BROWNSVILLE
AN EARLY COLLEGE DISTRICT
INDEPENDENT SCHOOL DISTRICT

Special Services Department

Early Childhood Special Education (ECSE)

Handbook

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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 Education Act (IDEA). In Texas, school districts Early Childhood Special Education (ECSE) programs 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 of settings such as pre-kindergarten, self-contained classrooms or in community settings such as Head Start or the private sector.

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 and least restrictive placements.

Disabilities

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

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 Education 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 to.

In Texas, this category is called "Non-Categorical Early Childhood (NCEC)" and 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 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. https://framework.esc18.net/Documents/Side_by_Side.pdf .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 of 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) as dictated by Least Restrictive Environment for each individual student.

Staffing form before placement for student into Life Skills, Structure for Life (SFL) and/or Early Childhood Special Education (ECSE)

Staffing with campus personnel, Special Education Supervisor and/or related service personnel is **REQUIRED** prior to placement in a unit.

Student's Name: _____ Student's Disability:
_____

Student's ID Number: _____ Student's Date of Birth:
_____

A team of Special Services and District personnel composed of a campus Administrator, current teacher (case manager), diagnostician, SE supervisor, Life Skills/SFL Teacher, (Behavior Specialist, Occupational Therapist, Physical Therapist, Speech Pathologist if services are applicable) will observe the student and make recommendations prior to placement. The recommendations will then be presented during staffing before ARD for consideration.

Team member signatures prior to placement into the Life Skills or SFL unit.

Team Members should consist of (as deemed appropriate): Diagnostician, Special Education Supervisor, Life Skills/Structured for Life Teacher, Current and Receiving Campus Administrator, Behavior Specialist, Related Service Personnel, and/or other.

Campus Administrator	*Diagnostician*	*Case Manager*
Unit Teacher	*Unit Teacher*	*SPED Supervisor*
General Education Teacher	*Behavior Specialist*	*Related Services*
Related Services	*Speech Language Pathologist*	*Other*

Guidelines for Consideration for Placement of Students in Self-Contained Classrooms

Early Childhood Special Education (ECSE)/Life Skills/Structured for Life (SFL) Classes

Preference should be given to keeping a child in the least restrictive environment at his/her zoned campus or within cluster with appropriate program and support services. If the ARD committee is considering placement in a self-contained Early Childhood Special Education (ECSE)/Life Skills/Structured for Life (SFL) unit for students in special education, the ARD committee should address the following areas of student development and needs. These guidelines can be used as a way to determine best placement for the student. Students who do not have needs in these areas are more appropriately educated in resource and/or with in class support. ***Data must be provided and presented at the staffing in order to make the most appropriate placement decisions.***

*(*Examples for data collection may include work samples, classroom grades, attendance, anecdotal notes, observations, etc.)

Data Information

FIE Date:_____   Disability: Primary_____ Secondary_____   IQ Score:_____

Please provide the following Adaptive Behavior Scales: Parent (P) Teacher (T):

Area Being Rated	Parent Rating	Teacher Rating	Area Being Rated	Parent Rating	Teacher Rating
Communication			Leisure		
Community Use			Self-Care		
Functional Academics			Self-Direction		
Home Living			Social Skills		
Health and Safety			Motor Skills		

Testing Scores (if applicable): STAAR/STAAR Alt 2: ___TPRI: _____CPALLS: ____ Tejas Lee: _____ MClass_____Stanford 9_____

PLAAFP Info:_____

FBA/BIP (If applicable, please attach): Yes_____   No_____

Sensory Needs: (explain)

_____
_____
_____
_____

Academic Functioning
□requires instruction in functional reading and math skills □ requires extensive modification to grade level expectations (more than 80%). □requires pre-requisite skills to work toward grade level expectations.

Level of Independence
□ Independent restroom skills: **yes (   )   no (   )** □ Has significant educational needs in the area of self-care (toileting, grooming, hygiene, etc.) **Please describe:_____** □Has significant educational needs in the areas of personal management and functional skills which cannot be met through regular academic courses □ Has significant educational needs in the area of recreation and leisure (cannot appropriately choose leisure activities without assistance, has limited ability to engage in a variety of leisure activities, cannot maintain behavioral standards for short unstructured periods of time). □ Unable to travel between settings within school community without regular supervision: **Please describe:** **_____**

Features of the Program
Early Childhood, Special Education Life Skills, Structured for Life

□Requires a self-contained placement for more than 51% of the time

□ Requires very specialized, individualized teaching and instructional materials, with intensive support for much of the day

□ Focuses on literacy, math, communication and self-help skills

□ Requires support for physical needs, care and feeding

Early Childhood Special Education

□ ESCE is a placement for students with moderate to severe cognitive developmental delay.

Does the student have a moderate to severe cognitive delay? **Yes ( ) No ( ) If yes then the student may be considered for ECSE. (ECSE only)**

□ 3-5 year old student with a disability of **Emotional Disturbance (ED)**:

Does the student **also** have a moderate to severe cognitive disability? **(ECSE only)**

 Yes ( ) No ( ) If yes, then the student may be considered for the ECSE placement. (ECSE only)

Structured for Life:

Student's individualized support documentation indicates **intensive sensory needs:** Check all that apply and provide documentation. (SFL only)

- □ provide documentation of **individualized student schedule**
- □ provide documentation of **highly structured classroom**
- □ sensory needs: **Mild** ( )   **Moderate** ( ) **Severe** ( )
- □ **severe** sensory support   **Yes ( ) No ( )** if **yes**, the student may be considered for **Structured for Life(SFL)**
  % of time spent addressing sensory needs _____

□ academic emphasis on navigation of campus and/or non-campus setting **(SFL only)**

Goals 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 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.
- **Curriculum for the ECSE classroom should be aligned with general education.**

"It is therefore the responsibility for all involved to justify the amount of time the student remains in the ECSE unit setting".
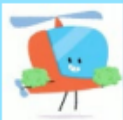
Sample PK3 Scope and Sequence

(Updated plans posted under Early Childhood on BISD Curriculum Website)

2022-2023 Scope & Sequence: Pre-Kinder

Three Cheers for Pre-K ● **Uno, dos, tres** ¡Prekinder!

1st Semester PK-3

Wk. #	Week date	Instr. Days	Theme	Assessment/Events
	August		**Theme 1: Hello, School**	
			How do we learn to play at school?	
1	16-19	4	**Week 1:** What is my school like?	
2	22-26	9	**Week 2:** Why do we have rules and routines at school?	
3	29- Sept. 2	14	**Week 3:** How do we learn and play at our school?	**Three Cheers Screener**
4	6-9	18	**Week 4:** How is my school like other schools?	
	September-October		**Theme 2: Marvelous Me**	
			What makes me special?	
5	12-16	23	**Week 1:** Who am I?	
6	19-23	28	**Week 2:** What does my senses tell me about the world?	**Parent Letter**
			End of 1st 6 Wks.	
7	26-30	33	**Week 3:** Why are friends and families important?	**PK BOY C-PALLS+**
8	3-7	38	**Week 4:** What are some of my favorite things?	
	October-November		**Theme 3: Look Outside/ Seasons**	
			How are the seasons different?	
9	11-14	42	**Week 1:** What changes happen in the Fall?	
10	17-21	47	**Week 2:** How is winter where I live different from Winter in other places?	
11	24-28	52	**Week 3:** What can I notice with my sense in the Spring?	**Three Cheers PM 1**
12	31-November 4	57	**Week 4:** What can we see and do in the Summer?	
			End of 2nd 6 Wks.	
	November/December		**Theme 4: Taking Care**	
			How do we care for ourselves and others?	
13	7-11	62	**Week 1:** How do I take care of myself?	
14	14-18	67	**Week 2:** What can I do to help my friends and family?	
15	28-December 2	72	**Week 3:** How do others take care of me?	
16	5-9	77	**Week 4:** Why is it important to take care of the world?	**Three Cheers PM 1**
17	12-16	82	**Theme 4: Review** Why is it important to take care of our world?	
	December-January		**Theme 5: Everyday Helpers**	
			How do people in our community help us?	
18	19-22	86	**Week 1:** What do every day helpers do in a community?	
			End of 3rd 6 Wks.	
			End of 1st Semester	

Sample PK3 Scope and Sequence

(Updated plans posted under Early Childhood on BISD Curriculum Website)

2022-2023 Scope & Sequence: Pre-Kinder

Three Cheers for Pre-K ● Uno, dos, tres ¡Prekinder!

2nd Semester PK-3

Wk. #	Week date	Instr. Days	Theme	Assessments/Events
	January		**Theme 5: Everyday Helpers**	
			How do people in our community help us?	
19	10-13	90	**Week 2:** What do every day helpers need different tools?	
20	16-20	95	**Week 3:** What do mail carriers do?	
21	23-27	100	**Week 4:** Why are firefighters important?	100th Day of School
	January-February		**Theme 6: From Farm to Table**	
			How does our food get from the farm to our homes?	
22	30-February 3	105	**Week 1:** How do grocery stores get the food we buy?	PK MOY C-PALLS+
23	6-10	110	**Week 2:** What can we find at the grocery store or market?	
24	14-17	114	**Week 3:** Why should we eat different kinds of food?	
25	20-23	118	**Week 4:** What special foods does my family enjoy?	
			End of 4th 6 Wks.	
	February-March		**Theme 7: On the Go!**	
			How do we get from here to there?	
26	27-March 3	123	**Week 1:** What kind of transportation do we use?	**Dr. Seuss Birthday**
27	6-10	27	**Week 2:** What are the different types of railroad cars?	
28	20-24	133	**Week 3:** How are trucks and planes alike and different?	
29	27-31	138	**Week 4:** What is your favorite kind of transportation and why?	
	April		**Theme 8: Animals All Around**	
			How are animals the same and different?	
30	3-6	142	**Week 1:** What can we learn about animals from stories?	
31	10-14	147	**Week 2:** How do the feet of animals help them?	
			End of 5th 6 Wks.	
32	17-21	152	**Week 3:** How do animals change?	EOY C-PALLS+ /
33	24-28	157	**Week 4:** Where do animals live?	**Week of the Young Child/Día Del Niño**
	May		**Theme 9: Earth, Moon, and Sky**	
			What do we see in the world around us?	
34	1-5	162	**Week 1:** How does the earth help the tree grow?	
35	8-12	167	**Week 2:** What can we see in the sky?	
36	15-19	172	**Week 3:** How can we describe the moon?	
37	22-26	177	**Week 4:** What do astronauts do?	**Three Cheers EOY**
38	30-June 1	180	**Review Week**	
			End of 6th 6 Wks.	
			End of 2nd Semester	

Sample PK4 Scope and Sequence

(Updated plans posted under Early Childhood on BISD Curriculum Website)

2022-2023 Scope & Sequence: Pre-Kinder

Three Cheers for Pre-K ● Uno,dos,tres ¡Prekinder!

