

Case Examples

Daniel

Disability: Intellectual
additional Orthopedic Impairment



Preferred Post-Secondary Pathway: Technology-Supported Employment or Volunteer

Work Agency Assistance: Vocational Rehabilitation and Social Security Administration

At-a-Glance History:

Daniel is an 18-year-old non-ambulatory student with intellectual disability as well as orthopedic impairment. He has athetoid cerebral palsy that impacts all motoric functioning.

Until the age of 12, Daniel ate soft and pureed foods in small amounts several times a day. Due to choking concerns that scared his parents and teachers, doctors decided that it was necessary at that point for Daniel to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. Currently, Daniel breathes with the assistance of a ventilator through his tracheotomy. His parents and a part-time in-home nurse have a structured schedule for his daily care.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider the following (*34 CFR 300.324*):

Student's overall strengths, interests, and preferences:	<i>34 CFR 300.43(a)(2)</i>
Daniel is a friendly student who greets others with an enthusiastic smile. Daniel is curious and stays alert and awake throughout the school day; he seems to enjoy activity around him. He likes getting verbal and tactile attention from his peers and staff and is especially responsive to music. Daniel loves to watch <i>American Idol</i> on television, and he travels with his family to see the contestants on tour one time per year on their summer vacation. He communicates his desires, preferences and needs through switches and picture symbols, although not always consistently. Daniel uses facial gestures to communicate his pleasure and displeasure with his current state. He offers a smile to show happiness and a blank stare to indicate disinterest.	
Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	<i>34 CFR 300.324(a)(1)(ii)</i>
Daniel's parents have stated that their plan is for Daniel to live with them for the next 15-20 years. At that point, they will seek supported housing in a group home. His parents are willing to implement a program that will benefit Daniel at home,	

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 between 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

increase his response time. Daniel also needs to increase his motor coordination by participation in recreational games and adapted physical education.

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc.), including the results of initial or most recent formal or informal assessments/observations:

- 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)

Narrative and Supporting Data:

Daniel can use his electric wheelchair independently with the use of switches. Another important strength of Daniel is that he responds positively to adult direction in following his daily schedule.

Daniel's athetoid cerebral palsy impacts all motoric functioning and functional skills in general. A physical therapy evaluation indicates he requires a 2-person lift or mechanical device for all transfers. He tolerates positioning on a mat table and demonstrates limited fine motor skills which results in his dependency for all self-care and activities.

Daniel needs assistance and further development in self-care tasks, from activities requiring small motor function such as tooth brushing and combing his hair to large muscle activities such as lifting his arms to help with transportation from one setting to another. His team continues to seek out adapted devices to help Daniel with self-care tasks.

Observations and anecdotal data have documented much more success for Daniel in a smaller environment with many supports and a minimum number of distractions. He also needs opportunities to explore his community environment to apply the basic language, reading and math skills he is developing.

TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

34 CFR 300.320(b)

Results of age-appropriate transition assessments, including student's preferences, interests, needs and strengths (PINS)

34 CFR 300.320(b)(1); 34 CFR 300.43(a)(2)

Employment: Daniel's parents expressed concerns about his employment and what that would look like. They hope he can have work activities at home, though they would like to explore local adult agencies to see what programs/services they offer. They believe Daniel's bright smile and genuinely happy attitude would afford him an opportunity of employment despite his communication and physical limitations. They stated that doing something with the use of technology is something Daniel would enjoy.

Education/Training: According to the *Independent Living Skills Assessment (ILS)* Daniel's mother completed, Daniel continues to need support with self-help skills. Results indicate when given a choice, Daniel displays a preference for clothes he wants to wear that day. However, due to Daniel's physical limitations, he needs assistance with dressing. The family uses a morning checklist to complete hygiene activities which Daniel follows. Daniel uses an adaptive toothbrush nearly independently but cannot use a brush/comb independently. Daniel receives nourishment through a feeding tube. An interview with Daniel's parents indicates they would like him to work on communicating preferences at home through his personal device including recreational preferences, (e.g., music and movie choices, participation in board games), communicating how he is feeling and when he is sick, and being able to use his personal communication device with more ease.

Independent Living: Daniel's mother and father worked together to fill out the *Parent Questionnaire for Transition Planning*. Results indicate that, due to Daniel's complex health issues, they prefer that Daniel live at home with them after graduation. They will continue to use Daniel's current nursing services in which a nurse comes to the home three times per week to monitor his respiration. Daniel is dependent on others for all self-care. Daniel uses his personal communication device at home to make decisions of choice. He will utilize a switch with hand over hand support when needed until he receives his head pointer through assistive technology services. Daniel's parents state that at home he attempts to use sounds to communicate, but his parents as well as Daniel's siblings still have a difficult time understanding his message.

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessment

34 CFR 300.320(b)(1)

Training
After exiting from school services, Daniel will participate in an in-home or community-based program designed to provide rehabilitative and vocational training with medical and therapeutic supports.
Education
See above.

Employment

After exiting from school services, Daniel will work with Vocational Rehabilitation and an Employment Provider to participate in customized employment opportunities and will participate in technologically supported self-employment or volunteer work within one year of exit.

Independent living skills (where appropriate)

After exiting school services, Daniel will live at home and participate in community-integrated recreational/leisure activities related to music and movies, exploring his community, and visiting entertainment stores at the local shopping mall.

