

ECSE HANDBOOK

(revised July, 2015)

Table of Contents

Definitions:

| | |
|--|--------------|
| ECSE | 3 |
| ECSE Unit | 3 |
| Disabilities | 4 |
| Educational placement options | 6 |
| Goals of the ECSE Program | 7 |
| Inclusion | 8 |
| Ten Tips | 9-10 |
| Critical elements | 11-12 |
| ECSE Centers | 13-20 |
| Physical Structure | 21 |
| Transition Marker | 22 |
| Visual Schedule | 23 |
| Work Systems | 24 |
| Social Skills | 25 |
| Social Stories | 26-27 |
| Power Card Strategy | 28 |
| Focusing Strategies | 29 |
| Sensory | 30-33 |
| Communication Strategies | 34 |
| Comic Strips | 35-36 |
| Assistive Technology | 37 |
| Toolbox | 38-41 |
| Additional Resources | 42-51 |
| COSF | 52-65 |
| Responsibilities of the ARD Teacher | 66-72 |

Definitions

The Texas Education Agency provides a definition of ECSE as follows:

Early Childhood Special Education (ECSE)

Eligible children with disabilities, ages 3-21, are entitled to receive a free and appropriate public education (FAPE) under the Individuals with Disabilities Act (IDEA).

In Texas, school district Preschool Programs for Children with Disabilities (ECSE) provide special education and related services for eligible children with disabilities ages three through five.

ECSE refers to the services provided by the school district, not to the place where they are provided. Eligible children may receive ECSE services in variety settings such as pre-kindergarten, resource, and self-contained classrooms or in community settings such as Head Start and pre-school.

ECSE Unit

B.I.S.D. has created the "ECSE Unit" as an instructional setting for students whose FAPE cannot be provided primarily in the regular setting. Students based out of ECSE units require instruction focused primarily on learning functional skills and/or pre-requisite skills to academics. As students begin to learn and mature, many will increase participation in the general education setting. Our goal is to continually move students into mainstream settings, least restrictive placements.

Disabilities

The child between the ages of 3 through 21 must meet the criteria for one or more of the disability categories listed below to be eligible for special education services:

Auditory Impairment (from birth)

Autism

Deaf Blindness (from birth)

Emotional Disturbance

Intellectual Disabilities

Multiple Disabilities

Non Categorical Early Childhood (ages 3 to 5)

Orthopedic Impairment Other

Health Impairment Specific

Learning Disability Speech or

Language Impairment Traumatic

Brain Injury

Visual Impaired

Non-categorical Early Childhood (NCEC):

Under the Individual with Disabilities Act (IDEA), younger students (ages 3-9) may be eligible for special education and related services under a broader disability category called "Developmental Delay."

States can choose what to call this general category, how they define it, and what age range it applies.

In Texas, this category is called "Non-Categorical Early Childhood (NCEC)". It is for students aged 3-5 who have general delays in their physical, cognitive, communication, social, emotional, or adaptive development; and who, because of these delays, need special education and related services. In Texas, a child between the ages of 3-5 may be described as "NCEC" if he or she has been diagnosed as having one of the following:

- **Intellectual Disability,**
- **Emotional Disturbance,**
- **Specific Learning Disability, or**
- **Autism.**

A determination of NCEC must comply with criteria set forth in federal and state law as described in the Non-categorical Early Childhood framework of the [Legal Framework for the Child-Centered Process Education Service Center Region 18](#). For more information on eligibility, please visit [Texas Project First](#).

Educational Placement Options for Students with Special Education Disabilities, Age 3 to 5 years of age

In accordance with the IDEA all students in the Brownsville Independent School District who qualify for Special Education are served in the least restrictive environment with their non-disabled peers. Placement decisions are made on an individual case-by-case basis. Students who are classified with special education disabilities and/or other students whose needs warrant special programming may be educated in any combination of instructional placements. These combinations may include:

- General education classes.
 - Academic support provided by General Ed. Teacher and/or ECSE Unit staff (inclusion).
- ECSE Unit Classes
 - Foundational skills and pre-requisite academic skills taught by Special Education Teacher and ECSE Unit staff.



- Any combination of the above mentioned (ECSE Unit and General Ed. Classes) are dictated by Least Restrictive Environment for each individual student.

Goal of the ECSE Program

The primary goal of B.I.S.D. ECSE unit placement is to facilitate the inclusion of students in the general education setting to the maximum extent possible.

- It is recommended that ECSE student's length of day (half day / full day) mirror the general education setting.
 - Grade level should be determined in accordance to age for EE (3 years), PK (4 years), and Kinder (5 years). Grade level placement should follow PEIMS Guidelines.
 - It is recommended that therapy be given in the general education setting as deemed appropriate to the student's IEP
- It is therefore the responsibility for all involved to justify the amount of time the student remains in the ECSE unit sett



Think

21

| Inclusion IS | Inclusion is NOT |
|---|--|
| Children with special needs having access to the general curriculum with age-appropriate peers. | Putting students into general education classrooms without support. |
| Extensive collaboration between general education and special education staff. | An aide for every special needs child. |
| Special education operating as a support system for general education. | Ignoring the unique educational needs of any child. |
| Included in the student's daily schedule. | Having students show up in a general education setting randomly |
| Sufficient support so that each teacher and each student feels successful. | Everyone learning the same thing, at the same time, in the same way. |
| Done in a planned thoughtful, purposeful way | Cutting back on special education services. |

Ten Tips for Special Educators

Collaborate, communicate and promote the participation of students with disabilities in the inclusive classroom

1. Visit the regular classroom

Measure student progress and participation in the general education classroom. Your lesson modifications, adaptations, and learning goals will be more meaningful.

2. Define roles and expectations.

Go to classroom teachers and explain your role and how you can help. Specify what you will need to increase student participation. Discuss discipline and behavior expectations.

3. Use the expertise of others.

Do not waste time researching content areas. Solicit the classroom teacher's participation. Ask for the syllabus, learning objectives, outcome standards, rubrics and any other content information.

4. Develop a rapport with others.

Talk with teammates and administrators in person. Encourage others to voice concerns, hopes, and fears.

5. Watch your language

Teamwork stems from good communication. Use people's first language. Avoid acronyms or language specific to your field.

6. Invite students to ARD meetings.

Students who attend their own meetings understand their role and responsibilities. As students, family friends teachers and other professionals to share their goals and expectations with the student.

7. Promote student-teacher relationships.

Brag about student strengths. Tell classroom teachers how students can participate. Never apologize for placing a student in a general class or promise that a student will "not be a bother."

8. Use friends as natural supports.

Let peers walk together between classes, program communication devices and assist at lunch

9. Supervise classroom aides.

Give para-professionals explicit instructions. Outline duties in detail. Always follow up and monitor how things are going in the classroom.

10. Promote active, experiential learning

Alternative methods encourage active learning for all students. Assist classroom teachers plan cooperative learning groups, learning centers, and project based lessons.



Frequently Asked Questions:

Who is ultimately responsible for the instruction and safety of the students? The main responsibility lies with the supervising teacher, both in and out of the classroom. Therefore, it is very important that the supervising teacher train and take the time during the day to review the daily routines and responsibilities with the paraprofessional. Time should be built into the schedule on a daily basis for teacher to review student success and failure with the paraprofessionals who have worked with students.

What are the responsibilities of the paraprofessional whose assignment is a one-to-one? The teacher should always deliver instruction; however, the paraprofessional can provide the student with re-teaching and reinforcement of the skills taught. See the document on use of one-to-one paraprofessionals for more complete list of duties.

Who is in charge of discipline? The teacher is in control of the class. However, the paraprofessional may help students stay on task by moving nearer to them or quietly redirecting inappropriate behavior. Paraprofessionals may assist with point or check sheets and may assist in delivering positive reinforcement.

How do paraprofessionals interrupt teachers during whole class instruction? During whole class instruction, the classroom teacher is teaching and the paraprofessional is in a supportive role. The paraprofessional can raise his/her hand, ask a question, or ask questions for a student if the instruction is not clear. Interruptions should be done in a way that they do not interrupt the flow of instruction.

Can a paraprofessional review the student's IEP? Yes, paraprofessionals can review the student IEP along with the supervising teacher. The supervising teacher must remind the paraprofessional that any information discussed will be strictly confidential and remain in the classroom.

Who will communicate with parents? The supervising teacher is responsible to handle parent concerns. The responsibility of the paraprofessional is to direct parents back to the teacher. Please don't expect your paraprofessional to convey important information to parents, to handle concerns, or to inform parents of problems.

