

Example: Case Study for Allison



Student: Allison

Disability: Specific Learning Disability

Student Direction: University

Agency Assistance: University Disability Services

History

Allison 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. Allison'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.

Allison 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. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison 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. Allison 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 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. Allison's teachers have suggested that Allison 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.

Age Appropriate Transition Assessment

- Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college
- a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression
- End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing
- Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college
- A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

Post Secondary Goals

Education or Training

After graduation from high school, Allison will attend Eastern Oregon University and take coursework leading to a major in the area of Child Development.

Employment

After graduation from college, Allison will become an early childhood education teacher in Pendleton School District.

Independent Living

Upon entrance to Eastern Oregon University, Allison will access EOU Disability Services for assistance in note-taking and study partners.

Transition Services

Education and Training Instruction

- 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

Employment and Other Post School Living Objectives

- Job shadow experiences with children
- Visit 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 possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December

Course of Study

For Allison's upcoming 12th grade year the courses listed include:

1. Psychology (semester),
2. English 12 (year),
3. Algebra II (year),
4. Band (year),
5. Phys Ed. (semester),
6. Cooperative Work Experience (semester),
7. Advanced Biology (year),
8. Child Development (semester),

Other Agency Involvement

- A consent form signed by Allison, who is 18, indicating that the school district may contact the disability services office at Eastern Oregon University.
- An invitation to conference in the file, mailed to an individual in the disability services office of Eastern Oregon University

Annual IEP Goal

Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2013.

Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.