

## **Case Study**

**Name:** Chase

**Age:** 18

**Disability Category:** Learning Disability

When Chase first got to high school, he wasn't thinking about what he wanted for the future. He was only concerned with what courses he needed to graduate - especially, how many math classes he had to take because he hated math and found it very difficult. Luckily, Chase got involved in transition planning and experiences early in his high school career. During the second semester of his freshman year, he had the opportunity to explore different careers through a school-based program. It helped him determine which jobs he did and did not like.

When Chase was a sophomore, he tagged along with his older brother to visit the local vocational-technical college. As a result of this visit, he became interested in carpentry. During the second semester of his sophomore year, Chase enrolled in a carpentry class at high school to find out whether or not he liked. In the resource room, he also worked on skills he needed for carpentry. For example, he received assistance using a tape measure and adding and subtracting fractions. He needed this specific additional help because of his learning disability in math.

During his junior year, Chase got a job as a farmhand at a local ranch. The rancher found him to be very capable and responsible on the ranch, and Chase became interested in someday having a small farm of his own. Chase also decided that he and a buddy were going to immediately go work on a cattle ranch as ranch-hands right after high school. Chase's father wanted Chase get further training or college after high school, but neither of them knew what Chase should study, and they debated this whenever they met to discuss transition planning with the school.

Chase's mother encouraged Chase to pursue his career dreams, but was a little concerned that Chase would not be prepared to live on his own. As a junior in high school, Chase had never cooked a meal using the oven, purchased his own clothing, or even washed his own laundry. While his mother wanted to work with Chase on these skills, his part-time job and school consumed most of his time.

During Chase's senior year, vocational rehabilitation (VR) became involved in his transition planning. The VR counselor viewed his role as one in which he supported Chase with the skills he would need to succeed in a career after high school. He and the transition team were able to help Chase and his father see how they could both get what they wanted. Chase enrolled in the Building Trades program at the area vocational technical school part-time during his senior year. He plans to enroll full-time after graduating from high school. During his senior year, Chase continued to work at the local ranch where he received support and guidance from the owner, as well as learn skills for his future dream of owning a farm.

As a senior in high school, Chase's dreams for the future include working in the building trades field, but he's not sure yet exactly where or in what capacity. He enjoys carpentry and construction as well as working with customers. He also wants to own a small farm. He plans to get married someday and have a farm that he and his wife can live on, with a few cows, pigs and chickens, and a garden.

## Summary of Performance (SOP)

\_\_\_\_\_ County \_\_\_\_\_

School District, \_\_\_\_\_

Sunflower High School \_\_\_\_\_

High School

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The IDEA 2004 language regarding the SOP is as follows: For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” 20 USC 1414(c)(5)(B)(ii). *These recommendations should **not** imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

### Background Information

Student Name: Chase Williams Date of Birth: January 11, (18 years ago) Year of Graduation/Exit: May (current year)

Address: 413 W. 19<sup>th</sup> Avenue Sunflower, MO 64800 Telephone Number: 463-232-5621  
(Street) (Town, State) (Zip code)

Student’s Primary Disability: Learning Disability Secondary Disability (if applicable): \_\_\_\_\_

Primary Language: English

Date provided: May / 5 /current year \_\_\_\_\_ Prepared by: Pat Gentry, Special Education Teacher Phone #: 463-232-8794

**Assessment Reports:** Check the assessment reports used as a basis for this summary

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Psychological/cognitive   | <input type="checkbox"/> Response to Intervention (RTI) | <input type="checkbox"/> Adaptive behavior/FBA                 | <input type="checkbox"/> Behavioral analysis                     |
| <input type="checkbox"/> Neuropsychological  | <input type="checkbox"/> Language/proficiency           | <input type="checkbox"/> Social/interpersonal skills           | <input checked="" type="checkbox"/> Classroom observations       |
| <input type="checkbox"/> Medical/physical  | <input type="checkbox"/> Reading assessments            | <input checked="" type="checkbox"/> Community-based assessment | <input checked="" type="checkbox"/> Assistive technology         |
| <input checked="" type="checkbox"/> Achievement/academics  | <input type="checkbox"/> Communication                  | <input checked="" type="checkbox"/> Self-determination         | <input checked="" type="checkbox"/> Career/vocational assessment |
| <input checked="" type="checkbox"/> Informal assessment ( <i>specify</i> ): <u>Informal interview with teacher</u> |   |  |  |
| <input type="checkbox"/> Other ( <i>specify</i> ): _____   |   |  |  |

