

YES	NO	N/A	
			Does the student regress and revert to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occur as a result of an interruption in educational programming? (Regression) .
			Will the student be unable to recoup or recover skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption in educational programming? (Recoupment) If yes, please comment:
			If there is a difficulty with regression / recoupment, is it unlikely the student will maintain skills or behaviors relevant to IEP goals / objectives? (Regression and Recoupment) If yes, please comment:
			Would an interruption in programming affect the extent to which a student has mastered and consolidated an important skill? (Mastery) If yes, please comment:
			Is a skill particularly crucial for the student to meet IEP goals of self-sufficiency and independence from caregivers? (Self-Sufficiency and Independence) If yes, please comment:
			Will successive interruptions in educational programming result in a student's withdrawal from the learning process? (Successive Interruptions) If yes, please comment:
			Is the student part of the Armstrong Target Group? (Autism, Serious Emotional Disturbance, moderate to severe Intellectual Disability, Degenerative impairments with cognitive/mental involvement, or severe Multiple Disabilities. (Severity of Disability) If yes, please comment: