Guidelines for Discussion on Consideration of Special Factors (Individuals with Disabilities Education Act 2004) When a Student Is Deafblind

The purpose of this document is to guide Individualized Education Program (IEP) teams in thoroughly discussing and documenting the Special Factors that address the unique educational needs of students who are deafblind, as outlined in IDEA. The guiding "questions to consider" within this document are provided to support meaningful discussion and informed decision-making during the IEP team meeting. The questions in this resource document are taken directly from the Special Factors section of the IEP. Because some terms used are "disability specific," a glossary is included at the end of this document for clarity. Additional resources are also provided to support informed decision-making.

Deafblind students often experience complex sensory needs that may adversely affect the student's access to learning experiences, as well as educational performance, participation in instruction, and other activities. IEP teams should collaborate with teachers of the blind and visually impaired, teachers of the deaf and hard of hearing, interveners, interpreters, and other professionals who have knowledge of the needs of a student with deafblindness to ensure all communication and literacy options are fully considered.

1.) Does the student's behavior impede their learning or that of others? □ Yes □

No If yes, describe the student's behavioral needs:

Has a functional behavioral assessment (FBA) been conducted? □ Not Applicable □ Yes (Date: ______) □ No

Document positive behavioral interventions, strategies, and supports, and other services in the Program Summary.

When addressing whether a student's behavior impedes their learning or that of others, it is critical to approach this question through the lens of communication, especially for students who are deafblind. Behavior is often one of the most effective ways a student with deafblindness can express themselves, especially when other communication methods are not fully developed or not yet understood by others. As with many other students, what might appear as challenging behavior is frequently a deafblind student's attempt to communicate.

Students who are deafblind often have limited access to information about their surroundings and the people in the student's environment, leading to feelings of isolation. In addition, students typically learn to anticipate what will happen next from the information they incidentally receive from their surroundings. Incidental information for students who are deafblind may be incomplete, and thus, they may have difficulty knowing what to anticipate. Furthermore, many students who are deafblind have additional underlying medical conditions that cause physical discomfort or pain. For these reasons, what may seem like disruptive or inappropriate behavior is often a student's way of communicating. Their behavior may simply be attempts to share emotions, signal discomfort or pain, voice the student's preferences, communicate unmet needs, or avoid or seek additional sensory input.

When students can't make themselves understood in more typical ways, their behavior becomes their voice, used as an attempt to communicate. When a student's attempts to communicate go unrecognized or are misunderstood as disruptive behavior, it can negatively impact the student, including leading to increased frustration, withdrawal, difficulty forming trusting relationships, or disciplinary actions such as removal from learning activities.

By viewing behavior through the lens of communication, service providers can more effectively support a student's ability to communicate clearly, build stronger connections, and create more meaningful opportunities for engagement and learning. This perspective also leads to more effective and supportive interventions, promotes access to learning, and ensures that behavior is understood as part of the student's overall communication profile. Service providers should work together to determine the function of the student's behavior within the context of deafblindness, remembering to interpret behavior as communication, explore possible medical or sensory contributors, and ensure that students have access to reliable and meaningful communication systems. Collaboration with interveners, speech-language pathologists, occupational therapists, physical therapists, teachers of the deaf, teachers of the blind and visually impaired, interpreters, and other school personnel familiar with the student is essential for accurate assessment and meaningful planning of communication support.

Questions to consider:

- Is the behavior a response to an unmet sensory or environmental need?
- Are there any medical factors at play? Could the student be experiencing pain?
- Does the behavior signal frustration, fatigue, or confusion due to inaccessible instruction?
- Does the student have sufficient information about the environment and people around them?
- Has the student been provided with consistent and accessible communication supports (e.g., tactile sign, object cues, touch cues, calendar systems)?
- Are school personnel trained to recognize and respond to the student's unique communication modes?