1st Semester PK-4

Wk. #	Week date	Instr. Days	Theme	Assessment/Events
	August		**Theme 1: Hello, School**	
			How do we learn to play at school?	
1	16-19	4	**Week 1:** What is my school like?	
2	22-26	9	**Week 2:** Why do we have rules and routines at school?	
3	29- Sept. 2	14	**Week 3:** How do we learn and play at our school?	**Three Cheers Screener**
4	6-9	18	**Week 4:** How is my school like other schools?	
	September-October		**Theme 2: Marvelous Me**	
			What makes me special?	
5	12-16	23	**Week 1:** Who am I?	
6	19-23	28	**Week 2:** What does my senses tell me about the world?	**Parent Letter**
			End of 1st 6 Wks.	
7	26-30	33	**Week 3:** Why are friends and families important?	**PK BOY C-PALLS+**
8	3-7	38	**Week 4:** What are some of my favorite things?	
	October-November		**Theme 3: Look Outside/ Seasons**	
			How are the seasons different?	
9	11-14	42	**Week 1:** What changes happen in the Fall?	
10	17-21	47	**Week 2:** How is winter where I live different from Winter in other places?	
11	24-28	52	**Week 3:** What can I notice with my sense in the Spring?	**Three Cheers PM 1**
12	31-November 4	57	**Week 4:** What can we see and do in the Summer?	
			End of 2nd 6 Wks.	
	November/December		**Theme 4: Taking Care**	
			How do we care for ourselves and others?	
13	7-11	61	**Week 1:** How do I take care of myself?	
14	14-18	66	**Week 2:** What can I do to help my friends and family?	
15	28-December 2	71	**Week 3:** How do others take care of me?	
16	5-9	76	**Week 4:** Why is it important to take care of the world?	**Three Cheers PM 1**
17	12-16	81	**Theme 4: Review** Why is it important to take care of our world?	
	December-January		**Theme 5: Everyday Helpers**	
			How do people in our community help us?	
18	19-22	85	**Week 1:** What do every day helpers do in a community?	
			End of 3rd 6 Wks.	
			End of 1st Semester	

Sample PK4 Scope and Sequence

(Updated plans posted under Early Childhood on BISD Curriculum Website)

2022-2023 Scope & Sequence: Pre-Kinder 4

Three Cheers for Pre-K ● **Uno, dos, tres** ¡Prekinder! ●

2nd Semester PK-4

Wk. #	Week date	Instr. Days	Theme	Assessments/Events
	January		**Theme 5: Everyday Helpers**	
			How do people in our community help us?	
19	10-13	89	Week 2: What do every day helpers need different tools?	
20	16-20	94	Week 3: What do mail carriers do?	
21	23-27	99	Week 4: Why are firefighters important?	~~100th Day of School~~
	January-February		**Theme 6: From Farm to Table**	
			How does our food get from the farm to our homes?	
22	30-February 3	104	Week 1: How do grocery stores get the food we buy?	Jan. 30th
23	6-10	109	Week 2: What can we find at the grocery store or market?	100th Day of School PK MOY C-PALLS+
24	13-17	114	Week 3: Why should we eat different kinds of food?	
25	20-23	118	Week 4: What special foods does my family enjoy?	
			End of 4th 6 Wks.	
	February-March		**Theme 7: On the Go!**	
			How do we get from here to there?	
26	27-March 3	123	Week 1: What kind of transportation do we use?	**Dr. Seuss Birthday**
27	6-10	127	Week 2: What are the different types of railroad cars?	
28	20-24	133	Week 3: How are trucks and planes alike and different?	
29	27-31	138	Week 4: What is your favorite kind of transportation and why?	
	April		**Theme 8: Animals All Around**	
			How are animals the same and different?	
30	3-6	142	Week 1: What can we learn about animals from stories?	
31	10-14	147	Week 2: How do the feet of animals help them?	
			End of 5th 6 Wks.	
32	17-21	152	Week 3: How do animals change?	EOY C-PALLS+ /
33	24-28	157	Week 4: Where do animals live?	Week of the Young Child/Día Del Niño
	May		**Theme 9: Earth, Moon, and Sky**	
			What do we see in the world around us?	
34	1-5	162	Week 1: How does the earth help the tree grow?	
35	8-12	167	Week 2: What can we see in the sky?	
36	15-19	172	Week 3: How can we describe the moon?	
37	22-26	177	Week 4: What do astronauts do?	**Three Cheers EOY**
38	30-June 1	180	**Review Week**	
			End of 6th 6 Wks.	
			End of 2nd Semester	

What is Inclusion?

Is it Inclusion?

Check to See if Your Student Has an Inclusive Education

YES	NO
Child spends the majority of the day in the general education classroom.	Child spends the majority of the day in a special education classroom and goes to a general education classroom for one or two periods.
Child's desk is included with the other groups of desks in the classroom.	Child's desk is away from the other desks in the classroom.
Child has access to and is included in classroom lessons and activities that are adapted or modified to meet his/her special needs.	Child works on his/her own curriculum.
Child attends outside activities with the class including assemblies, field trips, enrichment classes and recess.	Child is given alternate activities and options with other special education students.
Child is an independent, valued and respected classroom member.	Child is looked upon as helpless, needy and dependent.
The child's paraprofessional facilitates access to the curriculum and classroom activities.	The child's paraprofessional determines access to the curriculum and classroom activities.
The paraprofessional encourages child to complete work as independently as possible, while providing support when needed.	The paraprofessional does not provide many opportunities for the child to complete work independently and "hovers".
Child receives specialist support (therapy, speech and language) with minimal disruption to the class routine and program.	Child is pulled from the classroom lessons and activities for specialist support without consideration for what the child will miss.
The teacher can identify your child's strengths and areas for improvement.	The teacher refers to the specialists and paraprofessional to identify child's development.
Child can name classmates and has many common classroom experiences.	Child does not know classmates and does not have many common classroom experiences.

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 use time duplicating time invested in 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.

 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 in planning cooperative learning groups, learning centers, and project-based lessons. Student will "not be a bother."

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 to review the routines and responsibilities with the paraprofessional. Time should be built into the daily schedule 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. PARA-ParasDutiesandResponsibilities.doc (live.com)

Who is in charge of discipline?

The teacher is in control of the class with the help of the support staff. The paraprofessional helps students stay on task and assists in redirecting inappropriate behavior.

How do paraprofessionals support teachers during whole class instruction?

During whole class instruction, the classroom teacher is teaching and the paraprofessional is in a supportive role.

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 for handling parent concerns. The responsibility of the paraprofessional is to direct parents back to the teacher. Please do not expect your paraprofessional to convey important information to parents, to handle concerns, or to inform parents of problems. Refer to paraprofessional duties and responsibilities located on the special services website. PARA-ParasDutiesandResponsibilities.doc (live.com)

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

CRITICAL ELEMENTS

		1. Schedules
☐	**Yes**	Develop and post daily schedules in a format understandable by all students in the classroom (words,
☐	**No**	pictures, P.E.C.S., Boardmaker, numbers, combination) that identify times and activity block periods.
☐	**Yes**	Staff schedules (All staff should work with all students during the course of the week.)
☐	**No**	
☐	**Yes**	Evidence exists that schedules are used daily.
☐	**No**	
		2. Individual Work Systems
☐	**Yes**	Develop and use work systems for each student to encourage independent work activity. All activities
☐	**No**	should focus on a task analysis sequence from left to right to train consistently across work centers and classrooms.
☐	**Yes**	Evidence exists that time is allotted in the daily schedule for work systems to be used.
☐	**No**	
		3. Communication Systems
☐	**Yes**	Ensure that every student has a way to communicate basic desires and needs (may include verbal, picture
☐	**No**	board, or assistive technology device).
☐	**Yes**	Large group instruction s modified to allow participation of each student using the communication
☐	**No**	system most appropriate to the student.
		4. Room Arrangement
☐	**Yes**	Classroom furniture is arranged in such a way to clearly define classroom instructional areas.
☐	**No**	
☐	**Yes**	Define areas exist for:
☐	**No**	• Direct teacher instruction for individuals and small group
		• Work/Learning Centers for independent student work
		• Large Groups
☐	**Yes**	Materials are labeled for easy accessibility at a student eye level.
☐	**No**	
☐	**Yes**	Classroom is neatly arranged so that student can assume some responsibility for materials and to allow
☐	**No**	for student independence
		5. Classroom/Behavior Management System:
☐	**Yes**	Rules and consequences are posted using visual representation paired with written word
☐	**No**	
☐	**Yes**	Behavior management strategies are developmentally age appropriate (Behavior Data Sheets)
☐	**No**	
		6. Lesson Plans
☐	**Yes**	Daily Lesson Plans Exist
☐	**No**	
☐	**Yes**	Teachers should incorporate the goals and objectives on the IEP's into lessons
☐	**No**	
☐	**Yes**	Teachers and paraprofessionals must incorporate technology whenever possible into the lessons being
☐	**No**	taught. (i.e. Smart Boards, etc.)
		7. Data Collection for Student Progress Toward IEP goals/Objectives:
☐	**Yes**	The teacher keeps data collection on the student progress.
☐	**No**	• Data Collection Sheets
		• Anecdotal Notes/Records
		• Other

CENTERS

Centers should allow the following:

- Allow each child to work at his or her individual developmental level.
- Offer organized environment.
- Involves playing-fundamental process of creative thinking.
- Provide direct experiences with open-ended materials.

