



New York State Education Department
Office of Special Education
Educational Partnership





Developing an Effective Student Exit Summary

Produced by the Technical Assistance Partnership for Transition at Cornell University.

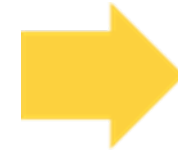
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Disclaimer

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Meet and Greet



Introduce yourself (name, school/district, role).

Think about something you would like to know about Student Exit Summaries.

Share your answer with the group.

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Learning Objectives

Participants will:

- Analyze the importance of students' self-determination skills in making the Student Exit Summary a meaningful and relevant document
- Learn the federal and state requirements for the Student Exit Summary
- Recognize and identify quality components of a Student Exit Summary
- Identify a process for the development and issuance of the Student Exit Summary that is student-centered

Self-Determination and the Student Exit Summary



Components of Self-Determined Action

- Make choices
- Express preferences
- Solve problems
- Set and attain goals
- Self-advocate
- Acquire self-awareness and self-knowledge

A Student-Friendly Definition

“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”

Elements of Self-Determination



CHOICE MAKING The skill of selecting a path forward between two known options Cm	DECISION MAKING The skill of selecting a path forward based on various solutions that have each been thoughtfully considered Dm	PROBLEM SOLVING The skill of finding solutions to difficult or complex issues Ps
GOAL SETTING & ATTAINMENT The ability to develop a goal, plan for implementation, and measure success Gs	SELF-REGULATION The ability to monitor and control one's own behaviors, actions, and skills in various situations Re	SELF-ADVOCACY The skills necessary to speak up and/or defend a cause or a person Ad
INTERNAL LOCUS OF CONTROL The belief that one has control over outcomes that are important to his or her own life Lc	SELF-EFFICACY Belief in one's own ability to succeed in specific situations or accomplish specific tasks Ef	SELF-AWARENESS Basic understanding of one's own strengths, needs, and abilities Aw

