



WASA SPECIAL EDUCATION DIRECTOR ACADEMY

Welcome to Session #7 of Special Education Director Academy 2025-26

We're glad you are here!



Welcome



Betty Lopez, WASA SPEDA Facilitator
Amy Wright, Ed.D, WASA IPTN & Professional Learning Support

Agenda

8:30-8:35 **Welcome, Introductions**

8:35-10:00 **Writing and Implementing Inclusive IEPs**

9:55-10:00 **Wrap-up**



WASA SPECIAL EDUCATION DIRECTOR ACADEMY

Today's Presenter

- Jaimee Kidder, Program Improvement Coordinator, OSPI Special Education

Legal Disclaimer

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Comprehensive Inclusive Education

Principles of Comprehensive Inclusive Education

The IEP is not the student's sole educational program or curriculum.

For each student eligible for special education services, their educational program has **three** parts:

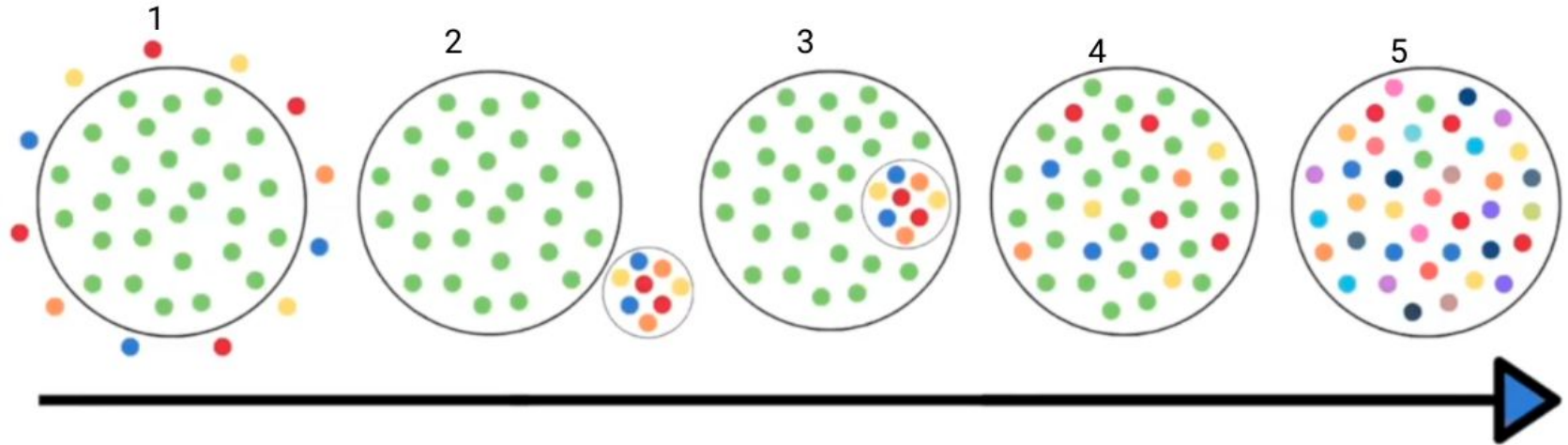
- ➔ The general education curriculum
- ➔ The school's routines & activities
- ➔ The IEP

Every student is a general education student.

Students learn and thrive when they are valued, visible members of their classroom and school communities.

[Click here for the Comprehensive Inclusive Education guide and companion tools!](#)

WHAT IS INCLUSION?



In meaningful inclusion students with disabilities are:

- Receiving grade level instruction in general education settings alongside their non-disabled **peers**
- **Planned** for
- Engaged as **part of** the learning community
- **Presumed** competent

A Comprehensive Inclusive Education Program

General Education Curriculum & Routines



The IEP

Resident district:	Date of last comprehensive evaluation: Annual IEP meeting date: ___/___/___	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IDENTIFYING INFORMATION		
Child's name:	Parent/guardian name(s):	
MARSS ID#:	Relationship to child:	
Gender: <input type="checkbox"/> M <input type="checkbox"/> F	Address:	
Date of birth: ___/___/___	Phone (day/evening): ___/___	
School:	Phone (cell):	
Grade:	Email:	
Providing District (Name/number):	School address (provide mailing address and street address if different):	
IEP INFORMATION		
Type of IEP: <input type="checkbox"/> Initial placement <input type="checkbox"/> Annual <input type="checkbox"/> Interim		Federal setting:
IEP manager name: Phone/email:		
Primary disability:	Secondary disability:	