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43(a)(2)

Instruction:

- Participation in the adapted academic and functional curriculum
- Self-care skill instruction

Community Experience

- Community-based vocational training

Related Services

- Speech therapy services for training in use of augmentative communication devices
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication devices for school and post school environments as his skills increase
- Occupational therapy for use of assistive technology
- Evaluation for determination of devices to increase independence in home and work environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Daniel's ability access to community environments
- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Courses of Study: (designed to assist the student in reaching the postsecondary goals)

34 CFR 300.320(b)(2)

Overall, Daniel's course of study should focus on developing Daniel's independent living and self-help skills, basic reading and math skills required for community

independence and occupational skills and becoming more skillful at using assistive technology devices for communication, leisure, and potential employment.
Classes should include:

2023

Functional Reading/Communication
Occupational Skills
Healthy Living

2024

Functional Reading/Communication
Occupational Skills
Recreation/Leisure
Healthy Living

Agency Participation: To the extent appropriate, with consent of the parents or adult student, the school district must invite a representative of any participating agency likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b)(3)

- A consent form signed by Daniel’s mother indicating that the school district may contact vocational rehabilitative (VR) services inviting them to the IEP meeting to complete a referral for services.
- A consent form signed by Daniel’s mother indicating that the school district may contact agencies (e.g., Social Security Administration (SSA), Work Incentives Network, Plan for Work, a local certified employment provider, etc.) for provision of educational services for educators and families along with benefits planning for student and families.
- A consent form signed by Daniel’s mother indicating that the school district may contact Medicaid to invite them to the IEP meeting to coordinate referrals to outside agencies therapy referrals and transportation coordination.
- Place invitations on file to representatives of VR, SSA, Medicaid, DD Services Coordinator or Brokerage PA.

ANNUAL ACADEMIC AND FUNCTIONAL GOALS AND OBJECTIVES

Goal Area: Communication

34 CFR 300.320(a)(2)(i)

Annual Measurable Goal (including conditions and frequency):

By 6/15/2024, given an electronic communications board displaying three choices of classroom and community topics (e.g., instructional activities, work-based instruction activities), Daniel will use a pointer, affixed to a headpiece, to accurately select the correct answer after given an oral prompt 80% of the time.

Objectives (if needed):

10/30/2023 – Daniel will accurately select the answer out of three choices 65% of the time.

01/15/2024 – Daniel will accurately select the answer out of three choices 70% of the time.

03/15/2024 – Daniel will accurately select the answer out of three choices 75% of the time.

Related Content Standard(s), if applicable:	
How progress will be measured: One time per week, the teacher will ask a total of 5 questions related to the functional reading content Daniel has been learning. Correct response rate will be calculated and graphed.	
How progress will be reported, including frequency:	<i>34 CFR 300.320(a)(3)(i)</i>
Progress will be recorded weekly and reported at the end of each school quarter.	

Other Sample/Potential Goals:

- By 6/15/2024, given an electronic communications board displaying three choices of music to listen to, leisure activities to take part in or other personal preferences, Daniel will use a pointer, affixed to a headpiece, to select a response within 25 seconds after given an oral prompt.
- By 6/15/2024, given daily self-help routines for practice and a verbal prompt, Daniel will raise his arms and hands to assist in lifting, dressing, hand washing and other self-help skills on 80% of occasions.
- By 6/15/24, given small group instruction on three recreational games in adapted physical education, modeling and independent practice, Daniel will increase motor coordination by catching and grasping a large ball 9 out of 10 times during a 15-minute session twice a week.

IEP DISCUSSION STARTERS – EXAMPLES FOR DANIEL

The IEP Team could consider the following areas of planning, academic and functional skills to prepare the student for the next step in life. NOTE: None of these lists are “all-inclusive” of the planning, academic or functional skills needed. They are simply suggestions to general discussion for the IEP Team.

	Considerations for the IEP Team		
	Planning	Academic Skills	Functional Skills
For the young person with a disability needing more intensive support to gain, retain, or	<ul style="list-style-type: none"> • Vocational assessment • Supported employment • Work adjustment • Community-based assessment • Job coaching • Important skill 	<ul style="list-style-type: none"> • Tell time • Basic skills in reading, writing, and math • Complete applications with assistance • Keep track of hours worked • Identify and follow 	<ul style="list-style-type: none"> • Follow work rules • Work for 6-8 hours a day given breaks • Follow directions • Access public transportation per planned destinations

<p>prepare for employment</p>	<p>development</p> <ul style="list-style-type: none"> • Referral to community programs 	<p>safety/danger signs in workplace</p>	<ul style="list-style-type: none"> • Learn new task with specialized instruction • Communicate needs effectively (consider new functional communication evaluation) • Adjust to change in routine • Performs tasks at an adequate work pace
<p>Example: Daniel Technologically Supported Self-Employment or Volunteer</p>	<p>Daniel, his parents, or school personnel need help:</p> <ul style="list-style-type: none"> • Contacting financial planning and social security income to help them make informed decisions about Daniel's security in the future • Enrolling him into an appropriate recreational program that will allow social experiences • Finding volunteer and employment programs that would be appropriate for Daniel's needs 	<p>Daniel, his parents, or school personnel need help:</p> <ul style="list-style-type: none"> • Finding appropriate assistive devices that may help him to make selections and to indicate wants and needs • Identifying danger signs in the community 	<p>Daniel, his parents, or school personnel need help:</p> <ul style="list-style-type: none"> • Discovering technology that will assist Daniel in being more self-sufficient • Expanding his time on task through practice with verbal and physical cues.

