T. SUPPLEMENT FOR A STUDENT WITH AUTISM OR OTHER PERVASIVE DEVELOPMENTAL DISORDER 19 TAC

§89.1055(e)

Based on peer-reviewed research-based educational programming practices, to the extent practicable, the ARD committee determines whether the following strategies are needed.

POSITIVE BEHAVIOR SUPPORT STRATEGIES 19 TAC §89.1055(e)(4)
The ARD committee has considered the use of positive behavior support strategies based on relevant information, for example:
(A) antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and
(B) a Behavior Intervention Plan (BIP) developed from a Functional Behavioral Assessment (FBA) that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings and determined that the student needs services as part of the IEP. Describe below:
FUTURES PLANNING 19 TAC §89.1055(e)(5)
Beginning at any age, the ARD committee has considered futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments, and determined that the student needs services as part of the IEP. Describe below:

PARENT/FA	MILY TRAINING 19 TAC §89.1055(e)(6)
	he ARD committee has considered parent/family training and support provided by qualified personnel with experience in Autism Spectrum isorders (ASD) that, for example:
	(A) provides a family with skills necessary for a student to succeed in the home/community setting;
	(B) includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the student's curriculum; and
	(C) facilitates parental carryover of in-home training and determined that services are needed as part of the student's IEP. Describe below:
STAFF-TO-S	STUDENT RATIO 19 TAC §89.1055(e)(7)
be	he ARD committee has considered the suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/ehavioral progress based on the student's developmental and learning level (acquisition, fluency, maintenance, generalization) that ncourages work towards individual independence as determined by, for example:
	(A) adaptive behavior evaluation results;
	(B) behavioral accommodation needs across settings; and
	(C) transitions within the school day and determined that the student needs specified staff-to-student ratio as part of the IEP. Describe below:

COMMUNICATION INTERVENTIONS 19 TAC §89.1055(e)(8)
The ARD committee has considered the use of communication interventions, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching) and determined that the student needs services as part of the IEP. Describe below:
SOCIAL SKILLS SUPPORTS AND STRATEGIES 19 TAC §89.1055(e)(9)
The ARD committee has considered the use of social skills supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g. circle of friends), video modeling social stories, and role playing) and determined that the student needs services as part of the IEP. Describe below:

PROFESSIONAL EDUCATOR AND STAFF SUPPORT 19 TAC §89.1055(e)(10)
The ARD committee has considered professional educator/staff support (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP) and determined that services are needed and should be specified in the IEP. Describe below:
TEACHING STRATEGIES 19 TAC §89.1055(e)(11)
The ARD committee has considered teaching strategies based on peer reviewed research-based practices for students with ASD (for example:
those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training) and determined that the student needs teaching strategies specified in the IEP.
Describe below:

If the ARD committee determines that services are not needed in one or more of the areas listed above, the IEP must include and the basis upon which the determination was made. 19 TAC §89.1055(f) Describe below:	e a statement to that effect