Brownsville
Independent School District

Special Services Department

Strong
Awesome
Proud
Create
Friend
Inspiring
Happy
Learn
Encouraging
Amazing
Talented
Special
Dedicated
Clever
Inspire
Grow
Best
Super
Trust

Lifeskills & Structured for Life (SFL) Handbook

Believe in BISD™

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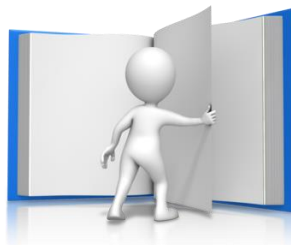
Critical Elements

Life Skills Critical Elements

Campus:	Teacher:	Date:
Unit Type:	Number of Students:	Supervisor:

Legend:
1=Improvement Needed; 2=Developing; 3=Proficient; 4=Distinguished

	1. Schedules
☐1 ☐2 ☐3 ☐4	A classroom daily schedule of class activities is posted where all students and staff can see it. Is consistent and predictable from day to day.
☐1 ☐2 ☐3 ☐4	A staff schedule is posted outlining staff responsibilities.
☐1 ☐2 ☐3 ☐4	Individual student schedules are appropriate for each student's functioning level and are designed to support independent transitions, organization and planning.
	2. Individual Work Systems
☐1 ☐2 ☐3 ☐4	Instructional work stations for on task and independent work skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used. (ex. Left to right, top to bottom, finished)
☐1 ☐2 ☐3 ☐4	Independent work, amount of work, and what independent pre-vocational activities are specified using visuals. (picture samples of activity breakdown).
	3. Instructional strategies and programs
☐1 ☐2 ☐3 ☐4	A variety of instructional strategies are being used and are based on the skills being taught and the student's strengths.
☐1 ☐2 ☐3 ☐4	Specific curriculum (e.g. PECS, social stories/ comic strip conversations, News2you) are implemented.
☐1 ☐2 ☐3 ☐4	All students are provided an opportunity to participate using verbal responses, picture boards, assistive technology devices.
	4. Learning Environment
☐1 ☐2 ☐3 ☐4	Areas of the classroom are clearly defined with visual/structural parameters.
☐1 ☐2	Distractions are minimized in the direct instruction and

☐3 ☐4	independent work areas.	
☐1 ☐2 ☐3 ☐4	Students are seated and positioned to maximize focus on task or person.	
☐1 ☐2 ☐3 ☐4	Materials needed for activities are in appropriate places in the classroom where students can access them easily.	
☐1 ☐2 ☐3 ☐4	Materials are clearly marked with visuals for all students to see	
☐1 ☐2 ☐3 ☐4	Materials are developmentally appropriate for the students.	
	5. Classroom / Behavior Management System:	
☐1 ☐2 ☐3 ☐4	Rules and consequences are posted using visuals and reviewed daily as needed.	
☐1 ☐2 ☐3 ☐4	Teacher and staff utilize proactive strategies to manage behaviors rather than negative/punitive consequences.	
☐1 ☐2 ☐3 ☐4	Students are given adequate access to positive reinforcement and feedback from staff re: appropriate behavior.	
☐1 ☐2 ☐3 ☐4	Students who engage in behaviors which are dangerous or interfere with learning have written behavior plans that are based on functional assessment information. Intervention occurs early in the sequence of escalation.	
	6. Lesson Plans and documentation	
☐1 ☐2 ☐3 ☐4	Daily lesson plans address the varying needs of each student with the goal of maximizing the possibilities of each learner.	
☐1 ☐2 ☐3 ☐4	Regular, consistent documentation of skill acquisition for IEP/goals and objectives is completed.	
☐1 ☐2 ☐3 ☐4	Staff are trained in data collection systems in order to document skill acquisition.	

COMMENTS:

Supervisor Signature:

_____

Eleven Strategies of the Autism Supplement

1. **Extended Educational Programming** – This strategy overlaps with requirements under IDEA (34CRF Part 300). Extended school year (ESY) services are programs offered during the summer break. They may also be needed during transition such as holidays. ESY services are needed if the student may be expected to lose skills during school breaks. Extended School Day (ESD) may be needed to meet the goals that are not addressed during the scheduled school day. An example of ESD services might be an after-school social skills program. Under IDEA, extended services cannot be unilaterally limited as to the type, amount or duration of service. These factors should instead be guided by individual need. ESY or ESD may address any IEP objectives needed.

2. **Daily Schedules reflecting minimal unstructured time and active engagement in learning activities -** A young child with a short attention span will likely need a schedule with short blocks of time. A high-functioning student may be able to stay on task longer. Lack of structure and engagement can contribute to unwanted behaviors. There may be a need to offer more organized arrangements during unstructured times (i.e. recess, pep rallies, lunch etc). Therefore, the daily schedule is highly dependent on the student's individual functioning. A visitor should be able to answer these questions: That should the child be doing? Where should he be doing it? Who should be with him? Schedules should be student specific, not teacher or classroom specific.

