
*Colorado Department of Education
Exceptional Student Leadership Unit*

*Department of Human Services
Division of Vocational Rehabilitation*

**COOPERATIVE ASSESSMENT
GUIDELINES
FOR
SCHOOL PRACTITIONERS**

August 2007

Colorado State Board of Education – January 2007

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This document replaces guidelines published in 2004. Developed through the collective efforts of many individuals who are committed to the successful transition of youth with disabilities as they leave school and enter adult life, this document exemplifies the belief that collaboration between and among agencies will create a more functional, responsive and accessible service delivery system. The information and appendices in these Guidelines are intended to be used only as technical assistance tools for transition planning.

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For information on vocational rehabilitation services, call the state Division of Vocational Rehabilitation administration office (303) 866-4150, the DVR office serving your area, and/or refer to the *Cooperative Services Handbook for Youth in Transition*. For information on special education services contact the Special Education Director in your area, the Colorado Department of Education, Exceptional Student Leadership, at (303) 866-6694 or visit the CDE website at www.cde.state.co.us.

The *Cooperative Assessment Guidelines for School Practitioners* as well as the *Cooperative Services Handbook for Youth in Transition* are available and can be downloaded from the CDE website at www.cde.state.co.us/cdesped. Permission to copy these guidelines is granted.

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What is the Purpose for These Guidelines?

The following information is intended to promote the exchange and utilization of existing information between school practitioners and the Colorado Department of Human Services, Division of Vocational Rehabilitation (DVR) staff. DVR helps people with disabilities prepare for, obtain, maintain and/or regain suitable employment. The concept of cooperation and collaboration is embodied in two pieces of Federal legislation, the Individuals with Disabilities Education Improvement Act (IDEIA), a federal law revised and reauthorized in 2004, and the Rehabilitation Act Amendments of 1998, Title IV of the Workforce Investment Act of 1998. In an attempt to foster interagency collaboration, and facilitate a smooth transition for students from school services to vocational rehabilitation services, DVR and the Colorado Department of Education (CDE), Exceptional Student Leadership Unit propose the following guidelines. These can be used to prepare reports and describe functional capacities and limitations that will provide the DVR counselor with sufficient information to determine eligibility for vocational rehabilitation services and develop individualized plans for students that lead to employment.

The agency that provides services for people with developmental disabilities, postsecondary education institutions, and other adult services agencies also require information about a person's functional capacities and limitations in order to determine eligibility for services. The use of these guidelines may facilitate access to services through other agencies as well as DVR.

Who is Eligible for DVR Services and How is Eligibility Determined?

The purpose of the Colorado Department of Human Services, Division of Vocational Rehabilitation (DVR) is to provide necessary vocational-related services, not available elsewhere, which lead to employment. Services are provided to eligible individuals who have physical or mental impairments which interfere with their ability to obtain or maintain employment.

Under the Rehabilitation Act Amendments of 1998, a person is eligible to receive vocational rehabilitation services if the individual intends to become employed; and

- The individual has a documented physical or mental impairment; and
- The impairment constitutes, or results in, at least one substantial impediment to employment which is consistent with his or her abilities and capabilities; and
- The individual can benefit in terms of an employment outcome from the provision of vocational rehabilitation services; and
- The individual needs substantial vocational rehabilitation services to prepare for, secure, retain or regain employment which is consistent with strengths, resources, priorities, concerns, abilities, capabilities and informed choice.

Additionally, an individual is considered to be eligible to receive vocational rehabilitation services if:

- He or she is currently receiving and/or is entitled to SSI and/or SSDI benefits for disability or blindness; and he or she intends to become employed.

In other words, a person must have a disability that interferes with the ability to work and must need vocational rehabilitation services to obtain or maintain employment. A person is presumed to be able to become employed unless DVR has clear and convincing evidence that the person cannot become employed.

As defined under the Rehabilitation Act Amendments, transition services are provided to all eligible students with disabilities who desire an employment outcome and who can benefit from these services. This includes students with disabilities within the special education system and/or the general education system, regardless of the disability label or type of educational services the student has been receiving.

When DVR does not have the resources to serve all those who are eligible to receive services, federal law requires the implementation of an Order of Selection. Order of Selection requires that access to services be prioritized based on the severity of an individual's disability. The severity of an individual's disability is determined primarily by the extensiveness of his or her vocational rehabilitation needs, not necessarily by a disability label. *It is important to note that the severity categories within the VR system do not align with the disability labels used within the education system.* Given that Colorado's DVR may be operating under an Order of Selection, the completeness and accuracy of information provided to the DVR counselor by the educational system can be instrumental in the determination of a student's eligibility for VR services and in the prioritization of the student to receive services.

Do I Need Permission to Share Information with DVR?

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. A school district may not release information about a student, or information obtained from education records, without the written consent of the parent or eligible student. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. For purposes of accessing Special Education records for students who are still in high school, the rights remain with the parents until the student is 21. If you are working with high school students between the ages of 18 and 21, you may want to obtain written permission from both the student and the parent.

What Information is Useful for DVR Eligibility Determination?

The process for eligibility determination is greatly facilitated when the DVR counselor is able to obtain documentation of a student's impairment and functional capacities from a school practitioner. A written evaluation that describes adaptive behavior (how a person interacts with his/her environment), and functional assessment (how the disability may impact the person in vocational settings) is critical. **For eligibility determination purposes, DVR needs to obtain a clear description of functional capacities and limitations.** The ideal description of functional assessment includes:

- A written picture of how an individual interacts with his or her environment.
- A statement describing how the student functions in educational settings.
- Sufficient information for DVR counselors to understand the impact of the impairment in vocational settings.

As suggested by the Rehabilitation Act Amendments of 1998, assessment information (e.g., cognitive, educational, social/emotional, adaptive behavior) should be passed on to the rehabilitation counselor from an education agency, the individual with the disability and/or their family member. This information will be used by the DVR counselor to determine eligibility for VR services as well as to determine Order of Selection priority classification. The utilization of existing assessment information may reduce the need for unnecessary additional testing of students and streamline the process of eligibility determination.

School practitioners know their students well and can provide valuable information about the individual strengths and limitations of each student that will become part of a comprehensive vocational assessment. A comprehensive assessment incorporates an evaluation of psychological, social, educational, physical/medical, and vocational functioning. Those who can provide an accurate description of a student's functional capacities may include trans-disciplinary team members, such as school psychologists, social workers, classroom teachers, related services providers, or other school personnel who have direct involvement with the student. The information provided by the school practitioner will be used by the DVR counselor to document an impairment and determine how functional limitations result in a substantial impediment to employment. It is important to note that Federal law requires that diagnostic assessments used to determine VR eligibility must have been completed, or reviewed and approved, by individuals who are skilled in the diagnosis of the identified disorders and who are licensed and certified for that purpose.

