**REGRESSION-RECOUPMENT DETERMINATION FORM**

**SAMPLE: Student demonstrates a pattern of regression-recoupment**

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| **PERSONAL DATA** | | |
| **Child’s Name: Sarah Brown** | **MSIS #: 000123456** | **Grade: 3** |
| **District/School: Education Elementary** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **BREAK 1 REGRESSION-RECOUPMENT** | | | |
| **Dates: \_11/\_21/\_16\_\_ to \_11/\_25 /\_16\_\_** | | **Length of Break: 5 days\*** | |
| **IEP Objectives with Loss of Mastery after the Break** | **Mastery Level Regained** | **Length of Recoupment** | **Recoupment > length of Break or 28 Days\*\*** |
| *1.1 Receptively identify S as the first letter of her name* | **X** Yes 🞏 No | **15** days | **X** Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
| **BREAK 2 REGRESSION-RECOUPMENT** | | | |
| **Dates: \_03 /\_12 /\_17\_\_ to \_03 /\_16 /\_17\_\_** | | **Length of Break: 5 days\*** | |
| **IEP Objectives with Loss of Mastery after the Break** | **Mastery Level Regained** | **Length of Recoupment** | **Recoupment > length of Break or 28 Days\*\*** |
| *1:1 Receptively identify her name* | **X** Yes 🞏 No | **23** days | **X** Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
|  | 🞏 Yes 🞏 No | days | 🞏 Yes 🞏 No |
| **ELIGIBILITY FOR ESY SERVICES** | | | |
| **Are the criteria met for ESY services due to a pattern of regression-recoupment? X** Yes 🞏 No  *The child must have a loss of mastery on an IEP objective(s) after two (2) or more breaks in instruction without recouping the level of mastery on the objective(s) attained prior to the break within an equal time period as that of the breaks or for a maximum of twenty-eight (28) calendar days to be eligible ESY services due to a pattern of regression-recoupment.* | | | |

*\* The number of days considered a break in instruction must be at least five (5) consecutive days.*

*\*\* The maximum period of recoupment is twenty-eight (28) calendar days.*

**DETERMINATION OF CRITICAL OBJECTIVES**

**SAMPLE**

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| **PERSONAL DATA** | | |
| **Child’s Name: Maria Johnston** | **MSIS #: 000987654** | **Grade: 7** |
| **District/School: Education Elementary** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **Objective Considered: In 36 weeks, prior to a toileting accident, Maria will use her communication device to request access to the bathroom with 2 or fewer verbal prompts 80% of given opportunities.** | **Yes** | **No** |
| 1. Is the skill required across a number of environments, settings, or situations? | x |  |
| 1. If the child does not perform the skill, will someone else have to perform the skill for him? | x |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in general education? | x |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in the community? | x |  |
| 1. Will the maintenance of the skill allow the child to function more independently and enhance success in integrated environments in employment? | x |  |
| 1. Will maintenance of the skill enhance the child’s participation in other activities with non-disabled peers? | x |  |
| 1. Will a break in instruction negatively impact the child or cause him to lose skills that will restrict his ability to function as independently as possible? | x |  |
| 1. Will a break in instruction negatively impact behavioral skills learned during the regular school year and result in in a more restrictive placement? | x |  |
| 1. Will a break in instruction negatively impact physical skills attained during the regular school year? | x |  |
| 1. Does the child need ongoing vocational instruction to be able to function in the appropriate vocational environment? |  | x |
| **IEP COMMITTEE DETERMINATION** | | |
| **The IEP Committee has determined that the objective listed above is critical for this child? x** Yes 🞏 No | | |

**CRITICAL POINT OF INSTRUCTION DETERMINATION FORM**

**SAMPLE**

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| **PERSONAL DATA** | | |
| **Child’s Name: Maria Johnston** | **MSIS #: 000987654** | **Grade: 7** |
| **District/School: Education Elementary** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **Critical IEP Objectives** | **Justification** | **Data Sources** |
| **In 36 weeks, prior to a toileting accident, Maria will use her communication device to request access to the bathroom with 2 or fewer verbal prompts 80% of given opportunities.**  Mastered: 🞏 Yes **X** No | ***Critical Point of Instruction – 1***  **X** Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers.  **X** Failure to master this objective would increase the amount of time the child would require special education services. | Teacher observations, Teacher collected data |
| ***Critical Point of Instruction – 2***   * The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress. |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress. |  |
| Mastered: 🞏 Yes 🞏 No | ***Critical Point of Instruction – 1***   * Mastery of this objective would allow the child to participate in a less restrictive environment and spend more time with nondisabled peers. * Failure to master this objective would increase the amount of time the child would require special education services. |  |
| ***Critical Point of Instruction – 2***   * The child is at a critical point in the acquisition or maintenance of this objective, and a break in instruction would result in a significant loss of progress. |  |
| **ELIGIBILITY FOR ESY SERVICES** | | |
| **Is the child eligible for Extended School Year (ESY) services due to a critical point of instruction? X Yes** 🞏 **No**  *If either justification under Critical Point of Instruction-1 or the justification under Critical Point of Instruction-2 has been indicated, the child has been determined to be eligible for ESY services due to a critical point of instruction.* | | |

**Extenuating Circumstances Documentation Form**

**SAMPLE**

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| **PERSONAL DATA** | | |
| **Child’s Name: Jason Smith** | **MSIS #: 000321654** | **Grade: 8** |
| **District/School: Education Middle School** | **Teacher: Sharon Coon** | **School Year:**  **2016-2017** |

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| **SPECIAL CIRCUMSTANCES** |
| *Provide a description of the child’s special circumstances:*  Jason transferred from out of state to Education Middle School on March 30, 2016. Jason has an eligibility of Multiple Disabilities and meets the criteria for Significant Cognitive Disability. Jason is nonverbal and non-ambulatory. However, Jason is currently learning how to use an eye-gaze system to communicate his needs to teachers. Based on documentation on the *Determination of Critical Objectives Form* this skill is considered a critical objective. |
| **JUSTIFICATION** |
| **Is the child eligible for Extended School Year (ESY) services due to extenuating circumstances? X Yes** 🞏 **No**  *Provide the IEP Committee’s justification for the provision of ESY services and the basis for the decision:*  Jason moved late in the school year there is not enough time to collect data to prove a regression/recoupment of this critical objective (there are no more breaks in critical instruction) or critical point of instruction. However, the IEP Committee has data from Jason’s previous IEPs, and information from Jason’s parents that indicate Jason will experience regression of this critical skill without ESY services. |

**NOTES**

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