ECSE Critical Elements

| | | |
|---------|----------|-------|
| School: | Teacher: | Date: |
|---------|----------|-------|

| | |
|--|--|
| | 1. Schedules |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Develop and post daily schedules in a format understandable by all students in the classroom (words, pictures, P.E.C.S., Boardmaker, numbers, combination) that identify times and activity block periods. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Staff schedules (All staff should work with all students during the course of the week.) |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Evidence exists that schedules are used daily |
| | 2. Individual Work Systems |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Develop and use work systems for each student to encourage independent work activity. All activities should focus on a task analysis sequence working from left to right to train consistently across work centers and classrooms. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Evidence exists that time is allotted in the daily schedule for work systems to be used. |
| | 3. Communication Systems |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Ensure that every student has a way to communicate basic desires and needs (may include verbal, picture board, or assistive technology device) . |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Large group instruction is modified to allow participation of each student using the communication system most appropriate to the student. |
| | 4. Room Arrangement |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Classroom furniture is arranged in such a way to clearly define classroom instructional areas. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Define areas exist for: |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Direct teacher instruction for individuals and small group • Work/Learning Centers for independent student work • Large Groups |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Materials are labeled for easy accessibility at student eye level. |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Classroom is neatly arranged so that student can assume some responsibility for materials and to allow for student independence. |
| | 5. Classroom / Behavior Management System: |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Rules and consequences are posted using visual representation paired with written word |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Behavior management strategies are developmentally age appropriate. (Behavior Data Sheets) |
| | 6. Lesson Plans |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Daily Lesson Plans exist |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Teachers should incorporate the goals and objectives on the IEPs into lessons |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | Teachers and paraprofessionals must incorporate technology whenever possible into the lessons being taught. (i.e. Smart Boards, Hatch computers, etc.) |
| | 7. Data Collection for Student Progress Toward IEP Goals/Objectives: |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | <p>The teacher keeps data collection on the student progress.</p> <ul style="list-style-type: none"> • Data Collection Sheets • Anecdotal Notes/Records • IEPplus Objective Worksheet • Other |
| | |

Center Development Preschool Program for Children with Disabilities

Teacher: _____
Campus: _____

Date: _____
District: _____

Descriptors

Organization & Structure

- ☐ 1. Centers are clearly defined with shelving, physical and/or visual boundaries
- ☐ 2. Shelving is low enough to allow for a clear view of all centers from any location
- ☐ 3. Centers are named in terms that children might understand
- ☐ 4. Centers provide for cozy and hard places
- ☐ 5. Centers include at least 4 of the following:

_____ Blocks _____ Sand/Water
_____ Toys _____ House
_____ Library _____ Writing
_____ Art _____ Music

Rating Scale

| Not Evident | Somewhat | | | Clearly Evident |
|-------------|----------|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

Materials

- ☐ 6. Literacy materials (reading and writing) are integrated throughout centers
- ☐ 7. Variety of materials in each center
- ☐ 8. Multiples of high interest materials
- ☐ 9. Materials are open-ended
- ☐ 10. Materials reflect children interest
- ☐ 11. Materials reflect children cultures/families
- ☐ 12. Materials are organized in containers
- ☐ 13. Materials/shelves are clearly labeled
- ☐ 14. Authentic materials are included
- ☐ 15. Materials are changed to promote novelty

| Not Evident | Somewhat | | | Clearly Evident |
|-------------|----------|--|--|-----------------|
|-------------|----------|--|--|-----------------|

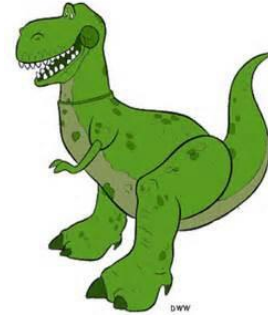
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| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |
| 1 | 2 | 3 | 4 | 5 |

Art Center

- Visual Directions
- Clean Up Area
- Easel
- Drying Area
- Books and Arts Caddy
- Paper
 - 8.5 by 11
 - 11 by 17
 - Butcher Paper
 - Craft Paper
 - Textured Paper
 - Card Stock
 - Tissue Paper
- Drawing Instruments
 - Markers
 - Crayons
 - Chalk
 - Paints (Finger & Brush)
 - Colored Water
 - Sponge Stamps
 - Rollers
- Examples of Art
- Smocks
- Chenille Sticks
- Clay
- Wicki Sticks
- Hole Punchers
- Yarn
- Glue / Paste / Tape
- Paper Bags / Plates
- Cups
- Stencils
- Popsicle Sticks
- Chip Can
- Marbles
- Straws



Toy Center Manipulatives

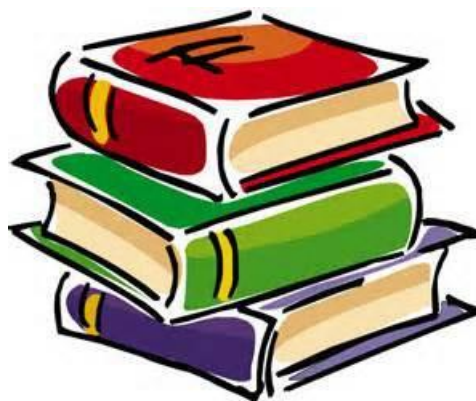


- Books
- Lacing
- Interlocking beads / Shapes
- Stacking Toy / Blocks
- Transportation Toys
- Legos
- Balls
- Nuts and Bolts
- Mr. / Mrs. Potato Head
- Animals
- Peg Boards
- Jig with Shapes
- Dolls / Dressing
- Chain Links
- Puppets
- Sorting Toys
- Plastic / Magnetic Letters or Numbers



Senses Center Science / Math Explorations

- Hand Lens
- Cotton Bolls
- Sponges
- Sand Paper
- Apples Oranges
- Lemons
- Salt
- Sugar
- Pickles
- Musical Instruments
- Books
- Tape Recorder and Tapes
- Language Master
- Camera
- Scale to Weigh
- Balance
- Measuring Tools
- Magnetic Numbers
- Shapes



Block Workshop

- Language: Listening / Speaking / Sharing ideas / math
- Blocks
- Clock
- Tools / Tool Box
- Telephone
- Measuring Tools
- File Folders / Pencils
- Wooden Cars / Street Signs
- Doll House / Castle / Barn
- Plastic Animals / Puppets
- Computer with Printer
- Work Tables
- Books
- Print Awareness / Writing / Technology / Fine Motor



Sand Water Center

- Measuring Cups / Spoons / Spatulas
- Rice / Beans / Sand
- Toys (all sizes and textures)
- Buckets / Shovels
- Containers all sizes
- Blocks / Legos
- Ziploc Bags
- Ice Cube Trays
- Books in a Bucket
- Umbrella
- Beach Chair



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Dramatic Play Theatre

- Stove
- Refrigerator
- Vacuum Cleaner
- Duster
- Register
- Magnetic Letters
- Sink
- Dishes



- Place settings / Placemats
- Play Food / Canned Goods
- Utensils, Plates, Cups, Measuring Cups
- Pots and Pans
- Cookie Cutters
- Play-dough
- Tables / Chairs
- Rolling Pin
- Hutch
- Phone
- Kitchen Timer
- Broom / Mop
- Kitchen Towels / Sponges
- Dish Soap
- Play Window
- Mirror
- Cookbook
- Calendar
- Aprons
- Feather Boas
- Dress-up Clothes
- Puppets
- Hats



Writing Center

- Dry Erase Boards
- Chalkboards
- Crayons
- Markers
- Pencils
- Tongs
- Cotton Balls
- Clothes Pins
- Clay
- Play-dough
- Magnetic Letters
- Cookie Sheets
- Different Types of Pap
- Books
- Poems
- Invitations
- Envelopes
- Tape Recorders
- Rubber Stamps and Inks
- Paper Clips
- Index Cards



Reading Center Library

- Books! Books! Books!
- Class-made books
- Child-made books
- Magazines
- Pillow / Cushions
- Posters
- Puppets
- Prop boxes
- Prop bags
- Masks
- Play glasses
- Alphabets
- Stuffed Animals
- Large Rug



Physical Structure

Physical structure is the way in which we set up and organize the student's physical environment.

- Tables
- Desks
- Baskets
- Bookshelves
- Colored Masking Tape
- Carpets
- Partitions
- Easels
- Filing Cabinets



Clear Physical boundaries define classroom spaces and visually tell a student:
What is to occur in each area-
Where each area begins and ends-
How to get to a specific area by the most direct route

Physical Structure Components

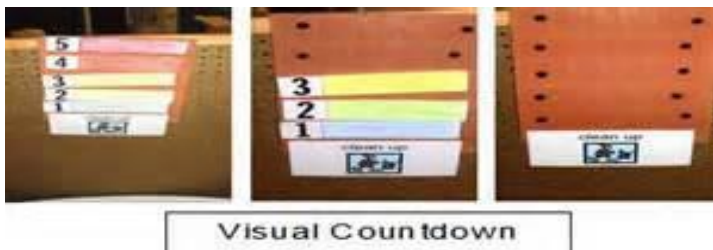
- Location
 - Classroom
 - Playground
 - Hallway
 - Cubby
 - Etc.
- Design / Layout
 - Clear visual and physical boundaries
 - Minimize visual and auditory distractions
 - Develop instructional, independent and rec/leisure areas
 - Organization





Transition Markers

- Signals that it is time to "check your schedule"
- Leads to future independence
- Powerful visual tool
- Can be simple (colored card)
- Can be complex (reflect student's interest)



Visual Schedules

Visual Schedules are important because they:

- Help with sequential memory and organization of time
- Assist with language comprehension problems to understand what is expected of them.
- Reduce the possible occurrence of challenging behaviors, by providing the structure for the student to organize and predict daily and weekly events.
- Clarify that activities happen within a specific time period.(ex. Understanding that "break time" is coming but after "work time"), and also alert the student of any changes that might occur.
- Assist the student in transitioning independently between activities and environment by telling them where they are to go next.
- Incorporate social interaction.
- Are based on "To Do" / "Done" or "First / Then"
- **PROMOTE INDEPENDENCE**



Visual Structured Learning Activities

Work Systems

Individual Work Systems provide a systematic way to receive and understand information.