In general, the more current the evaluation and supporting documentation (e.g., historical data, previous assessment results, medical diagnosis) the better. **For rehabilitation purposes, "currency" is viewed as an accurate reflection of how an individual functions today.** For example, if it is anticipated that the cognitive functioning of an individual tested several years ago would result in the same level if tested today, a statement from the school psychologist verifying previous documentation may be sufficient for eligibility purposes and can expedite the utilization of this information.

Throughout the years that a student is involved with the education system, efforts are made to focus on and build upon the strengths of the individual rather than the disability. In order for an adult agency, such as DVR, to determine that an individual is eligible for services, a case must be made that the person has disabilities that cause limitations in their everyday functioning. During this period of time, although this may feel uncomfortable, it will be important to be clear about the functional limitations of the individual. Once eligibility has been determined, the focus of planning and program development can focus on the strengths of the individual as well as the disability.

What are Functional Capacities?

Functional capacities are life activities or skill areas in which the ability to function is significant to successful independence and/or employment. Eight such areas have been defined by VR for the purposes of identifying functional limitations and determining the severity of an individual's disability. These areas are:

Interpersonal Skills	Self Direction
Mobility	Communication
Motor Skills	Work Tolerance
Self Care	Work Skills

The following information includes the Division of Vocational Rehabilitation's definitions of the functional capacity areas. It also includes some questions to consider in identifying the functional capacities and limitations of a person with a disability. This information can be incorporated within a variety of special education documents such as Individualized Education Programs (IEPs), psychological reports, or vocational assessment summaries.

INTERPERSONAL SKILLS: The ability to establish and maintain positive personal, family and community relationships necessary to work.

- *Is the person able to recognize social cues?*
- *Is the person able to handle constructive criticism?*
- *Is the person able to manage frustration encountered on the job or does he/she overreact or withdraw?*
- *Does the person lack skills necessary for effective social interaction?*
- *Is the person uncomfortable in social situations?*
- *Does the person have unavoidable personal appearance problems that may seem difficult for others to accept, even with familiarity?*
- *Is the person able to separate personal problems from work?*
- *Does the person enjoy being with other people or prefer to be alone?*
- *If the person is deaf or hard-of-hearing, what methods of communication are needed in individual and group interactions?*

MOBILITY: The physical and psychological ability to move from place to place inside and outside the home.

- *Is the person able to use public transportation?*
- *Is the person able to obtain a driver's license?*
- *Is the person able to travel alone in familiar or unfamiliar settings?*
- *Is the person able to travel with or without assistance?*
- *Is the person able to use transportation schedules?*
- *Does the person use a wheelchair with or without assistance?*
- *If blind, is the person able to travel independently with the use of a cane or guide dog?*

MOTOR SKILLS: The purposeful movement and control of the body and its members to achieve results.

Does the person:

- *Have the use of upper extremities to obtain, control and use objects?*
- *Have partial or total loss of functioning in one or both upper extremities?*
- *Have control and coordination of fine/gross motor movements?*
- *Perform activities of daily living, such as feeding, with or without the use of aids/prosthesis?*
- *Perform tasks at a competitive work pace? At a slow work pace?*
- *Move slower than average? Fatigue easily?*
- *Have involuntary movements that interfere with the ability to control and coordinate muscles?*

SELF CARE: The ability to care for self and living environment.

- *Is the person able to perform activities of daily living?*
- *Is the person able to manage a daily schedule?*
- *Is the person able to adjust to change in routine? Able to transition to new activities?*
- *Is the person able to manage financial responsibilities?*
- *Does the person manage personal hygiene needs?*
- *Does the person have difficulty making decisions?*
- *Does the person lack "common sense" ability?*
- *What adaptations does this person need in their environment to be independent or what level of supervision does the person need?*

SELF DIRECTION: The ability to regulate behavior in a purposeful and predictable way, taking into account personal goals, environmental conditions, cultural values and expectations.

- *Is the person able to follow directions?*
- *Is the person able to identify logical steps necessary to reach goals?*
- *Is the person able to complete tasks?*
- *Is the person able to locate work stations?*
- *Is the person able to work independently?*
- *Is the person able to ask for assistance when necessary?*
- *Is the person able to use feedback to improve or correct work performance?*
- *Does the person require periodic, frequent or constant supervision?*
- *Does the person initiate work activity?*
- *Does the person give up easily, especially if confronted with a problem or change?*
- *Does the person understand or disregard consequences?*
- *Does the person have realistic or unrealistic job expectations?*
- *Can the person make decisions independent of others?*

COMMUNICATION: The ability to exchange (give and receive) information.

- *Is the person able to speak and understand verbal language?*
- *Is the person able to use lip reading and speech to communicate if hearing impaired?*
- *Does the person use sign language or cued speech?*
- *Is the person's speech difficult to understand?*
- *Is repetition often necessary?*
- *Does communication occur in single words, short phrases, or simple concepts?*
- *Is the person able to communicate his/her needs effectively?*
- *Are there differences between the levels of receptive/expressive communication?*
- *Is the person able to understand instructions and expectations?*
- *Does the person use large print or Braille?*
- *Does the person have difficulty generalizing, transferring and/or assimilating information (written, spoken, receptive or expressive)?*

WORK TOLERANCE: The capacity to meet the physical and psychological demands of work.

- *Can the person work for an eight hour day?*
- *Can the person work for eight hours if given breaks needed for disability?*
- *Can the person perform work requiring frequent lifting and carrying?*
- *Can the person sit or stand for more than 2 hours?*
- *Can the person handle the pressure of a work routine?*
- *Is the person able to establish adequate working relationships, especially with co-workers and supervisors?*

WORK SKILLS: The capacity to learn and perform job tasks.

- *Is the person able to maintain attention to a task for a reasonable amount of time?*
- *Is the person able to concentrate on a task amongst distractions of the work place?*
- *Is the person able to follow written instructions? Verbal instructions?*
- *Is the person able to remember directions? Does information need to be repeated frequently?*
- *How is the quality of work production?*
- *Is the person able to tell time; be on time for work?*
- *Is the person able to learn a new task without specialized instruction?*
- *Does the person take initiative or does he/she need cues to perform?*
- *Does the person need frequent reinforcement in order to sustain work activity?*
- *What are the person's academic levels in reading, math and written language?*
- *Can the person conform to established work rules?*
- *Can the person learn work tasks through modeling, experience, demonstration?*
- *Is the person able to make simple work-related decisions?*
- *Is the person aware of work safety and work hazards?*
- *If interrupted, can the person re-orient to the job task?*
- *Can the person transfer learning from one job task to another?*

How Can Functional Limitations Be Documented?

School practitioners already have access to a wealth of information about the student's impairment and functional limitations. There are several ways that school staff can document the functional capacities and limitations of individual students. This can frequently be done in the course of developing Individualized Education Programs (IEPs), and providing services to students throughout the school year. This information can also be incorporated into psychological reports, functional assessment reports, and the Summary of Performance. In most cases, the format of the documentation is less important than the actual content. Keep in mind that diagnostic assessments used to determine VR eligibility must be completed, or reviewed and approved, by individuals who are skilled in the diagnosis of the identified disability and who are licensed and certified for such purposes.

