Texas School for the Blind and Visually Impaired Outreach Programs

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IEP Checklist

Proficient Communicators

1. Address *requisite concept* (foundational concept) development through assessment and instruction.
2. Modify the curricular content; develop standards based IEP in core subjects.
3. Define comprehension check and include an individualized description in the student’s accommodations.
4. Build time into the day for individual or small group work; add an elective or time in a resource classroom.
5. Apply adaptations and modifications to homework assignments; shorten, provide additional time, allow oral responses. Consider assigning alternative projects, and/or reducing or eliminating homework.
6. Consider student’s technology needs. Develop a technology plan in the ARD minutes or deliberations.
7. Monitor indications of stress. Consider counseling to support the student with stress management.
8. Consider the impact of Deafblindness on behavioral issues.
9. Consider the unique social skills needed for a student with DeafBlindness, include these in the IEP and provide direct instruction.
10. Consider the unique skills needed in self-advocacy for a student with DeafBlindness, include these in the IEP and provide direct instruction.
11. The discussion for supplemental needs and services considers the unique transition needs of a student with DeafBlindness and include these in the IEP.
12. Consider the need for additional resources, training and/or staff to provide in-class support (Intervener, additional interpreter etc).