Jacob



- "Jacob" is based on a compilation of students
- A special thank you of appreciation to the Washington family who generously permitted the photos of their son and his inclusive educational experiences at Ruby Bridges Elementary School in Woodinville, WA to be included in this resource.
- Highlighted in blue boxes in the document



Comprehensive Inclusive Education in WA



Step 1: Collaborative Conversations

Step 2: Creating an Inclusive IEP

Step 3: Education Day-at-a-Glance

Step 4: Ongoing Education & Support



Creating Inclusive IEPs: Key elements

Present Levels

Use **person-centered, non-deficit language**

Presume competence and **high expectations**

Consider **culture, language, and family priorities**

Focus on **environmental and instructional barriers**, not student limitations

Goals

Measurable - Condition, Skill, Criteria (including level of prompting)

Meaningful

- Implementable in general education
- Connected to real school routines and activities
- Relevant beyond a single setting or adult

Broad – apply across classes, routines, or subjects

Rich – open doors to participation, interaction, and deeper learning

Varied – address academics, interaction, and routines together

Services SDI, Related, SAS

- **Specially Designed Instruction (SDI)** embedded in general education
- **Related services** provided flexibly across the day
- **Supplementary aids and services** that promote access and independence
- **Assistive technology** as a tool for participation, not separation

Least Restrictive Environment

- **Special education is a service, not a place**
- General education is the **first consideration**
- Removal from general education occurs **only when necessary**
- Needing supports ≠ needing a separate setting

Highlighting Positive Behavior Support in IEPs

As part of an evaluation or reevaluation, the team can seek parent consent to complete a functional behavioral assessment (FBA)

A student's need for positive behavior support is one of five special factors the IEP team must consider

The IEP can document information about behavior support needs in the present levels of academic achievement and functional performance

The IEP team can develop measurable (and meaningful) annual goals that address behavior, social/emotional learning, communication, and/or other related areas

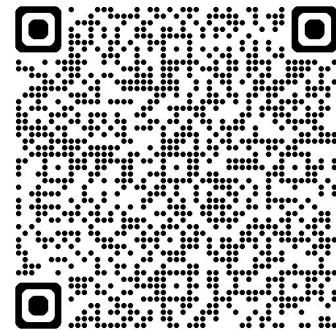
The IEP team may develop a behavior intervention plan (BIP) to provide specific additional support for the student aligned to related IEP goals (ideally following an FBA)

The services in the IEP can support the student's behavior learning needs





Step 1: Collaborative Conversations



Step 1.1: Collaborative Conversations with Family

Key components:

- Value families as key members of the school and team
- Center the family's voice and hopes and dreams for their child in educational planning
- Share information about inclusive education and answer any questions



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Step 1.1: Jacob's Valued Life Outcomes

What Are Jacob's Valued Life Outcomes?

The IEP team met with Jacob's family before the start of the school year to understand the family's valued life outcomes for him and explore their vision for his future. Jacob and his family shared that they envision a future where Jacob:

- forges deep and meaningful friendships with peers his age
- communicates his preferences, thoughts, and opinions confidently using his AAC device and vocalizations
- participates meaningfully in activities and gatherings within the family's faith community
- cultivates independence and self-advocacy skills, guiding others on how best to support his needs
- uses advancements in technology that connect him with additional opportunities for post-secondary education and integrated employment
- is a cherished member of both his school and broader community – participating in and contributing to activities, communicating comfortably, and being actively included and welcomed by others



During the conversation, Jacob's family also shared the importance of providing him with a diverse range of experiences and skills to prepare him for full participation in his family, community, and future opportunities. Jacob's whole team agreed that this would support him in the upcoming school year and lay the foundation for his long-term success and fulfillment.