2.) Is the student an English Learner (EL)? □ Yes □ No

If yes, describe how this factor affects the student's needs related to this IEP:

In some cases, a student who is deafblind may also be an English Learner (EL). In the state of Wisconsin, students are identified as EL through a multi-step process (See the DPI EL Policy Handbook, Chapter 1-3) , which includes completing a Home Language Survey (HLS) at initial enrollment and then administering the WIDA Screener to verify language proficiency, as applicable to the results of the HLS. The IEP team should verify through initial enrollment records whether this status applies to the child. If the child was identified, the screener results will provide the child's most recent language proficiency levels across domains (i.e., listening, speaking, reading, and writing) that the child is able to access. As part of their IEP team the district should include ESL and/or bilingual professionals or other professionals with requisite knowledge in second language acquisition to guide the development of language accommodations working in tandem to disability related accommodations and/or modifications that support IEP goals. These goals should support both language acquisition and access to grade-level academic content, while also addressing implications for participation in the Wisconsin Student Assessment System (WSAS). Additionally, the team will determine how the child will receive language instruction through the district language program and language accommodations in the classroom setting.

(Note: For a child in PK, there may not be a record of official identification; however, when an HLS completed for PK enrollment indicates language proficiency screening, the IEP team should be aware and considerate of needs through differentiation until their potential English Learner status is determined in 5K.)

Note: This does not apply to students whose home language is American Sign Language (ASL). ASL is a fully developed, natural language, but it is not considered a world language in the context of English Learner identification and assessment.

Questions to consider:

- What is the student's primary mode of communication for receptive and expressive communication (e.g., tactile sign language, visual sign language, spoken language, augmentative and alternative communication [AAC], touch cues, or object cues)?
- What language(s) or communication system does the student have exposure or access to at home and at school?
- What accommodations does the student need to access the assessment? Were these accommodations provided?
- How do hearing and vision losses affect the students' access to English language Input? How do the combined sensory losses limit opportunities to overhear or observe language (which are critical for ELs)?
- How do the student's English proficiency and sensory disabilities impact the student's ability to demonstrate knowledge on

standardized assessments?

- What is the student's current English Language Proficiency level?
- Is the student's communication and language proficiency adequate, enabling the student to succeed in acquiring grade-level skills and concepts within the general curriculum?
- What are the implications for instructional strategies and educational services?
- How will this student receive English language instruction via the district language education program?
- Are there barriers that prevent the student from accessing English Language Development meaningfully?
- How will the student's disability related needs be supported within the Language Instruction program?
- How will the team monitor progress toward English acquisition when the student's communication system is highly individualized?
- How will language accommodations be applied in the classroom/content learning settings?
- Do parents/guardians require language assistance?
- What other supports are needed?

3. In the case of a child who is blind or visually impaired, does the student need instruction in Braille or the use of Braille? (Attach Determining Braille Needs (ER-3) from the latest evaluation/reevaluation or any updated information.)

□ Not Applicable □ Yes □ No □ Cannot be determined at this time

If yes, describe needs, including Braille needs:

If no, explain why not:

When supporting a student who is deafblind who meets the disability category criteria for a student who is blind, visually impaired, or deafblind, the IEP team needs to complete the [Form ER-3, Evaluation Report: Documentation for Determining Braille Needs for a Child With a Visual Impairment.](#) Form ER-3 is used **only** when the IEP team determines a student has a visual impairment (see form ER-1). Wisconsin law and the Individuals with Disabilities Education Act (IDEA) require that the IEP provide for instruction in braille and the use of braille unless a determination is made that instruction in Braille or the use of Braille is not appropriate for the child. This evaluation must assess the student's current reading and writing skills, learning needs, preferred media, and future needs for braille. The Form ER-3 is used to document the required considerations and whether instruction in braille or the use of braille is appropriate for the child. This form should be attached to the IEP in the Special Factors section (Section I-C of Form I-4), indicating the student does **not** need instruction in braille or in the use of braille. 34 CFR § 300.324 (a)(2)(iii); Wis. Stat. § 115.787(3)(b)3. For more information, please read the OSEP Dear Colleague Braille Letter from June 19, 2013.

4.) Does the student have communication needs that could impede their learning?
□ Yes □ No

a. If yes, describe the communication needs (including speech and language needs):

b. If the student is deaf, hard of hearing, or deafblind, describe (a) the student's language and communication needs; (b) opportunities for direct communication with peers and school personnel in the student's language and communication mode; and (c) academic level and full range of needs, including opportunities for direct instruction in the student's language and communicative mode:

When considering the communication needs of a student who is deafblind, it is critical to recognize the unique and complex effects on a student's communication that result from the combined impact of vision and hearing loss. This dual sensory loss can significantly affect both receptive communication (how a student receives and understands information) and expressive communication (how a student conveys information to others). As a result, students may struggle to learn incidental information from both auditory and visual contextual clues in the student's environment that are easily accessed by peers. In addition, a dual sensory loss affects the student's ability to engage in both informal interactions and formal learning activities. This can create barriers to participation across multiple areas of learning, including academic, social, and functional development.