3. **In-Home and Community-Based Training or Viable alternatives that assist the student with acquisition of social/behavioral skills** - In order to be viable, a method must be practical and workable. An example of community-based training

might include goals on how to behave at the grocery store. One way to do this would be for school personnel, parent and child t meet at a store. The teaching would occur in the environment where the skill will be needed. A viable alternative might be preparing for the activity with social stories or video modeling. However, of simpler methods are being used and the student is not mastering the skills in the real world, then more support might be needed.

4. **Positive Behavior Support Strategies (PBS) based on relevant information** – It is critical to remember that a child's behavior is communication. When children don't behave as we expect, we need to figure out why. Many students with autism have difficulty communicating, even if they are highly verbal. When they get frustrated, they may use behaviors that have worked in the past. PBS involves modifying environments to help students learn new, appropriate behaviors. This will improve the personal and social quality of their lives. A Behavior Intervention Plan (BIP), if needed, should outline steps to prevent problem behaviors. It should also have a plan to teach and reinforce desired behavior. A Functional Behavior Analysis (FBA) should be used to:

☑ Correctly identify the antecedent (the reason the child engages in the behavior).
☑ Describe the behavior (how the child is communicating, even if it is in the form of a tantrum).
☑ Figure out the consequence (the outcome the child receives)

It is important for qualified personnel to conduct the FBA. A proper FBA will help ensure an effective BIP is devised. If a child has the same BIP for too long, chances are it is flawed and should be changed. Lack of student progress should not be blamed on disabilities. New strategies are needed when progress is not sufficient.

5. **Future Planning (beginning at any age) for integrated living, work, community, and educational environments that consider skills necessary to function in current and post-secondary environments (Transition Services)** - Most parents think of their child's future from the moment they are born and even before. School districts often think of futures planning as transition from public school into adult life. But, futures planning do not need to wait until a student is in high school. This plan should start with the hopes and dreams of the student and the parents. It is helpful for futures planning to have the end goals in mind. Then, work backwards to the present. For instance, you may start with goals for adult life, and then go back to post-secondary, secondary, elementary – whatever age the child is at the time the plan is formed. This helps to make sure that in each grade level they are building skills to reach the long-term goals. Futures planning will be constant work in progress. It should be updated according to the changing skills and goals of the student.

6. **Parent/Family Training and Support provided by qualified personnel in autism spectrum disorders** – Parent and family training and support can come in many forms. It might include simple supports such as an interactive notebook between the school and the parents, printed materials, and websites. It might also include workshops or conferences. Mothers, fathers, and other caregivers in the home might have different training needs.

7. **Staff-to Student Ratio (suitable) appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level –** For any skill, children go through levels of learning. The level of learning refers to how well they know and use a skill. When they are first learning something new, they are in the acquisition level. As the skill improves, they progress to fluency. In the maintenance

level, they know a skill well, but might not use it across settings with different people. By looking at the four levels of learning, the ARD committee can plan for the needed ratio of staff-to-student. For instance, your child might need little support at lunch, but might need 1:1 support for Math. Another student might have very different needs.

8. **Communication Interventions, including language forms and functions that enhance effective communication across settings –** Communication interventions do not just refer to the speech services the district might provide. There are many ways to improve communication. Picture-based systems are an example of a simple method. Assistive technology devices that provide voice output might be needed to replace or improve spoken language. Sometimes more than one method may be needed. For instance, many children with autism who speak may still need picture communication or others methods. This can help when they are frustrated or have difficulty expressing an idea or emotion. Every child should have some form of communication. Inability to communicate can lead to undesired behaviors and isolation.

9. **Social Skills Supports and strategies based on social skills assessment/curriculum and provided across setting –** Social skills are behaviors used to interact and communicate with other people. While manners are important, social skills go beyond simple manners. Social skills delays are a defining feature of autism, so it is highly likely that students with autism will need this strategy. The need for social skills supports can be determined many ways. Observations in natural settings, standardized testing, and observations in structured settings are only a few examples. There is no "right" way to teach social skills. Studies have shown they should eventually be taught in context. We don't just use social skills in controlled classrooms so these skills need to be taught in the real world. This is an area where peer supports (classmates) can be very

valuable in the learning process. Remember, these peers represent the community your child will be with as an adult.

10.Professional Educator/Staff Support – As stated before, staff should have general training about autism and strategies to implement an IEP. They should also know strategies unique to the child. Again, the supplement does not mandate a specific degree or credential, but does require qualified personnel and training. One important way parents can help is to provide a student portfolio. Many devices or procedures are not successful simply due to lack of training for both students and teachers.

11.Teaching Strategies based on peer reviewed, and/or research based practices for students with Autism Spectrum Disorders – Some examples of teaching strategies which might be considered are discrete trial learning, applied behavior analysis (ABA), visual supports augmentative communication, or social skills training. Although these methods are expressly mentioned in strategy 11, that does not imply endorsement of the methods or a requirement to provide them. It does mean that these methods are "on the table" for discussion.

