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Summary of Performance: Bridging Transition from High School to Post-Secondary Education
for Students with SLD

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Abstract

Transition for students with disabilities has been the focus of educational policies for several decades. Still, students with disabilities, including those with specific learning disabilities (SLD) continue to experience difficulties transitioning to post-school environments, particularly post-secondary education (PSE). The Individuals with Disabilities Education Improvement Act (IDEA, 2004) requires schools to provide a Summary of Performance (SOP) to students receiving special education services during their final year of high school. The SOP must include recommendations for helping students meet their post-secondary goals. However, federal law does not provide guidance for completing SOPs, which results in substantial variations across states and districts (Shaw, Dukes, & Madaus, 2012). The purpose of this article is to review the SOP, provide recommendations for implementation based on available research, and supply resources that may be used by educators when preparing students with SLD for transition to PSE, which would lead to enhanced PSE outcomes among students with SLD.

Keywords: post-secondary education, specific learning disabilities, summary of performance, transition.

Summary of Performance: Bridging the Transition from High School to Post-Secondary
Education for Students with SLD

Post-secondary outcomes for students with a specific learning disability (SLD) are as heterogeneous as the students who comprise this disability group (Gerber, 2012). Regardless of the differences, students with SLD have similar post-school goals as students without disabilities: to attend college, obtain competitive employment, and live independently (Cortiella, & Horowitz, 2014). With approximately 38.6% of the 6 million students served under the Individuals with Disabilities Education Act (IDEA, 2004) meeting criteria for SLD and comprising the largest disability group (Office of Special Education Programs [OSEP], 2018), an estimated 66.8% of students with SLD are enrolled in some type of post-secondary education (PSE), which is essentially the same number of students without a disability (67.4%; Newman et al., 2011; Yu, Novak, Lavery, Vostal, & Matuga, 2018). Students with SLD reported the development of personal and intellectual skills, increased employability skills, and the promise of economic stability as their primary reasons for pursuing PSE (Eagan et al., 2017).

Moving from high school to the PSE environment can be a difficult process for students with and without disabilities as they must navigate a new academic environment independently. For students with SLD, transitioning into PSE can be challenging due to difficulties with prioritizing and organizing assignments, keeping up with extensive reading and writing assignments, lacking feedback from professors, and feeling overloaded with classwork (Hamblet, 2014). In addition, PSE students with SLD reported more difficulties with increased academic expectations, more skill-based obstacles, and less satisfaction with the PSE experience (McGregor et al., 2016; Weis, Dean, & Osborne, 2016).

High school students identified with SLD are protected under the mandates of IDEA which entitles them to classroom accommodations for access to instruction (IDEA, 2004). However, once a student graduates from high school, entitlement for support and services ends and the student must navigate different laws in order to continue receiving accommodations in the PSE setting (Fowler, Holzberg, MaGee, Lombardi, & Test, 2018). In PSE, students with disabilities are protected by two major federal legislation - Section 504 of the Rehabilitation Act (Section 504; also known as Public Law 93–112) and the Americans with Disabilities Act (ADA; also known as Public Law 101–336). Section 504 and ADA protect individuals with disabilities from discrimination through the provision of benefits and services. Under these laws, disabilities are those that substantially limit one or more major life activities such as those related to SLD: reading, communicating, concentrating, thinking, and learning. Section 504 and ADA mandate the provision of accommodations and support for students with disabilities but do not require PSE institutions to seek out or identify those students (Fowler et al., 2018). Thus, students must self-disclose a disability to their respective institution in order to be considered eligible for accommodations and support within the PSE environment (Fowler et al., 2018; Keenan, Madaus, Lombardi, & Dukes, 2019).

Whereas early disclosure of a disability is associated with college success and completion (Newman, & Madaus, 2015; Newman et al., 2019), students with SLD may not have the skills required to effectively advocate for the accommodations they need to be successful in PSE (Johnson, Taga, & Hughes, 2018). Studies show that 98% of students with SLD received accommodations while in high school, yet 24% of students with SLD received accommodations in PSE (Newman et al., 2016; Newman et al., 2019). The absence of support in PSE is due in large part to the lack of self-disclosure of a disability (Johnson et al., 2018; Newman et al.,

2011) and a disconnect regarding eligibility documentation requirements (Keenan et al., 2019; Weis, Speridakos, & Ludwig, 2014). Reasons for non-disclosure of a disability include: (a) a lack of knowledge of legal rights as a student with a disability; (b) negative attitude toward special education; (c) fear of stigmatization; (d) no longer considering themselves as having a disability, and (e) the lack of effective academic preparation and transition planning while in high school (Horowitz, Rawe, & Whittaker, 2017; Johnson et al., 2018; Newman et al., 2016).