REMEMBER:

- Keep all materials at child's eye level.
- Label everything.
- Incorporate books and literacy materials in every center.
- Provide open-ended materials in every center.
- Model to engage the children.
- Ask open-ended questions.
- Be prepared to change out materials to add "novelty".

ART CENTER

- Express ideas in new and creative ways
- Learn concepts of shape, size, and location
- Learn how to make new colors
- Control a variety of new tools
- Make plans and implement
- Learn their ideas have value

Open-Ended Questions Encourage Thinking

- Tell me about your painting?
- What could you use to make_____ (streaks, swirls, dots, etc.)?
- How did you get the clay to be so _____ (smooth, bumpy, hard, etc.)?
- What does that remind you of?

ART CENTER

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

TOY CENTER

- Books
- Manipulatives
- Lacing
- Interlocking beads / Shapes
- Stacking Toys / 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 and Numbers
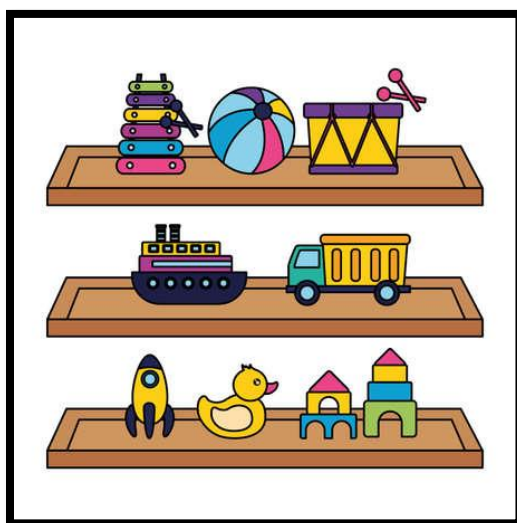
SCIENCE/MATH CENTER

- New vocabulary
- Learn concepts of texture, color, weight, size, and characteristics
- Learn to group objects into categories
- Sort and Classify
- Observe likenesses and differences
- Learn concepts more than/less than
- Counting and one-to-one correspondence
- Number sense
- Logical reasoning

Open-ended Questions Encourage Thinking

- How do you know that?
- How can you make a pattern?
- How did you sort_____ (buttons, bugs, shells)?
- What do you observe?
- Haven't we seen something like that before?

SCIENCE/MATH CENTER

Senses Exploration

- Hand Lens
- Cotton Balls
- Sponges
- Sand Paper
- Apples
- Oranges
- Salt
- Sugar
- Lemons
- Pickles
- Musical Instruments
- Books
- Scale to Weigh
- Balance
- Measuring Tools
- Magnetic Numbers
- Shapes
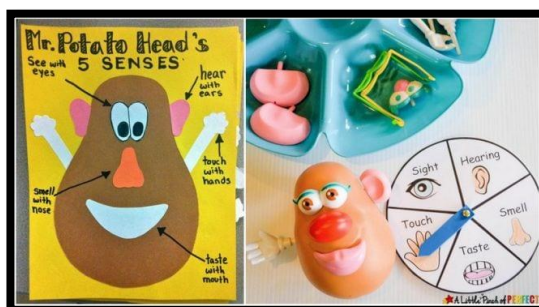
SENSORY LEARING

- Hand-eye coordination
- Things sink and float
- Learn concepts: wet, dry and evaporation
- Compare, measure, predict
- Learn capacity for different containers
- Cooperation

Open-ended Questions Encourage Thinking

- Why do you think the sands molds did not hold their shape?
- What could you do to make the waterwheel go very slowly?
- What could you use to get the sand into the bottle without spilling it?
- How could you use cookie cutters in the sand center?
- Why do you think that will sink or float?

Sensory Table Fillers

- Sand
- Water
- Soapy Water
- Ice
- Snow
- Dirt
- Cooked Noodles
- Uncooked Pasta
- Flour
- Dry Oatmeal
- Cut Straws
- Fish Gravel
- Leaves
- Sticks
- Mulch
- Rocks
- Seeds
- Pine Cones
- Flowers
- Flower petals
- Weeds
- Bird Seed
- Beans
- Rice
- Corn
- Chick Peas
- Dry Cereal
- Real Veggies
- Real Fruit
- Cut up Paper
- Goop
- Shaving Cream
- Play Dough
- Real Dough
- Pizza Dough
- Cotton Balls
- Plastic Grass
- Straws
- Lacing Items
- Letter Manipulatives
- Shape Manipulatives
- Number Manipulatives
- Ribbon
- Shredded Paper
- Hole Punches
- Pom Poms
- Legos
- Small Blocks
- Marble Works
- Magnets
- Tubes
- Caps & Tops
- Water Beads
- Small World

Sensory Table Tools

- Shovels
- Rakes
- Measuring Cups
- Measuring Spoons
- Measuring Scoops
- Plastic Cups
- Buckets
- Pails
- Sifters
- Wisk
- Spoons
- Slotted Spoons
- Forks
- Funnels
- Pots
- Pans
- Bowls
- Empty Containers
- Empty Bottles
- Empty Jars
- Trays
- Ice Cube Trays
- Cookie Cutters
- Rolling Pins
- Fruit Squeezers
- Potato Mashers
- Ice Cream Scoops
- Spatulas
- Sorting Trays
- Cupcake Pans
- Cupcake Liners
- Mixing Bowls
- Colander
- Scrapers
- Tubes
- Boxes
- Tweezers
- Chop Sticks
- Scissors
- Sponges
- Bath Squirters
- Animal Figures
- Plastic Eggs
  Plastic Food
- Letter Manipulatives
- Shape Manipulatives
- Number Manipulatives
- Small World Props
- People Figures
- Blocks
- Rulers
- Scales

--Add in tools in various sizes--

Noodles sensory

Sensory Table ideas

Science tools
scales, rulers, & tools to measure
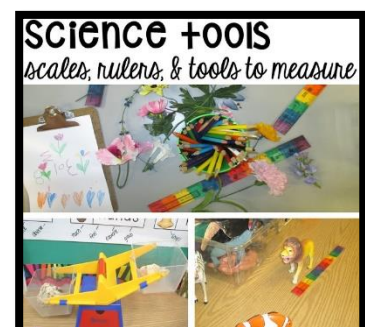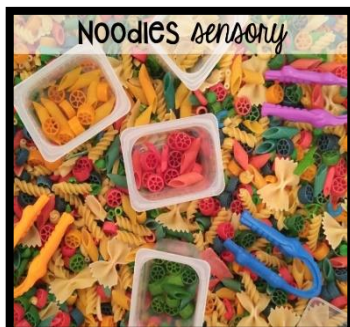
BLOCK CENTER

- Learn concepts of shape, size, length, location, space and angles
- Learn concepts of balance and gravity
- Create patterns
- Experience cooperation
- Solve problems
- Make a plan and implement

Open-ended Questions Encourage Thinking

- How could you two work on this_____ (farm, factory, grocery store, etc.)?
- What else do you need to build that?
- Where could you get it?
- Can you build the _____ (house, park, forest, truck, etc.) We read about today?

BLOCK CENTER

- 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
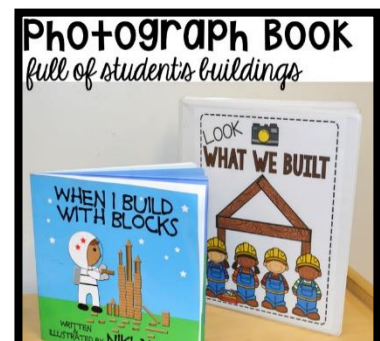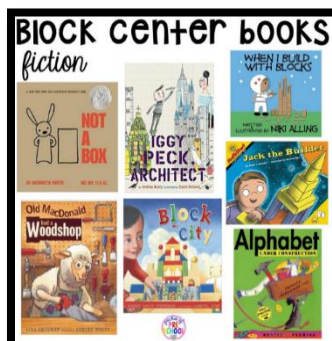
DRAMATIC PLAY

Dramatic play includes:

- Flexible thinking
- Express in sentences
- Role Play
- Sort and organize things
- Make decisions
- Negotiate and compromise
- Improvise and use things in a symbolic way
- Carry out ideas with others

Open-Ended Questions Encourage Thinking

- How could you decide_____ (who is going to be the mother, what to cook, etc.)
- Do you remember the story we read this morning? How can you use it in your center?
- How could you change the center to make that?
- I took this photo of you yesterday in this center. What words could make a label so other people will understand what you were playing?

DRAMATIC PLAY/ HOUSEKEEPING

- 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
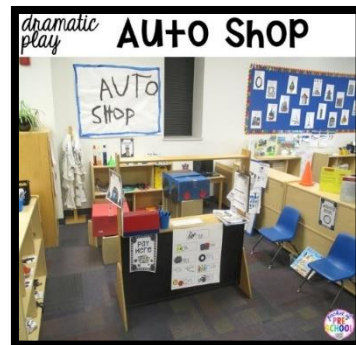
WRITING CENTER

- Communicate in writing
- Use knowledge of letters and their sounds to write what they want
- Learn of different types of writing

Open-Ended Questions Encourage Thinking

- Where could you look to find out how to _____ (make a letter, spell that word, etc.)?
- Tell me about that word.
- How could you add that information to your story?