For each strategy, the ARD committee must determine whether the strategy is needed. This decision is based on whether the student needs the strategy because they are making sufficient progress. There may be other reasons for not using a strategy. For instance, a family might decline ESY services if they plan other learning activities over the summer. The decisions should be based on data collected against measurable goals and objectives, not just ARD committee's overall impressions of the student's progress.

When addressing the needs of a student with autism, it is important to consider the steps necessary to make progress:

*First, evaluations must be done. They should contain meaningful data to help identify priorities.

*The evaluation leads to the development of goals. Goals should be revised when needed.

*Implementation refers to the actual work of getting where you want to be.

*Assessment is the stage where it is most common to see a breakdown in the system. Is what you are doing working? Is the child making reasonable progress?   Are you working on the right goals for your child? Assessment guides us back to evaluation and back through the cycle again. As you can see, this is an ongoing process likely to occur throughout a student's school career.

In Home / Parent Training

Definitions

What is In-Home Training?

This training component is primarily intended to promote generalization of desirable skills and behaviors into the home setting. Utilizing an in-home trainer, target skills/behaviors mastered in the educational setting will be generalized to the home setting and/or community setting through use of an in-home trainer. Initially, the home trainer will be primarily responsible for implementation of the generalization activities, but the parent or primary giver must be present and must be actively involved with the child.

As generalization occurs, training should shift from the trainer to the parent (via parent training) to facilitate long-term maintenance of the target skills/behaviors. In addition to the generalization aspect, this service may also be considered appropriate for teaching priority skills/behaviors in the home setting that otherwise would be difficult or less appropriate to address in the educational setting.

What is Parent Training?

This training component is designated to "train parents as trainers". Through participation in a variety of training activities, parents can acquire teaching and management skills at assist their child in the development and mastery of specific skills and behaviors. Parent training services can be provided in both groups and individual training formats and should incorporate a variety of training strategies based upon individual needs.

In/Home and/or Parent Training is **NOT**........

- Respite care
- Baby sitting
- Counseling or therapy
- Unrelated to the student's IEP/BIP
- A way to solve in home problems
- A way to provide training in basic parenting skills

Frequency/Duration of Services........

- Determined by ARD
- Must be specified
- Appropriate to the skills/behaviors identified
- Some parents/students may only require 1 or 2 sessions, while other parents/students may require more sessions
- Lack of parental involvement and follow-through may result in a decrease in services, as deemed appropriate by the ARD Committee

Why are In-Home and Parent Training Services Considered?
In-Home Training

- Generalization problems are characteristic to autism
- Generalization skills may require additional training services
- Problems in generalizing a skill or behavior may occur when:
  - there is a change in who is working with the child;
  - there is a change in the location from where the skill or behavior was initially learned; or
  - there is a change in the type of materials or supports used

Parent Training

- There are sometimes significant discrepancies between school and home functioning levels
- Parents are an integral part of their child's educational success

- Children with autism frequently engage in difficult to manage behaviors that interfere with all aspects of their lives
- With training, parents can learn to effectively teach and maintain the skills necessary for progressing towards independence

Sequence of Activities for Determining
In-Home and/or Parent Training Services

- Case manager conducts a Needs Assessment of In-Home and Parent Interview, Information from School Staff, Etc……..
- ARD Committee reviews the assessment information in conjunction with other pertinent assessment data.
- ARD Committee determines whether the need for In-Home or Parent Training services exists.
- If In-Home or Parent Training services are deemed necessary, goals and objectives are developed that:

  - Accurately describe the target skill/behavior
  - Are realistic based on child's current level of functioning as determined by assessment information
  - Follow a logical sequence in skill development
  - Include clearly stated criterion levels
  - Are measurable in terms of criterion levels

Additional Considerations for the ARD Committee

- ✓ In-Home training typically focuses on:
    - Behavior
    - Self-care
    - Social skills
    - Communication

- ✓ What is the parents' ability to provide structure in the home?
- ✓ What is the child's ability to interact with peers?
- ✓ What are the curriculum areas that need continuous attention?
- ✓ Are the requested services an integral part of programming for the student?
- ✓ The ARD Committee must consider the appropriateness of in-home training.
- ✓ Discontinuation, decrease or increase of either in-home or parent training can only be enacted by an ARD Committee.
- ✓ While the ARD Committee wishes to always consider the input from all members of the team, the school district retains the right to determine methodology, training sites and personnel.
- ✓ In order to meet the student's individualized needs, it is the responsibility of the student's enrolled campus to provide the In Home / Parent Training.

In-Home Trainer and/or Parent Trainer Responsibilities

The Trainer is expected to:

- Maintain confidentiality
- Help establish a positive parent/school personnel relationship.
- Keep all training appointments with parents/student and should give at least a 24-hour notice of cancellation when possible. Scheduled appointments that are cancelled by the trainer should be rescheduled. Trainers are paid for direct hours of service as determined by the ARD Committee through AU supplement. Any training done during the school day should also be documented

but is not billable. Extending training time can only be determined by ARD Committee Decision.

