**DEMONSTRATION**

**STEP 1 – Review case study**

**NAME** - Monique

**DISABILITY AREA** – Intellectual Disability  **LRE CODE** - 04  **GRADE** – 7th  **AGE** – 13

**STEP 2 – Data analysis snapshot of the student**

<table>
<thead>
<tr>
<th>DATA SOURCE</th>
<th>CURRENT PERFORMANCE</th>
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| **IQ Score**  
Significantly impacts intellectual functioning?  
Score - 43  
Assessment Tool: CTONI 2 | Has medical diagnosis of Rhett Syndrome  
Received services starting in preschool |
| **Adaptive Behavior**  
Concurrent deficits exist?  
Difficulty learning, maintaining, and generalizing skills?  
Score – 54 – school  
49 - home  
Assessment Tool: ABAS-3 | High level of support for communication, functional, academic, self-help skills  
Skills significantly below same age non-disabled peers  
Wears diaper  
Adult assistance with walking  
Requires rest throughout the day  
Makes eye contact, squeals, good visual tracking skills |
| **Achievement**  
Measurable gains?  
Is grade level achievement gained?  
Reading score/range: N/A  
Math score/range: N/A  
Previous assessments  
Teachers input  
Classroom observations  
Progress monitoring data  
Recent reevaluation | Attend to a story being read to her for approximately 10 minutes  
Answers comprehension questions with 10% accuracy  
Recognize three sight words with 95% accuracy  
Identify uppercase letters A-D with 10% accuracy  
Identify numbers 1-3 with 10% accuracy  
Identifies numbers 0-3 and penny and nickel form pictures  
Identifies circle and shape from pictures using eye gaze system with 10% accuracy  
Unable to write independently and frequently resists hand-over-hand assistance |
| **Communication**  
Pre-symbolic and emerging symbolic level?  
Affects interactions in multiple environments?  
Observations  
SLP notes | Several modalities - Tobii eye gaze system, switches, vocalizations, hand-over-hand  
Expresses anger by yelling, screaming, crying  
 expresses happiness by jumping up and down and squealing  
Expresses a need for rest by whining and crying |
| **Supports**  
Substantial support required?  
Is the support intensive and extensive? Ongoing?  
Observations  
Teacher notes  
Paraprofessional input  
Parent input | Assistance from paraprofessional for walking, feeding, toileting, grooming, and communicating  
SLP. OT, PT weekly  
Maximum prompts |
**STEP 3 – Complete the Alabama Alternate Assessment Program Participation Decision Documentation form.**

**STEP 4 – Guiding questions to reflect on the IEP Team decision for assessment participation for the student.**

1. What were the determining factors that qualified this student for participation in the Alabama Alternate Assessment?
2. What were the determining factors that did not qualify this student for participation in the Alabama Alternate Assessment?
3. Discuss and document any practices you may change or initiate to ensure that student data is reviewed and appropriate determinations are made.