

### Present Level of Performance

(Include, as appropriate, a description of the disability and its effect on educational performance; results of the most recent evaluation; strengths/weaknesses; how the disability affects the student's involvement and progress in the general curriculum; for preschool children, how the disability affects participation in appropriate activities; concerns of the parent for the education of the child.)

#### DESCRIBE THE DISABILITY AND ITS EFFECT ON EDUCATIONAL PERFORMANCE:

Jessica is a 19 year old student currently served in the MOID self-contained class at [REDACTED]. Past evaluations have shown that she is autistic and is visually impaired. She requires a structured setting with direct instruction, and benefits from a multi-sensory approach to learning. Jessica's visual impairment impacts her ability to access her environment through visual means. Jessica is unable to use fine print, see fine detail or access distance information. Jessica uses many types of adaptations including Braille, computer software(JAWS), large touch screen monitor, Braille keyboard, and auditory and tactile presentations. She is very comfortable in her present educational placement, and enjoys school and learning.

Her autism requires that she be presented and follow a structured daily routine. Any change in the routine requires preparation and re-enforcement. At times Jessica needs to be redirected in order to stay on task. With redirection she is able to refocus most times and continue her task. Jessica's functioning level is below that of her same age peers in functional academics and adaptive behavior.

RESULTS OF THE MOST RECENT EVALUATION: Vision: A meeting of Special Considerations was held on 4/12/2006 for vision and determined that she remains eligible for vision services. An eye report completed by Dr. [REDACTED] in 2006, states a diagnosis of Nystagmus, hyperopia, and large alternating esophoria. Visual acuities are listed as 20/200 with best correction for left eye and both eyes for both distance and near. [REDACTED] lists right eye acuity as unable to assess with light perception only. The eye report documents Jessica's condition as immutable. A Special Considerations meeting was held on 10/4/2006 and determined that she remains eligible for special education services in the area of autism. Jessica's placement in the MOID program is appropriate and will continue. Next reevaluation date will be 10/4/2009.

Most recent statewide assessment (GKAP-R, ITBS, GAA, GWA, CRCT, EOCT, GHSGT) results: Jessica is a 10th grader and has not participated in any statewide assessments. She will be assessed by the GAA during her 11th grade year.

STRENGTHS AND WEAKNESSES: Jessica loves learning and coming to school. She wants to do well in school so that she can get a job after graduation. She requires direct instruction and a structured, supervised setting. She is very social and enjoys the company of her classmates and meeting new people. Her family has included her in all family outings, which has allowed her the opportunity to increase her informational level by experience. Jessica has increased her Braille skills this year as well as her sight word vocabulary. She enjoys practicing Braille words. She has good tactile ability for braille, primarily using her left pointer finger to discriminate Braille symbols. She reads most whole word contractions, some short form words, and a few dot-5 words. Jessica works in the Patterns Braille reading curriculum. She uses a Perkins braillewriter to braille her letters, numbers, and some words. She brailles simple sentences with verbal prompts for spelling. She knows the parts of the braillewriter and can load paper independently. She uses the talking calculator to compute basic math problems as well as completing menu math. She works daily on the computer keyboard using various software and JAWS with prompts. Technology skills are emergent. She can locate many letters on the keyboard and uses approximately 10 function keys such as tab and arrow keys. Jessica compensates well in traveling, using the vision which she has to travel independently, with assistance, or with her cane.

Jessica needs to continue to strengthen her reading vocabulary, and Braille skills, and be able to transfer that into writing using the computer for word processing. She is very social and is easily excitable when meeting new people or greeting people she knows. She is currently working on appropriate conversation and not interrupting other conversations. Weaknesses are seen in reading consistently and fluently, reading for meaning and comprehension, and in using strategies to figure out new words. She has difficulty writing sentences and needs help in spelling and in spacing. Some days Jessica has more focus, motivation, and interest in reading and writing Braille, while other days she is quite distracted, reads randomly, skipping or guessing words.

HOW THE DISABILITY AFFECTS THE STUDENT'S INVOLVEMENT AND PROGRESS IN THE GENERAL CURRICULUM (for preschool children, how the disability affects participation in appropriate activities): Jessica needs direct instruction and benefits from the assistance of Paraprofessionals. She needs supervision throughout the school day. She really enjoys the peer facilitators and has daily interaction with them. She also has daily contact to the community through her participation in the CBVI work program. While Jessica has made progress in Braille, her reading is at a beginning level compared to her grade level.

INPUT FROM THE PARENT REGARDING THE EDUCATION OF THE CHILD: Parent brought written input to the meeting, and a copy is attached to the IEP. [REDACTED] suggested brailleing the school menu and a schedule to give more functional uses for using Braille.