

Evaluation & IEP

Technical Assistance Module

(IDEA 2004 and WAC 392-172A)

OSPI SPECIAL EDUCATION
OLYMPIA, WASHINGTON

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Disclaimer

The information contained in this module is meant to supplement and not supplant reading bulletins and accompanying documents; guidance from the U.S. Department of Education; chapter 392-172A WAC; Part 300 of the federal regulations; and the Individuals with Disabilities Act. This module should be viewed and applied by users according to their specific needs. The module should be used as guidance and is not intended as legal advice.



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Overview

- This training module is designed to provide information and guidance related to several major areas under IDEA 2004 and WAC 392-172A.
- The areas included in this module are those that, based on program review (monitoring) results, continue to present the greatest challenges to special education professionals in our state.



Module Components

- Module Overview and Instructions for Use
- Power Point with presenter notes – including a review of the WACs related to each topic and practical guidance on implementation, including compliant and non-compliant examples in many of the areas.



Module Components (continued)

- Eight sample Evaluations and IEPs collected through monitoring reviews conducted during the 2012-13 school year that demonstrate non-compliance in one or more of the identified areas.
- Analysis of Samples – Descriptions of the compliant and non-compliant elements identified in each of the eight samples provided.
- A Module Index, by specific topic, for cross referencing the power point and the samples to assist with easy access of information.
- Evaluation and IEP review forms that could be used by staff when reviewing evaluations, reevaluations, and IEPs for compliance.



Evaluation/Reevaluation Review Form School District _____

SSID#: _____

Date of Birth: _____

Disability Category: _____

Evaluation Date: _____

Eval:
Re-eval:

(If SLD, complete all 3 pages)

Prior Written Notice and Parent Consent §300.300, §300.304, §300.503, & WAC 392-172A-03000, -03020, and -05010		
Y	N	Does the file contain evidence of prior written notice provided to the parents within a reasonable amount of time prior to conducting the evaluation (including a description of any evaluation procedures the district proposes to conduct)?
Y	N	NA
		If an initial evaluation, does the file contain evidence of written parent consent?
Y	N	NA
		If a reevaluation, does the file contain evidence of written parent consent or reasonable efforts to obtain parent consent?
Evaluation/Reevaluation Timelines §300.301 and §300.303, & WAC 392-172A-03005 and -03015		
Y	N	Was the evaluation conducted and eligibility established within 35 school days of the district's receipt of parent consent (or such other time period as agreed to by the parent and documented by the district, including the reason(s) for extending the timeline)?
Y	N	Was the reevaluation conducted within three years of the previous evaluation (unless the parent and the district agreed that a reevaluation was unnecessary and documented that agreement in the student's file)?
Eligibility for Special Education §300.8 & WAC 392-172A-01035 (1) (a)		
Y	N	Does the evaluation report establish (for initial evaluations) or reconfirm (for reevaluations) the presence of a disability that meets the criteria for one of the identified disability categories?
Y	N	Does the evaluation/reevaluation document the adverse educational impact of the disability?
Y	N	Does the evaluation/reevaluation document the student's need for special education and related services?
Evaluation Report §300.305 & WAC 392-172A-03035		
		Does the evaluation/reevaluation contain a discussion of the assessments and a review of the

