This flowchart provides guidance and support as teams make decisions to determine if a student, who was in 8th grade or beyond during the 2018-2019 school year, is eligible to participate in the LEAP Connect alternate assessment.

The student is eligible to participate in LEAP Connect if all responses below are yes.

---

**Does the student have a significant cognitive disability?**

Demonstrated in ONE of the following ways:

a. **Student has not completed 5th grade and is functioning 3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior;**

b. **Student has completed 5th grade and is functioning 2.3 or more standard deviations below the mean in cognitive functioning and/or adaptive behavior;** OR

c. **Student has completed 5th grade and is functioning between 2.0 and 2.29 standard deviations below the mean in cognitive functioning and/or adaptive behavior supported by empirical evidence the alternate assessment is appropriate.**

---

**Does the student require direct individualized instruction and substantial supports to achieve gains on the Louisiana Connectors standards?**

The student:

a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature AND

b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

---

**The decision to include the student in alternate assessment is not based solely on:**

1. the student’s placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. student’s reading level
6. student’s disability according to Bulletin 1508
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the LEAP 2025 or other statewide assessments
11. the student’s previous need for accommodation(s) to participate in general state or district-wide assessments

---

NO

Student must participate in the general statewide assessments and may be eligible for accommodations.

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NO

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YES

Student meets all three eligibility criteria to participate in the LEAP Connect alternate assessment. The IEP team determines, annually, if the student will participate in the alternate assessment.
This flowchart provides guidance and support as teams make decisions to determine if a student, who was in 7th grade or below during the 2018-2019 school year, is eligible to participate in the LEAP Connect alternate assessment.

The student is eligible to participate in LEAP Connect if all responses below are yes.

**Does the student have a significant cognitive disability?**
Demonstrated in ONE of the following ways:

a. **Student has not completed 5th grade and is functioning 3 or more standard deviations** below the mean in cognitive functioning;

b. **Student has completed 5th grade and is functioning 2.3 or more standard deviations** below the mean in cognitive functioning; **OR**

c. **Student has completed 5th grade and is functioning between 2.0 and 2.29 standard deviations** below the mean in cognitive functioning and with **deficits in adaptive behavior supported by empirical evidence** the alternate assessment is appropriate.

**Does the student require direct individualized instruction and substantial supports to achieve gains on the Louisiana Connectors standards?**
The student:

a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature **AND**

b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

**The decision to include the student in alternate assessment is not based solely on:**
1. the student’s placement
2. excessive or extended absences
3. disruptive behavior
4. English language proficiency
5. student’s reading level
6. student’s disability according to Bulletin 1508
7. social, cultural, and/or economic differences
8. anticipated impact on school performance scores
9. administrative decision
10. the expectation that the student will not perform well on the LEAP 2025 or other statewide assessments
11. the student’s previous need for accommodation(s) to participate in general state or district-wide assessments

---

**NO**

- Student must participate in the general statewide assessments and may be eligible for accommodations.

**YES**

---

**Student meets all three eligibility criteria to participate in the LEAP Connect alternate assessment.** The IEP team determines, annually, if the student will participate in the alternate assessment.
Mianna is 8 years old and in the 3rd grade. She is currently served as a student with a Mild Mental Disability (MMD) with speech language therapy as a related service. Mianna was initially evaluated through the local school district in first grade and began receiving services as a student with MMD.

According to attendance records, Mianna attends school regularly and has only two excused absences this school year. Her most recent IEP indicates that she receives specially designed instruction for reading, written expression and math in the resource setting and is in a co-taught setting for guided reading and social skills instruction. Mianna receives instruction for science, social studies, and electives in the general education setting.

