

C-SEP Alignment with Oklahoma

According to the Individuals with Disabilities Educational Improvement Act (IDEA) (2004), a Specific Learning Disability (SLD) is defined as "a disorder in one or more basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, dyslexia, or developmental aphasia." According to both, SLD "does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disabilities; of emotional disabilities; of environmental, cultural, or economic disadvantage (34 CFR 300.8(c)(10))."

Oklahoma State Department of Education (2021)

C-SEP

INTRODUCTION

Conducting appropriate comprehensive evaluations is essential, under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), to ensure students with disabilities are identified timely and to accurately determine their educational needs. This handbook is intended to assist multidisciplinary teams of educators and parents to address student needs related to the referral, evaluation, identification, and provision of special education and related services to students with disabilities. This handbook provides information on the regulatory requirements and best practices for the evaluation and eligibility process and practices for evaluating and providing special education-related services under the IDEA. The information provided in this handbook should be used in conjunction with existing state policies and federal laws and is not intended to replace any existing regulation or policy.

EVALUATION ACTIVITIES IN SPECIAL EDUCATION

Special education services are regulated by federal and state regulations, in conjunction with the outcomes of litigation in state, district, and federal courts. Although, at times, burdensome and contradictory, these regulations exist to standardize educational decision-making and ensure equitable access to educational opportunities. It is the responsibility of qualified examiners to ensure that professional practices complement compliance requirements for the betterment of services to children.

For information regarding when it is reasonable to suspect a student may have a disability and to request parental consent for an initial evaluation.

INTRODUCTION

The Core-Selective Evaluation Process (C-SEP) is a strengths and weaknesses (PSW) model that was introduced in 2015 (Schultz & Stephens, 2015). In the simplest of terms, C-SEP is constructed upon a set of best assessment practices, including the importance of professional judgment (Schultz & Stephens, 2009), the thorough consideration of exclusionary factors (Stephens et al., 2013), and the use of multiple sources of data (MSD) to establish a pattern of strengths and weaknesses (PSW) (Schultz, Simpson, & Lynch, 2012). The entire C-SEP framework is established on, and advocates its users adhere to obey, the federal and state legal requirements as well as the professional regulations that guide our profession.

EVALUATION ACTIVITIES IN SPECIAL EDUCATION

C-SEP prioritizes adherence to federal, state, and local laws and governing protocols when conducting an individualized and comprehensive evaluation to determine a child's potential eligibility for a specific learning disorder and the services and/or supports that this child resultantly needs (see Oklahoma State Department of Education, 2013: 63-65). C-SEP users should recognize that only qualified examiners should engage in evaluations and they should do so in a manner that ensures that professional practices complement compliance requirements for the betterment of services to children.

Oklahoma regulations state that an initial evaluation can originate from: Early Childhood Screening; SoonerStart Early Intervention; Intervention Teams; or Parents. Requests for initial evaluations may be made for a variety of reasons dealing with academic and/or behavior concerns. For more details, see Oklahoma State Department of Education (2013: 59).

Evaluations for special education services answer three questions:

- 1. Is the student demonstrating key indicators of an education-related disability (meets criteria for identification); AND
- Is the nature and severity of the disabling condition adversely affecting educational progress (which includes their ability to actively and effectively participate in classroom-based, group instructional activities); AND
- 3. Does the student need individually-designed instructional support as a result of the disability?

The answers to these questions determine if it is necessary and appropriate to provide special education services to a student (and to determine if a district is entitled to additional resources to support the provision of these services). To be eligible for special education services, the answer to these three questions must be "Yes."

Sometimes the answer to one or more of the questions is "No."

- When all the required information is compiled, reviewed, and analyzed, a multidisciplinary team may find that the student is not demonstrating the key indicators to be identified as a student with a disability.
- It is also possible that the student may be demonstrating the key indicators of an education-related disability but not be experiencing significantly severe adverse effects on educational progress.
- Finally, the multidisciplinary team may determine that a student does not need specially designed instruction and that his or her educational needs may be adequately addressed through general education accommodations and resources.