IEP Review Form

_____ School District

SSID#

Date of Birth

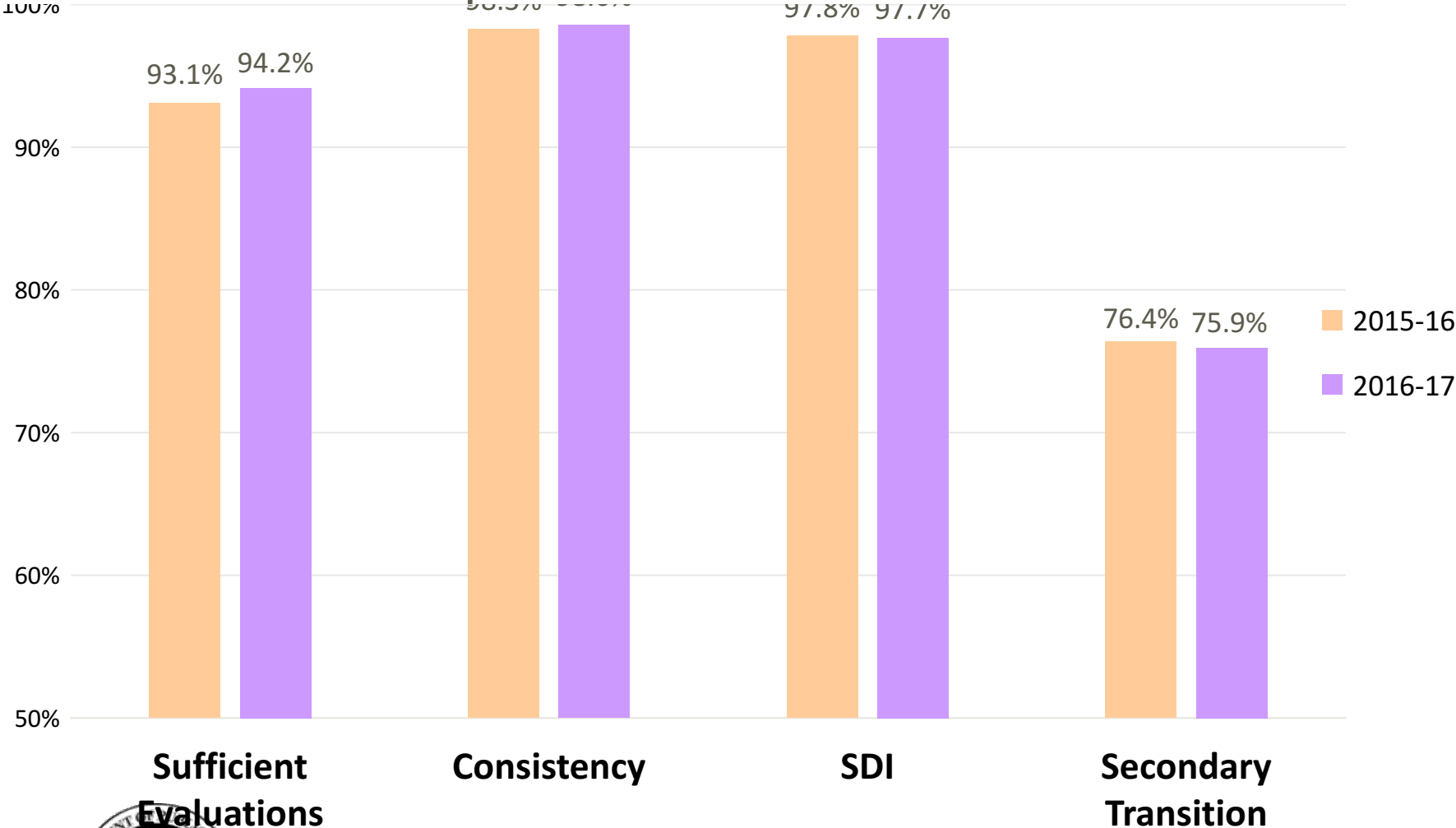
IEP Date

Evaluation Date

1. Present Levels of Academic Achievement and Functional Performance WAC 392-172A-03090; 03110				
Y	N	Does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students)?		
Y	N	NA	For a preschool child, does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including as appropriate, how the disability affects the child's participation in appropriate activities?	
2. Measurable Annual Goals WAC 392-172A-03090; 03110				
Y	N	Does the IEP include a statement of <i>measurable annual goals*</i> , including academic and functional goals designed to: <ul style="list-style-type: none"> a. meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and b. meet each of the student's other educational needs that result from the student's disability; and c. for students taking alternate assessments aligned to alternate achievement standards (e.g., WAAS), does the IEP include a description of benchmarks or short term objectives? 		
Area of Service	MAG			Comments
Reading	Y	N	NA	
Written Language	Y	N	NA	
Math	Y	N	NA	
Behavior/Social	Y	N	NA	
Study Skills	Y	N	NA	
Life skills/adaptive	Y	N	NA	
**SLP	Y	N	NA	
**OT	Y	N	NA	
**PT	Y	N	NA	
**Vision	Y	N	NA	
Other	Y	N	NA	
Other	Y	N	NA	
Other	Y	N	NA	
<p>*Although the term "measurable" is not defined in WAC or IDEA, the safety net committee has adopted the following professional judgment standard for the term "<i>measurable annual goal</i>": In order to be considered measurable, each annual goal should have a <i>baseline</i>, target, and a <i>common</i> unit of measure</p> <p>**MAG needed only if service is provided as specially designed instruction.</p>				
3. Progress toward Meeting Goals WAC 392-172A-03090; 03110				
Y	N	Does the IEP include a description of:		

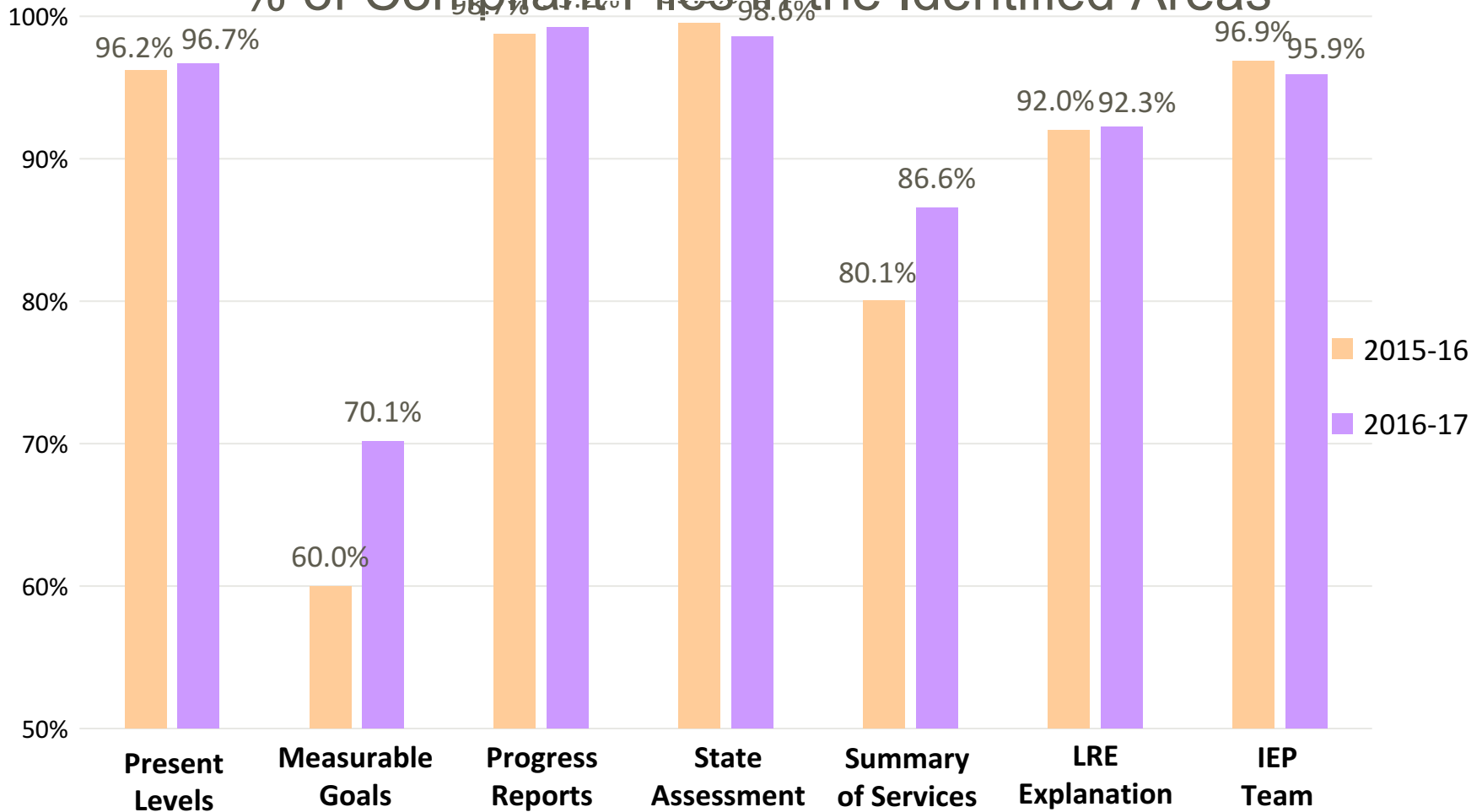
Compliance Rates

% of Compliant Files in the Identified Areas



Compliance Rates (continued)

% of Compliant Files in the Identified Areas



Focus of Module

- This module will focus primarily on those areas that present the greatest challenges to our state in meeting requirements under the provisions of IDEA:
 - Measurable annual goals
 - Secondary transition
- The module will also briefly address other areas, including evaluation sufficiency, evaluation and IEP consistency, the provision of specially designed instruction and related services, present levels, IEP summary of services, and LRE explanation, but these will not be a major focus.



