Consideration 1: Extended Educational Programming

For assistance with this consideration, please refer to the *Provisions of Extended School Year Services for Parents and Educators* at http://www.ped.state.nm.us/SEB/community/index.html.

In order to address this consideration, it is helpful to ask the following questions:

☐ Yes ☐No   Does the review of data show that the student experiences significant regression in adaptive behaviors or learned skills (social, motor, behavioral, academic, self-help and communication) overly regularly scheduled school breaks during the year?

☐Yes ☐No   Does the review of data show that the student requires a significant amount of time and effort to recoup previously learned behavior and skills?

☐Yes ☐No   Does the review of data indicate that the benefits to be derived from an extended educational program outweigh the positive benefits of a summer vacation?

☐Yes ☐No   Did the IEP team determine that ESY would best meet the need the needs of the student? Why or why not?_____
_____

If YES was answered to any questions, please address in the IEP. The following sections of the IEP should be utilized to address and document the needs concerning ==Extended Educational Programming==:

1) Student Profile
2) Present Levels of Academic and Functional Performance
3) Extended School Year
4) Prior Written Notice of Proposed Actions

The IEP team has reviewed the documentation and has determined the following:
☐ The student is **not** eligible for ESY services.
☐ The student requires the following ESY services:
☐Instructional
☐Behavioral
☐Related Services (Identify):_____

Consideration 2: Daily Schedules

For assistance with this considerations, please refer to the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/index.html.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes   ☐No   Does the student need assistance to adapt to daily schedule
                 changes such as transitioning from one environment to another
                  (ex: classroom to lunch, recess, back to class)
☐Yes   ☐No   Does the student react to changes in noise level within the same
                 environment or transitioning to another environmental setting?
☐Yes   ☐No   Does the student need visual or physical cues to adjust to
                 changes within the daily schedule?
☐Yes   ☐No   Does the student need adult supervision for school drills (fire
                 drills, evacuation drills)

If YES is answered to any questions please address in the IEP. The following sections of the IEP should be utilized to address and document the needs concerning Daily Schedules reflecting minimal unstructured time and active engagement in learning activities:

1) Student Profile
2) Present Levels of Academic and Functional Performance
3) Least Restrictive Environment
4) Instructional Accommodations and/or Modifications
5) Medical/Significant Health Information
6) Schedule of Services
7) Setting
8) Prior Written Notice of Proposed Actions

Consideration 3: In-home and Community Based Training

For assistance with this consideration, please refer to the *Developing Quality IEPs Manual* at http://www.ped.state.nm.us/SEB/technical/index.html.

For parental resources, such as the Parent Training Information Centers, information can be found in the Procedural Safeguard notice located at http://www.ped.state.nm.us/SEB/technical/Parent%20and%20Child%20Rights.pdf or *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes ☐No Does the child need a specific schedule and cues to adjust socially at home with family members?

☐Yes ☐No Does the parent/family have access to adequate resources to Implement appropriate strategies to foster appropriate social/ behavioral skills?

☐Yes ☐No Does the family need assistance to support transitioning process from home to school and/or school to home?

If YES is answered for any questions, what agency was the parent referred to: _____
_____

*Document under interagency linkages in the IEP.

The following sections of the IEP should be utilized to address and document the needs concerning In-home and Community Based Training or viable alternatives that assist the student with acquisition of social/behavioral skills:

1) Student Profile
2) Present Levels of Academic Functional Performance
3) Extended School Year
4) Annual Measurable Goals in Identified Areas of Need- Functional Performance
5) Transition Services/Interagency Linkages
6) Schedule of Services
7) Least Restrictive Environment
8) Prior Written Notice of Proposed Actions

Consideration 4: Positive Behavior Support Strategies

For assistance with this consideration, please refer to the *Addressing Student Behavior a Guide for All Educators* at http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf or the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes   ☐No   Is the student unable to follow the school wide rules and discipline plan?

☐Yes   ☐No   Is the student unable to follow the classroom rules?

☐Yes   ☐No   Does the student have a difficult time understanding the consequences of his/her behavior?

☐Yes   ☐No   Does the student need visual and physical cues to replace behaviors that are socially inappropriate?

☐Yes   ☐No   Does the student require consistent implementation of reinforcement strategies to achieve specific social behaviors?

☐Yes   ☐No Does the student display a pattern of socially inappropriate behaviors within a specific time of day or environment?

