

Specific Learning Disability

Lindsey is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Lindsey's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years. She met her IEP goals for the past school.

Lindsey is the fourth of seven children. She 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 finishing up her first year teaching first grade at an elementary school not far from their family home. Lindsey likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Lindsey decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Lindsey likes to work out at the gym with her friends, and plays softball on a county league. She loves movies and shopping with her sisters. She has not been completing her homework so her parents are concerned about the impact that her newfound independence will have on her grades at a university. They are concerned that she does not have the organizational skills to effectively manage her study time as well as her social life. Lindsey has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has

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committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

Her parents are also adamant that she attends a university that offers the major she needs to obtain a degree in child development. At her last IEP meeting, they expressed frustration that her older brother began taking courses that were related to his career plans; only to later find out that the degree he hoped to complete was not offered at his college. Lindsey's teachers have suggested that Lindsey meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

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Formula for writing a postsecondary goal:

After high school, After graduation, Upon completion of high school,	Student (name)	will	behavior	where and how
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Appropriate Measurable Postsecondary Goal Examples:

- Education**
- After graduation from high school, Lindsey will attend a 4-year Liberal Arts College and take course work leading to a major in the area of Child Development.
 - The summer after high school, Lindsey will take a course in first aid and CPR and obtain certification through the local Red Cross.
- Employment**
- After graduation from college, Lindsey will become a early childhood education teacher in the public schools in her community.
 - The summer after high school, Lindsey will work part-time at the child development center near her home

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:

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| <p>Education and Training</p> <ul style="list-style-type: none"> • Instructional support of guided notes for lessons • Instructional support for organization and study skills • Audio-taped texts for English 12 • Extended time on tests in English, Algebra II and Advanced Biology • Modified ACT testing | <p>Employment</p> <ul style="list-style-type: none"> • Job shadow experiences with children • Visit three university campuses, 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 possible college financial aid • Vocational rehabilitation referral to determine eligibility for tuition assistance • Apply for college and disability support service, no later than December |
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