

## **Specific Learning Disability**

John is a 16 year old student with a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading teacher records indicate that John reads at an eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John is reading and writing performance requires accommodations for testing and participation in the general curriculum including extended time, read-aloud, and computer software resources to support listening comprehension and writing.

Currently, John receives special education services in an inclusive setting as well as a resource setting. His special education teacher and a general education teacher co-teach his English courses. He also attends a weekly study skills session with a special education teacher who works on the development of independent study and organizational skills. He will finish his sophomore year in high school in less than two weeks.

John tends to be fairly quiet when he is in new situations and when he is around people he does not know. Recently, he told his mother that he is embarrassed by his disability. His mother expressed at his last meeting that these feelings deter John from discussing his disability with his teachers, from asking teachers for additional help, or from telling his friends about his disability status. During his freshman year, he chose not to attend his IEP meeting, even though his teachers and parents encouraged him to attend. This past year, he attended

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the IEP meeting but participated passively by signing forms, making few comments throughout the meeting, and making little eye contact with the other team members present.

John has maintained a 2.3 GPA for the past two years. His teachers say that John does well when he is interested in the topic; however, at times he draws in class. This causes him miss information that he then must make up at home by reading the textbook, which can be an arduous task given his problems with reading comprehension. At his last IEP meeting, one teacher stated that he would really benefit from a strategy that prompts him to pay attention for the whole class session so he can review his notes in the evening rather than playing catch up to gain missed information. This line of discussion then leads to his parents voicing concern that John “The Situation’s inability to maintain focus could be a potential problem in a work setting as well.

John has not been absent a single day during his freshman and sophomore years in high school. According to his parents, he likes school. John benefited from weekly speech and occupational therapy services throughout elementary school. In eighth grade his therapists and his parents agreed that he made sufficient progress to warrant less service in both of these areas. He currently receives related services of speech and occupational therapy one time each month on a consultative basis, so direct service is no longer provided. These consultative sessions are in place to evaluate John “The Situation’s progress and to ensure that John maintains the skills and strategies that he gained in elementary school.

Around his friends and family, John is outgoing and witty. John plays soccer on the Junior Varsity team at his high school. He hopes to make the varsity team next year. He plans

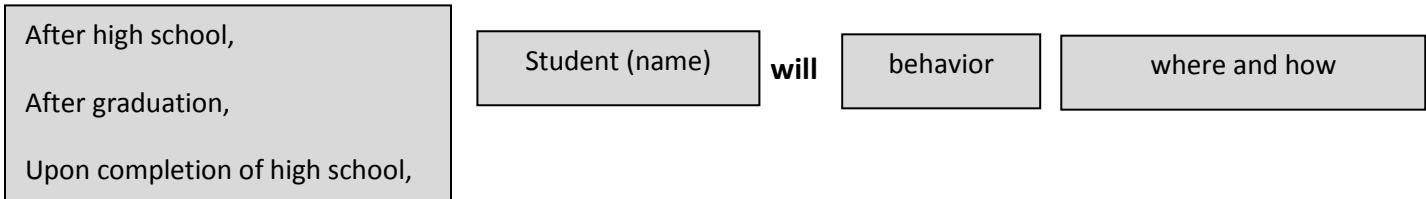
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with a group of friends on most weekend evenings. This summer, he plans to get a job at a game booth on the boardwalk. His mother and father are excited for him to have the opportunity to gain work experience and manage money for the first time. They are willing to drive him to work when they can, but they both work full-time. His employer at the boardwalk has a policy those workers younger than 18 work the day shift, so it is unlikely that his parents will be able to drive him. Several other students from school who will be working on the boardwalk are willing to drive him to work when their schedules are similar, but John is concerned about what will happen when neither his parents nor his friends are available to drive him.

Upon graduation, John plans to attend Palomar College, which is about 12 miles from his house. Many of the graduates of his high school attend Palomar College for the first two years of postsecondary education. He plans to live at home and work part-time on campus until he finishes an associate's degree. At that point, John plans to transfer to a four-year state college to continue his degree. He is most interested in the careers related to business data processing and medical technology. Palomar College has a disability services office on campus. Personnel visited his high school during a recent college fair to tell students about the services available to students with disabilities. John told his mother that he is willing to go to the office to ask about services, but he wants her to go with him. John, his parents, and the special education teacher agree that Palomar College will be a good place for John to continue his education, become more independent and confident, and determine his career goals.

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### Formula for writing a postsecondary goal:



### Appropriate Measurable Postsecondary Goal Examples:

#### Education and Training

- Upon completion of high school, John will attend courses at Palomar College working toward a degree in computer science that will transfer to a four year college to obtain a bachelor's degree.
- After high school, John will meet with Disabilities Services at the college and request accommodations and academic support.

#### Employment

- After high school, John will work on-campus part-time in the computer labs at the college he attends.
- After graduation from college, John will work as a network manager for a local medical company.

### Transition activities tied to Transition Services as listed on page 1 of the IEP that will reasonably enable the student to meet his or her postsecondary goal(s) examples:

<b>Education and Training</b> <ul style="list-style-type: none"><li>• Instruction related to word processing/keyboard skills</li><li>• Tutoring (peer or teacher) in reading comprehension strategies</li><li>• Self-monitoring instruction related to on-task behavior</li><li>• Self-advocacy training</li></ul> <b>Education and Related Services</b> <ul style="list-style-type: none"><li>• Speech language services to improve expressive communication</li><li>• Occupational therapy services to improve handwriting</li></ul>	<b>Employment and Other Post School Living Objectives</b> <ul style="list-style-type: none"><li>• Referral to Vocational Rehabilitation for postsecondary education assistance</li></ul>
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