When a student is found not eligible for the specially-designed instructional services available through special education. It is necessary and expected that the multidisciplinary team recommends how the student's needs can be addressed through the general education program. (These recommendations are documented on the MEEGs form.) Options to be considered include:

According to federal and state standards, it is reasonable to suspect a child may have a disability and pursue evaluation when these three criteria have been met:

- 1. The student demonstrates key indicators of an education-related disability (meets criteria for identification); AND
- The nature and severity of the disabling condition adversely affects educational progress (which includes their ability to actively and effectively participate in classroom-based, group instructional activities); AND
- 3. The student needs individually-designed instructional support as a result of the disability.

To be eligible for special education services, the answer to these three questions must be "Yes." The answers to these questions, under any assessment framework, determines whether it is necessary and appropriate to provide special education services to a student (and to determine if a district is entitled to additional resources to support the provision of these services) (see also Oklahoma State Department of Education, 2013: 86-87).

Oklahoma acknowledges that sometimes the answer to the above question may be no. This may be because:

- A thorough review of the information collected and analyzed demonstrates the student does not have key indicators that would identify them as a student with a disability.
- A student may demonstrate the key indicators of an education-related disability but not be experiencing severe adverse effects on educational progress.
- Finally, the student may not need specially designed instruction and his or her educational needs may be adequately addressed through general education accommodations and resources.

When a student is determined ineligible for specially-designed instructional services available through special education, as spelled out in federal and state law, the multidisciplinary team should nonetheless make recommendations as to how the student's needs can be addressed through the general education program. (These recommendations must be documented on the MEEGs form.)

- Consideration of eligibility/need for a 504 accommodation plan.
- Continue general education intervention services that may include.
 - Targeted academic skill instruction to help the student acquire the skills needed to work in and master grade-level curriculum.
 - Positive behavior supports to help the student acquire more effective classroom behaviors that support active engagement in classroom instruction.
- Implementation of differentiated instructional opportunities available through classroom instruction.

Information obtained through the completion of an eligibility evaluation should help the team determine the most appropriate supports and services for a student, those that can be provided through the general education program, and those that can only be provided through the application of Special Education supports and services. The multidisciplinary team is compelled to determine the Least Restrictive Environment necessary to address the student's educational support needs. If a student's needs can be addressed with differentiated instruction and accommodations within the general education program, Special Education services should be considered too restrictive and not necessary/appropriate at that time. A student's need for more individualized support (through differentiated classroom instruction, short-term skill remediation and intervention, or individually-designed instruction) is the shared responsibility of all working in the district's educational program.

Special education services begin with an eligibility determination based on a comprehensive, individually- designed evaluation. Decisions about a student's eligibility and need for special education services are based on valid and reliable data collected by qualified professionals and analyzed by a multidisciplinary team. Evaluation activities include reviewing existing data, interviewing those who know the student (including the student), observing the student in a variety of settings, and testing/assessing to collect specific data about the nature and severity of skill deficits that could be contributing to a student's poor progress towards educational goals.

Options to be considered include:

- Consideration of eligibility/need for a 504 accommodation plan.
- Continue general education intervention services that may include.
 - Targeted academic skill instruction to help the student acquire the skills needed to work in and master grade-level curriculum.
 - Positive behavior supports to help the student acquire more effective classroom behaviors that support active engagement in classroom instruction.
- Implementation of differentiated instructional opportunities available through classroom instruction.

See, also, Oklahoma State Department of Education (2013: 100-107) for additional details.

Despite the methodology utilized to collect and analyze data, the evaluation process should help the team determine the most appropriate supports and services for a student, those that can be provided through the general education program, and those that can only be provided through the application of Special Education supports and services. By federal and state law compelled teams to determine the Least Restrictive Environment necessary to address the student's educational support needs. If a student's needs can be addressed with differentiated instruction and accommodations within the general education program, Special Education services should be considered too restrictive and not necessary/appropriate at that time. A student's need for more individualized support (through differentiated classroom instruction, short-term skill remediation and intervention, or individually-designed instruction) is the shared responsibility of all working in the district's educational program despite their role within the educational framework.

