

**Part I:**

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**Background Information**

**Student with Learning Disability Case Study**

**BACKGROUND**

Jackie, now nearing graduation from High School, first encountered difficulty with reading and keeping current with her classmates in the second grade. Her mother suspected that there could be a learning disability (LD), however her teacher minimized the problem explaining she was just a late bloomer. Even in the third grade Jackie and her mother were told not to worry. She struggled in each grade as she progressed through school. By fourth grade she had reached only a first grade reading level, and testing finally confirmed dyslexia.

Generally speaking, Jackie demonstrated characteristics of learning disability that can be categorized by deficits in the following areas:

**Auditory Discrimination:** Difficulty discriminating differences between words and sounds that are similar. For example, writes “pin” for “pen” and also spells a word several different ways; doesn’t recognize the correct version. Spells poorly; misspelling is not phonetic.

**Dyslexia:** Disorder in oral and /or written language, i.e., listening, speaking reading and writing. Confuses the order of letters in words. Doesn’t recognize words previously learned. Has difficulty pronouncing words, may reverse or substitute parts of words.

**Dysnomia:** Difficulty remembering names or recalling specific words; word-finding problems. Doesn’t recognize words previously learned. Has poor reading comprehension and also problems stating thoughts in an organized way.

Above average intelligence was confirmed, as is common with many learning disabilities, but her ability to acquire basic skills was negatively impacted, especially with reading, writing and mathematics. She was quickly lost in technical science text and, in math, she would make dyslexic-like errors such as dropping negative signs. Her writing skills in fourth grade were “non-existent,” according to Jackie. Jackie is now a junior in high school.

**FUNCTIONAL CAPACITIES/LIMITATIONS**

Based on the “ Assistive Technology Protocol for Transition Planning”\* the following functional categories were used to determine technology needs. Specifically Jackie demonstrated the following:

**Daily Living:** Jackie is able to eat, prepare food, do laundry, take care of grooming and hygiene, and perform housekeeping activities. She does have some difficulty *managing time and following a schedule.*

## Case Study Training Module – Student with Learning Disability

**Transportation:** Jackie has no transportation issues, as she is able to independently arrange transportation and can also utilize public transportation.

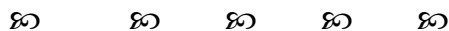
**Tolerance:** While Jackie is able to physically tolerate a full day of school, she is *emotionally fatigued* on many days.

**Mobility:** Jackie can independently navigate the campus and can carry her backpack. She has no difficulty operating controls to activate community building access devices.

**Communication:** Jackie can communicate her wants and needs to non-familiar individuals and can operate a telephone. While she can usually understand and remember simple verbal instructions, she does have *difficulty with more complex verbal instructions*.

**Computer Access:** Jackie can independently perform manipulative tasks (entering data, operating a mouse, handling paper) but *has difficulty seeing the computer screen and reading non-enhanced text. She is also slower with computer tasks than her peers.*

**Literacy:** Jackie can manipulate books and newspapers but *has difficulty comprehending print materials and seeing the text. She also has trouble physically producing written information and communicating ideas in a written format* at her expected level of proficiency.



\*The Assistive Technology Protocol for Transition Planning: A Guide For Teachers and Parents. July 2000. Source: University of Wisconsin-Stout and Wisconsin's CESA 11. A copy can be found on Tech Connections website at [www.techconnections.org](http://www.techconnections.org) and was distributed in conjunction with the September 2001 Audio Conference, "Using AT to Enhance Successful School to Work Transition."

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