Many students who are deafblind rely on alternative or multimodal communication systems, such as tactile sign language, tangible symbols, real objects, object cues, gestures, behaviors, AAC devices, speech, touch cues, or other individualized forms of communication. These systems must be consistently supported and used across environments by school personnel trained in the student's preferred mode of communication.

Educational teams should address both expressive and receptive communication needs in a variety of settings.

Planning should include:

- Consistent, individualized communication supports that align with the student's needs, skills and preferences;
- Access to direct communication with peers and school personnel, including opportunities for natural, peer-to-peer

interaction;

- Explicit instruction that uses the student's preferred or established communication system to support both expressive and receptive language development;
- Environmental modifications that reduce barriers and enhance access to communication in all learning and social environments;
- Training and support for school personnel and peers to foster effective, respectful and responsive communication with the student;
- Consideration of how a student's communication needs impact access to academic instruction, social engagement, and participation in school activities, including extracurricular and non-academic activities.

Some students who are deafblind require the support of trained individuals, such as interveners or educational interpreters, to facilitate communication. These professionals play an important role in bridging communication gaps and ensuring that students can meaningfully engage with others. Without such support, students may experience isolation and miss out on essential opportunities for instruction, relationship-building, and language development.

Collaborative, intentional planning is essential to ensure that communication supports are in place, enabling students who are deafblind to build meaningful language, engage socially, and fully participate in educational experiences.

a) The Student's Language and Communication Needs:

Questions to consider:

- Which expressive and receptive communication modes does the student currently use across settings (e.g., tactile sign, spoken language, object symbols, real objects, AAC, gestures, behavior, and body language)? When do they use each mode?
- How does the student express wants, needs, refusals, choices, and emotions?
- How does the student best receive or understand communication?
- How does the student show they understand a message (e.g., following directions, responding physically, or responding using sign or speech)?
- Are there situations where communication breaks down? What causes communication breakdowns?
- What supports or accommodations are used (e.g., visual schedules, tactile cues, communication devices)?
- How many staff and peers at school understand and consistently use the student's communication mode, and who

are they?

- What is the student's primary mode of communication and language use, both expressive (how they communicate with others) and receptive (how they understand communication) across various settings?
- Are there dedicated supports (e.g., interveners, interpreters, other trained school personnel) to ensure communication access throughout the day?

WISCONSIN DEPARTMENT OF Public Instruction

WESP-DHH Wisconsin Deafblind Technical Assistance Project WDBTAP

Communication Modes Across Environments and Communication Partners

This chart helps document the different communication modes a student uses across settings and various communication partners. Check each box where the student uses that communication mode in the given setting or with the specified communication partner. Reviewing the completed chart can help identify patterns, gaps, and opportunities to support decision-making and strengthen communication strategies and intervention planning.

	Home and Community	School	With adults	With peers	With their intervener, if applicable
Behavior					
Gestures					
Touch cues					
Real Objects					
Object or Tangible Symbols					
Picture or Tactile Symbols					

AAC Device					
Protactile					
American Sign Language and other visual sign systems					
Tactile Sign Language					
Sign supported speech					
Receptive language sign and expressive language spoken					
Auditory Oral					

* See the glossary at the end of this document for definitions.

b) Opportunities for direct communication with peers and professional personnel in the child's language and communication mode ("direct communication" means person-to-person communication and not through an educational interpreter or intervener).

Questions to Consider

- With whom does the student have regular opportunities to communicate?
- Are those communication partners (peers and school personnel) trained in the student's preferred or primary communication modes?
- Does the student have access to communication with peers? Is it spontaneous, facilitated, or limited?
- Are there missed opportunities for communication due to a lack of trained school personnel or accessible environments?

c) Academic level and full range of needs, including opportunities for direct instruction in the student's language and communicative mode.

Questions to Consider

- Is academic instruction delivered in the student's primary language and communication mode?
- How is the curriculum adapted to support both content access and communication development?
- What is the student's current academic functioning level in literacy, math, and other areas? Is that assessment accessible?
- How does the student demonstrate understanding of academic content?
- Are there goals in the IEP targeting communication growth and access to language-rich experiences?
- What is the "full range of needs" for this student who is deafblind?

