

## **Example**

### **Activity 3.**

#### **Students Strengths and Weaknesses**

Billy is a 9-year-old, 4th-grade student who is eligible for special education services under the category of Specific Learning Disability. Billy has strong expressive and receptive language skills and a large vocabulary. As a result, he actively engages in class discussions and performs well on tasks that require auditory comprehension (e.g., following multi-step directions, answering comprehension questions about class discussions or about passages that are read to him). His strong communication skills have also earned him the friendship and respect of his peers, many of whom look to Billy as a class leader.

Billy's learning disability negatively affects his decoding skills, which are at a low 2nd-grade level. His broad reading scores on standardized tests are:

Grade equivalent score: 2.2

National percentile rank: 27

Billy is currently reading 54 words correct per minute (wpm) on a 2nd-grade reading probe, which is slightly higher than the 2nd-grade fall benchmark of 50 wpm. The 4th-grade fall benchmark is 95 wpm on a 4th-grade reading probe.

In addition to school-based concerns, Billy's parents worry about the effects of his learning disability outside of school. For example, Billy avoids games that involve even a little bit of reading, resulting in some conflicts during weekly family game nights, which often involve board games. When the family eats out, Billy prefers one restaurant whose menu he has memorized and protests if a new restaurant is selected due to anxiety about reading an unfamiliar menu.

#### **Effect on Progress in the General Education**

The 4th-grade curriculum involves many independent reading activities. Billy's decoding problems affect his performance in the general education setting because he cannot independently read items like written instructions, worksheets, or content area texts. He is self-conscious about his reading difficulties and works hard to hide his reading struggles from his classmates. As a result, he is unwilling to utilize text-to-speech technologies on his tablet, even with headphones, or partner with a peer reader.

<https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/#content>

Adapted from the IRIS Center