➤ **Individualized Education Programs - IEPs**

Information about functional capacities and limitations can be easily incorporated into the IEP of an individual student. Descriptive language can be included in summaries of evaluations completed by related services providers (e.g., occupational therapist, physical therapist, speech pathologist). Statements in the Present Level of Performance section of the IEP could include descriptions of functional capacities, both strengths and limitations. Supporting documents such as behavior plans, communication plans, or literacy modality plans, would also be an appropriate place to include information about functional capacities.

➤ **Psychological Reports**

The reauthorization of the Individuals with Disabilities Education Improvement Act, (IDEIA) in 2004 changed the requirements related to standardized testing for eligibility determination and Triennial reviews. No longer is a discrepancy between IQ and performance required to determine a learning disability. In fact, an IQ score will not be required for determination of most special education categories. As a result, students are receiving psychological evaluations less frequently and relevant information will be documented as part of a Response to Intervention, RtI model. There are still occasions when a new psychological evaluation is warranted based on the needs of the student and may be requested by the IEP team or the parent. When a psychological evaluation is done for a secondary level student, it is important that the report include information about functional capacities and limitations that will apply in employment settings as well as educational settings. Reports that include information related to a student's functional limitations can be utilized for determination of eligibility for vocational rehabilitation services, as well as services from other adult agencies, avoiding time delays and additional testing at the time of referral. A sample psychological report is included in the Appendix section of this document.

➤ **Functional Assessment Report**

When completing a written evaluation, always include available documentation (e.g., medical diagnosis, previous test results, historical data) of specific physical and/or mental impairments that may create a substantial impediment to employment. The following general questions should be answered when providing a functional assessment:

- *What is the person's level of cognitive functioning? Include a range of ability, standard deviation and/or percentile scores.*
- *Based on formal or informal assessment, what type of learner is the person; Concrete? Abstract? Visual? Tactile? How does the person seem to learn best?*
- *How does the person communicate? Is sign language or Braille used?*
- *What type of assistive technology devices are needed for personal care, communication and travel independence?*
- *What level of support does the person need in vocational, social, home living, and community environments: Independent? Minimal? Significant?*
- *What types of instructional strategies have been used that have enabled the person to be successful in a variety of different environments such as school, home and/or community? Could these strategies be used to teach new skills in an employment environment?*
- *What type of work experiences has the person had? What jobs or job tasks was he or she most successful doing? What environments seemed to be best?*
- *What types of jobs do you see the person being the most successful doing?*

➤ **Summary of Performance**

One new transition requirement contained in IDEIA 2004 impacts special education students who are finishing their high school / secondary education. Specifically, §300.304, Sec. 614(c)(5)(B)(ii) of IDEIA 2004 requires that in lieu of an exit evaluation, a summary of performance be prepared during the student's exit year. The Summary of Performance template recommended by the Colorado Department of Education includes several components of the Division of Vocational Rehabilitation's defined functional capacity areas.

The word "summary" provides a clue to the intent of the new requirement. Special Education professionals accumulate a wealth of information regarding their students, including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, strategies for success, etc. In the past, much of this information stayed in teacher files. When file documents were copied for future service providers, they were not always in a useful and up-to-date format for the next provider.

A well-written Summary of Performance should make the reader feel like they know the student. Student's strengths and needs should be written in an

objective manner. Assessment language (average, below average, above average, etc...) rather than value words (good, nice, significant, brilliant, slow, etc...) should be used to establish these areas. It is of utmost importance that the actual levels of performance be documented clearly and without an overly positive bias. Eligibility for most adult agency services is dependent upon a need, a deficit, and a disability. This need is the key to attaining the essential services necessary for success in the postsecondary settings. Over complimentary language can falsely hinder a student's ability to gain access to certain essential services. It is important that present levels of performance are honest, objective, clear, and concise. **However, due to the sensitive nature of this information, it will be important to consider the level of understanding and self-determination of the individual when discussing capacities and needs.**

This should include reading, math, writing, and other related academic skills as well as general ability, problem solving skills, attention, and organization. What are the student's present levels? Include: strengths, needs, necessary accommodations, modifications, assistive technology, etc. Remember that the purpose of the document is to help that next service provider to better understand how to help the student. What do you think is the most relevant information to convey?

➤ **Educational Disability Report (EDR) Form**

The Educational Disability Report (EDR) form was developed by DVR and school personnel to facilitate the transfer of information from an educational provider to DVR staff. It is an *optional* form that has been used successfully in many school districts to document the information that will be important for referral to DVR. The EDR is used to help determine an individual's eligibility for DVR services and to aid in the development of their Individualized Plan for Employment (IPE). The EDR form can be completed by educational providers with knowledge of the individual's current level of functioning. However, if it is not completed by an individual who is skilled in the diagnosis of the student's identified disability and who is licensed or certified to do so, the EDR will act as supplemental information to other diagnostic information obtained by the VR counselor. Information on an individual's functional limitations will help the DVR counselor translate how an individual's disability may interfere with his or her ability to prepare for, obtain and/or maintain employment. Information from the educational provider on the individual's strengths also supports the development of an employment plan for those individuals determined eligible for DVR services. **Remember, it will be important to be clear about the functional limitations of the individual in order to make the case for eligibility.** Once eligibility has been determined, the focus for planning and program development will be on the person's strengths as well as limitations in order to make the best decisions about appropriate job placements, accommodations and service needs of the individual.

The EDR form can be found in the Appendix section of this document along with descriptive statements that may aid in the completion of the form. The EDR form was designed by a group of providers as a tool to prompt their questioning and organize information about an individual student. The Functional Capacities on the EDR form have been labeled with more commonly used terms that do not directly align with the official VR categories. The VR Counselor can easily convert the information provided in the Educational Disability Report into the format required for eligibility determination. Although this is not a *required* form, educational providers are encouraged to consult with their DVR liaison about possible inclusion of the EDR form in the referral packet.

➤ **Referral to DVR**

Typically, a referral packet to DVR will include:

- A “referral to DVR” form, if such a form is typically used within the local community. A copy of a sample form is contained within the Appendix.
- The 504 plan, if applicable
- The most recent IEP and/or Triennial Review
- Psychological, medical and specialty evaluations such as adaptive behavior, mobility, speech and language, hearing, vision, etc.
- Vocational assessment results, including functional vocational evaluation
- Information regarding an individual’s prevocational and vocational activities through the school, including community experiences and school-to-career activities
- School transcripts, if appropriate
- The Summary of Performance and/or the “Educational Disability Report”
- Other available assessments, plans or information deemed appropriate

If the DVR counselor is able to find sufficient documentation of impairment and functional limitations, eligibility for DVR services will be determined, the Order of Selection prioritization category will be identified and, if appropriate, an Individualized Plan for Employment can be developed with a student. In this way, the plan can be developed before a student exits the secondary education system, and services can begin without unnecessary delay caused by the need for additional testing.