☐Yes   ☐No Does the student display a pattern of positive behaviors after the implementation of specific behavior modification strategies?

☐Yes   ☐No Does a Functional Behavior Assessment need to be developed to address the behaviors in question?

☐Yes   ☐No Does a Behavior Intervention Plan need to be developed based upon the FBA?

If YES is answered to any of the questions please address in the IEP. The following sections of the IEP should be addressed to address the needs concerning Positive Behavior Support Strategies (PBS):

1) Student Profile
2) Present Levels of Academic Functional Performance
3) Discipline
4) Annual Measurable Goals in Identified Areas of Need- Functional Performance
5) Schedule of Services
6) Least Restrictive Environment
7) Prior Written Notice of Proposed Actions

Consideration 5: Futures Planning (beginning at any age)

For assistance with this consideration, please refer to the following technical assistance manuals:

Developing Quality IEPs Manual at http://www.ped.state.nm.us/SEB/technical/index.html

New Mexico Guidance: Children Transitioning from IDEA Part C to IDEA Part B at http://www.ped.state.nm.us/SEB/technical/index.html

Graduation Options for Students with Disabilities
http://www.ped.state.nm.us/SEB/technical/GraduationOptionsStudentswithDisabilities.pdf.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes   ☐No   Does the student need assistance with resources to transition to
                 post secondary environments and/or daily living skills within the
                 community?
                 If YES, identify the specific areas and address in the IEP:_____

                 _____

                 _____

If YES is answered for any questions please address in the IEP. The following sections of the
IEP should be utilized to address and document the needs concerning Futures Planning:

  1) Student Profile
  2) Consideration of Special Factors
  3) Present Levels of Academic and Functional Performance
  4) Annual Measurable Goals in Identified Areas of Need- Academic and Functional
     Performance
  5) Schedule of Services
  6) Transition Services/Interagency Linkages
  7) Age of Majority
  8) Least Restrictive Environment
  9) Prior Written Notice of Proposed Actions

☐Yes   ☐No   Does the family have access to resources regarding transition
                 from daily home life to daily life within the community?
                 If NO, identify and document the specific resources and linkages
                 needed to meet the transition needs of the student:_____

                 _____

                 _____

Consideration 6: Parent/Family Training and Support

For assistance with this consideration, please refer to the *Developing Quality IEPs Manual* at http://www.ped.state.nm.us/SEB/technical/index.html.

For parental resources, such as the Parent Training Information Centers, can be found in the Procedural Safeguard notice located at http://www.ped.state.nm.us/SEB/technical/Parent%20and%20Child%20Rights.pdf.

Resources for parents are also available in the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to consider the strategies, it is helpful to ask the following questions:

☐Yes   ☐No   Does the family have access to a qualified organization with
               qualified staff to assist with the acquisition of appropriate
               social/behavioral skills?

☐Yes   ☐No   Are the resources provided diversified in nature to foster
               consistent implementation of appropriate strategies to address
               social/behavioral skills?

☐Yes   ☐No   Does the training provide for consistency between environments
               (school –to-home, home-to-school, including transportation)?

If NO is answered to any questions, document where the parent was referred to in the Transition Planning/Interagency Linkages section of the IEP.

The following sections of the IEP should be utilized to address and document the needs concerning Parent/Family Training and Support:

1) Student Profile
2) Consideration of Special Factors
3) Present Levels of Academic and Functional Performance
4) Instructional Accommodations and/or Modifications
5) Prior Written Notice of Proposed Actions
6) Transition Planning/Interagency Linkages

Consideration 7: Staff to Student Ratio

For assistance with this consideration, please refer to the *Developing Quality IEPs Manual* at http://www.ped.state.nm.us/SEB/technical/index.html or the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes ☐No Is the student participating in a researched based practice program that requires intensive interventions from school personnel?

☐Yes ☐No Does the student need assistance to adapt to daily schedule changes such as transitioning from one environment to another (ex: classroom to lunch, recess, back to class, etc.)?

☐Yes ☐No Does the student react to changes in noise level within the same environment or transitioning to another environmental setting?

☐Yes ☐No Does the student need visual or physical cues, including those initiated by educational staff to adjust to changes within the daily schedule?

☐Yes ☐No Does the student need adult supervision for school drills (fire drills, evacuation drills, etc.)?

If YES is answered for any of the questions please address in the IEP. The following sections of the IEP should be utilized to address and document the needs concerning Staff to Student Ratio:

1) Student Profile
2) Consideration of Special Factors
3) Present Levels of Academic and Functional Performance
4) Discipline
5) Annual Measurable Goals in Identified Areas of Need- Academic and Functional Performance
6) Schedule of Services
7) Least Restrictive Environment
8) Prior Written Notice of Proposed Actions

Consideration 8: Communication Interventions

For assistance with this consideration, please refer to the *Developing Quality IEPs Manual* at http://www.ped.state.nm.us/SEB/technical/index.html or the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to address this consideration, it is helpful to ask the following questions:

☐Yes   ☐No   Does the student need access to assistive technology?

☐Yes   ☐No   Does the student's behavior improve with the use of assistive
                technology?

☐Yes   ☐No   Does the student's behavior worsen with the use of assistive
                technology?

☐Yes   ☐No   Is the use of assistive technology necessary across settings
                If so, specify:_____

☐Yes   ☐No   Does the student require speech services?

☐Yes   ☐No   Has the student tried a picture-based system?
                If so, specify the system and the results _____

If YES is answered for any questions please address in the IEP. The following sections of the IEP should be utilized to address and document the needs concerning Communication Interventions:

1) Student Profile
2) Consideration of Special Factors
3) Present Levels of Academic and Functional Performance
4) Annual Measurable Goals in Identified Areas of Need- Academic and Functional Performance
5) Schedule of Services and Settings
6) Least Restrictive Environment
7) Prior Written Notice of Proposed Actions

Consideration 9: Social Skills

For assistance with this consideration, please refer to the *Developing Quality IEPs Manual* at
http://www.ped.state.nm.us/SEB/technical/index.html or the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at
http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.
Or for specific information on conducting FBAs and developing BIPs see the *Addressing Student Behavior a Guide for All Educators* at
http://www.ped.state.nm.us/RtI/dl10/Addressing%20Student%20Behavior%20Guide%202010.pdf

In order to address this consideration, it is helpful to ask the following questions:

☐ Yes ☐ No Does the student have a difficult time interacting with peers or joining a play group or game?

☐ Yes ☐ No Does the student have trouble working with peers in a small group or large group of peers in a classroom setting?

☐ Yes ☐ No Does the student have difficulty generalizing appropriate social behavior from one setting to another?

☐ Yes ☐ No Does the student prefer to be by themselves in a social setting or in the classroom?

☐ Yes ☐ No Could the student benefit from a social skills curriculum?

If YES is answered for any questions please address in the IEP. The following sections of the IEP should be utilized to address and document the needs concerning Social Skills Supports:

1) Student Profile
2) Consideration of Special Factors
3) Present Levels of Academic and Functional Performance
4) Annual Measurable Goals in Identified Areas of Need- Academic and Functional Performance
5) Schedule of Services and Settings
6) Least Restrictive Environment
7) Prior Written Notice of Proposed Actions

Considerations 10 and 11: Professional Educator/Staff Support and Teaching Strategies based on peer-reviewed and/or researched base practices

The State's technical assistance manual for autism spectrum disorders contains many Peer Reviewed and Research Based Teaching Strategies. The manual, *Identifying, Serving and Educating Students with Autism Spectrum Disorders* can be found at http://www.ped.state.nm.us/SEB/technical/NM%20ASD%20Manual%20-%20February%202010.pdf.

In order to address these considerations, it is helpful to ask the following questions:

☐ Yes   ☐ No   Do the staff working with the student have general training about autism and strategies to implement the IEP? If NO, what is the plan and timeline for training? _____

_____

☐ Yes   ☐ No   Does the teaching and support staff have access to research based practices to support the implementation of a student's IEP?
If YES, describe the practices to be implemented: _____

_____

_____

If No, how will the district plan to acquire access to research based practices and the tentative timeline to implement:_____

_____

_____

☐ Yes   ☐ No   Does the teaching and support staff have access to assistive technologies to support the implementation of the student's IEP?
If YES, describe the available resources: _____

_____

_____

If NO, how will the district plan to acquire access to applicable assistive technologies and the tentative timeline to do so as well as the plan to train new staff:

_____

_____

_____

☐ Yes   ☐ No   Does the school site(s) have access to research based practices/ teaching strategies to support the implementation of positive behavioral systems/social skills training?
If YES, describe the available resources:_____

_____

_____

If NO, how will the district plan to acquire access to research based practices/teaching strategies and the tentative timeline to implement:_____

_____

_____