Mianna is provided the following accommodations and supports across all settings: Language Arts: Auditory output of text grade level materials (e.g., text reader, tape, human reader), audio presentation of grade level text for assessments (text reader/human reader), taped materials for select instructional level reading materials to provide opportunities for repeated exposures. Math: Calculator, concrete objects (e.g., manipulatives for counting, geometric shapes, real objects). General: visual supports (e.g., pictures, diagrams, symbols to support instruction, word cards, word lists, alphabet strip, copy of word or sentence at desk, highlighting of sentence parts), Verbal prompts/cues, provision of alternate ways to demonstrate competence on grade level test requiring greater than one sentence response (e.g., oral response, diagram response, scribe), Paraphrasing of text and directions. Behavioral: Reinforcement is provided to encourage on task behavior and work completion.

Communication-Mianna’s articulation, voice, and fluency skills are within normal limits. Per formal language assessment, Mianna demonstrates strength in identifying word relationships by pointing to pictures. Given formal assessment, results of language interventions and observation, Mianna demonstrates severe language deficits in comprehension of basic concepts (0%), attributes (adjectives describing color, size, shape, etc. at 25%), prepositional phrases (i.e., on, under, behind 25%), sorting and labeling a category (40%), following oral directions (20%), answering /wh/ questions (who/where/when - 40% to 60%, what/why 10 to 40%), and formulating sentences (44%). Expressively, Mianna uses past tense – ed in sentences at 0%.

Reading-Mianna is a beginning reader. She scored a Level 2 on the Developmental Reading Assessment (DRA2) which is the Kindergarten level of reading ability. She enjoys looking at picture books and listening to picture books on tape/CDs at the classroom listening station. She often listens to the same book multiple times. Given multi-sensory, direct instruction in phonological awareness, phonics, vocabulary, fluency and comprehension, Mianna recognizes upper and lower case letters (90%), demonstrates letter/sound correspondence (65%), identifies single syllable consonant/vowel/consonant words (62%), and identifies high frequency sight words (Dolch words at 42% at the Kindergarten level). Given a guided reading passage on her instruction level and following multiple exposures to the passage, Mianna reads 50 words with 18 miscues, and responds to literal questions at 70% (e.g., main idea and key details, retell story) and inferential questions (e.g., making prediction, making connections between events, characters, ideas) at 45%. Mianna listens to the oral reading of grade level texts across core content areas. She does not volunteer during text discussion. With
teacher prompting, she answers basic factual questions (main character, setting - 30%) and is unable to answer questions requiring deeper meaning (e.g., point of view, moral, theme, cause/effect - 0%). Mianna participated in a Tier II and Tier III direct instruction language intervention entitled Language for Learning. The intervention consisted of multi-sensory presentation of vocabulary, word forms, sentence forms, and word relationships to improve language skills. Given ten weeks of intervention, Mianna made limited progress in three skill areas: following oral teacher directions (20%), responding to wh questions (who/where/when 40% - 60%, what/why 10-40%), and sorting objects by category (40%). Retention of skills from week to week was poor.

Math-Mianna reports that math is her favorite subject. Given daily direct instruction using manipulatives, Mianna demonstrates slow but steady progress in the domains of Counting and Cardinality and Operations and Algebraic Thinking (basic addition and subtraction) at an entry-Kindergarten level. Mianna counts objects 1-20 (100%), recognizes numerals 1-20 (80%), and adds sets 1-10 using manipulatives or her fingers (no regrouping - 80%, regrouping 30%). Subtraction poses greater challenge. She performs one digit subtraction problems with objects 1-10 (no regrouping - 60%). She demonstrates minimal understanding of math attributes of less than, greater than and equal (0%). Mianna’s math fluency in counting beyond 20, problem-solving and understanding math concepts is significantly and consistently below that of age peers thus affecting involvement in and progress in the third-grade math curriculum.

Written Language -Given direct instruction in written language focusing on writing production and conventions of Standard English, Mianna demonstrates beginning writing skills. Given a teacher prompt, Mianna produces upper (85%) and lower-case letters (90%) when an alphabet strip is on her desk. Without the alphabet strip on her desk, Mianna produces the letters but looks about the room for letter examples (80% upper and lower case). Mianna copies single syllable words given a copy of the word at her desk (70%) and she is starting to copy a sentence including capital letter and end punctuation (40%) when given a copy of the sentence at her desk. She categorizes familiar nouns (person, place, thing 80%) and acts out familiar action verbs (80%) and constructs a simple sentence using a sentence strip and picture prompts (The boy/walks - 75%). Mianna does not independently generate a simple sentence (with at least one noun, one verb, capital letter, and end punctuation). When given a grade level writing prompt and teacher assistance, Mianna will write a series of letters and pictures (scribbles). With multiple teacher prompts, Mianna will explain her piece and dictate sentences to the teacher.

Adaptive Behavior: Mianna is a quiet, compliant student. Her adaptive skills are significantly below same age peers. Mianna was evaluated using the Vineland-3 Domain-Level Teacher and Parent Form. Mianna's overall level of adaptive functioning is 66, which is well below the normative mean of 100 (the normative standard deviation is 15). The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The Communication domain measures how well Mianna listens and understands, expresses herself through speech, and reads and writes. Her Communication standard score is 65. This corresponds to a percentile rank of 1. Communication is a relative weakness for Mianna. The Daily Living Skills domain assesses Mianna's performance of the practical, everyday tasks of living that are appropriate in the school setting. Her standard score for Daily Living Skills is 79, which
corresponds to a percentile rank of 8. Daily Living Skills is a relative strength for Mianna. Mianna's score for the Socialization domain reflects her functioning in social situations. Her Socialization standard score is 57. The percentile rank is <1. The domain is a relative weakness for Mianna.

**General Intelligence**-According to a recent evaluation, Mianna performed in the well below average range score on a cognitive assessment (Mental Processing Index or MPI of 65). Mianna obtained a well below average range MPI score of 65, which corresponded to a percentile rank of 1. This means that Mianna scored as well as or better than 1 out of 100 children her age taking the test. When considering the band of error that naturally accompanies any standardized test score, there is a 95 percent probability that the range of scores 60 to 72 will include Mianna’s actual IQ score. Mianna’s overall performance in sequential processing was in the well below average range (standard score = 66). Mianna’s performance on the Simultaneous Processing Scale was in the average range (standard score = 87). The Simultaneous Processing Scale requires a student to spatially integrate stimuli, which is needed to solve problems with maximum efficiency. Mianna demonstrated well below average range skills on the Learning Scale, with a standard score of 64. The Learning Scale of the KABC-II addresses an individual’s ability to store and retrieve newly or previously learned information.

Reflecting on cognitive, language, academic and social deficits in total, Mianna requires a variety of supports for learning. In order to follow teacher directions, Mianna benefits from peer and adult models and teacher prompts. She needs visual supports to promote understanding and retention of new concepts (e.g., real objects for categorizing, manipulatives for counting, alphabet/word/sentence models for writing, pictures to enhance understanding of reading materials). She requires multiple models, ongoing review and multiple practices to master and retain a skill (e.g., Consonant Vowel Consonant (CVC) words). She requires specific instruction and examples to generalize a concept (e.g., written letters). Mianna is more successful when a complex concept is broken into smaller chunks (e.g., CVC word family>present CVC words randomly; generate>letter>word>sentence).

**Other Considerations:** Mianna appears hesitant to join small group student conversations given language deficits. She requires specific role assignments to participate in cooperative group activities (e.g., distribute materials, match labels to diagram). In large group activities, Mianna follows the lead of others (e.g., looking at reading passage, working quietly during independent seatwork, listening during class discussion). She is unable to read grade level materials, seatwork tasks are often blank, and she is unable to respond to comprehension checks during a listening activity. Mianna struggles to follow oral teacher directions announced to the class. She requires individual repetition of the directions and teacher prompting.