Family's Desired Outcomes

- Meaningful friendships with peers
- Meaningful participation and diverse experiences in activities to prepare him for future opportunities
- Independence and self-advocacy in guiding others in his needs
- Use advancements in technology to open post-secondary education & integrated employment opportunities
- Valued and welcomed member of his communities



Step 1.2: Collaborative Conversations with Team Members

Key components:

- At the beginning of the school year
- General Ed shares about grade-level standards, course and unit plans, and classroom routines.
- Other team members share about the student(s) with extensive support needs: strengths, interests, present levels, and other essential skills
- Team members sharing effective instructional strategies for the student(s)



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Step 1.2: Collaborative Conversations with Team Members



Jacob's Team:

- Discusses classroom routines and expectations
- Reviews the information from Jacob and his family
- Discusses Jacob's individualized needs so all team members have an understanding of his needs, team priorities & implementation roles



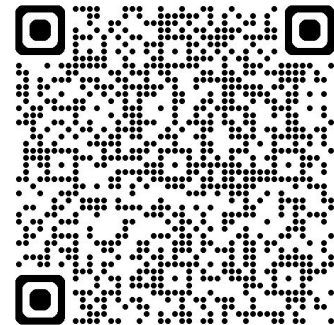
Discussion Questions

- What structures currently support collaboration in our building?
- What gets in the way of sustained inclusive practices?
- How do we respond when inclusion feels “hard”?





Step 2: Creating an Inclusive IEP



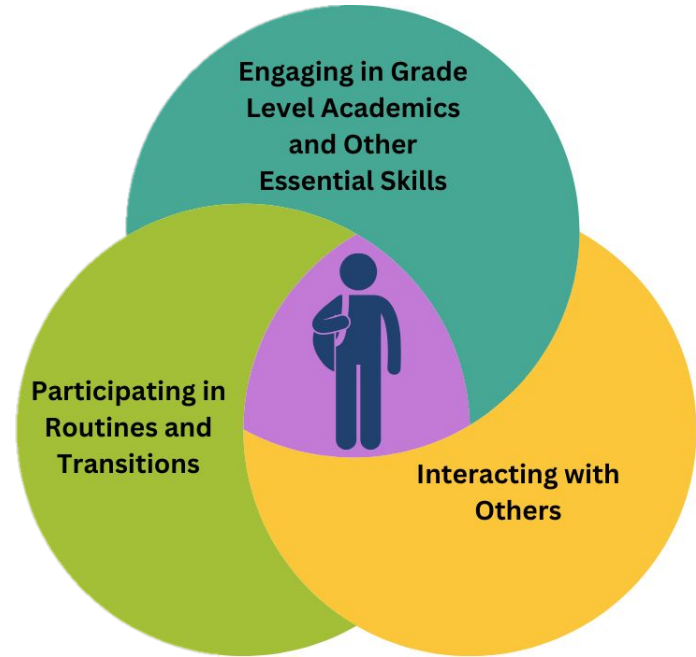
Step 2: Creating an Inclusive IEP

- 2.1. Consider the **three major learning components** that are part of learning for all students, and ensure they are represented in the IEP
- 2.2. Develop a strength-based statement of **present levels of academic achievement and functional performance (PLAAFP)**
- 2.3. Develop **inclusive IEP goals** that fit into the school day and beyond
- 2.4. Determine **service delivery** in the student's least restrictive environment (LRE)
- 2.5. Identify needs for **specially designed instruction (SDI), related services (RS), and supplementary aids and services (SAS)**
- 2.6. Engage in a **team self-check** to reflect on the IEP together and ensure it aligns with the valued life outcomes shared by the family in Step 1



Step 2.1: Three Major Learning Components

- Teams that develop high quality and inclusive IEP consider these **three major learning components**
 - Threaded across the entire IEP
 - Holistic focus
- When all three are represented in a student's educational program, the IEP can support the whole student across the whole school day



Pages 12-14



Step 2.2: Strengths-Based PLAAFP

Key components:

Includes...

- Current academic and functional skills and needs
- Explains how the disability affects involvement & progress
- Foundation for IEP goals

AND conveys...

- High expectations
- Person centered
- Strengths based
- Considers the whole student across the whole day
- Informed by family valued life outcomes & priorities



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Step 2.3: Writing Inclusive IEP Goals

Inclusive IEP goals are *both*:

Measurable

To monitor progress, goals include:

- The *condition* in which the skills are needed,
- The *skill* being taught, and
- The *criterion* to determine when the goal has been mastered. This includes the type and intensity of any prompting.



Meaningful

To ensure meaning and relevance, goals are:

- Broad
- Rich
- Varied
- Whenever possible, written to show how goals can be incorporated into a general education class and other settings across the school day



Step 2.3: Writing Inclusive IEP Goals



Element	Example Language
Condition	Given an opportunity for collaborative work (e.g., think pair share, partner/group work) and access to communication supports (e.g., vocabulary visuals),
Skill	[Student] will participate with peers (e.g., share an idea, share their work, listen to a peer share) with adult support, improving peer interactions throughout the day
Criteria	from 3/6 times with 3 or more gestural prompts to 5/6 times with 2 or fewer gestural prompts as measured by teacher data collection.