Work Systems answer:

1. What work needs to be done?

Use containers to visually define the work items

2. How much work do I need to do?

Help the student be more productive by letting him know how much work he needs to do.

3. What should I do with my work when I'm finished?

Establish a routine for finished work.

4. What should I do next?

Offer a transition to what's next on the schedule or in the routine.



Social Skills



Goals of Social Skills Training

1. Help students to establish a new set of responses to social situations.
2. Teach students how to integrate their behaviors with others in the environment.
3. Enable the students to generalize the social skills outside of the classroom
4. Help the student to change their behavior to fit the environment

Thoughts on Social Skills

1. Social Skills should be purposefully infused into existing curriculum in every class of each day.
2. Social Skills instruction is not an abandonment of subject area BUT an enhancement to learning.
3. Social Skills are the interactions that shape human relationships and are the foundation for successful living.
4. Social Skills should focus on each student individual need.

Social Skill

Lesson Components

- | | |
|--------------|-------------------|
| 1. Objective | 6. Practicing |
| 2. Rational | 7. Coaching |
| 3. Modeling | 8. Feedback |
| 4. Role Play | 9. Generalization |
| 5. Rehearsal | |

Social Stories

www.thegraycenter.org

A social story is written according to specific guidelines. These guidelines assist a parent or professional in gathering needed information and developing an effective social story.

The list of basic guidelines is as follows:

1. Communicate desired behaviors in a positive way.
2. Write at or slightly below a student's reading comprehension level.
3. Describe who, what, when, where, and why.
4. "Write-in reality": Mention variation in routine.
5. Consider using "wh" questions as titles or subtitles.
6. Write from a first person perspective, as though the student is describing an event.
7. Use terms like "sometimes" and "usually". For ex. "Art is usually on Tuesday's at 2:00 o'clock."

Riding in a Bus

- During the week, I usually go to school.
- Sometimes I ride a bus to school
- Sometimes I ride in a bus to go home from school
- When it is time to ride the bus, I usually walk to the bus and go to a seat in the bus and sit down.
- It is important to sit quietly on the bus. The bus driver will be happy because it is quiet on the bus.
- I can look at the things outside the window.
- Riding in a bus can be a lot of fun.



Back to School

- During summer vacation, my schedule has been different than my usual school schedule. Now that school is starting I will need to get used to a school schedule again. This is okay.
- Going back to school after summer vacation can be scary. I will go to a different classroom and have a different teacher than I did last year.
- Some of the students in my class may be different. Some of the students may be the same. This is okay.
- I will be in a different grade than last year. I will learn new things. My teacher will probably have new rules. I will try to learn and obey the new rules.
- I will probably have a new schedule, different books and a different desk. This is okay.
- I will try to learn new things and have fun at school.



Social Stories

Presenting a Social Story

1. When introducing a social story, sit to the side and slightly behind the student.
2. Explain what the story is about.
3. Check for comprehension
4. Use visual cues to establish review of the story.
5. After master, the story may be re-written to help the student generalize to other settings or situations.

Questions to Evaluate Social Stories

1. What student behavior was the story designed to address?
2. What does the social story direct the student to do?
3. How many directives were given?
4. Was the directive positive (ex. It told the student what TO do rather than what NOT to do)?
5. How many descriptive statements were used?
6. Were suggestions made too change or revise?

Power Card Strategy

Power Cards

The Power Card Strategy is a way to use a child's special interest to motivate children and youth. Since many children with Asperger Syndrome and Autism tend to have highly developed special interests, this strategy is especially beneficial for this population

Briefly the Power Card Strategy is a visual aid that incorporates the child's special interest to teach appropriate social interactions, including routines, behavior expectations, the meaning of language and the hidden curriculum. It is effective because it takes into account the unique characteristics of children and youth with Asperger Syndrome and Autism.

The Power card strategy consists of two parts:

1. A brief scenario or character sketch describing how the hero solves a problem.
2. The Power Card which recaps how the child can use the same strategy to solve a similar problem.



For example, Nancy, a nine-year old girl with a diagnosis of Autism has a great deal of difficulty when she loses a game. This behavior was demonstrated in a variety of situations at school as well as at home. The following scenario was created featuring the Power-Puff Girls, Nancy's special interest.

The Power-Puff Girls Play a Game

By Katherine Keeling

The Power-Puff Girls like to play games. Sometimes they win the

game. When they win games the Power Puff Girls feel happy. They might smile, give each other a high five or say "yeah!" But sometimes they lose the game. When they lose games the Power-Puff Girls might not feel happy. They might take a deep breath, say "good job" to their friend or say "maybe next time."

The Power-Puff Girls want "everyone to have fun playing games. They want you to remember these three things when playing games The Power-Puff way:

1. Games should be fun for everyone.
2. If you win a game; smile, give a high-five, or say "Yea!"
3. If you lose a game you can: take a deep breath and say "Good Job" to your friend or say "Maybe Next Time."

A laminated POWER CARD with the steps to play a game like the Power-Puff Girls was also developed. This card consisted of the three steps listed in the scenario and a picture of the Power-Puff Girls.

Strategies to Help Students Focus

The following materials may be used to help students pay attention, calm down, or increase energy levels. It is important to address sensory needs before expecting children to work or pay attention. Having calm and attentive sensory systems will help promote optimal learning in children.

- **Medium Therapy / Gymnastic Balls** to sit on while working or relaxing
- **Relaxing, Meditative Music** to promote calmness (natural sounds, Yanni, etc...)
- **Uplifting, yet relaxing music** to promote attentiveness (Enya, Riverdance)
- **Large sensory bins filled with macaroni, rice water, sand, cornstarch, etc....** (Children can feel, pour scoop, dig, etc...)
- **Eye-catching lamps/lights** (lava, disco, rope lighting, holiday lights, etc...)
- **Battery or plug in massagers:** many heat and tactile varieties available everywhere
- **Play-dough, silly putty, gak, nontoxic shaving cream painting, whip cream painting**
- **Slinkies, koosh balls, gak/spiat balls, etc...**
- **Smell exploration:** aromatherapy oils and scented lotions, spices
- **Motor activities:** climbing, swinging, pushing, pulling, throwing, walking, jumping, rolling, crawl tunnels
- **Bean bags** in relaxation areas
- **Tent/ Individual areas** (allows child to relax from stressful situations)
- **Weighed blankets and body socks**

Created by Natasha M. Pedret

Sensory Chart

<http://www.autisminspiration.com>

Using a sensory Chart

Sometimes when offered a variety of activity options, a child with an ASD will become overwhelmed and will not be able to make a choice. Additionally children with ASDs generally have a difficult time trying new things which results in their repeating the same activity over and over again. This seems especially common with sensory activities. Using a sensory choice chart is a fun way to help a child who struggles with making choices to choose more easily and try some new sensory activities.

Our Sample Sensory Choice Chart can be printed and used as is or changed to fit your needs. The chart is divided into four categories: Heavy Work, Touch, Oral and Calming. Under each category are six activities. When you want a child to use the chart, have him or her roll a dice and complete the corresponding activity under the first column. Repeat by rolling for and completing one activity from each column until four activities have been completed (or as many as you want the child do).

You can modify your chart for different activities to better address the needs of a particular-child. Download a copy of the Blank Sensory Choice Chart and write in the activities that you want to use. You may also want to laminate your blank chart so that you can use a vis-à-vis to write in different activities. Another option is to use the sensory pictures and attach them with Velcro to the blank sensory choice chart. You can then have the child roll the dice for each column at the beginning of the session and then place the pictures on a Velcro strip to be followed as a picture schedule.

The following are some additional sensory ideas not included in the sample chart that you can use to create your own sensory choice chart.

Calming

1. Listen to CD's or tape recording of music that is calming. Nature sound CDs also work great for many children.
2. Read a book.
3. Go into a tent or other dark, quiet area for 5 minutes.
4. Take several deep, relaxing breaths.
5. Go into a dark room and use light up toys.
6. Use weighted vest as needed. Weighted vest should be removed as soon as child is calm.
7. Use of pressure points to calm child.