Evaluations and Reevaluations – Prior Written Notice (WAC 392-172A-05010)

- Prior written notice must be provided to the parent a reasonable time before the district proposes to initiate an evaluation of a student. The notice must include:
 - An explanation of why the district has decided to conduct the evaluation;
 - A description of the evaluation procedures, assessments, records, or reports that will be used;
 - What other options the district may have considered in the evaluation process and why those options were accepted or rejected; and
 - A description of any other factors the district considers to be relevant to the decision to evaluate the child.
- Prior written notice must be provided in the parent’s native language or other mode of communication used by the parent.



Evaluations and Reevaluations - Consent

WAC 392-172A-03000

- Written parental consent is required before conducting an initial evaluation or when conducting additional assessments as part of a reevaluation.
- If the parent refuses consent for the initial evaluation or reevaluation, the district may pursue an evaluation through mediation or due process.
- The district may proceed with a reevaluation if the parent fails to respond to the district's request for consent.
- Note: Districts may not pursue mediation or due process to override a parent's refusal to consent to initial services.



Evaluations and Reevaluations

WAC 392-172A-01035(1) and -03035

- Evaluations and Reevaluations must document eligibility, including:
 - The presence of a disability in one of the identified disability categories;
 - the adverse educational impact of that disability; and
 - the student's need for specially designed instruction.
- Must also provide information that will assist the IEP team in developing the IEP, including information regarding the student's ability to be involved and progress in general education curriculum.



See also Evaluation samples A, G, and H.

Evaluations and Reevaluations

WAC 392-172A-03020 through -03040

Evaluations and Reevaluations must also:

- use information from multiple sources (rather than relying on a single measure or assessment);
- be administered so as not to be discriminatory on a racial or cultural basis;
- assess the student in all areas related to the suspected disability;
- rule out the lack of appropriate instruction in reading & math and limited English proficiency as determinant factors; and
- contain the date and signature of each professional member of the evaluation group.



See also Evaluation sample E.

Students with SLD

WAC 392-172A-03045 through -03080

Evaluations for students suspected of having a specific learning disability must also:

- include additional required evaluation group members;
- document lack of achievement in at least one of eight areas;
- rule out additional determinant factors; and
- include the results of an observation of the student.



See also Evaluation samples A, B, and G.

SLD – Severe Discrepancy

WAC 392-172A-03065 and -03070

If the district uses the severe discrepancy methodology for SLD eligibility:

- Evaluation must establish a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the eight areas; or
- document the use of professional judgment, including a written narrative, to justify the presence of SLD.

http://www.k12.wa.us/SpecialEd/pubdocs/SLD_Guide.pdf



See also Evaluation samples A and B.

SLD – Response to Scientific Research-Based Intervention

WAC 392-172A-03060

If the district uses a process based on the student's response to scientific research-based intervention for SLD eligibility, the evaluation must:

- include evidence of the student's opportunity to increase rate of learning;
- document two or more intensive, scientifically research-based interventions implemented with fidelity;
- describe instructional strategies used and data collected; and
- include documentation of parent notification.



SLD – Pattern of Strengths and Weaknesses

WAC 392-172A-03080

- The student’s pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state grade level standards or intellectual development may be used as part of the eligibility determination when using either of the SLD methodologies - severe discrepancy or response to research-based intervention.
- However, the pattern of strengths and weaknesses is not a standalone methodology for determining eligibility under the category of SLD.



Evaluation and IEP Consistency

WAC 392-172A-03035 and -03110

- The evaluation report must include “the recommended special education and related services needed by the student” and “other information... needed to develop an IEP”.
- The IEP team must consider “the results of the initial or most recent evaluation of the student”.
- The IEP team “revises the IEP, as appropriate, to address... the results of any reevaluations”.



See also Evaluation & IEP sample C.

When Reevaluations are Needed

WAC 392-172A-03015 and -03025

-03015 = a reevaluation must be conducted when the district determines that the educational and related services needs, including improved academic achievement and functional performance, of the student warrant a reevaluation.

-03025 = a reevaluation must determine whether the student continues to meet eligibility, and whether... any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP.



When Reevaluations are Needed (cont.)

WAC 392-172A-03030

- A reevaluation should be conducted prior to making significant changes in the student's program/services (i.e. placement).
- A reevaluation is necessary prior to determining that a student is no longer eligible for special education services.
- A reevaluation is not necessary before a student graduates from high school with a regular diploma or exceeds age eligibility.



Specially Designed Instruction (SDI)

WAC 392-172A-01175

- Special education means specially designed instruction (SDI) to meet the unique needs of the student, and includes instruction in the classroom, in the home, in hospitals and other settings, and in physical education.
- SDI is defined as adapting, as appropriate to the needs of the student, the content, methodology, or delivery of instruction to address the unique needs of the student and to ensure access to the general curriculum.



SDI – Provider Requirements

WAC 392-172A-02090(1)(g)

- Specially designed instruction and related services must be provided by appropriately qualified staff.
- Other staff (i.e. general education teacher or paraeducator) may assist in the delivery of SDI, but the SDI must be designed and supervised, and the student's progress monitored and evaluated, by special education certificated staff.



Specially Designed Instruction

Content

Different curriculum

Same but for different purpose

Same, but different level

Key concept

Same with accommodations

Special Education

Basic Education

Methodology

Same with accommodations

Change procedures

Alter tasks

Substitute easier pre-requisite task

Information processing for generalization/mastery

SDI versus Accommodations – Examples

Accommodations

Science text is highlighted for the student.

Student given extra time to complete assignment.

SDI

Student is provided instruction on how to read texts for information.

Student is taught vocabulary strategies using content texts.



SDI versus Accommodations – Examples (continued)

Accommodations

In sophomore literature, a peer reads the story aloud to the student.

The student is permitted to turn in an abbreviated assignment.

The student is permitted to address the literary concepts orally instead of in writing.

SDI

The student is provided reading instruction using adapted materials for the same piece of literature that others are reading.



SDI versus Accommodations – Examples (continued)

Accommodations

Student is given 3 opportunities prior to removal from class due to behavior.

Student is given the choice of moving to a quiet, non-stimulating area to regain control when upset.

Student is given tokens for good behavior, which he/she may use for classroom rewards.

SDI

Student is provided instruction in anger management, alternative behavior strategies, etc.



Present Levels

WAC 392-172A-03090(1)(a)

The IEP must include “a statement of the student’s present levels of **academic achievement and functional** performance, including how the student’s disability affects the student’s involvement and progress in the general education curriculum...”





Present Levels – Compliant Examples (Academic)

1. “According to curriculum-based assessment results, Sue is working at the 4.2 grade level for reading. While her fluency skills are strong, comprehension remains her primary challenge, which greatly impacts her ability to participate in general education reading assignments.”
2. “Sue can read 25 correct words per minute on a 7th grade curriculum-based prompt. She needs to continue to work on word attack skills, fluency, and comprehension strategies. She needs more explicit instruction than her peers.”





