



Texas Autism Supplement

Part 2 – Strategies 1, 2 & 5

Series Objectives

- To provide an overview of the 2018 Autism national rates and needs
- To understand what is included in the Texas Autism Supplement
- To understand how to have access to the strategies during the annual ARD Meeting for your child
- To provide an overview of the Texas Autism Supplement strategies





Texas Autism Supplement RECAP

- [§89.1055](#) Commissioner's Rules Concerning Special Education Services
- Texas Autism Supplement is a document and a process
- It encompasses 11 strategies (since last modification in 2007)
- Strategies use for interventions must be peer-reviewed and research based
- Their considerations by ARD-C does not imply implementation

Strategy 1. Extended Educational Program

- Overlaps with requirements under IDEA (34 CFR Part 300)
- Programs offered during the regular school week, the summer break and holidays. [ESY services](#) are needed if the student may be expected to lose skills during school breaks.
- Consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills



Strategy 2. Daily Schedule

↪ Reflecting minimal unstructured time and facilitate active engagement in learning activities

↪ It begins the minute the student arrives and ends the minute he/she leaves

↪ The schedule is student specific vs. teacher or classroom specific

↪ The daily schedule is highly dependent on the student's individual functioning



Strategy 5. Future Planning

- What is the plan for your child's future?
- Beginning at any age, consider current and post secondary skills (Transition Services) for integrated living, work, community, and educational environments
- Transition Services officially start in Texas at the age of 14

Strategy 5. Future Planning

Websites to visit:

- [Texas Legal Framework](#)
- [Graduation in Texas: Options for Students with Disabilities](#)
- [Texas Transition ESC 11](#)



Future Planning for What?

IDEA §300.320 - <https://sites.ed.gov/idea/regs/b/d/300.320/b>

The IEP must be based on transition assessments.

- It must include postsecondary goals
- It must include transition services

Since September 1, 2018, transition planning for students must address:

1. decision-making skills and
2. self-determination, including a [supported decision-making](#) agreement

Websites to Keep in Mind

- Texas Autism Supplement Guidance - <http://www.txautism.net/resources>
- Guidance for the Model Individualized Education Program (IEP) Form
<https://fw.esc18.net/fdpmobile/Webforms/GetDocument.aspx?DocumentID=1511>
- Texas Statewide Leadership for Autism Training Region 13 - <http://txautism.net/>
- Texas Legal Framework for the Child Centered Special Education Process Region 18
<https://framework.esc18.net/display/Webforms/ESC18-FWSummary.aspx?FID=135&DT=G&LID=en>
- Autism Fact Sheets - <http://prntexas.org/fact-sheets/>



Texas Autism Supplement Facebook Live Series

- Wednesday, 4/10 @ 12:15 p.m. CT
Strategies 3, 6, 10 & 11
- Thursday, 4/11 @ 12:15 p.m. CT
Strategies 4 & 7
- Friday, 4/12 @ 12:15 p.m. CT
Strategies 8 & 9

<https://www.facebook.com/PRNTexas/>

Statewide Webinars

See our list of upcoming webinars and links to register at:

<http://prntexas.org/statewide-webinars/>


Join us on Facebook!

<https://www.facebook.com/PRNTEexas/>





Thank You!

 Marggiana Antunez
Translation Specialist
Partners Resource Network

 409.898.4684

 mantunezprn@sbcglobal.net

 PRNTexas.org



Este módulo de entrenamiento fue producido gracias a la subvención del Departamento de Educación de Estados Unidos; H328M150022 (PATH), H328M150023 (PEN), y H328M150024 (TEAM). Este contenido no representa necesariamente la política del Departamento de Educación, y no debe asumirse su aprobación por parte del gobierno federal.