Element	Non-Example Language
Condition	When interacting with peers,
Skill	[Student] will respond by saying hello to peers that say hi to him
Criteria	100% of the time without prompting.

Rich goals provide students with meaningful skills that open the opportunity (providing access to new possibilities that were previously unavailable or closed) to engage in more complex learning.

Step 2.3: Jacob's Measurable & Meaningful IEP Goals



Key Components

- Not focusing on isolated skills and deficits
- Goals support Jacob's learning, engagement, and skill generalization across the countless teachable moments of the school day

Examples:

- Goal 1: Increasing his use of his AAC device
- Goal 2: Expressing his ideas, thoughts and viewpoints more often and more consistently across the day, especially with peers
- Goal 3: Increased reading comprehension using tools such as graphic organizers, sentence stems and word banks with visuals to show his understanding

Step 2.3: Thinking Beyond the School Day

Key components:

- When IEP goals are written to be *broad*, *rich*, and *varied*, they naturally (and by design) apply beyond the school day
- Provides opportunities for goals to be practiced across people, places, and settings in and out of school (generalization)
- Leads to greater learning opportunities and facilitating greater family engagement and participation



Step 2.3: Thinking Beyond the School Day



Main Idea

- Jacob's IEP goals were written with the awareness that he has a life outside of the school day, so they include the family's priorities. This allows goals to be generalized across multiple environments.

How the IEP team supported Jacob's family

- Brainstorming how his goals could be integrated during his extracurriculars, including Unified Baseball
- Providing support in using and programming Jacob's AAC device
- Providing training when new technologies were being implemented

Discussion Questions

- What makes a goal *meaningful*, not just measurable?
- How do broad goals increase inclusion rather than dilute rigor?
- How can goals live beyond a single classroom or service block?



Step 2.4: Service Delivery and LRE



Key components (1 of 2):

1. Does the LRE decision support the student's progress toward the **valued life outcomes**, including working, living, playing, and contributing to the community now and in the future?
2. Has the team considered **flexible service delivery** and how to creatively offer special education and other services within the general education classroom to the greatest extent appropriate?



Step 2.4: Service Delivery and LRE



Key components (2 of 2):

3. If special education services need to be provided outside the context of the general education classroom, are **flexible learning spaces being utilized**?
4. If the student is placed in general education less than 80% of the school day, what is the team's **plan for increasing time in general education going forward** to build towards 80% or more of the school day?



Step 2.5: Inclusive Specially Designed Instruction, Related Services, & Supplementary Aids and Services

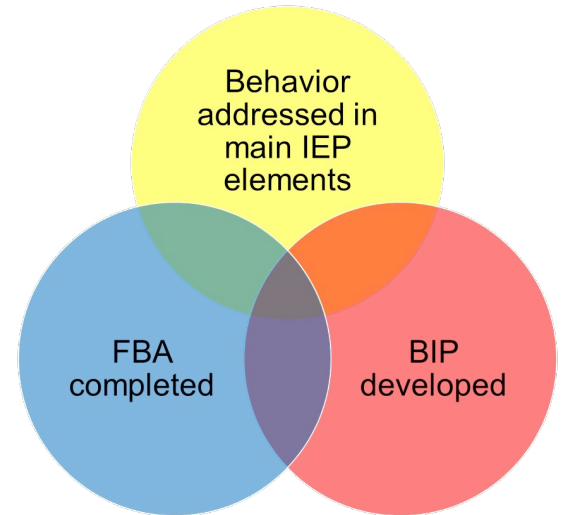
- **SDI:** adapting the content, methodology, or delivery of instruction to ensure access to the general curriculum to meet Washington grade-level state educational standards.
- **RS:** address barriers to accessing and benefiting from special education services
- **SAS:** aids, services, and other supports to enable students with disabilities to be educated with their peers without disabilities to the maximum extent appropriate within the least restrictive environment.