  (Check all areas that apply. Add any additional needs that should be addressed in the IEP.)

☐ Instruction in the expanded core curriculum for students who are deafblind (see glossary), including orientation and mobility and independent living skills.

☐ Access to the informal learning that occurs through environmental and contextual clues.

☐ Trained school personnel who are able to meet the unique communication needs of the student using the student's primary communication modes (e.g., tactile sign language, object symbols, ASL, Braille, tangible symbols, AAC devices, haptics, ProTactile, etc.)

☐ Access to assistive technology (AT) that supports communication and learning (e.g., Braille notetakers, refreshable Braille displays, screen readers, tactile graphics, hearing devices, communication boards, and captions).

☐ Auditory accessibility for students with usable hearing, including accommodations for cochlear implants, hearing aids, BAHAs, and DM systems.

☐ Visual accessibility for students with usable vision, including accommodations for low vision tools, sign language, captions, or visual schedules.

☐ Tactile accessibility for students who require information presented through touch (e.g., tactile maps, tactile sign, tangible symbols, Braille, and touch cues).

☐ Opportunities for meaningful social interaction with peers and adults, including facilitated peer communication using the student's preferred modes.

☐ Transition planning that addresses the specific needs, strengths, and post-school goals of students who are deafblind, including vocational and community access supports.

☐ Parent and family support and training to build strong, effective communication strategies at home and advocate for the student's needs.

☐ Other: ____

School districts meet their obligation to provide FAPE to each student with a disability, in part, by developing an IEP based on the student's unique, disability-related needs that is reasonably calculated to enable the student to make progress appropriate in light of the student's circumstances, documenting that program in the IEP, and implementing the program as articulated in the IEP. When determining the Least Restrictive Environment (LRE), the IEP team must base decisions on each student's individual needs and strengths. LRE may look different for each student because it's based on the student's disability-related needs.For students who are deafblind, the team must consider settings that allow for direct communication with same-age peers and regular interaction with school staff. The strong preference in IDEA is that each student be educated using the general education curriculum in the general education classroom. For students who are deafblind, the LRE is not always the general education classroom. Placement decisions should prioritize environments and educational approaches that foster communication, language development, peer interaction, and access to instruction. The team must also consider how the student will take part in the general education curriculum, as well as extracurricular and non curricular activities, with the support and services they need. Districts must ensure that each student with a disability participates with nondisabled peers in extracurricular and non curricular activities to the maximum extent appropriate given the needs of that child. Each student's IEP team must determine whether the student needs supplementary aids and services in order to participate (34 CFR § 300.117).

What factors were considered when discussing an educational environment that is least restrictive for this student?

- ☐ Student's communication modes
- ☐ Skill of the student to directly interact with peers
- ☐ Interaction with school staff who are knowledgeable about the student and fluent in the student's communication modes.
- ☐ Access to school information available to all students
- ☐ Student's participation and progress in general education instruction and age or grade-level curriculum
- ☐ Supports and Services needed for academic success
- ☐ Continuum of placements that will provide the educational environment needed to meet the academic and functional (including social and emotional) needs of the student including:
    - ☐ the school the student would attend if they did not have a disability
    - ☐ schools within the district
    - ☐ schools within neighboring districts

☐ schools within the CESA

☐ schools within the state

5). Does the student need assistive technology services or devices?
□ Yes □ No

Consider any item, piece of equipment, product system, or service to increase, maintain, or improve the student's functional capabilities. In addition to assistive technology provided for the student's other needs, discuss if the student accesses, uses, and derives meaning from age or grade-level standard printed text when considering accessible education materials (AEM) and the need for assistive technology.

If yes, describe the student's assistive technology needs:

Document necessary services or devices in the Program Summary.

When considering whether a student with deafblindness needs assistive technology (AT) services or devices, it's important to look closely at how the student's combined hearing and vision loss affects the student's access to information, movement around the environment safely, and participation in learning. Because students with deafblindness often face significant challenges with reading printed text, hearing spoken instructions, or seeing visual materials, the use of AT (including no tech, light tech, and high-tech AT options) can play a key role in helping the student to more fully participate in educational programming.