Once a disability has been disclosed, the PSE institution must consider reasonable accommodations to ensure equal access to their academic and non-academic programs (Keenan et al., 2019; Newman, & Madaus, 2015). The Office of Civil Rights provides guidance on required documentation that specifically identifies a disability and includes functional implications indicating the disability substantially limits a major life activity (Fowler et al., 2018). However, each PSE institution interprets the guidelines differently: what may work for one institution may not be adequate documentation for another (Newman et al., 2011). In addition, PSE institutions typically require current data and standardized test scores, most often no more than three to four years old (Hamblet, 2014; Keenan et al., 2019). If a new or updated evaluation of the disability is requested, the PSE institution is not required to conduct or pay for the formal evaluation (Fowler et al., 2018). The Respond, Innovate, Succeed, and Empower Act (RISE Act), first introduced to legislation in 2017 and reintroduced for consideration in June of 2019, requires PSE institutions to accept the current Individualized Education Programs (IEP) or 504 plan for documentation of a disability. Although this may reduce obstacles faced by students with SLD seeking support in PSE, studies show approximately 40.9% of students with SLD complete their PSE programs compared to 52% of students without a disability (Newman et al, 2011; Yu et al., 2018). These data indicate there is a

need for improvements when helping high school students with SLD prepare for transition into the PSE environment.

Researchers report that a Summary of Performance (SOP) is rated as a very useful document by disability service providers in PSE institutions when determining appropriate service and accommodations (de Vries, & Schmitt, 2013). A comprehensive SOP will provide insight into the student's present level of performance and functional implications and can be used to promote student success in PSE (Keenan et al., 2019). While IDEA requires schools to provide SOPs to graduating students with disabilities, it does not provide guidance for completing SOPs resulting in inconsistencies across the field (Mazzotti, Kelley, & Coco, 2015; McCormack Richter, & Mazzotti, 2011). The purpose of this article is to review the SOP, provide recommendations for implementation based on available research, and supply resources that may be used by educators when preparing students with SLD for transition to PSE, which would lead to enhanced PSE outcomes among students with SLD.

IDEA and Transition Planning

To facilitate a student's successful movement from school to adult life, federal law mandates transition planning for every student receiving special education services (IDEA, 2004). IDEA (2004) defines transition as a results-oriented process focused on improving the academic and functional achievement of a student and mandates an individualized approach based on each student's unique strengths, needs, and interests (20 U.S.C. §1401 (34)). Successful transition planning significantly improves the chance that the student will disclose their disability to the PSE and seek academic support (Newman, & Madaus, 2015; Trainor, Morningstar, & Murray, 2016). Yet, many students graduate high school without the self-awareness, self-

advocacy, or self-determination skills to successfully navigate and seek the support they need in the PSE setting (Horowitz et al., 2017).

Summary of Performance

IDEA (2004) requires schools to complete an SOP for students who are graduating high school as part of the IEP to help facilitate their transition to the PSE environment (§300.305(e)(3); IDEA, 2004). The SOP should be regarded as part of a portfolio that condenses and organizes key information which must include a summary of academic and functional performance with recommendations for helping the student move toward his or her post-secondary goals. Researchers report that a comprehensive SOP provides insight into the student's present level of performance and functional implications, offers "tools to help build the bridge to PSE" (Madaus, Banerjee, & Hamblet, 2010, p. 77), and can be used to promote student success in PSE (Keenan et al., 2019).

With little direction and no explicit guidelines, most SOPs typically are short with standard student data and little information regarding the student's strengths, preferences, and needs (Dukes, Shaw, & Madaus, 2007; Morgan, Kupferman, Jex, Preece, & Williams, 2017). A well-developed SOP will provide outside agencies, post-secondary institutions, and families with resources that may increase the likelihood of meeting post-secondary goals and enhanced post-school experiences for students with disabilities (Izzo, & Kochhar-Bryant, 2006). SOP recommendations for academic support may serve as a platform for students to request access to services from post-secondary service providers, which may consequently improve students' success in adult life (McCormack Richter, & Mazzotti, 2011).