**Parent(s) Input:** Mianna is an 8-year-old child who resides with her mother, brothers (ages 10 and 20), sister-in-law (age 16), and niece (age 9 months). Mianna’s sister-in-law assists her with homework.

Parents indicated that Mianna was born at 39 weeks gestation and was delivered by cesarean section because she was in the breech position. Mianna was reportedly a healthy baby. Mianna met developmental milestones related to sitting, walking, and talking within developmentally appropriate time frames but was late to be toilet trained. A family history of mental health, behavioral, or learning problems was not reported. Within the past 12
months, Mianna’s family has experienced one stressful event that included the addition of a family member and the birth of a niece.

At home, Mianna plays outside, plays with toys or non-electronic games, and watches television. In the community, she visits the library and zoos or parks. Mianna is described as a sweet and timid child. Family is concerned about Mianna’s lack of interest in socializing with other children and her academic difficulties.

Mianna has a select few friends at home and in her church with whom she will communicate. Mianna is hesitant to talk to new kids she meets. She will often follow what others are doing when in group. Parents can get Mianna to do chores and tasks at home if they break them up into steps for her and use short phrases.
Alternate Assessment Eligibility Criteria
Case Study #2 - Loch

- Loch, an 11-year-old 6th grade student

- His adaptive behavior scores are reported as -1.0 standard deviation below the mean by his teacher and his cognitive functioning is reported as -2.1 standard deviations below the mean

- He has been identified since age 3 and has received special education services since that time, including speech/language and social work services

- He attends the regular 6th grade mathematics class and has earned “B”s every marking period; his mathematics assessment GE score in the fall was 5.6 and 5.2 this past winter; all mathematics instruction is based on the general 6th grade content standards

- Student has struggled with reading and content that is dependent on written and verbal language; participates in regular science and social studies classes, but the IEP team has determined that progression in the ELA classroom is not possible and he receives ELA instruction in the resource program

- Instruction in ELA has focused on trying to help the student meet the target Louisiana Connectors for ELA, which he is working toward but has not yet achieved; instruction in the resource program also focuses on issues related to conversational language, with other issues related to staying on topic and how to organize thoughts in written word

- Student has friends in his regular classroom and is able to maintain appropriate interpersonal relationships but does require social skills training to ensure interaction with unknown individuals is appropriate