Special education services as regulated by federal and state law, begin with an eligibility determination based on a comprehensive, individually- designed evaluation. Decisions about a student's eligibility and need for special education services are based on valid and reliable data collected by qualified professionals and analyzed by a multidisciplinary team. Evaluation activities include, but are not limited to, reviewing existing data, interviewing those who know the student (including the student and their parent(s)), observing the student in a variety of settings, and testing/assessing to collect specific data about the nature and severity of skill deficits that could be contributing to a student's poor progress towards educational goals.

TEAM MEMBERS FOR PARTICIPATION IN SPECIAL EDUCATION DECISIONS

The Oklahoma State Department of Education has developed a process for school districts to consider the need for assessment, develop a multidisciplinary team, document assessment data, and develop Individualized Education Programs (IEPs) for students who qualify for services. As stated in the federal law, this process must be done in a multidisciplinary context. The following table outlines the team members needed to participate in special education decisions with regard to the Review of Existing Data (REDs), Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS), and IEP meetings.

TEAM MEMBERS

Student's Parents or Adult Student (if Rights Have Transferred). A "parent" includes:

- Biological or adoptive parent(s)
- Judicially decreed guardian (does not include State agency personnel if the student is a ward of the state).
- Surrogate parent appointed by the LEA.
- Person acting in place of a parent (grandparent, stepparent, or other relative with whom the student lives, persons who are legally responsible for student's welfare)
- Foster parent (when natural parent's authority to make educational decisions for their student has been suspended/ terminated by law) who has no interest (i.e., financial) that would conflict with the interests of the student
- If more than one biological or adoptive parent meets the definition of parent, the biological or adoptive parent may serve as the parent in the IEP process unless a judicial decree identifies a single person to make educational decisions for the student
- Adult student- student with a disability who is 18 years of age or
 older whose special education rights have transferred under the
 Individuals with Disabilities Education Act (IDEA). (The parent may
 attend the IEP meeting at the invitation of the adult student or the
 LEA. The LEA must notify the adult student prior to the meeting).

Special Education Teacher/Provider

Participates in the development of the IEP.

TEAM MEMBERS FOR PARTICIPATION IN SPECIAL EDUCATION DECISIONS

Oklahoma's Department of Education has set forth the guidelines for considering the need for assessment, developing a multidisciplinary team, documenting assessment data, and developing Individualized Education Programs (IEPs) for students who qualify for services. Regardless of the evaluation methodology utilized, federal, state and local regulations should be adhered to.

TEAM MEMBERS

According to C-SEP, a comprehensive evaluation requires the participation and assistance of school staff, parents, and other stakeholders. Moreover, according to federal and state law, parental consent must be obtained prior to conducting an evaluation. Team members and others involved in the evaluation should consult federal and state regulations (see also Oklahoma State Department of Education, 2013: 61-62; 94-96).

Team members should include, at minimum, the student's parents; Special Education Teacher or Provider; Local Education Agency Administrator; Qualified Examiner; Child (where applicable); Representative of the Transition Agency; Part C Coordinator; Additional individuals (where applicable and necessary).

Parental consent and participation should be acquired and managed according to applicable federal and state regulations. To determine who qualifies as a parent in terms of evaluations, see the respective federal (34 CFR 99.4 and 34 CFR 300.30) and state regulations outlined.

For detailed information on the steps of the IEP meetings, see Oklahoma State Department of Education (2013: 92-99).

Oklahoma special education regulations require that the evaluators be knowledgeable and appropriately trained to administer assessments in accordance with the instructions provided by the producer of the assessments. When selecting and administering assessment components, evaluators should

Local Education Agency (LEA) Administrator

- Qualified to provide or supervise the provision of special education services.
- Have the authority to allocate resources in the LEA as outlined in the IFP
- Must be knowledgeable about the general education curriculum and the availability of the LEA's resources.
- Regular Education Teacher of the Student
- Must serve as a member of the student's IEP team, if the student is, or may be, participating in the general education environment.
- Responsible for implementing a portion of the IEP if the student is, or may be, participating in the general education environment.
- Participates in the development of the IEP.
- Designees at the preschool level may include a care provider, Head Start teacher, or community preschool teacher if that person meets State and/or national licensing standards currently providing preschool services to non-disabled preschool students.
- The LEA may designate which teacher or teachers will serve as IEP team member(s) when a student has more than one regular education teacher. The IEP team is not required to include more than one regular education teacher of the student.