Present Levels – Compliant Examples (Academic)

1. “When given 5 minutes, Sue writes an average of 78 words in correct word sequences. She can write simple sentences in isolation, but needs to continue to work on grammar and vocabulary. She will need individualized instruction in these areas in order to be successful in the general education classroom.”
2. “Bob is able to complete single-digit multiplication problems with 70% accuracy and simple division problems with 60% accuracy. This is well-below his age-level peers, and he needs small group instruction in this area.”



See also IEP samples A, B, D, E, F, G, and H.



Present Levels – Compliant Examples (Non-Academic)

1. “Bob is able to produce the /r/ sound correctly in isolation with 90% accuracy. He still has challenges with producing the /r/ sound in words and conversational speech, which impacts his interactions with peers in the regular classroom.”
2. “Based on the Vineland Adaptive Behavior Scales, Sue is 5 years below grade expectations in the area of adaptive skills. She is able to follow the steps of a recipe correctly 4 out of 5 times with staff assistance. She needs to work on increasing her independence in this skill.”



See also IEP samples A, B, D, E, F, G, and H.

Non
Compliant

CC BY

Non
Compliant

CC BY

Present Levels – Non-Compliant Examples

1. “Based on the Woodcock Johnson, Sue is below grade level in reading and math. Her comprehension skills are weak and she struggles with double-digit multiplication.”
2. “Based on the results of last year’s 3-year reevaluation, Bob is at a mid-third grade level in writing.”
3. “Bob continues to have challenges with his behavior. Some of the behaviors impeding him in the general education classroom include talking out, not waiting his turn, inappropriate language, and poor peer interactions.”



See also IEP sample C.

Present Levels – Non-Compliant Examples

1. “Sue is working well below expected levels in the area of daily living skills. She is sometimes able to dress or toilet herself without assistance and only occasionally greets those familiar to her.”
2. “According to therapy notes, Bob’s articulation skills are weak. He has trouble with the following sounds - /r/, /sh/, and /th/. He continues to need speech therapy to assist with the production of these sounds.”



Measurable Annual Goals

WAC 392-172A-03090(1)(b)

- The IEP must include “a statement of measurable annual goals, **including academic and functional goals** designed to” meet the student’s educational needs to enable the student to be involved in and make progress in the general education curriculum.
- Benchmarks and short-term objectives are required for students who will be taking alternate assessments aligned to alternate achievement standards (i.e. the WA-AIM).**



Measurable Annual Goals

WAC 392-172A-03090(1)(b)

- In order to be measurable, the goal statement should include the following:
 - a baseline (“from”),
 - a target (“to”),
 - and a unit of measure.
- The baseline may be indicated in the present levels section of the IEP, as long as the unit of measure is consistent with the target.



Quick Check

Measurable Annual Goals	Measurement Characteristics	Types of Criteria
<p>Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses individual student need <input type="checkbox"/> describes observable behavior <input type="checkbox"/> relates to needs identified in student data <p>Conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> describes circumstances or assistance needed to perform skill or behavior <ul style="list-style-type: none"> ▪ clarifies what the performance of the skill should look like ▪ circumstances <ul style="list-style-type: none"> ○ context ○ format ○ time ○ tools <p>Criterion</p> <ul style="list-style-type: none"> <input type="checkbox"/> sets mastery or proficiency level for attainment of goal <input type="checkbox"/> describes progress in a way that can be measured <input type="checkbox"/> describes criterion to reflect grade level, rate, time, percentage or descriptive statement that is understood by all participants <input type="checkbox"/> relates criterion to current student performance data <input type="checkbox"/> describes progress expected within a year <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p style="text-align: center;">Do's</p> <ul style="list-style-type: none"> • use specific, clear information • target to student need • focus on student behavior • use quantifiable or descriptive information </div> <div style="width: 45%;"> <p style="text-align: center;">Don'ts</p> <ul style="list-style-type: none"> • use vague information • copy curriculum without individualization • describe staff activities • use incomplete information </div> </div>	<p>Specific</p> <ul style="list-style-type: none"> • the action, behavior, or skill to be measured • tells what to measure and how to measure it <p>Objective</p> <ul style="list-style-type: none"> • yields same result regardless of who measures it <p>Quantifiable</p> <ul style="list-style-type: none"> • numerical or descriptive information that can be compared to previous data point <p>Clear</p> <ul style="list-style-type: none"> • understandable by all involved, especially non-educators <p style="margin-top: 20px;">(Bateman, B. D. & Herr, C. M. (2003). <i>Writing Measurable IEP Goals and Objectives</i>. Verona, WI: Attainment.)</p>	<p style="text-align: center;">Types of Criteria</p> <p>Grade or Age Level</p> <ul style="list-style-type: none"> • an assigned numerical value to student performance • must reference the source (test, etc.) and describe the skill it measures or the numerical value will not meet measurement requirements <p>Rate</p> <ul style="list-style-type: none"> • the expected accuracy or frequency of a performance • rate compares the number of correct behaviors, trials, or units of time with the total number <p>Time</p> <ul style="list-style-type: none"> • time segment in which the behavior must be performed • sets parameters for completing the performance • used when speed of performance is important <p>Percentage</p> <ul style="list-style-type: none"> • the number of correct responses compared to the total number of possible responses • must define and be able to measure the whole <p>Descriptive Statement</p> <ul style="list-style-type: none"> • description of the expected characteristics or quality of the final product/behavior in clear, objective language



Compliant Goals – Reading



1. “Bob will read 2nd grade level words in isolation, phrases, and sentences with 80% accuracy, improving reading skills from a sight word bank (SWB) of 150 words to a SWB of 250 words as measured by teacher data.”
2. “When given a beginning 2nd grade level passage, Bob will read the passage and answer comprehension questions with 90% accuracy by *(date)*.” *(Note: Present levels indicated student was currently at a beginning 1st grade level with 70% comprehension).*
3. “Sue will increase her reading comprehension skills and improve her MAP (Measures of Academic Progress) score from 107 to 150 by *(date)*.”



See also IEP samples A, B, E, and G.



Compliant Goals – Reading (cont.)



1. “Bob will improve his oral reading fluency from 80 correct words per minute at the 3rd grade level, to 100 correct words per minute at the 4th grade level as measured by teacher-made assessment.”
2. “Sue will increase her basic reading skills from a mid-4th grade level to a mid-5th grade level as measured by curriculum-based assessments.”
3. “When given 4-word sentences and 10 picture cards, Bob will choose the corresponding photo, improving from 50% of trials to 80% or more of trials as measured by team-collected data sheets.”



See also IEP samples A, B, E, and G.

