

# Summary of Academic Achievement and Functional Performance (SAAFP)

<b>Student Information</b>
----------------------------

Student Name: Matthew Smith Date of Birth: July 23, 1999 Gender: M  
 Student Address: 50 North Central Avenue Primary Phone #: (555) 777-9311  
Anywhere, AL 36116 Cell Phone #: (555) 123-4567  
 Email Address: matthewsmith@gmail.com  
 School Attended: Anywhere High School School Phone #: (555) 242-8788  
 SAAFP Completed by: Rebecca Manager Position: Case-manager Phone # (555) 242-8788  
 Email Address (if available): rmanager@anywherecityschools.k12.edu

Date Summary was Provided to Student: May 2, 2017 Date of Graduation /Exit: May 19, 2017  
 Student's Alabama High School Diploma Pathway:  
 General Education Pathway Date of most recent Eligibility report provided to the student: May 2, 2017  
 Essentials Life Skills Pathway Date of most recent IEP provided to the student: May 2, 2017  
 Alternate Achievement Standards Pathway

This Summary of Academic Achievement and Functional Performance (SAAFP) document is being provided to this student to assist him/her in planning for the future. This information will be useful in the transition from high school to higher education, training, employment, and/or adult services. The document summarizes the student's academic and functional performance in school, the progress and accommodations/modifications, and gives the student an opportunity to provide information related to his/her achievement(s) and performance.

**Summary of Student's Academic and Functional Performance:** (Based on previous assessments and tied to the student's postsecondary goals, summarize the student's abilities, skills, needs, and limitations, if appropriate, to assist them in meeting their postsecondary goals.)

Academic Achievement (Reading, Math, Language, Learning skills)	Accommodation(s)	Recommendation(s)
<p>Matthew has followed and completed all course requirements of the Essentials Pathway.</p> <p><b>Reading</b> – Reading is a strength for Matthew. According to progress monitoring and curriculum based assessments, Matthew comprehends well, but at times struggles with retaining information from reading passages of 10 or more sentences. Matthew comprehends better when passages are read to him. Matthew struggles with reading fluency, but can decode most words presented to him in text.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Additional time for assignments/tests</li> <li>• Study guides</li> <li>• Teacher outline</li> <li>• Highlight important information in reading assignments</li> <li>• Use books on tape</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to access books on tape</li> <li>• Utilize tutoring services within a postsecondary setting</li> <li>• Ask for reading assistance in the public places</li> <li>• Continue to self-advocate</li> </ul>

<p><b>Math</b> – Matthew struggles with math which has always been difficult for him. He is able to perform basic operations on whole numbers and decimals using a four function calculator. Matthew demonstrates an inability to use mathematical reasoning skills to answer complex problems.</p> <p><b>Learning Skills</b> – Matthew exhibits personal discipline, organizational skills, and a positive attitude towards learning. He participates in whole group and small group discussions. He is able to take notes, listen attentively, and learn information that helps him acquire new skills. At times, he has difficulty retrieving information from memory and comprehending written materials.</p>	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>• Use of a calculator</li> <li>• Formula reference sheet</li> <li>• Extended time for tests</li> <li>• Use of a recorder for lectures</li> <li>• Preview test procedures</li> <li>• Allow Matthew to verbally and visually explain how to solve a math problem</li> <li>• Reduce processing demands by pre-teaching component skills.</li> <li>• Teach easier knowledge and skills before difficult ones.</li> <li>• Introduce one concept at a time.</li> </ul> <p><b>Learning Skills</b></p> <ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Highlight key directions</li> <li>• Have Matthew track his progress; which facts have been mastered and which remains to be learned.</li> <li>• Use of a tape recorder/recording device</li> <li>• Highlighters for text</li> <li>• Provide opportunities for group and paired learning</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to practice using a calculator on a cell phone or smart device (iPod, iPad, Tablet).</li> <li>• Extended time for tests</li> <li>• Record lectures</li> </ul> <ul style="list-style-type: none"> <li>• Consider purchasing devices to use for memory and organization</li> <li>• Use of a tape recorder/recording device</li> <li>• Highlighters for text</li> <li>• Highlight key directions</li> <li>• Continue to use mnemonic strategies for memorization</li> </ul>
---	--	---

