**LD SUMMARY #2**

Based on the results of this educational assessment, the assessment team determined that STUDENT continues to be eligible and in need of Special Education Services under the primary handicapping condition **Specific Learning Disability (SLD)**. This decision was based on rating scales, observations, testing scores and general progress to date.

*If this were an initial assessment, STUDENT would not qualify for special education services based on her assessment scores. However, the multidisciplinary team determined that STUDENT continues to be both eligible for and in need of special education services due to her present levels of performance and information processing skills in comparison to her peers. She has made great gains in reading due to the level of supports she has had. The following needs have been identified and should be addressed in STUDENT's educational plan.*

STUDENT has made academic progress due to her special education services. However, she continues to perform below her peers in reading and writing. STUDENT is currently about to complete a set of comprehension questions with 80% accuracy. STUDENT is currently about to read a list of vocabulary words and to define the words correctly with 74% accuracy. STUDENT can write a five sentence grammatically correct paragraph with an introduction sentence, three supporting details and a conclusion sentence with 65% accuracy. Kami writes in complete sentences and uses correct grammar. Spelling is an issue, but she is able to correct her writing with a dictionary. *This is gathered from her special education reading class that is at STUDENT’s instructional level and below that of her same aged peers.*

STUDENT struggles with organizational skills, which involves the ability to organize verbal or nonverbal stimuli and to mentally manipulate information. Verbal organization, mental manipulation, and spatial organization are areas that STUDENT has difficulty with. Teachers have reported that STUDENT has difficulty managing time, locating appropriate materials, following classroom routines. STUDENT also struggles with completing her assignments in a reasonable amount of time, thinking before doing something or saying something, and completing her work within routine timelines as compared with her peers who are able to do this independently. STUDENT struggles with working quietly and accurately. STUDENT struggles with reading smoothly, and has a hard time with reading out loud comfortably. She has difficulty with summarizing information, writing sentences of varying length and complexity, and analyzing and solving problems of varying complexity. STUDENT’s current work completion rate is 66% (not including her special education classes).

According to formal assessment, staff, and parents, STUDENT appears to have an information processing condition at home and in the school setting in the areas of storage, organization, acquisition, and manipulation. Her teacher indicates that STUDENT struggles a great deal with managing time, locating appropriate materials, following classroom routines independently, telling/writing a logical story, and planning/placing a written project on a page (e.g., forgets name or heading. Due to these difficulties, STUDENT will struggle in most classes as these skills are required in most subject areas.

In the area of transition, STUDENT indicates an interest in working with children. She would like to attend Riverland Community College following high school and live with friends. Through STUDENT’s course of study, she will take classes to prepare her for her career choice of working with children as well as other elective classes to assist in the development of independence following high school.

Possible Classes

* Child Development
* Working with Children
* On Your Own