- Implement IEP goal and objectives as written and determined by ARD Committee. *Trainers are not required to attend ARD meetings.*
- Maintain documentation through activity logs, summary logs, progress logs, etc.
- Gather materials needed for implementation of the IEP and consulting with the student's teacher and/or Behavior Specialist regarding IEP, interventions, materials, etc.
- Inform parents that they are required to remain in the home or training area during the In-Home training sessions. Trainers are not allowed to provide services to students under the age of 18 without the parent(s) present.
- Meet with student and student's teacher at least one time before beginning In-Home and/or Parent Training.
- Discuss and/or report any controversial issues directly to the campus special education administrator.
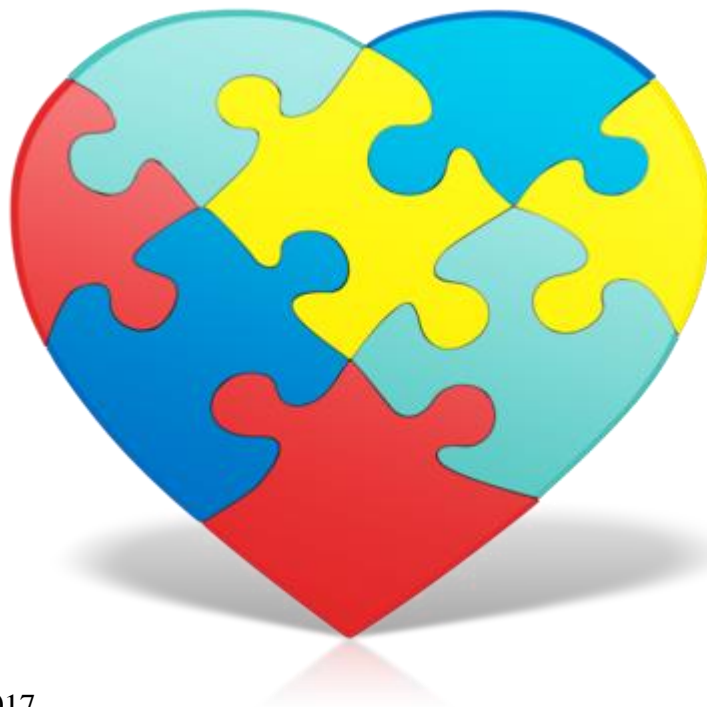
In Home/ Parent Training Documentation Forms

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				

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				

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

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

Name:				Date:

Communication	Unable to do	Can do	Does consistently	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 consist ently	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)					

Documentation may include the following information
✓Antecedents
✓Consequences
✓Behavior (frequency, duration, level of severity)
✓Replacement behavior
√ Environmental Factors

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.

In Home / Parent Training
Phone Log

Name of Student	Phone Number	Date: Time:	Who did you Speak to?	Notes

SCHEDULE OF SERVICES

Example of Life Skills/SFL Schedule of Services

All teachers must follow the established grading procedures where students are provided numerical grades for all courses with the exception of the classes that require letter grades such as Health, Theatre Arts/Music/Art, Computer Science, and Handwriting.

Elementary

Grades 1-5

Life Skills (Alternate Curriculum)	Gen Ed Time	SE Time
Reading Alternate		45 min/day
Spelling Alternate		30 min/day
English Alternate		45 min/day
Writing Alternate		45 min/day
Math Alternate		45 min/day
Science Alternate		30 min/day
Social Studies Alternate		30 min/day
PE	45 min/day	
Health/Social Skills Alternate		30 min/day
Weekly: Art, Music, ComSci, TheArts, HW	45 min/day	
Total	90 min/day	300 min/day

Example of Life Skills/SFL Schedule of Services
Grade 6

Life Skills (Alternate Curriculum)	Gen Ed Time	SE Time
Reading Alternate		45 min/day
English Alternate		45 min/day
Mathematics Alternate		45 min/day
Social Studies Alternate		45 min/day
Science Alternate		45 min/day
Health (1 semester)	45 min/day	
Technology Applications (1 semester)	45 min/day	
Elective or Fine Arts (2 semesters)	45 min/day	
Elective or PreAthletics (2 semesters)	45 min/day	

Grade 7

Life Skills (Alternate Curriculum)	Gen Ed Time	SE Time
Reading Alternate		45 min/day
English Alternate		45 min/day
Math Alternate		45 min/day
Texas History Alternate		45 min/day
Science Alternate		45 min/day
Physical Education (2 semesters)	45 min/day	
Health (1 semester)	45 min/day	
Exploring Careers (1 semester)	45 min/day	
Elective or Fine Arts (2 semesters)	45 min/day	

Grade 8

Life Skills (Alternate Curriculum)	Gen Ed Time	SE Time
Reading Alternate		45 min/day
English Alternate		45 min/day
Math Alternate		45 min/day
US History Alternate		45 min/day
Science Alternate		45 min/day
Physical Education (2 semesters)	45 min/day	
Elective or Fine Arts (2 semesters)	45 min/day	
Elective (Career Preparations) or Athletics	45 min/day	

MUST MATCH

COMMUNITY BASED INSTRUCTION (CBI)

Community Based Instruction (CBI)

What is Community Based Instruction?

