



V. Special Factors (I-5)

“Special Factors” **MUST** be considered at the IEP meeting. If, after consideration, it is determined that no Special Factors exist for the student, check no on the bottom of I-4. If yes, complete the I-5 and check “yes” on the bottom of the I-4.

Impedes Others:

- Does the student’s behavior impede the learning of self or others? Check yes or no.
- If yes, do not list the negative behaviors. Simply list the positive behavior interventions used with the student to help with success.
- Plan attached: Three (3) options available – check the appropriate option
 - not applicable
 - behavior Intervention Plan (BIP)
 - other

English Language Learner:

- If the student is an English Language Learner, check yes.
- List the student’s most recent “ACCESS for ELLs” or “Alternate ACCESS for ELLs” score.
- Indicate if the student is receiving language acquisition programming.
- Describe two (2) to four (4) specific instructional strategies that correlate with the overall English language proficiency level, and the student’s grade level that should be implemented within the classroom in order to increase the student’s English language proficiency needs.
- Since preschoolers are not identified as an English Language Learner, describe the language exposure and language background in the English Language Learner section. In addition, describe two (2) to four (4) specific instructional strategies that will be implemented within the classroom in order to increase the student’s English language proficiency needs.
- Make sure to complete the I-7C (Participation in Statewide Language Assessment).

Visually Impaired:

- Check the statement that describes your student

Communication Needs:

- Answer two (2) questions about general communication needs
 - Are there communication needs that hinder learning?
 - Does the student need to learn or use special language or communication skills and strategies?
- For deaf or hard of hearing students, answer these questions:
 - Does the student have opportunities for direct communication with peers and professional personnel in his or her language and communication mode and at the student’s academic level? For example, a hearing impaired student may need opportunities to communicate with peers and teachers with American Sign Language (ASL).
 - What is the student’s full range of needs, including opportunities for direct instruction in the student’s language and communication mode?

Assistive Technology:

- The IEP team must consider whether the student needs AT services and/or devices.
- If yes, list and describe all of the AT devices and services that the student is currently using. If you intend to try devices with the student, list or describe what you want to try and what need is being addressed. (e.g., Because of challenges with spelling, the student will try word prediction software.)
- Remember: A student may use AT tools, but many not need AT related services. AT tools can be supported by a variety of people. Any and all tools should be listed in the Special Factors area even if AT related services are not checked.
- Remember: Students requiring consistent and ongoing support from AT personnel will have AT related services checked. AT as a related service can only be added or dismissed from a student’s IEP via an IEP team meeting.
- OT/PT will document any other assistive devices such as wheelchairs, standers, etc. and give a description regarding the function of the device.
- If the student owns the equipment, it will be documented.
- For more detailed information: <http://www.kusd.edu/departments/assitivetechology/iep.html>