**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](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 consideration, please refer to the *Identifying, Serving and Educating Students with Autism Spectrum Disorders* at [http://www.ped.state.nm.us/SEB/technical/index.html](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 (e.g., 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


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:


*New Mexico Guidance: Children Transitioning from IDEA Part C to IDEA Part B* at [http://www.ped.state.nm.us/SEB/technical/index.html](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 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](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](http://www.ped.state.nm.us/SEB/technical/Parent%20and%20Child%20Rights.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


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


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


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


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: ____________________________