

## Case Study: Jarrod

### 9th Grade, Learning Disability, Written Expression

#### **POST-SCHOOL GOALS:**

##### **Education/Training:**

After graduation from high school, Jarrod will receive on-the-job training at the airport to become a flight attendant.

##### **Employment:**

After graduation from high school, Jarrod will obtain a job working at the airport and work toward becoming a full time flight attendant.

##### **Independent Living:**

After graduation from high school, Jarrod will live with his family while working at the airport and receiving on-the-job training and learn to manage a personal budget and help his family with paying for their home and expenses.

##### **Student's Strengths:**

- Jarrod socializes with his peers and works well with others in her classes when assigned group work
- He follows all class rules, gets along well with his teachers, and completes all in class and homework assignments
- Jarrod feels he does well in mathematics and enjoys reading in his spare time

##### **Parental Concerns/Input:**

- Jarrod's family expects Jarrod to attend some type of postsecondary education and training.
- Jarrod's parents are supportive of his plans to be a flight attendant; although they feel this may not be a long-term career for him.
- Jarrod's family is worried that his poor writing skills will negatively impact his chances to getting into a good college.

#### **PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

- During a brief interview, Jarrod said he does well in mathematics and enjoys reading in his spare time. He indicated he struggles with writing long papers and getting his thoughts organized into paragraphs. A review of records indicated he was diagnosed was a learning disability when he was eight years old in written expression.
- According to the Woodcock Johnson assessment, he is two grade levels behind his same-aged peers without disabilities.
- Using data from writing samples graded on a rubric for quality and content, Jarrod can write simple sentences when given a topic and can use correct grammar and punctuation when needed. He can also write a full five sentence paragraph on a topic. However, based on longer writing samples, Jarrod struggles to write more than three paragraphs on a single topic. He also struggles to write a paper with an introduction and conclusion paragraph.

*Describe the effect of this individual's disability on involvement and progress in the general education curriculum and the functional implications of the student's skills.*

- Jarrod's needs in written expression impact his ability to make adequate progress toward his annual IEP goals in writing.

#### **AREAS NEEDING IMPROVEMENT**

- Jarrod looked up the job of a flight attendant on O-NET's website and found that the education requirements for a flight attendant included getting his high school diploma. Therefore, in order to get a job as a flight attendant he needs to finish high school and get his high school diploma. In order to pass his classes, he will need to be able to write a paper including multiple paragraphs on a single topic.

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#### **IEP: EDUCATIONAL ACCOMMODATIONS AND SUPPORTS**

##### **Special Education:**

- Jarrod is included in the 9<sup>th</sup> grade Core courses. He also receives specially designed instruction in writing 60 minutes a day.
- Jarrod receives an accommodation of extra time (i.e., 60 minutes) for tests and assessments requiring written answers such as short answer or essay questions.

##### **Supplementary Aids /Assistive Technology**

- Access to speech to text software to help him develop his writing skills

##### **Transition Services**

- Write Traits writing instruction in the general education classroom
- Meet with staff at the local airport to learn about the requirements for becoming a flight attendant
- Tour the airport to see the different jobs available there.
- Learn to manage a personal budget
- Research transportation options for him to get to and from the airport
- Complete a career preference inventory
- Complete the Self-Determination Inventory Scale (SDIS) at the beginning of school and then again at the end of the school year

#### **GOALS AND OBJECTIVES/BENCHMARKS**

The goals and short-term objectives or benchmarks shall meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum.

##### **Annual Goal 1**

By May 30<sup>th</sup> 2018, given a writing prompt and a graphic organizer, Camilla will write a paper with five quality paragraphs including an introduction paragraph, three middle paragraphs,

and a conclusion paragraph using correct grammar with 80% accuracy as graded on a rubric for quality in 3 out of 4 trials.

##### **Annual Goal 2**

By May 30<sup>th</sup> 2018, given the Go 4 IT Now mnemonic, Camilla will write a five paragraphs essay advocating for her needs on the job and including an introduction, three middle paragraphs, and a conclusion paragraph with 80% accuracy when measured for content on a rubric for content in 3 out of 4 trials.

##### **Course of Study**

- English III, IV, V, and VI (4 Credits)
- Mathematics I, II, III, and IV (4 credits)
- Biology, Physics, Environmental Science (3 credits)
- U.S. History, World History, Civics & Economics (3 credits)
- Introduction to Hospitality & Tourism, Hospitality & Tourism II, Criminal Justice I (3 Credits)
- Health/ Physical Education 3 years (3 Credits)

##### **Progress Towards Graduation**

Jarrod is on track for completing ninth grade with a 3.0 GPA, passing English III (C), Math I (A), Biology (B), U.S. History (B), ELA Resource (C), and Introduction to Hospitality and Tourism (A).