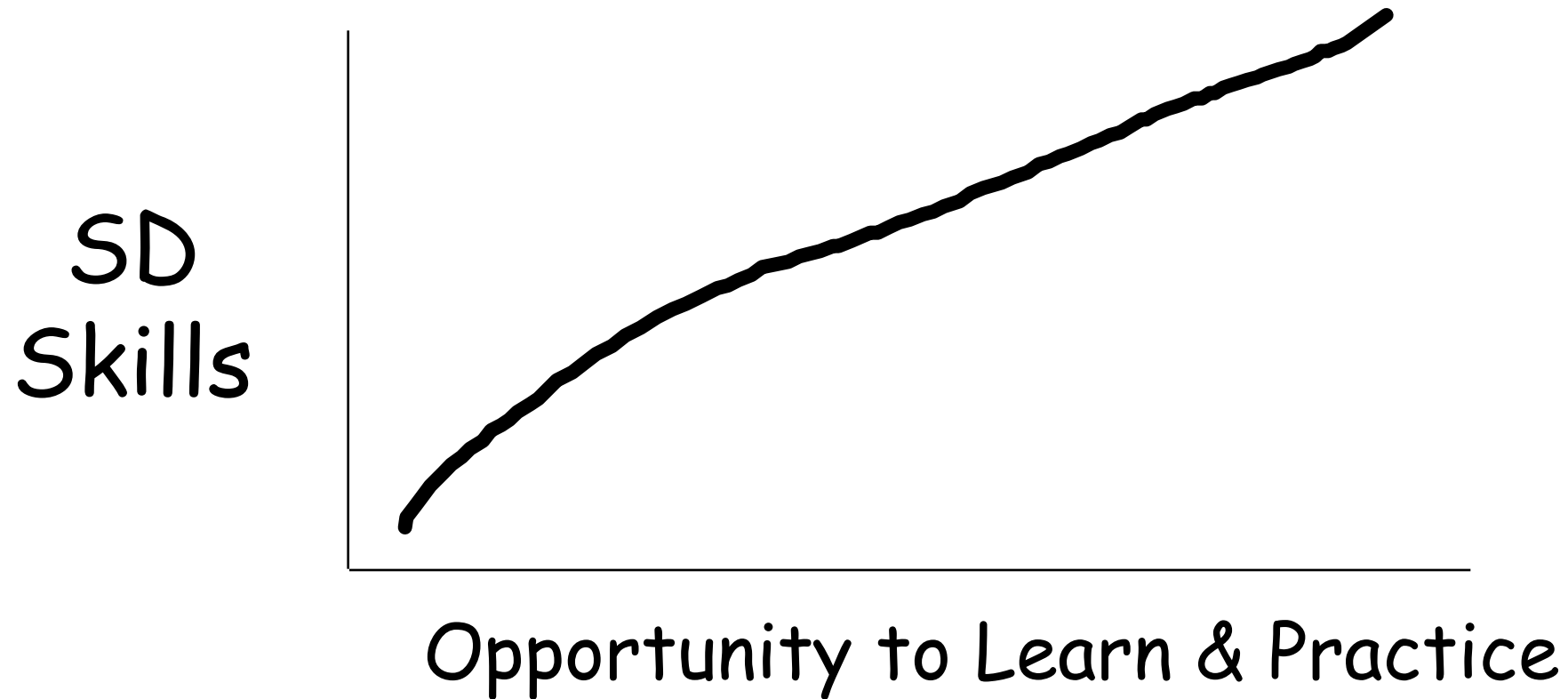
- ◆ Make choices and set goals based upon an understanding of their interests, skills, and limits
- ◆ Express their goals to help build support
- ◆ Establish a plan to attain their goal
- ◆ Evaluate their plan
- ◆ Adjust their goal or plan

Impact of Self-Determination Skills

- Students with greater self-determination skills
 - Do better academically in high school
 - Have higher rates of enrollment in and completion of postsecondary educational experiences
 - Have higher rates of employment
- SD skills facilitates attainment of almost any postsecondary transition goal



SD Skill Acquisition Is a Product of Opportunity to Learn and Practice



Summary of Performance
Origin Story

Federal Special Education Law

- Schools will provide students a summary of academic achievement and functional performance
 - Includes recommendations on how to assist the child in meeting postsecondary education, employment, and independent living goals
- Must be done when students exist school

Summary of Performance

- Purpose

- Provides the IEP team an opportunity to understand and discuss student and family post-high school goals.
- Provides the team an opportunity to explore the students' perception of their disability and its impact on their life, learning, and work.
- Provides students comprehensive document once they leave school to facilitate their plan.