<b>Functional Performance</b> (If appropriate)	<b>Accommodation(s)</b>	<b>Recommendation(s)</b>
<b>Career/Vocational</b>		
Every year during Matthew’s enrollment at Anywhere High School, informal and formal transition assessments have been administered. Based on career interest inventories, Kuder, and the Casey Life Skills Inventory, Matthew is interested in becoming a teacher. According to the assessments, Matthew has the ability to accomplish his postsecondary goals. During his enrollment at Anywhere High School, Matthew was afforded the opportunity to complete an internship at Anywhere Middle School. On the weekends and sometimes afterschool, Matthew volunteers at the local library. When he volunteers at the library, he assists students with their homework and checks in library books. During his junior year, Matthew completed and submitted several college financial aid applications. During his senior year, Matthew met the 2 year postsecondary education program requirements at the community college.	<ul style="list-style-type: none"> <li>• Use of a job coach</li> <li>• Use checklists/schedules</li> <li>• File of references for job applications/resumes</li> </ul>	<ul style="list-style-type: none"> <li>• Keep copies of all assessments</li> <li>• Keep in contact with the Career Center counselor</li> <li>• Consider the use of service provider (Academic Advisor, Disability Support Services Advisor)</li> <li>• Maintain a list of references</li> <li>• Maintain a vitae/resume</li> <li>• Compile list of career/vocational websites</li> </ul>
<b>Social Skills and Behavior</b>		
Matthew initiates conversations with his peers and teachers. He has been more independent and has joined the school’s Chess Club and is a member of YAiT. During his junior year, he was the mascot for the basketball team. Matthew has many peer relationships and is very mature for his age.	<ul style="list-style-type: none"> <li>• Provide positive feedback in one-on-one settings</li> <li>• Provide encouragement and reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to maintain positive relationships with sibling, peers, co-workers, service providers, outside agencies</li> </ul>
<b>Communication</b>		
Matthew communicates well. He respectfully interacts and expresses himself with his peers and teachers. He advocates for himself and makes his needs, wants, and desires known. Matthew relates well to peers and adults. He has the ability to express his desires and needs.	<ul style="list-style-type: none"> <li>• Allow Matthew the required time to express himself, without unsolicited aid of filling in the gaps in his speech</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the advocacy skills that you have learned in school in all postsecondary settings</li> </ul>
<b>Self-Advocacy Skills</b>		
Matthew is a respectful student who asserts himself in a positive manner. Matthew is able to explain his strengths, needs, and accommodations. Matthew participated in his IEP meetings when he was in the 9 <sup>th</sup> grade and facilitated his IEP meeting in the 11 <sup>th</sup> grade. He has some understanding of	<ul style="list-style-type: none"> <li>• Allow Matthew the opportunity to express himself to others</li> <li>• Allow Matthew the opportunity to communicate with his teachers and other school staff</li> <li>• Encourage Matthew to set up conferences with his teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the advocacy skills that you have learned in school in all postsecondary settings</li> </ul>

<p>his disability and how it may affect his learning. Matthew has completed learning style inventories that have assisted him with a better understanding of how he learns and what accommodations he may need. He has also reviewed documentation about his disability with his case-manager and is more knowledgeable about his disability. In addition, Matthew understands his rights and responsibilities in high school as well as college. Matthew has participated in IEP planning meetings and practiced taking the lead at those meetings.</p>		
<p><b>Independent Living Skills</b></p>		
<p>Matthew has a driver's license and is eager to drive independently. At times, his mom allows him to drive her to town. He wants to open a checking and savings account. He stated that he wants to have his own money and debit card. He knows his social security number and has a strong desire to have a job beginning this summer. If Matthew does not have access to a vehicle, he will need to travel using public transportation. Matthew may have difficulty reading the public transportation schedule. Matthew lives at home with his mother, father, and younger sister. Matthew is able to sort and wash his laundry and clean his room. His mother has assisted Matthew with shopping, cooking, and budgets his weekly allowance. He often eats healthy food, but tends to snack on junk food late at night.</p>	<ul style="list-style-type: none"> <li>• Provide assistance with Matthew if he opens a checking/savings account</li> <li>• Provide assistance to help Matthew understand the transportation schedule</li> <li>• Provide opportunities for Matthew to learn how to balance a budget</li> </ul>	<ul style="list-style-type: none"> <li>• Carry a bus/train schedule in your wallet</li> <li>• Carry personal identification documentation in your wallet</li> <li>• Register to vote when age appropriate</li> <li>• Access Post Office or library for income tax forms</li> <li>• Utilize local and public agencies (Library, Social Security)</li> <li>• Open a bank account and check bank statements, weekly</li> <li>• Shop and budget for food, clothing, and household furnishings</li> <li>• Continue to practice and improve budgeting skills with parental assistance</li> </ul>
<p><b>Medical/Family Concerns</b></p>		
<p>At this particular time, Matthew does not have any medical or family concerns. He is a healthy young man who has the physical ability to function in post-school settings.</p>	<p>N/A. Matthew does not require any accommodations in the area of Medical/Family Concerns. He is currently physically fit and passed a recent health screening. He does not take any medication at this time.</p>	<p>N/A. Matthew is dependent on his mother's health insurance.</p>

