

EXAMPLE OF SOP FOR ALLISON

Allison is a College Bound Student



Summary of Performance

Student Name Allison Everett Birth Date 1/30/1995 Student ID# 994662

Attending School East End High School Case Manager Anne Jackson

Anticipated Exit Date 06/14 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison's older sister graduated from college and is finishing up her first year teaching first grade at an elementary school. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher.

Allison's parents are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized.

Student's Post-Secondary Goals:

Education or Training

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

Employment

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

Independent Living

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Eastern Oregon University Disability Services Office.

Disability Services: Allison has a specific learning disability in reading comprehension and written expression. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years.

Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

Name/Title: Sam Tulley/Case Manager Phone: 541-987-6543
School: East End High School Date: 3/16/2014

EXAMPLE OF SOP FOR ALEX



Alex is a Trade School / Employment Bound Student

Summary of Performance

Student Name Alex Jones Birth Date 4/10/1996 Student ID# 304236
Attending School Mid-County High School Case Manager Jory Hamish
Anticipated Exit Date 06/14 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Alex is a 17 year old student with autism. He receives special education services in a Eugene area high school. At school, Alex receives instruction both in the classroom and in the community to improve his vocational, academic, and social skills. He is working toward a modified diploma. He is currently participating in community-based training in an office setting completing tasks such as data entry and spreadsheet development.

Alex reads grade level texts independently; however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

After school, Alex works part-time at Office Depot entering numerical data to keep track of stock and services rendered by store staff.

Student's Post-Secondary Goals:

Education and Training

After graduation from high school, Alex will enroll at ITT Technical Institute (a technical school and take a business math class to improve his work related math skills and to advance his career in business.

Employment

After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.

Independent Living

Upon completion of high school, with the assistance of the Springfield OVRs Office, Alex will develop better communication skills with supervisors.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the Springfield OVRs Office to determine Alex's Counselor. That person should be in close contact with the place of business.

Communication: *Alex knows that at times his speech is not understood by people he does not know, so sometimes he avoids talking to people he does not know well. One person in authority should be designated his "friend" so that he can communicate freely with that person, especially about issues of safety.*

Self-direction: *He is diligent and methodical in completing the varied tasks assigned to him.*

Work Skills: *His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.*

Interpersonal Skills: *Alex may be intimidated by people in authority because he knows that they have the ability to fire him, a fact that his teachers at school presented during a unit about behavior in the workplace. Alex has perseverated this fact, making him afraid to talk to people in authority. Alex should be encouraged to have good communication with people in authority and he should be assured that his job is not easily in jeopardy.*

Name/Title: Sara Whittington/Case Manager

Phone: 541-123-4567 Date: 4/17/2014

School: Mid-County High School

EXAMPLE OF SOP FOR ROLANDA



Rolanda is a student who has Significant Support Needs Preparing for Independent Living

Summary of Performance

Student Name Rolanda Smith Birth Date 2/4/1995 Student ID# 266557
Attending School East End High School Case Manager Anne Jackson
Anticipated Exit Date 06/14 (mm/yy)

Summary of Student's Academic Achievement and Functional Performance:

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. Rolanda is a friendly, alert student who is responsive to music. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her.

Rolanda's parents plan is that Rolanda will live with them for approximately 20 years. At that point they will seek supported housing in a group home, or with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feels a sense of accomplishment.

Student's Post-Secondary Goals:

Education and Training

After graduation, Rolanda will participate in an in-home or center-based program designed to provide Rehabilitative and vocational training with medical and therapeutic supports.

Employment

Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.

Independent Living

After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.

Recommendations to Assist Student in Meeting Post-Secondary Goals:

Contact should be made at the OVRS Office to determine Rolanda's Counselor. Contact should also be made with Community Pathways, Inc to determine her brokerage contract.

Mobility: *Rolanda has athetoid cerebral palsy that impacts all motoric functioning*

Self-Care: *Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared her parents and teachers, doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Rolanda breathes with the assistance of a ventilator through her tracheotomy.*

Although her parents are young and strong right now, it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks.

Communication: *She communicates desires and needs inconsistently through switches and picture symbols.*

Social Security Income: *Rolanda's parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda's security in the future.*

Name/Title: Freda Krause/Case Manager Phone: 503-123-4567
School: East End High School Date: 3/16/2014