- His participation in the general education classes is accommodated with the use of a behavior improvement plan (BIP) and the presence of a paraprofessional in science and social studies to assist with written tasks; he participates in mathematics independently with the BIP in place
Criterion 1.C. requires teams to provide additional documentation that an alternate assessment identification is appropriate for the student. This guidance document serves as additional documentation to accompany criterion 1.C of the state’s eligibility criteria. Ratings in the majority of the following domains would likely, but not always, fall in the lower half of the scale for students determined to have a significant cognitive disability. However, some descriptors may be more reflective of the team’s service model. Ratings are used for documentation and data collection.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Reading</th>
<th>Descriptor</th>
<th>Mathematics</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="X" alt="5" /></td>
<td>Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).</td>
<td><img src="X" alt="5" /></td>
<td>Applies computational procedures to solve real-life or routine word problems from a variety of contexts.</td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="4" /></td>
<td>Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.</td>
<td><img src="X" alt="4" /></td>
<td>Does computational procedures with or without a calculator.</td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="3" /></td>
<td>Reads basic sight words, simple sentences, directions, bullet, and/or lists in print or Braille.</td>
<td><img src="X" alt="3" /></td>
<td>Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.</td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="2" /></td>
<td>Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.</td>
<td><img src="X" alt="2" /></td>
<td>Counts by rote to 5.</td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="1" /></td>
<td>No observable awareness of print or Braille.</td>
<td><img src="X" alt="1" /></td>
<td>No observable awareness or use of numbers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domains</th>
<th>Descriptors</th>
<th>Receptive Language</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor</td>
<td><img src="X" alt="4" /></td>
<td>No significant motor dysfunction that requires adaptations.</td>
<td><img src="X" alt="4" /></td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="3" /></td>
<td>Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).</td>
<td><img src="X" alt="3" /></td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="2" /></td>
<td>Uses wheelchair, positioning equipment, and/or assistive devices for most activities.</td>
<td><img src="X" alt="2" /></td>
</tr>
<tr>
<td></td>
<td><img src="X" alt="1" /></td>
<td>Needs personal assistance for most/all motor activities.</td>
<td><img src="X" alt="1" /></td>
</tr>
<tr>
<td>Health Issues/Attendance</td>
<td>Descriptors</td>
<td>Classroom Setting</td>
<td>Descriptors</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>□ 5</td>
<td>Attends at least 90% of school days.</td>
<td>□ 5 Primarily inclusive/collaborative - students based in general education classes, special education services delivered in the general education classes (at least 80% of the school day in general education classes)</td>
<td>Note: Ratings focus discussion on health issues related to attendance.</td>
</tr>
<tr>
<td>□ 4</td>
<td>Attends approximately 75% of school days; absences primarily due to health issues.</td>
<td>□ 4 Primarily resource room (e.g., children come for services and then go back to their general education classroom [at least 50% of the school day in general education classes])</td>
<td></td>
</tr>
<tr>
<td>□ 3</td>
<td>Attends approximately 50% or less of school days; absences primarily due to health issues.</td>
<td>□ 3 Primarily self-contained some academic inclusive (children go to some general education academic classes [at least 50% of the school day in special education classes])</td>
<td></td>
</tr>
<tr>
<td>□ 2</td>
<td>Receives Homebound Instruction due to health issues.</td>
<td>□ 2 Primarily self-contained, some special inclusive classes (children go to specials art, music, pe but return to their special education class 90% of school day in special education classes)</td>
<td></td>
</tr>
<tr>
<td>□ 1</td>
<td>Highly irregular attendance or homebound instruction due to issues other than health.</td>
<td>□ 1 Special school</td>
<td></td>
</tr>
<tr>
<td>Engage</td>
<td>Descriptors</td>
<td>Expressive Language</td>
<td>Descriptors</td>
</tr>
<tr>
<td>□ 4</td>
<td>Initiates and sustains social interactions.</td>
<td>□ 3 Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.</td>
<td></td>
</tr>
<tr>
<td>□ 3</td>
<td>Responds with social interaction, but does not initiate or sustain social interactions.</td>
<td>□ 2 Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc. to clearly express a variety of intentions.</td>
<td></td>
</tr>
<tr>
<td>□ 2</td>
<td>Alerts to others.</td>
<td>□ 1 Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc. to communicate.</td>
<td></td>
</tr>
<tr>
<td>□ 1</td>
<td>Does not alert to others.</td>
<td></td>
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</tr>
</tbody>
</table>
### Alternate Assessment Additional Documentation Criterion 1.C.