Key Components

Below are recommendations for completing each section of a common SOP template developed by the National Transition Documentation Summit (NTDS) in 2005 (McCormack et al., 2011) which includes: (a) student background information; (b) student post-secondary goals; (c) summary of performance; (d) recommendations for assisting the student; and (e) student input.

Student background information. The background information section of the SOP is important as it gives the reader clarity about the student and their academic needs. This section includes demographic information (e.g., name, date of birth, year of graduation from high school, home language, and contact information), clearly stated identification of disability (primary and secondary disabilities, if applicable) and functional implications, date of most recent evaluation with the name and credentials of the evaluator, and contact information of the individual helping to complete the SOP (Banerjee, & Shaw, 2007; Dukes et al., 2007).

Most universities require a new comprehensive evaluation with adult normed standard scores that are no more than three to four years old to substantiate a disability (Keenan et al., 2019); however, this is not always available to the student. Current law dictates exit evaluations are not required before graduation from high school (§300.305(e)(2)) and triennial reevaluations are to be implemented only when deemed necessary by the IEP committee (§300.305(d)(1)). If the student's triennial reevaluation falls during their senior year, a review of existing evaluation data (REED), which is a brief report of previous evaluations and recommendations, might be conducted due to evaluator caseloads and time constraints. Since a REED is typically short and includes little standardized evaluation data, a student may not have a new comprehensive evaluation with adult norms and may be at risk of having no reported standard scores in his or

her SOP portfolio. Thus, it is recommended that previous comprehensive evaluations with standardized testing results, reporting the functional implications of the disability and identifying the student's strengths and weaknesses, be included in the SOP portfolio (Keenan et al., 2019).

Student post-secondary goals. This section requires post-secondary goals to be measurable and applicable to the student's desired post-school outcomes and will serve as the foundation of the direction of the SOP (Dukes et al., 2007). The goals must be: (a) developed prior to the student turning 16 years of age;(b) based on the student's strengths, interests, and preferences; and (c) address education, employment, and/or independent living skills, if applicable to the student's specific transition plan (300.320(b)(1); Shaw et al., 2012).

Age-appropriate transition assessments will help the student narrow their interests and identify personal strengths and goals, thus, paving the way for planning the student's high school course of study. Including the student in the discussion regarding the development of their post-secondary goals and focusing on the student's specific interests will promote self-determination and encourage self-advocacy (Morgan et al., 2017). In addition, studies show that having the student actively participate in the development of post-secondary goals and taking leadership in identifying their desired outcomes is related to success in the PSE setting (Morgan et al., 2017; Trainor et al., 2016).

Summary of Performance. This section requires observable data that describes the functional strengths and limitations in academic, vocational, or independent skills to help paint a picture of the students' abilities within the classroom in order to make a case for specific accommodations (Banerjee, & Shaw, 2007). This encompasses what the student can and cannot do with appropriate accommodations that helped the student in the classroom for each academic content. Examples may include how the disability affects the student's ability to access

instruction in a social studies class (e.g., the student demonstrates slow reading fluency skills requiring extended time to read a long passage or produce an essay, etc.) with the general education teacher reports on strategies or accommodations used in the classroom that were useful to the student to access the curriculum.

This section also requires a clear narrative of the student's functional performance in applicable areas. These areas include general problem-solving ability, attention and organization, communication skills, social skills and behavior, independent living skills, self-advocacy skills, and career or vocational skills. It is important to list the accommodations or supports for each applicable area and if it has been effective in the classroom (e.g., the student used her day planner to effectively keep up with her assignments and to plan for large projects). Summary of academic and cognitive skills might be the most important portion of the SOP document for students transitioning to PSE (Shaw et al., 2012).

Recommendations for assisting the student. This section highlights suggestions related to essential accommodations, supportive services, assistive technology, and adaptive devices to support the student in various post-secondary environments and enhance their access to post-school settings (including PSE). Recommendations need to be succinct and relate to the student's post-secondary goals and interests.