Appendices

Appendix A

Sample Psychological Report

--CONFIDENTIAL PSYCHOLOGICAL REPORT--

Name: Joe Smith Examiner: Tim Jones, Ph.D., NCSP
Sex: Male
Date of Birth: 9/6/84
Date of Evaluation: 10/9/01
Age: 17 years, 1 month

REASON FOR REFERRAL

Joe's evaluation was conducted as part of his triennial evaluation and to assist the IEP team in determining Joe's educational strengths and needs. In addition, Joe's career-related transition goals will be discussed with regards to his assessment results.

ASSESSMENT PROCEDURES

Wechsler Adult Intelligence Scale – Third Edition (WAIS-III)
Woodcock-Johnson Tests of Achievement – Revised (WJ-R ACH)
Student Interview
Review of Student Records

BACKGROUND INFORMATION

Joe is a 17-year, 1-month old Caucasian male who was born in Denver and has spent his entire school career in School District X. He is the youngest of four children and has three older sisters. His parents divorced when he was eight and he has lived with his mother since. Joe relayed that he regularly sees his father and suggested that his relationship with both parents is "pretty good." Joe denies any parental history of alcohol or drug abuse. Joe also denied any family history of emotional or psychiatric problems. Joe reported having a healthy childhood, that he exercises often, and that he does not use drugs or alcohol.

Joe described high school as being "better than middle school." Joe reported that he was bullied during middle school and that none of his teachers helped him solve this problem. When asked how things have been since he started high school, Joe said "much better" and he shared that the students responsible for the bullying went to a different high school. Joe told the examiner that his Auto Tech class is what he likes best about school and that his English class is what he likes least. Joe has been receiving special education services since 6th grade for his reading and writing problems. Joe shared that he is getting along well socially and he was able to talk about several of his friends with the examiner.

Joe reported that he would like to go to college after he graduates from high school in May 2002. He revealed plans of getting an associate's degree in automotive repair, and that his ultimate goal is to one day own an automotive repair shop. According to Joe, his father is a mechanic and Joe mentioned that he spent the past summer working at his father's shop. Although he was mostly doing routine car maintenance like changing oil and fixing tires, Joe enthusiastically shared his experience and believes that next summer he will be able to help with more "advanced" jobs.

BEHAVIORAL OBSERVATIONS

Joe is of average height and weight. He was friendly and cooperative during the assessment and asked the examiner several questions about his recent car problems. At the examiner's request, Joe took several short breaks during the assessment. His motivation was good throughout all assessment procedures and he asked questions when he was unclear about a task. The following information appears to be a valid and reliable assessment of Joe's intellectual functioning and personality.

RESULTS

Wechsler Adult Intelligence Scale-III (WAIS-III)

The WAIS-III is a test of general intelligence that measures a variety of verbal and nonverbal abilities. Verbal and Performance (nonverbal) intelligence scores indicate average functioning when they range from 85 to 115. Scaled scores are classified as Average when they range from 7-13. Joe's scores on the WAIS-III are as follows:

	Standard Score	Confidence Interval (95%)	Classification	Percentile Rank
Full Scale IQ	88	84-92	Low Average	21st
Verbal IQ	82	78-87	Low Average	12th
Performance IQ	97	90-104	Average	42nd

Verbal Subtests	Scaled Scores	Performance Subtests	Scaled Scores
Vocabulary	7	Picture Arrangement	7
Similarities	7	Picture Completion	11
Information	8	Block Design	12
Comprehension	9	Matrix Reasoning	11
Arithmetic	6	Coding	7
Digit Span	5	Object Assembly	10

Joe's Full Scale IQ of 88 is considered to be in the Low Average range of intelligence and is at the 21st percentile. This indicates that Joe's performance exceeded that of 21% of his peers in the general population. There is a 95% chance that Joe's true Full Scale score would fall in the Average (90-104) range of overall cognitive ability.

Joe's cognitive abilities are further detailed by examining his Verbal and Performance (nonverbal) standard scores. Joe's Verbal score of 82 is at the 12th percentile and is classified as Low Average. Joe's Performance score of 97 indicates average functioning and is at the 42nd percentile. Joe exhibited a relative strength on a subtest requiring visual-motor coordination and the ability to organize visual material. On the contrary, Joe's performance on a task requiring short-term auditory memory and sustained attention was found to be a relative weakness. There was a 15-point difference between Joe's Verbal and Performance standard scores. An explanation for this difference is that Joe's ability to think in visual images is more adequately developed

than his ability to apply verbal skills to the solution of new problems. In addition, his nonverbal learning and visual organization abilities are superior to his language processing and verbal reasoning abilities. This difference is consistent with Joe's reported aptitude in automotive repair. Joe's performance on this measure of general cognitive ability suggests that a "hands-on" or kinesthetic learning environment like an automotive repair training program is a more appropriate choice than a learning environment that requires individuals to acquire knowledge primarily by processing verbal and written information. Furthermore, the discrepancy between Joe's Verbal and Performance standard scores might be expected given his demonstrated aptitude in a hands-on class like Auto Tech and his struggles in English, which has significant language-based demands.

Woodcock-Johnson Tests of Achievement – Revised (WJ-R ACH)

The WJ-R ACH is an assessment procedure used to measure a person's scholastic achievement in reading, mathematics, language, and writing. Cluster Area scores are presented as standard scores and suggest average functioning when they range from 85-115. Joe's Cluster Area scores are as follows:

Cluster Area	Standard Score	Percentile Score	Percentile Range	Functional Level
Broad Reading	76	6	3-9	Slow Learner
Basic Reading Skills	69	2	.90-5	Mildly Deficient
Reading Comprehension	77	6	2-10	Slow Learner
Broad Mathematics	82	11	8-14	Low Average
Broad Written Language	77	6	1-11	Slow Learner

Joe obtained the following *estimated* grade levels on the WJ-R subtests:

<u>SUBTEST</u>	<u>ESTIMATED GRADE LEVEL</u>
Letter-Word Identification	4 th grade, 4 th month
Passage Comprehension	5 th grade, 6 th month
Calculation	8 th grade, 3 rd month
Applied Problems	8 th grade, 1 st month
Dictation (spelling)	4 th grade, 6 th month
Writing Samples	5 th grade, 6 th month
Word Attack (phonics)	1 st grade, 8 th month
Reading Vocabulary	4 th grade, 1 st month

Although Joe's math skills are delayed, the estimated grade levels for the two subtests that comprise his Broad Mathematics score (calculation and applied problems) are the highest in comparison to his other academic grade levels. This relative strength is consistent with a report from Joe's current Math teacher, Mrs. Maloney, who told the examiner that Joe is passing her class. In addition, a review of Joe's records indicated that his performance in previous Math classes was adequate. Joe's ample capacity to reason and solve problems in his head were noted previously by the examiner (Performance IQ in the Average range), and it is likely that these skills are contributing to his average grades in math.