#### Case Study #1 – Hunter

**Case Study:** Hunter  
**Grade:** 7th

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IQ Score:</strong></td>
<td>• WISC-IV -2.3 SD below the mean</td>
</tr>
</tbody>
</table>
| **Adaptive Behavior:** | • AB – -3.0 SD below the mean (home & school)  
|                      | • IEP goals for ADL, (feeding, toileting, dressing)  
|                      | • Needs close supervision for safety |
| **Communication:**   | • Uses multiple modalities (vocals, gestures, VOCA)  
|                      | • Greets adults with “Hi”  
|                      | • Uses picture schedule to independently follow routine  
|                      | • Voice Output Communication Aid (VOCA) with physical prompts for indicating preferences  
|                      | • Uses VOCA with 4 cell display with 1-2 blank  
|                      | • Seldom independently initiates VOCA  
|                      | • Initiates interactions through approaching & touching on arm/hand  
|                      | • On Phase I of Picture Exchange Communication System (PECS) |
| **Academic Needs:**  | Reading                        |
|                      | • Well below peers             |
|                      | Math                           |
|                      | • Well below peers             |
| **IEP Monitoring Data:** | Reading                        |
|                      | • Identify 60 Dolch sight words |
|                      | • Identifying main idea and main characters with 65% accuracy.  
|                      | • 35% accuracy with identifying other story elements such as setting and plot.  
|                      | • Identify twenty-five high-frequency functional vocabulary words (e.g., teachers’ names, building locations, subject name) pertaining to his daily schedule with 60% accuracy.  
|                      | • Identifies sight words pertaining to monthly science and social studies with 50% accuracy.  
|                      | • Correctly identify ten common community and vocational vocabulary words (stop, exit, entrance, cart, cashier, dairy, produce, bakery, elevator and restroom) with 75% accuracy.  
|                      | Math                           |
|                      | • Identify basic geometric shapes (square, circle, triangle) with 65% accuracy  
|                      | • Increased accuracy in addition and subtraction of 1-digit numbers using manipulatives from 65% to 85% accuracy.  
|                      | • Increased from 70% to 80% in matching price amounts ($1, $2, or $3) with the correct number of bills. |
### Orleans Parish Summer Summit

**Alternate Assessment Criterion 1.C Case Studies**

| **Classroom Observation:** | • Using the next dollar up strategy by showing him a price card with a given price and then being asked to touch the correct number of dollar bills he would use to make the purchase, selects the correct price with 75% accuracy using a field of 4 on the ACC device.  
• Correctly construct three sentences with 40% accuracy using a simple sentence starter on AAC & by touching the correct icon paired with a familiar word from the given a choice of 4

| **Other Data:** | • Enjoys listening to adapted age appropriate books with peers.  
• Participates in reading comprehension activities and reading sight by touching a picture card from a field of four (picture card has icon and word(s) together).  
• Listen to an adapted grade level passage and answer literal comprehension questions.  
• Completes a task if his attention is focused but requires verbal prompting to regain attention  
• Require physical prompting in order to regain attention.  
• Requires the task that he is working on to remain in his field of vision.  
• Prefers activities that have predictable routine

| **Other Data:** | • Medical-cerebral palsy, autism, Anxiety, depression, & mood disorder  
• Preferences—music, books, singing, swinging, noise makers, his towel & technology  
• Therapies – OT, ST, PT & Outside MH  
• Uses a wide gait & has good balance  
• No social or economic concerns  
• English primary language  
• Seeks movement and deep pressure to self-regulate sensory system  
• Regular Attendance
Alternate Assessment Additional Documentation Criterion 1.C.
Case Study #2 – Parker

- 12 year old 6th grade student with an exceptionality of Other Health Impaired
- Diagnosed with a neurological disorder, but cognition is difficult to assess due to mode of communication and motor skill deficits
- Experiences issues with her mood, cardiac function, chewing, swallowing and digestion
- Symptoms presented after an early period of apparently normal or near normal development until she was about 24 months old when she experienced a stagnation of skills
- Period of regression followed and she lost communication skills, ability to walk and purposeful use of her hands
- Her eye contact and use of both high and low tech communication devices increased around Kindergarten
- Communicates mostly with an eye gaze voice output device, because she is able to control her eye movement
- Occasionally walks with assistance, but tires easily and uses a wheelchair that is pushed by peers
- Experiences a full range of emotions and exhibits her engaging personalities as she takes part in social, educational, and recreational activities at home and in the community
- Misses school frequently due to medical appointments and travel to medical experts across the country
- Tells stories through the use of her eye gaze communication device, but the stories are not related to text or topic of conversation
- Struggles to follow directions that involve movement, but is able to follow directions when prompted to use her eye gaze system
- Counts with her communication device when the numbers are arranged in numerical order
- Participates in all regular inclusive classrooms, but misses instruction to have personal needs addressed