Qualified Examiner

- Attends to explain the results, the instructional implications, and the recommendations of an evaluation.
- Qualifications of such member(s) of the team will depend on the types of assessment(s) administered. Refer to the Professional Assessment Competency Areas.
- Related service examiners (i.e., occupational therapists, physical therapists, SLPs, etc.) may be excused from MEEGS meetings. If they are unable to attend, arrangements should be made for an explanation of testing results to be provided to parents. However, best practices indicate that all qualified examiners should participate in the MEEGS meetings.

Child/Student

- Included as a member of the IEP team whenever appropriate.
- The student must be invited upon turning 16 years of age or prior to the 9th-grade year, whichever comes first.

Representative of Transition Agency(s)

consider factors such as: selection of tools, possible racial or cultural bias, the need for nonstandard administration based on student needs, features of the assessment or observation environment, and the impact of a student's cultural or linguistic differences. These standards are fully embraced by C-SEP and should be strictly adhered to.

- Invited to be a member of the IEP meeting if transition services will be discussed and likely to be responsible for providing or paying for transition services.
- Steps should be taken to obtain participation from the agency in transition planning, even if a representative does not attend.
- Requires parent consent

Part C Coordinator (SoonerStart Representative)

- May participate at the request of the parent.
- The student previously was served under Part C and transitioning to Part B

Other Representatives

At the discretion of the parent or LEA, other individuals who have knowledge or special expertise regarding the student. The determination of the knowledge and expertise of the individual must be made by the party who invited the individual to be a member of the IEP Team.

REVIEW OF EXISTING DATA

As part of the initial evaluation and as part of a reevaluation, the multidisciplinary team must review existing data for the student. This data includes evaluations and information provided by parents, current classroombased, local, or state assessments, classroombased observations, and observations by the local education agency (LEA) staff, and the student's response to scientifically evidence-based interventions (if the suspected category is Specific Learning Disabilities). The multidisciplinary team will document this data on the REDs form and conduct a review of the existing data. The review can be conducted without a meeting; however, most LEAs have implemented practices that require a multidisciplinary team meeting to conduct the review. There must be a determination of whether or not additional data will be needed based on the review of data and input from the student's parents.

REVIEW OF EXISTING DATA

The Team must decide whether an evaluation is unwarranted or necessary because they suspect a disability. In the latter case, the Team should refer the case to the administrator of special education within 3 days. The Team must also provide appropriate meeting notice and prior written notice regarding the proposal or refusal to the parents. C-SEP users should thoroughly collect, merge and evaluate the available data whereupon a decision to (not to) test is made. The data collected and analyzed should be documented according to Oklahoma regulation via the Team Review of Referral and Team Review of Existing Data Summary form. Among the data collected and reviewed by the Team, C-SEP and Oklahoma Department of Education require, at minimum:

- 1. Information provided by the parent(s) of the child,
- 2. Current performance (grades, state assessments)
- 3. The student's response to research-based intervention
- 4. The student's education records,
- 5. Observations by teachers and related services providers.

Once the data has been collected it must be documented on the RED form. Thereafter, the data must be merged and analyzed by the Team, and a decision should be made whether additional data is required to make a sound decision on whether the child is suspected of having a disability (initial referral) or continues to have a disability (reevaluation). When a disability is suspected, the

- No Additional Data is Needed. If the group determines that no additional data are needed to determine whether the student is a student with a disability and to determine the student's educational needs, the LEA must notify the parents:
 - o Of the determination and the reasons for it; and
 - The right of the parents to request an assessment to determine whether the student is a student with a disability, and to determine the educational needs of the student.

OR

Additional Data Needed. If additional data are needed, the group
must ensure that parental consent is obtained and that all data is
collected within the evaluation timeline. The procedures used to
collect the data must be described in the Written Notice

Evaluation information from outside school agencies should be considered as part of the REDs process. The multidisciplinary team will need to determine if the evaluation information is sufficient to determine eligibility for special education services or if additional information may be necessary to make that decision within the appropriate timeframe.

educational needs of the student should also be considered and documented.

