

The background of the slide is a composite image. 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 desks and chairs in the classroom.

Individual Education Program (IEP) Consideration of Special Factors: Need for a Particular Device or Service

Office of Special Education and Early Learning (OSEEL)

State Regulation

“Once the [Admissions and Release Committee] ARC has considered all the factors listed in this section the ARC shall include a statement on the IEP indicating the needs for a particular device or service (including an intervention, accommodation or other program modification), if any are needed, in order for the child to receive a free appropriate public education (FAPE).”[[707 Kentucky Administrative Regulation \(KAR\) 1:320, Section 5 \(4\)](#)]



Statement of Devices/Services

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.)

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

- ☐ See Specially Designed Instruction
- ☐ See Supplemental Aids and Services
- ☐ See Behavior Intervention Plan
- ☐ Other (Specify):

KAR Item 320.5.4

Connecting the Puzzle



Do the needs and concerns described and documented in the Present Levels align with and support all of the special factors marked yes?



Do the devices and services support and reinforce the implementation of the IEP?



Are the specific devices and services consistently documented throughout the IEP?



Has the ARC addressed and considered all special factors and the need for a particular device or service in the review and revision of the IEP at least annually?



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Present Levels:
specific behavior
needs; level of
proficiency in
use of Augmentative and
Alternative Communication (AAC)
and token system.

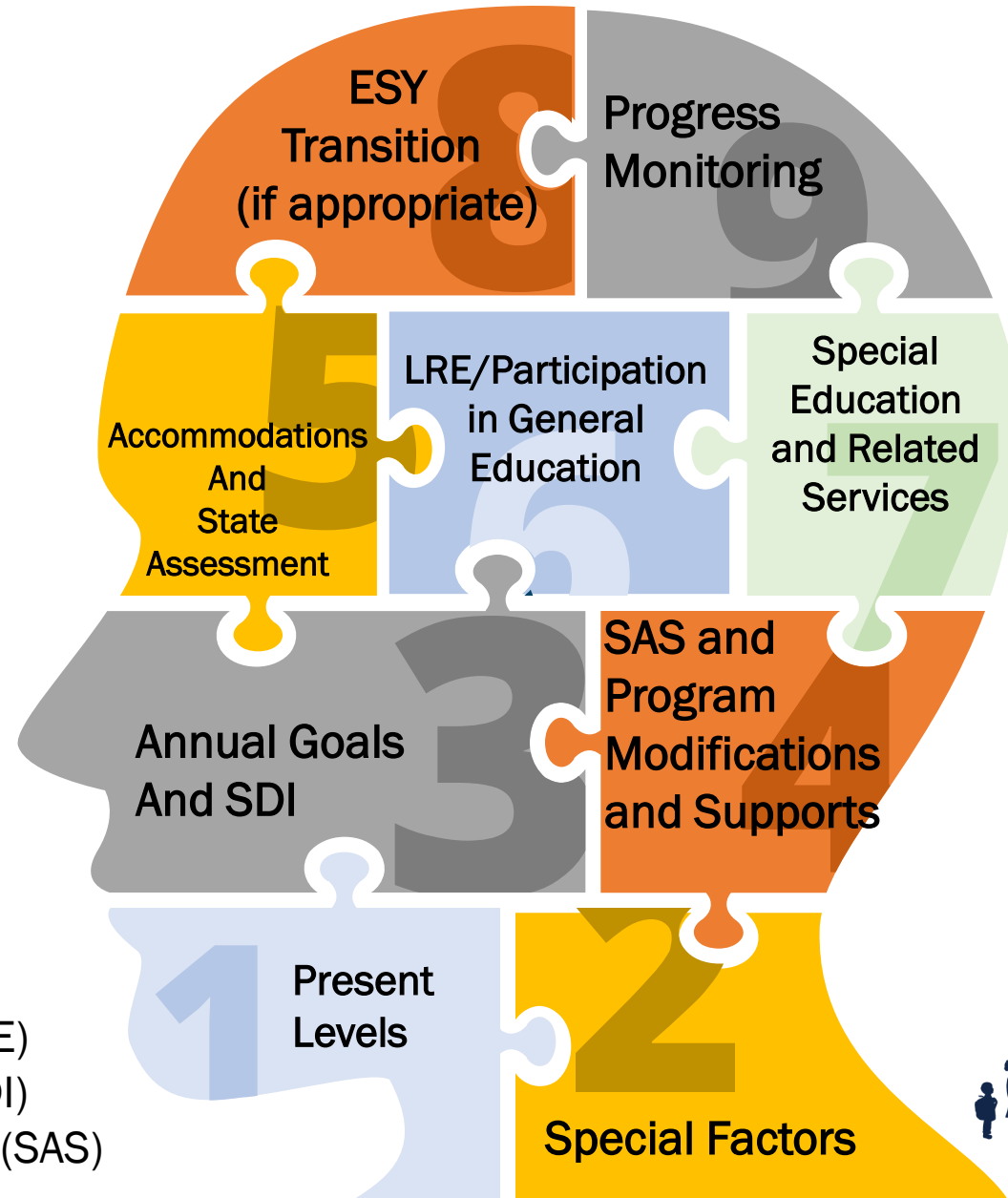
Program Modifications and Supports:
Staff working with
student trained on use of
AAC device. Staff training on
Behavior Intervention Plan (BIP),
positive behavior interventions and
supports (PBIS), de-escalation
techniques.

Special Factor, Assistive Technology:
Behavior token system,
talking calculator, raised
paper, modified scissors,
audiobooks, students personal AAC
device; training on AAC.
Special factor, Behavior:
Behavior token system (see BIP).

Annual Goals:
Self-regulation, social interaction
during unstructured times;
using the AAC device to
communicate wants/needs.
Independent Living Goal:
Use steps on
AAC for daily
living skills.

**Need for a
Particular
Device or
Service**

Connecting the Puzzle



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



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Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [Myths and Facts Surrounding Assistive Technology Devices and Services](#)
- [Guidance for IEP Development](#) provides instructions and examples for developing IEPs for ARC members, including chairpersons, teachers, related service providers and parents.
- [IEP and Lesson Plan Development Handbook](#) provides examples of special education services that may be considered to support goals, benchmarks and short-term objectives within an IEP.

Questions

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