Individual Education Program (IEP) Consideration of Special Factors: Blind or Visually Impaired (VI) Needs

Office of Special Education and Early Learning (OSEEL)

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State Regulation

"In the case of the child who is blind or visually impaired, provide for instruction in Braille and the use of Braille, unless the [Admissions and Release Committee] ARC 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;" [707 Kentucky Administrative Regulation (KAR) 1:320, Section 5 (2)(c)].

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Blind or Visually Impaired Needs

Consideration of Special Factors for IEP Development
(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Is the child blind or visually impaired? ☐ Yes ☐ No If **Yes,** the IEP must consider:

- Is instruction in Braille needed? ☐ Yes ☐ No
- Is use of Braille needed? ☐ Yes ☐ No

- Will Braille be the student's primary mode of communication? ☐ Yes ☐ No

(See evaluation data for supporting evidence.)

For Math and Science, student will need: (Please check one)
☐ Unified English Braille (UEB) only
☐ Unified English Braille (UEB) w/Nemeth Code

KAR Item 320.5.2

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Guiding Questions for the Admissions and Release Committee (ARC)

- Does the student require instruction in Braille for reading or writing?

- Will braille be the student's primary learning medium or is braille a secondary literary medium?

- Does the student need instruction and support in orientation and mobility (O&M)?

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Connecting the Puzzle

What accommodations are necessary for instruction and testing?

What related services may be needed regarding both English and native/home language?

What kind of training will staff need that may need to be included in
Program Modifications and Supports for School Personnel?

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Present Levels:
Students' current level of proficiency in the use of Braille; how student navigates school environment; current level of proficiency in use of any assistive technology (AT).

Special Factor, Blind or VI:
All boxes checked appropriately

Special Factor, Communication:
Requires materials in Braille; use of screen reader and Braille to communicate and for access to written information

Special Factor, AT:
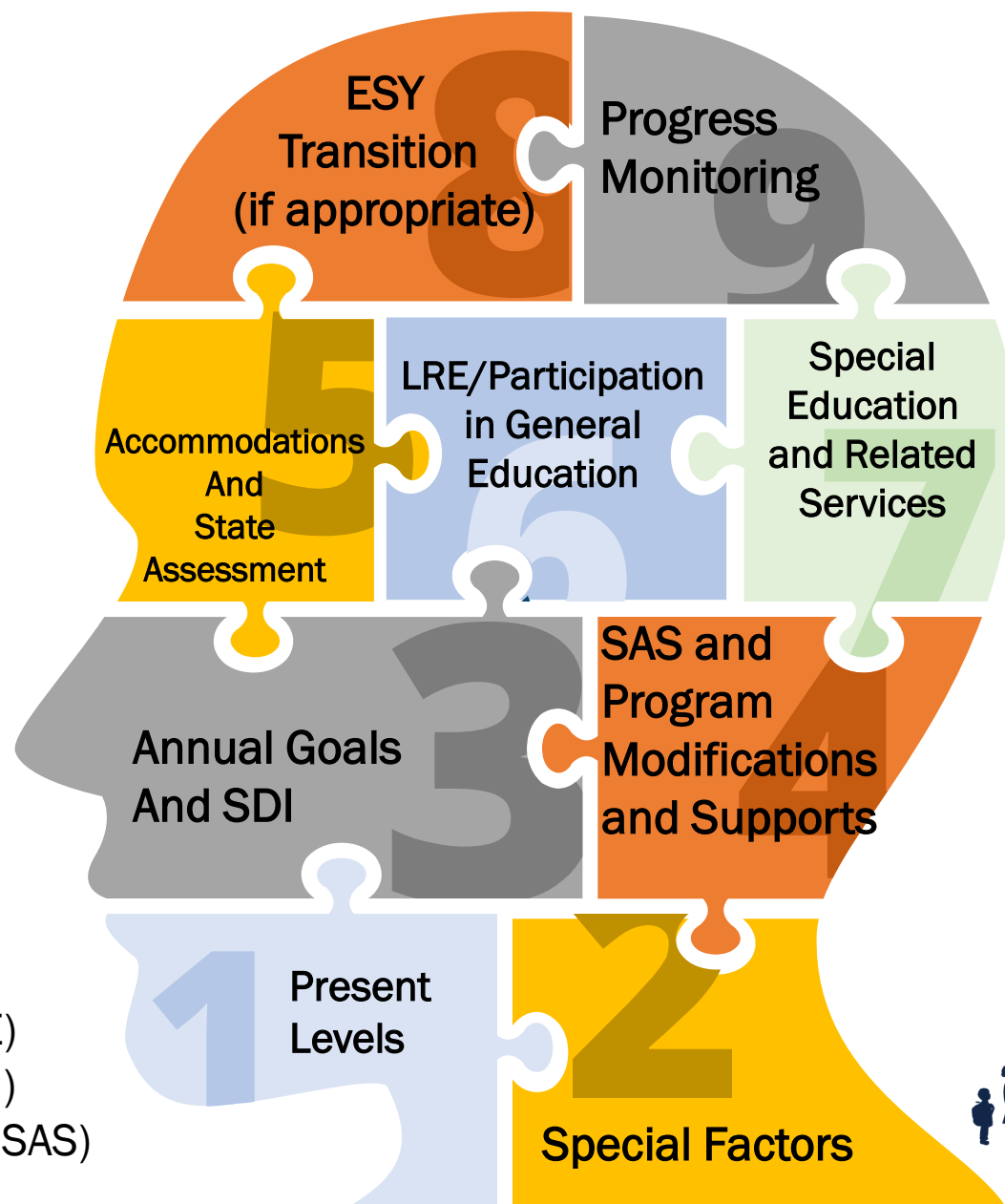Use of a Braille notetaker and screen reader software.
Orientation and Mobility Services sessions to enhance the student's navigation skills within the school and community.

Special Education and Related Services:
Specialized Braille instruction weekly; O&M services

Blind or Visually Impaired (VI)

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Connecting the Puzzle

Extended School Year (ESY)
Least Restrictive Environment (LRE)
Specially Designed Instruction (SDI)
Supplementary Aids and Services (SAS)

ESY Transition (if appropriate) — 8
Progress Monitoring — 9
Accommodations And State Assessment — 5
LRE/Participation in General Education — 6
Special Education and Related Services — 7
Annual Goals And SDI — 3
SAS and Program Modifications and Supports — 4
Present Levels — 1
Special Factors — 2

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Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 (71 FR 46540)](#)

- [Resources for Professionals and Families of Students with Visual Impairment](#) contains a list of Kentucky agencies or organizations that provide direct and specific services to students and individuals with a VI and resources and federal policies and guidance related to individuals who are blind or have a VI.

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Questions

Contact the Division of IDEA Monitoring and Results (DIMR)

(502) 564-4970