



Dr. Traci Pierce -Superintendent  
**L.E. Scarr Resource Center**  
16250 N.E. 74th Street  
Redmond WA. 98073  
Office: (425) 936-1200 • Fax: (425) 861-7765

June 1, 2015

Adam Burns  
Nyree Krikorian  
Via email: [Adam.burns5@gmail.com](mailto:Adam.burns5@gmail.com)

Dear Mr. Burns and Ms. Krikorian:

This letter confirms that the District has received your request on May 26, 2015. Pursuant to RCW 42.17.250 et seq., I acknowledge your request. This letter serves as the response required within five business days by the Public Records Act, RCW 42.56.520. Your request includes both public records and educational records as outlined in the Family Educational Rights and Privacy Act.

You are requesting a copy of all records related to the 2015 evaluation of your son Nigel, including but not limited to: records related to parental consent for the 2015 evaluation; written communications to or from staff, consultants, treatment providers, and yourselves; assessment results; raw test scores; performance data; testing or observation notes; and all records reviewed as part of the evaluation.

At this time, the District anticipates that it will be able to produce all documents by June 30, 2015. Under the Public Disclosure Act, districts may not charge for locating documents or for inspection. The district will assess a fee of .15 cents per page for any copying. Let me know how you would like to receive the documents, whether as paper copies or electronic copies. There is no charge for electronic copies.

If you have any questions or concerns, please contact me at (425) 936-1110 or via e-mail at [jcrouch@lwdsd.org](mailto:jcrouch@lwdsd.org).

Sincerely,

Jim Crouch  
Records Manager  
Lake Washington School District

Student ID: NIGEL BURNS  
WA SSID:  
Date of Birth: 1.10.2001

Lake Washington School District  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Reevaluation Notification / Consent

Dear Parent(s)/Guardian(s),

We are notifying you that your child, Nigel K. Burns, requires a re-evaluation. The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate as a member of the IEP team.

The re-evaluation will include assessment in the following areas:

- |  |  |
|--|--|
| <input type="checkbox"/> Review of Existing Data   | <input type="checkbox"/> Medical-Physical                            |
| <input type="checkbox"/> Audiology   | <input type="checkbox"/> General Education Teacher Report            |
| <input type="checkbox"/> Social/Emotional  | <input type="checkbox"/> Adaptive                                    |
| <input type="checkbox"/> Behavior  | <input type="checkbox"/> Cognitive                                   |
| <input type="checkbox"/> Academic  | <input checked="" type="checkbox"/> Communication                    |
| <input type="checkbox"/> Assistive Technology  | <input checked="" type="checkbox"/> Fine Motor                       |
| <input type="checkbox"/> Gross Motor   | <input type="checkbox"/> Vision and Mobility                         |
| <input type="checkbox"/> Vocational  | <input type="checkbox"/> Age Appropriate Transition Assessment       |
| <input type="checkbox"/> Organization Evaluation   | <input checked="" type="checkbox"/> Student Observation - <u>FBA</u> |
| <input checked="" type="checkbox"/> Other: See Attached PWN regarding proposed scope of evaluation |  |
| <input type="checkbox"/>   |  |

When the assessments are completed, an eligibility/IEP meeting will be held. You will be notified of this meeting in a timely manner so that you may attend.

The decision to refuse/recommend an evaluation of your child was based on the following:

- ☐ It has been three years since the last reevaluation. State law requires students be reevaluated every three years to determine continued eligibility, need for special education, related services, and to determine the appropriateness of the services being provided.
- ☐ It has been requested by Parents  
Because Parents would like to have SLP and OT reevaluated to determine if they are better delivered as an area of Specially Designed Instruction
- ☐ Other \_\_\_\_\_

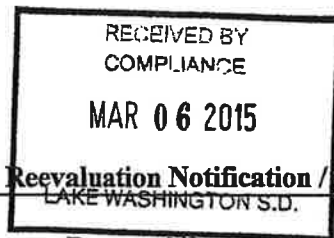
Description of any other options considered and rejected: See Attached PWN regarding proposed scope of evaluation

These options were rejected because: See Attached PWN regarding proposed scope of evaluation

Any other factors that are relevant to the actions: See Attached PWN regarding proposed scope of evaluation

\_\_\_\_\_  
Case Manager:

Student ID:  
WA SSID:  
Date of Birth:



**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Reevaluation Notification / Consent**

LAKE WASHINGTON S.D.

**Parental Response**

I understand that I have the opportunity to participate in the consideration of the areas to be assessed. I would suggest the following areas of need be considered in assessing my child:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

TO PARENTS/GUARDIANS: In order to proceed with this reevaluation and recommend the most appropriate educational program for your child, we request your permission to conduct an individual evaluation.

It should also be understood that all information collected during this evaluation will be kept confidential and will be used only by authorized school personnel pursuant of the *Family Educational Rights and Privacy Act*.

This evaluation should be completed within 35 school days after the parent has given written consent for an evaluation.

I have also been provided the *Notice of Procedural Safeguards for Special Education Students and Their Families* that summarize protections for students who may require special education.

- ☒ I give consent for my child to be evaluated.  
☐ I refuse consent for my child to be evaluated.

Comments:

\_\_\_\_\_  
Parent/Guardian/Surrogate/Adult Student

2/27/15  
Date

Please return this form to \_\_\_\_\_ at Special Services.

**Consent Disclaimer**

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place; and (4) if you refuse to give consent, the district may request mediation or a due process hearing to override your failure to give consent for evaluations or reevaluations. The district does not need your consent for a reevaluation when the district has made reasonable measures to obtain your consent for tests administered for reevaluation and you have failed to respond to these requests.

Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

To: ADAM BURNS  
Re: Student's Name: NIGEL BURNS

**PURPOSE:**As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

1. X proposing                      refusing                      to                      2. X initiate                      change                      continue                      discontinue **a/an**  
(mark one of the above)                      (mark one of the above)

3.	Referral	Initial Evaluation	Eligibility Category
	Educational Placement	IEP	X Reevaluation
	Disciplinary action that is a change of placement	504 Plan	Other:

On 2/27/15, Nigel's IEP Team met for a manifestation determination on Nigel's emergency expulsion. The following individuals attended the meeting: Nyree Krikorian, Kathleen George, Paul Vine, Carlos Chavez, Tim Patterson, Leslie Kyle, Jeremy Erickson, Tom Powers, and Brian Hulet. At the meeting, Parent requested and received a consent form for the District to initiate a re-evaluation of Nigel in the areas of communication, fine motor, and other (FBA). The purpose of this re-evaluation is to: (1) address Parents' request that Nigel receive specially designed instruction from a speech language pathologist and occupational therapist. Following a District re-evaluation in November 2014, it was determined that these two areas were better addressed as Related Services, rather than specially designed instruction; and (2) gather new behavioral data through a new FBA to inform Nigel's current program.

The District is re-evaluating to address the parents' concerns regarding the service delivery model for SLP and OT, as well as gathering information which may assist the team in its continued review and monitoring of Nigel's program.

Not initiating a re-evaluation.

Formal information gathering may assist the team in its continued review and monitoring of Nigel's program.

Current evaluation, school team input, parent input, Dr. Glass report received on 2/3/15, letter from Dr. Dunbar-Mayer received on 2/7/15.

The District is proposing to use District staff, in cooperation with Brooks Powers Group staff, to complete the FBA and communication portions of this re-evaluation. District staff will complete the fine motor evaluation. At this time, the re-evaluation will be based upon a record review of existing records, including therapy, progress, and related data. If any further assessments are needed, the identity and purpose of such measures will be identified via prior written notice. The District is further requesting from Parents copies of all relevant data from Nigel's home program and private SLP for consideration of Student's needs and progress across settings with different delivery models. The District will also seek to confer with Dr. Glass regarding his input on Student's educational needs in these three areas.

The action will be initiated on: 03/06/2015

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Prior Written Notice**

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Allison Seielstad

at 425.936.2360

*Notice of Procedural Safeguards for Special Education Students and Their Families* has been provided to parents/guardians.

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Prior Written Notice**

To: ADAM BURNS

Date: 04/02/2015

Re: Student's Name: NIGEL BURNS

**PURPOSE:**As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

**The purpose of this prior written notice is to inform you that we are:**

1. ☒ proposing ☐ refusing to 2. ☐ initiate ☐ change ☒ continue ☐ discontinue a/an  
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. ☐ Referral ☐ Initial Evaluation ☐ Eligibility Category  
☐ Educational Placement ☐ IEP ☐ Reevaluation  
☐ Disciplinary action that is a change of placement ☒ Other: Scope and timeline for re-evaluation

Description of the proposed or refused action:

We will continue with the proposed scope of the re-evaluation and with the proposed timeline for completion as outlined in the Prior Written Notice dated March 20, 2015.

The reason we are proposing or refusing to take action is:

The evaluators have determined that non-standardized administrations, as defined below, is the most appropriate methods at this time for gathering information relative to Nigel's function and present levels of performance in the area of communication.

**Non-standardized definition:**

Due to language and cognitive demands of beginning assessments at age level, administration of items on certain SLP tests will be from the beginning of the test until an appropriate ceiling is reached. This will be done in order to decrease frustration and allow Nigel to experience early successes. These instruments are technically sound, and do assess what they purport to assess. The manner in which a baseline will be established is a reasonable deviation for students with similar language and cognitive challenges.

Description of any other options considered and rejected:

We also considered your request not to extend the re-evaluation timeline.

The reasons we rejected those options were:

We rejected this, as you have indicated you wish to have your attorney present at meetings, and there were schedule conflicts with the availability of the OT staff in mid-April and the District's attorney in late April that required us to meet beyond the original 35 school day time lines. In addition to the schedule conflicts, the scope of the re-evaluation was not fully determined at the time of signing the original re-evaluation consent.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

We reviewed your email of March 23, 2015 in response to the Prior Written Notice dated March 20, 2015. We also reviewed information provided by the evaluation team regarding the proposed scope.

Any other factors that are relevant to the action:

We are asking Dr. Dunbar Mayer for a copy of the protocols of assessments he has administered, in order to better help us review Nigel's function, and to avoid any duplication of assessments that would invalidate the second administration of those tests.

At this time, we intend to complete the re-evaluation on or before May 13, 2015.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

---

**Prior Written Notice**

---

The schedule for the District's counsel has just opened, so a meeting in late April may be possible; the District staff will propose any available meeting times in late April as soon as possible.

The action will be initiated on: 04/02/2015

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Allison Seielstad at 425.936.2360

*Notice of Procedural Safeguards for Special Education Students and Their Families* has been provided to parents.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Evaluation Summary

☐ Initial ☒ Reevaluation

Student Name: NIGEL BURNS Student ID No.: 139834

Birth Date: 01/10/2001 Grade: 08 Age: 14

School District: Lake Washington School District School: Inglewood Middle School

Evaluation Group Meeting Date: 05/21/2015 Next Three Year Reevaluation Due Date: 05/21/2018

Primary language of student: English Primary language at home: English

Parent(s) name(s): ADAM BURNS, NYREE KRIKORIAN

Parent interpreter needed? ☐ Yes ☒ No

Surrogate parent: ☒ No ☐ Yes If yes, name: \_\_\_\_\_

Evaluation Case Manager (Psychologist/SLP): Allison Seielstad

Title: School Psychologist

#### I. Review of Existing Data

Student was reevaluated to determine:

- i. Whether he/she continues to be a special education student and continues to need special education and any necessary related services.
- ii. The present levels of performance and educational needs of the student; and
- iii. If any additions or modifications to the special education and any necessary related services are needed to enable the student to meet the measurable annual goals set out in the student's individualized education program and to participate, as appropriate, in the general curriculum.

From the November 2014 evaluation:

Dr. Dunbar-Mayer conducted an evaluation based on records and information provided to him by the family, which notably did not include the most recent evaluation report conducted by the District, dated January 17, 2014. This omission was addressed with the family at a team meeting on October 28, 2014, and the family requested a copy of this evaluation for the purposes of sending it to Dr. Dunbar-Mayer for review on November 17, 2014. At this time, it is unknown if a revised report is expected.

The Dunbar-Mayer report references a new report from Dr. Stephen Glass. This report was requested from the family October 28, 2014, and it was received the day after the request was made. The report is dated 6.23.2014. The family acknowledges that the Glass report contains a factual error relative to a statement made regarding the family pulling Nigel out of school, which did not happen. Since Dr. Glass' report was reviewed by Dr. Dunbar-Mayer, further review does not appear within this evaluation.

It should also be noted that both reports and ensuing recommendations from Dr. Dunbar-Mayer and Dr. Glass were conducted without any input or information provided by Nigel's current team at school. All information and documentation regarding performance, events, progress and educational programming were provided solely by the parents, as records were not requested from the school from either provider, and communication with the school team was not initiated by either provider.

Update 2015: Updated medical information from notes by Dr. Stephen Glass, dated June 24, 2014:

Dr. Glass writes:

Since his last visit, Nigel has had a rough year. He has continued in the Lake Washington School District in a highly individualized self-contained program where he, like a number of other students, had an individualized aide. Everything



**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

---

**Evaluation Summary**

---

was directed towards his individualized support and accommodations as well as behavioral state regulation. Ongoing behavioral issues have been a concern as previously noted, involving perseveration, distractibility, difficulty with transition and change, anxiety, hypersensitivity and reactivity.