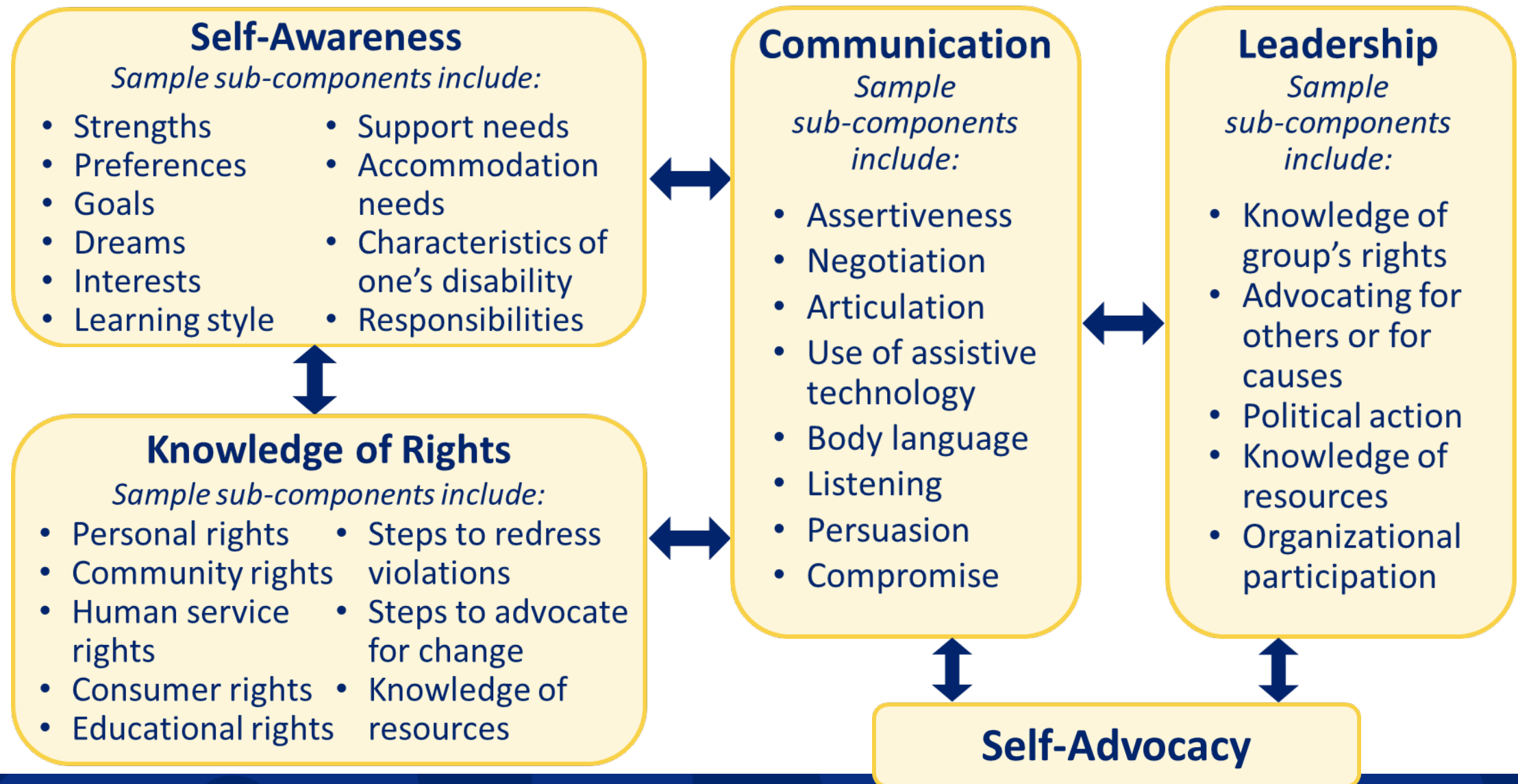
Predictors of Post-School Success

NTACT Predictors by Outcome Area 2021

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	Promising	Promising	
• Career Technical Education (was Vocational Education)	Research-based	Evidence-based	
• Community Experiences		Promising	
• Exit Exam Requirements/High School Diploma Status		Promising	
• Goal-Setting	Research-based	Research-based	Research-based
• Inclusion in General Education	Research-based	Research-based	Research-based
• Interagency Collaboration	Promising	Promising	
• Occupational Courses	Promising	Promising	
• Paid Employment/Work Experience	Research-based	Research-based	Promising
• Parent Expectations	Promising	Research-based	
• Parental Involvement		Promising	
• Program of Study	Research-based	Research-based	
• Psychological Empowerment (new)	Promising	Promising	Promising
• Self-Advocacy/Self-Determination	Research-based	Research-based	Promising
• Self-Care/Independent Living	Promising	Promising	Research-based
• Self-Realization (new)		Promising	Promising



Self-Advocacy



Purpose of Student Exit Summary

- Provides the student with essential information to consider as the student transitions from secondary school.
- Should be a useful and relevant document that summarizes individual student abilities, skills, needs, and limitations and provides recommendations to support successful transition to adult living, learning, and working.

Purpose of Student Exit Summary

(continued)

- Designed to assist the student in establishing eligibility for reasonable accommodations and supports in postsecondary settings, the workplace, the community, and to aid the student in accessing adult services.
- Should help the student better understand the impact of their disability and articulate individual strengths and needs and supports that would be helpful in post-school life.

Student Exit Summary Can Be Used to:

- Assist with eligibility for adult vocational rehabilitation services
- Obtain financial benefits
- Qualify for residential placements
- Supplement documentation necessary for accommodations in college
- Summarize skills and strengths necessary for successful employment

Information to Consider in Preparing the Student Exit Summary

- Career Plan
- Transcripts
- Functional Behavior Assessments
- Adaptive Behavior Assessments
- Disability Eligibility Documentation
- Strength-Based Assessments
- Accommodations
- Modifications
- Current Outside Agency Connections
- Potential Outside Agency Connections

Federal and State Requirements



Federal Regulations

“For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”

New York State Regulatory Requirement



A school district... is required to provide such student with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting his or her postsecondary goals.

Americans with Disabilities Act Changes

- Americans with Disabilities Act (ADA) Amendments Act (ADAAA) of 2008
- ADAAA effective 2009
- Regulations interpreting and implementing ADAAA 2016
- ADAAA provided broad definition of disability

The Impact of the ADAAA

- The terms “substantially limits” and “major life activity” changed to equitably expand coverage and access
- Mitigating factors lessening the impact of the disability must now be considered

Who Is Required to Receive the Student Exit Summary?



...a student whose eligibility for special education services terminates due to graduation from secondary school with a regular diploma or due to exceeding the age of eligibility for a free appropriate public education (FAPE) under State law.

Required vs. Recommended

Required

- Regents or local diploma, including all Multiple Pathways
- Career Development and Occupational Studies (CDOS) Commencement Credential—as a standalone, their only exiting credential

NYSED recommends that a Student Exit Summary be provided to students exiting with a High School Equivalency Diploma

Students Placed Outside the District

For students in a Board of Cooperative Educational Services (BOCES) program or other non-district program, the district will need to collaborate with that program to determine who will complete the Student Exit Summary.

When Is the Student Exit Summary Provided to the Student?

The Student Exit Summary is completed and given to the student during their exiting year.

Remember, the Student Exit Summary should be current and based on updated information.



NYS Student Exit Summary Guidance and Sample Forms



Quality Student Exit Summaries

- Contain useful and relevant written report
- Are developed by a team including student and family
- Look ahead to the student's immediate and long-term goals
- Are not merely summative documents reflecting the student's high school record
- Describe abilities, strengths, needs, and limitations of the student upon exit from high school
- Describe services and supports that will likely be of assistance to the student in post-school life

NYSED Student Exit Summary Guidance Document



This comprehensive document includes:

- The requirements of the Student Exit Summary
- The purpose of the Student Exit Summary
- The timeline for development and issuance of the Student Exit Summary
- Summary of Academic Achievement and Functional Performance and Postsecondary Goals and Recommendations for Support
- Recommendations to Assist the Student in Reaching their Postsecondary Goals

Take a Tour of the NYSED Guidance Document



- Take out the **“Take a Tour of the NYSED Guidance Document”** sheet and the **“NYSED Student Exit Summary Guidance Document.”**
- Locate where the information listed is found.
- Write down your answers (include category and page number).