Recommendations for assisting the student should be completed carefully as PSE institutions are not under the same IDEA legal obligations as secondary schools. Therefore, accommodations and supports are not legally binding (nor exhaustive) in the PSE setting – they are only recommendations. Recommendations for completion of this section also include: (a) listing only those accommodations and supports that were essential to the student's success in high school; (b) making sure recommendations are supported by data specific to the student's

strengths and weaknesses; and (c) limiting references to future success as secondary personnel do not have specific information about the student's future post-secondary environment (Newman et al., 2016). In addition, it is important to discuss with the student the difference between accommodations in high school and PSE and the role of assistive technology in both settings (Newman et al., 2016). As stated earlier, some of the support that students with SLD have in high school may not be available to them in college. However, as the student progresses through high school, the IEP team should consider reducing the number of accommodations and eliminate those less likely to be available in PSE (Hamblet, 2014).

Student input. This section includes the student's reflection on the impact of the disability and his or her perspective on the success of different accommodations and strategies. Student input may be completed independently by the student or by school personnel through an interview with the student. It is very important for the student to be involved in the SOP process because this can assist with the development of the SOP by providing critical information about the student's strengths and the impact of the disability on the student (Mazzotti, et al., 2015). Student participation in the SOP process can also foster self-awareness, self-determination, and self-monitoring skills needed for success in college and future careers and promote self-advocacy. Because college students are responsible for their own learning, experiences in high school can help strengthen their self-advocacy skills needed in college and beyond (Hamblet, 2014).

Since self-disclosure and self-advocacy are critical in receiving accommodations in PSE settings, student involvement and input becomes an integral part of the SOP process. Students need to be provided with opportunities to actively participate in the SOP process and practice their decision-making skills (Connor, 2012; McCormack Richter & Mazzotti, 2011). The

development of an SOP cover letter may further strengthen student self-awareness and can be used when contacting a representative from the disability services office at a potential university (see Figure 1 for a sample letter). Recommendations for completion of this section also include: (a) asking the student direct questions concerning learning preferences; (b) having the student sign the SOP to acknowledge ownership and awareness of its contents; (c) holding a formal exit interview to discuss the SOP and providing the student (and parents) with a copy of the completed document (Newman et al., 2016). Whenever possible, the student should lead the SOP discussion during transition IEP meetings to further promote self-determination (Shaw et al., 2012).

<Insert FIGURE 1 here>

SOP Template

Lack of explicit instructions regarding the completion of SOPs has resulted in inconsistency across the field in terms of information included in the SOP. Thus, states and local education agencies interpret federal laws, design procedures for meeting the minimum requirements, and develop SOP forms to be used by their educators. With the many forms and templates available, there is a need to develop and adopt a comprehensive SOP template that aligns with federal mandates.

NTDS template. Results of a literature review conducted by McCormack Richter, and Mazzotti (2011) suggest that the NTDS template is a common recommendation for the development and use of SOPs. The key components of this nationally ratified SOP template include: (a) student background information; (b) post-secondary goals; (c) summary of performance; (d) recommendations to assist the student in meeting post-secondary goals; and (e) student input (see Figure 2 for details). A comprehensive SOP document with this type of

information will offer service providers in PSE settings insight into the student's present level of performance and functional limitations that can be used to support student success (Shaw et al., 2012).

< Insert FIGURE 2 here >

SD-SOP template. Students should be heavily involved in the development of the SOP. However, studies show students have little input, are not aware of how the information can help them in the PSE environment, or how to use the SOP (Morgan et al., 2017; McCormack Richter, & Mazzotti, 2011; Newman et al., 2016). The student-directed SOP (SD-SOP) template was developed by Martin, Van Dycke, D'Ottavio, and Nickerson (2007) and included guidelines for special education teachers to help facilitate student-led development of the SD-SOP. The SD-SOP approach provides an opportunity for students with disabilities to become aware of their strengths and needs, understand the results of transition assessment data, detail their post-school goals, engage in the transition planning process, identify useful accommodations, and obtain helpful post-school support (Martin et al., 2007). The main components of the SD-SOP template include: (a) students' post-secondary goals; (b) student's perception of their disability; (c) school's perspective on the disability; and (d) summary of the student's academic achievement and functional performance. See Martin et al. (2007) for guidance for using the SD-SOP and an example of the SD-SOP.