The examiner noted Joe's difficulty in decoding words during reading exercises and in gaining meaning from what he was reading. Joe's short-term memory deficits, which were verified by his performance on a cognitive task, may be affecting his ability to comprehend written material. Moreover, the examiner noted Joe's difficulty in spelling and in generating sentences when presented with a prompt. As mentioned previously, Joe has been receiving special education services for a learning disability in the areas of reading and written language since 6th grade. Joe's performance on the activities that comprise the Reading and Written Language clusters suggests that he continues to experience difficulties in processing and generating written material.

FUNCTIONAL LIMITATIONS

Based upon the information obtained during the assessment, the following functional limitations were noted.

1. Joe's verbal reasoning skills appear to be less developed than his nonverbal, visual organization abilities. Joe will continue to have problems in learning environments that frequently require verbal and language abilities to receive and process new information.
2. Joe's performance on a task that required the use of sustained attention and short-term auditory memory revealed a relative weakness compared to his other verbal abilities.
3. Joe's reading and written language skills are limited. Joe is essentially functioning at a fifth grade level in both areas. Although Joe's career interest is consistent with his nonverbal, hands-on learning style, it is likely that Joe's reading and writing levels will need to be improved in order to enroll in a community college training program.

RECOMMENDATIONS

Based on the results of Joe's psychological evaluation, the following recommendations are offered to Joe and the IEP team. These recommendations are deemed appropriate for helping Joe to achieve and maintain optimal functioning in all of his environments.

1. Joe's interest in pursuing a career in the automotive repair industry appears to be a good match with his learning style. However, Joe's poorly developed reading and

writing skills may present as a barrier to participating in a community college training program. In all likelihood, Joe will have to enroll in a basic skills remediation class to improve his reading and writing skills prior to beginning any automotive training courses at the community college. The examiner encourages Ms. Johnson (Joe's case manager) to invite a Division of Vocational Rehabilitation (DVR) counselor to Joe's triennial evaluation staffing to discuss the supports that Joe will need to help overcome his reading and writing difficulties after he leaves school. Joe will benefit from having a DVR counselor assist him in exploring automotive training programs and in developing a support plan.

2. The examiner recommends that Joe and his family obtain a financial aid application packet from the school counseling office as soon as possible. If Joe plans on attending a training program in August 2002, he will need to submit his financial aid paperwork by January 2002. Joe and his parents are encouraged to speak with Mr. Williams (Joe's guidance counselor) and Ms. Johnson about this recommendation.
3. The examiner recommends that Ms. Johnson invite Mr. Newton (Joe's Auto Tech teacher) to Joe's triennial evaluation. Mr. Newton might be able to offer valuable suggestions to Joe and his parents with regard to Joe's decision to pursue automotive repair training and employment after high school. Ms. Johnson is encouraged to speak with Mr. Newton before the meeting to review the rationale for discussing transition services and to give Mr. Newton information about his role in the staffing.
4. The examiner encourages Joe's teachers to continue presenting new information in a visual manner. Using overheads, handouts, and/or videos are all ways to facilitate Joe's acquisition of new information.
5. Joe appears to have problems processing new information into his working memory. Joe's teachers are encouraged to ask Joe to repeat verbal directions in order to ascertain his comprehension.

Dr. Tim Jones

Tim Jones, Ph.D., NCSP

Appendix B

Educational Disability Report Form (EDR)

*** CONFIDENTIAL ***

EDUCATIONAL DISABILITY REPORT

1. STATEMENT TO EDUCATIONAL PROVIDER

The Division of Vocational Rehabilitation (DVR) helps people with physical, emotional, and educational disabilities obtain and/or maintain employment. To be eligible for DVR services, the disability must create a barrier to employment. This report will be used to help determine this individual's eligibility for DVR services and to aid in the development of their employment plan. Please indicate how strengths and limitations in the following capacities may relate to this individual's ability to prepare for, obtain, and/or maintain employment. *Please attach any documents or reports that were used to complete this form (e.g., most recent IEP, triennial evaluation, assessment reports).*

2. DVR APPLICANT / STUDENT INFORMATION

Last Name	First	MI	Social Security #	Date of Birth
HIGH SCHOOL: Graduated? Yes <input type="checkbox"/> No <input type="checkbox"/> If not, expected date of graduation, GED, or completion?			Current Grade Level	Career Goal(s)
Special Education Diagnostic Category/Diagnostic Impressions:				
Cognitive and Educational Achievement Functioning Levels (Standard Scores, Grade Equivalents, Classification):				

3. FUNCTIONAL CAPACITIES

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Ability to adapt to change	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to make decisions	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to seek jobs independently	<input type="checkbox"/>	<input type="checkbox"/>	

*** CONFIDENTIAL ***

Student Name: _____

Educational Disability Report – Page 2

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Ability to follow through on expressed goals / assigned tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Self confidence/self esteem	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to interact with others	<input type="checkbox"/>	<input type="checkbox"/>	
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	
Work tolerance	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to sustain attention	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to handle stress	<input type="checkbox"/>	<input type="checkbox"/>	
Memory	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to follow directions, instructions, and tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Mobility (e.g., transportation)	<input type="checkbox"/>	<input type="checkbox"/>	
Coordination	<input type="checkbox"/>	<input type="checkbox"/>	

*** CONFIDENTIAL ***

Student Name: _____

Educational Disability Report – Page 3

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Personal hygiene	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to perform activities within a schedule (e.g., attendance, punctuality, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to manage personal affairs (i.e., daily living skills)	<input type="checkbox"/>	<input type="checkbox"/>	
Judgment	<input type="checkbox"/>	<input type="checkbox"/>	
Impulse control	<input type="checkbox"/>	<input type="checkbox"/>	
Other capacities:			

4. EVALUATOR(S)

Signature of individual licensed or certified to diagnose identified disorder: _____	Printed Name & Title: Name: _____ Title: _____	Date Signed: _____
Educational Providers' Signatures: _____ _____	Printed Name & Title: Name: _____ Title: _____ Name: _____ Title: _____	Date Signed: _____ _____
Other Signature: _____	Printed Name & Title: Name: _____ Title: _____	Date Signed: _____

* CONFIDENTIAL *

SAMPLE EDUCATIONAL DISABILITY REPORT

1. STATEMENT TO EDUCATIONAL PROVIDER

Division of Vocational Rehabilitation (DVR) helps people with physical, emotional, and educational disabilities obtain and/or maintain employment. To be eligible for DVR services, the disability must create a barrier to employment. This report will be used to help determine this individual's eligibility for DVR services and to aid in the development of their employment plan. Please indicate how strengths and limitations in the following capacities may relate to this individual's ability to prepare for, obtain, and/or maintain employment. *Please attach any documents or reports that were used to complete this form (e.g., most recent IEP, triennial evaluation, assessment reports).*

