

yet they are concerned that he could benefit from technology that they themselves do not have the skills to utilize effectively. They also feel it is important that Daniel spend his days after graduating working to the best of his ability so that he gains skills and feels a sense of accomplishment in his life. Although his parents say they are young and strong right now, it is important to them that Daniel is provided as much instruction and assistance as possible in self-care tasks such as transferring from his wheelchair to the floor, the bed, and to other adaptive furniture throughout the house, as well as hygiene tasks. Daniel's parents would also like to refer him to a benefits planner for assistance with Social Security Income and other future financial issues.

Present level of academic achievement (i.e. reading, writing, mathematics, etc.), including most recent performance on State or district-wide assessments:

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1); 300.324(a)(iii)

Narrative and Supporting Data:

Daniel's disabilities affect his involvement and progress in the general education curriculum, particularly due to limited communication skills. His current focus is on functional reading and math skills with a long-term goal of creating greater independence. As a result, Daniel accesses the general education curriculum through extension activities.

Daniel uses a switch (with assistance) to activate a computer and his smaller electronic personal device. He uses his simple electronic communication device with assistance during class activities. When asked a question about content, he will independently select among two choices to answer yes/no questions or indicate preferences 60% of the time. Other times he does not respond to the request or is distracted. When this occurs, hand-over-hand support is needed to make choices on his electronic device. Manual picture/symbol augmentative communication supports have not been successful in the past due to Daniel's difficulties with fine motor skills.

Daniel is currently working on matching community signs to their meaning, mathematical language (e.g., more/less, small/large, etc.) and answering questions to stories that are read out loud. He performs these tasks with 62% accuracy when he responds to the stimulus question. Daniel needs continued work in developing his knowledge in these skill areas.

Daniel needs to learn how to use an assistive head pointer device to make choices and to indicate his wants and needs so that selection is more efficient and independent. At the present time, it takes Daniel an average of 45 seconds to respond to an auditory prompt given a random sample of 3 different requests. Introducing a head pointer rather than wrist device for Daniel to use is meant to