WRITING CENTER

- Dry Erase Boards
- Crayons, markers, pencils
- Shaving Cream
- Sand
- Cotton Balls
- Clay
- Clothespin Letters
- Magnetic Letters
- Cookie Sheets
- Different Types of Paper
- Books
- Invitations
- Envelopes
- Rubber Stamps and Inks
- Paper Clips
- Shaving Cream
- Index Cards
- IPad

WHAT CAN YOU DO WITH WORD CARDS?

Build the word with other letter manipulatives

Stamp the word in play dough

Write the words on chalkboards

Clip the word with clothespin letters

WHAT CAN YOU DO WITH WORD CARDS?

Write the words on fun paper

Write the words in shaving cream

Make a word card basket for students to use all year long

Any other ideas? Write them here

WHAT CAN YOU DO WITH WORD CARDS?

Put the word cards and paper your writing or word work center

Build words with magnet letters

Count the syllables

Create a holiday card making station

READING CENTER

- Express Ideas with words
- Role Play
- Communicate
- Retell familiar stories
- Use imagination to create own stories
- Gain factual information from books

Open-Ended Questions Encourage Thinking

- How did you choose that book?
- Would you recommend that book to anyone? Who? Why?
- Is there another book you know by that author?
- What did you like about the pictures?
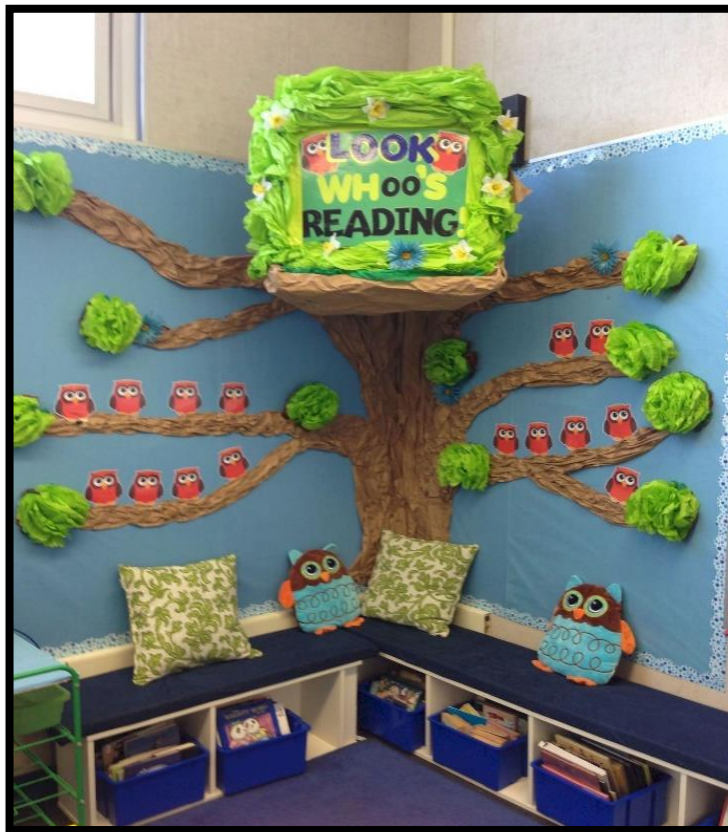
READING CENTER

- 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

Design / Layout

- Clear visual and physical boundaries
- Minimize visual and auditory distractions
- Develop instructional, independent and rec/leisure areas
- Organization

Transition Markers

Transition Markers are a visual or auditory process to help guide, cue and prompt the students through the daily activities and lessons.

Examples:

- Signals that it is time to "check your schedule"
- Lead to future independence
- Powerful visual tool
- Can be simple (colored card)
- Can be complex (reflect student's interest
- Songs: example "clean up song", timer sounds, bells, etc.

Schedules

A definite schedule allows a child to know and anticipate what's going to happen to him. A schedule allows a student to form a routine, thereby building a comfortable environment in which he can become more productive.

1. Different types of Schedules
2. Picture/Written
3. Written
4. Photograph
5. Icon
6. Object
7. First/Then
8. Velcro
9. Manila Folders
10. Card stock paper
11. Clip boards
12. Binders

Schedules are NON-NEGOTIABLE

Visual Schedule

Definition: A series of communication pictures used to be help children understand and manage the daily events.

Visual Schedules are important because they:

- Help with sequential memory and organization of time.
- Assist with language comprehension to reinforce what is expected of them.
- Reduce the possible occurrence of challenging behaviors.
- Clarify that activities happen within a specific time period.
- Alert the student of any changes that might occur.
- Assist the student in transitioning independently.
- Incorporate social interaction.
- Examples: "To Do" / "Done" or "First/Then"
- **Promote Independence!!!**
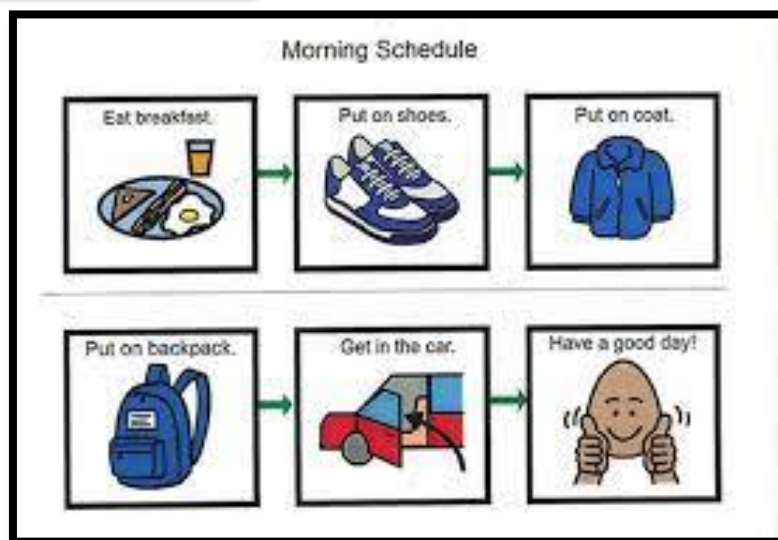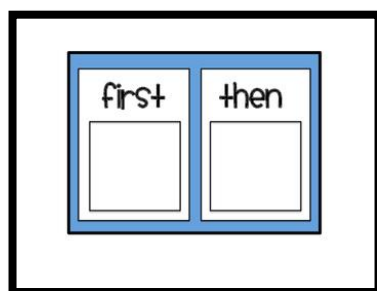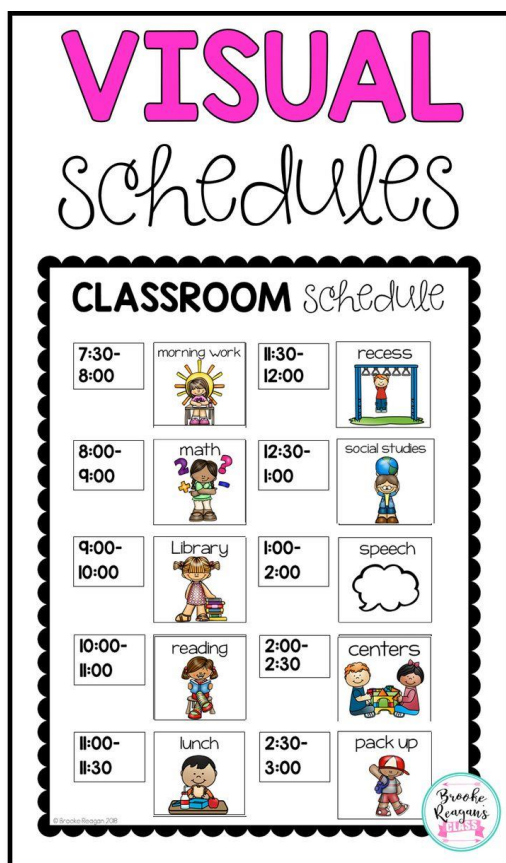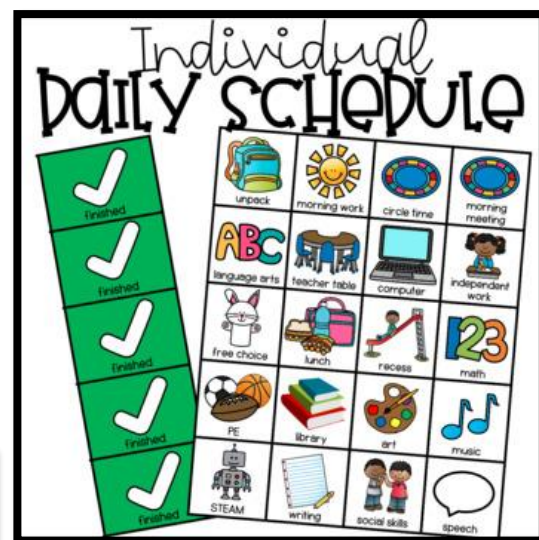
Visually Structured Learning Activities

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 am 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.

Baby Work System

Pasta Work System

Pizza Work System

Vet Work System

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.

Social Skill Lesson Components

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

Thoughts on Social Skills

1. Social Skills should be purposefully infused into the 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's individual need.
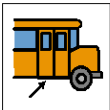5. Programs that support Social Skills include Quaver and Teach Town.
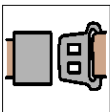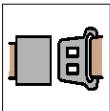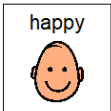
Social Stories

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."
8. Board maker, writing with symbols, google images, and real-life images.

I ride the bus.

I ride the bus.		I could get hurt or cause an accident.	
Sometimes I try to take off my seatbelt,		I can only take off my seatbelt at home or at school.	
and run away		I will be a good boy and keep my seatbelt on and stay in my seat.	
If I take off my seatbelt, and get out of my seat.		happy — This will make everyone happy!	

