

Autism Supplement

Commissioners Rules TAC §89.1055

- (e)** For students with autism spectrum disorders (ASD), the strategies described in paragraphs (1)-(11) of this subsection shall be considered, based on peer-reviewed and/or research-based educational programming practices, and addressed in the IEP:
- 1) extended educational programming, including extended day and/or extended school year services, that considers the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills;
 - 2) daily schedules reflecting minimal unstructured time and active engagement in learning activities, including lunch, snack, and recess, and providing flexibility within routines that are adaptable to individual skill levels and assist with schedule changes, such as field trips, substitute teachers, and pep rallies;
 - 3) in-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills, including strategies that facilitate maintenance and generalization of such skills from home to school, school to home, home to community, and school to community;
 - 4) positive behavior support strategies based on information, such as:
 - a. antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and
 - b. a Behavior Intervention Plan developed from a Functional Behavioral Assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings;
 - 5) beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
 - 6) parent/family training and support, provided by qualified personnel with experience in ASD, that:
 - a. provides a family with skills necessary for a child to succeed in the home/community setting;
 - b. includes information regarding resources such as parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum; and
 - c. facilitates parental carryover of in-home training and includes strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings;
 - 7) suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by:
 - a. adaptive behavior evaluation results;
 - b. behavioral accommodation needs across settings; and

- c. transitions within the school day;
- 8) communication interventions, including language forms and functions that enhance effective communication across settings, such as augmentative, incidental, and naturalistic teaching;
- 9) social skills supports and strategies based on social skills assessment/curriculum and provided across settings, such as trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing;
- 10) professional educator/staff support, such as training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP; and
- 11) teaching strategies based on peer reviewed and/or research-based practices for students with ASD, such as those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training.