Limitations

Discussed in this article recommendations are limited by several factors. First, the literature on SOP development is scarce. Much less research is available that addresses SOP particularly for students with SLD. Therefore, this article used available related research in order to identify recommendations for SOP development that would lead to enhanced PSE outcomes

among students with SLD. Second, the identified recommendations for SOP development for students with SLD transitioning to PSE may be similar or overlap with those recommended for students transitioning to other post-secondary environments and for students with other types of disabilities. Lastly, this article was not intended to be a comprehensive review of literature related to the development of an SOP; therefore, it should not be interpreted as a complete list of recommendations.

Implications and Recommendations for Practice

Despite the described limitations, this article has several implications for secondary level teachers. As stated previously, current literature suggests that the SOP is not typically comprehensive (Morgan et al., 2017) and the student does not understand the importance of participating in the development and its use in PSE (Johnson et al., 2018; Newman, & Madaus, 2015). Federal and state agencies should consider adopting a universal SOP template that is comprehensive, includes all important components, and is reasonable to complete. Educators can use nationally endorsed and research-supported SOP templates provided in this article.

Transition planning and having the students take part in the development of the SOP helps in promoting self-advocacy and self-determination for students with SLD and ultimately their PSE outcomes. Student engagement and active participation plays an important role in the SOP development. The SOP can be a valuable learning tool for students with SLD as they learn and practice how to be active agents in their transition planning. Educators can facilitate this process by providing opportunities to practice self-awareness, self-determination, self-advocacy, and leadership skills necessary while in school and beyond. Teachers and other school professionals working with students with SLD transitioning to PSE may find helpful the

provided sample of an SOP cover letter. It takes time to develop and master these skills and, therefore, should be embedded in the development of the SOP prior to high school.

In addition, the information in this article may have implications for school and district administrators. Local education agencies must train teachers and other school professionals in the realm of SOP development and how it can be used after high school, regardless of the student's future post-school settings. Targeted professional development may improve the school professionals' SOP related skills when working to facilitate a successful transition into adulthood for students with SLD and other disabilities. While special educators are mainly responsible for implementation of the SOP, they do so in direct collaboration with other school professionals, parents, and outside agencies. Special educators may also seek assistance from general educators in guiding the student in the SOP process. For example, special educators may seek input from general education teachers in regards to proposed accommodations, modifications, assistive technology, and other necessary supports. Special and general educators may also join their efforts in incorporating the SOP components in the core academic curricula. Other opportunities for collaborative efforts include: writing recommendations, providing suggestions for the accommodations, providing opportunities for using self-determination skills in the classroom. Information in this article may provide support for educators in bridging secondary and post-secondary education services for students with SLD.

A well-developed SOP is a potentially powerful tool in bridging the transition to the post-school environment for students with disabilities, including those with SLD. This article provides recommendations that educators can use to improve transition practices for students with SLD through the SOP development. Discussed SOP components accompanied by recommendations for implementation and SOP templates will be helpful for educators in the transition planning process (see Table 1 for additional recommendations and resources). While this list provides

only some of the available resources, it can be used by educators as a springboard in advancing their SOP-related knowledge and skills.

<Insert TABLE 1 here>

Future Directions

Dismal PSE outcomes for students with SLD are unacceptable and demand improvement. Further research is needed to gain a deeper understanding of the variables influencing the PSE experiences of students with SLD. The SOP is an important variable that requires attention when developing an effective agenda for addressing the needs of students with SLD who desire to continue their education. Given that there is little SOP-related research, researchers should focus their efforts on the effectiveness of the SOP and specific formats that would best suit the needs of the student. In addition, more research is needed regarding current practices, as well as teacher's, student's, and parent's perspectives regarding the development and use of the SOP when transitioning into the PSE environment. Lastly, examining the linkage of support in PSE and their impact on retention and graduation may help with improving policies and bridging the transition into PSE for students with SLD.

Conclusions

Effective transition planning for students with disabilities has been the focus of educational policies for several decades, however, post-secondary outcomes for students with SLD continue to concern stakeholders such as educators, parents, researchers, and policymakers. To better facilitate the transition to PSE for students with SLD, transition planning must be improved. In this article, the authors proposed recommendations aimed at improving SOP development that would enhance the efficacy of transition planning for students with SLD and lead to improved PSE experiences for these students. It is anticipated that educators will explore

suggested recommendations for SOP development as a way to bridge the gap between secondary and post-secondary schools, strengthen transition planning for students with SLD, and ultimately increase the likelihood of positive PSE outcomes for these youth.