Community Based Instruction (CBI) is designed for students with significant cognitive delays that need intensive instruction in functional and daily living skills. Community Based Instruction (CBI) is **educational instruction** that is direct, planned, and continuous instruction in naturally occurring community environments providing students "real life experiences". The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today.

Community is defined as the school and city community environments in the location the student lives. Students with cognitive challenges have difficulty generalizing or transferring information. When instruction is conducted with the actual materials in the natural environment where a functional skill is expected to be performed or the activity would occur, student's progress at a greater rate. CBI provides natural opportunities for adult living skills practice that is meaningful to students. Concepts and skills that are introduced in the classroom are applied and practiced in natural environments in the community using CBI. CBI experiences allow students to see, hear, smell and do things in real life settings as opposed to simulated or artificial settings that are very abstract. Doing things in the natural environment is concrete, reinforcing, and assists in providing educational relevancy for the student.

Community-based instruction facilitates chronological age-appropriate activities that can be addressed in school or city community environments. As the student ages more emphasis should be placed on CBI as the student prepares for leaving the school support systems to adult life in the community. The community often becomes the primary educational environment as student's age. Teaching functional skills will often be a bridge for individuals with disabilities to their communities. Instructional procedures are determined and materials are secured prior to entering community sites. Modifications (to sites, instructional materials, instructional cues, etc.) are made, as appropriate, and opportunities are also made available for reinforcement and maintenance of mastered skills. Community-based instruction is not a reward for "a good week" but a vital part of each student's educational programming. If a student is not allowed to participate, that student is missing out on a learning experience. Participation in CBI should be based on behavior while in the community

not dependent on behavior in school or at home. Appropriate skills for success in community settings need to be taught and practiced on a consistent basis to insure generalization to a variety of settings and people; and to promote as much independence as possible.

A key to CBI is to offer experiences across settings and time periods to promote generalization. Community-Based Instruction enhances community inclusion with students without disabilities, business owners/managers, family and other community members, ultimately enhancing an individual's quality of life.

Community-based instruction should occur routinely, on a regularly scheduled basis and must be specifically related to IEP objectives.

Community Based Instruction IS…..
- ✓ 1-6 students learning in community settings accompanied by school staff.
- ✓ small group instruction that focuses on specific skills from student's IEPs which takes place on a consistent basis.
- ✓ consistent instruction focused on activities students need to be more independent now and in later life (for example: crossing streets safely, placing orders, using money/carrying wallets, finding appropriate bathrooms
- ✓ instruction in a variety of actual settings where students will need to have life skills (libraries, grocery stores, department stores, discount stores, discount stores, laundromats, fast food restaurants, etc.).
- ✓ instruction that varies slightly from time to time (teaching students to be able to generalize skills from place to place without getting locked into identical routines each time in the community)[If a routine is allowed or encouraged, it is not reasonable to expect the student to understand and to remain calm at a later date when the routine must be changed.]
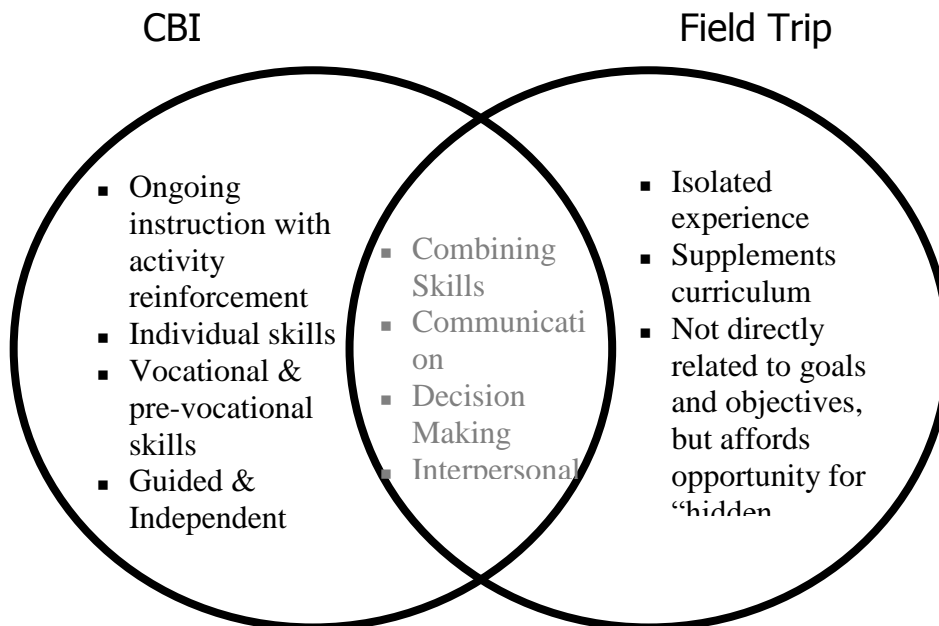
Community Based Instruction Is NOT…….

