



## Example

### Rationale for Extended School Year (12 months)

<b>Child's Name</b>	Demo Child	<b>SEIT Name</b>	Demo Therapist
<b>Child's DOB</b>	Mm/dd/yyyy	<b>SEIT Mandate</b>	5x/60 weekly
<b>NYC ID</b>	555 555 555		

#### Rationale Based On:

Please check one or both, if applicable

Highly Intensive Needs [ X ] Substantial Regression [ X ]

<b>Skill Attainment Prior to Treatment Interruption</b> Data must include a minimum of 3 Sessions					
<b>IEP Goal/Objective</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>
<b>#1</b> Will comply to a one-step direction independently.	12/11 70% success	12/14 70% success	12/15 75% success	12/18 75% success	12/19 75% success
<b>#2</b> Will transition from one activity to the next independently.	12/13 50% success	12/15 50% success	12/19 60% success	12/20 50% success	12/22 55% success
<b>#3</b> Will share toys appropriately.	12/15 60% success	12/18 55% success	12/20 66% success	12/21 70% success	12/22 70% success

<b>Skill Attainment Post Treatment Interruption</b>										
<b>IEP Goal/Objective</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>	<b>Session 6</b>	<b>Session 7</b>	<b>Session 8</b>	<b>Session 9</b>	<b># Of Sessions to Recoup Learned Goals</b>
<b>#1</b>	1/3 33% success	1/5 40% success	1/7 40% success	1/10 33% success	1/17 40% success	1/19 40% success	1/21 40% success	1/25 50% success	1/28 50% success	9+
<b>#2</b>	1/4 25% success	1/5 30% success	1/7 20% success	1/13 30% success	1/17 30% success	1/18 33% success	1/20 30% success	1/21 33% success	1/25 33% success	9+

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#3	1/3 40% success	1/4 40% success	1/6 50% success	1/11 50% success	1/14 60% success	1/19 66% success	1/21 70% success	1/24 70% success	1/28 70% success	7
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**Write a detailed justification of highly intensive needs and/or substantial regression.**

Prior to the week off from school, *Child's name* was making consistent progress toward her goals during daily SEIS sessions (1 hour per day, 5 days a week). Upon returning to school, *Child's name* has displayed significant regression with all goals. In addition, she required a significant increase with prompts and redirection to attend to activities. She required an increase in visual cards use, a first/then approach and movement breaks between activities. *Child's name* has received 20 sessions since the school break. She has recouped 1 of 3 goals.

Before the school break, *Child's name* was complying to one-step directions independently with 75% success. Since returning to school, *Child's name* needs moderate to maximum visual prompting to complete one-step directions. The use of a new reward system was developed to reinforce complying with directions.

In December, *Child's name* was able to independently transition between activities 50% of the time. Since the break, she is running throughout the classroom, grabbing toys from the shelves, and ignoring the classroom teacher during approximately 75% of transitions. In addition, she is now requiring a *first (less preferred activity), then (preferred activity)* approach when transitioning to less preferred activities.

*Child's name* was able to recoup her goal of sharing toys appropriately. Initially upon return to school, the concept of turn taking was reinforced through role play. When participating in play with peers, *Child's name* needed moderate verbal prompting to take turns with toys. The use of a timer was reintroduced. She last needed the use of a timer in November to assist with taking turns.

*Child's name* is making progress toward regaining skills but has not progressed to the level prior to the school break.

SEIT Signature: *Demo Therapist*

Date: