

WHAT'S SO
SPECIAL
ABOUT:

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IDEA SEC. 300.324 (A) (2)
CONSIDERATION OF SPECIAL FACTORS.

The IEP Team must—

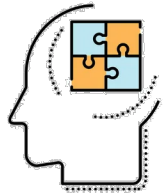
1. Consider the child's strengths, interests, and abilities.

2. Consider the child's cultural background, language, and communication needs.

3. Consider the child's physical and medical conditions, and any other factors that may affect the child's learning.

IDEA, PART B SECTION 1414 (D) (3) (B)

1



(i) in the case of a child whose **behavior** impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

2



(ii) in the case of a child with **limited English proficiency**, consider the language needs of the child as such needs relate to the child's IEP;

3



(iii) in the case of a child who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation that it is not appropriate for the child;

4



(iv) consider the communication needs of the child, & in the case of a child **who is deaf or hard of hearing**, consider the child's language and full range of needs, including opportunities for direct instruction in the child's language & communication mode

5



(v) consider whether the child needs **assistive technology devices and services**.

A young child with dark hair and glasses, wearing a teal jacket, covering their eyes with their hand. The background is blurred, suggesting an indoor setting.

1. BEHAVIOR

Does the child's behavior interfere with his/her learning or the learning of others?

- Delay in language
- Frustration
- Behavior Plans
- PBIS
- Other strategies

2. LIMITED ENGLISH PROFICIENCY



- Dominant home language must be considered
- Child's primary language must be considered
- Culture must be considered
- LEP experts should be part of the IEP team
- Unbiased measures
- Language must be addressed in the IEP, learning language, etc.

SPECIAL FACTOR #3

– BLINDNESS/VISUAL IMPAIRMENT

the IEP team must provide for instruction in Braille and the use of Braille—unless the team “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 [§300.324(2)(iii)]

evaluation also must include an evaluation of the child’s future needs for instruction in Braille or the use of Braille.

Having **accessible instructional materials** is essential. Some examples include enlarged print materials, audiotaped materials, math manipulatives, or NIMAS-formatted materials.



#4 COMMUNICATION NEEDS, DEAF & HARD OF HEARING



6 CONSIDERATIONS

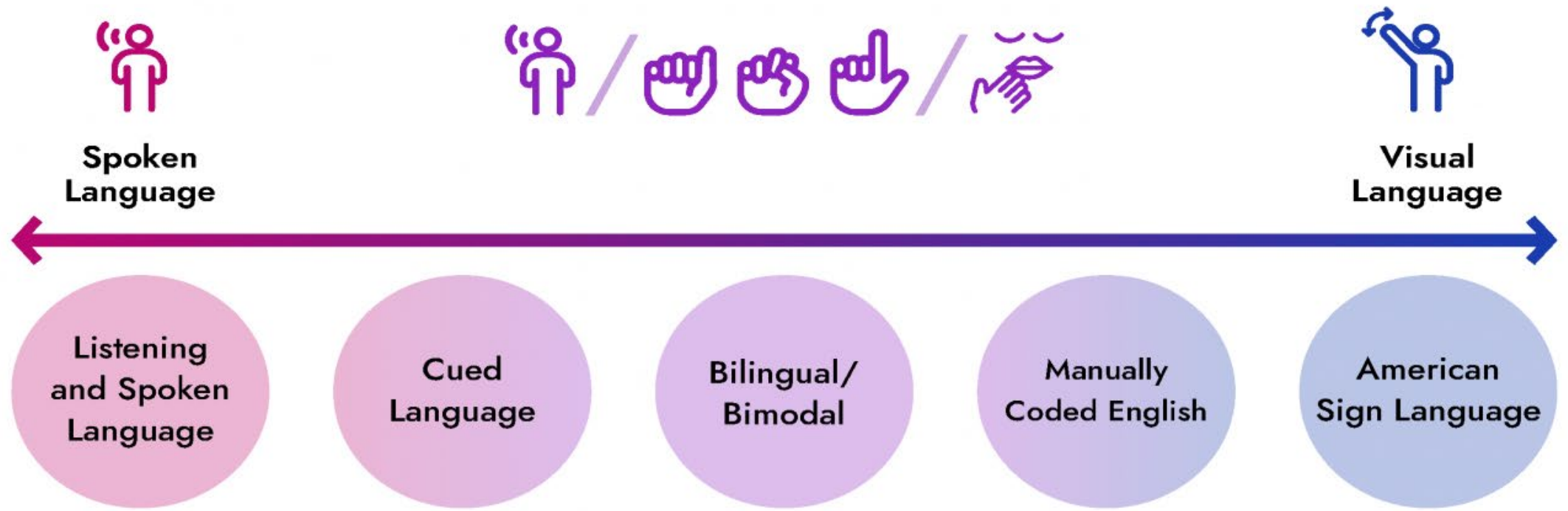
for every team creating an IEP for a student who is DHH!!

