

Nassau County New Regression Tool

Provider Training

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Regression Tool Development

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Purpose of Form

This form was created to assist providers in collecting regression data and submitting this data to the CPSE to support a recommendation for Extended School Year (ESY) as well as to assist school districts in assessing the need for an appropriate recommendation for ESY. The County strongly encourages this form to be used. Regression data may be included in the provider's quarterly and/or annual reports to provide the information to the CPSE.

First and most important, this form should **NEVER** be submitted if the provider is not recommending ESY!

If this form is completed, it does not equate to an automatic recommendation by the CPSE for ESY. As indicated in Part 200 Regulations of the Commissioner of Education, once the need to prevent substantial regression is established, the child “**may be considered for**” ESY **if** they fall within one of the five categories described in section 200.16(i)(3)(v).

The Importance of Measurable Goals

Quantitative information is KEY to determining progress and/or regression. It allows for accurate reporting of present levels of performance, and further supports any qualitative information.

Measurable goals allow providers, parents, teachers, and school districts to know how much progress the child is expected to make and has made since the performance was last measured.

With **measurable goals**, you will know what is expected of the student to reach **goal mastery and their rate of learning to achieve such outcomes.**

Measurable Goals

Measurable goals should:

- Be individualized and address the student's priority needs
- Address specific skills and needs of the child that will make the biggest difference for the student in their current educational setting
- Be reasonably achieved in one year
- Be easily understood and measured
- Enable you to collect data to measure progress or regression
- Make an impact on the future of the child's functioning level
- Support your intervention and data collection efforts during each session

Measurable Annual Goals

ANNUAL GOAL

WHAT TASK/SKILL THE CHILD IS EXPECTED TO DO

Must be specific, individualized, age-appropriate, observable, measurable and easily understood by others

CRITERIA

MEASUREMENT OF EXPECTED SKILL PERFORMANCE FOR THE GOAL TO BE ACHIEVED

How many trials child needs to do (3/5), What percentage they need to meet (80%)

CRITERIA PERIOD

HOW LONG THE CHILD IS EXPECTED TO DO THE TASK FOR THE GOAL TO BE ACHIEVED

Over consecutive sessions, length of time, consistently demonstrated

METHOD

WHAT TOOL YOU USE TO MEASURE PROGRESS

Direct observation of targeted skill, data collection, work sample

SCHEDULE

HOW OFTEN YOU EVALUTE/REFLECT ON PROGRESS

Weekly, monthly, dependent upon frequency of service

Measurable Annual Goal Examples

ANNUAL GOAL (Task, What the child does)	CRITERIA (How well, how many trials the child needs to do)	CRITERIA PERIOD (How long, over consecutive sessions)	METHOD (When given? Tool of determining progress)	SCHEDULE (How often you evaluate? When you reflect on progress?)
Child will cooperatively play with peers (taking turns, sharing)	for 10 minutes	Over 4 out 5 occasions	Direct Observation of Targeted Skill, recorded observation	Weekly
Child will follow 1-step directions	in 4 out of 5 trials	Over 4 out of 5 consecutive occasions	Direct Observation of Targeted Skill, Data Collection	Monthly
Child will maintain tripod grasp	in 4 out of 5 trials	Over 4 consecutive occasions	Direct Observation of Targeted Skill, recorded observation	Monthly
Child will produce bilabial sounds in all positions of single words	with 80% accuracy	Over 4 out of 5 consecutive occasions	Direct Observation of Targeted Skill, recorded observation	Every Two Weeks

Benchmarks & Short Term Objectives

CPSE goals include the long-term annual goal and corresponding benchmarks or short-term objectives.

Benchmarks:

Target annual skills incrementally by increasing criteria until the annual criteria is achieved. Allow for regular checks of progress that coincide with reporting.

- Student will follow two-step directions in 5/10 trials.
- Student will follow two-step directions in 6/10 trials.
- Student will follow two-step directions in 7/10 trials.