Touch

1. Finger paint
2. Flour balloon fidget
3. Fill the sink up with water and use water toys.
4. Fill a bucket or bin with sand, rice or beans and play in it with hands or toys.
5. Wrap in a soft blanket.

Oral

1. Try to keep a feather up in the air by blowing on it.
2. Blow into a recorder or other mouth instrument.
3. Make silly sounds with your mouth.
4. Sing a song

Heavy Work

1. Lay a series of hula-hoops on the floor. Have the child hop to each one.
2. Have the child play hop-scotch.
3. The use of a mini-trampoline.

†

Sensory Choice Chart

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| | Heavy Work | Touch | Oral | Calming |
|---|------------|-------|------|---------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

Sensory Choice Chart

| | Heavy Work | Touch | Oral | Calming |
|---|--|---|---|--|
| 1 | Take a stretchy green band and do the following: (this can be done on a therapy ball or while standing). Stretch it in a horizontal line, a vertical line, a diagonal line, then over your head. Put it behind your shoulders (not your neck) and stretch your arms as far forward as they will go. Put it under the heel of your foot and stretch your leg out as straight as you can. Repeat with your other leg. | Take a wad of play-dough and make it into a ball. Turn the ball into a bowl using your thumb and fingers. When finished, turn the ball back into a wad and put it in the container for next time. | Draw a "sheep pen" with four sides leaving an opening on one side to represent a gate. Use straws to move cotton balls from the outside of the "sheep pen" to the inside making sure that the sheep pass through the open gate. | Lie on the floor and relax while an adult rolls a ball over you to provide relaxing deep pressure. |
| 2 | Lie on your stomach on a therapy ball and walk out on your hands as far as you can go without falling off the ball then walk back. Repeat 5 times | Take a foam brush and "paint" yourself. Talk about the body part that you are "painting". Is it on the left or the right? Is it big or small? etc... | Use straws to blow cotton balls from one side of the room to the other. | Sit on the floor and work on a puzzle |
| 3 | Using a mini-trampoline: Do 10 jumping jacks, or jump 10 times and clap with each jump. | Use lotion and massage into the hands, arms, and legs as tolerated. Use words like left hand, right hand, back and front. | Make a picture by using a straw to move different colored pieces of paper into place on a blank piece of paper. | Crawl through a tunnel and roll across the room in it. |
| 4 | Use a jump rope and jump 10 times. | Crawl through the caterpillar tunnel and do a geo-board activity or a puzzle at the end. | Blow bubbles | Sit or lay down while an adult "squishes" your arms and legs |
| 5 | Use the hippity-hop: To jump across the room and back. Jump from one end of the room to the other while going around bowling pins. | Put objects in a bin of beans or rice and have the student find them. | Blow on a pinwheel to make it go around. | Roll across the floor or a soft mat in a body sock. |
| 6 | Do the medicine ball pass. Start standing close together. With each successful catch and throw, each person takes a step backward. Go from the lightest ball to the heaviest ball. | Draw shapes, letters, numbers, etc...in shaving cream or have someone draw shapes, letters, and numbers on your | back and identify them. | Eat something crunchy or chewy. |

| | | | |
|--------------|---------------------|--|---------|
| Stretch your | legs and your arms. | | |
| | | | ECSE 33 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Communication Strategies

Communication → leads to socialization → leads to positive behavior

RECEPTIVE Communication

- Schedules
- Work Systems
- Visual Cues
- Written Direction
- Social Stories
- Universal Sign for No
- First/Then Board

EXPRESSIVE Communication

- Communication Boards
- Sign Language
- Choice Boards
- Picture Exchange Communication System
- Assistive Technology Devices

Types of Communication Forms

Photos/Pictures
True Object Based
Icons
(TOBI)

Objects/Miniatures

Line Drawings

Words

Voice Output
Communication
Aides (VOCA)



Comic Strip Conversations



What are Comic Strip Conversations?

Individuals with Autism Spectrum Disorder (ASD) have trouble interpreting social situations and understanding speech as quickly as most social interactions require.

A Comic Strip Conversation is a conversation between two or more people using simple illustrations in a comic strip format. They show children how to behave in a socially acceptable manner and conform to social standards. The effectiveness can be enhanced by incorporating a child's favorite cartoon character (ex. Sponge Bob, Superman, etc.) into the illustration.



How can Comic Strip Conversations be used?

- To convey important information
- For problem-solving and conflict resolution
- To learn social skills
- To follow simple classroom rules
- To communicate perspectives, feelings and ideas

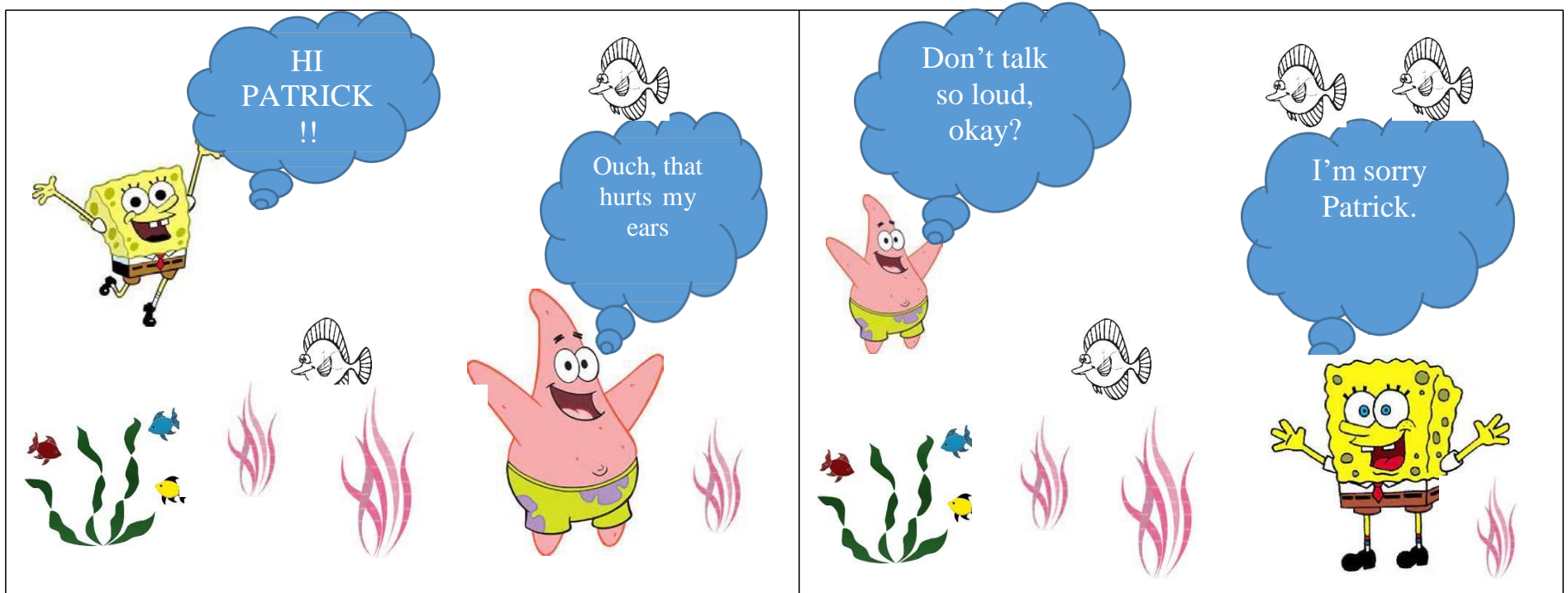
Elements of Comic Strip Conversations-

- A description of the event that caused the problem
- Feelings and thoughts of everyone involved
- A solution to the problem and ideas on how to avoid it in the future
- Reinforcement
- Appropriate symbols (stick figures, smiley faces, thought bubbles)
- Colors used to express feelings (green-happy, blue-sad, black-angry)

Other Helpful Hints-

The more involved the child is in creating his or her own comic strip conversation- the more helpful it will be in future situations. Make a book of comic strip frames, and after leading the child through several examples, have them create the conversations and solutions on their own. Keep the conversations and use them as a guide and reinforcement if the same, or similar, social situation occurs again.

Example of a Comic Strip Conversation



Jimmy reacts inappropriately when people in his environment use a loud voice. His favorite show on TV is Sponge Bob Square Pants. This comic strip conversation was created to provide him with the appropriate response of "Ouch that hurts my ears. Don't talk so loud, okay?" instead of Jimmy hitting the loud person in his environment.

AT

ASSTISTIVE TECHNOLOGY

For students in ECSE it can be used to increase or improve:

Overall understanding of their environment

Expressive communication skills

Social interaction skills

Attention sills

Motivation skills

Organization skills

Academic skills

Self- help skills

"LOW" TECH

- Dry erase boards
- Clipboards
- 3-ring binders
- Photo albums
- Manila file folders
- Laminated photographs
- Highlight tape, etc.
- Specialized Pencils
- Specialized Plates
- Specialized Cups
- Specialized Spoons



"HIGH" TECH

- Video cameras
- Computers and adaptive hardware
- Complex voice output devices





TOOLBOX

Interest Survey to Promote Communication

Teacher: _____

Date: _____

Student: _____

Campus: _____

Parent: _____

District: _____

Please list as many different items or experiences that you feel reflect your child's highest interest and preferences.

