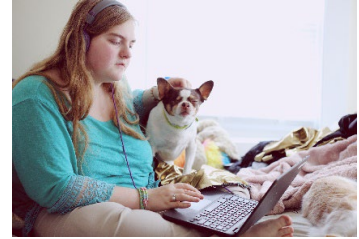


## Case Examples

### Allison

**Disability:** Specific Learning Disability in Reading, Written Expression



**Preferred Post-Secondary Pathway:** College for Early Childhood Education

**Work Agency Assistance:** Vocational Rehabilitation

#### At-a-Glance History:

Allison is an 18-year-old student with a specific learning disability in reading and written expression skills. Allison works hard in school, and she has maintained a B average with a C in chemistry classes during her 10<sup>th</sup> and 11<sup>th</sup> grade years. Allison readily admits she has difficulty keeping track of all her assignments and staying organized, although her special education teacher has supported her in this area. Allison views her disability as a challenge and is a self-advocate, disclosing her disability to teachers and friends.

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE** In developing each student's IEP, the IEP team must consider the following areas (*34 CFR 300.320(a)(1)*):

Student's overall strengths, interests, and preferences:	<i>34 CFR 300.43(a)(2)</i>
Allison has maintained a B average throughout high school through her hard work and support from her parents and teachers. She is a friendly student who has several friends and interests outside of school such as social networking, volunteering as a teacher at her church's pre-school, making crafts and watching movies. Allison's oral expression skills are her strengths as are her interpersonal skills. Allison says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons.	

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	<i>34 CFR 300.324(a)(1)(ii)</i>
Allison has one more year of high school. Her parents are concerned that she has not completed all of her homework. They are also concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. They would like to see her gain more independence on learning how to organize her assignments so they are turned in on time, better organize her materials, and learn how to prioritize time when she has multiple tasks to complete. Her parents are concerned about the impact that her new-found independence will have on her	

grades at college if she has not learned organizational skills.

Allison's parents are supportive of her desire to attend a university that offers the major she needs to obtain a degree in child development. They prefer that she attend a community college first, such as Blue Mountain Community College, where she will get the needed support from Disability Services at the college as well as to adapt to the college environment and instructor expectations. She can then transfer to Eastern Oregon University to complete her degree.

Present level of academic achievement (i.e., reading, writing, mathematics, etc.), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

*34 CFR 300.320(a)(1); 300.324(a)(iii)*

**Narrative and Supporting Data:**

Allison experiences a learning disability that affects her reading and written expression skills. She has gained significant skills in decoding, but still needs instruction on decoding multisyllabic words, particularly in her content area classes. She also needs work on applying reading comprehension strategies to new or complex text she is required to read. Allison currently reads grade level material from the district's progress monitoring system with 70% comprehension. Due to these reading difficulties, Allison has some difficulty in classes requiring higher level reading skills. As a result, Allison benefits from pre-teaching vocabulary words, extra time to complete reading assignments and Universal Design auditory texts for science- and social-studies related textbooks for her classes when they are available.

In the area of written expression, Allison always has good ideas to share. Her needs include arranging the ideas in her head into an organized written format. Graphic organizers have been of help to Allison in the past when writing a basic informational paper. Her current instructional needs include using graphic organizers to write persuasive and expository writing. Allison currently scores a 2.8 on persuasive and 3.0 on expository writing samples out of a scale of 5.0 using the district's electronic progress monitoring system for writing.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc.), including the results of initial or most recent formal or informal assessments/observations:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

*34 CFR 300.320(a)(1)*

**Narrative and Supporting Data:**

Allison has good oral communication skills and has good relationships with peers and adults. She has excellent self-care skills and has independent decision-making skills. At the current time Allison's disability affects her organizational

skills. She has some difficulties with keeping track of assignments and turning assignments in on time. She states she wants to be more organized but has yet to be successful in using a planner and getting all her assignments done on time.

With a desire for Allison to better organize her tasks, assignments and timelines, Allison's parents have recently purchased an iPad to assist her in improving these organizational skills and tasks. The IEP team will consult with the district's assistive technology coordinator to select a well-researched organizational application appropriate for Allison's use.

At the present time Allison uses her planner to track assignments 66% of the time and finishes 80% of her assignments on time.

## TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

*34 CFR 300.320(b)*

### **Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)**

*34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)*

The following is a list of age-appropriate transition assessments completed with Allison and her parents. Allison's PINS are listed as a summary below the transition assessments.

- A record review of Allison's grades throughout high school (9th through first half of 11th grade), indicates a B average and a statement of how her grade point average (GPA) meets the minimal requirements for entry into college.
- A summary of student psychological test scores and achievement scores obtained during Allison's 3-year reevaluation in the spring of 10th grade indicates specific learning disabilities in reading and written expression.
- Given the *Casey Life Skills Assessment*, Allison increased her score from a 3.94 to 4.43 with strengths in being knowledgeable on daily living, self-care, and career and education planning.
- Given the *Truity Photo Career Assessment*, Allison's top interest areas were a helper and creator. Helper - means she is interested in improving the lives of other people through her work. Helpers want to be of service to others and like to help them learn and develop. They enjoy teaching, counseling, and assisting people in need. Creator -interested in imagination, self-expression, and artistic experience. Creators enjoy drama, fine arts, music, and creative writing. They like to work with visual elements such as forms, colors, and patterns.

