



IEP Quality Indicators for Students with Deafblindness

Student's Name: _____ D.O.B.: _____

The term “Individualized Education Program” (IEP) should be understood to include assessments and evaluations, student performance documentation, the entire IEP document (including goals and objectives, minutes, etc.), and other relevant records.

Purpose: This document is designed to help educational teams develop appropriate IEPs for students with deafblindness. Indicators not present may indicate a training need for the team. The presence of these indicators demonstrates a well-designed IEP in areas related specifically to the impact of *deafblindness*. Other factors indicating a quality IEP *in general* are not covered here.

Instructions: After reading the introduction for each of the ten areas, look in the student’s IEP for the listed quality indicators. If the indicator is present in the IEP, circle “Y” on this form in the column to the right of the list of indicators. Circle “N” if the indicator is not present. If the item is not applicable for this student, circle N/A, and make a note in the comments section explaining why the indicator is not relevant at this time. The three columns to the right can be used over time to measure progress in IEP development.

Developed by: Texas Deafblind Outreach
Texas School for the Blind and Visually Impaired

IEP Quality Indicators for Students with Deafblindness

ACCESS TO INFORMATION

2. Access to Information – For a student with deafblindness, the combined effects of the vision and hearing loss create a barrier that significantly impedes the ability to gather information from the environment. This causes chronic difficulties with incidental learning and concept development. Students cannot learn what they do not detect, and they may be unaware of what they are missing. Access to information is a primary issue for all students with deafblindness, and should be addressed in each IEP.

2.1 *Sensory* access is appropriately assessed and clearly defined for the student in sensory and communication reports, present level of performance, and in the IEP document.

Date: _____	Date: _____	Date: _____
Date of IEP: _____	Date of IEP: _____	Date of IEP: _____

Please Circle Your Answer:

Y: for Yes
N: for No
N/A: for Not Applicable

Y N N/A	Y N N/A	
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ORIENTATION & MOBILITY (O&M)

Date:

Date:

Date:

Date of IEP:

Date of IEP:

Date of IEP:

7. **Orientation and Mobility (O&M)** – Deafblindness affects the ability of students to know where they are, and how to go _____

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RELATED AND SUPPLEMENTAL SERVICES

Date:

Date:

Date:

Date of IEP:

Date of IEP:

Date of IEP:

- 8. Related and Supplemental Services** – Certain related services and supports are designed for students with sensory impairments, and should be considered for all students with deafblindness. For example, an intervener is a paraprofessional with special skills and training who is designated to work individually with a student who is deafblind. Sign language interpretation and O&M are also examples of specialized services. Additionally, the effects of deafblindness should be taken into account in assessments, evaluations and delivery of all related services provided to the student. For example, optimal positioning for communication access should be considered by the physical therapist. Counselors may need to address changes in vision and hearing experienced by a student with deafblindness.

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A TEAMING PROCESS PLAN

Date:

Date of IEP:

Date:

Date of IEP:

Date:

Date of IEP:

- 10. Teaming** – Due to the complexity of needs of students who are deafblind, annual meetings of the IEP team may not be sufficient for planning the educational program. Continuous input from a smaller core group is often needed to guide daily programming. The function of the core team is to review, refine, and direct on-going educational programming. Core team members may include those who daily and weekly interact with the student (e.g. parent, intervener, classroom teacher, teacher of the deafblind, VI teacher, AI teacher). The core team should meet regularly (weekly, bi-weekly, monthly or quarterly) based on the student’s needs.

References:

Alsop, L., Robinson, C., Goehl, K., Lace, J., Belote, M., Rodriguez-Gil, G. (2007). *Interveners in the Classroom: Guidelines for Teams Working with Students Who are Deafblind*. Logan, UT: SKI-HI Institute.

Minnesota Deafblind Technical Assistance Project (2005). *Quality Indicators for Students with Deafblindness for IEP Development*.