1. Language and Communication needs
2. Opportunities for direct communication with peers and professionals
3. Academic Level
4. Full range of needs
5. Opportunities for direct instruction
6. Also, Special Factor 5 (Assistive Tech)





Communication & Language Opportunities for Children Who Are Deaf or Hard of Hearing





CONSIDERATIONS

things teams may need to consider

- The when and how of language use
- Transition impact
- Technology
 - HAT
 - ALD
 - AAC
- Impact in settings
 - Breakdowns
 - acoustics
- Incidental language

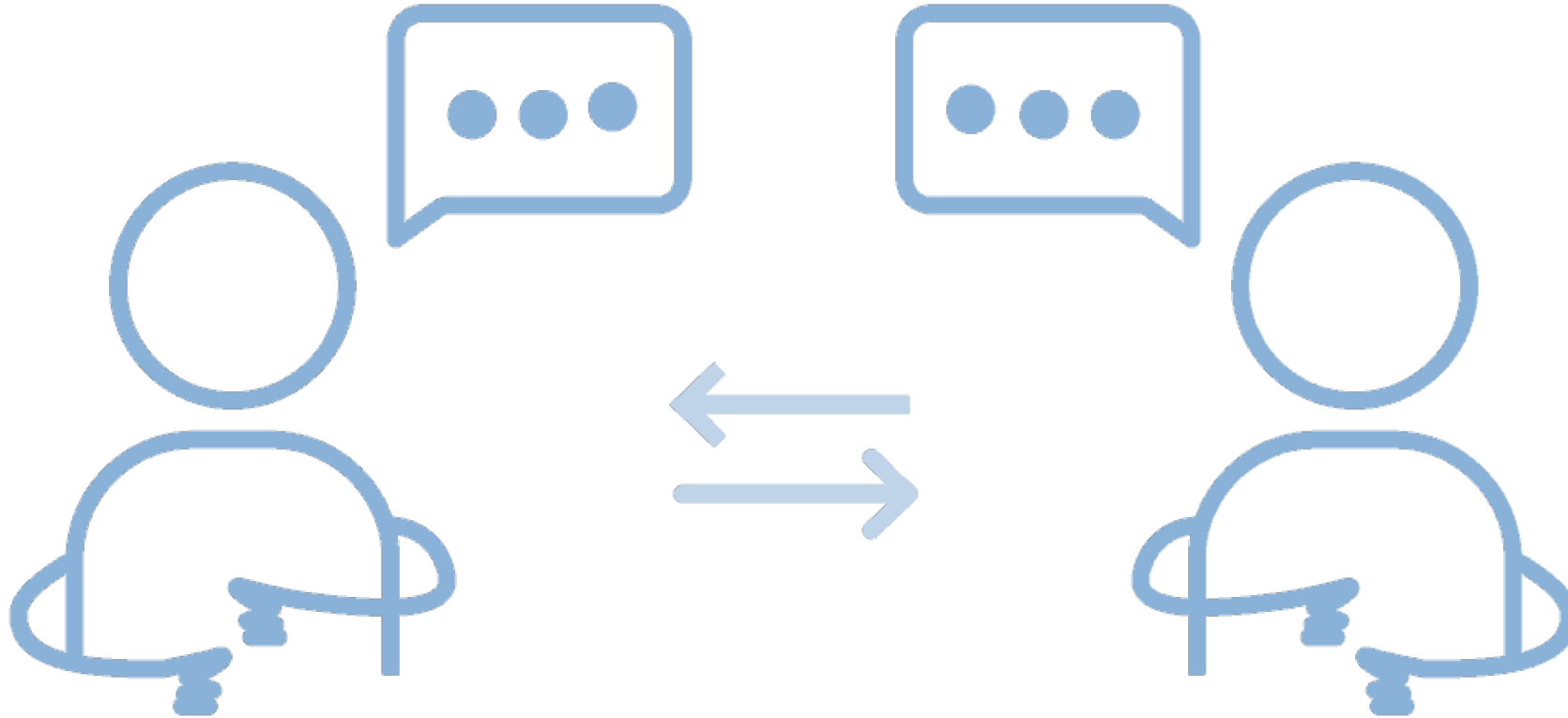


WHAT CAN HELP?

- Education Sign Language Interpreters – not just interpreters
- ToD's fluent in child's language
- HAT/AAC/ALD
- Environment – acoustics, placements, etc.
- Language goals and is there training on how to implement this
- Ensure access at all times, gaining attention
- Teacher about incidental, what's going on around them.

2 -