Mom also is hopeful that Nigel might be retested for food allergies, and I discussed this today, and she will address this with her family physician, Dr. Sigrid Barnickel. Mom realizes that going on field trips on one hand might protect him from foods that he takes, but at the same time, he might be exposed to other foods, especially when he goes to Starbucks and other such places where these foods are very evident. Nigel currently remains on a food elimination diet, gluten-free, casein-free, free of coconut, soy, and lima beans.

From the November 2014 evaluation

A review of Nigel's evaluation history presents the following – all under the category of Autism

2005

SDI: Social, Cognitive

2006: SDI: Reading, Writing, Math, Social, Speech/Language

Related Service: OT

IQ Tests: WJ, C-TONI, Leiter-R

Scores: None of the three administrations were able to be completed

2009

SDI: Reading, Writing, Math, Behavior/Social

RS: OT, SLP

IQ Tests: C-Toni

Score: Practice items could not be completed – no score given

2012

SDI: Functional R/W/M; Adaptive, Behavior, Social, SLP

RS: OT, SLP

IQ Test: RIAS

Scores: Score not possible

2014

SDI: Functional R/W/M; Adaptive, Behavior, Social, SLP

RS: OT, SLP

IQ Tests and Scores: WISC-IV (Smith) 40

TONI 4 74 (non –standard w/ limits testing)

2014 Dunbar-Mayer

IQ Tests and Scores: Leiter-R 34

Functional Behavior Assessment History

Year Target Behaviors

2006: Grabbing and pinching, hand flapping, and asking to go to the bathroom excessively to avoid work.

2009: Pinching/squeezing another person and crying/loud vocalizations \*\*other noted behaviors: disrobing (taking shirt off), slapping teacher, running away (but usually not out of pod)

2012: Review of 2009 FBA

2014: Aggression towards others (grabbing, pinching, pushing, hitting, biting)

Added 2015: A new FBA was developed under the umbrella of this reevaluation, and the IEP team met on April 15, 2015 to review the Functional Behavior Assessment, Behavior Intervention Plan and Aversive Intervention Plan.

Brooks Powers Group, a private educational consulting company, was brought in by the District to work with Nigel's school team and his home team.

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

---

**Evaluation Summary**

---

Primary participants form the Brooks Powers Group, referenced through the rest of this evaluation as BPG are:

- Tom Powers, Ph.D. Director
- Amanda Teweleit, Special Education Teacher
- Maggie Schultz, BCBA and Program Manager
- Shanna Alvarez, Ph.D. Consultant on SLP

**Update May 2015:**

Nigel's parents requested that the team conduct a re-evaluation to reconsider the provision of SLP and OT services through direct instruction with annual goals (i.e., as SDI). The November 2014 evaluation had changed SLP/Communication from a combined SDI and Related Services model to Related Services only. OT historically has only been a Related Service, and the parents requested that this be reviewed to see if Specially Designed Instruction for OT might be more appropriate.

Consent for this reevaluation was signed on Feb 27, 2015, following a manifestation meeting after Nigel returned to school from a suspension.

At the time of the signing, the scope of the re-evaluation had not yet been determined. The school and the family communicated multiple times, and the family was notified on April 2, 2015 regarding the final proposed scope of the evaluation. The scope was identified as follows:

- Review of the records
- Medical/Physical (to include information gathered thru recent releases for exchange of information)
- Review of reports recently provided by parents
- Review of Home program therapist data shared with BPG BCBA
- SLP – (LWSD Staff and Brooks Powers group)

Non-standardized administration of portions of the OWLS and CELF-5 as considered appropriate

Observation

- OT –( LWSD Staff)

Structured Observation

Task Analysis

Interview

LWSD Checklist

Goal Oriented Assessment of Life Skills

The District also requested an extension of the re-evaluation to May 13, 2015. The family rejected the extension. The District scheduled a re-evaluation feedback meeting for May 21, 2015, in order to accommodate schedules of 16 people, including the attorney for the family and the District.

On May 2 (processed Monday May 4), the District received an email from the family indicating that their attorney would not be attending the feedback meeting. The family also requested that the meeting occur at an earlier date. In light of the entire team confirming attendance at the May 21 meeting, and to respect the parent's wishes that the entire team of evaluators continue to attend the meeting, the District determined that keeping the date of May 21 was appropriate.

On May 7, the family requested that a draft copy of the evaluation report be made available by May 13. Instead, on May 18, the District made available a draft for review prior to the meeting on May 21, 2015.

**II. Eligibility Decision:**

Meets Eligibility Criteria: ☒ Yes ☐ No

**Identified Disability Category:**

Autism - A student meets the eligibility criteria for Autism if there is present a documented developmental disability, which significantly affects verbal or nonverbal communication as well as social interaction, and adversely affects the student's educational performance. This category may include students with pervasive developmental delay providing the student meets the eligibility criteria for Autism.

The effects of the disability on the student's involvement and progress in the general curriculum; or for preschool children, in appropriate activities.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

---

### **Evaluation Summary**

---

From the November 2014 findings:

Prior evaluation data has indicated that Nigel's performance is greatly impacted by delays in language, communication, social skills, cognitive development and adaptive behavior deficits.

The results of the current evaluation conducted by Dr. Dunbar-Mayer supports these conclusions and also addresses more concretely the issue of Nigel's cognitive function and the impact it has on his performance and abilities.

He reports:

Nigel's constellation of difficulties within the cognitive, language/communication, social, and behavioral domains is consistent with a diagnosis of Autism Spectrum Disorder. As such, Nigel is at significant risk for ongoing difficulties related to communication, socialization, behavior, and learning. In order to fully support Nigel, it will be important for those working with him to understand his profile and the extent to which it globally impacts his functioning.

Update 2015:

Based on additional information provided through this re-evaluation, the team has also concluded that at the time, Communication services will now be provided both as Specially Designed Instruction and as a Related Service.

Occupational Therapy for Fine Motor and Sensory Support will remain a Related Service.

All other data not updated for this evaluation and which appears in the November 2014 evaluation has been included, in order to present a comprehensive and complete profile of Nigel's strengths, needs and function. The reader is encouraged to review prior evaluations and attached reports for more in depth information.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Evaluation Summary

#### III. Recommendations to IEP (Individual Education Program) committee:

##### 1. Special Education services including specially designed instruction:

SDI	Area Assessed	Description
Adaptive Skills	Adaptive	Improve functional living skills and job readiness skills which support a decreased dependency on others for daily living.
Behavior	Behavior	Reduce negative behaviors associated with frustration/low preference and increase time on task and compliance with directions.
Functional Academics - Writing	Academic	Increase basic writing skills which support independent living and participation in the community.
Functional Academics - Math	Academic	Increase basic math skills which support independent living and participation in the community.
Functional Academics - Reading	Academic	Increase basic reading skills which support independent living and participation in the community.
Social / Emotional	Social/Emotional	Improve self-regulation and increase social engagement.
Speech and Language Therapy	Communication	Receptive and Expressive Language for direct instruction and introduction of new concepts and vocabulary.

##### 2. Related services:

Occupational Therapy  
Speech and Language Therapy

##### 3. Supplementary Aids and Services:

Assistive Technology Consultation

#### IV. Assurances

The District has conducted a full and individual evaluation of this student in all areas of suspected disability(ies) in accordance with the evaluation procedures contained in the Washington Administrative Code.

If eligible as specific learning disabled, a severe discrepancy was established between achievement and ability that is not correctable without special education and related services.

The findings of this evaluation are not primarily due to a lack of instruction in reading, math, or limited English proficiency.

#### Consideration of Test Bias:


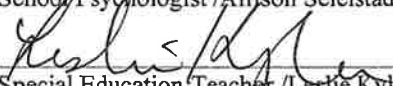
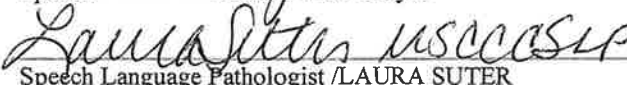
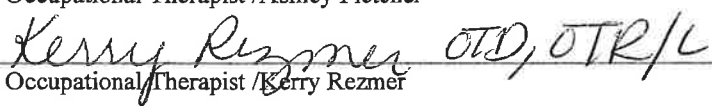
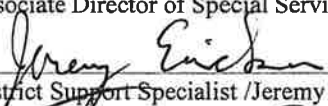





This evaluation was administered with the understanding of test limitations which may result in bias because of cultural, economic, environmental or behavioral factors. However, such limitations have been considered and determined not to be a significant factor in current eligibility determination.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Evaluation Summary

Evaluation Team Members, signatures and conclusions:

	Dissenting Opinion
 School Psychologist / Allison Seifelstad	5.21.15 Date
 Special Education Teacher / Leslie Kyle	5-26-15 Date
 Speech Language Pathologist / LAURA SUTER	21 May 15 Date
 Occupational Therapist / Ashley Fletcher	 Date
 Occupational Therapist / Kerry Rezmer	5-21-15 Date
 Administrator/Designee /TIMOTHY PATTERSON	 Date
 SECNDRY PE/HLTH TCHR /BRIAN HULET	 Date
 Associate Director of Special Services /Stacey McGrath	 Date
 District Support Specialist /Jeremy Erickson	21 May 15 Date
 SLP - Brooks Powers /Shanna Alvarez	 Date
 BCBA - Brooks Powers /Amanda Teweleit	5/21/15 Date
 Consultant - Brooks Powers /Tom Powers	5/21/15 Date
 Parent /Adam Burns	 Date
 Parent /Nyree Krikorian	 Date

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Medical-Physical**

---

**Date:** 06/24/2014

**Medical-Physical Findings:**

**Health and Developmental History**

Information sought from Dr. Hower Kwon, March 2015:

In order to conduct a more comprehensive evaluation, and to more fully consider the impact that Nigel's complete physical well-being and overall medical and/or mental health might have on his function, the District sought permission to speak with Nigel's treating provider, Dr. Hower Kwon. Consent was received Feb 3, 2015.

Tom Powers, BPG, spoke with Dr. Kwon and shared his conversation with the school in an email on March 24. He writes:

(Dr. Kwon) feels that Nigel does need to be on a medication to help control his aggression and prescribed Geodon to address the behaviors. On January 4th 2015 Dr. Kwon reported reducing the daytime from 40mg to 20mg and moved those 20 mg to an evening dose in response to the parent's concerns about the sedating effects of the Geodon (despite the positive results with controlling aggression). Even with this switch, parents reported finding the level of sedation unacceptable. They were, however, willing to keep him on medication and try something different. On 1/24/15 Dr. Kwon prescribed Latuda (which can be less sedating), but could not say if it was as effective as Geodon because he had not seen Nigel since that appointment. (our own data show Nigel sleeping often at school and with higher levels of dangerous and protest behaviors than when he was on the original Geodon prescription in of late November and early December).

**LWSD evaluator note:**

The family stated in a letter sent through their attorney, received February 3, 2015, the following:

"Dr. Kwon, by contrast, has never done and testing, has never been asked to make educational recommendations, has seen Nigel only a few times, and has dealt solely with medication. The parents believe that medication management is beyond the purview of educational planning...."

The letter goes on to report that the parents have "followed to the letter" the drug regimen set out by Dr. Kwon.

The District supports family decisions regarding medication, and does not intend to become involved in the treatment or decision making. Rather, the District's intent is to gather more information about Nigel as a whole, and medication and /or changes in medication are information which can help provide a more complete picture of Nigel.

Of note, the following may be said of the dates of changes as reported by Dr. Kwon to Tom Powers, and a review of Nigel's aggression history:

- Reported reduction in medication: Jan 4, 2015
- Aggression in School: Jan 20, 2015 (15 days apart)
- Reported change in medication: Jan 24, 2015
- Aggression in School: Feb 9, 2015 (15 days apart)

In light of this observation, the family may wish to consider if might be in Nigel's best interest to continue to share more medically related information with the school in a timely fashion, as a way of further supporting Nigel's needs. These could include:

- Changes in medication
- Changes in diet / exposure to potential food allergens
- Disruption/changes in sleep
- Physical/developmentally related changes

**Medical Diagnosis**

**Current Diagnostic information**

Dr. Stephen Glass, June 2014

Nigel returns for reevaluation of his diffuse encephalopathy, autistic spectrum disorder and associated neurobehavioral difficulties.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Medical-Physical**

---

**Educational Implications**

Historical prior Diagnosis /Educational Impact statements appear in his records as follows:

March 2012 evaluation:

Dr. Gibson reported on 2/27/12 that Nigel is diagnosed with Autism. There are sensorimotor, communication and attention difficulties.

Nigel has problems with sensory processing and communication. He needs a high degree of structure, consistency and predictability, and the use of multisensory inputs is recommended.

December 2009 and November 2006 Evaluations:

1. Autism Spectrum Disorder (ASD)
2. Celiac: Nigel takes Glycine as needed for chelation days
3. SPD (Sensory Processing Disorder)
4. Various food allergies
5. Irregular Sleep

Deficits in language, communication, social, adaptive behaviors.