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Figure 1

*To: Ms. Sandra Peak, Office of Disability Services Director
From: Adam Morrison
Date: August 11th, 2019
Re: Summary of Performance*

Dear Ms. Peak,

My name is Adam Morrison, and I am a new student in the College of Arts and Sciences (student ID KO2427860). Attached please find my Summary of Performance (SOP) from Ronald Reagan High School, which I attended in 2015-2019. This SOP was developed by me and my IEP committee members to help my postsecondary education providers learn important information critical to my success in college.

The SOP contains the following sections:

- 1. My background information.*
- 2. My postsecondary goals.*
- 3. My present level of academic, cognitive, and functional performance.*
- 4. Recommendations from Ronald Reagan High School professionals regarding supports and accommodations to help me meet my postsecondary goals.*
- 5. My perceptions of my disability and accommodations that had worked best for me in high school.*

I would appreciate the opportunity to meet you and my future Case Manager and discuss the content of my SOP in details. Thank you for your consideration.

Sincerely,

Adam Morrison

*1234 Main Street
Town, TX 76000
(214)-111-2222
amorrison@mail.com*

Figure 1. Example of an SOP cover letter.

Figure 2

NTDS SOP Template			
Part 1: Background Information			
Student Name: _____ Date of Birth _____ Year of Graduation _____ Address: _____ _____ _____ (Street) _____ (Town, State) _____ (Zip Code) Telephone Number: _____ Primary Language: _____ _____ Current School: _____ City: _____ _____ Student's primary disability (Diagnosis): _____ _____ Student's secondary disability (Diagnosis), if applicable: _____ _____ When was the student's disability (or disabilities formally diagnosed)? _____ _____ If English is not the student's primary language, what services were provided for this student as an English language learner? _____ _____ Date of most recent IEP or most recent 504 plan: _____ Date this Summary was completed: _____ _____ This form was completed by: Name: _____ Title: _____ _____ E-mail: _____ Telephone Number: _____ _____			
<p>Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify the student's disability or functional limitations and/or that will assist in postsecondary planning:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input type="radio"/> Psychological/cognitive <input type="radio"/> Neuropsychological <input type="radio"/> Medical/physical <input type="radio"/> Achievement/academics <input type="radio"/> Adaptive Behavior <input type="radio"/> Social/Interpersonal Skills <input type="radio"/> Community-based Assessments <input type="radio"/> Self-Determination </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <input type="radio"/> Response to Intervention (RTI) <input type="radio"/> Language Proficiency Assessments <input type="radio"/> Reading Assessments <input type="radio"/> Communication <input type="radio"/> Behavioral Analysis <input type="radio"/> Classroom Observation <input type="radio"/> Career/Vocational/Transition Assessment <input type="radio"/> Assistive Technology </td> </tr> </table> <p><input type="radio"/> Informal assessment: _____</p> <p><input type="radio"/> Informal assessment: _____</p>		<ul style="list-style-type: none"> <input type="radio"/> Psychological/cognitive <input type="radio"/> Neuropsychological <input type="radio"/> Medical/physical <input type="radio"/> Achievement/academics <input type="radio"/> Adaptive Behavior <input type="radio"/> Social/Interpersonal Skills <input type="radio"/> Community-based Assessments <input type="radio"/> Self-Determination 	<ul style="list-style-type: none"> <input type="radio"/> Response to Intervention (RTI) <input type="radio"/> Language Proficiency Assessments <input type="radio"/> Reading Assessments <input type="radio"/> Communication <input type="radio"/> Behavioral Analysis <input type="radio"/> Classroom Observation <input type="radio"/> Career/Vocational/Transition Assessment <input type="radio"/> Assistive Technology
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Part 2 – Student's Postsecondary Goal(s)			

1.
2.
3.

If employment is the primary goal, list the top three job interests:

Part 3 – Summary of Performance (complete all that are relevant to the student).

