

Parental IEP Plan: Visual Impairment (Including Blindness)
Elementary School (Visual Impairment)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

Elementary School (Visual Impairment)

- Has my child received a full assessment for vision needs, and what were the results? Specifically, I want to know about the functional vision evaluation and learning media assessment. Did they determine if she should be a braille reader or use large print? IDEA requires the IEP team to provide for Braille instruction unless after evaluation it's deemed not appropriate. What did the team decide regarding Braille for her?

If she's not learning Braille, what is the plan to ensure she can access print – is it large print books, magnifiers, or maybe audio books at this stage? I want to understand the rationale so I can support it (for example, "She has enough vision to read large print" or "Her vision is such that we should start Braille now to prepare for future").

- What accommodations and tools are used daily to help her access the curriculum? For instance, does she have a CCTV (closed-circuit television magnifier) for reading books? Does she use bold lined paper or a dark marker for writing so she can see her work? If on the computer, is she using screen magnification or text-to-speech?

Also, how does she do things like math or art – are there tactile or enlarged materials? I'd love specifics: e.g., "In math we give her raised-line graph paper" or "For diagrams, the teacher provides a tactile graphic." Knowing this helps me reinforce or even get similar tools for home use.

- Is a Teacher of the Visually Impaired (TVI) involved, and what is their role? I assume a TVI consults or works with her. How often do they come? Do they teach her specific skills like Braille (if that's started) or using a cane, or do they mostly advise the classroom teacher? I'd like to meet with the TVI at the IEP to align on goals like learning Braille alphabet, improving tactile discrimination, etc., if those are relevant.

Also, does the TVI conduct any specialized instruction, like teaching concepts that other kids learn visually (e.g., what a horizon is, or how maps work, by using tactile versions)? This is important because some ideas need explicit teaching when a child can't see typical Visuals.

- Is Orientation and Mobility (O&M) training included in her IEP? Even in elementary, many children with visual impairments get O&M services to learn safe navigation. Does she have an O&M specialist teaching her how to walk with a cane, how to listen for traffic, or how to orient herself in the school building?

If not yet, when will that start? I believe early O&M is beneficial, even if it's just basics like trailing a hand along the wall or identifying landmarks in school. I'd like to ensure she'll become as independent as possible in getting around.

• What can we do at home to support her learning and independence? We're new to this too, and want to help. Should we be labeling things in Braille at home (if she's learning Braille)? Or should we be practicing certain tactile skills, like playing with shapes and textures to build those skills?

Also, do you recommend any particular routines, like keeping furniture in consistent places (we've done that mostly) or having her help with chores to build spatial awareness? And reading – if she's using large print, should we get large print books, or if audio, should we do more audio stories? Essentially, any guidance from the TVI or team on home reinforcement would be great. We want to ensure consistency between home and school in how we approach her visual impairment.



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