Non
Compliant

CC BY

Non-Compliant Goals – Reading

Non
Compliant

CC BY

1. “Bob will increase vocabulary, main idea, fact & opinion, author’s purpose, inference, classification, deductions, and paraphrasing skills to 90% accuracy.”
2. “Sue will improve reading skills by *(date)* as measured by the following objectives.”
3. “Sue will participate in activities involving reading for a variety of purposes from 40% participation to 70% participation with 7 of 10 trials at 70% accuracy by *(date)*.”





Compliant Goals – Written Language



1. “Bob will improve his writing skills from writing one 3-sentence paragraph with an average of 5 grammar/punctuation errors, to writing a three paragraph essay with no more than 3 grammar/punctuation errors as measured by student work samples.”
2. “Sue will improve her writing skills from writing 3 of 52 upper/lower case letters to 40 of 52 letters in correct formation by *(date)* as measured by teacher-developed assessment.”
3. “Bob will improve his written language skills from a 3.5 grade level to a 4.5 grade level as measured by standardized assessment.”





Compliant Goals – Written Language (cont.)

1. “When given a paragraph with misspelled words and incorrect conventions, Sue will correct the errors improving her editing skills from 60% correct to 80% correct as measured by teacher-created rubric.”
2. “When given a three-minute timing, Bob will increase his writing skills from 3 correct word sequences (CWS) on a specific topic to 15 CWS on a specific topic as measured by curriculum-based assessment by *(date)*.”



Non
Compliant

CC BY

Non-Compliant Goals – Written Language

Non
Compliant

CC BY

1. “Sue will write a 5 paragraph story, which includes the following: prewrite, rough draft, revising, editing, and final copy with no assistance on 3 of 3 trials.” *(Note: Present levels indicated student was currently at a beginning 3rd grade level in written language).*
2. “Bob will write clearly and coherently from 40% of the time to 80% of the time as measured by curriculum-based assessments by *(date)*.”





Compliant Goals – Math (Calculation)



1. “Sue will improve number sense/counting skills from identifying/representing numbers between 1-14 with 90% accuracy to numbers 1-30 with 90% accuracy as measured by teacher data collection.”
2. “When given 50 addition problems and 3 minutes, Bob will improve from 21 of 50 correct to 50 out of 50 correct as measured by completion of daily math assignments.”
3. “Sue will be able to count to 100 with 90% accuracy on 4 of 5 trials by *(date)*.” *(Note: Present levels indicated student was currently at able to count to 20 with 100% accuracy).*





Compliant Goals – Math (Reasoning)



1. “When given 20 story problems at the 4th grade level, Sue will improve her ability to identify the correct math equation from 5 out of 20 to 19 out of 20 correct as measured by teacher-designed assessment.”
2. “When given multiplication/division story problems, Bob will improve accuracy from 5 of 10 correct on 4 of 5 trials to 9 of 10 correct on 4 of 5 trials as measured by curriculum-based assessment.”
3. “Bob will improve his math reasoning skills from a 6.2 to a 7.5 grade level by *(date)* as measured by the Woodcock Johnson.”



Non
Compliant

CC BY

Non-Compliant Goals – Math

Non
Compliant

CC BY

1. “Sue will increase her addition, subtraction, and multiplication skills as measured by teacher data by *(date)*.”
2. “Bob will use mathematics to define and solve problems with 90% accuracy (CCSS 3.1).”
3. “Bob will increase his math skills by one year’s growth.”
(Note: Present levels indicated student was currently able to complete multiplication problems with 65% accuracy).
4. “Sue will successfully complete daily math assignments, improving overall math skills from below age level to age appropriate as measured by 80% accuracy on daily work.”





Compliant Goals – Behavior/Social Skills



1. “Bob will increase his use of self-management skills to a level that supports academic & behavioral success as demonstrated by a reduction of discipline referrals from 8 to 4 in a 3-month period by *(date)*.”
2. “When given a non-academic, unstructured setting, Sue will independently follow established rules, improving compliant behavior from 0 of 5 to 5 of 5 trials over a 1-month period as measured by formal weekly teacher observations.”
3. “Sue will improve her social skills from a score of 2.5 to a 3.0 as measured by a teacher-developed social skills survey by *(date)*.” *(Note: in this example, the present levels contained additional information to clarify the specific social skills that the IEP was focusing on.)*





Compliant Goals – Behavior/Social Skills (cont.)



1. “To establish and maintain consistent self-discipline/ behavioral skills from a level of a 30-minute supervised lunch to a 30-minute unsupervised lunch and reduce negative behavior incidents with peers from 4 reports per quarter to 1 or less per quarter by *(date)*.” *(Note: in this example, the present levels gave additional information to help define “self-discipline” and “negative behavior incidents”).*
2. “Bob will refrain from making sounds or blurting out during small group instruction, improving from 1 per minute to 1 or less in 10 minutes as measured by teacher data.”
3. “Sue will increase time on task from 20 minutes per hour to 40 or more minutes per hour as measured by formal monthly teacher observations by *(date)*.”





Compliant Goals – Behavior/Social Skills (cont.)



1. “Bob will follow directions the first time they are given in 8 out of 10 opportunities (from current 2 out of 10) by *(date)* to be measured by teacher data sheets.”
2. “Sue will contribute a relevant (i.e. on-topic) opinion/answer after being recognized by the teacher, improving self-management skills from 0 relevant contributions per week to 5 or more per week as measured by group behavior observation check off sheet.”
3. “Bob will reduce his aggressive behaviors towards peers from requiring staff intervention 5 times per day to 3 times per day or less (on average) by *(date)*.”





Compliant Goals – Behavior/Social Skills (cont.)



1. “When given SDI in positive behavioral strategies, Sue will improve responding to an adult request within 30 seconds from 60% of the time to at least 90% as measured by a daily behavior sheet.”
2. “Sue will initiate a social interaction with 1-2 students, improving social skills from no peer interaction per period to 1 peer interaction (or more) per period as measured by teacher data sheet.”
3. “When given a stressful/frustrating situation (i.e. one that involves writing), Bob will implement a positive coping skill (request a break, ask for help, tell teacher that he is frustrated), from 0/4 trials to 4/4 trials as measured by teacher data collection by *(date)*.”



Non
Compliant

CC BY

Non
Compliant

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Non-Compliant Goals – Behavior/Social Skills

1. “Bob will increase his behavioral/classroom skills from an 80% success rate to 85% success rate by *(date)* and will be measured by classroom assessment.”
2. “Sue will practice basic social skills with both adults and peers on a daily basis as measured and recorded over time.”
3. “Bob will be able to interact with peers appropriately.”



Non-Compliant Goals – Behavior/Social Skills (cont.)

1. “Bob will increase behaviors and social interactions to an appropriate level for his age by *(date)*.”
2. “Bob will display appropriate classroom and school behaviors with 75% accuracy.”
3. “Sue will improve her behavior/social interaction from not always displaying appropriate behavior when frustrated to displaying appropriate behavior to enable her to attend mainstream classes by *(date)*.”





