**TEA**

**Texas Educational Diagnosticians' Assoc. (TEDA) Annual Conference**
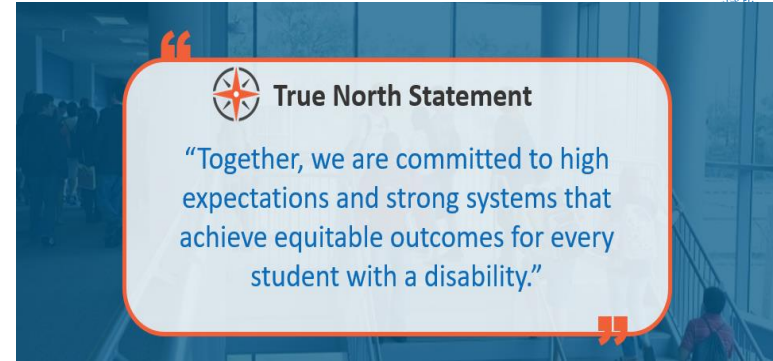
## THE FOUNDATION OF SPECIAL EDUCATION:  CHILD FIND, EVALUATION, AND ARD SUPPORTS

**Presented by**

Kara Zwolinski, Network Project Leader,

Region 4, ESC

&

Dawne Vanderhule, Child Find and Evaluation Coordinator

TEA's Division of Special Education Programs

*December 9, 2019*

---

**True North Statement**

"Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability."

**TEA**

---

**TEA**

## Agenda

- Connection to Strategic Plan
- Child Find Review
- Changing Field for Educ. Diagnosticians

---

**TEA**

## Agenda

- Evaluation Review
- Collaborative ARD Supports
- TEA Technical Assistance Guides
- Network Deep Dive

## TEA's SpEd Strategic Plan/5 Components

- State Monitoring
- Identification, Evaluation and Offer of FAPE
- Training, Support and Development
- Student, Family and Community Engagement
- Technical Assistance Networks and Structures

**TEA**

## Connection to Special Education Strategic Plan

Focus on:
Identification

Evaluation

FAPE

Child Find, Evaluation and ARD Supports Network
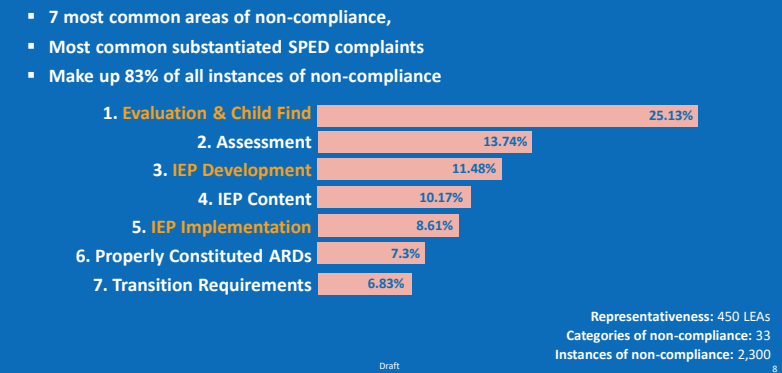
**TEA**
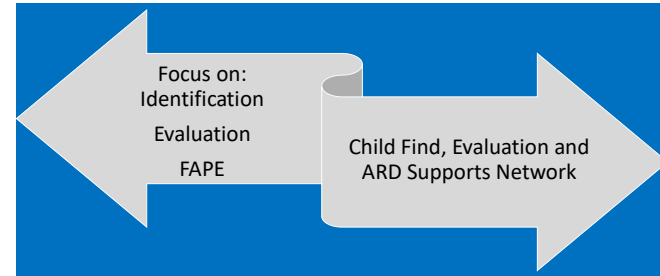
## Unique Geographic Challenge

**Consistency among 1200+ LEAs across the state in:**

- Child find practices
- Evaluation procedures
- Conducting compliant & effective ARD committee meetings

**TEA**

7

## **TEA** Current Compliance Concerns

- 7 most common areas of non-compliance,
- Most common substantiated SPED complaints
- Make up 83% of all instances of non-compliance

| | |
|---|---|
| 1. Evaluation & Child Find | 25.13% |
| 2. Assessment | 13.74% |
| 3. IEP Development | 11.48% |
| 4. IEP Content | 10.17% |
| 5. IEP Implementation | 8.61% |
| 6. Properly Constituted ARDs | 7.3% |
| 7. Transition Requirements | 6.83% |

**Representativeness:** 450 LEAs
**Categories of non-compliance:** 33
**Instances of non-compliance:** 2,300

Draft

8

## Child Find under IDEA

- LEAs must identify, locate and evaluate all children with disabilities residing within their jurisdiction who need special education and related services.

- An LEA may not deny a referral or delay an initial evaluation because pre-referral interventions have not been implemented with a child.

- Child Find must include children who are suspected of having a disability, even when advancing from grade to grade.

**TEA**

## Child Find under IDEA

- LEAs should closely monitor students who receive supports under Section 504 or tiered intervention services.