- **Ongoing interviews with Allison**

**Preferences** – Allison likes a busy schedule, learns best with auditory input, likes working in groups, would like to be able to use her phone to keep organized, and is a morning person.

**Interests** – Allison’s interests are working with children, listening to music, being with her family and friends, listening to podcasts and audiobooks, making crafts and making TikTok videos.

**Needs** – Allison needs support with staying organized and keeping deadlines, more time on tests, a quiet place to take tests, use of a spell check, visual or auditory reminders, and check-in on tasks to do with her special education teacher.

**Strengths** – Allison is a self-advocate, good friend, responsible, helps caring for her younger siblings, creative, helpful, social, and plays the clarinet in the school band.

**APPROPRIATE, MEASURABLE POST-SECONDARY GOALS BASED UPON AGE-APPROPRIATE TRANSITION ASSESSMENT**

34 CFR 300.320(b)(1)

<b>Training</b>
See below under Education and Training Instruction.
<b>Education</b>
After graduation from high school, Allison will attend Blue Mountain Community College to study Child Development. After two years, she will transfer to Eastern Oregon University and take coursework leading to a bachelor’s degree in Child Development.
<b>Employment</b>
After graduating college, Allison will work as an early childhood education teacher in a local school district close to her hometown.
<b>Independent Living Skills</b> (where appropriate)
Allison will live at home while attending Blue Mountain Community College and live in the dormitory while attending Eastern Oregon University.

**Transition Services/Activities:** Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43

**Education and Training Instruction**

- Instructional support of guided notes for lessons
- Instructional support for organization and study skills
- Universal Design audio texts for English 12 and Advanced Biology
- Extended time on tests in English 12 and Advanced Biology

**Employment and Other Post School Living Objectives**

- Job shadow experiences with children
- Visit Blue Mountain Community College and Eastern Oregon University, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall
- Part time employment in a position related to working with children
- Apply for college financial aid, if needed
- Vocational rehabilitation referral to determine eligibility for tuition assistance, if needed
- Apply for college and disability support service, no later than December

**Courses of Study:** (designed to assist the student in reaching the postsecondary goals)

*34 CFR 300.320(b)(2)*

Overall, Allison’s course of study should focus on taking the classes she needs to graduate, incorporating any courses and activities involving child development. As Allison will be a senior, she has one group of classes left for the 2023-24 school year.

**1<sup>st</sup> Semester**

- English 12
- Algebra II
- Psychology\*\*
- Band
- Cooperative Work Experience\*\*
- Advanced Biology

**2<sup>nd</sup> Semester**

- English 12
- Algebra II
- Physical Education
- Band
- Child Development\*\*
- Advanced Biology

\*\*Courses/activities related to her post-secondary goal.

**Agency Participation:** To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

- District connects with Individual Career and Academic Plan (ICAP) success coach through VR for possible supports while at Blue Mountain Community College

## ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

**Goal Area: Written Expression**

34 CFR 300.320(a)(2)(i)

**Annual Measurable Goal (including conditions and frequency):**

By 5/22/24, Allison will demonstrate the use of graphic organizers to plan and write persuasive and expository writing pieces scoring an average of 4.0 out of 5.0 on three consecutive writing products using the districts electronic progress monitoring tool for writing.

**Objectives (if needed, specify dates, specific class or term, GPA, etc.):**

**10/30/2023** – Allison will average a 3.2 GPA

**01/15/2024** – Allison will average a 3.5 GPA

**03/15/2024** – Allison will average a 3.8 GPA

**Related Content Standard(s), if applicable:**

**How progress will be measured:**

Once every two weeks, the special education teacher will ask the English II and Advanced Biology teachers to submit a writing piece from class (if available) to the special education teacher. The writing sample will be scored and graphed.

**How progress will be reported, including frequency:**

34 CFR 300.320(a)(3)(i)

Progress will be recorded bi-weekly and reported at the end of each school quarter.

### Other Sample/Potential Goals:

- By 5/22/2024, Allison will use her electronic device to record all assignments and turn in her assignments on time 100% of the time.
- Given a grade level reading passage from the district's progress monitoring reading comprehension system, Allison will read expository text with 85% comprehension based on teacher observation.

	Considerations for the IEP Team		
	Planning	Academic Skills	Functional Skills
For the young person with a disability needing <b>support to prepare for college.</b>	<ul style="list-style-type: none"> <li>• College planning</li> <li>• College tuition</li> <li>• Vocational training</li> <li>• Personal living skills</li> <li>• Career assessment</li> <li>• Career counseling</li> <li>• Assistive technology</li> <li>• Complete college and vocational school application forms</li> <li>• Complete financial aid forms</li> </ul>	<ul style="list-style-type: none"> <li>• Type of Diploma working toward</li> <li>• Quality skills in reading, writing and math</li> <li>• Research Skills and different writing genres</li> <li>• Test taking skills</li> <li>• Notetaking Skills</li> <li>• Summarizing content</li> <li>• Compare and contrast information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational skills</li> <li>• Time Management</li> <li>• Self-Advocacy</li> <li>• Study Skills</li> </ul>