2. DVR APPLICANT / STUDENT INFORMATION

Last Name <i>Johnson</i>	First <i>Jeremiah</i>	MI <i>B.</i>	Social Security # <i>121-12-1211</i>	Date of Birth <i>3/7/1986</i>
HIGH SCHOOL: Graduated? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> X If not, expected date of graduation, GED, or completion? <i>Expected graduation May 2005</i>			Current Grade Level <i>11</i>	Career Goal(s) <i>Mechanic</i>
Special Education Diagnostic Category/Diagnostic Impressions: <i>Specific Learning Disability Visual Memory & processing Speed - Significantly Low (IEP page 3) Difficulty focusing on task & paying attention (IEP page 11)</i>				
Cognitive and Educational Achievement Functioning Levels (Standard Scores, Grade Equivalents, Classification): <i>Woodcock-Johnson Test of Achievement - Significantly low in Math and Written Language (IEP page 9) CELF - 3 - Concepts & Directions 16th %tile; Receptive Language 55%-tile; Expressive Language 39%-tile; Total Language score 45%-tile (IEP page 12)</i>				

3. FUNCTIONAL CAPACITIES

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Ability to adapt to change	<input type="checkbox"/>	X	<i>Routine is important - struggles with changes</i>
Ability to make decisions	<input type="checkbox"/>	X	<i>Has tendency to procrastinate</i>
Ability to seek jobs independently	<input type="checkbox"/>	X	<i>Lacks confidence in outcomes of applications</i>

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Student Name: Jeremiah Johnson

Educational Disability Report – Page 2

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Ability to follow through on expressed goals / assigned tasks	<input type="checkbox"/>	X	<i>Poor planning - procrastination habits are well set</i>
Self confidence/self esteem	<input type="checkbox"/>	X	<i>Lacks drive due to low self confidence</i>
Ability to interact with others	X	<input type="checkbox"/>	<i>Very personable when others are known - sometimes uncomfortable with new people</i>
Communication skills	<input type="checkbox"/>	X	<i>Verbal and Auditory are strong - Written is very poor</i>
Work tolerance	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to sustain attention	<input type="checkbox"/>	X	<i>Consistent with ADD/ADHD diagnosis</i>
Ability to handle stress	X	<input type="checkbox"/>	<i>Has had a lot of experience</i>
Memory	<input type="checkbox"/>	X	<i>Short term memory skills are weak. Needs written or visual cues</i>
Ability to follow directions, instructions, and tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Mobility (e.g., transportation)	X	<input type="checkbox"/>	<i>Has drivers license and vehicle</i>
Coordination	X	<input type="checkbox"/>	<i>Very able to do physical tasks</i>

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Student Name: Jeremiah Dennison

Educational Disability Report – Page 3

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Personal hygiene	X	<input type="checkbox"/>	<i>Does well independently</i>
Ability to perform activities within a schedule (e.g., attendance, punctuality, etc.)	<input type="checkbox"/>	X	<i>Poor planning, procrastinates, then acts impulsively. Accepts consequences well</i>
Ability to manage personal affairs (i.e., daily living skills)	X	<input type="checkbox"/>	<i>Age appropriate</i>
Judgment	X	<input type="checkbox"/>	<i>Accepted responsibility, quickly got a job after he quit school</i>
Impulse control	<input type="checkbox"/>	X	<i>Doesn't think about consequences, but does accept them</i>
Other capacities:			

4. EVALUATOR(S)

Signature of individual licensed or certified to diagnose identified disorder: <u>Dr. Tim Jones</u>	Printed Name & Title: Name: _____ Title: <u>School Psychologist</u>	Date Signed: <u>11/19/03</u>
Educational Providers' Signatures: _____ _____	Printed Name & Title: Name: _____ Title: _____ Name: _____ Title: _____	Date Signed: _____ _____
Other Signature: _____	Printed Name & Title: Name: _____ Title: _____	Date Signed: _____

*** CONFIDENTIAL ***

Student Name: Jeremiah Dennison

Educational Disability Report – Page 3

Functional Capacities	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to employability.
Personal hygiene	X	<input type="checkbox"/>	<i>Does well independently</i>
Ability to perform activities within a schedule (e.g., attendance, punctuality, etc.)	<input type="checkbox"/>	X	<i>Poor planning, procrastinates, then acts impulsively. Accepts consequences well</i>
Ability to manage personal affairs (i.e., daily living skills)	X	<input type="checkbox"/>	<i>Age appropriate</i>
Judgment	X	<input type="checkbox"/>	<i>Accepted responsibility, quickly got a job after he quit school</i>
Impulse control	<input type="checkbox"/>	X	<i>Doesn't think about consequences, but does accept them</i>
Other capacities:			

4. EVALUATOR(S)

Signature of individual licensed or certified to diagnose identified disorder: <u>Dr. Tim Jones</u>	Printed Name & Title: Name: _____ Title: <u>School Psychologist</u>	Date Signed: <u>11/19/06</u>
Educational Providers' Signatures: _____ _____ _____	Printed Name & Title: Name: _____ Title: _____ Name: _____ Title: _____	Date Signed: _____ _____ _____
Other Signature: _____	Printed Name & Title: Name: _____ Title: _____	Date Signed: _____

Appendix C

EDR Form Functional Capacities Sample Responses

Sample Responses

Functional Capacities - EDR Form

Ability to adapt to change

- Needs time to process new information
- Needs a clear routine, sudden changes are difficult
- Needs assistance when learning new skills

Ability to make decisions

- Places self or job at risk due to poor decision making, judgment and/or reasoning
- Needs help accessing information, consequences, choices and outcomes
- Labors with decisions involving too much information or high expectations

Ability to seek jobs independently

- Has difficulty filling out applications and reading job announcements/ads
- Due to language and/or communication difficulties interview situations are challenging
- Lacks confidence and ability to promote self
- Difficulty with persevering through repeated rejections from prospective employers

Ability to follow through on expressed goals/assigned tasks

- Behavior typically incongruent with stated goals. Unable to job seek independently
- Difficulty planning. Unable to complete assigned tasks. Will affect job-seeking activities
- Needs a lot of support and monitoring to follow through on goals or tasks
- Is not able to identify logical steps necessary to reach stated goals
- Gives up easily, especially if confronted with a task problem or change
- Doesn't take initiative and/or needs cues to perform

Self confidence/self esteem

- Lacks confidence when attempting new tasks. Could be issue when starting new job
- Self concept limits ability to interact with peers/co-workers
- Low self confidence due to lower skills and disability
- Unable to provide eye contact and other engaged body posturing during social contacts

Ability to interact with others

- Creates conflict with others. Will hinder ability to work as part of a group
- Has difficulty getting to know others
- Does not read social cues well. Will interfere with ability to interact with co-workers