- ✓ 7 or more students going together to community settings

- ✓ large group/**field trip** type activities.

- ✓ inconsistent instruction that doesn't allow skills to be learned or generalized into a variety of settings; instruction in different types of settings all the time (for example: one week to a laundromat, the next week to the mall and the third week to a restaurant).
- ✓ instruction in community settings that are not "high frequency" sites for typical life (museums, concerts, etc.).
- ✓ instruction that is identical each time (same restaurant each week, same place to sit on the bus, same path to walk, etc.) [If a student's only use for money is to purchase food, will that person know money can be used to purchase other items? If a student always uses a bus pass, will he/she learn that money is okay to use also?].
- ✓ Community-Based Instruction is not simply exposure to environments.

Highly verbal students need to learn many of these same skills. Generalization is very difficult. For example, if taught that this particular librarian will check out your books, many students will need to be taught that other librarians can help too...or they will wait forever for that first librarian.

Field Trips

Field trips are **NOT** Community-Based Instruction, and are **NOT** a legitimate substitute for systematic instruction in functional, age-appropriate skills in natural settings. Because they tend to be episodic, one-time activities, student needs for consistency, repeated practice, and systematic generalization are difficult to address in the context of a field trip. Students with developmental disabilities should participate in field trips with grade-level age-peers in the context of a mainstreaming activity; presumably, if this is the case, specific IEP goals relating to socialization and communication and academic skills are addressed. However, activities of this sort do **NOT** constitute, nor are they a substitute for, Community-Based Instruction.

CBI   Field Trip

- Ongoing instruction with activity reinforcement
- Individual skills
- Vocational & pre-vocational skills
- Guided & Independent

- Combining Skills
- Communication
- Decision Making
- Interpersonal

- Isolated experience
- Supplements curriculum
- Not directly related to goals and objectives, but affords opportunity for "hidden

What About Academics?

Reading, Math, Science, Social Studies, Vocational, Community, Recreation/Leisure and Communication are incorporated into functional activities. Students learn skills such as:

- money handling,
- counting change,
- how to pay for goods and services,
- banking,
- budgeting,
- time concepts,
- time management,
- planning and
- Scheduling.

Reading, Math, Science, Social Studies, Vocational, Community, Recreation/Leisure and Communication are taught to enable students to use functional materials such as:

- cookbooks,
- directions,
- applications,
- maps,
- schedules,
- planners,
- environmental signs and
- work related information.

Students learn to use adaptive visual aids such as:

- schedules
- checklists,
- picture/written icons(symbols),
- social stories
- communication systems to assist them in successfully accessing community activities and resources.

Other examples of CBI activities are:

street corners	stopping; looking left and right with eyes open; saying either "car/bus/truck/van" or "okay"; crossing quickly when it is "okay
signaled corners	stopping; watching for walk signal; looking left and right with eyes open; crossing quickly when it says walk and is "okay"
walking	staying with the group; leaving personal space; indicating when you want to go somewhere by verbally saying "I want to go" and pointing;

	staying in designated walk areas (sidewalk, crosswalk, etc.)
social interacting	saying "hi" and "bye" to others in group; holding doors open for others in your group; personal space; remaining calm when there is a problem such as a lost wallet, not enough money or a missed bus
keeping track of personal belongings at all times	placing items on chairs, etc. not on floor; keeping belongings with you
wallet use	carry in back pocket; access and put away bus pass, ID card, library card, etc. as needed; keep track of wallet including holding on to it at all times (not setting it on counters, etc.); putting change in zippered compartment of wallet or front pocket of pants
outerwear	unzipping, zipping coat as needed; putting hat, mittens, etc. in safe place (pockets, sleeve); recognizing that mittens, hat, etc. should come off when inside buildings; carrying items as needed when inside; putting over chairs as appropriate (vs. the floor)
restrooms	identifying appropriate bathrooms (men vs. women); shutting stall doors; taking personal belongings into stall (not throwing on floor); flushing, washing hands with soap, drying hands; verbally indicating the need to use bathrooms; waiting for open stalls

bus riding	having bus pass/transfer ready when entering bus; waiting for driver to punch bus pass or take transfer; say "transfer" as needed; replace bus pass in wallet once seated; maintain possession of transfer paper; sit in a variety of different seats; refrain from licking windows; identifying which bus to ride; watching bus route and pulling "cord" at correct time; using bus schedule to figure out routes and to get to bus stops on time
lunches	selecting a place to sit; using communication book to select restaurants and items to eat; (selecting a variety of different things to eat); carrying book to counter; presenting book to counterperson so the person can see it; getting out wallet and providing money as needed ; getting straws, napkins, etc. as needed; carrying tray to table; eating neatly (2 hands on sandwiches, chair close to table, eating over a tray so less ends up in lap, using napkin to keep face neat); disposing of food leftovers and tray appropriately; waiting for friends to finish eating; gathering personal belongings
stores	being careful about not breaking things (carrying belongings without

