

Virginia Alternate Assessment Program (VAAP) Learner Characteristics Inventory (LCI)

| | |
|-----------------------------------|--|
| Student's Name | |
| Student's STI # | |
| Grade Level | |
| Primary Disability Label | |
| Secondary Disability Label | |
| Teacher Name | |
| Phone/Email | |

Typical characteristics of students who represent the 1% of the population who should participate in the VAAP are outlined in the following questions. IEP teams are responsible for discussing these characteristics and making decisions about whether the student demonstrates significant cognitive disabilities. It is important to keep in mind that it is the combination of some or all of these characteristics that may justify a decision for the student to participate in VAAP. Having deficits in one area will not be adequate to justify such a decision. Please carefully review the student's record to determine if there is documentation of these learner characteristics. Documentation may include reports from teachers, physicians, therapists, and other specialists within the school division, such as school psychologists. **For those questions that are answered with a yes response, please indicate the specifics of the impairment or provide additional or clarifying information.**

| Sensory Impairments | | | |
|--|-------------------------------------|--|-------------------------------------|
| Vision Impairments: | | Hearing Impairments: | |
| The student has a documented vision impairment as indicated by reports from a physician, vision teacher, ophthalmologist, or other qualified person to test for vision loss. Reports indicate that vision impairment is the result of: | | The student has a documented hearing loss as indicated by reports from a physician, teacher of the hearing impaired, audiologist, or other qualified person to test for hearing loss. Reports indicate that hearing impairment is the result of: | |
| | Check All That Apply to the Student | | Check All That Apply to the Student |
| 1. Low vision | | 1. Mild hearing loss | |
| 2. Legally blind | | 2. Moderate hearing loss | |
| 3. Reduced field of vision | | 3. Severe hearing loss | |
| 4. Cortical vision impairment | | 4. Profound hearing loss | |
| 5. No vision impairment | | 5. No hearing impairment | |
| The student has a documented impairment in processing sensory information | | | |
| Reports indicate that problems with sensory information may result in: | | | |
| Reacting negatively to certain types of sensory information, resulting in avoidance or disengagement from some activities. Please explain: | | | |
| Difficulty in modulating his/her energy level, which interferes with participation in learning activities. Student may appear to be very lethargic or very over-stimulated. Please explain: | | | |

| Motor Impairments: | |
|---|--|
| <p>The student has documented fine motor impairments that negatively impact his/her ability to participate in academic activities, access learning materials, and engage in classroom and school routines.</p> <p>Please explain:</p> | |
| <p>The student has documented gross motor impairments that negatively impact posture, mobility, participation in daily living routines, physical activities, and classroom routines.</p> <p>Please explain:</p> | |
| Medical Needs: | |
| <p>The student has documented on-going health/medical issues that interfere with learning and school attendance.</p> <p>Please explain:</p> | |

| Communication Impairments: | | | |
|--|--|---|--|
| <p>The student has documented communication impairments that result in difficulties in learning and interacting with peers and adults.</p> | | | |
| <p>The student understands information when presented using:</p> | | <p>The student expresses information and makes choices using:</p> | |
| Sentences | | Sentences | |
| Simple phrases | | Simple phrases | |
| Single words | | Single Words | |
| Gestures | | Vocalizations | |
| Signs | | Gestures | |
| Pictures and line drawing | | Signs | |
| Tactile cues | | Pictures | |
| <p>Please explain:</p> | | Body language | |
| | | Pushing/pulling on adults | |
| | | Assistive Technology | |
| | | <p>Please explain:</p> | |

| Cognitive Impairments | | | |
|---|--|---|--|
| IQ Scores | | Adaptive Behavior Scores | |
| 1. The student's IQ score is in the mild intellectual disability range (50-55 to 70) | | 1. The student is testing above a mean score of 55 (55-100) on a norm referenced adaptive behavior instrument | |
| 2. The student's IQ score is in the moderate intellectual disability range (35-40 to 50-55) | | 2. The student is testing at a range of 40-55 mean score on a norm referenced adaptive behavior instrument | |
| 3. The student's IQ score is in the severe intellectual disability range (25 to 35-40) | | 3. The student is testing at a range 25-40 mean score on a norm referenced adaptive behavior instrument | |
| 4. The student's IQ score is in the profound intellectual disability range (below 20-25) | | 4. The student is testing at a range below 25 mean score on a norm referenced adapted behavior instrument. | |
| 5. The student is testing above a 70 IQ score | | 5. There has been no adaptive behavior testing. | |
| 6. There has been no IQ testing or the student has been unable to participate. | | Please explain: | |
| Please explain: | | | |

| Social Skills | | | |
|---|--|--|--|
| The student has documented and significant deficits in social skills, resulting in difficulties in interacting with adults and peers | | | |
| Social skills deficits are evident in (check all that apply): | | | |
| 1. Difficulties developing age-appropriate play/leisure skills | | 2. Difficulties in forming friendships | |
| | | 3. Presence of inappropriate behaviors that interfere with 1:1, small-group, and large-group instruction | |
| Please explain: | | | |

Learning Challenges

1. The student has difficulty learning new skills.

2. The student requires a great deal of prompting.

3. The student has difficulty generalizing skills.

4. The student has difficulty retaining information.

5. Activities must be adapted for the student.

Please explain any learning challenges:

Student Assistive Technology Use

Please describe any assistive technology that is used, and how it addresses any of the areas discussed on this form: