

## Case Study - Mark

Mark is a 16 year old 10<sup>th</sup> grader at Leadership High School who has been identified with a Learning disability. Mark reads at a fifth grade level and he is passing most of his classes with a "C" average. He receives special education support in a resource room for English and Math. During that time, he works on class assignments, homework and may participate in small group activities. Mark is able to phonetically decode most words; however this slows his reading rate considerably which has an overall negative affect on his comprehension. If material is presented auditorally, he is able to comprehend at about a 3<sup>rd</sup> grade level. Mark utilizes extended time and needs a distraction free environment for testing. He needs several auditory repetitions of information that is presented to him and he needs extra time to answer questions. He also needs to be encouraged to ask questions. He does not accept constructive criticism well. Mark would like to get his driver's license this year and is on target to graduate. For his recreation and leisure activities, he enjoys playing basketball and football. He is very quiet, yet personable and has a small circle of friends.

You've given Mark the Enderle-Severson Transition Scale and he indicates that he would eventually like to live in Janesville and work as a chef. He has stated that he would like to attend a technical or cooking school. He will need to get a part-time job to help pay for his education and living expenses. He is currently enrolled in a culinary preparation class at Blackhawk Technical College.

NOTE: The measurable postsecondary goals should articulate what Mark's plans are **AFTER** high school. There must be **1** goal written for either education **or** training **and** employment. When appropriate, a goal for independent living should also be written.

### **Education/Training:**

After high school, Mark will be enrolled full-time at Blackhawk Technical College in their culinary program.

### **Employment:**

Upon graduation from Blackhawk Tech, Mark will work full-time as a chef.

**Independent Living (if appropriate):** After high school, Mark will live in an apartment with friends.

## Long Range Coordinated Set of Activities

<b>Transition Services</b>	<b>Needs &amp; Activities</b>	<b>Timeline</b>	<b>Agency(ies) &amp; Responsibilities</b>	<b>Provider &amp; Payer</b>
<b>Instruction:</b>				
<b>Related Services:</b>				
<b>Community Experiences:</b>				
<b>Employment:</b>				
<b>Other Post School Living Objectives:</b>				
<b>Acquisition of Daily Living Skills:</b>				
<b>Functional Vocational Evaluation:</b>				