

Special Factors in IEP Development



The Individuals with Disabilities Education Act (IDEA) lists five special factors that your child's IEP team must consider while developing your child's IEP.



1.

When behavior gets in the way of either the student or his/her peers' ability to learn, the IEP Team should consider the use of positive behavioral interventions and supports (PBIS), and other strategies, to address that behavior



2.

If a student has limited English proficiency, the IEP Team must consider the language needs of the child as it develops the IEP.



3.

For Blind/visually impaired student's instruction in Braille and the use of Braille must be provided unless the IEP team determines after evaluation that is not needed now or in the future.



4.

For students who are Deaf or Hard of Hearing, the IEP Team must discuss child's language and communication needs and any opportunities for direct communication with peers and/or staff.



5.

Consider whether the child needs assistive technology devices and services.