

## **IEP Team Guidance Checklist Blind, Visually Impaired, or Deafblind**

### *What is it?*

IDEA § 300.8(13) defines “visual impairment including blindness” as an impairment vision that, even with correction, adversely affects a child’s educational performance. The term includes partial sight and blindness.

IDEA § 300.8(2) defines deaf-blindness as “concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

### *Why is it Important?*

As the IEP for a student with a visual impairment is developed, the IEP team must assure the decisions made regarding the student’s primary learning mode are integrated in the PLEP, goals and objectives, and services for that student. The IEP team must also assure the student’s instruction in Braille reading and writing is provided by personnel licensed to teach individuals with visual impairments. The law states the following:

IDEA § 300.324 (2) (iii)

In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child

IDEA § 300.29: addresses the need to use the child’s language normally used in the home or learning environment:

(2) In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

(b) For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

Has a current exam report by an eye care specialist been provided to the assessor (CTVI/COMS)?

- ☐ For initial IEP; less than 12 months    ☐ For three-year review; less than 3 years
- ☐ No; discussion must be tabled until such time as the report is available to the assessor

Has a current comprehensive audiological evaluation been provided to the assessor (CTVI/COMS/Deafblind Specialist)?

- ☐ For initial IEP; less than 12 months    ☐ For three-year review; less than 3 years
- ☐ No; discussion must be tabled until such time as the report is available to the assessor

Has the student received a Functional Vision Evaluation?

- ☐ Yes    ☐ No
- ☐ Student is diagnosed as having No Light Perception/Aphakia.

The student's diagnosed visual condition indicates:

- ☐ A progressive loss of vision
- ☐ Stable prognosis
- ☐ Unpredictable/Unknown prognosis
- ☐ Temporary condition that is expected to improve over time

Has the student received a Learning Media Assessment?

- ☐ Yes    ☐ No

Has the student's IEP team discussed Braille reading and writing for the student?

- ☐ Yes    ☐ No
- ☐ This student does not need Braille instruction
- ☐ This student needs Braille instruction for future educational needs
- ☐ This student needs Braille instruction immediately

Which primary and secondary (if appropriate) learning media has been demonstrated to be appropriate for this student? (Results of LMA)

	Primary	Secondary
Braille/Tactile	<input type="checkbox"/>	<input type="checkbox"/>
Large Print	<input type="checkbox"/>	<input type="checkbox"/>
Standard Print	<input type="checkbox"/>	<input type="checkbox"/>
Standard Print with an optical device	<input type="checkbox"/>	<input type="checkbox"/>
Video Magnification	<input type="checkbox"/>	<input type="checkbox"/>
Recorded/Reader	<input type="checkbox"/>	<input type="checkbox"/>
Student is a non-reader	<input type="checkbox"/>	<input type="checkbox"/>
Student is in a grade placement in which the standard print is legal large print or larger	<input type="checkbox"/>	<input type="checkbox"/>

If Deafblind: Was a Speech/Language/Communication Assessment conducted by the appropriate person?

☐ Yes ☐ No

- ☐ Student uses an unaided hearing system
- ☐ Student uses an aided hearing system
- ☐ Student uses additional audiological measures
- ☐ Student uses augmentative communication device
- ☐ Student uses alternative communication system;
  - ☐ ASL ☐ Home Sign ☐ Aural-Oral ☐ Total Communication ☐ Other

Has the student received Orientation and Mobility (independent travel) assessment by a Certified Orientation and Mobility Specialist?

☐ Yes ☐ No

- ☐ This student does not need Orientation and Mobility Instruction
- ☐ This student needs Orientation and Mobility instruction for future home, school, and community needs
- ☐ This student needs Orientation and Mobility instruction immediately

Has the student received an assessment in the following areas of the Expanded Core Curriculum?

Compensatory Skills; skills for acquiring information, including appropriate use of technological devices and services (low and high tech)?

☐ Yes ☐ No

Visual Efficiency Skills

☐ Yes ☐ No

Social Interaction Skills

☐ Yes ☐ No

Self-Determination

☐ Yes   ☐ No

Independent Living Skills

☐ Yes   ☐ No

Recreation and Leisure Skills

☐ Yes   ☐ No

Use of Assistive Technology and accommodations

☐ Yes   ☐ No

Career Education

☐ Yes   ☐ No

Transition Services?

☐ Yes   ☐ No

- ☐ Student is/is about to be 14 and the Commission for the Blind was notified
- ☐ Parent/Guardian has declined participation with the Commission for the Blind
- ☐ Student is/is about to be 16 and a transition plan has been developed reflecting the Expanded Core Curriculum