**Student:**

**Vision and Hearing Screening:**

Vision Test Date: \_\_\_\_\_

Right Eye: \_\_\_\_\_ Left Eye: \_\_\_\_\_

Hearing Test Date: \_\_\_\_\_

Right Ear: \_\_\_\_\_ Left Ear: \_\_\_\_\_

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation General Education Teacher Report**

---

#### **Assessment Summary:**

Amanda Teweleit, BPG, provided the most recent weekly update on Nigel's performance in his specialized program, which includes his general education interactions and reflects communication with home and school:

- To help promote Nigel's success, the following strategies were continued and/or adjusted from last week:
  1. Continued implementation of a structured sequence of daily activities to promote consistency across staff.
  2. Continued to give Nigel opportunities to engage in preferred activities (e.g., gross motor activities, indoor choice activities).
  3. Continued to honor most requests made by Nigel (e.g., asks for popcorn, we give popcorn; however, when Nigel asks for "home" we cannot immediately honor it, so we refer him to his schedule).
  4. Continue to support rapport between Nigel and staff by having them deliver reinforcement (e.g., breaks, walks, snacks, music, etc.) on a frequent basis.
  5. I continued to provide in-situ feedback to staff on various instructional strategies/concepts as needed (including new intervention procedures). Visuals on the whiteboard are available for staff to review.
  6. We've continued to use break times to encourage Nigel to engage with leisure activities. Formal leisure skill instruction is in development.
  7. Continued use of the yoga program.
  8. Continued home/school communication log.
  9. Continued use of the portable first/then schedule for times when Nigel and staff are outside of the conference room and his activity schedule in the room is not accessible. And, we continued the use of visuals outside the conference room with pictures and tape on the floor to indicate the expected path to the bathroom and outside.
  10. Nigel cooks his lunch in the Foods Class everyday where his general education peers receive instruction.
  11. Continued visits to his classroom at Eastlake High School. Nigel visits the high school 3 days a week, on Monday, Wednesday, and Friday. Staff are following the transition plan laid out in the weekly update dated 4/3/15.
  12. Case management meetings on Mondays between Tessa, Leslie, and I to collaborate on various aspects of Nigel's programming. Other service providers/staff (e.g., SLP, OT, etc.) are welcome to attend these meetings as appropriate to ensure collaboration across all professional parties.
  13. On Monday and Tuesday this week, Nigel's peer buddy participated in state standardized testing; therefore, he was unable to visit Nigel.

- **Challenging Behavior/Isolation:**

- o Dangerous challenging behavior continues to occur during 0-3% of measured intervals during the school day, and is on a decreasing trend since Nigel's return to school following his expulsion. When dangerous challenging behavior does occur, anecdotal notes indicate that the behavior is typically of very mild intensity; however, on 5/11/15 Nigel did grab a staff with a very firm grasp when he grabbed her. Incidents/Moments of dangerous behavior have not resulted in isolation.
- o Protest behavior is on a decreasing trend, and has begun to stabilize at relatively low rates since the implementation of teaching functional communication for a break and the choice board. This week, protest behavior has occurred during 31-33% of measured intervals.
- o No isolations this week. An isolation has not occurred since 3/24/15.
- **Requesting:**
- o Most often, Nigel is communicating independently using vocal language. So far this week he communicated independent, vocal requests during 44-54% of measured intervals. Since returning from spring break, independent vocal requests are on a very slight increasing trend.
- o Nigel rarely relies on prompting to make vocal requests. This continues to be a definite area of progress for Nigel.
- o Nigel is gradually beginning to use augmented forms of communication (e.g. iPad, gestures, choice board) more independently and frequently. Although, he still relies heavily on prompting to communicate using augmented forms of communication.
- o When prompted, Nigel is using augmented forms of communication more frequently than he had prior to implementation of the choice board and functional communication training (requesting a break instruction).

#### **LWSD Evaluator Note:**

Weekly reports presented prior to this report may be found in Nigel's confidential educational file, along with graphs reflecting performance data.

Meetings with the school team and the home team occurred on the morning of March 11. Amanda Teweleit, BPG, reports the purpose of this meeting was to collaborate and get a full picture of what services and instruction Nigel receives, and how it may affect school programming.

She also reports receiving copies of his home program for the purpose of determining if it is possible to naturally embed ways to extend learning from home to school.



**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**General Education Teacher Report**

---

**Significant Findings:**

Nigel's participation with the General Education environment and typical peers is presently addressed as follows:

- Nigel cooks his lunch in the General Education Foods classroom while typical peers are present
- Nigel has more opportunity for exposure to typically developing peers. Nigel has a peer buddy, who accompanies him on walks outside to play soccer and interact together approximately 4 times weekly.
- Nigel gathers recycling from General Education classrooms with typical peers present.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Social/Emotional**

---

**Assessment Summary:**

From the November 2014 evaluation:

The following is found in the report from Dr. Dunbar-Mayer, dated 8.9.2014. The reader is referred to the full report, which may be found in the supporting documentation for this evaluation.

As aforementioned, there were concerns related to the development of Nigel's early social functioning, primarily due to his language delays. Currently, he continues to exhibit challenges to effectively communicate with peers and adults. Nigel especially displays difficulty interacting appropriately with others. For example, Nigel does not typically exhibit an understanding of social conventions, such as respecting the personal space of others. Consequently, Nigel has difficulty initiating and engaging with same-aged peers.

**Conclusions from observations:**

From the November 2014 evaluation:

The following is found in the report from Dr. Dunbar-Mayer, dated 8.9.2014. The reader is referred to the full report, which may be found in the supporting documentation for this evaluation.

In regard to his interpersonal skills, Nigel exhibited several atypical behaviors and vulnerabilities related to foundational social skills. For example, Nigel had significant challenges in his ability to engage in simple table-top activities. He was primarily self-directed and mostly engaged in jumping while making repetitive vocalizations. As observed in more naturalistic environments, when frustrated Nigel was observed to pound his fist on the chair and table, however, when not given a response to this behavior he was able to quickly turn it around and re-engage in the testing process.

**Significant Findings:**

From the November 2014 evaluation:

Nigel continues to demonstrate Social/Emotional deficits which will require Specially Designed Instruction to address improved self-regulation in the vicinity of others and increased social engagement.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation Adaptive**

---

#### **Assessment Summary:**

From the November 2014 evaluation:

The following is found in the report from Dr. Dunbar-Mayer, dated 8.9.2014. The reader is referred to the full report, which may be found in the supporting documentation for this evaluation.

Further parent report of the BASC-2 suggests that Nigel rarely attends to issues of personal safety or picks clothes that match the weather. He also frequently needs assistance from others to get up on time and needs reminded to brush his teeth (Activities of Daily Living Scale, T-Score — 22, 1st percentile). As would be expected given his language delays, Nigel reportedly is unclear when presenting ideas and has difficulty explaining rules of games to others. He never communicates clearly, tracks down information when needed, is able to describe feelings accurately, and is never clear when telling about personal experiences (Functional Communication Scale, T-Score = 19, 1st percentile; Adaptive Skills Index, T-Score = 22, 1st percentile). Furthermore, Nigel often seems unaware of others, repeats one activity over and over, says things that make no sense, seems out of touch with reality, and acts strangely (Atypicality Scale, T-Score = 89, 99th percentile).

In regard to his personal self-care skills on the Vineland-II, Nigel's functioning was consistent with early four-year level.

Nigel's domestic-based skills clustered around the mid four-year level, per parent report

Furthermore, Nigel's community-based skills clustered around the early two-year level

#### **Conclusions from observations:**

From the November 2014 evaluation:

#### **Significant Findings:**

From the November 2014 evaluation:

Findings from the current Dunbar-Mayer evaluation and a review of prior reports indicate that Nigel continues to require Specially Designed Instruction in the area of Adaptive skills in order improve functional living skills, and job readiness skills which support a decreased dependency on others for daily living.

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Areas of Evaluation  
Behavior****Assessment Summary:**

From the November 2014 evaluation:

The following is found in the report from Dr. Dunbar-Mayer, dated 8.9.2014. The reader is referred to the full report, which may be found in the supporting documentation for this evaluation.

Furthermore, according to his parents, Nigel's communication delays and hormonal changes (onset of puberty) appear to have negatively impacted his behavior. For example, when he is frustrated and unable to express himself, he becomes emotionally dysregulated. As such, he becomes easily irritated and often responds aggressively toward adults. Specifically, Nigel responds through pinching and grabbing adults when he is upset.

Unfortunately, Nigel reportedly presents with these aggressive behaviors toward school staff, which has resulted in his placement in a quiet room.

**LWSD Evaluator Note:**

A review of the records indicates that these behaviors are not new behaviors for Nigel which have only begun with the onset of puberty. Prior Functional Behavior Assessments and anecdotal records indicate that aggression towards others, including placing his hands around the neck of others, grabbing and pinching, have been behaviors of concern since 2006.

This past year, information includes Nigel:

- placed his hands around the neck of one of a Para-educator,
- has placed his hands around Mom's neck when saying goodbye to her as observed by staff
- has placed his hands around the neck of the District provided Behavior specialist
- has reportedly assaulted/aggressively interacted with one or more of his home program managers
- has reportedly aggressively chased a home program manager around the kitchen island in an attempt to pull him to the ground
- has reportedly aggressively chased a home program manager till she had to place herself in the bathroom
- has reportedly aggressively chased Dad in the house upon returning home

This information was provided to the school team during program review meetings Nigel's family requested be held between their home program provider and the classroom teacher. A Release of Information is on file.

A review of the records also shows:

**October 2006 FBA:**

- Target behaviors for Nigel include grabbing and pinching, hand flapping, and asking to go to the bathroom excessively to avoid work.

**November 2006 Re-evaluation:**

- Social - Emotional - Behavioral Functioning according to Ms. Bankson indicates that Nigel does not interact with his peers. Peers visit with him, and say hello and Nigel parrots back their words. According to Ms. Bankson, Nigel pinches/grabs other children by the neck, for no apparent reason. His behavior appears to be random, and not well directed internally or externally.

**October 2009 FBA by Cassie Martin:**

- Target Behaviors: pinching/squeezing another person and crying/loud vocalizations \*\*other noted behaviors: disrobing (taking shirt off), slapping teacher, running away (but usually not out of pod)

**October 2009 Re-evaluation:**

- Ms. Krikorian currently reports that Nigel is an affectionate, happy, hyperactive, easily frustrated boy who at times exhibits impulsive/explosive behavior. She also noted that, "there are times when he laughs/cries for no apparent reason."
- When tired or frustrated, Nigel may still attempt to squeeze/pinch his adult helper, but has also learned to squeeze his own hands together for self-regulation.

**March 2012 Re-evaluation**

- He pinches and slaps others.

**June 2012 Discipline report**

Report from transportation states that Nigel has had his seat moved on the bus so that he is unable to strike others or the windows

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

---

**Areas of Evaluation  
Behavior**

---

**May 2014 Discipline report**

Nigel stood up, he turned towards his teacher and grabbed her by the shoulders. Then he grabbed the teacher around the throat. Then Nigel grabbed the associate principal by the collar. Nigel attempted to grab the associate principal's neck several times. Nigel grabbed the associate principal by the collar again and attempted to bite him. Nigel went to the sink, turned on the water, and grabbed the faucet, shaking it loose.

**Update May 2015:**

During the week of 5-11-15 the team noted some behavioral changes including, increased volume of vocalizations, vocalizations that were unusual in tone and pattern, whining, increased motor agitation, rapid breathing, excessive sweating, pulling his own hair, and an increase in self-stimulatory behavior characterized by hand flapping. Nigel also exhibited increased difficulty with transitions. The team observed the onset of these behaviors at a lower level of intensity during the prior one to two weeks, with an increasing trend in intensity and frequency.

**Conclusions from observations:**

From the November 2014 evaluation:

The following is found in the report from Dr. Dunbar-Mayer, dated 8.9.2014. The reader is referred to the full report, which may be found in the supporting documentation for this evaluation.

During the current evaluation, Nigel presented as a primarily self-directed and dysregulated adolescent. Nigel's communication abilities are notably delayed, and while he reportedly has a number of single-words in other environments, he was primarily nonverbal throughout the testing session; nevertheless, he utilized pull-to-get strategies, vocalizations, and other means of communication during testing. Nigel's level of engagement and arousal was notably elevated, and he was highly inattentive and dysregulated, often engaging in task-avoidance or atypical stimulatory behaviors. At approximately the mid-point of the testing session, Nigel started to repetitively bounce in the chair, which accidentally caused him to break the frame of the chair, which was surprising for him and the examiner. He was also observed to engage in several atypical behaviors, including indiscriminate laughing, visual stimulatory behaviors, clenching his jaw, and repetitively smelling his fingers.

In regard to his interpersonal skills, Nigel exhibited several atypical behaviors and vulnerabilities related to foundational social skills. For example, Nigel had significant challenges in his ability to engage in simple table-top activities. He was primarily self-directed and mostly engaged in jumping while making repetitive vocalizations. As observed in more naturalistic environments, when frustrated Nigel was observed to pound his fist on the chair and table, however, when not given a response to this behavior he was able to quickly turn it around and re-engage in the testing process.