Student Name: Matthew Smith

Date of Birth: July 23, 1999

**Postsecondary Goals:**

**Postsecondary Education/Training Goal:**

<input checked="" type="checkbox"/>	1.2. Student will be prepared to participate in a 2- to 4-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
<input type="checkbox"/>	2.2. Student will be prepared to participate in a long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
<input type="checkbox"/>	3.2. Student will be prepared to participate in a short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.
<input type="checkbox"/>	4.2. Student will be prepared to participate in on-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
<input type="checkbox"/>	5.2. Student will participate in time-limited pre-employment services in order to prepare student to participate in Supported Employment services.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

**Recommendations to assist the student in meeting this goal:**

Detailed information about the goal.	Recommendations to assist in meeting this goal
<p>Matthew is prepared to participate in a 2 year postsecondary education program. He submitted an application to the local 2 year college (Anywhere College) and met all of the college admission requirements. He has been accepted and intends on pursuing a career in education. He intends on attending college in the fall of 2017.</p>	<ul style="list-style-type: none"> <li>• Make an appointment with the disability support staff (Disability Support Services Department) prior to the start of school. During this appointment, take the appropriate documentation.</li> <li>• Visit the school’s website for guidelines regarding students with disabilities</li> <li>• Know and request the accommodations that will help you be successful in college</li> <li>• Schedule appointments with professors to review any accommodations that you will need</li> <li>• Ask your college professors to give you feedback on your progress with class assignments</li> <li>• Ask your college professor if he/she can provide you with a written outline of problems, assignments, etc. If the professor cannot provide this to you, ask where you can find such information so that you can get it yourself</li> <li>• If you need assistance, ask the college professor who can assist you with the task</li> <li>• Take good notes and enter all information in a daily planner</li> <li>• Remind the college professor, a few days before a test/quiz, about your accommodations</li> <li>• Ask your college professor if he/she can give you a set of guiding questions that you can use for any reading assignment.</li> <li>• Understand the costs of completing the courses of study including fees, books, materials, travel, and how to access financial support</li> <li>• When registering for classes, be sure to leave time in between classes so that you will be able to have extended time on test/assignments/quizzes</li> <li>• Maintain regular contact with the Disability Support Services Department</li> </ul>

Student Name: Matthew Smith

Date of Birth: July 23, 1999

**Employment/Occupation/Career Goal:**

<input type="checkbox"/>	1.1. Student will reach college and career readiness by potentially earning an industry career credential.
<input checked="" type="checkbox"/>	2.2. Student will be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
<input type="checkbox"/>	3.1. Student will be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experiences, and/or cooperative education experience.
<input type="checkbox"/>	4.1. Student will be prepared to participate in supported employment which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
<input type="checkbox"/>	5.1. Student will be prepared to participate in pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals, individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

**Recommendations to assist the student in meeting this goal:**

<b>Detailed information about the goal.</b>	<b>Recommendations to assist in meeting this goal</b>
<p>Matthew met all of the requirements of the Essentials Pathway Work Component. He had a successful work experience and completed the work requirements of Community-based Instruction, Career and Technical Education courses (Teacher Academy), and Cooperative Education/Work-Based Experience. Matthew completed an internship at Anywhere Middle School. He has a strong desire to work fulltime and is determined to become a teacher. He has a goal to work part-time while attending college and has submitted numerous job applications. He wants to start working during the summer. Matthew will qualify for financial aid, but he may have to work a part-time job while in college.</p>	<ul style="list-style-type: none"> <li>• Stay in touch with the Career Center counselor to obtain assistance with new or additional employment.</li> <li>• Continue volunteering at the library to gain more work experience</li> <li>• Consider volunteering at a local school in your field of interest</li> <li>• Practice and rehearse interviewing skills</li> <li>• Dress professionally for job interviews</li> <li>• Update your resume to include work experience and volunteer education history</li> <li>• Pick up applications at local businesses and complete them as soon as possible</li> <li>• Remember to follow-up on interviews with a phone call, letter, or email</li> <li>• Pick up additional job applications and complete them as soon as possible</li> <li>• Write down all interview appointments in a calendar</li> </ul>

