

OPERATING PROCEDURES

SPECIAL FACTORS—AUTISM

Goose Creek CISD

101911

Legal Framework: [Special Factors—Autism](#)

Category: Admission, Review, and Dismissal Committee

Template update Oct 2016

"[Office of Special Education Programs (OSEP)] recognize[s] that [applied behavior analysis] ABA therapy is just one methodology used to address the needs of children with [autism spectrum disorder] ASD and remind States and local programs to ensure that decisions regarding services are made based on the unique needs of each individual child with a disability (and the child's family in the case of Part C of the [Individuals with Disabilities Education Action] IDEA)." *OSEP Dear Colleague Letter* (July 6, 2015).

Application Guidance

- [Texas State Leadership for Autism Training \(TSLAT\)](#) (Region 13 ESC)

Through the implementation of the Goose Creek CISD policies and procedures as outlined in the [Legal Framework](#) for the Child-Centered Special Education Process, the Goose Creek CISD ensures that the admission, review, and dismissal (ARD) committee considers the needs of a child with autism as required by the IDEA and its accompanying federal regulations, state statutes and regulations.

PERSONS RESPONSIBLE: ARD Committee members, BCBA, and Behavior Specialists

TIMELINES: Annually at each Annual ARD

MATERIALS: eSped Autism Supplement

Procedures:

Autism Supplement

19 TAC § 89.1055

An Autism Supplement must be completed for any student in Goose Creek CISD who has the eligibility of AU. The AU supplement has several strategies that must be considered by the ARD committee. The AU supplement must be completed at the Annual ARD at the minimum.

For initially placed students, the LSSP will complete the AU Supplement. For annual reviews, the special ed teacher should collaborate with other staff members to complete the supplement which will be reviewed at the ARD meeting.

Below are the 11 strategies that are found on the AU supplement and must be considered, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. **Extended educational programming** (for example: extended day and/or extended school year services that consider the duration of programs/settings based on

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- assessment of behavior, social skills, communication, academics, and self-help skills);
2. **Daily schedules** reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies);
 3. **In-home and community-based training** or viable alternatives that assist the student with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community);
 4. **Positive behavior support** strategies based on relevant information, for example:
 - a. Antecedent manipulation, replacement behaviors, reinforcement strategies, and data- based decisions; and
 - b. a Behavior Intervention Plan developed from a Functional Behavioral Assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings;
 5. Beginning at any age, **futures planning** for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
 1. **Parent/family training and support**, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD), that, for example:
 - a. provides a family with skills necessary for a child to succeed in the home/community setting;
 - b. includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum); and
 - c. facilitates parental carryover of in-home training (for example: strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings);
 2. Suitable **staff-to-student ratio** appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example:
 - a. adaptive behavior evaluation results;
 - b. behavioral accommodation needs across settings; and
 - c. transitions within the school day;
 3. **Communication interventions**, including language forms and functions that enhance effective communication across settings (for example: augmentative,

incidental, and naturalistic teaching);

4. **Social skills** supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing);
5. **Professional educator/staff support** (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP); and
6. **Teaching strategies** based on peer reviewed, research-based practices for students with ASD (for example: those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training).

If the ARDC determines that services are not needed in one or more of the areas, the IEP must include a statement to that effect and the basis upon which the ARDC made that determination.