

Kate has severe and multiple disabilities that affected motor control, sensory perception, communication, and learning. She is unable to walk or have complete control over her head and arm movements. Her motor disabilities cause her speech to be virtually unrecognizable. She speaks by typing words into an augmentative communication device with a synthetic voice output. Weak muscles make it necessary for an assistant to support her arm while she swings it slowly but deliberately to strike the keys. Typing is a very slow and arduous task; thus, real-time conversation is a very slow and sometimes frustrating process. Kate also is legally blind. She has limited short-range vision but a form of dyslexia affects even that capability by sometimes rearranging and distorting those things that she can see. The combination of untrustworthy vision and weak muscles means that Kate cannot control the movement of her wheelchair physically or electronically and has to rely on an assistant to move anywhere. Poor muscle control also results in uncontrollable drooling and a variety of guttural noises made during attempts to swallow excessive saliva. Often these noises exacerbate communication problems and initiate a level of irritability in classmates, some of whom interpret the noises as discourteous, juvenile giggling.

Finally, Kate has a "central processing difficulty" that interferes with word finding and retrieval, which makes it appear that she has memory problems and causes her to go about problem solving in an unusual way.

1. Write a standard-based Individualized Education Program (IEP) for Katie, using an IEP from a different state than Kansas.