



IEP Creation Tips

IEPs consist of multiple sections. Some of these sections include listings of direct services, indirect services, accommodations, modifications, and goals. An IEP will outline the setting, frequency and length of time for special education services provided to a student.

Each child has different needs, and therefore should have an individualized plan tailored to meet those specific needs. The following are suggestions of things that might be included.

Direct Vision Services

Direct services (face-to-face instruction from staff to student) that will be provided by a Teacher of the Visually Impaired (TVI), a Certified Orientation & Mobility Specialist (COMS), or any other special education professional are one type of special education services. These services can be provided in a general education classroom setting or a special education setting.

Indirect Services

Indirect services (consultation delivered staff to staff) are another type of special education services that should be outlined in an IEP. This could include time for the TVI to work with the general education teacher, a physical education teacher, or other professional to help them provide better services to the child.

Accommodations

An accommodation is something that changes HOW the student learns or accesses the material, but it does not actually change the material that is being learned. This can include accommodations in the classroom, on testing, and use of low or high-tech equipment.

Potential Accommodations for the Classroom:

- Preferential seating
- Seating away from bright windows/lights
- Space for visual tech devices
- Reduction of visual clutter in text
- High Contrast in materials
- Access to digital books and materials
- Use of low vision aides
- Use of sunglasses/hats/visors
- No materials reduced to less than 16 point Arial font
- Opportunity to preview a new environment
- Visual break as requested
- Testing accommodations
- Student aide
- Preferential locker/cubby position
- Use of a buddy for emergency drills
- Extended time on assignments
- Freedom to move closer to see items as needed
- Legible, dark, clean & clear copies of materials

Potential Accommodations for testing:

- Extended Time
- Small group testing
- Enlarged print
- Braille Print
- Dual Print (Braille and standard)
- No scantron or bubble-in responses – answers directly on test booklet or on assignment
- Paper/pencil tests instead of on computer (or vice versa)

Potential Low/High Tech Equipment:

- Bold Line Paper
- Bold pens/markers for writing tasks
- Hand-held magnifiers/monoculars

- CCTV Machine
- Slant board
- Tablet device
- Computer station with:
 - Monitor that can be moved close to student
 - Enlarge cursor
 - Enlarged keys on keyboard
 - Screen-reading software

Modifications

A modification is something that changes WHAT the student is taught or is expected to learn. In many cases, with aniridia, proper accommodations will ensure that fewer modifications are required.

Potential modifications for a student with low vision:

- Reduced visual clutter on worksheet/materials/digital platform
- Modified PE activities (i.e, for activities that involve a ball coming quickly at the child)
- Shortened assignments
- Tactile elements included in art projects

Goals

Your child's IEP will have annual goals. These will lay out some of what your child will be working toward over the school year related to their disability. For your child to get the most out of an IEP, the goals should not be vague or general. Instead, they should be specific, measurable, attainable, results-oriented, and time-bound (also known as "SMART" goals).

Some of the areas that goals can address could include the following:

- Reading goals (whether print, Braille, or both)
- Use of Accessibility tools for desk materials
- Use of Accessibility tools for distance materials (smart board, whiteboard, etc.)

- O&M Skills
- Compensatory skills (typing, Braille, tactile identification, etc.)
- Self-advocacy skills
- Executive Functioning/Study Skills
- Independent Life Skills

If ideas are needed for goals, [this goal bank](#) provides many options, depending on the level of visual impairment and the age of the child. You can also ask the IEP team [many questions](#) to ensure that appropriate goals exist for your child.