Subsequent to the data being collected, merged and analyzed by the Team, including observations by teachers and/or related service providers, if the parent and other Team members agree that no further data must be collected to make a determination, the LEA must send written notices that adhere to Oklahoma state law (and noted above), this includes: the determination and reasoning; parental rights to request an assessment. For further information, see also Oklahoma State Department of Education (2013: 59-61).

If, after the data being collected, merged and analyzed by the Team, it is determined that more data is required to make a determination, parental consent must be obtained. This should include the Written Notice that outlines the procedures for which data will be collected and how. For further information, see also Oklahoma State Department of Education (2013: 59-61).

Data acquired from external sources should also be considered as part of the REDs process. The team will need to decide whether this data is sufficient to determine eligibility or if additional data will need to be collected.

According to Oklahoma and C-SEP, the data acquired should be leveraged to:

- Provide research-based curriculum to all students in academic and behavior areas:
- Identify students who are not meeting standards;
- Plan and provide research-based interventions in a timely manner;
- Monitor student progress closely; and
- Intervene at increasingly intensive levels if students do not progress toward achievement standards (see, for instance, Oklahoma State Department of Education, 2013: 15)

Ultimately, the comprehensive and individualized evaluation should determine:

- 1. If the student is a student with a disability;
- 2. Whether the student needs special education services;
- 3. The educational needs of the student; and
- 4. The present levels of academic achievement and functional performance (related developmental needs) of the student.

QUALIFIED EXAMINERS AND PROFESSIONAL EVALUATORS

A qualified examiner synthesizes assessment data to help the team determine if the key indicators in one or more of the thirteen disability categories are met. Please see each category described in this document for information on certified professionals who would be considered qualified examiners for specific disability categories. Within the context of comprehensive evaluations for special education services, different professional evaluators may contribute to the evaluation process by assessing the identified areas of concerns within their professional competency areas (see: Professional Assessment Competency Table). Assessments and other evaluation materials must be administered by qualified professionals in conformity with the instructions provided by the test publishers. The evaluators must have the proper training to administer tests and interpret results, which generally includes adequate graduate coursework combined with supervised experience. Oklahoma has identified sixteen areas for assessment, described on the Special Education Parent Consent Form. Based on general training and expertise areas for each professional role, the following table was developed to provide guidance to schools in identifying which professionals are competent to assess the different components of a comprehensive evaluation. Please note that an individual professional may have additional certifications and training not outlined.

This should include consideration of:

- Health,
- Vision,
- Hearing,
- Social and emotional status,
- General intelligence,
- Academic performance,
- · Communicative status, and
- Motor abilities. (see Oklahoma State Department of Education, 2013: 62-63)

For further information on assessments and the protocols associated with them, see Oklahoma State Department of Education (2013: 63-65).

QUALIFIED EXAMINERS AND PROFESSIONAL EVALUATORS

A qualified examiner should merge assessment data to help the team determine if the key indicators in one or more of the thirteen disability categories are met. See Oklahoma State Department of Education (2021: 19-66; 2013: 67-83). Within the context of comprehensive evaluations for special education services, different professional evaluators may contribute to the evaluation process by assessing the identified areas of concerns within their professional competency areas. Assessments and other evaluation materials must be administered by qualified professionals in conformity with the instructions provided by the test publishers. The evaluators must have the proper training to administer tests and interpret results, which generally includes adequate graduate coursework combined with supervised experience. Oklahoma has identified sixteen areas for assessment, described on the Special Education Parent Consent Form. Based on general training and expertise areas for each professional role, please see Oklahoma State Department of Education (2021) for more details on qualifications.

C-SEP encourages the collection and consideration of multiple sources of data. The data collected, and the instruments used, should provide the most reliable and targeted information required to assess a student's pattern of strengths and weaknesses. This is especially applicable when additional source of data has been determined necessary by the Team. At this point, the evaluator is encouraged to concentrate their attention on obtaining the data required to

RESPONSIBLE REPORTING OF EVALUATION DATA

As part of the multidisciplinary evaluation process, the multidisciplinary team will complete the MEEGS with all obtained evaluation data. The MEEGS narrative should be the section that is used to provide a summary of the current evaluation. All qualified examiners that gave an assessment during the evaluation should contribute to the narrative.