Compliant Goals – Adaptive/Life Skills/Self-help Skills



1. “When given a phone number, Bob will call and ask for information, improving phone skills from 0 successful attempts to 3 successful attempts as measured by formal weekly teacher observations.”
2. “Sue will identify the most economical purchases between 2 similar items, improving money skills from guessing with 10% accuracy to using computational strategies with 90% accuracy by *(date)*.”
3. “By *(date)*, Bob will make coin exchanges in a variety of ways up to \$5 with 90% accuracy.” *(Note: Present levels indicated student was currently able to exchange up to \$1 with 80% accuracy).*





Compliant Goals – Adaptive/Life Skills (cont.)



1. “Sue will increase her independent adaptive skills from a baseline teacher checklist of 7 of 20 points to 15 of 20 points on 4 of 5 trials by *(date)*.”
2. “Bob will use pictures to request an item or object, improving from using pictures to make requests on 20% of trials to 70% of trials as measured by teacher data sheets.”
3. “Bob will improve toileting, clothing management, fasteners, and hand washing skills from needing verbal cues on 100% of the steps to 25% or fewer steps as measured by task-analysis data sheet.”



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Non-Compliant Goals – Adaptive/Life Skills/Self-help

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1. “Sue will increase functional independence by following a personal hygiene routine and manipulating different fasteners (e.g. button, snap, and zipper) with 90% accuracy by *(date)*.”
2. “Bob will increase his daily living skills as measured by objectives 5.1 through 5.5.”
3. “Bob will learn his personal information and be able to write it independently by *(date)*.”





Compliant Goals – Study/Organization Skills



1. “Sue will improve work completion from 50% to 80% as measured by turned-in assignments in English and math in teacher grade book.”
2. “When given a student planner, Bob will write in assignments, improving organization skills from requiring adult prompts on 100% of assignments to 0% adult prompts as measured by teacher reports.”
3. “Bob will request accommodations in given assignments in the general education classroom, improving self-advocacy skills from 1 request per quarter to 1 request per week as measured by general education teacher reports.”





Compliant Goals – Study Skills (cont.)

1. “Sue will improve work habits as demonstrated by improving from requiring verbal prompts 100% of the time to verbal prompting less than 50% of the time as measured by weekly teacher observations and work participation point sheets.”
2. “By *(date)* Bob will improve tests passed from 2 academic tests in 7 weeks to passing 6 tests in 7 weeks as measured by weekly tests.”



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Non-Compliant Goals – Study/Organization Skills

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1. “To increase Bob’s study skills to include consistency in on-task behaviors and meeting deadlines.”
2. “Sue will use organizational strategies to improve her ability to complete and turn in 90% of her assignments on time.”
3. “Sue will improve her functional school behaviors to a level that allows her to participate in the general education curriculum without special education assistance as measured by teacher reports and data records by *(date)*.”





Compliant Goals – Speech (Articulation)

1. “When given opportunity for conversation in a structured setting, Sue will correctly use productions of the /r/ phonemes in syllables, words, and phrases, improving articulation from 20% to 80% as measured by weekly SLP data.”
2. “Bob will correctly produce the /th/ sound, improving speech intelligibility from not using the sound in conversational speech to using the sound in conversational speech with 90% accuracy over 3 consecutive SLP sessions.”
3. “Sue will improve her production of the /sh/ sound in isolation from 25% to 90% accuracy.”





Compliant Goals – Speech (Language)

1. “When asked a ‘wh’ question, Bob will respond accurately, improving expressive language skills from 40% to 80% as measured by weekly therapist data by *(date)*.”
2. “When given a prompt, Bob will select the correct example/picture, improving receptive language skills from age 5.6 to 6.3 as measured by SLP data and/or standardized tests.”
3. “Using context clues, Sue will define unfamiliar words, improving vocabulary from a 4th grade to a 5th grade level as measured by therapy data and standardized tests.”



Non-Compliant Goals – Speech/Language

1. “When asked, Sue will say /sh/ in all positions in words, sentences, and conversation with 90% accuracy.”
2. “Bob will increase overall speech intelligibility by producing various CV combinations without omitting consonant sounds or syllables.”
3. “Bob will increase his vocabulary comprehension from a below average level to an average level by *(date)*.”
4. “Sue will demonstrate understanding of curriculum and language used in a 5th grade classroom.”





Compliant Goals – Motor (Fine)



1. “Sue will improve her fine motor skills in the areas of tracing, copying, and cutting from the 1st percentile to the 3rd percentile as measured by standardized assessment.”
2. “Bob will improve fine motor skills from being able to control a pencil in a maze with angled lines within $\frac{1}{4}$ inch to $\frac{1}{8}$ - $\frac{1}{16}$ inch as measured by weekly OT data.”
3. “Bob will improve his fine motor skills from 48 months to 72 months as measured by the Battelle Developmental Inventory by *(date)*.”
4. “Sue will improve fine motor control by 15% increased speed in hand dexterity tasks as measured by improving from 98 seconds to 83 seconds to place 30 small pegs.”





Compliant Goals – Motor (Gross)



1. “Bob will improve gross motor skills from hopping forward 1 time on one foot to skipping forward 40 feet as measured by therapist data on 4 of 5 trials.”
2. “Sue will improve trunk control from being able to reach 25% outside base of support to able to reach 75% outside base of support as measured by monthly PT data.”
3. “To improve Sue’s functional gross motor skills from propelling her wheelchair for 20 feet to propelling it between classrooms independently and from bearing weight at a table for 3 minutes to bearing weight for at least 5 minutes as measured by mastery of the objectives below.”



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Non-Compliant Goals – Motor (Fine & Gross)

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1. “Bob will demonstrate improved fine/visual motor skills as demonstrated by his ability to manipulate all fasteners (snaps, buttons, and zippers) from requiring maximum assistance to requiring minimum assistance by *(date)*.”
2. “By *(date)*, when given a classroom writing assignment, Bob will write, improving the legibility of his writing from inconsistent placement of letters and words in relation to the lines to 75% accuracy in letter/word placement as measured by writing samples.”
3. “Sue will improve gross motor skills to participate fully in PE and maintain a healthy lifestyle as measured by meeting the below objectives by *(date)*.”





Compliant Goals – Transition/Vocational Skills



1. “Sue will identify jobs of interest from indicating no jobs of interest to listing at least 3 potential jobs of interest as measured by career portfolio.”
2. “Bob will increase his Work Experience Evaluation Rating from a 27/50 (graded on *date*) to a 40/50 or higher by *date*.”
3. “When given potential careers of interest, Bob will improve his vocational skills from being able to list 0 job-related requirements to listing at least 3 requirements as measured by teacher data collection sheets.”