Communication skills

- Difficulty expressing self through written communication
- Does not ask for help. Will create issues on job when unsure of job tasks
- Difficult to understand individual through spoken/written communication
- Requires specialized and repetitive instructions, as understanding of written/spoken communication is limited
- Talks excessively, interrupts and/or intrudes
- Difficulty generalizing, transferring, and/or assimilating information (written, spoken, receptive, or expressive)

Work tolerance

- Minimal tolerance if tasks are not enjoyable to individual
- Cannot perform at a competitive level
- Limited endurance in normal physical/psychological demands
- May require special accommodations to meet physical/psychological demands
- May become unable to keep frustration under control and/or may overreact or withdraw
- Fatigue may interfere with ability to work an eight hour day

Ability to sustain attention

- Difficulty concentrating with people around and interruptions. Has trouble working as part of a group
- Difficulty focusing or staying on task-may require frequent breaks
- Would perform better with an active job that has many changing duties

Ability to handle stress

- Walks away and avoids conflict
- Creates conflict with peers/co-workers
- Will become resistant, making it difficult to perform job duties
- Personal problems may interfere with work
- Not able to handle constructive criticism

Memory

- Memory skills are weak. Needs written directions, lists, and visual cues
- Has poor short-term memory, which will make verbally assigning new tasks difficult
- Inability to concentrate effects short-term memory

Ability to follow directions, instructions, and tasks

- Unable to use feedback to improve or correct work performance
- Unable to understand instructions or expectations
- Unable to follow written or verbal instructions.
- Needs modeling, experience, or demonstration to learn tasks

Mobility (e.g., transportation)

- Insufficient independent mobility to the degree necessary to engage in work
- Inability to make use of public transportation
- Requires accommodations for moving about at work setting
- Has limitations regarding standing for extended periods of time

Coordination

- Poor fine motor skills
- Poor gross motor skills
- Unable to perform tasks at a competitive pace

Personal hygiene

- Does not present self appropriately for work/school
- Hygiene causes problems at work/school
- Dresses inappropriately
- Has unavoidable personal appearance problem which may be difficult for others to accept

Ability to perform activities within a schedule (e.g., attendance, punctuality)

- Is often late to school/work
- Attendance is poor
- Poor time management could cause problems at work

Ability to manage personal affairs (e.g., daily living skills)

- Requires assistance to complete daily personal activities
- Does not do well with money. Should not work a cash register
- Often brings home/life issues to school/work that are inappropriate

Judgment

- Places self or job at risk due to judgment, reasoning, and decision making
- Has difficulty seeing whole picture to make appropriate decisions
- Has poor problem solving skills
- Has unrealistic expectations which may impede the establishment of good relations with others
- May not understand and/or may disregard consequences

Impulse control

- Quick to react without thinking. Could walk off job before thinking consequences through.
- Does not control impulses well
- Has quick attitude changes that can catch people off guard

Appendix D

DVR Referral Form

DVR REFERRAL FORM

To be used by local school district staff in referring students to the Division of Vocational Rehabilitation (DVR).
Referrals should be those students whose focus is shifting from education to employment and the youth is available
for participation in the DVR program.

Name		Date
Student Mailing Address		
Phone Number	E-mail Address	
Parent/Guardian (and phone number if different from above)		
Birth date	Disability(ies)	
School attending(ed)	Anticipated date of EXIT from school setting	
Referral Source		Referral Phone

Vocational activities completed by the student (e.g. job shadows, interest inventories, aptitude/skills assessments, and situational assessments)

1.

2.

3.

Paid or unpaid work experiences

Type of Job

Successes and Learning Experiences

1.

2.

Tentative area(s) of vocational interest and how this was determined.

Has a form authorizing release of information by the school to DVR been signed by student and when appropriate, the parent? If so, please attach copies of school records to be used for eligibility determination and for career planning, to include: psychological evaluation report, most recent IEP/triennial, interest/aptitude testing, vocational evaluation results, job shadow/work experience reports, 504 plan, resume, related service provider documentation (e.g. OT, PT, ST, nurse), Summary Of Performance (if available) and any other relevant information.

Appendix E

Sample Summary of Performance

SUMMARY OF PERFORMANCE

Part 1: Student Information: Complete and up-to-date information is crucial

Student Name: ANDY BEHAVIOR	DOB: 02/13/89	Exit Date: MAY 06	Date form Completed: 05/22/2006
Primary disability: Emotional Disability		Secondary disability: N/A	
Permanent Address:			
Street 15323 SOUTH ASPEN STREET		Town/City RIFLE	Zip Code 80511
Permanent Phone: 970-222-2222	Cell #: 970-221-1212	Email: AB1213@ireallydon't care.com	
Name person completing this form: MR. HENRY HILL			Phone: 970-233-3300
To obtain a copy of transcripts, contact the school guidance office at: RIFLE HIGH SCHOOL GUIDANCE COUNSELING/STUDENT RECORDS 970-223-3000 OR rifle.records@riflek12.org			
To obtain copies of Special Education documentation, contact the Office of Special Education at: MOUNTAIN COUNTY SCHOOL DISTRICT STUDENT RECORDS 970-223-4000 OR studentrecordsmtnsd@riflek12.org			

Part 2: Summary of Performance: Based on age-appropriate abilities, assessment and tied to the student's post high school goals.

<u>Academic Achievement & Cognitive Performance</u>	Strength	Limitation	For each applicable content area, include a brief description of the Current Level of Performance (strengths, needs, grade level, assessment summary)
Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy decodes reading at about the 6th grade level. He has expressed skills in comprehension well above this level however speed during independent reading is difficult due to poor decoding skills.</i>
Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is quite good at math and performs at or near grade level. He does however often mix up his numbers (reverse their order) and has a tendency to make simple errors due to this. His comprehension of the material and the concepts is at or above grade level.</i>
Written Language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy has some difficulty with written language. The origin of this is unclear, but his handwriting is very illegible and he makes spelling errors that make decoding his writing quite difficult.</i>
Learning styles & needs	<i>Andy has good auditory learning skills and if shown a task once he usually can replicate it perfectly. Andy is a bit withdrawn in class and prefers to sit in the back and not to be called upon. Andy's keyboarding skills are valuable allowing him to complete his work on time or shortly thereafter if required to write his responses, Andy would require almost twice the typical time allotted. Andy usually turns in his homework, but during stronger bouts with his depression, he often fails to complete any of his work and may require multiple reminders and encouragement. Andy does not like to be pressured or "told what to do". He responds best to requests and tests best in isolation with 200% of the typically allotted time.</i>		
General Ability and Problem Solving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Most recent cognitive testing done in the Spring of 2002 reveals and are consistent with previous IQ tests that Andy has High-Average intelligence especially with spatial reasoning</i>
Attention and Executive Functioning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy does exhibit behavior that appears to be inattentive. He is however usually listening, but engages his spatial skills during lecture to focus his auditory learning skills. Andy has good memory, but can become "foggy" or easily distracted during periods of severe depression.</i>

Currently Utilized and Anticipated Effective Accommodations, modifications, Assistive Technology and Supports

Andy has been allowed to utilize books on tape or other audio formats and especially finds the use of audible.com to be a great resource in attaining a wide range of audible resources. Andy is quite proficient in using an ipod to attain such materials. When audio format is not available, written material read to Andy usually ensures comprehension at the level presented. Andy requires monthly medication review and time with his psychiatrist to ensure he is chemically stable. It is important that teachers or supervisors understand that Andy is uncomfortable with being called upon in crowds and often seems inattentive though he isn't. Frequent checks for engagement may be beneficial for instructor and for Andy.