OPPORTUNITIES FOR DIRECT COMMUNICATION WITH PEERS AND PROFESSIONALS



CONSIDERATIONS

- Placement setting
- Critical mass
- Geographical setting
- Student's peers (hearing, DHH)
- Social opportunities with peers (hearing, DHH)
- Incidental Information
- Access to DHH Adults, peers, teachers.

WHAT CAN HELP?

- DHH specific events/activities
- DHH guest readers, presenters
- After school gatherings of DHH students
- Schoolwide ASL lessons
- Adding ASL as a foreign language
- Inservice all staff and peers



3 -

ACADEMIC LEVEL



CONSIDERATIONS:

- Equal expectations
- Catching up or closing the gap
- Parent involvement, send work home
- Mental Health
- Other disabilities or conditions that have an educational impact
- Twice Exceptional
- Does the student have access all day every day?
- General Education as much as possible.
- Alternate classes, advanced classes, remedial classes. Based on their academic level.





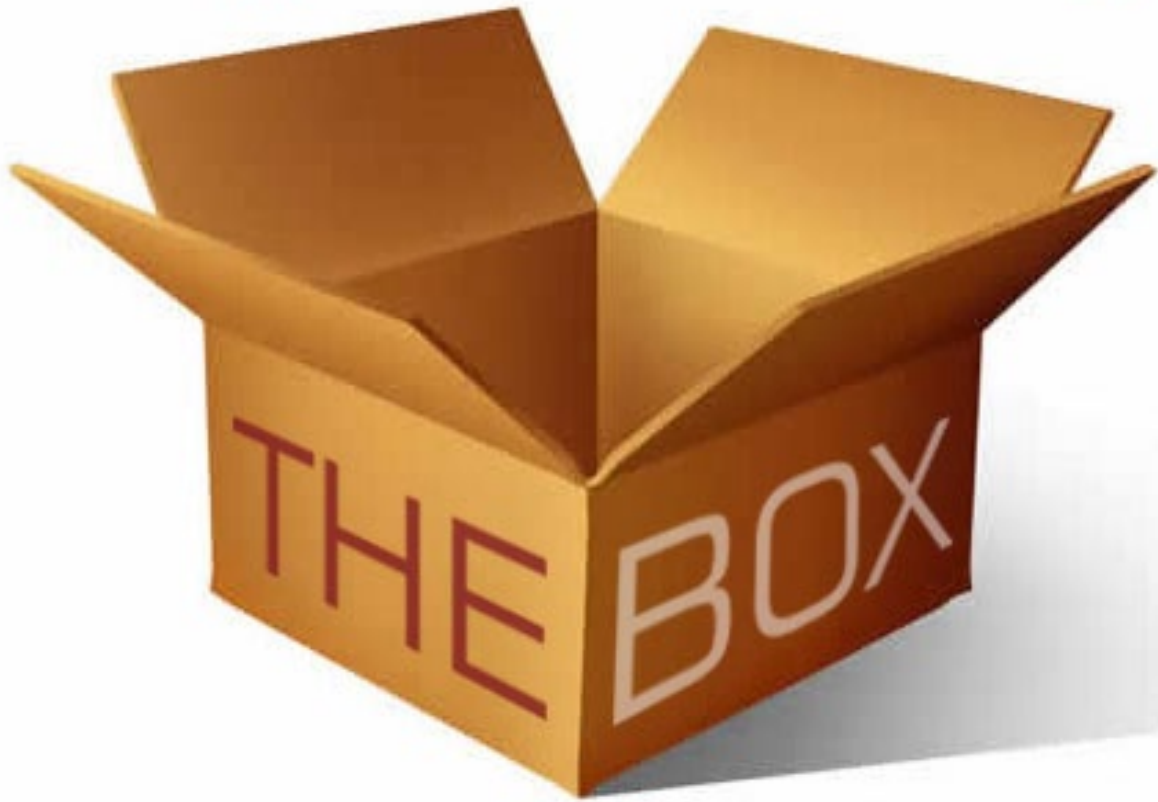
WHAT CAN HELP?

- Differentiated Instruction
- Specially designed instruction, goal driven, explicitly taught & pre taught
- Considering their placement, what is appropriate for them
- Optimal learning, what is their learning style, how can we accommodate that.



4 – FULL RANGE OF NEEDS

t h i n k i n g



CONSIDERATIONS:

- Walk through the entire day, specials, transition, out of school activities, after school
- Media - cc, pre-view
- Incidental Language ALL DAY LONG
- Know that there is often a social emotional impact, don't wait until it's too late, start now.
- ToM, Executive Function
- Any behavior concerns?
- Safety
- Sports and clubs

WHAT CAN HELP

- visual supports across all settings
- Pre-teach, pre-view, pre-practice
- Educational Interpreters across all settings (at the child's language level)
- Captioning (ppt even captions now)
- Safety plans (See OUR Project H&V)
- Good acoustical environment
- HAT across all settings
- Students meeting team prior to first day



5 -

OPPORTUNITIES FOR DIRECT INSTRUCTION



CONSIDERATIONS

- What staff is available, are they qualified
- Are there co-teach opportunities
- Educational interpreters - do they know their role
- Age/grade spread in self contained DHH classes
- Knowledge of HAT and ALD
- Having the right people at the table



Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Educational Service Guidelines

Third Edition

National Association of State Directors of Special Education, Inc.



WHAT CAN HELP

- IEP team members chosen based on the needs of the student.
- Continual DHH support in mainstream, not just the day before school starts.
- Team approach - team communication
- Having interpreters and paraprofessionals at IEP meetings

Examples of Assistive Technology

5

ASSISTIVE TECHNOLOGY

No Tech

- Small grip
- Post-it-notes
- Painted surfaces
- Guided paper
- Colored overlays
- Braille letters
- Magnifying bars
- Weighted pencils



Low Tech

- Buzzers
- Portable word processors
- Talking Calculator
- MP3 player
- Electronic organizers
- Switches/Buzzers
- Lights



High Tech

- E-Readers
- Touch screen devices
- Computerized testing
- Speech Recognition Software
- Word Processors
- Text-to-Speech(TTS)
- Progress Monitoring Software



IDEA ASSISTIVE TECHNOLOGY REQUIREMENTS

20 U.S.C. 1400(c)(5)(H)

Congress finds the following...

- *Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by:*

- *(H) Supporting the development and use of technology, including assistive technology devices and assistive technology services, **to maximize accessibility** for children with disabilities.*




IDEA: ASSISTIVE TECHNOLOGY

34 CFR300.6

- *Assistive Technology **Services*** means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:
 - **Evaluation** including functional assessment
 - Provide **acquisition** of device
 - **Selecting** device
 - **Coordinate** use of other therapies, interventions, or services with the AT
 - **Training**/TA in use of device student and professionals





Did you
KNOW?

IDEA: ASSISTIVE TECHNOLOGY

34CFR 300.105 (a)(2)

On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.



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