The Texas Autism Supplement to the Individualized Education Program

Janet Enriquez, MS

Autism Specialist

Education Service Center, Region 20

janet.Enriquez@esc20.net

210-370-5381
Important Historical Information

• 1980s- The Texas Legislature directed TEA to address parent concerns that schools were not providing adequate services for children with autism. The first autism supplement was developed which addressed seven critical areas.
• 1990s- The supplement was continued with minor changes to some of the items on the original document.
• 2007- A new supplement was developed with four added strategies and expansion of the existing areas.

Commissioner’s Rule Related to Autism:
http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html#89.1055
Implications of the 2007 Autism Supplement §89.1055 (e)

- Necessitates ARD Committee discussion and identification of intervention strategies
- Raises the bar for programming considerations
- Requires qualified personnel and training for continued professional growth
- Requires documentation of students’ progress from services
- Provides a guide for the development of appropriate services
Daily Schedules
§89.1055(e)(2)

“daily schedules reflecting minimal unstructured time and facilitate active engagement in learning activities, for example: lunch, snack, and recess periods that provide flexibility within routines, adapt to individual skill levels, and assist with schedule changes, such as changes involving substitute teachers and pep rallies”.

Daily Schedules

• Minimal unstructured time means that IEP goals and objectives are being addressed and the student is being engaged throughout the day and across settings.
• It begins the minute the student arrives and ends the minute he/she leaves.
• The schedule is student specific vs. teacher or classroom specific.
• Formats and time increments should be tailored to the individual needs of the student.
Sample Schedules

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Teacher</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td>Hall</td>
<td>D402</td>
</tr>
<tr>
<td>2</td>
<td>English – AP</td>
<td>Brown</td>
<td>C221</td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Doty</td>
<td>A207</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1st Lunch</td>
<td>**</td>
<td>Cafeteria</td>
</tr>
<tr>
<td></td>
<td>11:30 – 12:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>World History</td>
<td>Heald</td>
<td>B301</td>
</tr>
<tr>
<td>5</td>
<td>Computers</td>
<td>Gates</td>
<td>B103</td>
</tr>
<tr>
<td>6</td>
<td>Study Hall</td>
<td>Prentice</td>
<td>Library</td>
</tr>
<tr>
<td>7</td>
<td>Calculus</td>
<td>Jones</td>
<td>D404</td>
</tr>
</tbody>
</table>
Daily Schedules:  
Hints for Data Collection

• **Examine behaviors during unstructured times:**
  • Increase in self-stimulatory behaviors?
  • Increase in off-task behaviors?
  • Increase in self-injurious or aggressive behaviors?
  • Are difficulties observed during transition periods?

• **Observe student behavior in different environments:**
  • General education classroom
  • Hallways
  • Cafeteria
  • Playground
  • Small and large group settings
  • Job site
  • Restroom
  • Assemblies or Pep Rallies
Daily Schedules
Sample IEP Language

- Individualized Daily Schedule Not Needed:
  A daily schedule reflecting minimal unstructured time is not needed at this time. The student is able to follow the regular classroom/school schedule without assistance.

- Individualized Daily Schedule Needed:
  Based on data collected (Sam) displays (off-task behaviors), has difficulty with (transition from one activity to another), and (requires teacher prompting to initiate an activity).
Not Needed?

• Can the student use the same schedule as everyone else with no problems including when change occurs?
• Is a staff person “leading” the student around?
• If the student is having problems with transitions, probably needs a schedule.
Questions?

Janet Enriquez
Educational Specialist, Autism
janet.enriquez@esc20.net
210-370-5381