

SAAFP

(Summary of Academic Achievement
and Functional Performance)

A Worksheet for Parents of Students With Disabilities



SAAFP: A Worksheet for Parents of Students with Disabilities

The Summary of Academic Achievement and Functional Performance (SAAFP) is a document that is provided to students and their parents at the conclusion of students' high school education. The SAAFP is intended to be a student-centered document that summarizes individual abilities, skills, needs, and limitations. Its purpose is to provide recommendations to students that will support their successful transition to adult living, learning, and working.

The SAAFP may include input from various people, including the student, the parents, the special education teacher, the general education teacher, the career/technical education teacher, the transition coordinator, the school psychologist, related service personnel (such as the speech-language teacher and the occupational therapist), and agency representatives (such as the Office of Vocational Rehabilitation).

As a parent of a child with a disability, one way you can support your child in preparing for graduation from high school is to provide input for the SAAFP. A

thoughtfully-completed SAAFP can provide a "bridge" that addresses the next steps necessary to complete the transition process that began in the years prior to exiting high school. It provides students and families with a clear idea of what they need to continue to do to work toward the goals students set for themselves.

It is recommended that you and your child complete this worksheet together, identifying the accommodations that were successful for your child during school and the supports your child may need in the future.

Information Included in the SAAFP

Information for the SAAFP is gathered by the school during the final years of secondary education, and the summary is completed during the final year of students' high school education. The SAAFP is divided into four distinct parts as shown below.

Part 1 provides information about student demographics (such as age and home address).

Student Name: _____

District/School Name: _____

Date Summary Issued to Student (mm/dd/yy): _____

Dear _____:

Now that you have graduated or are beyond school age, we are providing you with a *Summary of Academic Achievement and Functional Performance* to assist you in planning for the future. This summary is divided into four parts. Part 1 provides information we currently maintain about you. Part 2 summarizes your academic achievement and functional performance in school. Part 3 provides recommendations for assistance you may need to meet your postsecondary goals. Part 4, which is optional, gives you a chance to provide information related to your achievement and performance.

Part 1: Student Information

Student Name: _____ Date of Birth: _____

Year of Graduation/Exit: _____

Student Address: _____

City, State, Zip: _____

Student Phone: _____

Current School: _____

Current School Phone: _____

Part 2 summarizes students' academic achievement and functional performance (that is, routine activities of everyday living) while still in school. This information relates to meeting students' postsecondary goals, and may include reading, math, writing, or other academic areas.

To provide input for Part 2, list your child's abilities (such as independence in tasks, ability to access needed services, test scores, grades), skills (such as reading comprehension, organization, problem solving), needs (such as increasing reading speed, requesting assistance and accommodations, following multi-step directions) and limitations (such as strength,

stamina, need for frequent breaks, frequent absences due to medical issues, not completing tasks) under Academic Achievement. List supports that have helped your child succeed in the past under Accommodations. Include in this section the effective accommodations (such as extended time to complete a task and access to print materials), modifications (such as a reduced number of assignments), assistive technology, and instructional strategies that have been used in school to assist your child. Under Recommendations, list supports you think would help your child in the future (such as, continued use of graphic organizers and note-taking software).

Part 2: Summary of Student Performance

Academic Achievement (if appropriate)	Accommodations	Recommendations

Under Functional Performance, list your child’s post-secondary goals (that is, goals for life after high school). In the second column (Accommodations), list the effective accommodations (such as, additional time to complete an assignment), assistive technology, and instructional strategies that have been used in school to assist your child. In the third column (Recommendations), list your

recommendations for your child to self-advocate, maintain, or obtain the accommodations your child will likely need to be successful in post-school life. For example, recommendations might include: using self-advocacy skills in a postsecondary education institution or in a work setting, updating a resume, and registering to vote.

Functional Performance (if appropriate)	Accommodations	Recommendations
Career/Vocational		
Social Skills and Behavior		
Independent Living Skills		

Part 3 provides recommendations for assistance that students may need to meet their postsecondary goals. These recommendations help answer the question, “What do I do next?” Suggestions may include things like accommodations, adaptive devices, compensatory strategies, assistive technology, and support services that students may find helpful. Potential contact information is included to obtain needed educational accommodations (for example, a college’s disability office).

To provide input for Part 3, list your child’s postsecondary goals for education and training, employment, and independent living. In the second column, list the action that your child needs to take to meet each goal. Then list the appropriate office or agency, along with contact information. For example, to obtain supports required in a training program, the next step for your child might be to contact the Disabilities Support Service at the institution where your child will attend classes. List the name of the office or agency and the contact information. In this example, the reason for contact would be to obtain supports required in a training program.

Part 3: Recommendations to Assist Student in Meeting Postsecondary Goals

Postsecondary Goals (if appropriate)	Next Steps	Office/Agency	Contact Information	Reason for Contact
Postsecondary Education & Training				
Employment				
Independent Living				

Part 4 provides optional information provided by students related to their own achievement and performance. This assists students in considering what supports and services were most helpful while they were in high school, and what supports and services they may need in the future. The inclusion of this section can help promote self-advocacy, including the development of an understanding by students of their specific disabilities and the impact they have on post-school activities.

To provide input for Part 4, reflect on each of these questions with your child and list as much information as possible. For example, your child may have used assistive technology, been given additional time to complete assignments, or had adapted physical education. For this section of the SAAFP your child might indicate, "My teachers were great. I probably should have used the scanning software more than I did. It really helped me and saved time. The MP3 is great because it's small and I can hear the text repeated as many times as I need."

Part 4: Student Perspective (Optional)

Please answer the following questions based upon your high school experiences.

<p>In the past, what supports have been tried by teachers or by you to help you succeed in school (e.g., aids, adaptive equipment, physical accommodations, other services)?</p>	
<p>Which of these accommodations and supports has worked best for you?</p>	
<p>What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?</p>	

Your child should share this document with teachers and others who may have input, such as the special education teacher, the general education teacher, the career/technical education teacher, the transition coordinator, the school psychologist, related service personnel (such as the speech-language teacher and the occupational therapist), and agency representatives (such as the Office of Vocational Rehabilitation).

The completed SAAFP may be shared with post-school organizations and adult agency providers. In turn, they can use the SAAFP to inform institutes of higher education, agencies, and potential employers of recommendations that will support your child through an effective transition to adult living, learning, and working.

Commonwealth of Pennsylvania

Tom Wolf, Governor