Student Exit Summary Part I Sample Form

Student Exit Summary

Student Name: _____ Date of Birth: _____ Date of Graduation/Exit: _____

Type of Diploma or Exiting Credential: Regents Diploma Local Diploma High School Equivalency Diploma
 Career Development and Occupational Studies Commencement Credential
 Skills and Achievement Commencement Credential

Contact Person Name: _____ Title: _____

Phone Number: _____ Date Completed: _____

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:		
Social Development:		
Physical Development:		

NYSED Sample Form 04/2017: Refer to the guidance document when completing this document.

Student Exit Summary Part II Sample Form

PART II: POST-SECONDARY GOALS

Postsecondary goal	Recommendations/Next Steps to Assist Student to Meet PostSecondary Goals
Education/training:	
Employment:	
Independent Living (if appropriate):	

NYSED Sample Form 04/2017: Refer to the guidance document when completing this document.

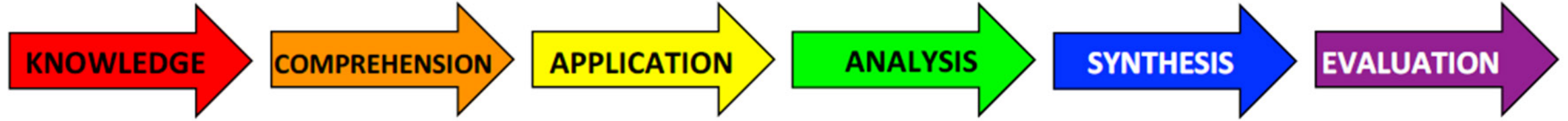
Bloom's Taxonomy Chart



Handout

LOW LEVEL THINKING SKILLS

HIGH LEVEL THINKING SKILLS



-Recall or recognize specific information.
-Remembering an idea, phenomenon, or a fact in somewhat the same form in which he/she learned it.

-Understanding of information given.
-Communicating an idea or thing in a new form.
-Qualifying ideas in relation to one's own experience (interpretation)

-Using methods concepts, principles and theories in new situations.
-Using what he/she knows from a variety of areas to find solutions to problems.

-Breaking information down into its constituent elements.
-Uncovering the unique characteristics of something.

-Putting together constituent elements or parts to form a whole requiring original, creative thinking.
-Developing a plan or proposing a set of operations.

-Judging the values of ideas, materials and methods by developing and applying standards and criteria.
-Accepting or rejecting things based on criteria.

VERBS

- Choose
- Cite
- Define
- Describe
- Distinguish
- Give example
- Group
- Know
- Label
- List
- Listen
- Locate
- Match
- Record
- Relate
- Repeat
- Reproduce
- Review
- Select
- Show
- Sort
- Underline

VERBS

- Account for
- Annotate
- Ask
- Calculate
- Convert
- Describe
- Discuss
- Examples of
- Expand upon
- Explain
- Express
- Give
- Give main idea
- Paraphrase
- Recognize
- Report
- Research
- Restate
- Retell
- Review
- Summarize
- Tell
- Translate

VERBS

- Adapt
- Apply
- Calculate
- Change
- Collection
- Compute
- Construct
- Demonstrate
- Dramatize
- Draw
- Employ
- Exhibit
- Experiment
- Manipulate
- Operate
- Paint
- Practice
- Prepare
- Produce
- Record
- Relate
- Schedule
- Sequence
- Show
- Sketch
- Solve

VERBS

- Analyze
- Arrange
- Calculate
- Categorize
- Classify
- Compare
- Contract
- Contrast
- Criticize
- Debate
- Deduce
- Detect
- Diagram
- Experiment
- Group
- Inquire
- Inspect
- Interpret
- Inventory
- Investigate
- Order
- Organize
- Question
- Relate
- Research
- Scrutinize

VERBS

- Act
- Arrange
- Assemble
- Blend
- Collect
- Combine
- Compile
- Forecast
- Compose
- Concoct
- Construct
- Create
- Derive
- Improve
- Infer
- Invent
- Manage
- Modify
- Organize
- Originate
- Imagine
- Plan
- Predict
- Prepare
- Pretend
- Produce
- Set Up
- Show
- Suppose
- Write

VERBS

- Argue
- Assess
- Award
- Compare
- Criteria
- Criteria
- Criticize
- Debate
- Decide
- Deduce
- Defend
- Determine
- Discriminate
- Judge
- Justify
- Measure
- Predict
- Prioritize
- Probe
- Rank
- Rate
- Recommend
- Reject
- Revise
- Score
- Select

Research



The Need For a Clearly Defined Educational Organization (EO) Process

- Individuals with Disabilities Education Act (IDEA) 2004 attempted to facilitate interagency collaboration needed for successful transition
- Lack of consistency across states or among local education agencies (LEAs) within a state
- NYS has a regulation and offers guidance on the Student Exit Summary, however, a specific process and form are not required

This makes it critical for EOs to develop and identify a clear process for all to be aware of.

The Student-Directed Summary of Performance

- Best transition practice in the research points to multiple opportunities for all students to acquire, further develop, and apply self-determination skills
- Students with learning disabilities finding success as adults indicated understanding their disability and the ability to set achievable goals as important factors in their success

Developing the Student Exit Summary



Who Should Be Involved in Completing the Student Exit Summary?

