

Student Exit Summary

Student Name: Cliff

Date of Birth: 11/27/88

Date of Graduation/Exit: 6/2006

Type of Diploma: ☐ Regents with Advanced Designation ☐ Regents ☒ Local ☐ IEP ☐ H.S. Equivalency

Contact Person: Chris Smith/ SE teacher
(School staff name/ title)

936—XXXX
(phone #)

Date Completed: 3/23/2006

PART I: SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

AREA	Present Level of Performance <i>(Upon school exit)</i>	Needs <i>(Essential accommodations, assistive technology, environmental or material resources or modifications needed)</i>
Academic Achievement/ Functional Performance/ Learning Characteristics:	<ul style="list-style-type: none"> - Cliff is a multi-sensory learner who learns best within a small classroom setting, where he can be redirected and refocused to the task required. He shows strengths in basic academic skills. He needs frequent reminders to stay on task. Cliff does not complete homework on a consistent basis. - Cliff is below grade level in reading and math. - Cliff has difficulty organizing materials and completing independent tasks. - Cliff currently has an IPE with VESID His counselor is Diane Stach (734-xxxx) 	<ul style="list-style-type: none"> - verbal reminders to use age appropriate communication skills - clearly defined rules and expectations - verbal reminders of expectations in group settings - needs to increase his ability to seek out supports

AREA	Present Level of Performance <i>(Upon school exit)</i>	Needs <i>(Essential accommodations, assistive technology, environmental or material resources or modifications needed)</i>
Social Development:	<ul style="list-style-type: none"> - Cliff has many peer relationships. He often acts immaturely with friends. He interacts with teachers/adults. - Cliff seems to have a positive self-concept and high self-esteem. - His classroom behavior interferes with instruction. Cliff is easily led by others and has difficulty participating in groups. He is aware of school rules and generally is able to follow them. - Cliff has some understanding on how his disability affects his functioning. He does not usually seek help/supports on his own. 	<ul style="list-style-type: none"> - need verbal reminders to attend to task at hand - limit distractions - needs to wear his glasses - no motor or sensory needs
Physical Development:	<ul style="list-style-type: none"> - Cliff exhibits inattention, cognitive impulsivity, and distractibility that severely impact his learning process. - Hearing is within normal limits. Vision is at 20/30 with correction. - Age appropriate gross and fine motor skills. 	

PART II: POST-SECONDARY GOALS

Post-secondary goal	Recommendations to Assist Student to Meet Post-Secondary Goals
<p>Education/training:</p> <p>Cliff will to go to Corning Community College to obtain training as an automotive engineer.</p>	<ul style="list-style-type: none"> - utilize student support services and begin to advocate for himself. Maintain contact with Judy Northrop (CCC Student Support services 936-xxxx) - weekly scheduled appointments with college advisor(Kim Allen 936-xxxx) - multi sensory approach - small group setting - redirection - may need materials read to him - needs continual verbal feedback - help with organization - time management <p>TEST ACCOMODATIONS:</p> <ul style="list-style-type: none"> - tests read - separate location - calculator - extended time 1.5X <p>ASSITIVE TECHNOLOGY:</p> <ul style="list-style-type: none"> - calculator - access to word processor
<p>Employment:</p> <p>Cliff will be employed in the area of automotive engineering or enlist in the military.</p>	<ul style="list-style-type: none"> - make contact with the college career placement office (CCC 962-XXXX) - maintain contact with VESID (734-XXXX) - seek help with organizational skills - seek help with time management
<p>Independent Living (if appropriate):</p> <p>Cliff will live in the dorm at college.</p>	<ul style="list-style-type: none"> - make contact with dorm RA - make contact with roommate prior to start of school

10/1/2008