Compliant Goals – Transition (cont.)



1. “When given contact information for Disability Student Services at the local community college, Bob will find out about accommodations and services, improving knowledge of the available accommodations/services from 0% to 100% as measured by conference and write up of services with special education teacher.”
2. “Sue will perform a specified job-related task, improving from being able to accomplish the task in 30-45 minutes to performing the job in 20 minutes with 2 or less verbal prompts as measured by data sheets.”





Compliant Goals – Transition (cont.)



1. “Sue will follow a recipe, improving meal preparation skills from 2 meals prepared successfully per week to 5 meals prepared successfully per week as measured by documentation of formal teacher observations.”
2. “Bob will increase work-related skills/behaviors from 5 items to 8 items as measured by the Brigance Inventory in the Work Skills and Behaviors section.”



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Non-Compliant Goals – Transition/Vocational Skills

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1. “Bob will pass classes and earn credit toward graduation.”
2. “Bob will improve his job-related transitional skills in order to apply for admission into Tri Tech Skills Center.”
3. “Bob will increase his knowledge of post-secondary education, employment, and community living as meas. by documentation of successful activities by *(date)*.”
4. “Sue will increase her knowledge of post-secondary placement opportunities as well as research-based careers based on a completed functional vocational assessment.”
5. “Sue will research possible career interests as measured by completion of an interest inventory by *(date)*.”



IEP Summary of Services

WAC 392-172A-03090(1)(i)

The IEP must include:

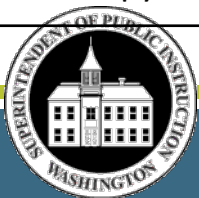
- “the projected date for the beginning of the services and modifications... and the anticipated frequency, location, and duration of those services and modifications”.

Note: It is very important to delineate the location of each service being provided in order for the district to be able to accurately calculate and report each student’s LRE (Least Restrictive Environment), which examines the extent to which the student is removed from the general education setting in order to receive special education services.



	Projected Date for Initiation of Services	Anticipated Frequency	Location	Duration	Position(s) Responsible for Providing Instruction	Position(s) Responsible for Monitoring Progress
Math	5/27/17	400 min/wk	Resource room/Gen. ed. class	5/26/18	Sp. Ed./Gen. Ed. Teacher	Sp. Ed. Teacher
Functional Academics	5/27/17	3 hours per week	Washington Elem. School	5/27/18	Resource Rm. Teacher	Resource Rm. Teacher
Special Education	5/27/17	1450 min/wk	Special education	1 year	Sp. Ed. Staff	Sp. Ed. Teacher
Life Skills/Adaptive	2017	1 class/wk. (1 hour/wk)	Community	1 year	Sp. Ed. Teacher/Para	Sp. Ed. Teacher
Behavior	5/2017	As needed	High School	5/2018	Parapro	Sp. Ed. Teacher
Occupational therapy	Next year	15 to 30 min/wk	Therapy Room	5/26/18	COTA	OT

The sections highlighted in pink above are non-compliant.



LRE Explanation of the Extent WAC 392-172A-03090(1)(e)

The IEP must contain an explanation of the extent, if any, that the student will not participate with nondisabled students in the general education classroom and extracurricular and nonacademic activities.





LRE Explanation – Compliant Examples



1. “Sue will participate in the general education classroom with non-disabled peers during all academic and non-academic activities with the exception of 320 minutes per week when she receives specially designed instruction in the resource room.”
2. “Not applicable”. *(Note: The service matrix indicates that the student receives all special education services in the general education setting).*



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LRE Explanation – Non-Compliant Examples

1. “Bob requires SDI in the areas of reading, math, and behavior.”
2. “Sue will receive one period per day of SDI for reading in the resource room setting. The remainder of her time will be with her general education peers.” *(Note: The service matrix indicates that the student is in the resource room setting for reading, writing, and math for a total of 10 hours per week).*
3. “Not applicable”. *(Note: The service matrix indicates that the student is in a special education setting for SDI in the area of behavior).*



Secondary Transition - Overview

WAC 392-172A-03090(1)(j)

“Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team”, the IEP must include:

- “Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- The transition services including courses of study needed to assist the student in reaching those goals.”



Age-Appropriate Transition Assessment WAC 392-172A-03090(1)(j)(i)

Transition assessment is a structured, coordinated effort to collect data on students' strengths, needs, preferences, and interests related to their postsecondary goals (Sitlington, et. al, 2007). Formal assessments are standardized instruments that include descriptions of their norming process, reliability and validity, and recommended uses (NTACT, 2016). In contrast, informal assessments generally provide descriptive information but lack formal norming procedures (NTACT, 2016).



Transition Assessment - Sources

Sources of transition assessment information include, but are not limited to:

- Formal interest/aptitude tests and/or surveys,
- Quarterly or semester grades throughout high school,
- Current psychological assessment data indicating areas of strength and weakness,
- College entrance exam scores (if applying to 4-year colleges),



Transition Assessment – Sources (continued)

- Informal interviews with the student,
- Student completion of interest inventories,
- Questionnaires to establish student interests and preferences,
- Functional vocational evaluations,
- Interviews with the family, and
- Student observations.



See also IEP sample E.

Transition – Postsecondary Goals

WAC 392-172A-03090(1)(j)(i)

- IEPs for students turning 16 and older (or younger if appropriate) must include appropriate measurable postsecondary goals based upon age- appropriate transition assessments related to:
 - Training/education,
 - employment, and,
 - if appropriate, independent living skills.
- Postsecondary goals must be reviewed and updated annually.



Measurable Postsecondary Goals vs. Measurable Annual Goals

Measurable **Postsecondary** Goals are the student's identified goals for after the student leaves high school, and must address postsecondary education/training, employment, and (if appropriate) independent living skills.

Measurable **Annual** Goals are the annual IEP goals that address what the student will accomplish during that particular school year in each identified area of service.



Measurable Postsecondary Goals vs. Measurable Annual Goals (continued)

Measurable Postsecondary Goal example:

“After graduation, Bob will attend a 2-year community college program in order to become employed as an auto mechanic.”

Measurable Annual IEP Goal example:

“Bob will increase his basic reading skills, using technical manuals relating to auto mechanics, from a 5th grade level to a 6th grade level by (*date*) as measured by curriculum-based assessments.”





Postsecondary Goals – Education/Training Examples



1. “After graduation, Bob will attend a 2-year culinary arts program.”
2. “Upon completion of high school, Sue will enroll in courses at a local Community College.”
3. “Sue will obtain an Early Childhood degree from a 4-year college.”
4. “Bob will complete welding courses at a local Community College to attain an Entry Level Welding Certificate.”