**Significant Findings:**

From the November 2014 evaluation:

Nigel requires Specially Designed Instruction in the area of Behavior, along with support from a Behavior Intervention Plan and an Aversive Intervention Plan. This instruction should focus on reducing Nigel's frustration with non-preferred activities and increasing his time on task and compliance with adult directions.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Cognitive**

---

**Significant Findings:**

From the November 2014 evaluation:

Nigel has had multiple cognitive assessments, and very few scores have been able to be generated.

All examiners have indicated that Nigel is able to participate in subtests with prompting and multiple attempts. He is able to demonstrate basic matching, limited expressive vocabulary and simple problem solving that does not require him to mentally manipulate multiple factors in solving a problem.

Dr. Dunbar-Mayer also makes the following recommendations:

As detailed in the previous section, Nigel presents with significant delays that place his functioning in most areas below that of his same-aged peers. Emphasis should be placed on promoting Nigel's acquisition of early cognitive concepts (i.e., identical matching, classification, sequencing/patterning), along with nonverbal reasoning and visual-constructional skills in order to better consolidate his presently variable and reduced skills in that domain and enhance his functional use of these abilities.

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Areas of Evaluation  
Academic****Assessment Summary:**

From the November 2014 evaluation:

Nigel is currently able to independently unscramble 4-5 word sentences in 4/5 trials with a visual model of the sentence, (i.e. I chewed mint gum today) Nigel will begin to compose sentences from a word bank that accurately describe the provided picture. Writing with assistive technology with a focus on attributes, such as, color, size, shape, etc. will expand Nigel's vocabulary, as well as enhance his reading and writing skills. Nigel is currently able to use assistive technology to compose 2 word phrases to describe a picture in 4/5 opportunities

**Functional Writing Keyboarding -**

Utilizing a QWERTY keyboard comes easily to Nigel, and he is able to type novel words from a model. Nigel is currently able to type words from a list with 100% accuracy. Nigel is beginning to select words he finds reinforcing from a list (i.e. snack, drink, etc.) and type them from the model and then receive the reinforcing item that he selected.

**Functional Reading Comprehension-**

Nigel is able to utilize visually supported written directions to complete familiar tasks with 0-6 prompts. Some tasks, such as his school job, and unpacking, and utilizing a 3 drawer task box system, Nigel is able to complete without adult prompting. Other tasks, such as, completing his exercise routine, require gestural prompting at each step to refocus Nigel and remind him to reference his written directions. Nigel is enjoying structured read aloud time with a peer tutor, and has been able to expand his ability to maintain attention to stories read orally from 10 minutes to 20 minutes. Nigel prefers books with simple sentences and interesting pictures, to books with more complicated text. Nigel is able to read 41/48 sight words correctly (85% accuracy) from the level 2 Edmark reading curriculum (lesson 201). Though Nigel has a relative strength in recognizing and verbalizing sight words, his reading comprehension is markedly lower. Nigel is currently working on reading comprehension out of the level 1 Edmark reading curriculum.

Nigel has just completed lesson 22, correctly matching phrases with an average of 6 words per phrase to corresponding pictures with 100% accuracy. To help Nigel gain more functional use from his reading skills, emphasis will be placed on reading comprehension and work on increasing sight word recognition in isolation will be discontinued.

**Functional Math - Money**

Nigel has made tremendous progress in his abilities to utilize the next highest dollar strategy. Nigel is able to identify how much money he needs in mixed dollar amounts up to \$5 using next highest dollar strategy in 9/10 opportunities. Nigel can become confused when using fake money manipulatives and asked to give you the dollar amount he will need. Nigel is able to tell you the next highest dollar amount in isolation, and to count out dollar bills of various amounts in isolation, but when the two tasks are combined Nigel currently requires additional visual support.

**Functional Math - Addition/ Subtraction**

Nigel is currently using touch points to solve addition problems with numbers 1-5 with 80% accuracy. Nigel is currently counting touch points that are clearly marked on each number. As Nigel becomes more familiar with the touch points the visual support will be faded. Nigel has not yet started working on subtraction. A first step before work on subtraction begins will be practice counting backwards.

**Functional Math - Telling Time**

Nigel is able to correctly tell time to the hour with an analog clock 90% of the time. In addition to working on telling time with a discrete trial method, Nigel is beginning to reference the time that certain activities occur on his daily schedule, and time is beginning to hold more meaning for Nigel. For instance, Nigel knows that he takes a walk at 1:30. Nigel is not yet referencing the classroom clock.

**Significant Findings:**

Current information provided by Amanda Teweleit, BPG, relative to Nigel's academic performance in the classroom, from May 5, 2015. For additional information and progress notes, the reader is referred to the weekly Progress Notes, which may be found in Nigel's confidential academic file.

- Sustained Attention (data shown through 5/5/15):
  - o EdMark: Nigel can sustain attention to work on EdMark reading for anywhere between 4 and 8 minutes.
  - o Touch Math: Nigel has shown significant progress in his ability to sustain attention during Touch Math activities.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Academic**

---

He can attend to instruction in this subject area for about 10-15 minutes. Prior to expulsion, Nigel had attended to Touch Math for only 2 minutes.

- o Time: Nigel can sustain attention to work on time for anywhere between 4 and 7 minutes; however, he is gradually showing growth in this area and completed time for 9 minutes on 5/12/15.

- o Read Aloud: Nigel has shown growth in his ability to sustain attention to read aloud activities, and he can attend for up to 14-15 minutes.

- o Other: Academic activities measured under the category of "other" include: occupational therapy evaluation, money, instruction on requesting a break, speech, writing, and school job. On average, Nigel is attending to these activities for about 12 minutes and 30 seconds.



**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation Communication**

---

#### **Assessment Summary:**

A review of records was conducted by this SLP in November of 2014. An Assistive Technology assessment was also conducted at that time. This review included: Nigel's last elementary school speech and language evaluation, the Assistive Technology evaluation from elementary school, prior updates from Nigel's private SLP April 2014, and vocabulary testing conducted by Dr. Dunbar-Meyer in August 2014.

#### **CURRENT ASSESSMENT SUMMARY**

At this time, the following standardized assessments were utilized: the Expressive One-Word Picture Vocabulary Test – Fourth Edition (EOWPVT-4) was utilized to assess expressive vocabulary skills at the single word level, the Peabody Picture Vocabulary Test – Fourth Edition Form B (PPVT-4B) was utilized to assess receptive vocabulary skills at the single word level, and the Following Directions subtest of the Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5) was utilized to assess multi-step direction following. The PPVT-4A was conducted by Dr. Dunbar-Mayer (please refer to his report) in August 2014. Unfortunately, the school district was unable to obtain a copy of the protocol in order to examine response patterns that may assist in Nigel's programming. As such, in order to do so, the PPVT-4B was administered at this time so as to not replicate testing or violate testing procedures. Additional non-standardized, low structured assessment was conducted regarding understanding of basic concepts and more basic direction following.

A dynamic assessment plus communication observations/data was conducted by Shanna Alvarez from the Brooks Powers Group (consultants to the school district). Please refer to the attached report for details. Current progress provided by Brittany Olsen Bobbit, MSCCC-SLP from Pathways to Communication, Nigel's private speech and language provider, dated March 2015 was reviewed as part of this evaluation as well. This update is also attached for detailed reference.

The EOWPVT-4 revealed significantly impacted expressive vocabulary skills at the single word level (raw score=29; AE=2-8). This assessment was initially presented in a standardized manner starting at age level where Nigel reached a ceiling immediately. It was determined that more beneficial information would be gleaned by starting at the beginning of the test in a non-standardized fashion so that Nigel would be able to attain success before reaching another ceiling. As a result of presentation in this manner, a standard score could not be determined that would be valid. Also, presentation was modified to include the carrier phrase, "This is a \_\_\_\_" and tokens and repetition were provided as well. The formal test situation using this measure was concluded once a second ceiling was reached. Please refer to the dynamic assessment conducted by Shanna Alvarez for more insight into Nigel's response patterns using pictures from this assessment as well as modified pictures of the same vocabulary using BoardMaker symbols. This information should be used in future programming.

The PPVT-4B revealed significantly impacted receptive vocabulary skills at the single word level (raw score=43; AE=3-3). Dr. Dunbar-Mayer's assessment using the PPVT-4A revealed a raw score of 20 in August of 2014. At this time, this assessment was not attempted in a standardized manner as it was determined through professional judgment that the vocabulary at age level would be too difficult and that starting at the beginning would ensure that Nigel was successful and a more accurate ceiling could be attained in this manner. The test stimuli are presented in four quadrants per page. Nigel was able to scan and choose items correctly from all four quadrants though he did not choose the upper left quadrant (#1) as frequently as the others. Occasionally (9 times out of 72 total items presented), he would choose multiple quadrants before either landing on the correct item or not. It was noted that as Nigel was fatiguing with the task at between 10 and 15 minutes in duration and before reaching a ceiling, he would choose from the lower two quadrants (#3 and #4). On a subsequent day's session, the items in the ceiling section and following section were presented to see if errors occurred due to fatigue or if those items were a true ceiling. As a result, it appears that those items were indeed Nigel's true ceiling. The information attained from this assessment should be incorporated as part of future programming.

Nigel was able to correctly respond to demonstration items but was unable to correctly respond to trial or presented stimulus requests on the Following Directions subtest of the CELF-5. This subtest was presented starting at item #1 due to the visual and language heavy nature of the material. During the demonstration items, Nigel was asked to point to single specific items in a linear field of four ("the triangle", "the X", "the circle", and "the square"). In the trial and test items where the field was four or greater and the items were of mixed black/white and size, Nigel was asked to point to language loaded items in sequence ("point to the circle and a square", "point to the black circle and the white square"). It appears that Nigel is able to respond appropriately when directions are presented in a simplified manner without descriptive attributes and in a smaller choice field. Provided these results, additional non-standardized, low structured assessment was conducted regarding understanding of basic concepts and more basic direction following. Please refer to these results in the attached report by Shanna Alvarez for details.

Currently during small group and 1:1 speech and language sessions, Nigel utilizes a combination of nonverbal (gesture, sign, pictures), verbal and a Speech Generated Device (SGD) to communicate requests and comments.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation Communication**

---

He continues to require cues and direct models at this time. He utilizes a picture/sentence schedule to organize his day, token and verbal reinforcement, first/then strategies, a timer and a choice strip during his day. Social stories are used as a strategy for learning in various situations (visits to high school). Interventions are geared towards teaching and reinforcing functional communication skills throughout Nigel's day within his special education program. Nigel has demonstrated ability to retain verbal language learned as well as the use of the SGD for highly desired items. This is evident in recent reintroduction of stimuli presented a year ago in 1:1 sessions where Nigel responded with 7 out of 9 correct when identifying action pictures ("He is reading a book") and 65% accurate when identifying function following picture identification ("Paint with a brush"). Nigel is able to independently navigate the SGD to certain items ("chewing gum", "walk").

#### **Conclusions from observations:**

An additional communication assessment was conducted by Shanna Alvarez of BPG. The reader is referred to the complete report, which may be found in the confidential educational records which accompany this evaluation.

#### **Significant Findings:**

Conclusions and Recommendations: Significant receptive and expressive language deficits continue to be exhibited. Functional language skills of vocabulary, phrase/sentence production for requests and commenting, and SGD usage should be addressed in smaller chunks of time, in a smaller visual field with fewer distractors, and using fewer directions and modifiers. Nigel has demonstrated ability to retain verbal language learned as well as the use of the SGD for highly desired items. This ability should continue to be encouraged and enhanced to allow for a larger vocabulary and use of functional phrases for increased communication either verbal or using the SGD as Nigel progresses through high school and beyond. In conclusion, receptive and expressive language deficits appear to negatively impact progress and participation within the special education and general education setting necessitating continued intervention by a speech and language pathologist through a combination of specially designed instruction (for direct instruction and introduction of new concepts and vocabulary) and as a related service to support special education goals, to collaborate in imbedding language prompts and models, and to provide instruction for language learning to support personnel.  
L. Suter, MSCCC-SLP

Overall, Nigel would benefit from receptive, expressive and written language goals being embedded functionally throughout his day combined with more explicit programming and specially designed instruction for novel, complex language goals that cannot be supported through general staff language facilitation strategies. For staff to effectively address language goals throughout Nigel's day, more concrete and explicit programs on supporting language goals will be necessary. This includes specific, structured programs to work on during "work" periods in the classroom as well as generalization strategies to support Nigel's functional use of new language skills across context and communication partners (e.g., making lunch, commenting during walks, interacting with peers). This combination of explicit programming, direct instruction, and generalization strategies are necessary for Nigel to effectively make progress in his functional receptive, expressive, and written communication, particularly in the area of utilization of his alternative communication systems.  
Shanna Alvarez, PhD, SLP and Licensed Psychologist

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation Assistive Technology**

---

#### **Assessment Summary:**

From the November 2014 evaluation:

Nigel Burns was referred for consideration of assistive technology (AT) at the request of his parents as part of a reevaluation. The evaluation included observation of Nigel in the classroom in addition to team consultation and partial records review.