The Student Exit Summary should be completed by a **team** that includes:

- Student
- Family
- School personnel
 - Special education teacher
 - General education teacher
 - School psychologist
 - School counselor
 - Related service providers

Guiding Questions for the Team



- What currently helps the student in school and the community?
- What will assist the student with achieving post-school plans?
- Which options are available to the student through adult service providers?
- What are the specific skills/abilities necessary?
- What are the student's needs/limitations?
- Which agencies and individuals will support the student after high school?

Developing the Student Exit Summary—Sources for Consideration

- IEP—Student Voice, Present Levels of Performance, and Measurable Postsecondary Goals
- Family/caregiver input
- Adaptive Behavior, Psychological, and Strength-Based Assessments
- Career and Technical Education coursework and progress
- Employability Profile
- Transcripts and Career Plan
- High and low tech assistive technology needs

Student and Family Role in Developing and Using the Student Exit Summary



The Difference Between Eligibility for Services Changes Upon Transition to The Adult World

- High school services are provided under IDEA where students have a right to certain benefits and privileges
- Once a student exits high school with either a diploma or attaining the age of 21 accommodations may be provided under ADA

Transitioning to College with a Disability Video



Students Must Advocate for Services and Supports

- Increased self-knowledge empowers students to recognize and identify the specific impact of their disability
- This knowledge enables students to articulate their strengths and needs as well as the types of supports that may be helpful in post-school life

The Student Exit Summary is not a substitute for medical or psychological documentation.

An Effective Tool Students Can Use

Includes essential information to consider as the student transitions:

- A summary of the student's abilities, skills, needs, and limitations
- Recommendations to support successful transitions to adult living, learning, and working
- Guidance for accessing adult services as needed and appropriate



Family Engagement Continuum



- Family partnerships in early diagnosis, planning, services
- Family competence as a partner—knowledge of practices
- Family confidence—information, support through other parents
- Family involvement—looks different for each
- Family preparation—knowledge of transition(s), connection to information
- Family empowerment

Parent Career Interview

- Where do you work?
- What's your job title?
- What's your job description?
- What skills do you use at work? (personal and technical)
- What did you learn in school that helps you do your job?
- What is the easiest part of your job?
- What is the hardest part of your job?
- Why is your job important to you and others?
- What should I do now to be successful in a future career?

How Do Cultural and Linguistic Differences Impact Future Learning, Earning, and Living Opportunities?

Student and family values may not be aligned with mainstream beliefs.

Individualistic Cultures	Collectivistic Cultures	For Example
Self-Awareness	Family/Group Identity	Student and family may not understand disability
Self-Advocacy	Deference to family/group	Individual choice may or may not be encouraged
Interdependent with society	Interdependent with family/group	Transition to society vs transition back to family as adult
Schedule oriented	Process oriented	Focus on time vs task completion

Strategies for Culturally and Linguistically Diverse (CLD) Students and Families



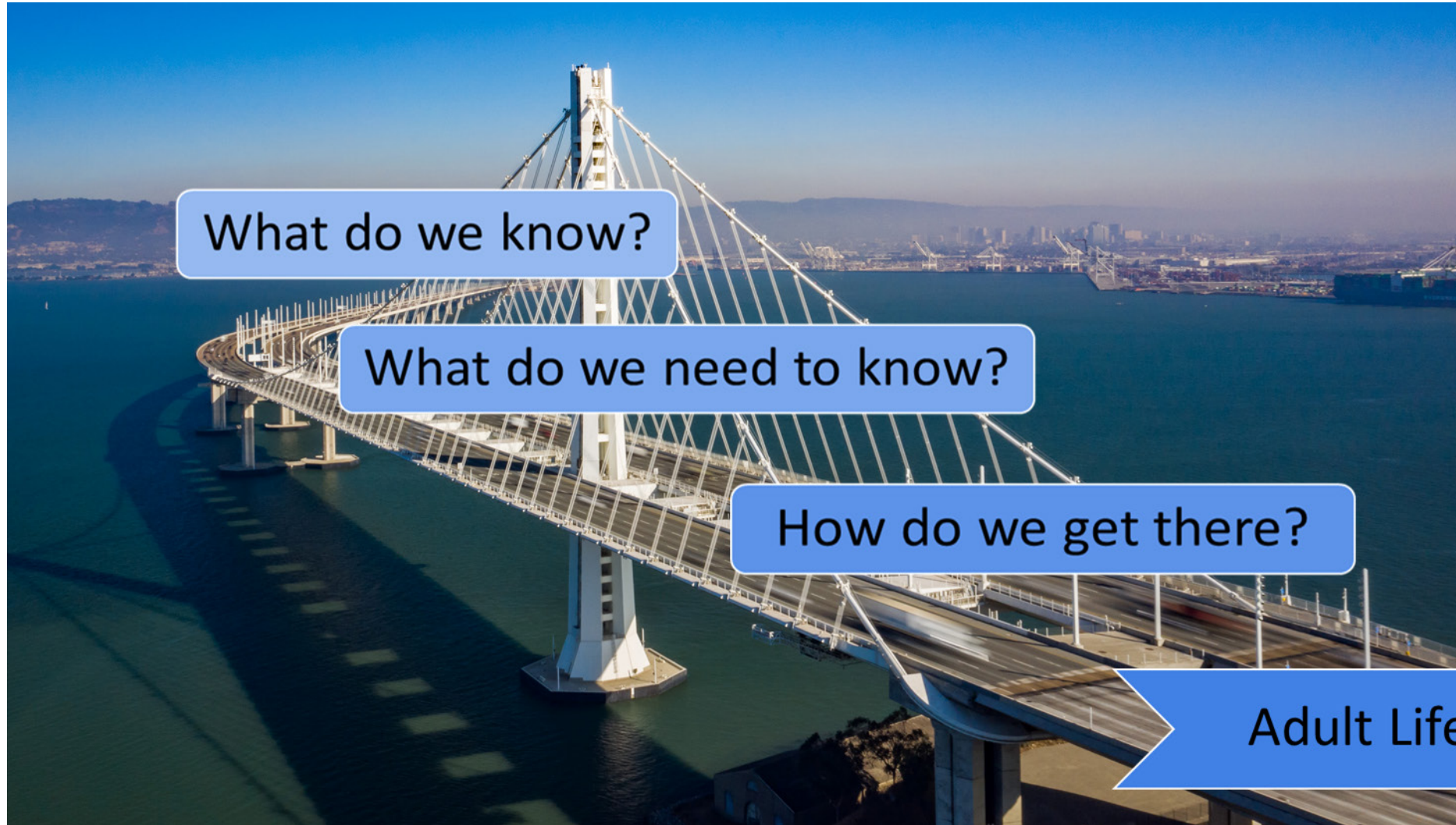
- How can you utilize cultural differences and strengths in transition planning?
- What are common obstacles to successful transition for CLD youth?
- What resources can be drawn upon to assist the student and family in transition planning?
- What additional support will personnel need in order to assist the student and family in transition planning?