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. 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 to change or revise?
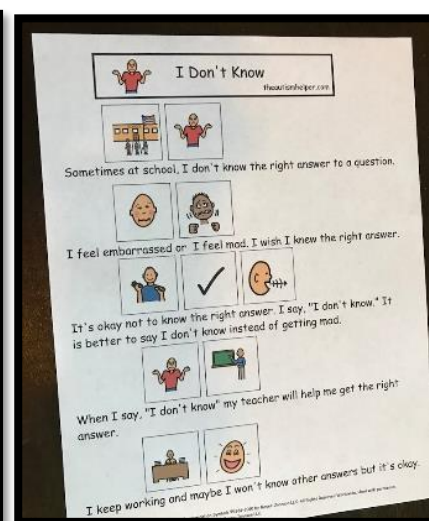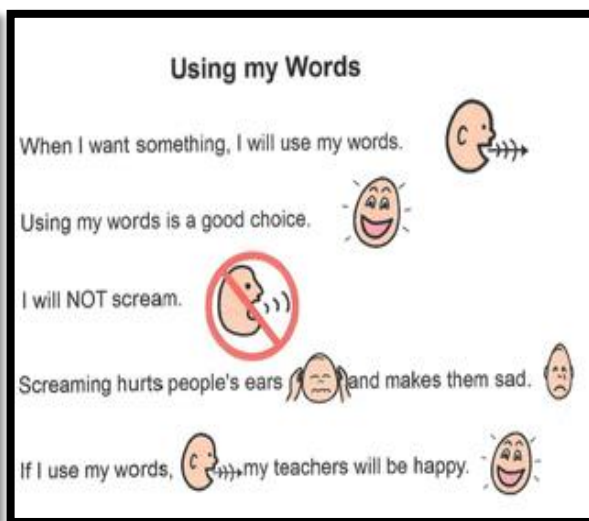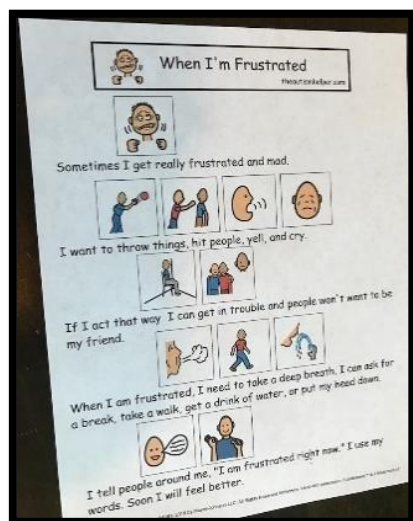
Power Cards

The Power Card Strategy is a way to use a child's special interest to motivate children and youth. Since many children with 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 considers the unique characteristics of children and youth with Autism.

The Power Card Strategy consist 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 Bluey, Nancy's special interest.

Bluey like to play games. Sometimes he wins the game. When he wins games, Bluey feels happy. He might smile, give others a high five or say "yea!" But sometimes he may lose the game.

When Bluey loses games, he might not feel happy. He might take a deep breath, say "good job" to his friend or say, "maybe next time."

Bluey "wants everyone to have fun playing games. He wants you to remember these three things when playing games the Bluey way:

1. *Games should be fun for everyone.*
2. *If you win a game you can; smile, give a high five, or say, "yea!"*
3. *If you lose a game you can: Take a deep breath, say, "good job" to your friend or "maybe next time."*

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 won comic strip conversation-the more helpful it will be in the 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.
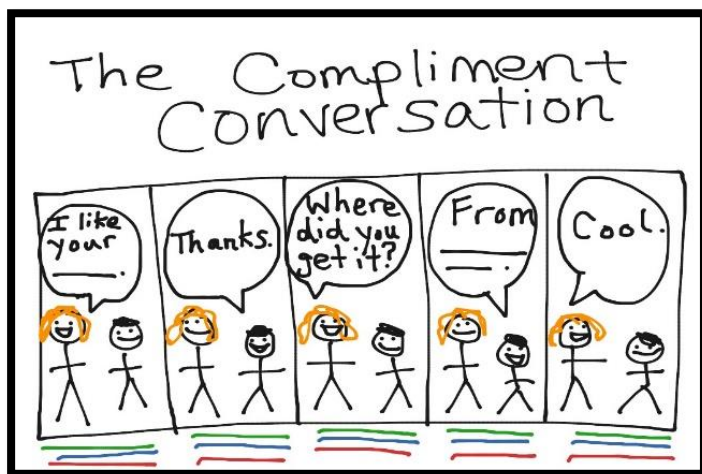
Sensory Integration

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, River dance)
- 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
- Slinky toy, koosh balls, stress ball, puppet, fidget toys etc.
- Smell exploration: aromatherapy oils and scented lotions, spices
- Motor activities: climbing, swinging, pushing, pulling, walking, jumping, rolling, crawl tunnels
- Bean bags
- Tent/ Individual areas (allows child to relax from stressful situations)
- Weighted blankets and body socks
- Fidget Toys

Sensory Choice Chart Descriptors

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 repeatedly. 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/watch videos or music of calming. For example: Nature sound, bubble pop, 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 a container or bucket 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. Wall push-ups
3. Have a stack of heavy items such as phone books on one side of the room. Have the child pack them up
4. Have the child play hopscotch.
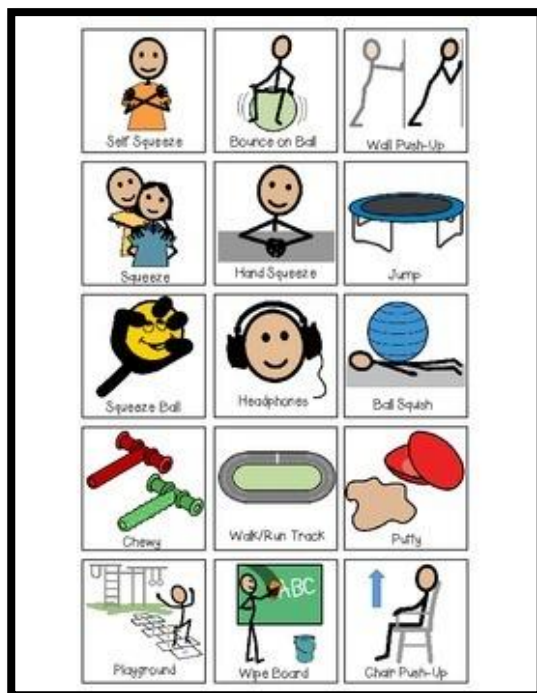
40 Quick and Easy
SENSORY BREAK IDEAS

- Jumping Jacks
- Jumping on a mini or large outdoor trampoline
- Heavy work activities
- Crawling through tunnels or under objects
- Wall or chair Pushes
- Animal Crawls (can you crawl like a bear? crab? frogs? seals?)
- Ball Pass
- Ball Pits
- Reading in a bean bag chair
- Biking
- Climbing trees or on a jungle gym
- Use fidget toys
- Chewing toys or tools such a Chewable Jewelry
- Crashing mat
- Play with a parachute
- Popcorn jumps
- Wheelbarrow walking
- Obstacle course
- Passing weighted balls back and forth
- Scooter board activities

- Resistance bands
- Bouncing on a therapy or exercise ball
- Listening to upbeat OR calming music
- Swinging
- Going outside for a walk or hike
- Jumping jacks
- Skipping
- Running
- Bean bag squeezes
- Drinking water through a water bottle with a Bite Valve
- Chewing gum (all natural chewing gum option)
- Using a weighted blanket or vest
- Lifting light weights
- Yoga moves
- Swimming
- Tummy Time
- Headphones to block out unnecessary noise
- Roller blade or skating
- Visit the playground

Communication Strategies

Communication ➡ leads to socialization ➡ leads to positive behavior

RECEPTIVE Communication

- Schedules
- Work systems
- Visuals 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

Communication Forms

- Photos/pictures/ true object-based icons (TOBI)
- Objects/miniatures
- Line Drawings
- Words
- Voice Output Communication Aides (VOCA)

Assistive Technology:

For the students in ECSE, AT can be used to increase or improve overall understanding of their environment.

Expressive communication skills

- Social Interaction skills
- Attention Skills
- Organization Skills
- Academic Skills

- Self-help

"LOW" TECH

- Dry eraser boards
- Clipboards
- 3 ring binders
- Photo albums
- Manila file folders
- Laminated photographs
- Highlighted tape, etc.
- Specialized pencils
- Specialized plates
- Specialized cups
- Specialized spoons (utensils)

"MID" TECH

- Timer
- Screen magnifier
- Calculator
- Audio books
- Electric devices

"HIGH" TECH

- Computer and adaptive hardware
- Complex voice output devices
- Speech to text
- IPad/Chrome Book
- Text to speech