Warning, Warning Will Robinson!

- Most schools took an educator-directed approach toward writing and using the SOP
 - Educators wrote SOP
 - Educators presented SOP at Exit IEP meeting
 - Educators gave parents and maybe students a copy of the SOP

A Different Approach

- Group of special educators and higher education disability support advocates said
 - WAIT A MINUTE WAIT A MINUTE
 - Let's figure out how to make this work for students to transition in a meaningful way
 - Included
 - Mike Ward, Carol Kochhar-Bryant, Margo Izzo, Joe Madaus, Stan Shaw, Pam Leconte, Jim Martin, and others
 - Special CDTEI issue on the SOP went across two issues (29 & 30 in 2006 and 2007)
 - A few of us wanted to make it a Student-Directed SOP

The Student-Directed Summary of Performance:

Increasing Student and Family Involvement in the Transition Planning Process

JAMES E. MARTIN
JAMIE VAN DYCKE
MARILYN D'OTTAVIO
KIM NICKERSON

Best transition practice engages students in the transition planning process. Several Division on Career Development and Transition position papers call for increased opportunities to enable students to learn self-determination skills by actively participating in and perhaps leading their transition planning meetings. Research has demonstrated improved academic and postschool outcomes for students with increased student self-determination skills. The student-directed summary of performance (SD-SOP) provides an opportunity for students to become engaged in their transition planning process. Special educators can use the SD-SOP to increase the awareness of students regarding their disability, provide a means for students to understand the results of transition assessment data, and obtain useful supports. Examples of student-directed summary of performance forms are presented, along with a discussion of how they can be completed and put into practice.

Student-Directed S.O.P. Fundamentals

Must Have Components

- Students prepare SOP
- Future Oriented
- Contain long-term and annual goals
- Address student identified strengths and needs
- Student describes self
- Address accommodations useful to student
- Address support useful to student
- Student present SOP to team
- Student use annually at planning meetings then take with to post-college support providers

Primary Sections

- **My** Postschool Goals for One Year After High School or for Post-College Life
- **My** Perceptions of My Disability
- The School's Perspective on **My** Disability
- School Produced Summary of **My** Academic and Functional Performance

Summary of Performance: Student Worksheet

What are your strengths and needs that professionals should know about you as you enter post secondary programs or work?

What is your disability?

How does your disability affect your school work and school activities (ie, grades, relationships, assignments, projects, communication, time on task, mobility, extra-curricular activities)?

In the past, what types of supports have been tried by teachers or you to help you succeed in school or at the work place (ie, aids, adaptive equipment, physical accommodations, other services)?

Which of these accommodations and supports have worked best for you?

Section 1: My Post-School

- Living
 - My Goal is:
 - To Reach This Goal I Will:
 - To Reach This Goal I Need:
- Working
 - My Goal is:
 - To Reach This Goal I Will:
 - To Reach This Goal I Need:
- Learning
 - My Goal is:
 - To Reach This Goal I Will:
 - To Reach This Goal I Need:

Section 2. My Perceptions of My Disability

- My Disability In My Own Words
- My Disability Impact On
 - School Tasks
 - Job Performance
 - Social Activities
 - Mobility
 - Community Engagement
- Supports
 - What support works best for me
 - What support does not help

Section 2 - Continued

- Accommodations
 - Setting (distraction-free, special lighting, adaptive furniture, seating location)
 - Timing & Schedule (flexible schedule, several sessions, frequent breaks)
 - Response (AT or other response facilitators)
 - Presentation (large print, braille, magnifier,

Section 3: Annual Goals To Work On Each Week

1. My Goal:

- What Will I be Satisfied With?
- Why Do I Want To Do This?
- How Will I Do This?
- When Will I Work on This?
- What Help Do I Need?
- How Will I Get Feedback on What I Did?