#### **Conclusions from observations:**

From the November 2014 evaluation:

The AT Team observed Nigel in the classroom on 11/04/2014. The observation lasted for approximately one hour. During this time, Nigel was observed completing academic and vocational tasks in addition to taking structured breaks. A variety of visual supports were utilized throughout the observation, including a token system, schedule, photographs for choice making, and text/picture choices for communicating emotions and needs. Nigel frequently communicated verbally in response to adult initiated questions or requests. His responses consisted primarily of one and two-word verbal responses. Nigel also had the opportunity to request preferred items/activities. Nigel was observed to point to a photograph from a field of seven choices to make one request, then pointed to a picture and used verbal speech for another request. Nigel was also observed using the iPad and TalkTablet app for communication in the classroom. Nigel did not initiate use of the device, but when presented he was able to independently navigate between pages and make selections.

In addition to observation, the AT team consulted with members of Nigel's team, including Leslie Kyle, special education teacher, and the Basic Beginnings staff. Team members reported that Nigel's most consistent method of communication is verbal speech. Alternative methods of communication, including the iPad, photographs, and pictures, are available throughout the day to support Nigel's communication in the school setting. Nigel will independently initiate requesting preferred activities or basic needs, such as needing to use the bathroom, which he does verbally. However, he has difficulty using descriptors to clarify specific requests. The team would like Nigel to increase his use of descriptors to be better able to explain precisely what he needs. Additionally, literacy support software (currently Clicker 6) is being used in the classroom to support Nigel's reading and writing skills. Nigel is able to unscramble sentences with a model. Addition of grids that include activities targeting attribute use may be beneficial to Nigel.

#### **Significant Findings:**

From the November 2014 evaluation:

Nigel is a thirteen-year-old student enrolled in a learning center (self-contained) program at Inglewood Middle School. A variety of augmentative/alternative communication systems are used with Nigel, including photographs, pictures, and an iPad with the TalkTablet app. These systems are used in conjunction with verbal speech, Nigel's most frequent method of communication.

Based on the most current information, the AT team proposes the following recommendations:

1. Continue to support Nigel's use of multiple AAC systems for communication in the classroom setting. These systems may include, but are not limited to: photographs; picture symbols; a dynamic-display, multi-level communication device
  2. Continue to provide multiple opportunities throughout the day for Nigel to request preferred items/activities. Model the use of attributes to clarify requests (e.g. "red" or "purple" fruit snacks, etc.).
  3. Continue to model use of communicating with complete sentences on the iPad (including verbs, pronouns, and adjectives).
  4. Continue the use of literacy support software, such as Clicker 6, to support Nigel's reading and writing instruction. Consider adding grids that target reading and writing with attributes to expand Nigel's vocabulary.
- The assistive technology team is available to provide training and consultation on the recommended supports. Nigel's team is responsible for implementing use and contacting the AT Team should further training or assistance be needed. Assistive technology is an ongoing process as student's skills develop and tasks he is expected to complete change. The AT team is available for collaboration should new needs arise in the future.

- Victoria Riggs M.S., CCC-SLP, Assistive Technology Coordinator

Areas of Evaluation  
Special Services

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation Fine Motor**

---

#### **Assessment Summary:**

May 2015  
Occupational Therapy Re-Evaluation

**Background:** Nigel is a 14 year 4 month old 8th grade student at Inglewood Middle School. He has a diagnosis of Autism and has difficulty processing sensory information. Nigel's last evaluation in March 2012 determined that he requires occupational therapy as a related service to access his education. A records evaluation was conducted in November 2014 to determine occupational therapy needs; continued occupational therapy as a related service was recommended. This evaluation is being conducted to determine Nigel's current school-based occupational therapy needs. The evaluation consisted of structure observation, task analysis, interview, Lake Washington School District (LWSD) functional checklist, and performance on the Goal Oriented Assessment of Life Skills (GOAL).

**Structured Observation and Task Analysis:** Nigel smiled and repeated the occupational therapist's name upon being introduced. He was observed following his visual schedule of activities including: walk, snack, choice, and work. Nigel was able to remove the velcro pictures from his schedule. During snack, he opened and ate pistachios independently. For his choice time, he chose to go on the crash pad. During work time, Nigel completed math problems using Touch Math and independently wrote his numbers. He writes large and his legibility fluctuates. He is right handed and is able to efficiently grasp a pencil for writing. Nigel writes his name independently and staff reports he can write straight lines without difficulty. He struggles with more complex lines, shapes, and letters that involve curves and diagonals. He was also observed using Clicker 6 to create sentences following a model. Nigel independently grasped the Activpen to access the Activboard and accurately was able to point and click. Nigel's program includes participation in many sensory motor activities throughout his day. Continued participation in his sensory diet with sensory activities scheduled throughout the day is recommended.

**Interview/LWSD Checklist:** The LWSD Functional Checklist is a checklist that looks at various functional school tasks and the level of independence with these tasks. Areas include self-management, technology and computer use, classroom hand skills, and written communication. Interview with staff was utilized to complete the checklist. **Self-management:** Nigel is independent with clothing management including tying his shoes. He sometimes requires prompting for toileting and hand washing. Nigel feeds himself independently. **Technology and computer use:** Nigel is independent using the Activpen to access the Activboard. He is able to type independently when given a model. Nigel independently accesses the touch screen on his iPad with no concerns. **Classroom hand skills:** Nigel is able to turn pages in a book and use a pencil. He has difficulty with classroom tools such as using scissors and tape. **Written communication skills:** Nigel is right-handed and able to grasp a pencil. He writes straight lines, his name, and numbers independently. Nigel's legibility with writing varies.

**Goal Oriented Assessment of Life Skills (GOAL):** The GOAL is a standardized test that evaluates fundamental motor abilities needed for daily living. The activities on the GOAL include: Utensils, Locks, Paper Box, and Notebook. The utensils activity includes cutting, spearing, and scooping. The locks activity includes opening a keyed lock and opening a combination lock. The paper box activity includes coloring, cutting, folding paper, and taping in order to create a paper box. The notebook activity includes opening and closing binder ring and organizing dividers and papers in a binder.

**Fine Motor Standardized Scores:**

Raw score: 6

Standard score: 40

Percentile: <0.1

Descriptive range: Severe Challenge

**Interpretation of GOAL scores:** When following standardized administration and protocol of the GOAL, Nigel scored in the severe challenge range. He had difficulty following the directions and completing tasks in the allotted time. However, he was able to independently complete many of the tasks. Nigel was able to use a plastic knife and fork to cut Play-doh, open a keyed lock, fold paper on a line, and open and close binder rings within the allotted time. When given extended time and further demonstration of tasks, Nigel was able to complete many of the other test items. For example, Nigel was able to spear pieces of Play-doh and place on a napkin. He also was able to scoop water from a cup onto a spoon and transfer to another cup. For cutting, Nigel needed assistance for holding the paper and cutting on the line. Nigel required assistance throughout the task to put dividers and papers of the same color together. Physically, he was able to independently place dividers and papers in the binder. Using a combination lock and coloring neatly within the lines were challenging even with demonstration and extended time. Overall, with extended time to complete tasks, demonstration, and visual supports Nigel demonstrates many fundamental fine motor skills.



**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Areas of Evaluation**  
**Fine Motor**

---

**Significant Findings:**

**Recommendations**

Nigel requires occupational therapy as a related service in order to access his education in the least restrictive environment. Occupational therapy as a related service is a comprehensive and holistic approach to promote success and enhance a student's participation. A related service model is supported by research and considered best practice for the provision of occupational therapy in schools. Occupational therapy will be provided to support Nigel's fine motor and sensory processing needs in the natural environment in order to increase his participation throughout his school day and access his IEP. Occupational therapy services will be provided through direct instruction and collaborative consultation with the team. Occupational therapy services are required for Nigel to access his specially designed instruction and IEP goals in emotional regulation, functional writing, and adaptive skills. Continued daily participation in sensory motor activities and a sensory diet is recommended.

Kerry Rezmer OTD, OTR/L

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### **Areas of Evaluation** **Gross Motor**

---

#### **Assessment Summary:**

From the November 2014 evaluation:

Nigel attends 8th grade at Inglewood Middle School. This physical therapy assessment was performed by Beverly Marcinko, PT, to determine Nigel's need for gross motor services within his school environment. Information for this assessment was obtained through school observation, staff interview, a review of LWSD records and recent private evaluations (neurology and neuropsychology), as well as a review of the exercise program provided by Eitan Radstone at Columbia Fitness Center, in Sammamish, WA.

**FUNCTIONAL MOBILITY:** Nigel is independent with moving throughout his educational environment on level and uneven surfaces, up/down stairs and inclines, sit/stand from chairs, and moving through doorways.

**GROSS MOTOR FUNCTION:** Per the Neuropsychology report by Dr. Dunbar-Mayer (8/2014), Nigel is able to jump with two feet, walk up stairs with a step-through gait, hop on one foot at least 2x, run smoothly, climb on/off high objects, skip, ride a two-wheeled bike without training wheels, and catch a beach ball-sized ball. He cites the following emerging skills: throwing a ball in a specific direction, catching a ball in his hands only, and catching a tennis ball.

**EXERCISE PROGRAM AT COLUMBIA FITNESS:** Nigel participates in a weekly 30 minute workout session at Columbia Fitness, with trainer Eitan Radstone. Per Eitan, Nigel demonstrates success performing this routine which consists of Nigel rotating through 4-45 second stations which target upper and lower extremity strengthening, core strengthening, and stability exercises. Examples of activities include: push-ups (full length/on toes), step-ups onto a box, jumping up/down on box, single leg stance on a BOSU ball, and throwing a 12-15 lb. medicine ball to the floor. Eitan utilizes the following adaptations/modifications to support Nigel's participation: a visual plan, pictures of the exercises, a timer on an iPad, optional rest breaks, a lot of positive reinforcement and validation of Nigel's feelings ("I know that this is hard..."), fun and positive environment, and music. When viewing a video of Nigel's workout on his iPad, it was noted by this therapist that the workout is performed 1:1, in a room separate from the rest of the gym.

**PE:** School staff report that Nigel is unable to tolerate participation in a general ed. PE class because of the nature of the environment. Per the 2012 LWSD OT evaluation, Nigel presents with "a low threshold for auditory and visual sensory stimulation." As a result, overstimulation occurs for Nigel when he is exposed to busy environments. The middle school PE environment typically consists of multiple classes meeting simultaneously within one large gymnasium, which means there are often more than 100 students in the same large space at one time. An additional barrier to Nigel's participation with peers in PE related activities are his play skills, which Dr. Dunbar-Mayer (8/2014) reports to be measured "well-below expectation." Group games are particularly challenging for Nigel as he does not choose to play with peers, and has limited communication abilities to initiate or carry out such interactions.

Nigel is currently following a short exercise program/movement break designed by his classroom teacher, Ms. Kyle. This consists of a picture schedule of 3-4 warm-up activities such as toe-touches, followed by 4-5 additional options which have included activities such as standing on a balance board, using the elliptical exercise machine, single leg stance, and a "free choice" option at the end.

With regard to Nigel's preferred activities, the 2012 LWSD OT evaluation states that "Nigel is highly sensory-seeking, requiring frequent movement breaks and generally seeks out activities that provide heavy work, deep pressure and proprioceptive input (jumping, climbing)."

**LWSD School Psychologist note:**

Nigel also participated in weekly swimming at Julius Boehm Pool, Issaquah, during the 2012-2013 school year. He was excluded for a short time at the end of the year following an aggressive incident with a staff member, but began participating again before the school year was over.

#### **Significant Findings:**

From the November 2014 evaluation:

**SUMMARY:** Nigel is currently not eligible to receive school-based physical therapy services, as his gross motor skills are sufficient for achieving safe and independent access to his educational environment. His school PE program should be designed based on accommodations and modifications listed on his IEP in order to support Nigel's sensory, cognitive, social, and communicative needs. Modifications which tend to improve Nigel's participation in PE-related activities include, but may not be limited to:

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Areas of Evaluation  
Gross Motor**

---

- A visual plan/picture schedule
- Tasks broken down into steps
- Environment with low level of auditory and visual stimuli
- Positive reinforcement
- Small group or 1:1 setting
- Activities which provide proprioceptive input, heavy work, deep pressure (jumping, plyometrics, push-ups, etc.)

Beverly Marcinko, PT  
bmarcinko@lwsd.org

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Areas of Evaluation  
Student Observation****Assessment Summary:**

The family provided the school with two sets of Progress Notes from Nigel's appointment with Dr. Stephen Glass. Dr. Glass has been treating Nigel since 2005, and the parents feel that he is one of the two experts most knowledgeable about Nigel.

Recommendations and excerpts from both of those reports appears here:

Report dated June 23, 2014, received by the school for inclusion in the November 2014 evaluation:

**ASSESSMENT**

Nigel continues to present a picture of an autistic spectrum disorder with significant impairment in social reciprocity, attention span and communication skills. I think there is little question that Nigel is far more capable than meets the eye and that his comprehension is disproportionately good compared to his expressive language. That notwithstanding, social grading, reactivity, impulsivity continue to be a concern.