For example:

☐ Abacus

☐ Alerting system, visual alarm, or vibration-based altering systems

☐ Audiology services

☐ Braille notetaker

☐ Captioning of films and other media

☐ CART captioning

☐ CCTV

- ☐ Communication apps
- ☐ Communication software
- ☐ Embossers
- ☐ FM/DM system
- ☐ Large print digital or printed materials
- ☐ Magnifiers including handheld, digital, or software
- ☐ Monitoring support using hearing aids, cochlear implant, BAHA
- ☐ Object Schedules
- ☐ Other Assistive Listening Device
- ☐ Refreshable braille display
- ☐ Screen reading software
- ☐ Specialized mobility aids
- ☐ Speech-generating devices
- ☐ Tactile graphics
- ☐ Tangible Symbols
- ☐ Videophones
- ☐ Video relay service (VRS)
- ☐ Other

It is also important for the team to consider the types of support (e.g., direct services, coaching, training, or consulting) the student may need so they can use AT tools. The student and school personnel may need training to effectively use these tools. In addition, the classroom environment may need to be adjusted, and technical support may be necessary in order to ensure that the use of technology is effective.

The team should work collaboratively to assess how the student currently accesses learning materials and interacts in the classroom. Multiple perspectives are valuable. IEP team discussion should include how the student uses age or grade-level materials and whether current tools or strategies meet the student's needs. An essential part of choosing assistive technology tools is making sure the selected tools match the student's individual visual, auditory, and any other needs. For students with deafblindness, it is especially important to avoid assistive technology that is inaccessible, visually or auditorily, or that does not match the student's current stage of communication development. A tool may appear to be accessible, but it may not be appropriate if it doesn't support the student's preferred ways of expressing themself. The goal of providing these supports is to make sure the student has the right tools to build independence, stay engaged, and access learning in a way that increases the student's access to the curriculum and learning environment.

GLOSSARY

American Sign Language (ASL) is the primary language used by many individuals in the Deaf community in the USA and parts of Canada. With over 200 years of evolution, ASL is a fully developed visual language that uses handshapes, facial expressions, and body movements to convey meaning. ASL has its own unique grammar and syntax, separate from English. ASL is a language used for communication and learning for individuals who do not have full access to spoken language.

Auditory Oral is a communication approach that emphasizes using residual hearing and spoken language to learn and communicate. This approach encourages the use of speechreading and auditory cues to support comprehension and focuses on the production of oral speech as the expressive communication modality.

Augmentative and Alternative Communication (AAC) involves using various methods besides speech or sign language in order to communicate, including assistive technology, like voice output devices and apps.

Behaviors and Body Language can serve as a form of communication, whether intentional or preintentional. Pre-intentional behaviors occur when an individual does not understand that their behavior can influence another person's actions (e.g., crying, the reflex of smiling, startling, sucking on fingers or objects to indicate hunger). These behaviors signal needs or emotions that, even if they aren't directly intended to communicate, are often reflexive and typically occur in the earliest stages of communication development. Intentional behaviors are purposeful actions, where the individual understands their actions can affect others and uses those actions to get a response (e.g., reaching toward a desired object, pushing an object away, taking an adult's hand, crying while looking at a person). These behaviors convey a specific message or express a need. These behaviors reflect a more deliberate effort to communicate.

English-Based Sign Language(s) are sign modalities (e.g., CASE, SEE) that have been invented with the intention of representing English on the hands. There are several different forms of English-based sign languages that have been developed and evolved since the 1970s. English-based sign language is a representation of English, not a language, and is generally used by teachers in the educational setting; it is not generally used by the community of adults who are Deaf, hard of hearing, or deafblind.

Object Communication is one method of using symbols that can be used to give students who are deafblind a meaningful way to communicate. Objects are used to represent activities, people, or places, such as a piece of carpet to mean "carpet time" or a spoon to mean "mealtime." These objects help students understand their environment, what's happening, what will happen next, make choices, and express themselves when other forms of communication aren't accessible. The specific objects used are chosen based on the student's personal experiences with the activity, person, or place.

Oral language involves using spoken words, phrases, and sentences to convey meaning. To comprehend what a communication partner is saying, the deafblind student utilizes any remaining hearing ability along with lip-reading. Oral language is used when using an auditory-oral communication approach.

Picture Communication is another method using visual symbols and can be used by students who are deafblind to support expressive and receptive communication. Such symbols may include a range of visuals such as photographs, line drawings, and picture symbols. These visuals fall along a hierarchy, from concrete (photos of real objects) to more abstract (drawings and symbols), and should be selected based on the student's understanding of symbols. Materials should be adapted as needed, such as using high-contrast images, raised lines, or tactile symbols. Some students may point to or feel an image to express themselves, while others may create their own images to communicate ideas, needs, or feelings. Providing a consistent set of communication symbols helps students actively participate and make choices in a meaningful way.

