

**\* INSTRUCTIONAL MODIFICATIONS/SUPPORTS FOR DEAF-BLINDNESS DETERMINED BY ARD COMMITTEE**

NAME OF STUDENT \_\_\_\_\_

CAMPUS \_\_\_\_\_

The ARD committee has determined that the following modifications are necessary for the student to succeed:

A student's IEP must be reviewed if he/she has not received passing grades in the same content area for two consecutive six-week reporting periods. (Students with speech impairments only may be excluded from this requirement except when the failure is in language arts instruction.)

**SPECIAL LANGUAGE PROGRAMS (1)**

- Bilingual
- ESL

**BEHAVIOR MANAGEMENT PLAN**

- YES
- NO

**REGULAR DISCIPLINE PLAN**

- YES
- NO

**ASSISTIVE TECHNOLOGY DEVICES**

- YES
- NO

- MODIFICATIONS NOT NEEDED OR NOT APPLICABLE

**GOALS & OBJECTIVE/SUBJECT/ACTIVITY**

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**ALTER ASSIGNMENTS BY:**

Reduced assignments																				
Taped assignments																				
Extra time for completing assignments																				
Opportunity to respond orally																				
Emphasis on major points																				
Task analysis of assignments																				
Special projects in lieu of assignments																				
Other:																				
Other:																				

**ADAPT INSTRUCTION BY:**

Providing high degree of consistency in presenting new information																				
Providing experience-based instruction to supplement or introduce group instruction																				
Providing additional time in group settings to locate & attend to referent																				
Providing frequent comprehension checks																				
Providing one-on-one instructional support																				
Providing intervenor aide																				
Providing interpreter and/or modifying interpreter services																				
individual																				
small group																				
platform																				
visual description																				
oral interpretation																				
Providing interpreter-tutor aide																				
Adapting manual communication form:																				
substitute fingerspelling or alternative signs																				
tactual signs																				
(hand) tracking																				
reduced space signing																				
coactive signing																				
Presenting signs and fingerspelling in appropriate field as noted in functional vision evaluation: ____ Left ____ Right ____ Upper ____ Lower																				
Altering signing distance as noted in functional vision evaluation: _____																				
Varying rate of signing & fingerspelling when presenting complex or novel information																				
Providing visual adaptations to instructional environment: _____																				
Providing auditory adaptations to instructional environment: _____																				
Adapting braille instruction to match child's English language skills																				

(1) Special language programs are required for all students who are limited English proficient.

\* Denotes required items

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**GOALS & OBJECTIVES/SUBJECT/ACTIVITY**

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**ADAPT MATERIALS BY:**

Providing modifications to materials as suggested by sensory assessments (e.g., large print, braille, high contrast, objects with low frequency sound) as listed below:									

**MANAGE BEHAVIOR BY:**

Providing supervision regarding the use & maintenance of assistive listening devices and optical aids									
Preparing child prior to transition to new activity by:									
giving clear ending to current activity									
giving symbol representing upcoming event									
discussing upcoming event									
Reducing the effects of anxiety related to interacting with others by:									
limiting number of people									
providing predictable environment									
reducing performance demands									
developing instruction around preferred activities									
providing choices in activities									
Other:									
Other:									

**REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY:**

personal hearing aids ___ glasses ___									
low vision aids & devices:									
easel, book stand, other:									
assistive listening devices:									
alerting devices									
captioning									
computer aided real time (CART)									
lamps or spotlights on interpreter									
TDD ___ telebraille ___ relay services ___									
calendar system									
Other:									

- \*Criterion referenced assessment (TAAS)(1):
- \_\_\_ will take reading
  - \_\_\_ will take mathematics
  - \_\_\_ will take writing
  - \_\_\_ will take social studies
  - \_\_\_ exempt in all areas
  - \_\_\_ will take science
  - \_\_\_ not offered for this student's grade placement

- End-of-Course Examinations (2):
- \_\_\_ not enrolled in Algebra I or Biology I
  - \_\_\_ will take Algebra I
  - \_\_\_ will not take Algebra I
  - \_\_\_ will take Biology I
  - \_\_\_ will not take Biology I

Modifications as defined in test administration materials:  
 \_\_\_\_\_  
 \_\_\_\_\_

Modifications as defined in test administration materials:  
 \_\_\_\_\_  
 \_\_\_\_\_

(1) Until Spanish TAAS tests are available, LEP students exempt from the English TAAS must be tested with alternative measures of accountability.  
 (2) The only students not required to test are students receiving content modifications resulting in an "S" on the transcript, as stated in test administration materials. These materials also provide information about testing these students for local purposes.  
 \* Denotes required items