

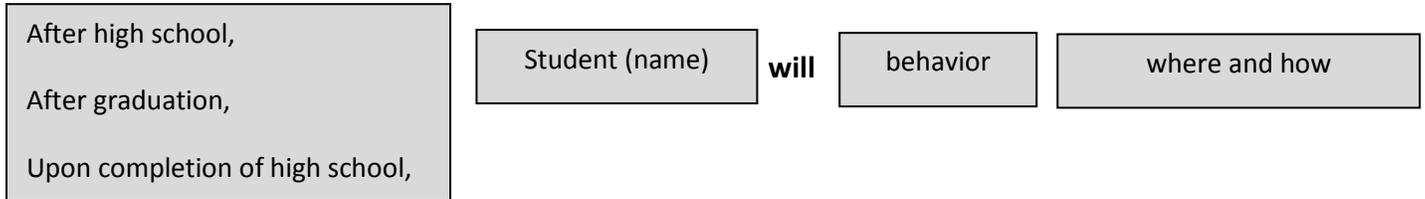
## Specific Learning Disability

Jason just completed his junior year of high school. He is 16 years old. He is a bright and friendly student with a specific learning disability in reading and reading comprehension. He is treasurer of the student council and plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a freshman and they have been dating for about six months. On weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time. On Saturdays during the school year, he earns spending money by working in his uncle's legal firm, answering the telephone and filing various documents.

Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students. At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

## Specific Learning Disability

### Formula for writing a postsecondary goal:



### Appropriate Measurable Postsecondary Goal Examples:

#### Education

- After graduation from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.

#### Employment

- After obtaining his degree from the university, Jason will work as a high school history teacher in his hometown.

### 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:

#### Education and Training

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews
- Self-determination

#### Employment

- Work incentive and be a peer tutor in the classroom