Short Term Objectives:

Specific skills broken down into discrete components or steps that must be learned for the student to reach the annual goal.

- Student will parallel play with peers for 10 minutes.
- Student will take-turns with peers for 3 exchanges.
- Student will cooperatively build one structure with a peer for 10 minutes.

Completing the Form

Heading

Name of Student Jane Doe DOB 7/8/15 Discipline SEIT Frequency 5x60

Date Range of Missed Sessions 2/18/19 to 2/22/19 # of Consecutive Sessions Missed 5 Reason school break

Name of Provider/Agency/School Sally Smith Happy Place preschool

- Be sure to complete ALL identifying information in the heading.
- Ensure names are spelled correctly and DOB is accurate
- Service type and frequency should reflect consistency with the IEP .

Regression Tool Instructions

Skill Attainment Prior to Treatment Interruption:

1. Include the date range where no services were provided. One extended weekend in isolation is not a sufficient interval of time on its own without services with which to prove substantial regression. However, if significant regression is noted consistently over many weekends, this data could be utilized to justify a claim of substantial regression.

- The most frequently used interruptions include Holiday Break, Winter Break and Spring Break
- Extended absences due to illness or quarantine may also be used.
- If regression occurs over weekends, it must be consistent and over MANY weekends.

Regression Tool Instructions

Skill Attainment Prior to Treatment Interruption:

2. Identify more than one short term objective, benchmark, or skill in your area of expertise that the child has achieved or mastered. (If there aren't any then it is the provider's responsibility to contact the school district's CPSE chairperson to discuss the possibility of creating more realistic and achievable/attainable goals.)

- Must have been working on this goal/objective prior to the first period of data collection.
- Choose goals/objectives that will be targeted directly following the break.

Regression Tool Instructions

Skill Attainment Prior to Treatment Interruption:

3. Enter the date of data collection and data, consistent with criteria as per the IEP, under each session # where baseline data was collected for each skill. The provider is not required to collect data on consecutive days.

- Ongoing data collection should be taking place regularly.
- Use criteria (trials or percentage) that matches the IEP.
- Data is reported on EVERY session leading up to the break.
- Can be used as a tool during your sessions for data collection.
- Can be completed with data previously collected (from your session notes).

Skill Attainment Prior to Treatment Interruption					
Short Term IEP Objective(s) with measurable progress	Record Date and Data collected for each session to establish a Baseline				
	Session 1	Session 2	Session 3	Session 4	Session 5
#1 Jane will engage in parallel play with a peer for 3 minutes in 4/5 opportunities.	2/7/19 3/5	2/12/19 3/5	2/14/19 4/5	2/19/19 5/5	2/22/19 5/5
#2 Jane will greet her peers by name in 4/5 opportunities.	2/6/19 4/5	2/7/19 3/5	2/13/19 4/5	2/14/19 5/5	2/15/19 4/5
#3 Jane will clean up/put away toys 80% of the time.	2/7/19 60%	2/8/19 70%	2/13/19 70%	2/14/19 70%	2/15/19 70%
#4 Jane will attend to a story for 5 minutes during a structured activity such as circle time.	2/11/19 2 minutes	2/12/19 5 minutes	2/13/19 4 minutes	2/14/19 5 minutes	___ / ___ / ___
(Baseline Data must be a <u>minimum</u> of 3 Session Dates)					

Regression Tool Instructions

Skill Attainment Post Treatment Interruption:

4. The skill identified should be targeted at least weekly. Report on the session most representative of the child's functioning.

- Data is reported ONCE for each WEEK following the break in order to determine the length of time for recoupment.

5. Enter the data collected during the session deemed most representative of the present level of functioning during that week (ex. 4/5 trials, 50% success rate). This should be done for each objective. Substantial regression cannot be indicated if the skill was not worked on.