2. My Goal

- Repeat the above

Teach Students Goal
Attainment Skills

Take Action: Making Goals Happen

- Lesson package to systematically teach goal attainment skills
- Students learn to apply Take Action process for each annual goal weekly
- Available at no cost from the OU Zarrow Center
 - <http://www.ou.edu/education/centers-and-partnerships/zarrow/choicemaker-curriculum>

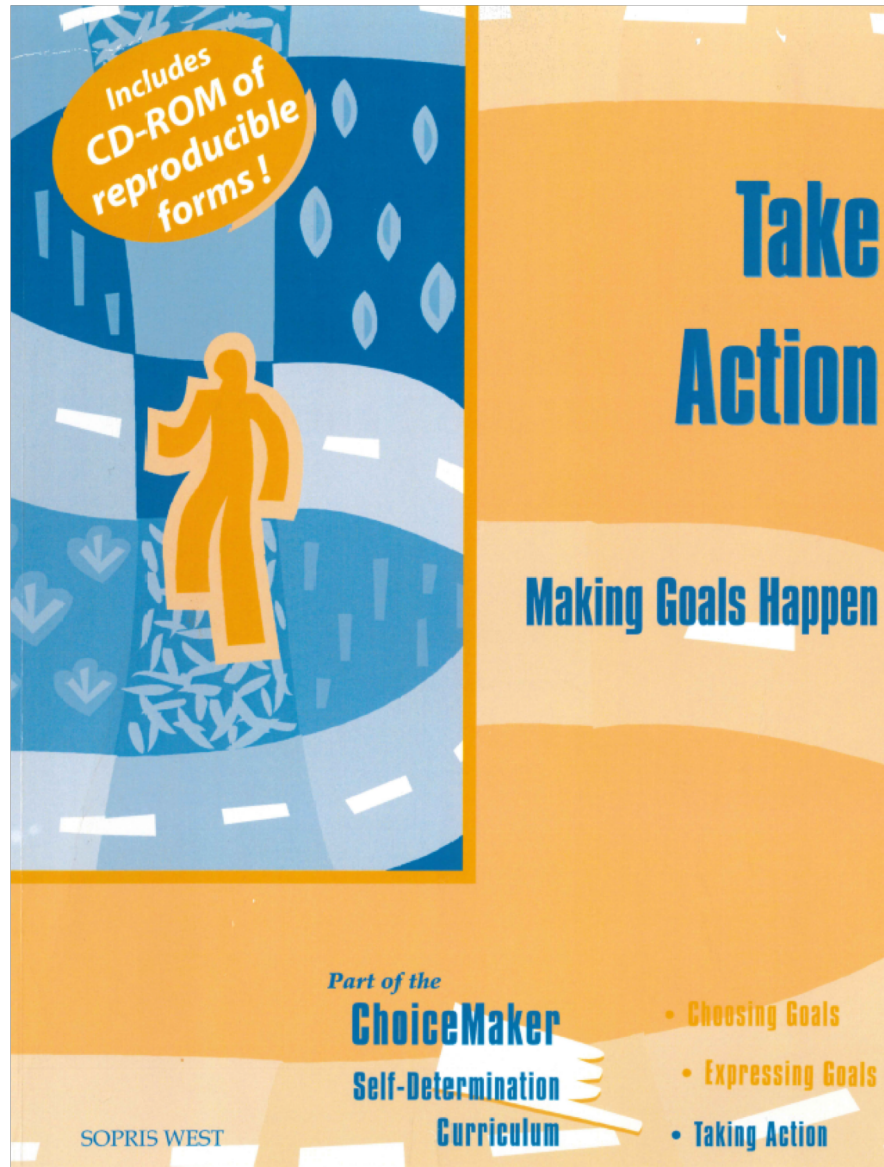


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(Modified Version)

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(Modified Version)

Take Action Major Steps: Plan

- Establish standards
- Determine how to get feedback
- Identify motivation to attain goal
- Select strategies, support and schedule

Long-Term Goal Get my driver's license

Short-Term Goal Learn to drive

Part 1: Student Plan					
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
What will I be satisfied with?	Why do I want to do this?	What methods should I use?	When will I do this?	What help do I need?	How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	4:00-5:00 Wednesday and Thursday	A friend who can drive	What her passenger says about her driving

Take Action Major Steps: Action

Check each plan part for action

Part 1: Student Plan					
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
What will I be satisfied with?	Why do I want to do this?	What methods should I use?	When will I do this?	What help do I need?	How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	4:00-5:00 Wednesday and Thursday	A friend who can drive	What her passenger says about her driving

Did I meet my short-term goal? YES NO

Part 2: Action					
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Did I meet the standard? yes <input checked="" type="radio"/> no	Was I motivated? <input checked="" type="radio"/> yes no	Did I use the strategy? <input checked="" type="radio"/> yes no	Did I follow the schedule? yes <input checked="" type="radio"/> no	Did I use support? <input checked="" type="radio"/> yes no	Did I get feedback? yes <input checked="" type="radio"/> no

Take Action Major Steps: Evaluate

Understand why action was or was not taken

Did I meet my short-term goal? YES NO

Part 2: Action					
STANDARD Did I meet the standard? yes <input checked="" type="radio"/> no	MOTIVATION Was I motivated? <input checked="" type="radio"/> yes no	STRATEGY Did I use the strategy? <input checked="" type="radio"/> yes no	SCHEDULE Did I follow the schedule? <input checked="" type="radio"/> yes no	SUPPORT Did I use support? <input checked="" type="radio"/> yes no	FEEDBACK Did I get feedback? yes <input checked="" type="radio"/> no
Part 3: Evaluate					
STANDARD Was it the right standard? <input checked="" type="radio"/> yes no Why or why not?	MOTIVATION Did it work? <input checked="" type="radio"/> yes no Why or why not?	STRATEGY Did it work? <input checked="" type="radio"/> yes no Why or why not?	SCHEDULE Did it work? yes <input checked="" type="radio"/> no Why or why not?	SUPPORT Did it work? yes <input checked="" type="radio"/> no Why or why not?	FEEDBACK Was the feedback helpful? yes <input checked="" type="radio"/> no Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't say anything and made me laugh.	My friend didn't't give me any!

Take Action Major Steps: Adjust

Propose changes to actions that did not work

Did I meet my short-term goal? YES NO

Part 2: Action					
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Did I meet the standard? yes <input type="radio"/> no <input checked="" type="radio"/>	Was I motivated? <input checked="" type="radio"/> yes <input type="radio"/> no	Did I use the strategy? <input checked="" type="radio"/> yes <input type="radio"/> no	Did I follow the schedule? <input checked="" type="radio"/> yes <input type="radio"/> no	Did I use support? <input checked="" type="radio"/> yes <input type="radio"/> no	Did I get feedback? yes <input type="radio"/> no <input checked="" type="radio"/>
Part 3: Evaluate					
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
Was it the right standard? <input checked="" type="radio"/> yes <input type="radio"/> no Why or why not?	Did it work? <input checked="" type="radio"/> yes <input type="radio"/> no Why or why not?	Did it work? <input checked="" type="radio"/> yes <input type="radio"/> no Why or why not?	Did it work? yes <input checked="" type="radio"/> no <input type="radio"/> Why or why not?	Did it work? yes <input type="radio"/> no <input checked="" type="radio"/> Why or why not?	Was the feedback helpful? yes <input type="radio"/> no <input checked="" type="radio"/> Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't say anything and made me laugh.	My friend didn't give me any!
Part 4: Adjust					
Short-term Goal?	OK or change? If change, new short-term goal				
STANDARD	MOTIVATION	STRATEGY	SCHEDULE	SUPPORT	FEEDBACK
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?
Keep	Keep	Keep	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

Take Action Major Steps: Adjust

Adopt suggested plan adjustments

Part 4: Adjust					
Short-term Goal?	OK or change? If change, new short-term goal				
STANDARD If standard wasn't right, what will I change?	MOTIVATION If I wasn't motivated, what will I change?	STRATEGY If my strategy didn't work, what will I change?	SCHEDULE If I didn't follow my schedule, what will I change?	SUPPORT If my support didn't work, what will I change?	FEEDBACK If feedback wasn't helpful, what will I change?
Keep	Keep	Keep	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

STANDARD What will I be satisfied with?	MOTIVATION Why do I want to do this?	STRATEGY What methods should I use?	SCHEDULE When will I do this?	SUPPORT What help do I need?	FEEDBACK How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	Mom's day off, Saturday @ 4:00	Mom and only mom!	What mom tells me.

