A Checklist for IEP Teams: Considering Blindness and Visual Impairment

This checklist is drawn from the Nebraska Department of Education's *Nebraska IEP Technical Assistance Guide* (1998, September). That document is no longer available online, but an updated version is. We've provided the updated checklist below. Find the entire document, at: http://www.education.ne.gov/SPED/technicalassist/IEP%20DOCUMENT.pdf

How Do We Do It?

In order for a student with visual impairment to be educated in the most effective way possible, the IEP Team needs to address the following:

1. Has the student received a functional vision evaluation?

   ❏   Yes ❏ No

   ❏ Student's vision is so limited a functional vision evaluation would not be appropriate

2. Has the student received a learning media assessment?

   ❏   Yes ❏ No

3. Has the student received a recent clinical low-vision assessment?

   ❏   Yes ❏ No

   ❏ Student's vision is so limited low vision clinical examination is not appropriate

4. Does the student's visual condition indicate:

   ❏ A progressive loss of vision?

   ❏ Stability at the current level?

   ❏ Unpredictability that will be followed by a possible decrease in vision?

   ❏ A temporary condition that is expected to improve?

5. Is there a medically diagnosed expectation of visual deterioration in adolescence or early childhood?

   ❏   Yes ❏ No

6. Does the student qualify for instruction and use of a new primary reading and writing medium because the individual can no longer effectively use the current medium?

   ❏   Yes ❏ No

7. Will the student receive instruction in Braille? (The IEP team must provide for instruction in Braille unless the IEP team determines, after evaluation of the child's reading and writing skills, that instruction in Braille is not appropriate.

   ❏   Yes ❏ No

8. If instruction in Braille is not appropriate, which primary and secondary (if appropriate) learning media has been selected for this student?

	Primary	Secondary
Large Print	❏	❏
Regular Print	❏	❏
Regular Print with an optical device	❏	❏
Closed circuit television	❏	❏
Recorded	❏	❏
Individual is a non-reader or uses assistive technology	❏	❏

(over)

A Checklist for IEP Teams:
Considering Blindness and Visual Impairment

9. Has a written explanation of why the individual is using the selected learning media been provided?

   ❏   Yes   ❏   No

10. Will a teacher certified at the appropriate grade level to teach students with visual impairment provide instruction in Braille reading and writing?

   ❏   Yes   ❏   No   ❏   Not applicable

11. Has the student received an assessment in the following areas of need:

Orientation and Mobility (independent travel) instruction?	❏ Yes ❏ No
Skills for acquiring information, including appropriate use of technological devices and services (low and high tech)?	❏ Yes ❏ No
Social interaction skills?	❏ Yes ❏ No
Transition services needs?	❏ Yes ❏ No
Recreation needs?	❏ Yes ❏ No
Career Education?	❏ Yes ❏ No
Daily living (adaptive skills)?	❏ Yes ❏ No
Other skills necessary to enable the individual to learn effectively?	❏ Yes ❏ No

How Do We Know We Are Doing It Right?

The IEP:

❏ Provides information regarding the student's visual condition.

❏ Addresses the student's Braille/tactile needs.

❏ Addresses the student's vision needs.

❏ Describes the student's reading and writing medium.

❏ Addresses assistive technology and accommodations.