Culturally Responsive Self-Determination Approaches



- Parents and students can share family and student goals for the future and explore the role that cultural values play in transition planning.
- Discuss self-advocacy skills that may be helpful to the student within the context of their culture.
- Identify adults who can serve as role models and other natural supports within the context of their culture that can help increase self-determination skills.
- Encourage the student to explore their cultural identity as part of the transition planning process.

Crossing the Bridge to Adulthood



What do we know?

What do we need to know?

How do we get there?

Adult Life

Annual Review vs. Exit Meeting

- Annual review Committee on Special Education (CSE) meetings convene to develop an IEP for the upcoming school year
 - Must adhere to regulations for invitations, required members, and when meeting will occur
 - Student continues to be eligible for FAPE and will still be in school in the upcoming school year
- Exit meeting
 - **Optional**
 - Student no longer eligible for FAPE and will not be in high school in the upcoming school year

Identifying Practices and Processes



- Identify who, what, when, where, and how the Student Exit Summary will be developed.
- Identify who, what, when, where, and how the Student Exit Summary will be provided to the student.
- Address how the student will share the contents of the Student Exit Summary with adult service providers, including next steps.
- Inform students and families of how and where to store the Student Exit Summary.

Present Status and Aspirations



1. List any strategies that you and/or your EO currently use to develop and issue the Student Exit Summary.
2. Reflect or list any strategies learned today, that you will incorporate into your practice.
3. Share and swap ideas with colleagues.

— Student Exit Summaries

What is your present status? What is your desired level?

Where do you currently stand with regard to the development of the Student Exit Summary to improve student outcomes in your district/agency?

A small icon of three stylized human figures in yellow and blue.

What new ideas do you have after having dialogue with professionals from other districts/agencies?

Seek first to understand, then to be understood

CDOS Learning Standards and the Student Exit Summary



Learning Standards for CDOS

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Universal Foundation Skills

CDOS Standard 3a

Basic Skills

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to
- Self-evaluate knowledge, skills and abilities

Thinking Skills

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Universal Foundation Skills (continued)

CDOS Standard 3a

Managing Resources

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

Technology

- Selects/Applies Technology
- Maintains Equipment
- Designs and Creates to Meet Needs

Interpersonal Skills

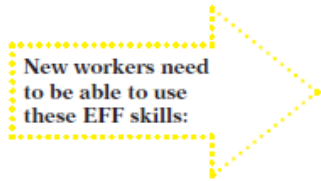
- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

The Work Readiness Profile



Handout

What New Workers in Entry Level Jobs Need to Be Able to Do



New workers need to be able to use these EFF skills:

Communication Skills

- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

Interpersonal Skills

- ▲ Cooperate with others
- ▲ Resolve conflict and negotiate

Decisionmaking Skills

- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

Lifelong Learning Skills

- ◆ Take responsibility for learning
- ◆ Use information and communications technology*

* Skill not currently tested in WRC.

