



IEP Program Summary Cheat Sheet: Blind and Visually Impaired

IEP Section	Definition of Program Service and Supports	Examples
<p>IV. A. Supplementary Aids and Services</p>	<p>Aids, services, and other supports (accommodations) that are provided in regular education, other educational settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled children to the maximum extent appropriate. The amount of time specified for each service must be appropriate to the service and stated in a manner that can be understood by all involved in developing and implementing the IEP.</p> <p>If the frequency and amount cannot be appropriately specified in terms of hours and minutes, describe the circumstances under which the aids and services will be provided. Please see GUIDE TO SPECIAL EDUCATION FORMS Wisconsin Department of Public Instruction</p> <p>Some supplementary aids or services are best described without indicating minutes. For example, when describing creation of braille materials, "All printed classroom materials for AP Bio, Pre-Calculus, Journalism and U.S. History will be transcribed to Braille.</p>	<ul style="list-style-type: none"> • assistive technology devices • adult supports • long white cane, preferential seating • braille or other material creation • adapted writing materials • adapted reading materials • extended test time (if data supports need) • modifications to assignments (if data supports need)

<p>IV. B. Special Education/ Specially Designed Instruction</p>	<p>Adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student’s disability-related needs; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students.</p>	<ul style="list-style-type: none"> • direct and indirect braille instruction • direct and indirect assistive technology (AT) instruction • direct and indirect Expanded Core Curriculum (ECC) instruction • See GUIDE TO SPECIAL EDUCATION FORMS Wisconsin Department of Public Instruction
<p>IV.C. Related Services Needed to Benefit from Special Education</p>	<p>Transportation and developmental, corrective, and other supportive services to include “Intervener” for students meeting criteria under deafblind.</p>	<ul style="list-style-type: none"> • orientation and mobility services (O&M) • health services • occupational therapy (OT) and physical therapy (PT) services • specialized transportation • intervener
<p>IV.D. Program Modifications or Supports for School Personnel</p>	<p>Services or activities for school personnel to meet the needs of the student</p>	<ul style="list-style-type: none"> • consultation, in-services • routine AT training • basic O&M training • see Iris Center Resources Page 3: Consultation and Collaboration

Examples:

Supplemental Aids and Services- Bold lined paper- When completing all writing activities including during specials-Daily- All education environments- IEP term

Special Education/ Specially Designed Instruction- Visually related self-advocacy skills- 120 minutes monthly 3-30 sessions direct and 1-30 session indirect- General education environment- IEP term

Related Services- Specialized transportation for Mobility- To and From Orientation and Mobility lessons- Per services defined above- Special Education environment- IEP term. Include “home, school, community”

Reminder: The IEP team must determine the special education services (including supplementary aids and services, specially designed instruction, related services, and program modifications or supports for school personnel) needed to meet the student’s disability-related needs, including needs relating to the special factors, and allow the student to make progress in the general education curriculum. These services should be documented in the Program Summary, for more information refer to the [Guide to Special Education Forms page 141](#)

When writing Frequency and Amounts, you must be specific.

Resources:

- [GUIDE TO SPECIAL EDUCATION FORMS | Wisconsin Department of Public Instruction](#) (pages 141-145)
- [Specially Designed Instruction | Wisconsin Department of Public Instruction](#)
- [Information Update Bulletin 10.07: Describing Special Education, Related Services, Supplementary Aids and Services, and Program Modifications and Supports | Wisconsin Department of Public Instruction](#)
- [College and career Ready Individualized Education Program \(CCR IEPs\) 5 Step Process Learning Resource](#), Wisconsin Department of Public Instruction
- [Iris Center Peabody College at Vanderbilt University Serving Students with Visual Impairments](#)