

# Of learning disabled student

Education



CASE STUDY OF LEARNING DISABLED Klippel-Trenaunay syndrome is an exceptional condition that is present at the birth of human being. The condition usually involves port wine stains, excess enlargement of skeleton and flexible tissue. (" Klippel-trenaunay syndrome," 2011).

#### Social history

The individual case studies have made improvement in developing methods to encounter learning disabilities. Witness is the case of Albert, from Manchester at 12 years old the quintessential British teen-ager was very isolated and hesitant to mix up in a multitude of school activities. A hard-working student, but he earn lowest grades and always think for the better results.

#### Behavioral scales and behavioral management

Albert has a learning disability which affects hearing processing. Like many students with invisible disabilities, such as learning and mental impairments, he is sensitive to the attitudes and thoughts of fellow classmates and teachers regarding his need for a note taker in class. He is hesitant to publicize this need among his class fellows, fearing perceptions of special treatment, illogical reasons, and negative stereotyping . Although the student disability source hub had provided paperwork and approval for financial compensation for a note taker, nearly two weeks had passed and still no classroom volunteers were known.

Involvement from the student disability source hub included contact with the teacher who then made a general declaration in class about the need for a note taker, noting that financial compensation would be provided; if there were no volunteers, the disability resources office staff would employ on campus for a paid note taker enrolled in the class. It was also suggested that <https://assignbuster.com/of-learning-disabled-student/>

the teacher provide teaching outlines and the alternative for the student to tape record the lectures. Additional support was provided to the student through disability management counseling, which reinforced self-advocacy and learning skills. As a result of this, three way coordination established among student, teaching staff and the officials Albert overcomes on the concerns about what others may think and help in attaining academic accommodations. The disability source hub helps him to develop self-advocacy and learning skills.

#### Inclusion issue

Flourishing reintegration into conventional secondary school required an adherence to the school carry out/behavioral policy rather than “accomplishment” in behavioral terms and academic accomplishment required to be in line with the range of students in the school. It was also important for there to be clear links between the school for pupils with emotional and behavioral difficulties and the receiving conventional school as well as a corporation involving school and home. It was suggested that in future the referring school needed to act as the prime agent for supporting the reintegration process by fulfilling the opportunity of the receiving school and parents/careers rather than a peripheral agency (MacLeod, 2001).

#### References

Klippel-trenaunay syndrome. (2011). Retrieved from <http://www.nlm.nih.gov/medlineplus/ency/article/000150.htm>

MacLeod, F. (2001). Towards inclusion – our shared responsibility for disaffected pupils. *British Journal of Special Education*, 28(04)