1. My child's most favorite toys are:

2. My child's most favorite activities are:

3. My child's most favorite characters are:

4. My child's most favorite food are:

5. My child enjoys watching the following shows or videos:

6. When left alone, my child will frequently:

7. My child will gesture for these things:

8. My child enjoys going to the following places:

State Resources Links

The first link takes you directly to the TEA website with all the P / Early Childhood Guidelines.

The second link takes you to the main infant and toddler page, and the third link to the institute for early learning which is linked to TEA.

The last link has the special ed. Needs included.....

<http://tea.texas.gov/index2.aspx?id=2147495508>

<http://earlylearningtexas.org>

<http://earlylearningtexas.org/itelig-training.aspx> (trainings online site)

<http://www.childrenslearninginstitute.org/Library/Publications/TX-Pre-K-Guidelines/default.html>

CIRCLE - Pre-kinder

OWL- Kinder

[Preschool Least Restrictive Environments/Settings Education Service Center Region 20 document](#)

In accordance with the Individuals with Disabilities Education Act of 2004, schools are responsible for providing students who are receiving special education services the opportunity to participate in school through the least restrictive environment. The Individuals with Disabilities Education Act requires that students with disabilities have access to the general curriculum, be involved in the general curriculum, and progress in the general curriculum. As districts begin the process of providing preschool children with access to the general curriculum, some may struggle with steps for initiation and implementation. The purpose of this document is to provide an overview of a variety of options for including preschool children. It includes a brief description of each environment, the steps to implementation and additional considerations that might need to be discussed. It is not intended to be a finite list; just a jumping off point to assist decision-makers as they work to develop quality inclusive programs for young children

WEBSITES

Guiding Principles for ECSE:

The mission of the Pre-school Program for Children with Disabilities is to promote an understanding of the importance of intervention during the most critical developmental years of a child's life while providing for their communicative, academic cognitive and social success in the least restrictive setting. By providing services and supports, programs will move children closer to age-expected functioning by looking at integrated behaviors or skills that

allow the child to achieve functional outcomes across domains and situations by addressing:

- Positive social-emotional skills
- Acquisition and use of knowledge and skills
- Use of appropriate behaviors to meet their needs

Best Practices

<http://bestpractices.gsu.edu/>

<http://www.prekindergartenprepares.com/educators.php>

<http://csefel.vanderbilt.edu/>

<http://www4.esc13.net/ec/ECSE/>

Links

<http://csefel.vanderbilt.edu/resources/strategies.html>

http://www.esc20.net/default.aspx?name=ci_se.ECSE.Resources

<https://www.region10.org/preschool-services/information/ECSE-preschool-program-for-children-with-disabilities/>

<http://www.esc1.net/Page/853>

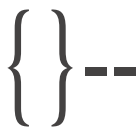
ECSE MANUAL HYPERLINKS

http://www.bisd.us/curriculum/02_elementary/Early%20Childhood/PreK%20Website%20Documents/PK%20Scope%20and%20Sequence%202013-2014.pdf

<http://www.bisd.us/curriculum/Old%20Files/Downloads/Frameworks/Elementary/Math%20Curriculum%20Frameworks%202003-04/FW%20PK%20Scope%20and%20Sequence%20&%20Alignment%20Charts.pdf>

Additional Resources

Do Not Enter



I might see a sign like this:



This sign means don't go in.



I might see this sign on a door or a gate.



If I see this sign, I will not go inside.



There may be something dangerous inside.



It is important to read and think about signs.

Running in the Hall



I walk in the hallway at school.



Other people walk in the hallway too.



I will try not to run in the hallway.



I might fall or bump someone.

'I' *fj'*
tPhl

Falling might hurt me.



I will try to walk in the hallway.

Universal "No" Sign

I might see a sign that looks like this:



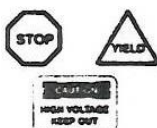
It is always red*.



It means "No, don't do this."



It can mean "No Smoking," "No Bike Riding," or "No Swimming."



It is used with many different signs.



etA



It is important to read and think about signs.

*color the circle red.

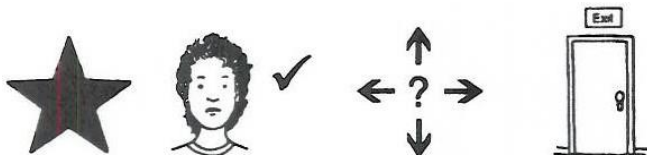
Fire Exit

!}-

I might see a sign like this:



This sign shows me where to go out if there is a fire.



It is important to know where the exits are.

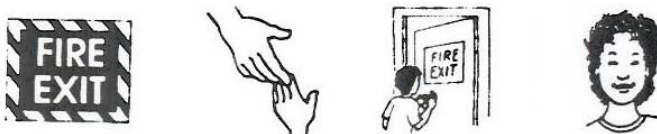


If there is a fire, I will not get in the elevator.

!}--



I will look for a fire exit sign.



This sign will help me get out safely.