ProTactile Language is a recognized language developed by and for Deafblind individuals in the United States. Unlike tactile versions of American Sign Language (ASL), which are adapted from a visual language, Protactile is a touch-based language that was created to reflect the unique experiences, communication needs, and culture of the Deafblind community. Rather than relying on visual or adapted sign systems, Protactile uses physical contact and spatial awareness through touch to convey meaning. It includes its own structure, grammar, and feedback strategies that allow for rich, interactive communication. Protactile is not a variation of ASL. It is a distinct language shaped by and for Deafblind individuals.

Sign Supported Speech is the use of spoken language while simultaneously incorporating selected signs to support a student's comprehension or expression of the concept being discussed. It is most often used when the student can hear parts of a spoken message but needs additional (visual) support to fully receive or comprehend the message. Usually, the student's preferred mode of expressive communication is speech.

Tactile Sign Language is a communication method for students who are deafblind, in which the student places their hands over the signer's hands to feel the shape, movement, and location of the signs. This allows the student to understand the signs through touch, rather than sight. This method is used when visual signing isn't accessible due to significant vision loss.

Touch Cues are simple, consistent ways to use touch to let a student who is deafblind know what's about to happen. Since a student with deafblindness may not see or hear what's going on around them, touch cues help reduce confusion and make routines feel more predictable. Each student may need different types of touch based on how they understand and respond to physical contact. Touch cues can be helpful for students of any age, especially those who are still developing communication. Examples of touch cues could be gently lifting the student's arms and pausing before picking them up, gently tapping the student's hip before diapering, or gently touching the student's face before wiping it.

Vocalizations encompass a range of sounds and noises a student who is deafblind might make with their voice, such as crying, laughing, moaning, or squealing. These vocalizations, along with other nonverbal communication methods like behaviors and body language, can be used by deafblind individuals to communicate.

Resources

Assistive Technology Resources

Accessible Educational Materials (AEM), Wisconsin DPI

Assistive Technology (AT), Wisconsin DPI

Bulletin 22.02: Assistive Technology, Wisconsin DPI

Light, Mid, and High-Tech AAC. Same…But Different, Super Power Speech and Education

Behavior Resources

[Behavior Supports Guidance Document](), Texas School for the Blind and Visually Impaired

[Functional Behavioral Assessment Resources](), Wisconsin DPI

Braille Resources

[Bulletin 10.01 Educating Blind and Visually Impaired Students; Policy Guidance](), Wisconsin DPI

[Bulletin 20.02 Legal Requirements for Accessible Materials (AEM) for Students with Print Disabilities](), Wisconsin DPI

[OSEP Dear Colleague Letter on Braille](), US Department of Education

Communication Resources

[Assessment of Deafblind Access to Manual Language Systems (ADAMLS)](), Co-Authors Robbie Blaha and Brad Carlson, distributed by DB-Link

[Communication and Learning Assessments](), National Center on Deafblindness (NCDB)

[Communication Matrix]()

[Communication Matrix Modules](), West Virginia Department of Education

[Overview of Communication Methods](), National Center on Deafblindness (NCDB)

English Learner Resources

English Learner Handbook

Expanded Core Curriculum Resources

The Expanded Core Curriculum (ECC) is a set of specialized concepts and skills designed to support students with sensory impairments by addressing needs that the general education curriculum does not typically cover. The ECC includes essential skill areas such as communication, social interaction, independent living, self-advocacy, sensory efficiency, orientation and mobility, assistive technology, recreation and leisure, and career education. These areas help students access the curriculum, develop independence, and participate fully in school, work, and community life. The ECC is individualized to meet each student's specific strengths and challenges. For students who are deafblind, the Expanded Core Curriculum (ECC) draws from the ECCs for deaf or hard of hearing, blind or visually impaired, and deafblind students.

Expanded Core Curriculum for Students Who Are Blind and Visually Impaired, Wisconsin Center for the Blind and Visually Impaired (WCBVI)

Expanded Core Curriculum Considerations for Students who are Deafblind, Texas School for the Blind and Visually Impaired Outreach Program

Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing, Wisconsin DPI

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