Andy performs well when activities are demonstrated, but can manage task very well that do not require verbal skills. Andy's overall writing levels increase 3-4 grade levels when allowed to use word processing software to check his work for spelling and grammar. He prefers MS Word and is very proficient with the writing aids and tools found within this software. Giving Andy extra time to double check his answers for simple calculation errors can ensure quality work that reflects his abilities and understanding.

Part 2: Summary of Performance: Based on age appropriate abilities, assessment, and the student's posts high school goals.

<u>Functional Performance</u>	Strength	Limitation	If marked strength or limitation, describe functional capacities and how they may relate to post high school performance in work, community, or educational settings.
Social, Interpersonal, Behavior Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy has had some issues in the past with relating to other peers as well as some adults. He usually withdraws when feeling inadequate or threatened which usually provokes the other person to persist with their requests or pestering. Andy does not participate in any school related extra curricular activities, but reports helping his brother with his car stereo and enjoying weekend car audio "sound offs" (car stereo competitions) .When Andy is in a particularly low depressive state, it is important that he be encouraged and provided with patience and understanding.</i>
Independent Living Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is proficient in all of these areas, except for banking where he makes common calculation errors. A calculator is usually effective and banking software may be useful as Andy attains and practices more complicated financial responsibilities.</i>
Self Care, Personal Hygiene	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns at this time.</i>
Environmental Access/ Motor & Mobility Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>No concerns in this area.</i>
Self: Determination, Advocacy, Direction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy is quite aware of his depression and can describe it's effects on him clearly. He does not like to disclose this information to others and will do so only under conditions of trust. When in a slump, Andy is least likely to express his needs. Andy may benefit from disclosing his disability upon entry into a new situation once trust is established. He understands this may be vital to being able to maintain and retain employment.</i>
Communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy has no concerns in this area, he is articulate and is quite good with language. Communicating with others (particularly about subject matter he is familiar with) is clearly one of Andy's strengths</i>
Career & Vocational	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Andy has clearly established his career goals. He and his Case Manager have established an opportunity for Andy to attain the skills necessary through an unpaid apprenticeship to pursue his dreams. Andy may need supports with completing HR and Application forms upon pursuit of paid employment, applications for MECP certification and accommodations during MECP testing. Andy will need to have the MECP certification test read to him by the test administrator. Andy should be prepared to present this Summary as well as assessment data found in his IEP to present his disability to MECP prior to certification testing and to attain positive confirmation of assessment accommodations</i>
Work Tolerance & Work Skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Andy needs to have frequent breaks, positive and frequent feedback and flexibility with emotional needs. Andy could benefit from having a behavior management plan with an employer.</i>

<p>Recreation & Leisure Skills</p>	<input checked="checked" type="checkbox"/>	<input type="checkbox"/>	<p><i>No concerns at this time.</i></p>
<p>Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)</p> <p><i>It is imperative that Andy take his medications on a regular basis. In the past, his mother has helped him with this, but during the course of his senior year, she has slowly relinquished this control to Andy in order to prepare him to hold this responsibility for himself. He may still need some support in this area.</i></p>			

Part 3: Recommendations to Assist the Student in Achieving Measurable Post High School

Goals: This section presents recommendations to the student, family and others utilizing this form for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in post high school goals. (These recommendations in no way obligate any post high school agency to such recommendations.)

Recommendations to Assist the Student in Achieving Measurable Post high school Goals		
Post high school Area	Recommendations to Assist the Student in Meeting Post High School Goals	Agency(s) Contact Information (name and/or Title, Phone Number, Address, or Email)
Employment	<ol style="list-style-type: none"> 1. Andy needs to purchase the MECP study guide 2. Andy should approach his supervisor at Quality Auto Sound to see if support can be provided to study his MECP study guide and answer technical questions, or model answers. 3. Andy has been referred to the SWAP program and will continue to be provided support to gain employment. 	<p>MECP http://www.mecp.com/study_guides.asp</p> <p>Quality Auto Sound Supervisor, Ray Martinez (970) 225-2525</p> <p>Angela Swapper, SWAP Coordinator (970) 221-4405, swapper.angela@riflek12.org</p>
Education	<ol style="list-style-type: none"> 1. Andy would likely benefit from utilizing his SWAP specialist to help him attain MECP study guides and attain academic and technical support from qualified personnel at Quality Auto Sound. 2. Andy should examine all the specialist areas of the MECP certification to determine what strengths he currently has that he could capitalize on to make himself more marketable. 3. Andy will need support from the disability access center at the local community college and from the counseling office to help him navigate the entrance requirements and scheduling rigors of college life 4. Andy will be provided a copy of all essential documentation that should help him gain appropriate accommodations through the community college system. 	<p>Collette Helper, Community College Disability Access Center Director, (970) 323-3242 helper.collette@ccdac.edu</p> <p>For additional documentation, see contact info in section</p>
Training	<ol style="list-style-type: none"> 1. Andy will benefit from on the job training through a structured apprenticeship/ internship with Quality Auto Sound. 2. Andy works best when provided with demonstration, verbal directions and the opportunity to complete a task with guidance, done once he generally is independent with the task thereafter 3. Andy would benefit from the opportunity to have frequent short breaks and a wide variety of tasks. Andy responds best to respectful requests and does not respond well do loud or rude commands. 	

Independent Living (where appropriate):	<i>Andy may benefit from support in managing his own medications and may benefit from completing a medication certification course available through most Community Centered Boards (staff training)</i>	<i>Penelope Reynolds, Community Centered Board Nursing/Home Care Administrator, (970) 333-4543 reynolds.2000@ccb.org</i>
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Part 4: Associated Relevant Documentation Summary: List student documentation attached to and provided with this summary (important documentation might include: most recent Triennial IEP, Assessment documentation, psychological reports, aptitude results, interest inventories... any documentation related to eligibility or associated with attainment of post high school goals).

2005 IEP, 2004 Triennial Review including all assessment data, April 2006 letter from current psychiatrist indicating current medications and official DSM IV diagnosis, Spring 2006 functional capacities assessment indicating strengths and needs related to work skills.



I have received a copy of the Summary of Performance and have reviewed its contents with the primary Special Education Provider.

Student Signature

Date

Parent Signature

Date