

# Autism Supplement: Commissioner's Rules-TEA Guidance Document Table

<p><b>Commissioner's Rules Concerning Special Education Services §89.1055. Content of the Individualized Education Program (IEP)</b> (<a href="http://www.tea.state.tx.us/rules/commissioner/adopted/1007/89aa-two.pdf">http://www.tea.state.tx.us/rules/commissioner/adopted/1007/89aa-two.pdf</a>)</p> <ul style="list-style-type: none"> <li>▪ strategies shall be considered, based on peer-reviewed research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP (e)</li> <li>▪ If the ARD committee 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 determination was made (f)</li> </ul>	<p><b>Commissioner's Rules Guidance Document Content of the Individualized Education Program (IEP)</b> (<a href="http://www.tea.state.tx.us/special.ed/guidance/rules/89.1055.html">http://www.tea.state.tx.us/special.ed/guidance/rules/89.1055.html</a>)</p> <ul style="list-style-type: none"> <li>▪ Schools must consider all eleven strategies in 89.1055(e) for students eligible under §89.1040(c) (1). Consideration of these strategies in no way implies a requirement to implement any particular strategy. It is the responsibility of the ARD committee to determine which of the strategies, if any, should be included in a student's IEP.</li> <li>▪ The emphasis an ARD committee places on each consideration should be contingent on the needs of the individual student. A student with limited or no functional communication system should have that area addressed as a priority. Addressing vocational and transition needs is likely to be more important for higher functioning individuals entering high school than it is for pre-school age students. In order to make informed decisions regarding these strategies, ARD committees require accurate and detailed evaluations.</li> <li>▪ When the ARD committee determines that services are not needed in one or more of the areas specified in 89.1055(e)(1)-(11), the ARD committee must include in the IEP a statement indicating that the services are not needed and the basis upon which the determination was made. The statement may address the services collectively or individually. An ARD committee may wish to include specific examples of a student's current level of competency when addressing services.</li> </ul>
<p><b>Strategies:</b></p>	<p><b>Guidance:</b></p>
<p>1. <b>Extended educational programming</b> for example: extended day and/or extended school year services, that consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills</p>	<ul style="list-style-type: none"> <li>▪ An ARD committee should consider a student's functional communication system, which may require instruction and intervention beyond the normal school schedule. The same may be said for interpersonal and behavioral skills.</li> </ul>

<p>2. <b>Daily schedules</b> 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</p>	<ul style="list-style-type: none"> <li>▪ Students with autism generally benefit from a regular routine; therefore, a daily schedule which lists activities in which the student is an active participant throughout the day as well as alternate schedules for exceptions to the regular routine (i.e. field trips, substitute teachers, programs, pep rallies, etc.) provides important information to the student and those who work with the student.</li> </ul>
<p>3. <b>In-home and community-based training</b> 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</p>	<ul style="list-style-type: none"> <li>▪ A student with autism may have difficulty generalizing skills from one environment to another. In-home/community-based training is an option an ARD committee may choose for a student with autism in order for the student to learn or reinforce social skills in a variety of settings.</li> <li>▪ An ARD committee may determine that in-home training should consist of a person with training in the area of disability meeting face-to-face with parents and/or the student with autism. It may also determine that in-home training consists of a videotape made available for use by the family to teach/learn specific skills. An ARD committee should consider providing in-home training based on the individual needs of the student.</li> </ul>
<p>4. <b>Positive behavior support</b> 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</p>	<ul style="list-style-type: none"> <li>▪ The phrase “for example” is used to denote examples of potential strategies rather than a requirement to use a specific methodology.</li> <li>▪ The phrase also indicates that what follows are some of the specific strategies/processes that have been shown to be effective with individuals having an Autism Spectrum Disorder, and that the examples are neither exhaustive nor mutually exclusive. While it is the responsibility of an ARD committee to make decisions regarding appropriateness of interventions based on the unique needs of an individual student, there is no one-size-fits-all approach to providing services to students with autism. In many situations several intervention strategies may be implemented at the same time.</li> </ul>
<p>5. Beginning at any age, <b>futures planning</b> for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments</p>	<ul style="list-style-type: none"> <li>▪ “Futures planning” refers to transition services, which generally begin by age 16, but may begin at an earlier age on an individual basis as determined by an ARD committee.</li> </ul>

<p>6. <b>Parent/family training and support</b> provided by qualified personnel with experience in Autism Spectrum Disorders (ASD), that, for example:</p> <ul style="list-style-type: none"> <li>- provides a family with skills necessary for a child to succeed in the home/community setting (A);</li> <li>- 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 (B);</li> <li>- 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 (C).</li> </ul>	<ul style="list-style-type: none"> <li>▪ A school should provide information regarding local resources available to parents/families of students with autism. Some resources to consider are parent support groups, workshops, videos, conferences and materials designed to increase parent knowledge of specific teaching and/or management techniques related to the child's IEP.</li> <li>▪ Schools should offer parent training that fosters continuity across settings for a student with autism. Training should focus on generalization of IEP-related skills and include areas such as behavior management, interpersonal skills, communication training and/or structured environments across all settings.</li> </ul>
<p>7. <b>Suitable staff-to-student ratio</b> 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...for example:</p> <ul style="list-style-type: none"> <li>- adaptive behavior evaluation results (A);</li> <li>- behavioral accommodation needs across settings (B); and</li> <li>- transitions within the school day (C).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff-to-student ratios are determined by ARD committees on an individual basis.</li> <li>▪ When determining staff-to-student ratios, an ARD committee should consider the setting, a student's communication abilities and present level of competence in each area of instruction.</li> <li>▪ Typically, a student in the acquisition phase of development may need more direct intensive instruction relative to later phases. As a student moves through the phases, there should be less adult supervision, more self-monitoring and therefore, a higher staff to student ratio.</li> </ul>

<p>8. <b>Communication interventions</b>, including language forms and functions that enhance effective communication across settings, For example: augmentative, incidental, and naturalistic teaching</p>	<ul style="list-style-type: none"> <li>▪ Teachers may wish to consider strategies such as augmentative, incidental, and naturalistic communication interventions, including language forms and functions that enhance effective communication across settings.</li> <li>▪ Teachers should also consider a student’s style of learning and the portability of a communication strategy.</li> </ul>
<p>9. <b>Social skills supports and strategies</b> 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</p>	<ul style="list-style-type: none"> <li>▪ Teachers may wish to consider social skills supports such as trained peer facilitators, video modeling, social stories or role playing.</li> </ul>
<p>10. <b>Professional educator/staff support</b> For example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP</p>	<ul style="list-style-type: none"> <li>▪ Schools are responsible for training teachers and paraprofessionals to effectively implement programs for students with autism. Training may include a foundation of scientifically-based research interventions/strategies.</li> </ul>
<p>11. <b>Teaching strategies</b> based on peer reviewed , [and/or] 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</p>	<ul style="list-style-type: none"> <li>▪ Strategies listed are among the many available instructional options an ARD Committee may wish to consider when developing an IEP. The inclusion of a strategy in TAC 89.1055(e)(11) should not be misinterpreted as an endorsement of any particular methodology. Examples of such strategies may include discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication or social skills training. While it is the responsibility of an ARD committee to make decisions regarding appropriateness of strategies based on the unique needs of an individual student, there is no one-size-fits-all approach to providing services to students with autism.</li> </ul>