Revisions to Take Action

Addition of Reminder

My Short-Term Goal: _____

Plan

Standard What will I be happy with?			
Strategy How am I going to do it?	Schedule When am I going to do it?	Support What help do I need from people?	Feedback How will I know how I did?
	Reminder How will I remember?	What things will help me?	

How Postsecondary Education Programs Use SOP Information

**West Texas A & M University
Example of Student Directed-PS-S.O.P.**

Why Use SOP in PS Settings?

Goal: To Increase Opportunities

- In post-high school settings for young adults with intellectual disabilities.
- For full inclusion in all levels of their communities.
- For young adults to express their abilities, needs, strengths, etc.
- For young adults to articulate their educational, social, and recreational capabilities and needs.
- For young adults to be successful in age appropriate environments that foster independence, productivity, and integration.

Goals Accomplished Through

- Development of a Student Directed SOP with a team of stakeholders in the Postsecondary setting.
 - Student, family, faculty, peer-mentors, others
- Use of Person Centered Planning Approaches to develop the SOP
- The implementation of the Student Directed SOP.
- Development of self-advocacy and self-determination scripts

Example

- Student: Jacob Cooper - moderate intellectual disabilities- 20 years old - high school graduate/completer -drives his own truck - works part-time at grocery store (sacking and carrying groceries)
- Developed & implemented a Student Directed SOP via the use of Personal Futures Planning

- Registration Day
 - Got his ID Card
 - Got his Parking Permit
 - Set up his Computer/Library Account
 - Met his mentors/tutors
 - Developed his PFP
 - Developed his Beginning SOP

Jacob and his mom and dad
Carol and Bobby Cooper



Jacob and His Similar Aged University Team



Developing Jacob's Personal Futures Plan & SD-SOP



Departmental Support Chair at PFP /SOP Meeting



Jacobs's PFP

- To Read Better
- Learn to use Computers
- Join a Club
- Learn Money Skills
- Work on Campus
- Request Accommodations
- Express Needs
- Enter Mechanic Apprenticeship Program
- Become a Big Truck Mechanic
- Reading Curriculum from Race Car Books - Herdsmen Requirements -Apprenticeship Manuals
- Banking Skills - Deposits, Check Writing, Balancing Check Book
- Join the Herdsmen (on campus group)
- Create His Own Web Page, Learn to use Email
- Make independent purchases

Jacob Joins the Herdsmen and Works out Weightlifting



Jacob Enjoys Car Shows & Drag Racing



Jacobs' Goal Areas - Student Directed –Summary of Performance

Area	Goal
Education/ Training	Jacob wants to learn to read novels and mechanical journals, count money, bank independently, learn to use a computer, join a university student group
Employment	Jacob wants to work as a mechanic on big trucks, he wants to start as a mechanic's apprentice and then become a certified mechanic
Independent Living	Jacob wants to live with his parents while working as a mechanics' apprentice and then move into his own apartment. Jacob wants to have a roommate. He wants to one day get married

Area	Present Level of Performance (i.e. - Strengths, preferences, needs, etc.)	<u>Essential</u> accommodations, assistive technology, and/or modifications used/needed
Reading	Jacob is reading at approximately the 5 th grade level. His comprehension is stronger than his decoding skills. Jacob performs best when tests are read to him and when he has extended time. He is most successful with gaining content information when he uses a screen reader or other assistive device.	Jacob needs a screen reader for content of academic and technical information (mechanical journals, novels). Text to speech technology is needed to facilitate reading.
Math	Jacob has difficulty counting consistently. He is successful when provided assistance with a calculator. He does not count money well and needs checking and rechecking for accuracy. Jacob can use the next dollar strategy for making purchases. He often struggles with math activities that require multiple steps.	Jacob needs access to a screen reader and talking calculator. He needs help with money management consistency. He needs practice with banking and making purchases.
Written Language	Jacob has difficulty with spelling and written content. He needs adaptive and assistive devices to help with written mechanics, punctuation, & handwriting. Jacob does best with computer assisted programs for dictation. He needs software that predicts written language.	Jacob can articulate better than he can generate written expressions. He can relate his knowledge, however writing should focus on content and not grammar. Speech to Text technology is needed to assist with writing.
Functional Performance (i.e. - general ability, problem solving, organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment, etc.)	Jacob is well-liked by staff and peers and is generally polite and helpful. He recognizes that he has Reading and Writing difficulties. He often misunderstands written instructions and multiple step verbal instructions. Jacob has started asking for clarification of instructions. He easily converses with instructors and peers. He listens well and retains most of what he hears. Jacob has average work tolerance.	Jacob has difficulty with tasks that require him to read. He is most successful when shown how to do something, then review it through text. His supervisor should check in with him often to ensure understanding