Positive Behavior Supports and the IEP

Common problems with alignment include:

- Underutilization of FBAs
 - A general sentiment of “we only do an FBA in ‘extreme’ cases”
- Significant variability in quality across FBAs and BIPs
- FBAs developed in isolation – findings not reflected in IEP or BIP (if present)
- BIPs developed without an FBA or other data gathered in a systematic way
- BIP not aligned to IEP



Positive Behavior Supports and the IEP

Common problems with IEP content include:

- IEP not developed to facilitate student inclusion
- Poor utilization and alignment of behavior-related elements of the IEP
- Heavy focus on measurable annual goals in the following areas:
 - Compliance with adult directions
 - Task completion
- Behavior goals and/or present levels not updated from year to year



Positive Behavior Supports and the IEP

Common problems that reflect lack of understanding or bias:

- Heavy use of deficit and absolute language in IEPs with regard to student behavior
 - “Student has no impulse control and lacks empathy”
 - “Student will attempt to intimidate staff when he feels overwhelmed”
 - “Student will scream when he feels he’s not getting what he wants”
 - “Student is explosive and has a roller coaster of emotions”
 - “A lot of the time Student is testing staff to see what he can get away with”
 - “Defiant behaviors [include]...arguing incessantly with directions given”
 - “Student will stand in a line and keep hands to self and not demand to always be ‘first’ in line”
 - “[Specific task] disinterests Student for emotional reasons”
- Little evident understanding of the many possible reasons for interfering behavior, including disability, communication needs, unmet learning needs, and trauma



Let's practice!

In breakout rooms, use [this notecatcher](#) for a 7 minute group discussion reframing behavior IEP goals.



Step 2.6: Team Self-Check

1. Will the student experience belonging as a member in their school and general education classroom(s)?
2. Will the student be actively participating at school across the school day?
3. Will the student be learning the grade-level general education curriculum?

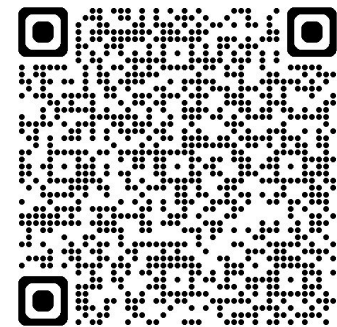


*The answer to each of these questions needs to be **yes**.*





Step 3: Education Day-at-a-Glance



Step 3: Education Day-at-a-Glance



Key components:

- Links the IEP and daily schedule (the General Education schedule is the basis)
- Four parts:
 1. Daily Schedule Grid
 2. IEP Goals-at-a-Glance
 3. Supports and Accommodations-at-a-Glance
 4. Data Collection Plan
- Quick Reference with multiple uses



Step 3: Jacob's Education Day-at-a-Glance



Includes Jacob's:

- Daily Schedule Grid, based on his general education classroom schedule
- IEP Goals-at-a-Glance, so team members can quickly scan his goals and remember key details
- Supports and Accommodations-at-a-Glance, to ensure all team members know what Jacob needs for his learning
- Data Collection Plan

Shared with:

- His team, including paraprofessionals
- Substitute teachers
- Family (at the beginning of the year & when large changes need to be made)

Discussion Questions

- What barriers (structural, mindset, or logistical) most often prevent us from delivering services within general education settings?
- What does “flexible service delivery” look like in practice in our buildings? Where are we doing this well, and where could we grow?
- How do we ensure that supports provided in general education promote independence rather than reliance on adult support? How can the day-at-a-glance support that?



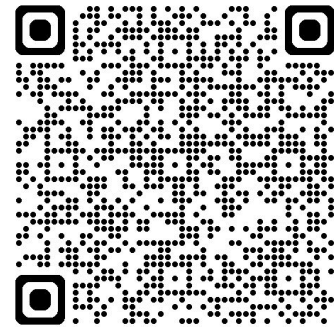
Discussion questions

- How does the Education Day-at-a-Glance support shared ownership of the IEP?
- Who benefits most from this tool, and why?
- How might it reduce over-reliance on one adult?





Step 4: Ongoing Education & Support



Step 4: Ongoing Education & Support

Ensure that the work in Steps 1-3 is continually reviewed and revised as needed:

1. Special education teacher collaborates during grade-level planning meetings
 - understand the grade-level content focus, unit expectations, activities, and evaluation strategies



Step 4: Ongoing Education & Support

2. Special education teacher identifies IEP goals that connect to each general education unit.
3. The Team can then implement/adjust supports and accommodations in the Education Day-at-a-Glance to support the student's access and progress in the general education curriculum and IEP goals.



Closing Discussion

- What is one action you can take in the next month?
- How will we know if inclusive education is improving *belonging, participation, and learning*?