SNACK TIME AND COMMUNICATION

Snack time is one of the best times to work on a child's communication skills. Food can be a very motivating tool to use to encourage children to improve speaking skills as they request items. This can also be great time to work on motor skills while opening a milk container or pouring into a glass. Sequencing skills can also be developed as steps are followed in order to prepare a snack.
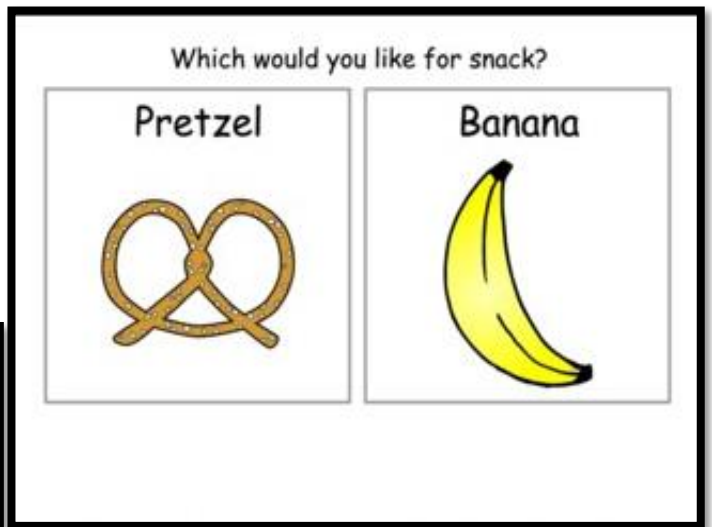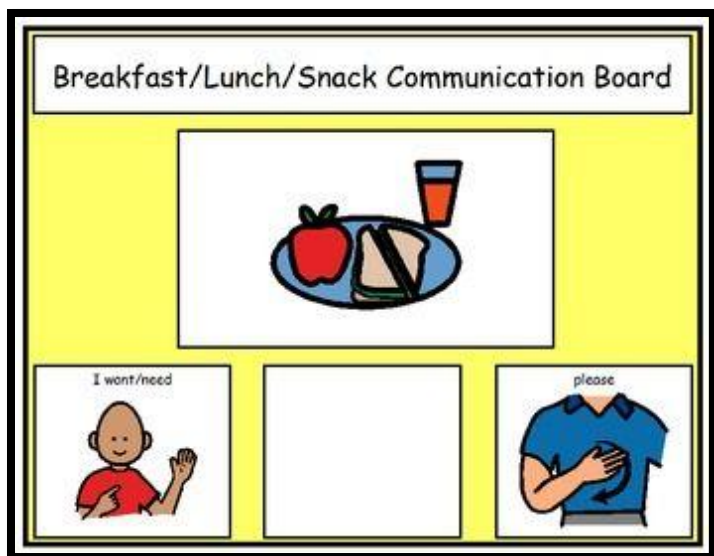
INTEREST SURVEY TO PROMOTE COMMUNICATION

Teacher:_____   **Date:**_____

Student:_____   **Campus:**_____

Parent:_____

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

1. My child's favorite toys are:
   _____
   _____

2. My child's favorite activities are:
   _____
   _____

3. My child's favorite characters are:
   _____
   _____

4. My child's favorite foods 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:
   _____
   _____

Responsibilities of the

ARD Teacher/Paraprofessionals

Responsibilities of the Teacher
<u>Yearly Responsibilities</u>

I. **Beginning of the Year**

    A. Senate Bill 1196
   1. **CPI Non-Violent Crisis Intervention.**
   2. **Unit Staff must maintain yearly certification**
   3. **Follow district approved CPI techniques**

    B. Review student's IEP

    C. Ensure that the student has appropriate goals and objectives for all instructional and related services and services commence on the first day of school. If necessary, an ARD or ARD Amendment should be held for revisions.

    D. Print copies of the schedule of services for all assigned students.
   1. Compare eSchools schedule with IEP Schedule of Services and address discrepancies that require an ARD or ARD amendment.

    E. The accommodation/modification page, BIP, and the IEP are available through the Teacher Access System (TAC). Ensure all general education teachers and all pertinent personnel know how to access this information prior to the first day of school. (Explain and discuss plan with pertinent personnel) If required by campus administration, hard copies of the accommodation/modification page, BIP and the IEP may be provided to pertinent staff.
   1. Secure teacher signature of the IEP and accommodations (via TAC and/or Hard Copy) using Acknowledgment Receipt Form (included in this Handbook).

    F. It is strongly recommended that the ARD teacher make 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 week, review and confirm the student's IEP, schedule of services, and deliberations to ensure that all services are in place.
   1. Includes related services, accommodations, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.

   2. Notify the service provider, campus special education administrator, and the cluster supervisor if services have not been provided.

II.   During the Year

A. Monitor each student's progress on a consistent 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 emailed or sent home every six (6) weeks.
   5. Progress must be documented for every goal and objective each grading period.
   6. Notify Administration, Supervisor, and Lead Teacher/Department Head if IEP report cards cannot be emailed or sent home due to another teacher or related service personnel's failure to complete their portion of the progress report.

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 for ensuring 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.
   5. The ARD documents should be finalized immediately following the ARD and emailed or copies given to the parents.

C. For any student whose behavior interferes with their learning or the learning of others, consider the need for a Behavior Intervention Plan (BIP) or a revision of an existing student BIP.
   Steps for establishing a BIP:

   1. Obtain parent consent for functional behavior assessment (FBA)
   2. Collect pertinent information for the functional behavioral assessment.
   3. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.

4. Update FBA/BIP as new behaviors arise.

III.   End of the Year

1. Complete the Teacher Clearance Forms with campus administrator.
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.
4. Complete all progress reports for the year.
5. When applicable complete and submit all assurance logs to your cluster supervisor.

SPECIAL EDUCATION ACCOMMODATION RECEIPT
20___- 20___

Student Name: _____   Student ID#: _____

Grade: _____   Date: _____

Student named above is receiving special education services and has an accommodation & testing sheet in his/her IEP. A copy of these accommodations should be kept in your IDEA binder for your records. It should be referred to regularly, in order for you to work more effectively with your student. If you have any questions concerning the student's IEP/instructional accommodations/testing info, please contact me at your convenience.

☐ ____ **Check & initial if <mark>you have received a copy</mark> of the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP (if applicable) for the student identified by name & ID above.**

☐ ____ **Check & initial if <mark>you accessed via TAC</mark> the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP) if applicable.**

Your signature also indicates that you have been advised to contact the Special education teacher if you need clarification regarding accommodations.

<mark>Please maintain confidentiality on this student.</mark>

Class period	Subject	Teacher Name	Teacher Signature	Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
INC				
INC				
INC				

Thank you!   SE Teacher Name (print): _____ Room or Contact #: _____

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 includes, but is not limited to: progress reports from previous IEP, report card, state testing reports, information from Samegoal, work samples, test samples, information provided by the General education teacher, discipline referrals, attendance 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 general and special education teachers.
- Information results for last state assessment
- Transcript (H.S. Only)

E. Determine if staffing is needed prior to the ARD.

F. Complete **all** pages of the ARD document.

1. Review and change: - PLAAFP. The PLAAFP must include all areas in which the student receives services i.e. speech, OT, PT, counseling, Bilingual, 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.

6. Determine appropriate State and Local Assessments for all grade levels.
7. Review the results of the previous state assessments.

G. Best practice is to 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. Inform parent that goals and objectives may be added or deleted upon their recommendation at the ARD meeting. Parent input is highly encouraged.
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.
F. ARDs should be finalized and a copy of the ARD document emailed or provided to the parent at the end of the ARD.
G. Inform pertinent staff that a new IEP is found on TAC. If required by campus administration, provide hard copies of the IEP goals, objectives and accommodations to all staff working with the student.
H. The special education teacher is responsible for submitting 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 Pathologists, 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 student with a disability in meeting their academic achievement and functional performance. This document

will include recommendations on how to assist the student with a disability in meeting their postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate.

Paraprofessional Duties and Responsibilities

Classroom Organization and Duties

- Creating and maintaining filing systems for materials and students.
- Preparing displays, schedules, and bulletin boards
- Duplicating materials
- Typing instructional materials
- Creating seating arrangements for various small group activities
- Locating instructional materials

Student Assessment:

- Observing and recording academic behavior and progress
- Checking student work
- Keeping anecdotal records on student performance
- Completing informal observation of student performance
- Administering teacher – made tests
- Becoming familiar with the student's I.E.P.

Direct Instruction:

- Reinforcing subjects which have been taught by the teacher such as reading, math, vocabulary, spelling, P.E., and Adapted P.E.
- Assisting small groups of students
- Working one-to-one with students
- Providing appropriate feedback to students
- Listening to students read
- Modifying written materials
- Helping students work on projects or assignments
- Helping students select library books
- Actively participate in instruction and monitoring of students.

Personal Care Management:

- Assisting students with tasks such as mobility, feeding, dressing, toileting, etc.
- Providing specialized care for students under a school health plan.
- Maintain an inventory of supplies and initiate requests for supplies
- Ensure that all required health, hygiene, and dietary needs are available for on-campus/ off campus activities.
- For one to one paraprofessionals, ensure you are submitting SHARS billing in a timely manner.

Behavior Management:

- Monitoring and supervising students in P. E., recess, lunchroom, etc.
- Monitoring student behavior with point sheets, contracts, BIPs.
- Monitoring small and large groups
- Assisting teachers with strategies to reinforce appropriate behavior
- Ensuring that students complete tasks and meet deadlines
- Helping build self-esteem in students by providing positive feedback.

Crisis Prevention Institute:

- **CPI Non-Violent Crisis Intervention**
- **Unit Staff Must maintain yearly certification**

Working with Parents:

- Directing parents to appropriate resources and personnel
- Directing parent concerns to classroom teachers

Working with staff:

- Co-Planning with supervising teacher
- Working with assigned teacher(s) and colleagues in a positive manner.
- Providing on-going communication regarding students
- Following the chain of command (teacher, administrator, special education supervisor, special education director)
- Student safety concerns must be reported immediately.

Miscellaneous Duties:

- Completing professional leave paperwork as needed.
- Appropriate professional attire
- Performing other duties as assigned by administration, i.e., monitoring the lunchroom, supervising students in community setting, and assisting with bus duties.

CHILD OUTCOME SUMMARY FORM
(COSF)

Entry COSFs are to be completed and finalized on IEP Plus within the first 30 days of students' entry into the Special Education Program for all students (ages 3 to 5) with an identified disability. **These are due by the end of each 6-weeks period to the District COSF Designee.**

The District COSF Designee will share the Entry and Exit COSF Indicator 7 Document with all COSF Representatives in an Excel document on the OneDrive. These will be set up by Cluster and have your campus name(s) on the bottom of the Excel Document (same as previous years).