...well enough to successfully carry out these critical entry-level tasks:

Acquire and Use Information

- › Acquire, use, and share information accurately and in a timely manner in order to:
 - › Get work done
 - › Identify appropriate procedures
 - › Respond to requests from internal and external customers
- 1 2 3 4 ▲ 1 ◆ 2 ◆
- › Read and understand information presented in written form well enough to get the job done
- 2 3
- › Communicate in spoken English well enough to get the job done
- 1 2 3
- › Ask for clarification or help from supervisor or appropriate others when needed
- 1 2 4 ▲ 1 ◆

Use Technology

- › Learn how to use appropriate computer-based technology to get the job done most efficiently
- 3 4 1 ◆ 2 ◆
- › Be able to use a telephone, paper, radio, or other device to handle and process communication
- 1 2 2 ◆
- › Make sure that all equipment is in safe working order
- 4 1 2 ◆ 2 ◆
- › Use equipment properly to minimize damage to equipment or injury to oneself or others
- 3 4 1 ◆ 2 ◆

Use Systems

- UNDERSTAND SYSTEMS**
- › Understand how one's own performance can impact the success of the organization
 - 1 2 4 ▲ 1 ◆
 - › Comply with organizational policies and procedures in a consistent manner
 - 2 3 4 ▲ 1 ◆
 - › Pay attention to company guidelines regarding:
 - › Personal and professional interactions
 - › Appropriate dress
 - › Health and safety
 - 1 2 3 4 ▲ 1 ◆
 - › Follow established procedures for handling urgent situations or emergencies
 - 1 2 3 4 2
 - › Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations
 - 2 3 4 ▲ 1 ◆
 - › Go to the appropriate person/ source when approval is needed for work-related activities
 - 1 2 3 4 ▲ 1 ◆ 2 ◆

MONITOR AND CORRECT PERFORMANCE

- › Monitor quality of own work
- 4 1 2 1 ◆ 2 ◆
- › Accept and use constructive criticism for continuous improvement of own job performance
- 2 4 ▲ 2 ◆ 1 ◆
- › Keep track of changes within the organization and adapt to them
- 1 2 4 ▲ 1 ◆

Work with Others

- DIVERSITY**
- › Work as part of a team to develop and achieve mutual goals and objectives
 - 1 2 4 ▲ 1 ◆ 2 ◆
 - › Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
 - › Be respectful and open to the thoughts, opinions, and contributions of others
 - › Avoid use of language or comments that stereotype others
 - 1 2 4 ▲ 1 ◆ 2 ◆

NEGOTIATE

- › Work through conflict constructively
- 1 2 4 ▲ 1 ◆ 2 ◆

SERVE CLIENTS

- › Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses
- 1 2 3 4 ▲ 1 ◆ 2 ◆
- › Verify customer or client information to validate forms, provide services, or carry out procedures
- 1 2 3 4 2 ◆

Integrity

- › Demonstrate integrity
- 1 2 4 ▲ 1 ◆
- › Maintain confidentiality, as appropriate, about matters encountered in the work setting
- 2 4 ▲

Know How to Learn

- › Accept help from supervisors and coworkers
- 1 2 4 ▲ 1 ◆
- › Learn new/additional skills related to your job
- 2 3 4 ▲ 2 ◆ 1 ◆
- › Learn about the products/services of the organization
- 2 3 4 1 ◆ 2 ◆

Responsibility

- › Demonstrate willingness to work
- 1 2 ▲ 1 ◆
- › Take responsibility for completing one's own work assignments
 - › Accurately
 - › On time
 - › To a high standard of quality
 - › Even when the work is physically or mentally challenging
 - › As efficiently as possible, to minimize costs, rework, and production time
- 2 3 4 ▲ 1 2 ◆ 1 ◆
- › Show initiative in carrying out work assignments
- 1 2 ▲ 1 ◆

Allocate Resources

- › Use basic math well enough to get the job done
- 3 1 2 ◆ 1 ◆
- › Manage time effectively to:
 - › Get the work done on schedule
 - › Prioritize tasks
 - › Make sure that urgent tasks are completed on time
- 2 3 4 ▲ 1 2 ◆
- › Make sure that materials, tools, and equipment are available to do the job effectively
- 4 1 2 ◆ 2 ◆

Solve Problems

- › Cope with a work situation or tasks that change frequently:
 - › Demonstrate flexibility
 - › Accept new or changed work responsibilities with a positive attitude
 - › Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others
- 1 4 ▲ 1 ◆ 2 ◆ 1 ◆
- › Identify actual or potential problems related to one's own work:
 - › Report them in a timely manner, according to company policy
 - › Help to fix them
- 1 2 4 ▲ 1 2 ◆

Self-management

- › Display responsible behaviours at work:
 - › Avoid absenteeism
 - › Demonstrate promptness
 - › Maintain appropriate grooming and hygiene
 - › Do not attend to personal business when on the job, except in emergencies
 - › Manage stressful situations effectively
- 1 2 3 ▲ 1 2 ◆ 1 ◆



Based on Equipped for the Future Standards

Connect Students and Families to Adult Service Agency Supports



Connecting Activities

All students need to be connected to programs, services, activities, and supports that help them gain access to chosen post-school options. All youth may need one or more of the following:

- Mental and physical health services
- Transportation
- Housing
- Tutoring
- Financial planning and management
- Post-program supports through structured arrangements in postsecondary institutions and adult service agencies
- Connection to other services and opportunities (e.g. Recreation)

Who's Who?

- Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)
- New York State Commission for the Blind (NYSCB)
- Office for People with Developmental Disabilities (OPWDD)
- Office of Mental Health (OMH)
- Independent Living Centers (ILC)
- Workforce Development Programs

Sample Student Exit Summaries

Student Exit Summary Sample Review 1



Bobby West: Delaware Academy HS

Sample SES

Student Exit Summary (Sample)

Student Name: **Bobby West: Delaware Academy HS** Date of Birth: **03/27/1996** Date of Graduation/Exit: **6/2014**

Type of Diploma: Regents with Advanced Designation Regents Local CDOS Credential

Contact Person: **Mary Smith** **Guidance Counselor** **728-6767** Date Completed: **May 2014**
School Staff Name Title Phone Number

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:	Bobby, your effort and persistence allowed you to successfully achieve your HS diploma. However, at times, you are easily distracted by your peers. You can become frustrated quickly, and sometimes have difficulty focusing on the task at hand. You have applied to SUNY Delhi and the Westchester Culinary Arts Program and are awaiting notification of acceptance.	Ask your college instructor to give you feedback on your progress with class assignments. This will let you know that you are doing what you should be doing which will make you feel proud of yourself and give you confidence to continue working hard. Ask the college instructor if you can show them a visual sign that they can use to visually and silently indicate to you that you are getting off track and need to re-focus on the task at hand (In high school your teacher pointed to his watch). Inform your college instructors that when possible you work better in a smaller group rather than a large one because you can focus better on what others are saying if there are less people in the group. Remind your college instructor a few days before a test or quiz that your accommodation letter states that you would benefit from taking quizzes and test in an alternate/quiet location. Ask if they can make the arrangements and then write down what the arrangements are (where and when will you take the test or quiz). This will help you focus on the test or quiz because you won't be distracted when other students are finishing their test before you.

Student Exit Summary Sample Activity 1



Bobby West: Delaware Academy HS

Note: This is a sample for training, not an exemplar

- Please take out the sample Student Exit Summary for Bobby West
- Note this student is exiting with a Local HS Diploma with a CDOS Commencement Credential as a supplement

Skills and Achievement Commencement Credential



- 2013-2014 School Year
- Replaced IEP diploma **only** for students eligible for the New York State Alternate Assessment (NYSAA)
- Accompanied by a student exit summary form that documents the following:
 - Academic skills, as measured by the NYSAA
 - Work-based learning experiences
 - CDOS skill attainment level
 - Student strengths, preferences, and interests
 - Measurable postsecondary goals
 - Recommendations for supports needed
 - State/community agency referrals

Sample Student Exit Summary Review 2

Frank Jones: XYZ Central HS



STUDENT EXIT SUMMARY		
<i>For Students Eligible for the New York State Alternate Assessment (NYSAA)</i>		
Student: Frank Jones	School: XYZ Central High School	ID#:2476
Completed by: Mary Smith	Title: Special Education Teacher	Date: June 2013
STUDENT SKILLS, STRENGTHS AND INTERESTS		
<p>Frank has participated in several personal preference and job interest discussions and activities for the last five years. Through these activities Frank was able to indicate his choices using his augmentative communication device with preprogrammed pages. When asked what his favorite thing to do is, Frank will go to the plant page on his device. He is interested in horticulture and is seeking part-time supported employment in this field. Through his experience at a local garden center, Frank is able to greet customers, water plants, carry customer items up to 25 pounds, stack merchandise and, with a picture cue to help him distinguish the weeds from the plants, has begun pulling weeds. He responds best when provided clear, concise one-step directions and a brief picture checklist of assigned tasks. Frank verbalizes approximately 75 words and utilizes an augmentative communication device with preprogrammed pages to communicate across a variety of functional settings. He interacts appropriately with coworkers, peers and customers. He has been approved for and uses the paratransit system (local public transportation system for individuals with disabilities) independently. He enjoys fishing and has recently joined a community recreational bowling program. He is living with his father but is interested in living in a community residence with his peers and is currently on a waiting list.</p>		
COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)		
<p>Frank participated in a community-based work experience at a local garden center for four hours weekly during his last two years of school. He was also a member of an after-school club that maintained the school flower garden.</p>		
ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA		
ENGLISH LANGUAGE ARTS:		
<p>Frank can identify 20 survival/functional words, given a choice of four different spellings. He can also point to the capital letter in each of his survival words. When read a passage at his instructional level, Frank can select the main idea from a group of pictures and arrange up to three pictures about the passage in the correct order. Frank can state his opinion about a news topic, using a preprogrammed page on his communication device. Frank will utilize the gardening page of his device to report the steps of planting seeds.</p>		
MATH:		
<p>Frank can add and subtract using concrete items for sums up to 20. Frank can state how many students are present and how many lunches are needed by completing the attendance table. Frank can point to the correct shape on a coordinated grid given a choice of two. Given a choice of tablespoon or cup Frank can point to the correct unit during a cooking activity. Frank understands the function of money. He can identify coins and a dollar bill but does not remember their values. He does understand that he needs five quarters to buy a soda from a vending machine.</p>		
SOCIAL STUDIES:		
<p><i>New York State Education Department Model Form – April 2012</i></p>		

Sample Student Exit Summary Activity 2



Frank Jones: XYZ Central HS

Note: This is a sample for training, not an exemplar

This student is assessed with the NYSAA and therefore is exiting with a “Skills and Achievement Commencement Credential.”

