

Student: _____

Meeting Date: _____

Section D.	Special Factors
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(a) Is student blind or visually impaired? If yes, will instruction in Braille and in the use of Braille be provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
(b) Is student deaf or hearing impaired? If yes, are specialized communication strategies required?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
(c) Does student have a low incidence disability (DB, HI, D, VI, or OI)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
(d) Does the student require assistive technology devices and/or services to meet educational goals and objectives?	<input type="checkbox"/> Yes <input type="checkbox"/> No
(e) Does the student engage in behaviors that are impeding the student's learning or the learning of others? Does the student require a Behavior Intervention (Support) Plan (IDEA): Does the student require a Hughes Bill Positive Behavior Intervention Plan (CA):	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
(f) Is the student identified as an English Language Learner (ELL) (Limited English Proficient LEP)? If yes, are linguistically appropriate goals addressed in the IEP?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No

From the above answers, as appropriate:

- (a) explain the appropriate visual media/medium for the student
- (b) describe the student's communication mode and opportunities for direct communication with adults and peers
- (c) describe any Low Incidence specialized services, equipment and materials required for the student
- (d) describe the assistive technology devices and/or services required
- (e) describe any positive behavioral interventions, strategies, supports, and goals/objectives to address the behaviors
- (f) explain why linguistically appropriate goals are not needed