Student Name: Matthew Smith

Date of Birth: July 23, 1999

**Community/Independent Living Goal:**

<input checked="" type="checkbox"/>	1. Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.
<input type="checkbox"/>	2.1. Student, with time-limited support, will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living and support options.
<input type="checkbox"/>	3. Student will be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
<input type="checkbox"/>	4. Student will be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
<input type="checkbox"/>	5. Student will be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.
<input type="checkbox"/>	6. Other: Write an appropriate goal for the student based on the needed Transition Services.

**Recommendations to assist the student in meeting this goal:**

Detailed information about the goal.	Recommendations to assist in meeting this goal
Matthew will be prepared to participate in community activities and live independently on a college campus (Anywhere College). Matthew is eager to live independently and has a strong desire to have his own studio apartment.	<ul style="list-style-type: none"><li>• Contact and meet dorm Residence Advisor</li><li>• Make contact with college roommate prior to start of school</li><li>• Attend pre-college summer programs that offer interesting educational opportunities</li><li>• Understand the different housing options available and know which ones are within your budget</li><li>• Understand and follow a public transportation schedule</li></ul>

Student Name: Matthew Smith

Date of Birth: July 23, 1999

**Student Input / Comments:**

1. What supports or accommodations have helped you succeed in school? How did they help you?

I believe that the extra time given to me has helped me understand tests and assignments. It seemed that I was always the last person to finish assignments. Sometimes I got frustrated with tests when I didn't understand the questions. When the teachers gave me more time, I felt I didn't have to rush in order to complete my assignments. I was able to take my time and concentrate on the task. I also think that the calculator and study guides helped me get through all of the math courses. I really don't like math. The oral tests also helped me. In addition, having tests read to me made a difference between failing and passing some of my classes.

2. Which supports or accommodations has not helped you?

I think all of the supports and accommodations have helped me to be successful in school. I think Ms. Manager is a good teacher and cares a lot about me and my family. I think she has made me a better person.

3. What supports or accommodations do you feel you will need to continue to achieve your postsecondary goals?

I think I will definitely need more time and study guides in order to achieve my education goal. I think my Career Center counselor will assist me with a job. I think the Disability Support Services Department at the college will help me also. I think I will also need help keeping track of my financial budgets.

4. What services have helped you succeed in school?

I think all of the services helped me succeed in school.

5. What strengths and needs should professionals know about you as you enter the postsecondary work environment?

I think all of the professionals should know that I am an individual with a disability. I am a hard and dedicated worker who wants to be a productive citizen in society. I think they need to know that I will be successful at anything that I can do as long as they are patient with me. I can be and do whatever I set my mind to.

6. What has been the most difficult for you in school?

I think math has been the most difficult for me. I hated going to math class because it really frustrated me. It was like trying to understand a foreign language. I didn't get along with math and it didn't get along with me, but I made it through all of my math courses. It was hard work but I made it through it all.

Youth can provide valuable information about how things are going within the year after they have exited school. Since you are exiting high school this year, someone from your school may contact you next year or meet with you to take a survey about your work or your further training. This survey is called the Alabama Post-School Outcomes Survey. This person from your school will ask you questions on the survey and will record your answers, along with the answers of many other students who exited school the same year that you did. This survey is very important. This survey helps schools and agencies understand how successful youth are meeting their goals for life after school and helps them improve their work in order to help other students achieve their goals.

I have reviewed this document with my teacher/service provider and was provided a copy.

Student's Signature: Matthew Smith

Date: 5-2-2017

Signature of LEA staff providing copy to the student: Rebecca Manager

Date: 5-2-2017

Name of Parent/Guardian: Barbara Smith

Address

1: 50 North Central Avenue

Home

Address

Phone#: (555) 246-8101 Work Phone#: (555) 288-5452

2: \_\_\_\_\_

Cell Phone#: (555) 123-3609

City/State: Anywhere, Alabama

Email Address: barbsmith@yahoo.com

Zip: 36116

Parent/Guardian Signature: Barbara Smith

Date: 5-2-2017