**PLAN**

1. Continue fitness program through Aiten at Columbia Fitness.
2. Nigel will continue to best benefit from a high degree of structure, consistency and predictability in an ordered, organized program.
3. Feel that Nigel would benefit from more individualized instruction, not only providing guidance through transition and change and sensory modulation of his environment but also, one that affords ample observation to identify antecedent factors and behavioral issues, triggering events, beneficial, calming activities, etc.
4. A functional behavioral analysis needs to be established to identify these issues in an impartial, directed way to provide for Nigel's needs.
5. Strongly consider placement at CHILDS as a very appropriate recommendation on the part of the school district in light of the difficulty with which Nigel presents.
6. However, to establish the appropriateness of this placement, however, will likely require an assessment at a time other than when Nigel is in "confinement," and in fact, he will participate this summer in Rosemary White's program and this might be an ideal time to assess his candidacy.
7. I feel that a collaborative behavioral approach needs to be established to better understand and acknowledge Nigel rather than react to unwanted behavior. "Aggression" or "assault" are very often a reflection of anxiety, fear or other concerning emotions that simply need understanding and contextualization in order to be able to constructively build behavioral expectations from these events.
8. Ongoing communication therapy, building more appropriate use of language, moreover.
9. Maintain Intuniv 2 mg and sertraline 75 mg unchanged.
10. Increase Abilify 5 mg, from 2 to 2 1/2 tablets at night.
11. Phone follow up in 3-4 weeks for progress report or sooner if needed.
12. Prompt reestablishment of appropriate, individualized school program is vital to Nigel's needs and his sense of acknowledgment by others.
13. Phone follow up prn problems or other concerns. Reevaluation in 6 months or sooner if needed.

December 14, 2014, received by the school on February 3, 2015:

**PLAN**

1. Nigel needs a formal behavioral plan to include a functional behavioral analysis (FBA), a behavioral action plan (BAP) and ongoing behavioral follow up.
2. Predictability, consistency and implementation across multiple individuals needs to be enforced to a certain that a well-established, single response is given.
3. Above all, a reactive behavioral response, time-out, consequence-derived approach, etc., will not provide benefit and should be avoided.
4. Instead, would utilize a collaborative behavioral approach, one that acknowledges Nigel's emotions, involves him in the process of self-regulation and removal and then, focusing on calming activities and other approaches that are known to be settling for him.
5. Above all, Nigel needs to be involved in this process, language impairment notwithstanding
6. Continue ongoing medication management as per Dr. Kwon.
7. Would discontinue immediately any isolation room, "solution room," or unattended behavioral infraction-based approach as this will not work and it may have further deleterious consequences.
8. If Nigel continues to refuse to go to school, this needs to be understood from the context of these behavioral



**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

---

**Areas of Evaluation  
Student Observation**

---

events, the responses thereto and also, Nigel's recovery from dental surgery as well as medication issues.

9. Strongly discouraged parents from forcing Nigel to go to school for the sake of attendance alone as this will likely escalate into greater anxiety and reactivity.

10. Phone follow up prn problems and other concerns. Recheck within 2-3 months or sooner if needed.

After reviewing his progress notes, in order to seek clarification to some of his recommendations and to make sure that the school has a comprehensive and thorough understanding of Nigel's needs as viewed by his treating provider, consent to communicate with Dr. Glass was received by the school on Feb 6, 2015.

In order to facilitate the most effective use of time for Dr. Glass, the school team reviewed his reports, and compiled a list of questions for Dr. Glass. Allison Seielstad, School Psychologist, and Jeremy Erickson, School Support Specialist and a lead member of the team who crafted Nigel's most recent Functional Behavior Assessment, met with Dr. Glass via telephone on April 17, 2015.

A summary of the conversation, presented as a set of questions and accompanying responses, appears below:

Questions from the 6.23.2014 notes:

1. You recommend placement at CHILD, and suggest that an evaluation for this placement occur during summer programming in Rosemary White's program. Can you provide more information regarding your rationale and/or basis for this recommendation?

Notes on Response:

The recommendation for the program at CHILD was for summer placement only. The Public school model is more sustainable and pertinent when looking at educational placement.

Either setting - public school or during a program such as Rosemary White's summer program, is actually fine for the purposes of evaluating his summer needs. Dr. Glass views summer as a potential "enemy"; it lacks consistency and predictability, and the ESY model can only provide so much of those things.

Questions from the 12.15.2014 notes:

1. In regards to the selection below, can you suggest or describe an optimal school environment for Nigel to support these challenges? Meaning-what do you believe Nigel's sensory environment should look like at school? e.g. should he be in a busy environment, should we provide a quieter work space, etc.? In this regard, and a facet of his autistic spectrum disorder, Nigel is "overaroused," too aware of all stimuli in his environment and therefore less able to "filter and forget." In essence, he lacks sensory gating, and as a result, the world becomes overwhelming, anxiety producing and, moreover, one where he has to seek and tends to seek other stimuli that might create a greater sense of calm, anxiety reduction as well as being "familiar"

Notes on Response:

Dr. Glass stressed the importance of ordering and creating predictability, and routinizing the environment. He also recommends an "emotionally neutral" environment. He feels Nigel is sensitive to the emotions of other people, and when others have a heightened sense of arousal, this can cause Nigel to become over reactive to both high and low sensory input. He feels Nigel's affective component is measured by his emotional threshold, and again, emotional predictability of those around him is key for Nigel.

Acknowledging that school can sometimes become overstimulating, he also suggests that removal into a more quiet, separate environment, free from auditory stimulation, where noise and visual stimulation are limited, may help him learn that school is a positive place which may help him make better decisions.

The desired result is that we determine a way to protect him from sensory overload.

2. Could you offer some clarification and specific suggestions for involving Nigel in a collaborative approach?

"above all, Nigel needs to be involved in this process, language impairment notwithstanding."

Notes on Response:

Dr. Glass reiterates the need for calm and authoritative, yet not overtly authoritative, interactions with Nigel. His belief is that a collaborative approach needs to acknowledge the child. Adults need to show an interest in who the kids are.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

---

**Areas of Evaluation  
Student Observation**

---

3. You discourage an approach that includes isolation, noting Nigel's' isolations are unattended, and recommend an immediate discontinuation of any unattended behavioral infraction-based approach" Can you please clarify your definition of the term "unattended"?

**Notes on Response:**

Dr. Glass acknowledged that after re-reading his report, he realized that he did not include language to reflect his observations were made based solely on parent report.

4. What was your understanding of how many days Nigel had refused to attend school at the time you met with Nigel on 12/15/14? Do you believe school refusal is an ongoing concern for Nigel?

**Notes on Response:**

Dr. Glass reports that he does not know how many days Nigel may have refused to attend school in December of 2014. Also, he could not speak to potential continued school refusal, as at the time of this conversation, he had not seen Nigel for several months.

He does say that coercion does not appear to be working. It most likely exacerbates anxiety and hypersensitivity. He also offers that acquiescence to Nigel's demands could also create a similar problem in terms of repeated refusals of requests.

5. You recommend a Functional Behavior Assessment be completed. Was this recommendation the result of dissatisfaction or disagreement with content of the current or prior FBAs conducted?

**Notes on Response:**

Dr. Glass indicated that he has asked parents for school records. He reported he was not aware of a recent FBA/BIP having been completed.

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Prior Written Notice

To: **ADAM BURNS**

Date: **05/22/2015**

Re: Student's Name: **NIGEL BURNS**

**PURPOSE:** As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. ☒ proposing ☐ refusing to 2. ☐ initiate ☐ change ☒ continue ☐ discontinue a/an  
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. ☐ Referral ☐ Initial Evaluation ☒ Eligibility Category  
☐ Educational Placement ☐ IEP ☐ Reevaluation  
☐ Disciplinary action that is a change of placement ☒ Other: Add parent input

Description of the proposed or refused action:

We have accepted the evaluation findings, and have attached your written input to the evaluation, and referenced this attachment within the body of the evaluation.

Communication/SLP is now described as a combined model of Specially Designed Instruction and a Related Service.

Also, we have made a factual correction within the evaluation, and addressed an item we overlooked, based on your written input.

The reason we are proposing or refusing to take action is:

We conducted a re-evaluation. We did not meet as a team, as per your request. We asked for, and received, written input from you to be attached to the evaluation.

Description of any other options considered and rejected:

While we did not meet as a team, as per your request, in the evaluation itself we considered your requests that Communication/SLP and Occupation Therapy be considered as areas of Specially Designed Instruction.

The reasons we rejected those options were:

Based on evaluation findings, we rejected OT as an area of Specially Designed Instruction. The rationale for this is provided within the Significant Findings Section of the Occupational Therapy/Fine Motor assessment. OT will remain as a Related Service.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

We completed this evaluation in accordance with the Proposed Scope of the Evaluation, which was sent to you via Prior Written Notices on March 20, 2015; and again on April 2, 2015. The body of this evaluation matches the proposed scope as outlined on those dates. Incorporation of information from the November 2014 evaluation is a review of the records, which was indicated in the proposed scope documents, and which does not require parental consent under WAC 392-127A-03000(4). Following the November 2014, evaluation feedback meeting, you indicated you would prepare a written dissenting opinion for submission, which was not received following that meeting. This was referred to in the PWN dated 11/24/2014, which you received following that meeting.

Any other factors that are relevant to the action:

Factual correction: A reference to a behavior incident on February 9, 2015, has been removed from the report. The school based discipline record contained incomplete information.

Item not specifically addressed: You have submitted treatment and progress notes from your home-based OT. While not

**NIGEL BURNS**  
Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

---

**Prior Written Notice**

---

referenced in the body of the evaluation, these reports were reviewed and considered as a part of the Occupational Therapy evaluation information. Further, the evaluation report on page 21 recommends continued participation with Nigel's sensory diet, as was recommended by both the home-based and school-based OTs.

Concern regarding date of evaluation feedback meeting: In the PWN sent on April 2, 2015, we indicated finding a time for the entire team was a challenge, largely due to the need to schedule around availability of counsel. On May 1, after coordination of schedules for 12 staff members and the district attorney, we proposed a meeting date of May 21. On May 2 (received May 4), we were notified that you did not intend to bring your attorney. You also requested that all members of the evaluation team be present. As all 12 school staff had already developed schedules around the meeting date of May 21, we kept that date available. You received a draft report on May 18, and on May 19, you requested we cancel the meeting altogether, which we complied with.

You were requested to provide feedback by the end of the day May 21, which has been considered and has been addressed as previously indicated in this PWN. The enclosed evaluation report is the final version.

You will be contacted by your child's case manager to develop an IEP based on the findings of this evaluation.

An electronic copy of your Procedural Safeguards is attached to this evaluation.

The action will be initiated on: 05/22/2015

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Allison Seielstad at 425.936.2360

*Notice of Procedural Safeguards for Special Education Students and Their Families* has been provided to parents.

# Documentation and Notes Related to Evaluation

Allison Seielstad

MADE WORKING  
COPY

**NIGEL BURNS**

Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Disciplinary Manifestation Determination**

This document is used for the purpose of establishing a relationship between disability and behavior. It should be used when considering long-term suspension or expulsion for a special education student. It is NOT to determine discipline.

Please check each item as reviewed and answer all questions:

1. Present Student Status: ☒ IEP ☐ 504 ☐ Referral  
2. Does this student have an identified disability? ☒ Yes ☐ In process  
Disability: Autism

3. What is the nature of the student's disability?  
A student meets the eligibility criteria for Autism if there is present a documented developmental disability, which significantly affects verbal or nonverbal communication as well as social interaction, and adversely affects the student's educational performance. This category may include students with pervasive developmental delay providing the student meets the eligibility criteria for Autism.

4. Has this student been suspended previously this school year? ☒ No ☒ Yes  
If Yes, how many days prior to this offense? 0

5. What is the behavior for which disciplinary action is being proposed?  
Nigel choked a staff member on January 20, 2015

What is the normal disciplinary action that is applied when this behavior is displayed by non-disabled peers?

Expulsion and risk assessment

6. The team considered and reviewed all relevant student information in this action?

- ☒ A. Evaluation and diagnostic results  
☒ B. Observations  
☒ C. IEP and Placement

1. Has a functional Behavioral Analysis been completed? ☒ Yes ☐ No Date Completed: 03/06/2012  
2. Is there a Behavior Intervention Plan as part of the IEP? ☒ Yes ☐ No  
3. If yes, what is being addressed on the Behavior Intervention Plan? (must align with targeted behaviors)  
Physical Aggression towards others. Including Pinching... Grabbing & Choking (closing hands with pressure on another person's body); Pushing...Hitting...Biting

4. Has this student been on Home placement per the Behavioral Plan? ☒ No ☐ Yes  
If Yes, how many days prior to this offense? \_\_\_\_\_

- ☒ D. Relevant information provided by parent(s).  
MAKE SURE YOU TAKE NOTES ON INFORMATION PROVIDED BY THE PARENTS  
RELATIVE TO THE CAUSE/NATURE/OF THE OFFENSE.

7. Did the conduct in question have a direct and substantial relationship to the child's disability?  
8. Was the conduct in question a direct result of the school district's failure to implement the IEP?

Note: If either 7 or 8 is "Yes", the behavior must be considered a manifestation of the student's disability. If both 7 and 8 are "No", the normal disciplinary action may be applied.