Sample Student Exit Summary Review 3

Sofia Gomez: Aytozee CSD



STUDENT EXIT SUMMARY – SAMPLE NON-EXEMPLAR FOR TRAINING PURPOSES ONLY

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Student: Sofia Gomez	School: Aytozee CSD	ID# 9000322016
Completed by: Jennifer Jones	Title: Special Education Teacher	Date: 05/05/20xx

STUDENT SKILLS, STRENGTHS AND INTERESTS

Sofia participated in several activities and assessments to determine her skills, strengths, and interests including a Person-Centered Planning session with her transition team, the Personal Preferences Indicator was completed, as well as observations across several settings (classroom, therapy room, work sites, and parent's home observation). Sofia has limited communication skills although her use of verbal language and PECS has increased greatly during the past five years. Sofia prefers to be by herself or with no more than two familiar people in proximity to participate in indoor activities such as drawing and coloring, listening to country music, and playing memory games, or playing on her iPad. She prefers routine activities and follows a picture schedule. Sofia enjoys sorting activities in the classroom and is great at sorting utensils in the cafeteria. She also enjoyed working in the bakery gathering and boxing dozens of donuts. She was able to use a grid to count the donuts and a picture checklist to complete the task. Sofia also enjoyed stocking shelves at the food pantry. She liked to straighten the shelves to make them look neat and tidy. Sofia can use a bus pass to access a bus and knows where her stop for work, school, and home are. At home, her parents report that Sofia spends a lot of time playing games on her iPad and she likes to watch "How It's Made" on TV. She will watch each episode several times.

COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL – AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES)

- 20xx-xx School Year
 - Weekly mobility training to use public transportation bus system
 - Monthly field trips to local grocery store (Wegmans) to select foods for classroom cooking activities
 - Monthly community outings to increase awareness of community services and activities (library, mall, bank, skating rink, Canalside, baseball game)
 - 9/20xx – 12/20xx Work-Based Learning placement at St. David's Food Pantry: 2 hours a day twice a week (stocked & straightened shelves)
 - 1/20xx – 3/20xx Work-Based Learning placement at Elmwood Nursing Home Dietary Dept.: 2 hours a day twice a week (filled fruit cups, jello cups, and condiment cups, sorted & put away utensils & dishes)
 - 3/20xx – 6/20xx Work Based Learning placement at Wal-Mart Bakery Department: 3 hours a day twice a week (boxed donuts & cookies, bagged rolls, bagels, & breads)
- 20xx-xx School Year
 - Monthly field trips to local grocery store (Wegmans) to select foods for classroom cooking activities
 - Monthly community outings to increase awareness of community services and activities (library, mall, community center, skating rink, botanical gardens, science museum,)
 - 9/20xx – 12/20xx Work-Based Learning placement at school cafeteria: 1 hour a day 5 days a week (sorted utensils, dried & stacked trays)
 - 1/20xx – 3/20xx Work-Based Learning placement at school library: 1 hour a day 5 days a week (checked in books, sorted books)
 - 3/20xx – 6/20xx Work Based Learning placement at school bookstore: 1 hour a day 5 days a week (stocked shelves, straightened shelves, counted inventory)
- 20xx-xx School Year

Adapted from New York State Education Department Model Form – April 2012

Sample Student Exit Summary Activity 3

Sofia Gomez: Aytozee CSD



Note: This is a sample for training, not an exemplar

This student is assessed with the NYSAA and therefore is exiting with a “Skills and Achievement Commencement Credential.”

Let's Review!

Key Ideas for the Student Exit Summary

- Self-determination instruction Pre-K-12 is essential
- A useful and relevant written report mandated by law and regulation
- Developed by a team including student and family
- Describes abilities, strengths, needs, and limitations
- Describes services and supports that will likely be helpful to student in post-school life

Optimistic Closure: Suit Yourself!



Something from
the heart:

**How did you
feel? What did it
mean to you?**



Used to dig in the
garden:

**What new ideas
were planted?
What ideas were
dug up?**



Things that grew:

**What new ideas,
new thoughts, or
new points of
view emerged?**



Gems that last
forever:

**What are some of
the gems of
wisdom gathered
from people or
content?**

Questions and Answers



Resources (1 of 2)

- [CDOS Resource Guide with Core Curriculum](#)
- [Individual Plan for Employment Policy and Procedure](#)
- [National Center on Secondary Education and Transition \(NCSET\) Self-Determination: Supporting Successful Transition](#)
- [National Institute for Literacy's Equipped for the Future Initiative](#)
- [National Technical Assistance Center on Transition \(NTACT\) The Collaborative Student Exit Summary](#)
- [NYSED Student Exit Summary Memo March 2006: Updated Materials Attached, April 2017](#)

Resources (2 of 2)

- [NYSED Skills and Achievement Commencement Credential for Students with Severe Disabilities](#)
- [NYSED Transition Requirements and Guidelines](#)
- [Teachers Pay Teachers](#)
- [What Is an Exit Summary?](#)

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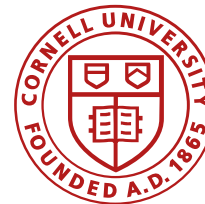
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition



Cornell University

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