	swinging them, walking a safe distance away from shelves and others,); identifying prices on items; recognizing if you have enough money to purchase items; next dollar strategy for purchasing items (if it costs $3.67 you pay $4.00); carrying merchandise in your hands (in full view); finding check out area; purchasing materials; getting out appropriate amount of $ to purchase; carrying merchandise out of store; identifying a variety of people who can help you clerks/librarians/etc.; waiting in lines as needed
grocery stores	finding aisles; reading food categories (dairy, produce, etc.); pushing cart without banging into things or other people; not eating food/opening packages before purchasing
escalator/elevator riding 	waiting your turn; one person per step; personal space; holding railings; waiting away from elevator door to enter; pushing correct numbers

What are the benefits of Community-Based Instruction?

✍ CBI promotes inclusion/integration in real environments with peers and community members.

✍ CBI provides a variety of experiences to practice independence.

✍ CBI provides opportunities to respond to natural consequences and criteria.

✍ CBI enhances "real life" experiences.

✍ CBI provides access to age-appropriate environments and materials.

✍ CBI provides least restrictive environment (LRE).

✍ CBI increases expectations.

✍ CBI identifies individual strengths, preferences and interests.

✍ CBI assists in improved self-determination skills.

✍ CBI provides opportunities for social and interpersonal communication.

What are the Guidelines for CBI?

1. Instruction should focus on activities not isolated skills from students' IEPs.

   For example, shopping may include choosing a store, trying clothes on,   selecting an article of clothing, and finally paying for the item.

2. Instruction should take place at the time of day at which the task is usually performed.

   For example, prepare food at mealtime instead of after lunch.

3. When possible, the student should spend the majority of time with his or her same- aged peers.

4. 1-6 students (small group) will learn in community settings accompanied by school staff.

5. Consistent instruction focused on students needing to be more independent now and in later life (for example: crossing streets safely, placing orders, using money/carrying wallets, finding appropriate bathrooms).

6. Instruction that varies slightly from time to time (teaching students to be able to generalize skills from place to place without getting locked into identical routines each time in the community)[If a routine is allowed or encouraged, it is not reasonable to expect the student to understand and to remain calm at a later date when the routine must be changed.]

Prior to CBI.....
Classroom instruction must occur first as reflected in the lesson plans. Supports and materials need to be used routinely and ready to go on CBI. IEP goals and objectives must reflect the need for CBI.

During CBI.....
Emergency Information
Each Supervising Staff Should Carry A Binder Or Folder Containing The Following:
• Identification and emergency information on each student who is receiving instruction in the community. Information should include:
1. The student's name, address and phone number
2. The parent's name and phone number
3. The name of the school/administrator and the phone number
4. Medical information.
5. The student's mode of communication.
6. A picture of the student, if one is available.
7.• First-aid supplies
   • Incident Form
   • Transportation Information (bus schedule)

Each Student Should Carry The Following
• Personal identification, any necessary emergency information (i.e., medical considerations) and relevant phone numbers. Students unable to independently carry identification and emergency information should have emergency information and identification in wallet in backpack.

IEP goals and objectives must be addressed.

After CBI.....
Data/Documentation
   • Teacher and/or Paraprofessional must keep on going written data related to the implementation of community IEP objectives. Student progress must be recorded each time a student receives CBI.
   • Review CBI lesson with each student upon returning back to classroom.

Lesson Plan
CBI

Campus:_____   **Subject:**_____

TEKS (Essence Statement	Students:	Adults:

IEP Goal/Objectives:

Materials Needed:

Pre-CBI Activity WK: _____	CBI Activity WK:_____	Post CBI Activity WK:_____
Monday:	**Monday:**	**Monday:**
Tuesday:	**Tuesday:**	**Tuesday:**
Wednesday:	**Wednesday:**	**Wednesday:**
Thursday:	**Thursday:**	**Thursday:**
Friday:	**Friday:**	**Friday:**

Grading Procedures

Refer to the BISD Grading Procedure Guidelines

RESPONSIBILITIES OF THE ARD TEACHER
<u>Yearly Responsibilities</u>

I. Beginning of The Year
   A. Develop a Student Working Folder on each student. (see checklist)
      1. A "student **working** folder" contains confidential information as identified on the "checklist".

      2. The word "**working**" implies that the ARD teacher will use each student's folder regularly for purposes such as:
         - Documenting progress of I.E.P. goals and objectives;
         - Maintaining logs of communication with parents, regular education teachers, special education teachers, related service providers and others (as necessary);
         - Locating current information (i.e., accommodations/modifications, specific goals and objectives, data collection sheets, anecdotal notes, etc.) quickly and efficiently;
         - Using information in folders, in conjunction with formal and informal assessments, to draft I.E.P. goals and objectives;
         - Taking the folder to ARD meetings to review I.E.P. goals and objectives, review BIPs, report progress, verify demographic information, etc.