Regression Tool Instructions

Skill Attainment Post Treatment Interruption:

6. In the last column, enter the number of weeks the child took to recoup the skill to the level prior to interruption. (As per NYSED guidance, the typical period of review or reteaching ranges between 20 and 40 school days. As a guideline, a review period of eight weeks or more without recoupment of the skill would indicate substantial regression has occurred.)

- If you have not had sufficient time to track recoupment before the meeting is held, the following is suggested:
 - Put as much data that you have into your report or Regression Tool.
 - Include a statement that “There was insufficient time to track regression/ recoupment data at the time of this report.”

The CPSE may choose to reconvene at a later date.

Skill Attainment Post Treatment Interruption									
Short Term IEP Objectives	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	# of weeks to recoup learned skill to the level prior to interruption
#1	2/25/19 2/5	3/4/19 2/5	3/11/19 3/5	3/18/19 3/5	3/25/19 2/5	4/1/19 3/5	4/8/19 4/5	4/15/19 5/5	8 weeks
#2	3/5/19 1/5	3/13/19 1/5	3/19/19 2/5	3/27/19 3/5	4/2/19 2/5	4/11/19 2/5	4/19/19 3/5	4/25/19 4/5	8 weeks
#3	2/27/19 20%	3/5/19 25%	3/12/19 30%	3/21/19 30%	3/27/19 30%	4/4/19 20%	4/10/19 30%	4/19/19 40%	ongoing
#4	2/26/19 2 minutes	3/5/19 2 minutes	3/12/19 3 minutes	3/1/19 3 minutes	3/21/19 2 minutes	3/27/19 3 minutes	4/5/19 3 minutes	4/13/19 2 minutes	ongoing

Regression Tool Instructions

Skill Attainment Post Treatment Interruption:

7. Additional information to explain/justify recommendation of ESY can be included on the bottom of the page.

- Degree of impairment
- Highly intensive management needs
- Poor/inconsistent attendance
- Changes in the student's medical diagnoses, conditions or medications
- Overall slow rate of learning or lack of progress
- Need of highly specialized intervention

Frequently Asked Questions

Frequently Asked Questions Highlights

1. If a district recommends ESY at a CPSE meeting, (without provider recommendation) does the Provider still need to submit a regression tool to the district?

No. The form should never be submitted if the provider is not recommending ESY.

Frequently Asked Questions Highlights

4. Does this Regression Tool replace a regression statement within the annual review report?

No. This tool should be used to further support your statement of regression within the annual review report by providing concrete data. Please include a regression statement in your report. An example of this statement is as follows: "Substantial regression of skills has been observed over extended school breaks. Please refer to the attached Regression Tool for supporting documentation."

Frequently Asked Questions Highlights

9. What if a student has not yet mastered any benchmarks prior to interruption?

A student's present level of functioning should be included in the Annual Review Report. The provider may also choose to include any data collected to indicate a lack of overall progress and/or slow rate of learning.

Frequently Asked Questions Highlights

10. If a student does not show regression but the provider's and/or school district's professional opinion is that the student needs ESY, what should be done?

Include professional/clinical opinion and any supporting data/information in the annual review report and discuss at the CPSE meeting. Pertinent information should be gathered from the rest of the Committee. The Chairperson makes the final decision.

Frequently Asked Questions Highlights

12. Are new goals needed for ESY services?

No. Summer services are for maintenance of functioning. Therefore, goals should be carried over from the prior IEP.

Important Reminders

Discussing ESY with Families

- Be sure to discuss ESY services with a family PRIOR to submission of your Regression Tool.
- Explain to families that ESY recommendation is the final decision of the CPSE and submitting the regression data does not equate to an automatic recommendation.
- Discuss that the frequency of services may decrease.
- Parents may pressure providers to request summer services. Remind parents that eligibility is data driven and the final decision rests with the CPSE.
- Use your clinical judgement and ongoing data collection to determine if the Regression Tool is needed.