



Texas School for the Blind and Visually Impaired Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

IEP Checklist for Proficient Communicators

1. Address requisite concept (foundational concept) development through assessment and instruction.
2. Prioritize 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 the 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 student distress, fatigue and overall mental health.
9. Consider the unique social skills needed for a student who is deafblind, include these in the IEP and provide direct instruction.
10. Consider the unique self-advocacy skills needed for a student who is deafblind, include these in the IEP and provide direct instruction.
11. Consider the need for additional supplemental and related services such as training for staff and family, in-class support (e.g., Intervener, additional interpreter, support to participate in school clubs).
12. Consider the unique transition needs of the student in the discussion of supplemental needs and services and related services for a student who is deafblind, and include these in the IEP.