If an assessment is given, it should be reported unless the assessment session was deemed to be invalid. In this case, the qualified examiner would need to describe why the assessment was not valid. All evaluation data should be used to help determine a student's strengths and areas of need. Construct irrelevant influences (e.g., impulsivity, poor sleep, and noncompliance) should be considered during the assessment process. If a subtest is thought to be invalid because of a construct-irrelevant influence, the administration of a separate test is likely warranted. The narrative should include details about the student's performance in the evaluation relevant to the suspected disability category and how this information could be used to determine specially designed instruction. Or in the event that a student does not need specially designed instruction, the narrative should include how his or her educational needs may be adequately addressed through general education accommodations and resources.

Qualified examiners should administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research or evidence of the usefulness and proper application of the techniques. Selected assessment instruments should have validity and reliability that has been established for use with members of the population tested. When such validity or reliability has not been established, qualified examiners describe the strengths and limitations of test results and interpretation. Qualified examiners should use assessment methods that are appropriate to an individual's language preference and competence unless the use of an alternative language is relevant to the assessment issues.

address outstanding issues or concerns.

RESPONSIBLE REPORTING OF EVALUATION DATA

As part of the multidisciplinary evaluation process, the multidisciplinary team should complete the MEEGS with all obtained evaluation data. The MEEGS narrative should provide a summary of the evaluation and its findings. All qualified examiners that gave an assessment during the evaluation should contribute to the narrative (for more information, see Oklahoma State Department of Education, 2013:83-85).

If an assessment is given, it should be reported unless the assessment session was deemed to be invalid. In this case, the qualified examiner must describe why the assessment was not valid. All evaluation data should be used to help determine a student's strengths and areas of need. Construct irrelevant influences (e.g., impulsivity, poor sleep, and noncompliance) should be considered during the assessment process. If a subtest is thought to be invalid because of a construct-irrelevant influence, the administration of a separate test is likely warranted. The overall narrative should include details about the student's performance in the evaluation relevant to the suspected disability category and how this information could be used to determine specially designed instruction. Or in the event that a student does not need specially designed instruction, the narrative should include how his or her educational needs may be adequately addressed through general education accommodations and resources.

Qualified examiners should administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research or evidence of the usefulness and proper application of the techniques. Selected assessment instruments should have validity and reliability that has been established for use with members of the population tested. When such validity or reliability has not been established, qualified examiners describe the strengths and limitations of test results and interpretation. Qualified examiners should use assessment methods that are appropriate to an individual's language preference and competence unless the use of an alternative language is relevant to the assessment issues.

During a C-SEP evaluation, evaluators identify a child's strengths and weaknesses, their educational needs, and potential opportunities to enhance their academic and behavioral performance. These findings are extrapolated from the multiple sources of data collected. Once collected and analyzed, the findings should be shared with relevant stakeholders to ensure that the child acquires the assistance they need. In instances where more than one disability is identified, the Team should order or prioritize the disability.

When a child is found eligible, the IEP Team must decide which services should be made available. While the eligibility group must document recommendations, and should be shared with the IEP Team, the IEP Team ultimately decides on services. Nevertheless, Oklahoma regulations require that the eligibility group identify the student's educational needs in addition to determining if the student has a disability. By referencing this data, the IEP Team can make its determinations.

Evaluations are prompted because a child is struggling. For this reason, all evaluations should be leveraged to their fullest extent to ensure a child obtains what they need to succeed. For this reason, in instances where a child is not found eligible, the information gleaned from the evaluation should be used to provide teachers and other stakeholders with insight into which supports the child needs. Group members should work together to identify instructional strategies and supports that can be provided in the general education setting and share any additional information or resources.

Idea specifies that an IEP include impact and needs statements which equally include goals. In particular, the goals and objectives set by an IEP should:

- Identify current skills levels.
- Develop appropriate, realistic learning objectives.
- Create individualized education programs.
- Monitor and measure progress over time.
- Maintain clear records for the IEP Team and educators.
- Reporting should occur regularly

For details, see Oklahoma State Department of Education, 2013:).

C-SEP Alignment with Oklahoma

Resources

Oklahoma State Department of Education. 2021. Special Education Services: Evaluation and Eligibility Handbook.

Oklahoma State Department of Education. 2013. Special Education Handbook.