Check one:

☒ Yes ☐ No *unusual*  
☐ Yes ☒ No *all staff*

*Parent abstention*

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Disciplinary Manifestation Determination**

☒ The conduct in question **WAS** a manifestation of the student's disability. The IEP team must conduct a functional behavioral assessment, unless one was conducted prior to the behavior incident, and develop and implement a behavioral intervention plan. If a behavioral intervention plan has already been developed, the IEP team must review the plan and modify if necessary.

☐ The conduct in question **WAS NOT** a manifestation of the student's disability. Disciplinary action(s) that apply to students without disabilities may be taken, but the school district must continue to provide a FAPE to enable the student to continue to participate in the general education curriculum and to progress toward meeting his/her IEP goals. If necessary, the district should also conduct a functional behavioral assessment and develop/implement a behavioral intervention plan that is designed to address the behavior violation so that it does not, or is less likely to, recur.

Actions and Rationale:

THE DECISION OF THE TEAM MOVING FORWARD:

TP • Hope that we could find something as a team to avoid ~~out~~ unsafe situations.

Trauma to other students who witnessed mental health.

LK • Has shared kids

AF • Concern about other students terrified, frozen, when seeing

TP • Concern for safety, when high # of sec/ restraints. Let's have <sup>space</sup> place where staff could exit safely. Last 6 weeks more verbal cues. Consider using a more controlled space, more instruction, data collection.

**NIGEL BURNS**

Student ID: 139834  
WA SSID: 6022372860  
Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

**Meeting Notice**

**PURPOSE:** This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

To: ADAM BURNS, NYREE KRIKORIAN Date Sent to Participants: 01/28/2015

This meeting has been scheduled for: Date 02/02/2015 Time 7:30 AM  
Location Inglewood Middle School

If you have any questions or would like additional information or assistance to help you prepare for this Manifestation meeting, please contact Allison Seielstad at 425.936.2360 e-mail [aseielstad@lwsd.org](mailto:aseielstad@lwsd.org).

This is to notify you that a/an Manifestation meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Manifestation meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

☒ Manifestation Determination

☒ Other: Potential changes in Services, behavior plan, Aversive intervention plan, placement and/or other supports may be discussed

The following are invited to attend and participate in the Manifestation meeting

Tim Patterson , Administrator/Designee  
Stacey McCrath , Associate Director  
Tabitha Troutman , Basic Beginnings  
Tom Powers , Consultant  
General Education Teacher  
Ashley Fletcher , Occupational Therapist  
Adam Burns , Parent  
Nyree Krikorian , Parent  
Jeremy Erickson , School Support Specialist  
Leslie Kyle , Special Education Teacher  
Laura Suter , Speech Language Pathologist

SIG PAGE  
IF MAKING  
CHANGES  
TO IEP/BIP/  
AIP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

*Notice of Procedural Safeguards for Special Education Students and Their Families* has been provided to parents.



**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

---

**Individualized Education Program (IEP) Cover Page (Review Amendment)**

---

**Comments:**

If the parent did not attend, what method was used to ensure their participation:

---

Will increase Brooks Powers contract  
to 20 hours for instruction  
BCBA, instruction & consultation

Provide instruction in room where  
staff can exit safely

## Seielstad, Allison

---

**From:** Erickson, Jeremy  
**Sent:** Sunday, May 17, 2015 9:54 AM  
**To:** Seielstad, Allison  
**Subject:** Re: Draft

Hi Allison,

This looks great. You take fantastic notes, or have amazing powers of recall. His name is not "kiddo". Just a quick "replace all" should fix this problem 😊.

Have a great sunday!

Best,

Jeremy

---

**From:** Seielstad, Allison  
**Sent:** Saturday, May 16, 2015 2:33 PM  
**To:** Erickson, Jeremy  
**Subject:** Draft

J-

I've gone after this a bunch of different ways, and the Q and A forum seemed to be the most smooth, understandable and easiest transmission of information.

Here's what I've got.

What do you think?

I want to make sure you are comfortable with every word of it, since it was a dual conversation.

I will take any/all edit or frontal lobe supports available!

Thanks,

A

## INGLEWOOD MIDDLE SCHOOL (377)

Allison Seiestad Account Preferences Exit

Home **Students** Families Staff Office Advanced Federal/State Reporting

**Discipline Tab**

Year	Ent	Date	Time	Inc Nbr	Off	Description	Behavior State Type	Beh Sev	Sev Ovr	Weapons State Type
2014-15	377	02/09/2015	1:45 pm	121027	AST	ASSAULT-PHY	06 - VlnC-No Mj Inj	7	0	New Window

Customize **Expand All** Collapse All **Student:** BURNSNIG000 **BURNS, NIGEL** **Ranges**

**General** Details History

Profile **Attachments** **Customize**

Address **No attachments currently exist for this offense.**

Entity/Race **Address:** KYLE, LESLIE MARIE **Gender:** M **NY Status:** I **Other ID:** 1007155 **Phone:** (425)996-8503

School Path

Vehicles

**Entity**

Entity Info

**Categories**

District

Entity

Family

**Emergency**

Emer Info

**Entry/With**

**Attendance**

**Scheduling**

Current

**Grades**

**GPA**

Current

WA GPA

**Offenses**

Views: All Offenses Filters: \*All Offenses

Year	Ent	Date	Time	Inc Nbr	Off	Description	Behavior State Type	Beh Sev	St
2014-15	377	02/09/2015	1:45 pm	121027	AST	ASSAULT-PHY	06 - VlnC-No Mj Inj	7	N

Expand All Collapse All Modify Details (displaying 2 of 2) View Printable Details

**Details** History

**Attachments**

No attachments currently exist for this offense.

Year	Ent	Date	Time	Inc Nbr	Off	Description	Behavior State Type	Beh Sev	St
2014-15	377	01/20/2015	1:45 pm	121027	AST	ASSAULT-PHY	06 - VlnC-No Mj Inj	7	N
2013-14	377	05/01/2014	12:00 am	117548	END	ENDANGER OTHERS	09 - Other	1	N
2011-12	377	06/05/2012	12:00 am	109615	BV1	BUS VIOLATION		1	N

< 20 4 records displayed Date: < >

**Quick Print**

**View**

Dis Notes (0)

All Notes (0)

Totals

\*Susp/Exp

Off/Act Type	Per	Sch	Location	P N Points	Day/ Hrs	Time Served	Diff Reason	Incident/ Status
BURNS, NIGEL BURNSNIG000 Sch: 377 Gr: 08 - 2019 Type: S Race:W Adv: LESLIE KYLE HM: 242								
2015 Entity: 377								
Offense 02/09/2015 01:45P AST ASSAULT-PHY		377	CLASSROOM	Y 0.00				121027
Disc Officer: MARK BLOMQUIST	Bus:		Referred By : LESLIE KYLE					Date Entered: 02/25/15
Offense 01/20/2015 01:45P AST ASSAULT-PHY		377	CLASSROOM	Y 0.00				121027
Disc Officer: MARK BLOMQUIST	Bus:		Referred By : LESLIE KYLE					Date Entered: 01/20/15
Action STO SHORT SUS OUT		377		Y 0.00	Day 13.00	13.00		Served
Follow-Up By: MARK BLOMQUIST			Susp Out of Schoo					
Three days of Nigel's absence from school were agreed to in a manifestation meeting on February 2, 2015 and qualify for compensatory education.								
Detail 01/20/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/21/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/22/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/23/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/26/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/27/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/28/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/29/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 01/30/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 02/02/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 02/03/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 02/04/2015 9:43A				N		1.00		Served
Follow-Up By:								
Detail 02/05/2015 9:43A				N		1.00		Served
Follow-Up By:								

\*\*\*\*\* End of report \*\*\*\*\*

Year	Ent	Date	Time	Inc Nbr	Off	Description	Behavior State Type	Beh Sev	Sev Ovr	Weapons State Type
2014-15	377	02/09/2015	1:45 pm	121027	AST	ASSAULT-PHY	06 - VInc-No Mj Inj	7	No	

Expand All Collapse All

Details History

**Action Summary**  
No Action Summary records exist.

**Victims**  
No Offense Victim records exist.

**Attachments**  
No attachments currently exist for this offense.

Year	Ent	Date	Time	Inc Nbr	Off	Description	Behavior State Type	Beh Sev	Sev Ovr	Weapons State Type
2014-15	377	01/20/2015	1:45 pm	121027	AST	ASSAULT-PHY	06 - VInc-No Mj Inj	7	No	

Expand All Collapse All

**Details History**

**Action Summary**

	Ord Date	Description	Actn Sts	Susp Type	P-N	Total Time	Time Served	Points
View History	01/20/2015	STO SHORT SUS OUT	Served	Out of School	Yes	13.00 Days	13.00 Days	0.00

**Victims**  
No Offense Victim records exist.

**Attachments**  
No attachments currently exist for this offense.

## Seielstad, Allison

---

**From:** Tom Powers <tpowers@brookspowers.com>  
**Sent:** Monday, May 18, 2015 1:59 PM  
**To:** Seielstad, Allison  
**Subject:** Re: Med piece

Hi Allison,

Looks like what I have in my hand written notes from my conversation with Dr. Kwon. Knowing that it's going into a report I changed the language so as not to be commenting on their state of mind ("parents were unhappy") and to be clear that this is reported, not observed, info. With the minor edits in red, I'm comfortable with this going into a report.

See you Wednesday.

Tom

On 5/18/15 1:32 PM, "Seielstad, Allison" <[aseielstad@lwsd.org](mailto:aseielstad@lwsd.org)> wrote:

Thoughts?

Information sought from Dr. Hower Kwon, March 2015:

In order to conduct a more comprehensive evaluation, and to more fully consider the impact that Kiddo's complete physical well-being and overall medical and/or mental health might have on his function, the District sought permission to speak with Kiddo's treating provider, Dr. Hower Kwon. Consent was received Feb 3, 2015.

Tom Powers, BPG, spoke with Dr. Kwon and shared his conversation with the school in an email on March 24. He writes:

(Dr. Kwon) feels that Kiddo does need to be on a medication to help control his aggression and prescribed Geodon to address the behaviors. Dr. Kwon reported reducing the daytime from 40mg to 20mg on January 4th 2015 and moving those 20 mg to an evening dose in response to the parents' concerns about the sedating effects of the Geodon (despite the positive results with controlling aggression). Even with this switch, parents reported finding the level of sedation unacceptable. They were, however, willing to keep him on medication and try something different. On 1/24/15 Dr. Kwon prescribed Latuda (which can be less sedating), but could not say if it was as effective as Geodon because he had not seen Kiddo since that appointment. (our own data show Kiddo sleeping often at school and with higher levels of dangerous and protest behaviors than when he was on the original Geodon prescription in of late November and early December).

LWSD evaluator note:

The family stated in a letter sent through their attorney, received February 3, 2015, the following:

"Dr. Kwon, by contrast, has never done and testing, has never been asked to make educational recommendations, has seen Kiddo only a few times, and has dealt solely with medication. The parents believe that medication management is beyond the purview of educational planning...."

The letter goes on to report that the parents have "followed to the letter" the drug regimen set out by Dr. Kwon.

The District supports family decisions regarding medication, and does not intend to become involved in the treatment or decision making. Rather, the District's intent is to gather more information about Kiddo as a whole, and medication and /or changes in medication are information which can help provide a more complete picture of Kiddo.

Of note, the following may be said of the dates of changes as reported by Dr. Kwon to Tom Powers, and a review of Kiddo's aggression history:

- Reported reduction in medication: Jan 4, 2015
- Aggression in School: Jan 20, 2015 (15 days apart)
- Reported change in medication: Jan 24, 2015
- Aggression in School: Feb 9, 2015 (15 days apart)

In light of this observation, the family may wish to consider if might be in Kiddo's best interest to share more medically related information with the school, as a way of further supporting Kiddo's needs. These could include:

- Changes in medication
- Changes in diet / exposure to potential food allergens
- Disruption/changes in sleep
- Physical/developmentally related changes

Respectfully,

Allison

Allison Seielstad  
Nationally Certified School Psychologist  
Lake Washington School District

Inglewood Middle School  
24120 NE 8th St.  
Sammamish, WA 98074

Hours: 7:00am -2:30 pm daily

P: 425.936.2360 x 54218  
F: 425.868.0628

*Confidentiality Notice:* The information contained in this message is privileged and CONFIDENTIAL. It is intended only for the use of the individual or entity named above. If you have received this communication in error, please notify us immediately by replying to the message and deleting it from your computer.



**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Prior Written Notice**To: ADAM BURNSDate: 02/27/2015Re: Student's Name: NIGEL BURNS

**PURPOSE:** As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

**The purpose of this prior written notice is to inform you that we are:**

1. ☒ proposing ☐ refusing to 2. ☒ initiate ☐ change ☐ continue ☐ discontinue a/an  
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. ☐ Referral ☐ Initial Evaluation ☐ Eligibility Category  
☐ Educational Placement ☐ IEP ☒ Reevaluation  
☐ Disciplinary action that is a change of placement ☐ Other:

Description of the proposed or refused action:

We are proposing a reevaluation

The reason we are proposing or refusing to take action is:

You have requested the team consider SLP and OT to be areas of Specially Designed Instruction

Description of any other options considered and rejected:

We will consider discussion of this proposal.

The reasons we rejected those options were:

We have rejected nothing at this time, as this PWN serves only to outline a proposed re-evaluation

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

We reviewed information presented during prior discussions and written communications

Any other factors that are relevant to the action:

The Proposed scope of the evaluation is:

**Review of the Records**

- Medical/Physical (to include information gathered thru recent releases for exchange of information)
- Review of reports recently provided by parents
- Review of Home program therapist data
- FBA – Provider(s) to be identified pursuant to agreement
- SLP – Provider(s) to be identified pursuant to agreement
- OT - Provider(s) to be identified pursuant to agreement

You have requested a Consent for Reevaluation to be presented for your signature today. One is available, left blank at this time, so that if agreement is reached regarding the needed areas, they can be indicated on the consent form for your signature today.

The action will be initiated on: 02/27/2015

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Allison Seielstad at 425.936.2360

**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Prior Written Notice**

To: ADAM BURNS

Date: 03/02/2015

Re: Student's Name: NIGEL BURNS

**PURPOSE:** As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. ☒ proposing      refusing      to      2. ☒ initiate      change      continue      discontinue **a/an**  
(mark one of the above)      (mark one of the above)

Mark all items below that apply:

- |   |                    |                      |
|---|--------------------|----------------------|
| 3. Referral                                       | Initial Evaluation | Eligibility Category |
| Educational Placement                             | IEP                | X Reevaluation       |
| Disciplinary action that is a change of placement | 504 Plan           | Other:               |

Description of the proposed or refused action:

On 2/27/15, Nigel's IEP Team met for a manifestation determination on Nigel's emergency expulsion. The following individuals attended the meeting: Nyree Krikorian, Kathleen George, Paul Vine, Carlos Chavez, Tim Patterson, Leslie Kyle, Jeremy Erickson, Tom Powers, and Brian Hulet. At the meeting, Parent requested and received a consent form for the District to initiate a re-evaluation of Nigel in the areas of communication, fine motor, and other (FBA). The purpose of this re-evaluation is to: (1) address Parents' request that Nigel receive specially designed instruction from a speech language pathologist and occupational therapist. Following a District re-evaluation in November 2014, it was determined that these two areas were better addressed as Related Services, rather than specially designed instruction; and (2) gather new behavioral data through a new FBA to inform Nigel's current program.

The reason we are proposing or refusing to take action is:

The District is re-evaluating to address the parents' concerns regarding the service delivery model for SLP and OT, as well as gathering information which may assist the team in its continued review and monitoring of Nigel's program.

Description of any other options considered and rejected:

Not initiating a re-evaluation.

The reasons we rejected those options were:

Formal information gathering may assist the team in its continued review and monitoring of Nigel's program.

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

Current evaluation, school team input, parent input, Dr. Glass report received on 2/3/15, letter from Dr. Dunbar-Mayer received on 2/7/15.

Any other factors that are relevant to the action:

The District is proposing to use District staff, in cooperation with Brooks Powers Group staff, to complete the FBA and communication portions of this re-evaluation. District staff will complete the fine motor evaluation. At this time, the re-evaluation will be based upon a record review of existing records, including therapy, progress, and related data. If any further assessments are needed, the identity and purpose of such measures will be identified via prior written notice. The District is further requesting from Parents copies of all relevant data from Nigel's home program and private SLP for consideration of Student's needs and progress across settings with different delivery models. The District will also seek to confer with Dr. Glass regarding his input on Student's educational needs in these three areas.

The action will be initiated on: 03/06/2015



**NIGEL BURNS**

Student ID: 139834

WA SSID: 6022372860

Date of Birth: 01/10/2001

**Lake Washington School District**

16250 NE 74th Street

PO Box 97039

Redmond, WA 98073-9739

425.936.1200

**Prior Written Notice**

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Allison Seielstad

at 425.936.2360

*Notice of Procedural Safeguards for Special Education Students and Their Families* has been provided to parents/guardians.

# TRANSACTION REPORT

P. 01

APR-17-2015 FRI 11:27 AM

FOR: INGLEWOOD JR HIGH

4258680628

SEND

DATE	START	RECEIVER	TX TIME	PAGES	TYPE	NOTE	M#	DP
APR-17	11:26 AM	4254249201	1'23"	3	FAX TX	OK	836	

TOTAL : 1M 23S PAGES: 3

## FAX

TO: Sheri

FROM: ALLISON SETELSTAD, NCSP, SCHOOL PSYCHOLOGIST

FAX: 425.424.9201

PHONE : 425.936.2360

FAX: 425.868.0628

SUBJECT:

DATE: APRIL 17, 2015

COMMENT

Attached, please find a Documentation of Health Impairment and a Release of Information regarding your patient/client. Your timely completion of this document will assist us with Educational Planning and Placement.

Thank you.

Please complete as appropriate.

Please fax to:

425.868.0628

Allison Setelstad, Ed. S., NCSP  
School Psychologist  
Lake Washington School District  
Special Services

If sending electronically:

aseielstad@lwsd.org

OTHER:

Sheri,

Attached is the release for exchange of information and the questions for phone conference with Dr. Glass this afternoon at 2:00 pm.

Thanks,

Allison

# FAX

TO: Sheri FROM: ALLISON SEIELSTAD, NCSP, SCHOOL PSYCHOLOGIST

FAX: 425.424.9201 PHONE : 425.936.2360

FAX: 425.868.0628

SUBJECT: DATE: APRIL 17, 2015

## COMMENT

Attached, please find a Documentation of Health Impairment and a Release of Information regarding your patient/client. Your timely completion of this document will assist us with Educational Planning and Placement.

Thank you.

Please complete as appropriate.

Please fax to: 425.868.0628

Allison Seielstad, Ed. S., NCSP  
School Psychologist  
Lake Washington School District  
Special Services

If sending electronically: aseielstad@lwsd.org

## OTHER:

Sheri,

Attached is the release for exchange of information and the questions for phone conference with Dr. Glass this afternoon at 2:00 pm.

Thanks,

Allison

Student ID: NIGEL BURNS  
WA SSID:  
Date of Birth: 1.10.01

Lake Washington School District  
16250 NE 74th Street  
PO Box 97039  
Redmond, WA 98073-9739  
425.936.1200

### Authorization for Mutual Exchange of Information

Request Date: 2.5.15

**PURPOSE:** As a parent, guardian or student, you have the right to give permission or not give permission for the release of your child's records with other persons or agencies. This request provides you with the opportunity to approve or not approve such a request unless release of records is allowed under one of the exceptions under the rules implementing the Family Education Rights and Privacy Act, FERPA, (for example, transfer of records from one school district to another).

I hereby authorize the release of records:

P: 425.424.9200 F: 425.424.9201

From: DR. STEPHEN GLASS To: Allison Seielstad, Ed. S. NCSF  
(Name of agency/person) (Name of agency/person)  
NORTHWEST CHILD NEUROLOGY Inglewood Middle School  
Street Address Street Address  
19515 NORTH CREEK PKWY Sammamish, WA, 98074  
City, State, Zip City, State, Zip

Reason for request: Educational Planning BOTHELL, WA 98011

EXCHANGE OF INFORMATION

**Authorization:** I understand that my child's records may contain information regarding the diagnosis or treatment of HIV/AIDS, sexually transmitted diseases, sexual assault treatment, drug and/or alcohol abuse, mental illness or psychiatric treatment.

Please initial to allow the following information to be excluded from the records released:

☐ Drug/Alcohol abuse/treatment & diagnosis  
☐ HIV/AIDS diagnosis/treatment/testing  
☐ Sexual assault treatment records  
☐ Sexually Transmitted Disease  
☐ Mental Illness or Psychiatric diagnosis/treatment

Districts must comply with the Health Insurance Portability and Accountability Act (HIPAA) requirements when requesting medical records on behalf of a student from a health provider. Please note that when there is a request for health or medical information, the medical information received by the district is released under HIPAA. HIPAA requires that you are informed that once the healthcare provider releases the records it may be re-released and will no longer be protected under HIPAA.

Once the district receives medical records, those records are considered educational records and will be handled consistent with the confidentiality requirements outlined under FERPA. FERPA allows all records in an educational file to be released upon your consent. I understand that the medical information obtained will be treated in a confidential manner by the school district under the provisions of FERPA. FERPA prohibits disclosure of personally identifiable information without consent except in limited circumstances (for example, transfer of records from one school district to another).

This authorization is valid from 2/6/15 to 8/31/15. Note: If no dates are indicated, this release will be valid for 90 days from the signature date below.

I understand that my consent for the release of records is voluntary and I can withdraw my consent at any time in writing. Should I withdraw my consent, it does not apply to information that has already been provided under the prior consent for release.

Signature of Parent

Date

Signature of Student if over 13

Date

**COPY TO BE PLACED IN STUDENT RECORD**

Authorization for Mutual Exchange of Information

Page 1

Special Services Department

order/crate predictability; routine environment  
 auditory noise ↑ ⇒ sp environment - visually & auditory removal / <sup>fridge box</sup> control  
 Emotionally neutral environment

Questions from the 12.15.2014 notes:

1. In regards to the selection below, can you suggest or describe an optimal school environment for Nigel to support these challenges? Meaning-what do you believe Nigel's sensory environment should look like at school? e.g. should he be in a busy environment, should we provide a quieter work space, etc.? <sup>high + low sensory input</sup> <sup>emphasizing</sup>

<sup>predictability</sup>  
 most sensitive - measured by emotional threshold - affective component → proprioceptive  
 Case Q <sup>here is in exam room</sup>

In this regard, and a facet of his autistic spectrum disorder, Nigel is "overaroused," too aware of all stimuli in his environment and therefore less able to "filter and forget." In essence, he lacks sensory gating, and as a result, the world becomes overwhelming, anxiety producing and, moreover, one where he has to seek and tends to seek other stimuli that might create a greater sense of calm, anxiety reduction as well as being "familiar"

2. Could you offer some clarification and specific suggestions for involving Nigel in a collaborative approach? <sup>W/ and info not to be circulated</sup>

"above all, Nigel needs to be involved in this process, language impairment notwithstanding."

<sup>Calen - authoritative - but not overly; collaborative acknowledges the child</sup>

3. You discourage an approach that includes isolation, noting Nigel's' isolations are unattended, and recommend an immediate discontinuation of any unattended behavioral infraction-based approach"

<sup>Victim of</sup> Can you please clarify your definition of the term "unattended?" <sup>Isolation room / isolation room</sup>

<sup>Point</sup> <sup>portable; given was nearby - desk in which or not</sup>  
<sup>doors; windows</sup>

4. What was your understanding of how many days Nigel had refused to attend school at the time you met with Nigel on 12/15/14? Do you believe school refusal is an ongoing concern for Nigel?

<sup>Don't know how many he refused in Dec.</sup> / <sup>Don't know - hasn't seen school in months.</sup>

5. You recommend a Functional Behavior Assessment be completed. Was this recommendation the result of dissatisfaction or disagreement with content of the current or prior FBAs conducted?

Questions from the 6.23.2014 notes:

1. You recommend placement at CHILD, and suggest that an evaluation for this placement occur during summer programming in Rosemary White's program. Can you provide more information regarding your rationale and/or basis for this recommendation?

<sup>Asked</sup> <sup>points</sup> - not aware of a recent one by <sup>rejection</sup>

FACIS ARE FACIS

<sup>Coercive</sup>  
<sup>not working</sup>  
<sup>Isolation</sup>  
<sup>existing</sup>  
<sup>hyper</sup>  
<sup>hostility</sup>  
<sup>Argument</sup>  
<sup>also</sup>  
<sup>causes a</sup>  
<sup>gender</sup>  
<sup>problem</sup>

Remain into a more quiet, separate environment  
limit noise, visual, auditory stimulation

from from

① → School to help in a private to make better

→ How can we potentially protect his from sensory overload

②

Very follow up ?'s on sensory & sensitivity  
to the emotionally charged environment.

Hyper sensitivity to body language → being "galled" at.

Has ended up being better; how can we level  
then to be a stimulus on the scene.

→ saying that is too much is absolutely  
dysfunctional ... neutral is key

Repeat ? - asked - said to; but then is wrong.

② Asked to apply w/ rules - alters intro- intro  
Collaborative - interest in who kills me  
12 ~~hits~~ steps



CHILD consultation for summer only  
for school presentation & not present

stg@nwchildneurology.com

Either self perfectly fine; not really  
a concern

Sum started every book consistently  
- predictably; monitor quantity of school  
every thought book

ESY - on pencil only as much

School: sound / behavior / academic / support

Not the clinic

[Don't agree to appointment, still believe]  
[restarting the same month]

CHILD or someone else involved;  
interviewer doesn't necessary need to be  
w/ Tracy White's input.

Don't want ; admit ; admit

Is this a way to physically admit  
& even openly admit.

## Seielstad, Allison

---

**From:** Patterson, Tim  
**Sent:** Friday, May 22, 2015 9:07 AM  
**To:** Seielstad, Allison  
**Subject:** NB February Suspension

Allison,

It has come to my attention that there is an incomplete entry regarding our disciplinary records for Nigel Burns. Please allow me to clarify. Nigel Burns was Emergency expelled in January of 2015. His records show that he was suspended on February 9 of 2015 as well. The February 9 discipline was an extension of the January discipline. Nigel was not involved in any incident after the January 2015 events.

Tim