Recommendations to Assist Jacob in Meeting Goals

Area	Recommendations
Education/ Training	<ul style="list-style-type: none">• Jacob should meet with the Apprenticeship Program Coordinator to request accommodations and other supports available prior to beginning his program• Jacob should do okay with practical coursework, but he may struggle with some core courses. He needs to continue to communicate with his instructors about his successes and challenges• Jacob should continue to work on practicing his self-advocacy skills
Employment	<ul style="list-style-type: none">• Jacob should review and plan for the terms of the apprenticeship program (the completion of the industry standard for on-the-job learning (at least two thousand hours) (time-based approach), the attainment of competency (competency-based approach), or a blend of the time-based and competency-based approaches. Jacob should also continue to shadow at the car/truck shop.• Jacob should review and commit to the attendance and performance expectations of courses prior to the beginning them.
Independent Living	<ul style="list-style-type: none">• Jacob will live with his parents through his apprenticeship program while working on money management, budgeting and banking skills, then move into an apartment.
Other	None at this time

What supports or accommodations have helped you to succeed?

- **When we figured out how screen readers work and the use of text to speech that really helped with learning information I needed.**

What supports do you need to go to your apprenticeship? Do you know who to ask if you need help?

- **Well, I have applied and been accepted in a mechanic's apprentice program. I need to practice asking for accommodations for the academic parts. I also need to practice dictating a script and sharing my needs.**
- **If I need help, I will ask my supervisor or instructor or maybe a coworker depending on what it is.**
- **I will ask for verbal instructions to accompany written tasks. I will ask for any tests to be read to me and for my answers to be dictated.**

Would You Like To Know What
Happened to Jacob?

Benefits

Young Adults with Intellectual Disabilities

- An appropriate post-high school education
- Freshman - senior experience
- Have an Alma Mata -University experience like other high school graduates
- Develop better social skills
- Community based training related to job and life skills development
- Acquire social, recreational and leisure skills
- Develop and practice self-advocacy skills
- Transition to a seamless system where they can develop skills, gain experience, and receive services and supports to become successful members of society

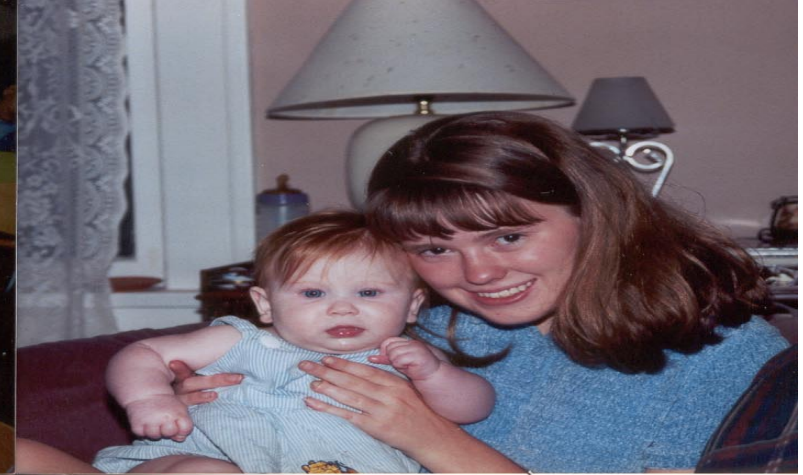
COE Students

- Practical and valuable learning experiences through site-based instruction/ mentoring with students with intellectual disabilities
- Broadened preparation skills
- Hands on experiences making and applying modifications and accommodations required for successful transition to adult outcomes
- Learn to serve as a liaison and advocate for students they will ultimately teach

Community

- Remove barriers based on fear
- Reduce stereotypes
- Increase opportunities for community integration
- Change perceptions and perspectives
- Increase community acceptance

Katie - Part-time Employment on Campus (PFP/SOP)



Questions



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Thank you for participating!

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