Postsecondary Goals – Education/Training Examples



1. “Sue will participate in an in-home or center-based program with medical and therapeutic supports.”
2. “After graduation, Bob will participate in on-the-job training to improve his work skills in his job at a grocery store.”
3. “After high school, Bob will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.”



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Postsecondary Goals – Education/Training – Non-Examples

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1. “Upon graduation, Sue will continue to learn about life skills and reading.”
2. “Bob will learn about welding.”
3. “After leaving high school, Sue wants to take some classes.”
4. “Bob will continue to explore his postsecondary education options.”





Postsecondary Goals – Employment Examples



1. “After college, Sue will have a career in the field of early childhood education.”
2. “After obtaining certification, Bob will be a self-employed welder.”
3. “After graduation, Bob will receive job development services from DVR and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”
4. “The summer after leaving high school, Sue will obtain a part-time position in a community retail environment.”





Postsecondary Goals – Employment Examples



1. “After finishing high school Bob will increase his work hours in the business department of a local office supply store, and will contact XYZ Adult Agency for employment support services, if needed.”
2. “After graduation, Bob will get a job at a grocery store, where he enjoyed a job shadowing experience during school.”
3. “Within three months of graduation, Bob will obtain an employment position with coaching and support that allows him to work to his maximum stamina and incorporates the use of assistive technology.”



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Postsecondary Goals – Employment – Non-Examples

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1. “Bob will attend a job fair on the college campus.”
2. “Sue hopes to work with young children someday.”
3. “Bob wants to work as a welder.”
4. “Upon completion of high school, Sue will apply for services through DVR to support her participation in a vocational center program.”
5. “Sue will work with DVR services to ensure community employment.”
6. “Sue will get a job.”



Independent Living Skills - Definition

Independent living skills are skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.





Postsecondary Goals – Independent Living Examples



1. “Upon completion of high school, Sue will utilize public transportation, including the public bus and uptown trolley.”
2. “Upon completion of high school, Bob will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”
3. “Upon completion of high school, Sue will play soccer in a recreational soccer league at the YMCA.”





Postsecondary Goals – Independent Living Examples



1. “After graduation Sue will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.”
2. “After graduation, Bob will utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding needs, wants, and desires.”



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Postsecondary Goals – Independent Living Skills – Non-Examples

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1. “Sue will live at home with her parents.”
2. “Bob enjoys watching DVDs, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.”
3. “Sue should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.”
4. “Bob will learn to use the bus system.”



Transition Services

WAC 392-172A-01190 and -03090(1)(j)(ii)

- Transition services should be based on the individual student's needs, taking into account the student's strengths, preferences, and interests.
- Transition services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.





Transition Services – Examples



-
1. Instruction related to word processing / keyboarding skills
 2. Tutoring (peer or teacher) in reading comprehension strategies
 3. Self-monitoring instruction related to on-task behavior
 4. Social skills training
 5. Self-advocacy training
 6. Instruction related to on the job safety





Transition Services – Examples



1. Instruction in accessing public transportation
2. Occupational therapy to improve handwriting
3. Speech therapy to improve expressive language
4. Community visits to local businesses in the student's area of interest
5. Job shadow experiences related to the student's postsecondary goal(s)
6. Field trips to the local grocery store
7. Visits to the local community college campus.





Transition Services – Examples



1. Conducting interviews with professionals in the student's area of interest
2. Making a vocational rehabilitation referral
3. Applying for college and disability support services
4. Completing job applications/mock interviews
5. Providing instruction in maintaining a bank account, cooking skills, personal hygiene, etc.
6. Completing a career preference inventory





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Transition Services – Non-Examples



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1. Shortened assignments
 2. Extra time to complete tests
 3. Modified grading
 4. Preferential seating
 5. Oral tests
 6. Use of calculator or other manipulatives
 7. Assistive technology devices
 8. Large print materials



Transition - Course(s) of Study WAC 392-172A-03090(1)(j)(ii)

The IEP must include “transition services, including **courses of study** needed to assist the student in reaching those [measurable postsecondary] goals.”





Course(s) of Study – Compliant Examples



1. The box on the IEP is checked showing that the student will engage in the school district's standard College Preparatory courses of study during the next 4 years of high school. *(Note: This example covers education only, see presenter's notes for more info.)*
2. "For Bob's upcoming 11th grade year, he will participate in Psychology, English 12, Algebra II, Band, Phys Ed, Work Experience, Child Development, and Resource Room."
3. Courses are listed identifying what the student will take each year of high school.





Course(s) of Study – Compliant Examples



1. “Sue will continue to receive specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills, and will participate in work experience and vocational elective courses during her last 2 years of school.”
2. “During his upcoming senior year, Bob will receive specially designed instruction with an alternate curriculum, including instruction focused on career development, functional academics, and community referenced skills that are linked to the state standards for Reading and Math.”





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Course(s) of Study – Non-Compliant Examples



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1. A box is checked on the IEP indicating that the student is completing the courses required for a high school diploma.
2. “The student took wood shop, auto body repair, and metal working last year.”
3. “Bob attends the self-contained classroom for students with developmental disabilities who are older than 18.”



Transition - Annual IEP Goals

WAC 392-172A-03090

IEPs must contain measurable annual goals, including academic and functional goals, designed to meet the student's needs that result from the student's disability.





Transition - Annual IEP Goals Examples

1. Academic goals, such as improving reading comprehension skills.
2. Written language goals that include writing resumes and letters of application.
3. Behavior goals addressing on the job behavior.
4. Adaptive/life skills goals in the area of accessing community services (such as public transportation)



See also IEP samples E, F, G, and H.

Transition - Student Participation

WAC 392-172A-03095(2)

- Students must be invited to participate in IEP meetings when postsecondary goals and/or transition services will be discussed.
- If the student does not attend the IEP meeting, the district must take steps to ensure that the student's preferences and interests are considered.



Transition – Agency Participation

WAC 392-172A-03095(2)(c)

- If any of the transition services identified on the IEP are likely to be provided or paid for by an agency other than the school district, representatives of that agency must be invited to participate in the IEP meeting.
- Written consent from the parent or adult student must be obtained prior to inviting agency representatives to the IEP meeting.



Secondary Transition Resources

Center for Change in Transition Services:

www.seattleu.edu/ccts/

**National Technical Assistance Center on Transition
(NTACT):**

www.transitionta.org



Additional Resources

Model State Forms:

www.k12.wa.us/SpecialEd/Data/ModelStateForms.aspx

OSPI Technical Assistance Papers:

www.k12.wa.us/SpecialEd/publications.aspx

OSEP IEP and Evaluation Q&A:

<https://www2.ed.gov/policy/speced/guid/idea/iep-qa-2010.pdf>



Contact Information

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