

D E C E M B E R 2 0 1 2

Autism Services

Preparing for Winter Break



Building Capacity

Breaks from school can be very disregulating for many students with Autism. Their routine is different, the bus doesn't pick them up, they have packets of homework, etc. This newsletter will focus on supporting families and students to enjoy their winter break and provide a smooth transition back to school in January. This is also a wonderful opportunity to collect data for Extended School year.

Save the Date!

Autism Eligibility Components Including the CARS-2 Offered on both Wednesday January 30th, 2013 and Wednesday February 27th, 2013 from 8:30 -11:30. These will be the same training opportunity offered on two occasions. The training will cover the Components to completing an Autism Eligibility (initial evaluation and re-evaluation) and information on administering the CARS-2. *Register on the learning campus.*

Functional Communication Assessment. Thursday March 21st, 2013 from 8:30- 11:30. *Register on the Learning Campus.*

ASIEP-3 and CARS-2. April 24th from 8:30 – 11:30. *Register on the Learning Campus.*

Contact your Autism Specialist

Lauren Page

Autism Specialist TOSA
Lpage@pps.net

Carlyn Eames

Autism Specialist
ceames@pps.net

Keith Early

Autism Specialist
kearly@pps.net

Claire Skelly

Autism Specialist
cskelly@pps.net

Julie Smith

Autism Specialist
jusmith@pps.net

Amy Lumberras

Autism Para-Educator Coach
Alumbrer@pps.net

**Contact your ASD Specialist with any questions, concerns or requests for materials*

Ideas for Preparing Students for Winter Break Continued

4. Provide a Count Down Calendar for families to check off while they are at home. *An example is provided on the Autism Services Website With the December Newsletter.*

5. Create a Count Down Chain in the classroom for school days until winter break or have students make a Count Down Chain of Days off of school. *Examples are provided on the Autism Services Website with the December Newsletter.*



6. Create a Journal for students to write about what they want to do over winter break and then at home they can write about what they did on break. *An example for students who need visual cues is provided on the Autism Services Website with the December Newsletter.* The example can be expanded for students who are able to journal about more complex portions of their vacation and include information about how they traveled (by train, car plane, bus, etc) or who they saw over the break. Please feel free to expand the example provided.

Name: Date:

What Did you do during break?

During Break

I



7. Provide parents with a list of Community events over the break. *More information about these activities can be found on the Autism Society of Oregon Webpage.*

- December 14th from 5:00 – 8:00: Game Club in Forest Grove. Activities include play dough, Wii/ electronic gaming devices, movies, arts and crafts, drawing, puzzles/ board games, and treasure chest prizes. (Cost = \$1 per child)
- December 16th, 23rd, and 30th from 9:00 – 11:00: Sensory Sundays at Oregon Gymnastics Academy. The gym is reserved for kids who have sensory challenges. Activities include bouncing, climbing, and jumping. (Cost = \$5)
- January 1st from 3:00 – 6:00: Sky High Sports – On the first Tuesday of the Month Sky High Sports hosts a jump session for kids with special needs and their families. The music is turned off, attendance is limited and extraneous distractions are kept to a minimum. (Cost = \$5)

Extended School Year

What is it?

Extended School Year Services are special education and related services for students between the ages of three to twenty two or students who have not graduated from high school with a diploma that are required by an individual student beyond the 180-day school term/year. The services provided must be consistent with the student's individual education program so that the student will receive a free appropriate public education (FAPE). "Extended School" year services shall be provided for each individual with exceptional needs, who has unique needs and requires special education and related services in excess of the regular academic year. Such individuals shall have handicaps which are likely to continue indefinitely or for prolonged periods, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her handicapping condition.

What does that mean?

Students receiving special education services are eligible to access ESY services if they demonstrate significant regression of already learned skills and limited recoupment of those skills within a reasonable amount of instructional time to regain the skills.

What is the definition of Regression and Recoupment?

Regression refers to a decline in knowledge and skills that can result from an interruption in education.

Recoupment is the amount of time it takes to regain the prior level of functioning. The issue is whether the benefits derived by the child during the regular school year will be significantly jeopardized if he is not provided an educational program during the summer months.

How do you measure Regression and Recoupment?

Staff collects data on IEP goals prior to a break (e.g. *winter break*). A decline in known skills is considered a *regression* in the student's knowledge. This alone does not qualify a student for ESY services. They also need to have *limited recoupment* of those skills.

Reasonable Recoupment Periods are:

- 20-30 instructional days for a six to eight week break
- 5-7 days for a three week break
- 3-5 days for a two week break**
- 2-3 days for a one week break

** Winter Break is about two weeks long. A reasonable recoupment period for winter break is 3-5 days. A student who does not recoup regressed skills in 3-5 days may qualify for ESY services in that IEP goal area.

Extended School Year is . . .

- Based only on the individual student's specific critical skills that are critical to his/her overall education progress as determined by the IEP team.
- Designed to maintain a student's mastery of critical skills and objectives represented on the IEP and achieved during the regular school year.
- Designed to maintain a reasonable readiness to begin the next year.
- Focused on specific critical skills where regression, due to extended time off, may occur
- Based on multi-criteria and not solely on regression
- Considered as a strategy for minimizing the regression of skill, in order to shorten the time required gain the same level of skill proficiency that the child exited at the end of the school year.

Extended School Year is NOT . . .

- It is not a mandated 12-month service for all students with disabilities
- It is not required to function as a respite care service
- It is not required or intended to maximize education opportunities for any student with disabilities.
- It is not necessary to continue instruction on all the previous year's IEP goals during the ESY period.
- It is not compulsory. Participation in the program is discretionary with parents, who may choose to refuse ESY service.
- It is not required solely when a child fails to achieve IEP goals and objectives during the school year.
- It should not be considered in order to help students with disabilities advance in relation to their peers
- It is not subject to the same LRE environment considerations as during the regular school year as the same LRE options are not available.

Steps to ESY Determination

1. December Prior to Winter Break: Collect data on student's goal areas.
2. Document data on the C-ESY form (available on the Sped Forms Webpage)
3. January after Winter Break: Collect data on the same goal areas after 3-5 instructional days.
4. Document on C-ESY form (available on the Sped Forms Webpage)
5. At the next IEP meeting discuss data collect and determine if the student has significant regression and unusually long periods of recoupment. If so, fill out the ESY paperwork located on the Special Education Forms Webpage.