**Part 1: Postsecondary goals** – This section states the student’s specific postsecondary goal(s).

Postsecondary Area	NA	Postsecondary Goal
<b>Training</b>	NA	
<b>Education</b>		Upon completion of high school, I (Chase) will attend a building trades program for building and carpentry.
<b>Employment</b>		Upon completion of high school, I (Chase) will work part-time in the building trades field until I finish the program, then I will work full-time in a related position.
<b>Independent living</b> , if appropriate		Upon completion of high school, I (Chase) will live at home until I finish the building trades program and will be responsible for my car and laundry.

**Part 2: Summary of Performance:** This section includes information on academic achievement and functional levels of performance. Next to each specified area, complete the student’s present level of performance and the accommodations, assistive technology and supports that were **provided** in high school to assist the student in achieving progress.

Academic Achievement and Functional Performance	Present Level of Performance (grade level, strengths, preferences, interests)	Accommodations, Assistive Technology and Supports Provided in the Area
<b>Reading</b> (basic reading/ decoding, comprehension and speed)	At the time of this SOP, Chase was reading at the 10 <sup>th</sup> grade level on 2-page texts, but his comprehension falls to 8 <sup>th</sup> grade level on longer texts due to his processing speed/fluency. Chase frequently listens to recorded books while reading along with text to help him understand larger words. He is able to read and understand directions for construction projects and all functional reading, such as reading street signs, the newspaper, forms, etc.	Use planner to track assignments Study guides Adapted text/material/recorded material Extended Time for completion of test & lengthy reading Check often for understanding/review
<b>Math</b> (calculation, algebraic problem solving, quantitative reasoning)	At the time of this SOP, Chase was doing calculations and problem solving at the 9 <sup>th</sup> grade level with a calculator (4 <sup>th</sup> grade level without a calculator). Chase understands how to solve problems using equations but is not always able to explain how to apply that information without a diagram of the problem.	Use planner to track assignments Study guides Adapted material with diagrams Calculator for all calculations Check often for understanding/review
<b>Written Language</b> (written expression, spelling)	At the time of this SOP, Chase was using written language at the 11 <sup>th</sup> grade level when typing assignments on a computer. He is able to accurately fill out job and college applications and write legibly.	Use planner to track assignments Allow student to record or type assignments Provide structured time for organization of materials
<b>Functional Performance</b> (e.g. general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)	At the time of this SOP, Chase was able to problem-solve effectively, stay focused and organized on tasks, communicate with teachers and peers, behave in a socially acceptable way, maintain friendships, and be a self-advocate. He is talking with his parents about the possibility of living on his own after he	

	finishes the building trades program.	
--	---------------------------------------	--

**Part 3: Recommendations to assist the student in meeting postsecondary goal(s) (see Part 1)** – This section presents recommendations for accommodations, adaptive devices, assistive services, compensatory strategies, and/or support services, to enhance access and participation in postsecondary goals.

Postsecondary Area	NA	Recommendations to Assist the Student in Meeting Postsecondary Goals
Training	NA	
Education		Assist Chase in preparing for building trades program. Seek information & support from the Disability Support Services office at Vo-Tech. If the building trades program allows accommodations, it would be beneficial for Chase to be allowed the following accommodations: Study guides, Calculator for all computation, Allow student to record or type assignments, and Extended Time for completion. Walk through Vo-Tech application and registration process with Chase.
Employment		Provide on-the-job training and support when Chase enters the workforce. Practice completing job applications and interviewing skills. Consider internship opportunities to learn more about work in building trades professions.
Independent Living		Monitor regular car maintenance such as: oil changes, tire pressure, routine tune-ups. Practice laundry, food, cooking, and clothing at home. Access community agencies and resources as needed for services.