      3. Purpose of a student working folder: It is a teacher resource file used to collect important data necessary in developing the student's I.E.P. It should not be an auditable file, but is open to record requests. The file should be adapted by the teacher for their use and an on going document. Tabs or sections can be used in organizing the data.
      4. **NOTE:** Every ARD teacher will maintain and monitor this "student working" folder regularly on each special education student.
   B. Review student's eligibility folders.
   C. Ensure that the student has appropriate goals and objectives for all instructional and related services. If appropriate, an ARD or ARD Amendment should be held for revisions.
   D. Print copies of the schedule of services for all assigned students.
      1. Check schedule with IEP
      2. If there is a discrepancy, discuss with the campus diagnostician and administrator to make changes that affect instructional arrangement, modifying course content, increasing or decreasing time spent in special education and/or assessment decisions that will require an ARD or ARD amendment.

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

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

3. The ARD teacher is responsible that all individuals involved in the preparation of the IEP have completed their area of the IEP.
4. The ARD teacher is responsible for finalizing all ARD meetings for security.
5. The ARD documents should be finalized immediately following the ARD and copies given to the parents. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.

C. Be aware of the need for a BIP or to revise a BIP for any student whose behavior interferes with their learning or the learning of others.
1. Collect pertinent information for the functional behavioral assessment.
2. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.

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

ARD Meeting Responsibilities of the Teacher

I.   Prior to an ARD Meeting

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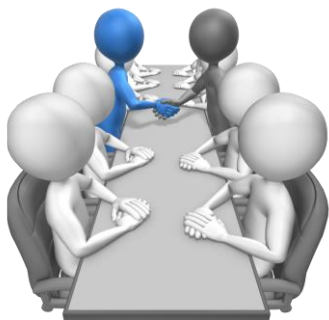
6. Determine appropriate State and Local Assessments for all grade levels.
7. Review the results of the previous state assessments.
8. The ARDC must follow the participation requirements for STAAR, STAAR-A, STAAR ALTERNATE 2

G. Send home a **"Draft"** copy of the suggested IEP before the ARD meeting.
1. Parents should receive a copy of the proposed IEP which is clearly marked as **"Draft"**
2. A memo which explains that their input is being solicited and that goals and objectives may be added or deleted upon their recommendation at the ARD meeting.
3. Meet with the parent(s) if necessary.

II. **ARD Meeting Responsibilities**

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

III. **Amendment to the ARD**
A. Teachers, Speech Pathologist, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.
B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

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

Unique Learning Curriculum

Unique Learning System is a complete standards-based curriculum program designed specifically for students with significant disabilities. Subscribers download monthly instructional thematic units of study. Each unit contains 30 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. All materials are created using SymbolStix graphics. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities.

Unique's thematic units are Science and Social Studies themed and include comprehensive activities for all five core competencies:

- Reading
- Writing
- Math
- Science
- Social Studies

Unique Learning System also integrates seamlessly with the News-2-You weekly current event newspaper. Monthly suggested activities are available to help teachers make the connection.

Lesson Plans

Each month, there are a total of 30 new lessons provided within each ELEM-HS grade band. Lesson plans encompass a consistent format of activities with varied content and skills for each monthly unit. Each plan is differentiated into three learning levels to provide teachers with the ability to teach the same material to all students of varying cognitive abilities.

Level 1: Students typically require maximum support within instructional tasks. For these students, increasing the level of participation is the main objective.

Level 2: Students require picture support and other direct support in learning and the demonstration of skills.

Level 3: Students typically are reading or have potential to learn to read text and independently demonstrate comprehension of learned information within modified content.

News-2-You

News-2-You is an online newspaper (weekly) that connects the classroom to the world. It's a connection that spurs learning and increases communication. The stories provide stimulating new information on reader friendly themes. The standard newspaper is published with four levels of difficulty each week, so there is something to challenge every student. More than 60 worksheets accompany the newspaper every week.

Joey's Locker

The material in Joey's Locker targets multiple academic areas, reinforcing the weekly vocabulary from the newspaper. Joey's Locker includes six web-based games that change weekly and use the vocabulary from the newspaper along with a bi-weekly Adaptive Storybook about the various topics and bi-weekly interactive cartoon about the places in the news.

SymbolStix

Symbolstix Online is a web based symbol search engine that gives you access to the most complete and current symbol set available anywhere.

www.cindysautisticsupport.com
www.starfall.com
www.do2learn.org
www.asperger.net
www.bry-backmanor.org
www.crayola.com/educators/
www.abilitations.com
www.autisminspiration.com
www.AttainmentCompany.com
www.DLTK-teach.com
www.do2learn.org
www.pgschoolprograms.com
www.FHautism.com
www.kidsbank.com
www.akidsphoto.com
www.teacch.com
www.preschoolprintables.com
www.123child.com
www.sandboxlearning.com
www.slatersoftware.com
http://www.nea.org/readacross/index.html
http://www.seusville.com/horton/index.php
www.weatherwhizkids.com
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www.sparklebox.co.uk/