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Essential accommodations/ modifications and/or assistive technology utilized in high school and why needed.
Reading (basic reading/decoding, reading comprehension, reading speed)		
Math (calculation skills, algebraic problem solving, quantitative reasoning)		
Written Language (written expression, spelling)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	Present Level of Performance (Grade level, standard scores, strengths, needs)	Essential accommodations/ modifications and/or assistive technology utilized in high school and why needed.
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, assisted communication)		
FUNCTIONAL AREAS	Present Level of Performance (strengths and needs)	Essential accommodations/ modifications and/or assistive technology utilized in high school and why needed.

<p>Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extracurricular activities, confidence and persistence as a learner, emotional or behavioral issues related to learning and/or attention)</p>		
<p>Independent Living Skills (Self-care, leisure skills, personal safety, transportation, banking, budgeting)</p>		
<p>Environmental Access/Mobility (assistive technology, mobility, transportation)</p>		
<p>Self-Determination/Self-Advocacy Skills (Ability to identify and articulate postsecondary goals, learning strengths and needs, independence and ability to ask for assistance with learning)</p>		
<p>Career-Vocational/Transition/Employment (Career interests, career exploration, job training, employment experiences and supports)</p>		
<p>Additional important consideration that can assist in making decisions about disability determination and needed accommodations (e.g. medical problems, family concerns, sleep disturbance)</p>		
<p>Part 4 – Recommendations to assist the student in meeting postsecondary goals</p>		
<p>High Education or Career-Technical Education:</p>		
<p>Employment:</p>		
<p>Independent living:</p>		
<p>Community Participation:</p>		
<p>Part 5 – Student Input (Highly Recommended)</p>		
<p>A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?</p> <p>B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?</p> <p>C. Which of these accommodations and supports has worked best for you?</p> <p>D. Which of these accommodations and supports have not worked?</p>		

E. What strengths and needs should professionals know about you as you enter the postsecondary education or work
I have reviewed and agree with the content of this Summary of Performance.
Student's Signature _____ Date: _____

Figure 2. NTDS SOP template (adapted from wrightslaw.com).

Table 1

Recommendations and Resources

Recommendations	Resources
<p><i>Motivate the Student</i></p> <ul style="list-style-type: none"> ● develop a rapport with the student ● focus on the student’s strengths, interests, and preferences ● discuss the purpose and function of the SOP when planning for annual ARDs ● provide guidance and supervision during the SOP development <p><i>Facilitate Leadership and Self-determination</i></p> <ul style="list-style-type: none"> ● teach self-advocacy/self-determination through use role-play and scenarios ● provide opportunities to practice self-advocacy skills in the classroom and through participation in ARD committee discussions ● provide opportunities for the student to practice discussing and presenting the SOP <p><i>Collaborate</i></p> <ul style="list-style-type: none"> ● regularly with general education teachers for help building a student’s self-determination and self-advocacy skills in the classroom ● regularly with parents during all stages of the SOP development ● annually with outside agencies to ensure continuation of services and supports <p><i>Organize</i></p> <ul style="list-style-type: none"> ● use nationally endorsed SOP templates ● review and amend the SOP annually ● collect important artifacts to be included in the SOP portfolio 	<p><i>Self-Advocacy and Self-Determination</i></p> <ul style="list-style-type: none"> ● Predictor implementation school/district self-assessment https://files.eric.ed.gov/fulltext/ED559234.pdf ● Self-directed SOP (Martin et al., 2007) ● Self-determination lesson plan starters https://transitionta.org/lessonplans ● Templates and videos https://www.imdetermined.org/ <p><i>Post-Secondary Education Resources</i></p> <ul style="list-style-type: none"> ● National Center for College Students with Disabilities (NCCSD) http://www.nccsonline.org/ ● Students with disabilities preparing for post-secondary education: Know your rights and responsibilities https://www2.ed.gov/about/offices/list/ocr/transition.html ● Transition of students with disabilities to post-secondary education: <i>A Guide for High School Educators</i> https://www2.ed.gov/about/offices/list/ocr/transitionguide.html <p><i>Additional Resources for Educators</i></p> <ul style="list-style-type: none"> ● Transition Coalition https://transitioncoalition.org/ ● Transition toolkit https://www.transitionta.org/toolkit-resources ● The Zarrow Center http://www.ou.edu/education/centers-and-partnerships/zarrow