Examples of Behavior Strategies to Support TEKS-Based Instruction



Examples of Instructional Activities to Support TEKS-Based Instruction



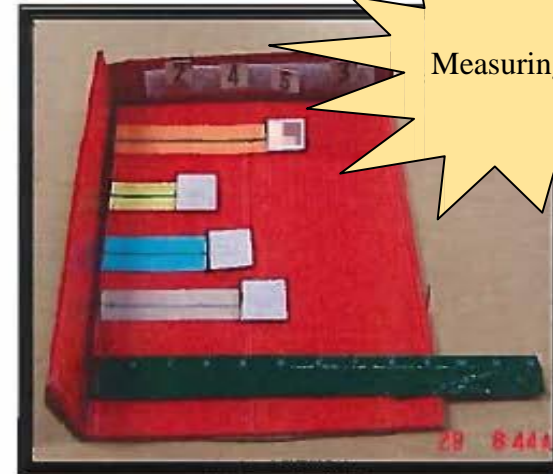
Spelling



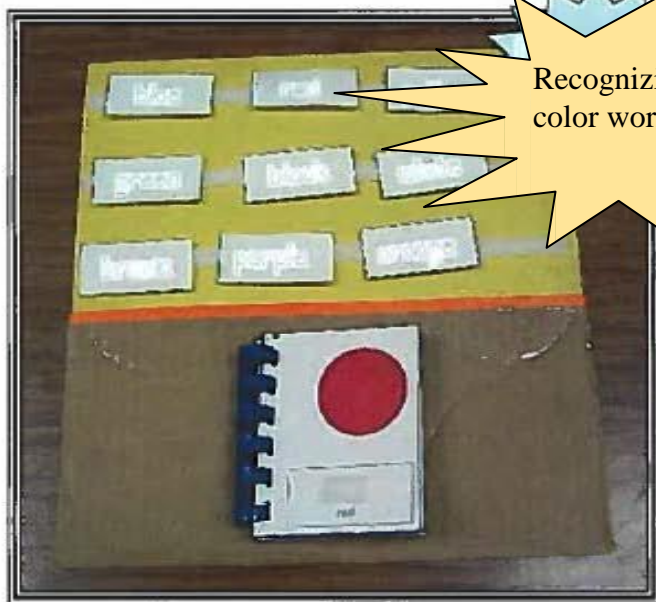
Identifying Sizes



Measuring



Examples of Instructional Activities to Support TEKS-Based Instruction



Recognizing
color words



Identifying
proper
nouns



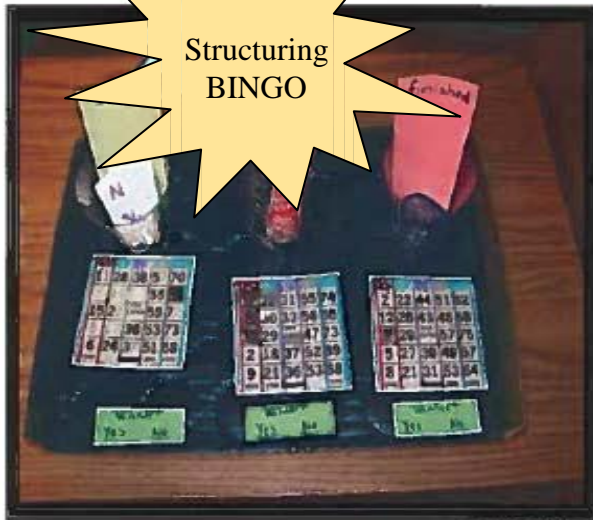
High
interest
activity



Clear Rules &
Consequences

Examples of Instructional Activities to Support TEKS-Based Instruction

Structuring
BINGO



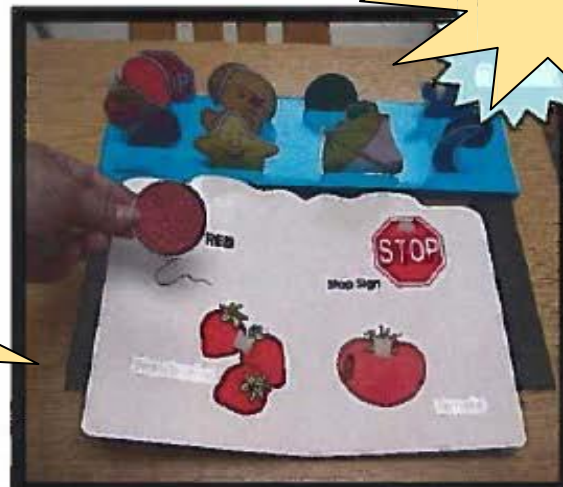
Supporting
A book



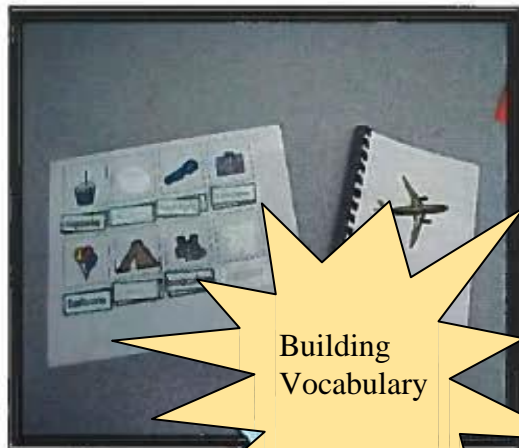
Written
word
paired with
pictures



Adapting a
book

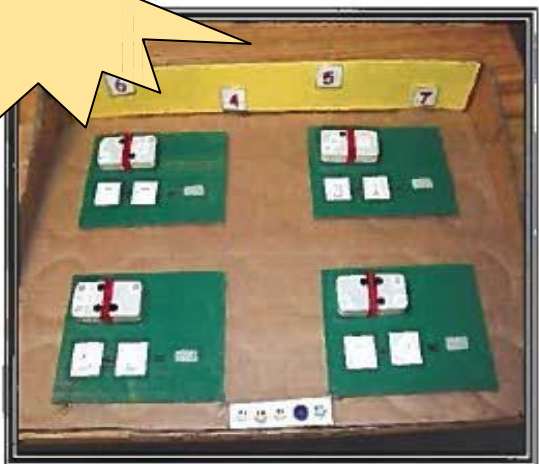


Building
Vocabulary

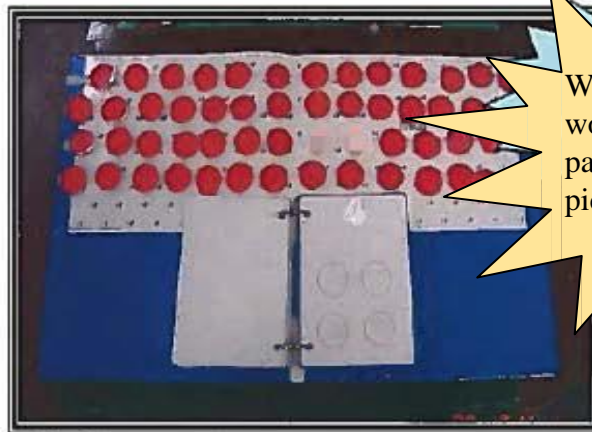


Examples of Instructional Activities to Support TEKS-Based Instruction

Domino
Addition



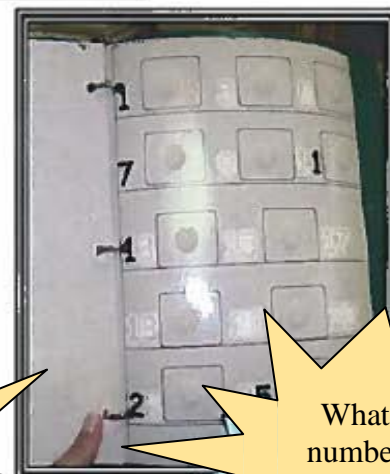
Written
word
paired with
pictures



One-to-one
correspondence



What
number
comes
next?



COSF

Special Services Department
Protocol for the completion of COSF
2015/2016 School Year

1. **COSF “Entry” Forms are due by the end of each six weeks period to the Special Services designee.**
2. **CALENDAR OF DUE DATES:**
 - 1st Six Weeks:** Due on or before September 25th
 - 2nd Six Weeks:** Due on or before October 30th
 - 3rd Six Weeks:** Due before or by December 17th
 - 4th Six Weeks:** Due before or by February 19th
 - 5th Six Weeks:** Due before or by April 15th
 - 6th Six Weeks:** Entry and **Exit Forms** due by June 2nd
3. **COSF that do not include at least one formal assessment listed in the “Source of Information” section will not be accepted (COR, Brigance, specific Speech Assessments, FIE etc.).**
4. **IT IS A REQUIREMENT YOU E-MAIL YOUR COSF TO THE SPECIAL SERVICES DESIGNEE**
(FOR SECURITY REASONS, DO NOT E-MAIL TO ANYONE ELSE).
This allows any incomplete or inaccurate COSF forms to be returned by e-mail with explanation for corrections.
5. **PRINT A HARD COPY OF THE COSF AND PLACE IN STUDENT’S ELIGIBILITY FOLDER.**

ECSE teachers must attend COSF trainings conducted by the Special Services Designee.

CHILD OUTCOMES SUMMARY FORM

Child Information

Name: _____

SSN: ____-____-____; or District ID: _____

Date of birth: _____
mm/dd/yyyy

Campus: _____

Primary Eligibility: select one from menu

Multiple Disabilities: select one from menu

Instructional Setting: select one from menu

Entry Date: _____
(First day the child received services through ECSE.)

Exit Date: _____
(last date the child received services through ECSE.)

Complete when student exits program

Exit Reason: (check one)

Exit Data Is NOT Necessary Due To: (check one)

☐ Dismissed from Special Education by ARDC

or

☐ Withdrew from district

☐ Aged-out of ECSE (end of Kindergarten year)

☐ Not in program for 6 months

Persons involved in deciding the summary ratings:

| Name | Role |
|------|------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Family information on child functioning (Check all that apply):

- ☐ Received in team meeting
- ☐ Collected separately
- ☐ Incorporated into assessment(s)
- ☐ Not included

2005 SR International Version: 4-20-06 Permission is granted to reproduce this form for state and local program use. Identify as "Developed by the Early Childhood Outcomes Center with support from the Office of Special Education Programs, U.S. Department of Education." Please contact staff@the-ECO-center.org if you wish to use or adapt the form.

• Modified from the Child Outcomes Summary Form by ESC Region 20



Child Name:

1. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months)

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Check one number-)

| | | | | | | |
|---------|----|----------|----|----------|----|------------|
| Not Yet | | Emerging | | Somewhat | | Completely |
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |

Supporting evidence for answer to Question 1a

| Source of information | Date | Summary of Relevant Results |
|-----------------------|------|-----------------------------|
| | | |

1b. (If Question 1a has been answered previously): Has the child shown any new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary? (Check one and describe)

| | |
|-----------------|-----------|
| D Yes | Describe: |
| D No | |

Child Name:

2. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Thinking, reasoning, remembering, and problem solving
- Understanding symbols
- Understanding the physical and social worlds

2a.To what extent does this child show age-appropriate functioning,across a variety of settings and situations,on this outcome? (Check one number.)

| | | | | | | |
|---------|----|----------|----|----------|----|------------|
| Not Yet | | Emerging | | Somewhat | | Completely |
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |

Supporting evidence for answer to Question 2a

| Source of information | Date | Summary of Relevant Results |
|-----------------------|------|-----------------------------|
| | | |

2b.(If Question 2a has been answered previously): Has the child shown any new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary? (Check one and describe)

| | |
|-----------------|-----------|
| D Yes | Describe: |
| D No | |

* Modified from the Child Outcomes Summary Form by ESC Region 20



Child Name:

3. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.)
- Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months)
- Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome? (Check one number)

| | | | | | | |
|---------|----|----------|----|----------|----|------------|
| Not Yet | | Emerging | | Somewhat | | Completely |
| 01 | 02 | 03 | 04 | 05 | 06 | 07 |

Supporting evidence for answer to Question 3a

| Source of information | Date | Summary of Relevant Results |
|-----------------------|------|-----------------------------|
| | | |

3b. (If Question 3a has been answered previously): Has the child shown any new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary? (Check one and describe)

| | |
|-----------------|-----------|
| D Yes | Describe: |
| D No | |

• Modified from the Child Outcomes Summary Form by ESC Region 20



SPP Indicator 7: Early Childhood Outcomes Frequently Asked Questions

General SPP 7 and Child Outcome Summary Form (COSF) Questions

- 1. Once the progress data has been recorded on the COSF and the data has been entered into the online SPP 7 application, what is done with the paper version of the COSF?**

A copy of the COSF should be retained. It is recommended that a copy be placed in the child's special education eligibility folder. If the child moves into another district within the state, the IEP team may use the previous COSF as a source for additional information on the child.