1. Verify your campus report on OneDrive Excel document.
2. E-mail District COSF Designee regarding students who are missing on your Indicator Reports and students who are showing on your report that are enrolled at a different campus.
3. Complete missing ENTRY COSFs on IEP Plus for your campus within 30 days of entry into the Special Education Program.
4. Update your campus report on OneDrive Excel document.
5. Notify District COSF Designee, via e-mail, each time you complete a COSF.
6. District COSF Designee will review and print Finalized COSFs from IEP Plus and enter them into the TEA website.
7. **YOU DO NOT NEED TO EMAIL COSF REPORTS.** However, do not forget to Print and File a copy in the student eligibility folder.

As a reminder, every Entry and Exit COSF must be completed as part of our End-of-Year clearance.

CHILD OUTCOMES SUMMARY FORM

Child Information

Name: _____   SSN: _____ / __ / _____ or District ID: _____

Date of birth: _____   Campus: _____
mm/dd/yyyy

Primary Eligibility: select one from menu   Multiple Disabilities: select one from menu

Instructional Setting: select one from menu

Entry Date: _____   **Exit Date:** _____
(First day the child received services through PPCD.)   (Last date the child received services through PPCD.)

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 PPCD (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

ESC•20   IDEAs that Work
U.S. Office of Special Education Programs

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
☐1	☐2	☐3	☐4	☐5	☐6	☐7

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)*

☐ Yes	**Describe:** ____
☐ 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
☐1	☐2	☐3	☐4	☐5	☐6	☐7

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)*

☐ **Yes**	**Describe:** ▭
☐ **No**	

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
☐1	☐2	☐3	☐4	☐5	☐6	☐7

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)*

☐ Yes	Describe: ▨
☐ No	

Brownsville Independent School District
Special Services Department
2467 E. Price Road / Brownsville, Texas 78521 // Ph. (956) 548-8400 Fax: (956) 548-8446

Adriana Lippa
Special Services Administrator

Dr. Jesus H.Chavez
Interim Superintendent of Schools

FORM 3:	NOTICE TO REQUESTOR WITH OPTION TO DISCONTINUE OR RENEW CAMERAS

Dear Principal,

Our district is dedicated to maintaining a strong partnership with parents, in providing the best education for students.

For this reason, the school district wants to inform you that, as per operating guidelines (see below), for video surveillance of special education settings implementing TEC §29.022 (as amended by SB 1398), the operation of the video cameras **will not continue** during the following school year unless a person eligible to make a request for the next school year submits a new request.

"At least ten (10) school days before the end of each school year, the school or campus shall notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request." (Operating Guidelines for Video Surveillance of Special Education Settings). TEC §29.022

My signature below indicates that I understand that I have the option **to submit a request for installation of camera for the 2023-2024 school year.**

_____ I **do not** request the installation of cameras for the 2023-2024 school year.

_____ I **do** request the installation of cameras for the 2023-2024 school year.

Steps to making a request for installation of camera:

- Parents must complete and submit an application to request the installation of video and audio recording equipment.
- A parent/staff member or assistant principal should submit this form to the campus principal (or the principal's designee).
- A principal or the district's board of trustees should submit this form to the designated district Coordinator at the Special Services department.

Campus:_____

Principal's signature_____

Phone number or email:_____

Brownsville Independent School District
Special Services Department
2467 E. Price Road / Brownsville, Texas 78521 // Ph. (956) 548-8400 Fax: (956) 548-8446

Adriana Lippa
Special Services Administrator

Dr. Jesus H. Chavez
Interim Superintendent of Schools

FORMA 3: AVISO AL SOLICITANTE CON LA OPCIÓN DE DISCONTINUAR O RENOVAR LA SOLICITUD PARA INSTALAR AUDIO Y VIDEO

Estimados padres,

Nuestro distrito se dedica a mantener una fuerte asociación con los padres en nuestro esfuerzo por proporcionar la mejor educación para los estudiantes.

Por esta razón, el distrito escolar quiere informarle que según las directrices operativas (note abajo), para la video-vigilancia de los entornos de educación especial que implementen TEC § 29,022 (modificado por SB 1398), el funcionamiento de las cámaras de vídeo **no continuará** durante el siguiente año escolar a menos que una persona elegible para hacer una solicitud para el año escolar siguiente presente una nueva petición.

"No menos de diez (10) días del último día de clases, la dirección de la escuela deberá notificar a los padres de cada estudiante que asista a clases en donde haya equipo de grabación de video y audio que este equipo no continuará durante el siguiente año escolar a menos que una persona elegible para realizar una solicitud para el próximo año escolar presente una nueva solicitud." TEC §29.022

Mi firma indica que entiendo que tengo la <u>opción</u> de presentar una nueva solicitud para la instalación de grabación de video y audio para el año escolar del 2023-2024.

_____ **No** solicito la instalación de grabación de video y audio para el año escolar del 2023-2024.

_____ **Sí** solicito la instalación de grabación de video y audio para el año escolar del 2023-2024.

Pasos para presentar una solicitud:

• Los padres deben completar y presentar la petición de aplicación de la instalación de equipo de grabación de audio y vídeo.
• Un padre/empleado o el subdirector deberían presentar esta forma al director(a) de la escuela (o la persona designada por el director o la directora).
• Un director(a) o la mesa directiva del distrito escolar deberían presentar esta forma al coordinador del distrito nombrado en el departamento de servicios especiales.

Escuela: _____

Nombre del estudiante: _____

Firma del padre o tutór: _____

Número telefónico o correo electrónico :_____

BISD does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or provision or services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades

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Crisis Management

Campus Core Team

GUIDELINES FOR THE PREVENTION
OF A CRISIS

1. Establish an atmosphere of trust.

2. Teach the rules.

3. Consequences for rule infractions should be known ahead of time and consistently enforced.

4. Rule infractions should be dealt with unemotionally.

5. Students should be allowed to save face: not lose self-respect.

6. Do not make threats. Power struggles should be avoided.

7. Expectations should be clearly defined, and teachers should check to see if they are understood by the students.

8. Model calm, composed behavior. (Especially in stressful situations)

9. Avoid fault finding. The "What" of behavior should be discussed (not the "Why"). Questions such as "What are you doing?" are preferable to "Why are you doing that?"

10. Do not argue with students. Remember, it is not always necessary to have the last word to be right.

11. Attempts should be made to intervene with the behavior before conflict develops.

12. Use Common Sense!

CRISIS MANAGEMENT PLAN GUIDELINES

Definition of Crisis: A Crisis exists when a student poses a serious threat to the safety of themselves/other students/faculty/staff/property.

The CRISIS MANAGEMENT PLAN will be implemented using the BISD approved model- CPI (Crisis Prevention Institute) when the staff or the administration deems it an emergency situation. The plan will be implemented quickly, quietly and efficiently. Disruption of the school schedule should be kept to a minimum.

The plan will be practiced with the students before a crisis occurs and reviewed as necessary.

1. Safety of student in crisis is aided by removing other students, furniture and school items from immediate area. At least two CPI trained adults will remain with the student in crisis. If additional assistance is needed, the administration will assist in bringing in other members of the Crisis Team. Office staff will receive advanced instruction in what to do when staff calls for immediate assistance.
2. Other students will be led from the classroom in an orderly manner with the staff member assigned by the SPED Teacher or the administration. The students will never be sent from the room without a staff member.
3. Places for other ECSE students to go during a crisis (examples of possible choices):

> I.   Resource Room
> II.   Nurses office
> III.   Room # ____
> IV.   Library
> V.   Cafeteria

4. A box with independent level activities, pencils, crayons, etc. will be prepared in advance and left ready to take with the students going to the new location.
5. When student in crisis is back in control, one of the staff members helping with the crisis will go get the rest of the class.
6. If the student coming out of a crisis requires a change of scenery or a quiet place, the general education counselor's office may be used (or any other area deemed appropriate by the administration or the ECSE teacher)
7. If more than one ECSE student is in serious crisis simultaneously, additional help will be required from other CPI Campus Core Team Members. The administration/ECSE teacher will direct these requests.
8. Responsibilities

ECSE Staff:

- Exhaust all CPI techniques. Implement Crisis Plan as practiced.
- Follow teacher directions quietly and efficiently.
- Remain calm and neutral.

If student is restrained, all appropriate forms must be completed.

- Written Summary of Restraint Use form must be completed and shared with campus Administrator, PEIMS Clerk and Diagnostician.
- On the day of the restraint an attempt must be made to verbally notify parents.
- Parents must receive written notification within one school day of the event.

Office Staff:

- When ECSE staff calls asking for immediate assistance, an administrator must be found and sent immediately.
- Crisis situations and information should not be discussed with anyone other than the administration, SPED staff, and those involved. (Only to the extent necessary to maintain the safety and security of the student(s)).
- If a parent calls the office for more information, only the ECSE teacher or administrator should answer their questions.
- Remain calm and neutral.

Nurse:

Respond to call from ECSE staff in timely manner.

- Staff will advise if it is urgent.
- Document checking the student after CPI safety intervention.

General Education:

- Will be advised of the crisis situation and called in only if needed.
  Counselor's office will be used only if needed.
- Follow up discussion between the student who was in crisis and the counselor may be recommended.

Behavior Specialist:

- Behavior Specialists are available to assist and can provide behavior recommendations that can assist in the educational setting.

Other CPI trained staff:

- Campus Core Team will be utilized as needed.

Administration:

- Implement their duties in the crisis plan when necessary.

I have read and understand my roles and responsibilities in the (CPI) Crisis Management Plan. Please complete at the beginning of the year.

