

Save the Date!

CB and IS exploration of ipad apps. 12.16.13. 3:00-5:00. Register on the Learning Campus.

Basic Behavior Support Planning Using Functional Thinking. 12.19.13. 8:00 – 11:00 or 8:30-11:30. Register on the Learning Campus.

Understanding, Developing, and Teaching the Use of Visual Supports for Students Across the Autism Spectrum. 1.16.14 Register at CRP.

Incredible Flexible You. 1.24.14. Coming soon on the Learning Campus.

PPS Autism Services



December 2013

Preparing for an Upcoming Break

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Breaks from the routine can be difficult and disregulating for many students with autism. They may find comfort in the routine of going to school. Often our breaks from school are special times for families, as well, that do not follow their normal schedule.

Many students can become upset in the time leading up to a break. Additionally, many families may feel anxious preparing their child for the change in the routine.

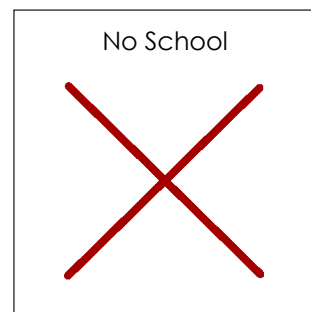
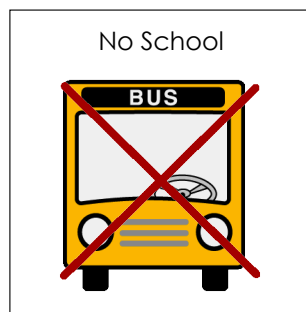
This newsletter will cover some ideas for preparing students for the upcoming break.

Some students struggle with regression and recoupment of previously learned skills around such an extensive break. December is the prime time to collect your baseline data for Extended School Year. This newsletter will also address information about ESY.

Preparing Students for Winter Break

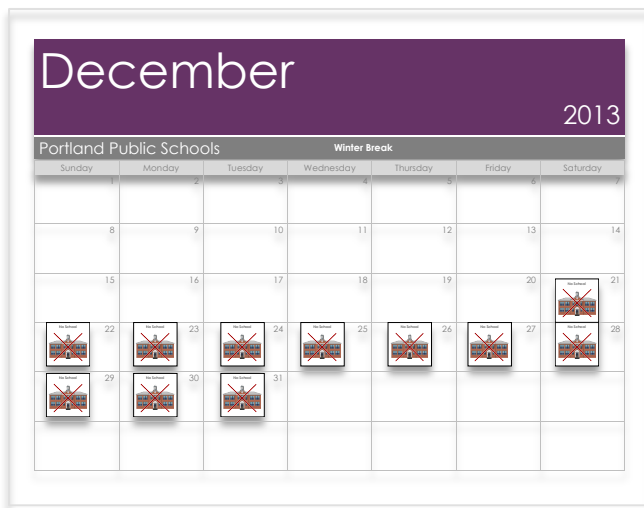
Morning Meeting/ Circle Time

Showing students visually when a break occurs can help maintain regulation and allow students to prepare for an upcoming break. During your morning meeting or calendar time during the month of December you can visually demonstrate that there will not be school. Here are some possible visuals to use. These are available as full page icons on the autism services website.



Home/ School Calendar

Some families benefit from having a visual reference at home about when students will go to school and when they will be home. The following are calendar ideas that you can share with parents to use over the break. Send home the version with same visuals that you are referencing at your morning meeting/ circle time. Full versions of these are available on the autism services website.



Preparing Students for Winter Break





Journal Writing

Providing students with time and activities to write about a break can allow them to the time to start planning their break. At school students can write about what they *want* to do over the break. At home, students can write about what they *did*. A template is available on the autism services website.

Name: Date:

What do you want to do during winter break?

I want to _____

play sports 	watch a movie 	go to a restaurant 	travel 	play with friends 
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Count Down Chain

Provide students with a count down chain to visually prepare for the start of break and how long the break is. The autism services website has a count down chain for school that counts how many days left until break and a count down chain for home that counts how many days left until students return to school.

Community Events

There are many community events for families of students. Let parents know about some of the upcoming events. Here are a few:

- Wednesday December 11, 2013: Supporting Successful Transitions in Boring, OR. Register on the ASO website
- Thursday December 12, 2013: Addressing Challenging Behaviors in the home at Providence in Portland. Register on the ASO website.
- Saturday December 14th, 2013: Sensory Storytime at the Woodstock Library 9:15-10:00. Find more information on the ASO Website.
- January 4th, 2014: sensory gym in Vancouver. 11:30-1:00. Find more information on the ASO website.

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 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.