- 2. Do we have to use the paper form or can the data be entered directly into the online application?**

Yes, a paper copy of the COSF should be completed and retained.

- 3. When the guidance states "...placed in the Preschool Programs for Children with Disabilities (ECSE)".....is that in reference to children placed in the classroom typically referred to as the "ECSE room" and are coded "44 or 45" OR any three-, four-, or five-year-old children with an individualized education program (IEP), regardless of placement and/or disability determination?**

Preschool Programs for Children with Disabilities (ECSE) refers to the special education program for all three-, four- or five-year-old children with disabilities. The use of that term in this context does not refer to a particular room or code. Children with a disability coded 00 or speech only should have a COSF entry and exit if they meet the definition of each.

- 4. Are districts allowed to collect data on a sample of children?**

No. Districts will submit data for all three-, four- or five-year-old children with disabilities who meet the criteria for Entry and Exit found on the TEA website at: <http://www.tea.state.tx.us/index2.aspx?id=2147499500>

- 5. What are the criteria for Entry and Exit for children age five who are in kindergarten?**

Entry

If a five-year-old child is determined eligible to receive special education services, Entry is defined as the date the child begins receiving special education services as documented on the child's IEP.

Exit

If a 5-year-old child turns six after September 1 of the current school year and the ARDC has determined the child will continue receiving special education services, then the assessment must be conducted and results recorded on the COSF not earlier than 30 school days (not calendar days) before the child exits the program. The ARDC may make the decision that the exit COSF should be completed at the end of the school year.

If a child turns six after the end of the school year, but before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year. See Question 29 for ESY.

6. Can a district or charter school complete the rating portion of the COSF at the ARDC meeting?

Yes. The district or charter school may complete the rating portion of the Entry or Exit COSF prior to or immediately following an ARDC meeting. It is also appropriate to integrate the child outcome measurement into the IEP process by documenting supporting evidence for the COSF throughout the IEP process. For more information see the ECO IEP Flow chart

7. Do districts complete the COSF for the children with services plans who are served in a private school?

Districts should only collect data on three- and four-year-old children who are dually enrolled and who meet the criteria for Entry and Exit found on the TEA website at:
http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_7/

8. Should a district report data on the COSF for a five-year-old child who became eligible to receive special education services in March and turns six in April?

No. The child would be receiving services for less than six months.

9. If a child withdraws and moves to a new district, can the previous district share the child's COSF with the new district?

Yes. It is recommended that a copy of the COSF be placed in the child's eligibility folder. The new district will need to complete a new entry COSF and enter data into the online SPP 7 application.

10. If a child is enrolled and attends for only a few days and then withdraws, is a district required to complete a COSF?

No.

11. When is "multiple disabilities" (MD) checked on the input form in the online SPP 7 application?

"Multiple Disabilities" is checked when the child meets the MD eligibility criteria as defined in 19 Texas Administrative Code (TAC) Section 89.1040(c)(6).

12. Who should be included on the team completing the COSF?

When selecting members of the rating team, districts should choose individuals who are familiar with the child's functioning in the outcome areas across a variety of situations and settings. Educational professionals and the parents will work together to complete the COSF. The Early Childhood Outcome (ECO) Center has resources to expand team approach and several other resources to help teams determine a child's functioning with regard to the three child outcome statements. Visit the ECO center website at:
http://www.fpg.unc.edu/~eco/pages/training_resources.cfm#COSFTopics

13. Who completes the COSF for students with speech impairments (SI) who are served in the regular early childhood program?

The team completing the COSF would need to include the parent and other educational providers (e.g. Speech-Language Pathologist) who are familiar with the child's functioning in the outcome areas.

Entry and Exit Questions:

Entry Specific Questions:

14. What date should be used when recording Entry data on the COSF?

The date the child begins receiving special education services. For children, birth to age three, who receive services for auditory impairments (AI) and/or visual impairments (VI) from districts, see Question #15.

15. Do we collect Entry Data at age three on children who receive AI and/or VI services from districts from birth to age three?

The rating team will complete the COSF using current assessment data reflecting the child's current functioning levels upon the enrollment of a child with an auditory and/or visual impairment in a ECSE program at age three.

16. For districts that rely on ECI assessments for the Entry COSF data, how are they to handle the back date assessment portion of their data entry?

If a district uses ECI assessments for special education eligibility, the date on the COSF will be the date the student begins special education services.

17. A child was receiving services as a three-year-old during the previous school year and was withdrawn from the district. This student returned as a four-year-old and re-enrolled in the same district in January of the next school year. Must an Entry COSF rating be completed on this student within 30 school days (not calendar days) of their re-enrollment?

A new Entry COSF rating scale may be completed. However, if an Entry COSF exists in the SPP 7 online application for a child, the district does not need to complete another Entry COSF. The application will only allow a child to have one entry record per district.

18. How many entries and exits records can a child have listed in the SPP 7 online data application?

The online data collection application allows a child to have ONE entry record per district and one exit record per child. Once a student has an Entry and Exit record in the system (completed and submitted) the SPP 7 application will not allow another Entry or Exit to be recorded for that student.

19. If an ARDC meeting was held months prior to service provision start date (e.g. ARDC in May, Start in August) is the Entry date the date the child first received services?

Yes. The Entry date is the date the child begins receiving special education services.

20. Is the Entry data required for all children receiving services or only those new to the program?

Districts should report data on children who meet the criteria for Entry and Exit criteria found on the TEA website at:
http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Data_and_Reports/General_Information_-_SPP_Indicator_7/

21. Is entry based on child's chronological age or at a certain point in time (e.g. child's birth date or September 1st)?

Entry is based on when a child begins receiving special education services (enters ECSE) for the first time in a district or charter school, not on a specific date in time such as September 1st or when the child turns age three, four, or five.

22. Does the COSF need to be completed when the period of time between a child's services is initiated and the end of the school year is less than 30 days?

A COSF must be completed if all assessments have been done, parent input has been gathered, and the rating team has a chance to meet and complete the COSF. It is recommended the COSF be completed as soon as possible after the child's entry in the program.

23. How soon after the child begins to receive services or transfers into a district will entry data be collected?

Entry data should be recorded within 30 school days (not calendar days) after the child begins receiving special education services (enters ECSE).

24. Can exit data from ECI be used for COSF Entry data for preschool services?

Yes. It can be used as one of the sources of information for the COSF.

Exit Specific Questions:

25. What date should be used on the COSF when recording Exit data?

The last day the child received special education services in ECSE should be used when recording Exit data on the COSF.

26. Is Exit data recorded on the same COSF that contains the child's Entry data?

No. A second COSF must be used to record the Exit data. All students who exit from the program will have two completed COSFs in their eligibility folder.

27. Do we complete questions A (top portion of the COSF) and B (bottom portion of the COSF) for exit?

Districts must complete questions A and B on a second COSF. All students who exit from the program will have one completed Entry COSF and one completed Exit COSF in their eligibility folder.

28. When collecting Exit data, how long does a district have to complete the COSF rating after a child has stopped receiving services and exited the program?

The COSF should be completed as soon as possible after the student is no longer receiving services.

29. Does the six months of consecutive service include extended school year (ESY) services?

No. ESY is not included when calculating the consecutive months of service.

30. When are Exit data collected on the child who turns six in July or August?

If a child turns six after the end of the school year, but before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year. In the case of a child receiving ESY, the assessments must be conducted, ratings completed and results reported prior to ESY.

31. How many Exits can a child have recorded in the SPP 7 application?

In the SPP 7 application, a child can only have ONE Exit record. Once a student has an Entry and Exit record in the system (completed and submitted) the SPP 7 application will not allow another Entry or Exit to be recorded for that student.

32. What happens to the Entry record of students who leave a campus and never have an Exit record completed?

The child will be deleted automatically from the SPP 7 application when the child is no longer age appropriate for the ECSE program.

33. Will the campus be held accountable for a student with an Entry completed, but no Exit record?

The district will be held accountable for reporting all children, ages three through five, who meet the Entry and Exit criteria; therefore, only those children who do not meet the Exit criteria are exempt from having an exit record.

TEASE ID Questions:

- 34. My TEASE request to access the online application as the District Certifier was denied. The reason for denial states that there is “only one certifier per district allowed”. What does this mean?**

This indicates there is a person who is currently identified as the District Certifier. If the person established as the certifier has left that position or the district, that role will need to be revoked by the superintendent before a new certifier can be approved and have access. The superintendent must log into their TEASE account and access

SPP Indicator 7: Early Childhood Outcomes Guidance on Defining Entry and Exit

Defining Entry and Exit

Reporting Early Childhood Outcomes (ECO) requires assessing a student, age three, four or five, at two points in time, “entry” and “exit.” School personnel will use the Child Outcomes Summary Form (COSF) to collect the data and the web-based State Performance Plan Indicator 7 (SPP 7) application to submit ECO data to the State. A copy of the COSF should be retained in an accessible location for the purposes of this data collection. It is recommended that a copy be placed in the child’s special education eligibility folder.