Signatures:

ECSE Staff:

_____
_____
_____

Office Staff:

_____
_____
_____

Nurse:

_____
_____
_____

General Education Counselor:

_____
_____
_____

Behavior Specialist:

_____
_____
_____

Other CPI trained staff:

_____
_____
_____

Administration:

_____
_____

Written Notification of Use of Restraint:
INSERT SAMEGOAL

Select your student

Select Create New

Select Written Summary of Restraint
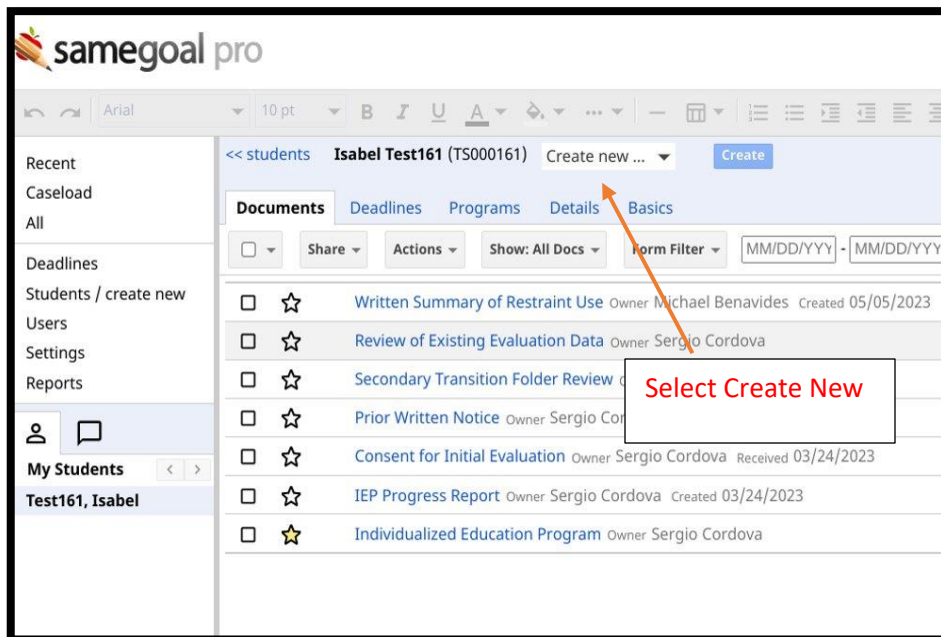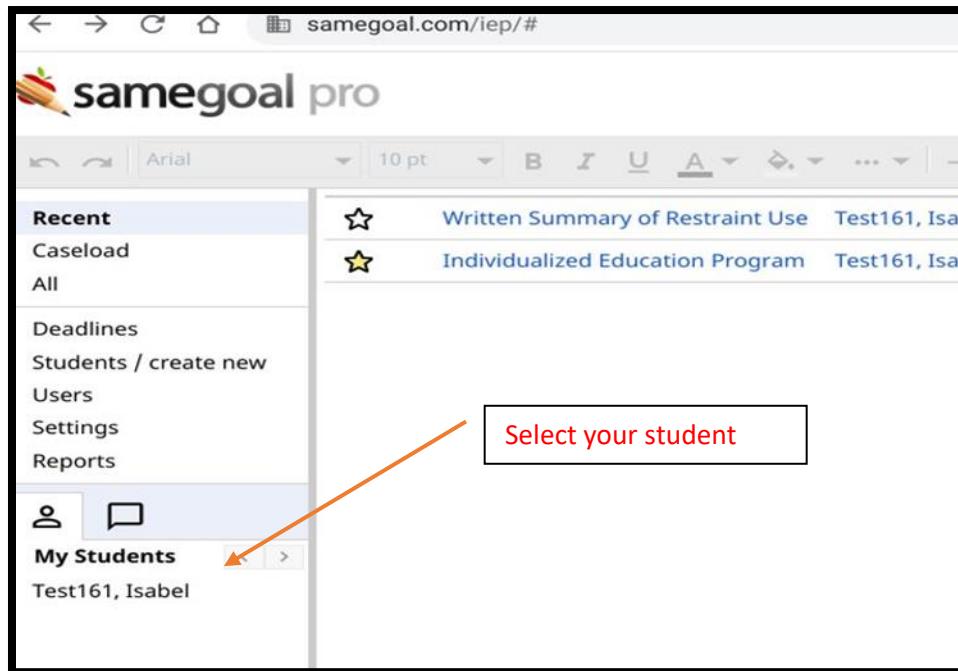
TOOLBOX

In-Home Training / Parent Training
Needs Assessment Cover Sheet
(To be completed by ARD teacher with parent prior to ARD)

Forms Completed

Completed	Needs Assessment Area	Date of Parent Interview	Conducted Interview (In Person, Via Phone, etc.)	Parent/Guardian Name
☐ Yes	Communication			
☐ Yes	Behavior			
☐ Yes	Self Help			
☐ Yes	Socialization			

☐ Parent declined to complete the Needs Assessment survey thereby recognizing the loss of opportunity for In Home or Parent Training at this time.

ARD teacher Signature:	**Date:**
Parent/Guardian Signature:	**Date:**
If via telephone, record parent/guardian phone number:	

In-Home Training / Parent Training
Needs Assessment
(To be completed by ARD teacher with parent prior to ARD)
SELF-HELP

Name:	Date:

Self-Help	Unable to do	Can do	Does consistently	Comments
Bathroom skills				
Recognizes physical need to use toilet				
Goes to the bathroom when requested				
Urinates in toilet				
Voids in toilet				
Stays dry during the night				
Stays dry during the day				
Uses a variety of restroom facilities				
Washes hands				
Washes face				
Takes care of personal hygiene needs				
Bathes independently				
Brushes teeth independently				

In-Home Training / Parent Training
Needs Assessment
(To be completed by ARD teacher with parent prior to ARD)

SELF-HELP

Self-Help	Unable to do	Can do	Does consistently	Comments
Dining skills				
Drinks from a cup or a variety of cups				
Utilizes a variety of tableware				
Eats a variety of foods				
Eats all textures				

Socialization/Family

Name:	Date:

Socialization/Family	Unable to do	Can do	Does consistently	Comments
Stays near family (in house, community, other)				
Greets others				
Plays games				
Follows game rules				
Does routine chores				
Picks up toys/belongings				
Interacts with family members				
Tolerates new people in the house				
Takes turn during activity 9with/ without prompts)				
Follows family routine				
Plays with toys appropriately				

Communication

Name:	Date:

Communication	Unable to do	Can do	Does consistentl y	Comments
Follows simple directions				
Expresses feelings appropriately				
Appropriate voice level (increase or decrease level?)				
Expresses wants				
Answers questions				
Indicates choices				
Engages in meaningful conversation				
Communicates with strangers (Reduce or increase?)				
Asks for help				
Indicates when hurt or sick				
Initiates communication				
Is understood by strangers				
Indicates "no"				

Communication modes:
- ☐ **Bodily response (i.e. claps, flaps hands, jumps up and down, etc.)**
- ☐ **Behavioral response (i.e., tantrums, slaps pushes others away, etc.)**
- ☐ **Verbal response (oral language)**
- ☐ **Facial response (i.e. smiles, frowns looks scared, upset, etc.)**
- ☐ **Verbal (no language response (i.e. laughs, yells, consistent noise, etc.)**
- ☐ **Pictures/symbols for response (i.e. PECS, communication board, device)**
- ☐ **Sign language**

In-Home Training / Parent Training
Needs Assessment
(To be completed by ARD teacher with parent prior to ARD)
Behavior

Name:	Date:

Behavior	Unable to do	Can do	Does consistently	Unable to do	
Helps others when requested					
Follows simple directions (stop, no, come here, with or without visual cue?)					
Expresses feelings appropriately					
Appropriate use of hands and/or body					
Appropriate use of language					
Takes care of possessions					
Remains with family when requested					
Tolerates change in routine (with or without schedule)					
Follows house rules (specify need)					
Accepts corrections					
Exhibits destructive behavior					
Self-injurious behavior (hits, self, head bangs, bites, other)					

In Home / Parent Training
Documentation Log
(to be completed by In-Home/Parent Trainer)

Student's Name: _____ **Campus:** _____

Parent(s) Guardian's Name: _____

Others in Attendance: _____

Date of visit/contact: _____

Time: IN_____   **Out: _____**

Purpose of training (circle one): In-Home Training   and/or   Parent Training

Goal(s)/Skills Addressed: 1.   2.   3.   4.

Summary of
Visit/Activities:_____

_____

_____

Recommendations for Next Visit:

Parent's Signature: _____   **Trainer's Signature:** _____

Follow up:
Date:
Time:

All Sessions
have been
completed.

State Resource Links

The following link takes you directly to the TEA website with all the Early Childhood Program information.

https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/early-childhood-special-education-ecse

- State Resources
- National Resources
- Federal Policy
- Contact Information

The following link takes you directly to the TEA website Special Education Rules and Regulations.

https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/special-education-rules-and-regulations

- Special Education Rules and Regulations Side by Side
- Federal Regulations-IDEA 2004
- State Regulations Not Required by IDEA or Federal Regulations
- Commissioner's Rule
- State Board of Education Rules
- Texas State Law

The following link takes you directly to Texas Early Learning Council.

https://earlylearningtexas.org/

The following link takes you directly to Children's Learning Institute resources.https://childrenslearninginstitute.org/resources/

Educational Links

Sites for Language

- Rainbow Color Song -https://youtu.be/tRNy2i75tCc
- Letter Sounds- https://youtu.be/BELlZKpi1Zs
- Sight Words-https://youtu.be/1sNPUmZQels
- ABC Flashcards/ Vocabulary-https://youtu.be/p-kAl-qOeJA

Math

- Calendar-https://www.starfall.com/h/
- Shapes song- https://youtu.be/QBD7CB-rroo
- Sesame Street: 0-20 Counting Songs! | Number of the Day Compilation
  https://youtu.be/0Zi8KbgVhFc
- Jack Hartman – Counting to 100 video-https://youtu.be/g6I-AfUJxz8

Music and Movement

- Listen and Move Song- https://youtu.be/j24_xH5uvdA
- Tooty Ta Song-https://youtu.be/u59HdBXIc_E
- Trolls Can't Stop the Feeling-https://youtu.be/KhfkYzUwYFk

Educational Games

- https://www.abcya.com/
- Home - Pocket of Preschool

"My teacher gave me the best gift of all... Believing in me!"

– Unknown