

The background of the slide is a collage. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

# **Individual Education Program (IEP) Consideration of Special Factors: Communication Needs**

Office of Special Education and Early Learning (OSEEL)

# State Regulation

“Consider the communication needs of the child;” [[707 Kentucky Administrative Regulation \(KAR\) 1:320, Section 5 \(2\)\(d\)](#)].



# Communication 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.)

Does the child have communication needs? ☐ Yes ☐ No If **Yes**, specify below:

☐ See Present Levels for Communication Status

☐ Other (specify):

KAR Item 320.5.2

# Guiding Questions for the Admissions and Release Committee (ARC)

- What communicative demands or challenges does the student have?
- Does the student have the skills and strategies necessary to meet communicative demands and challenges?
- Does the student have speech sound production errors?

# Guiding Questions for the ARC

- Does the student have language and/or pragmatic deficits?
- Does the student require assistive devices to aid in the development and use of meaningful language, to provide a mode of communication or both?

# Connecting the Puzzle



What is the student's current mode of communication at home, school or in other environments?



Do special education and related services address all communication needs outlined in present levels?



Is assistive technology (AT) needed and if so, what kind, how is it used, is training need for the student and school personnel?

**Present Levels:**

Current level of proficiency in mode of communication; level of proficiency in use of any AT; any behaviors associated with communication barriers.

**Program Modifications and Supports:**

Requires materials on AAC Device; staff working with student trained on use of AAC device. Consult with Speech Language Pathologist (SLP) as needed for help modifying work or information on AAC device.

**Special Factor, Assistive Technology:**

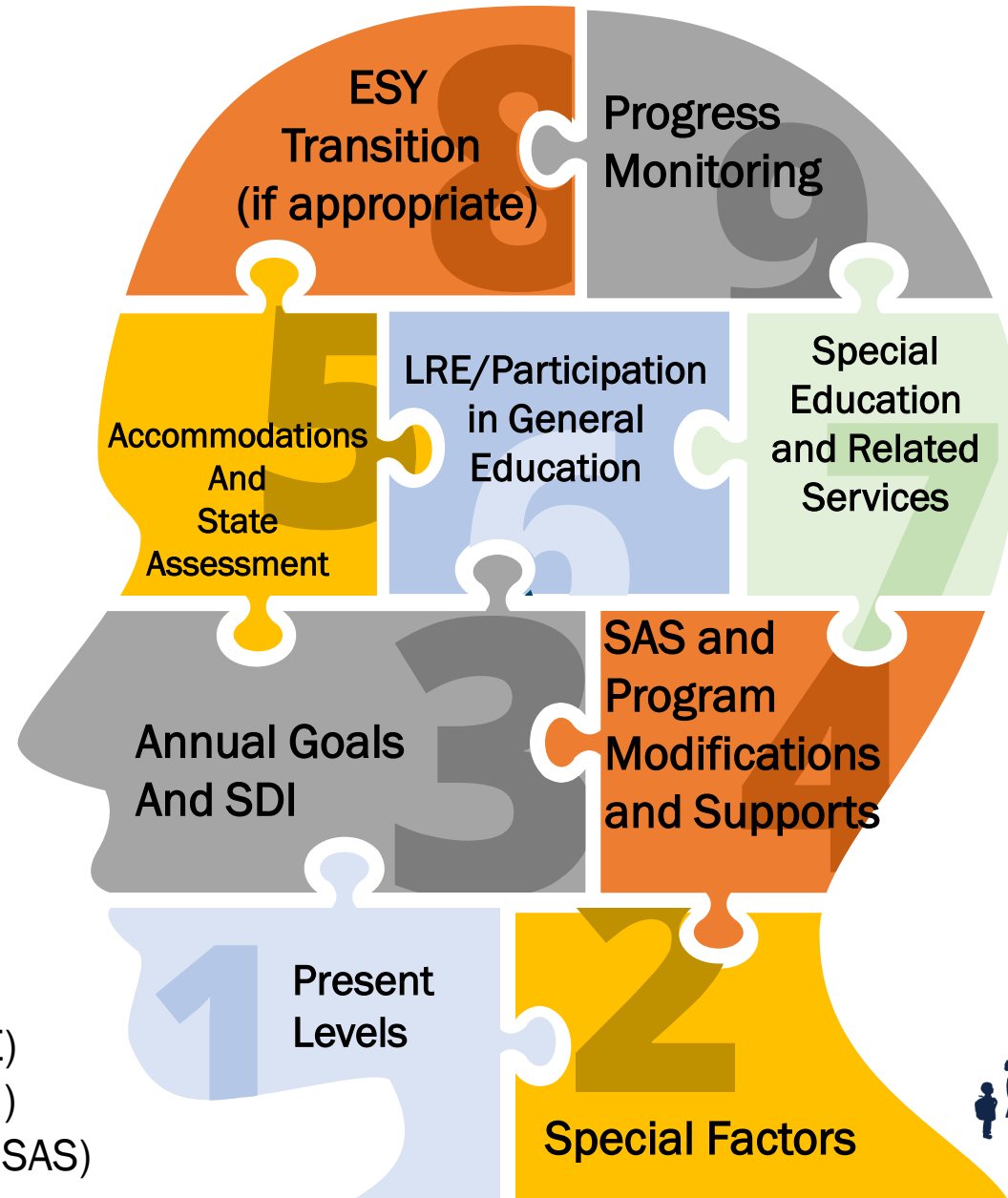
Use of AAC device for receptive and expressive; modified curriculum including words with pictures.

**Accommodations:**

Use of technology includes Augmentative or Alternative Communication (AAC) device; scribe.

# Communication

# Connecting the Puzzle



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



Kentucky Department of  
**EDUCATION**



# Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [Teaching Age-Appropriate Academic Learning via Communication \(TAALC\)](#) provides information and resources for working with individuals who use or need AAC to communicate effectively.
- [National Center and State Collaborative Communication Toolkit](#) includes a series of modules on supporting communication and language development in students who do not use oral speech and who also may have intellectual disabilities.

# Questions

Contact the Division of IDEA Monitoring and Results (DIMR)  
(502) 564-4970