Entry Data Collection and Submission

The following Entry definitions apply to:

1. **A new student.** Summarize assessment data related to child and record the data on the COSF within 30 school days after a child, age three, four or five, has been found eligible and placed in the Preschool Programs for Children with Disabilities Program (ECSE).
2. **A transfer student from another district.** Summarize assessment data related to child and record the data on the COSF within 30 school days after a child, age three, four or five, has transferred into Special Education from another district.

Note: For a transfer student who has existing Entry Data and moves between campuses in the same district, “new” Entry Data are not required to be reported on the student by the receiving campus.

3. **A student with an auditory and/or visual impairment enrolled in a school receiving special education services prior to age three.** Upon the child’s enrollment in a ECSE program at age three, an assessment team will complete the Child Outcomes Summary Form (COSF) using current assessment data reflecting the child’s current functioning levels as he/she prepares to enter the ECSE program. The assessment date used will be the date the assessment team meets and completes the COSF.

Submission to the State: Entry Data must be submitted in the SPP 7 online TEASE application upon completion of Entry Data.

Exit Data Collection and Submission

Exit data are reported for a child with Entry Data who has been in the ECSE program at least six months. Summarize assessment data related to child and record the data on the COSF no earlier than 30 school days before a child, age three, four or five, has:

- aged out of the ECSE program
- been dismissed from special education by the ARDC

If a 5-year-old child turns six after September 1 of the current school year and the ARDC has determined the child will continue receiving special education services in the ECSE program, then the assessment must be conducted and results recorded on the COSF no earlier than 30 school days (not calendar days) before the child exits the program, which may be at the end of the school year.

If a child turns six after the end of the school year, but before September 1 of the subsequent school year, then assessments are conducted and summarized, progress data on the three outcomes are recorded on the COSF and entered into the online application during the last 30 school days (not calendar days) of the regular school year.

Submission to the State: Exit Data must be submitted in the SPP 7 online TEASE application by the close of the business day on August 12.

Exit data are not reported for students with entry data who:

- left prior to six months in the program
- were in the program at least six months and moved out of the district before meeting one of the two criteria for Exit data collection.

Responsibilities of the ARD Teacher

RESPONSIBILITIES OF THE ARD TEACHER

Yearly Responsibilities

I. **Beginning of The Year**

A. Develop a Student Working Folder on each student. (see checklist)

1. A "student **working** folder" contains confidential information as identified on the "checklist".
2. The word "**working**" implies that the ARD teacher will use each student's folder regularly for purposes such as:
 - Documenting progress of I.E.P. goals and objectives;
 - Maintaining logs of communication with parents, regular education teachers, special education teachers, related service providers and others (as necessary);
 - Locating current information (i.e., accommodations/modifications, specific goals and objectives, data collection sheets, anecdotal notes, etc.) quickly and efficiently;
 - Using information in folders, in conjunction with formal and informal assessments, to draft I.E.P. goals and objectives;
 - Taking the folder to ARD meetings to review I.E.P. goals and objectives, review BIPs, report progress, verify demographic information, etc.
3. Purpose of a student working folder: It is a teacher resource file used to collect important data necessary in developing the student's I.E.P. It should not be an auditable file, but is open to record requests. The file should be adapted by the teacher for their use and an on going document. Tabs or sections can be used in organizing the data.
4. **NOTE:** Every ARD teacher will maintain and monitor this "student working" folder regularly on each special education student.

B. Review student's eligibility folders.

C. Ensure that the student has appropriate goals and objectives for all instructional and related services. If appropriate, an ARD or ARD Amendment should be held for revisions.

D. Print copies of the schedule of services for all assigned students.

1. Check schedule with IEP
2. If there is a discrepancy, discuss with the campus diagnostician and administrator to make changes that affect instructional arrangement, modifying course content, increasing or decreasing

time spent in special education and/or assessment decisions that will require an ARD or ARD amendment.

- E. Make copies of the accommodation/modification page, BIP and the IEP and deliver to each teacher working with the student.
 - 1. Paperwork should be given to the teachers prior to the first day of school.
 - 2. Keep documentation of the delivery of this paperwork in the working folder.
- F. It is strongly recommended that the ARD teacher make an initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).
- G. Within the first three weeks, review the student's IEP, schedule of services, and deliberations to ensure that all services are in place.
 - 1. Includes related services, modifications, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.
 - 2. If services have not been provided by the third week, notify the service provider, campus special education administrator, and the cluster supervisor.
 - 3. Confirm all information within the student file on IEPPlus.

II. During the Year

- A. Monitor each student's progress on a regular basis.
 - 1. Areas to be checked:
 - a. Grades
 - b. Behavior
 - c. Attendance
 - 2. Monitor student progress once each three week period.
 - 3. If a student is failing then monitor one time a week and collaborate with the student's teachers and parents.
 - 4. Assure that Progress Reports for instructional and related services are collected and sent home every six (6) weeks.
 - 5. Progress must be documented for every goal and objective each grading period.
 - 6. Notify Lead Teacher/Department Head if IEP report cards can't be sent home due to another teacher or related service personnel failing to turn in their progress report with copy to campus administrator.
- B. The ARD teacher is responsible for checking the ARD schedule.
 - 1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.

2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
 3. The ARD teacher is responsible that all individuals involved in the preparation of the IEP have completed their area of the IEP.
 4. The ARD teacher is responsible for finalizing all ARD meetings for security.
 5. The ARD documents should be finalized immediately following the ARD and copies given to the parents. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.
- C. Be aware of the need for a BIP or to revise a BIP for any student whose behavior interferes with their learning or the learning of others.
1. Collect pertinent information for the functional behavioral assessment.
 2. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.

III. End of the Year

1. Complete the Teacher Clearance Forms
2. Complete all end of year clearance procedures as per assigned campus.
3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.

ARD Meeting Responsibilities of the Teacher

I. Prior to an ARD Meeting

- A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used include, but not limited to: progress reports from previous IEP, report card, state testing reports, information from Gradespeed, work samples, test samples, information provided by the general education teacher, discipline referrals, absence reports and information provided by the parents. If appropriate, administer or update a criterion referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.
- B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.
- C. Draft goals and objectives prior to the ARD meeting.
- D. Collect information that is needed to assist the ARD Committee.
 - Attendance information
 - Discipline referrals
 - Copies of report cards
 - Most recent progress reports from all regular and special education teachers.
 - Information results for last state assessment
 - Transcript (H.S. Only)
- E. Determine if staffing is needed.
- F. Complete **all** pages to the ARD document.
 1. Review and change: - PLAAFP. The PLAAFP must include all areas that student receives services i.e. speech, OT, PT, counseling, Limited English Proficient, etc.
 2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
 3. "Draft" appropriate goals and objectives for all areas of need.
 4. "Draft" Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (general education, speech, VI, AI teachers, etc.)
 5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services. If the teacher opens an ARD, deletes the ARD due to mistakes, and re-opens a

- new ARD, the teacher must email the related services personnel again so they can re-enter their services.
6. Determine appropriate State and Local Assessments for all grade levels.
 7. Review the results of the previous state assessments.
 8. The ARDC must follow the participation requirements for STAAR, STAAR-A, STAAR ALTERNATE 2
- G. Send home a **"Draft"** copy of the suggested IEP before the ARD meeting.
1. Parents should receive a copy of the proposed IEP which is clearly marked as **"Draft"**
 2. A memo which explains that their input is being solicited and that goals and objectives may be added or deleted upon their recommendation at the ARD meeting.
 3. Meet with the parent(s) if necessary.

II. ARD Meeting Responsibilities

- A. Follow the ARD agenda provided in this manual or other agenda as needed.
- B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.
- C. Teacher should be prepared for an active role during the meeting.
- D. Strive to involve the parent in all decisions.
- E. Decisions should be made in the best interest of the student that allow for parent and school to reach consensus.
- F. ARDs should be finalized and a copy of the ARD document be provided to the parent at the end of the ARD. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.
- G. Provide copies of the IEP goals, objectives and accommodations to all staff working with the student ASAP (within 3 days).
- H. The special education teacher is responsible to turn in the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.

III. Amendment to the ARD

- A. Teachers, Speech Pathologist, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.

B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

IV. Graduating Students (High School Only)

A. Summary of Performance (SOP) needs to be drafted prior to and fully developed at the graduation ARD. This document needs to include recommendations on how to assist the child with a disability in meeting the child's academic achievement and functional performance. This document will include recommendations on how to assist the child with a disability in meeting the child's postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.