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**SUBSTITUTE SENATE BILL 6742**

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**State of Washington**

**60th Legislature**

**2008 Regular Session**

**By** Senate Early Learning & K-12 Education (originally sponsored by Senators Rasmussen, McAuliffe, Tom, and Kline)

READ FIRST TIME 02/08/08.

1 AN ACT Relating to specialized individualized education programs  
2 for students with autism; adding a new section to chapter 28A.155 RCW;  
3 and creating a new section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that:

6 (1) Autism is a developmental disability significantly affecting  
7 verbal and nonverbal communication and social interaction and is  
8 generally evident before age three;

9 (2) Autism adversely affects a student's educational performance;

10 (3) Autistic behaviors not only may make life difficult for people  
11 with autism but also may make life challenging for their families,  
12 health care providers, and teachers;

13 (4) Families coping with this devastating condition are searching  
14 for answers about its causes, diagnosis, prevention, and treatment;

15 (5) Strategies about how to best prevent, identify, treat, and  
16 accommodate the needs of individuals with autism and their families are  
17 urgently needed;

18 (6) Early intervention is critical for affected children to gain  
19 maximum benefit from current therapies; and

1 (7) An autism-specific supplement to be used in conjunction with an  
2 individualized education plan will better assist people with autism as  
3 well as assisting the families, health care providers, and the teachers  
4 who care for those with the condition.

5 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.155  
6 RCW to read as follows:

7 (1) The office of the superintendent of public instruction, in  
8 consultation with the autism task force and representatives from state  
9 and nonprofit agencies that provide programs and services for people  
10 with autism, shall develop guidelines for an autism-specific supplement  
11 to be used in conjunction with an individualized education plan (IEP).  
12 The supplement should address the unique needs of students with autism.

13 (2) The guidelines for the autism-specific supplement shall  
14 consider, but need not be limited to:

15 (a) Extended educational programming, including extended day and  
16 extended school year services, that consider the duration of programs  
17 and settings based on an assessment of behavior, social skills,  
18 communication, academics, and self-help skills;

19 (b) Daily schedules reflecting minimal unstructured time and active  
20 engagement in learning activities, including lunch, snack, and recess,  
21 and providing flexibility within routines that are adaptable to  
22 individual skill levels and assist with schedule changes, such as field  
23 trips, substitute teachers, and pep rallies;

24 (c) In-home and community-based training or a viable alternative  
25 that assists the student with acquisition of social and behavioral  
26 skills, including strategies that facilitate maintenance and  
27 generalization of those skills from home to school, school to home,  
28 home to community, and school to community;

29 (d) Positive behavior support strategies based on information, such  
30 as:

31 (i) Antecedent manipulation, replacement behaviors, reinforcement  
32 strategies, and data-based decisions; and

33 (ii) A behavior intervention plan developed from a functional  
34 behavioral assessment that uses current data related to target  
35 behaviors and addresses behavioral programming across home, school, and  
36 community-based settings;

1 (e) Beginning at any age, futures planning for integrated living,  
2 work, community, and educational environments that considers skills  
3 necessary to function in current and postsecondary environments;

4 (f) Parent and family training and support, provided by qualified  
5 personnel with experience in autism spectrum disorder, that:

6 (i) Provides a family with skills necessary for a child to succeed  
7 in the home and community setting;

8 (ii) Includes information regarding resources such as parent  
9 support groups, workshops, videos, conferences, and materials designed  
10 to increase parent knowledge of specific teaching and management  
11 techniques related to the child's curriculum; and

12 (iii) Facilitates parental carryover of in-home training and  
13 includes strategies for behavior management and developing structured  
14 home environments and communication training so that parents are active  
15 participants in promoting the continuity of interventions across all  
16 settings;

17 (g) A suitable staff-to-student ratio appropriate to identified  
18 activities and as needed to achieve social and behavioral progress  
19 based on the child's developmental and learning level, including  
20 acquisition, fluency, maintenance, and generalization, that encourages  
21 work towards individual independence as determined by:

22 (i) Adaptive behavior evaluation results;

23 (ii) Behavioral accommodation needs across settings; and

24 (iii) Transitions within the school day;

25 (h) Communication interventions, including language forms and  
26 functions that enhance effective communication across settings, such as  
27 augmentative, incidental, and naturalistic teaching;

28 (i) Social skills supports and strategies based on social skills  
29 assessment and curriculum, and provided across settings, for example  
30 trained peer facilitators such as a circle of friends, video modeling,  
31 social stories, and role playing;

32 (j) Professional educator and staff support, such as training  
33 provided to personnel who work with students to assure the correct  
34 implementation of techniques and strategies described in the  
35 individualized education programs; and

36 (k) Teaching strategies based on peer reviewed and research-based  
37 practices for students with autism spectrum disorder, such as those

1 associated with discrete-trial training, visual supports, applied  
2 behavior analysis, structured learning, augmentative communication, or  
3 social skills training.

4 (2) As used in this section, "recess" means unstructured playtime.

5 (3) By September 1, 2008, the superintendent of public instruction  
6 shall develop recommendations for guidelines for an autism-specific  
7 supplement to be used with the IEPs and shall submit the  
8 recommendations to the governor and the education committees of the  
9 legislature.

10 (4) By December 1, 2008, the superintendent of public instruction  
11 shall report the policy guidelines to school districts for the  
12 districts to use to develop and adopt their policies.

13 (5) By April 1, 2009, each school district shall use the guidelines  
14 developed under subsection (3) of this section to develop guidelines  
15 for an autism-specific supplement to be used in conjunction with an IEP  
16 that address the unique needs of students with autism.

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