- Be mindful of students' behavioral, social, physical, and mental health needs in addition to academics.

- LEAs provide Child Find orientation, training and support for all campus staff as a continuous and ongoing process throughout the year.

**TEA**

## Child Find under IDEA

- Evaluation personnel have the specialized training and experience to assist school staff when considering multiple data sources and the cumulative impact that could indicate the need for an initial evaluation.

**TEA**

## Changing Field for Educational Diagnosticians

- **Educational Diagnosticians' standards revised in 2017**

- **Certification exam being revised to reflect new standards**

**TEA**

## Changing Field for Educational Diagnosticians

- Texas Educator Certification Examination Program
  - Field 253: Educational Diagnostician
  - Examination Framework
    - DRAFT
    - March 2019

- https://tea.texas.gov/Texas_Educators/Certification/Educator _Testing/New_Educator_Standards_and_Test_Frameworks

**TEA**

## Changing Field for Educational Diagnosticians

### Domain IV – Analysis and Response

Competency 008 (Analysis and Response): In a written response, analyze qualitative and quantitative data to identify a given student's strengths and needs, provide a thorough evaluation, and determine evidence- and research-based recommendations for meeting the student's educational needs.
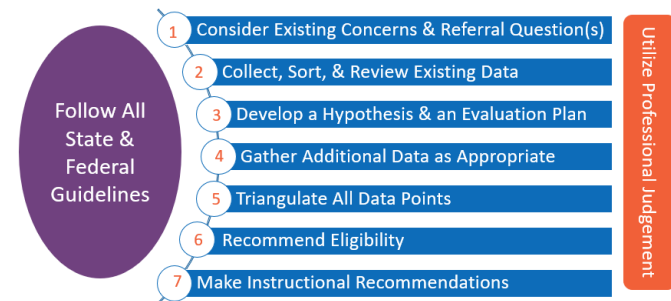
**TEA**

## Multiple Sources of Data in Evaluation

| | | | | |
|---|---|---|---|---|
| Parent & Student Input | Medical History | Family History | Authentic Work Samples | Vision & Hearing Reports |
| Norm Referenced Assessments | Home Language & Language of Instruction | Grades & Report Cards | Standardized Assessment Results | Teacher Reports |
| RtI/Progress Monitoring Data, CBA/CBM Data | Observations | Attendance & School History | Previous Evaluation | Behavior Inventories |

**TEA**

## Evaluation Process

Follow All State & Federal Guidelines

1. Consider Existing Concerns & Referral Question(s)
2. Collect, Sort, & Review Existing Data
3. Develop a Hypothesis & an Evaluation Plan
4. Gather Additional Data as Appropriate
5. Triangulate All Data Points
6. Recommend Eligibility
7. Make Instructional Recommendations

Utilize Professional Judgement

**TEA**

## Recommendations in Evaluation

- Recommendations need to be specific to the student.
- Full and Individual Initial Evaluation (FIIE) provides much of the data for the initial ARD committee meeting.

Recommendation of eligibility

PLAAFP statement

Goals & objectives

Accommodations

Interventions & progress monitoring

**TEA**

## Collaborative ARD Supports lead to FAPE

- Standards-based IEPs
- Services in Least Restrictive Environment (LRE)
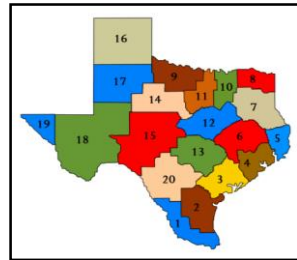- IEP Implementation and Progress Monitoring

**TEA**

## Released in November 2019

- **TEA Special Education Technical Assistance Guide for Child Find and Evaluation**
- **Go to:**
  - **tea.texas.gov/texassped**
  - **Scroll down to Recent TEA Guidance**
  - **Click on Technical Assistance: Child Find and Evaluation (2019)**

Technical Assistance:
**Child Find & Evaluation**
**TEA**

**TEA**
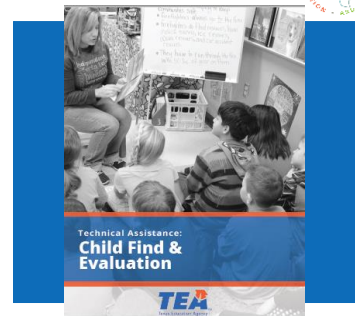
## Technical Assistance Guide for Child Find and Evaluation

- Includes 12 sections
- Covers Child Find, Evaluation, and Role of the ARD Committee: Eligibility Decision

- Includes Best Practice Tips
- Links to resources embedded throughout the Guide

- Coming soon:
- Guides for Section 504 & IEP Development

Child Find, Evaluation, and ARD Supports
Network Deep Dive



Child Find, Evaluation, and ARD Supports
Network's Team



Kara Zwolinski, M.Ed.

Brandi Perkins, M.A., LSSP

Nicole Price, LSSP, NCSP

Gayla Lutz, M.A., CCC-SLP

Kelley Watt, M.Ed.
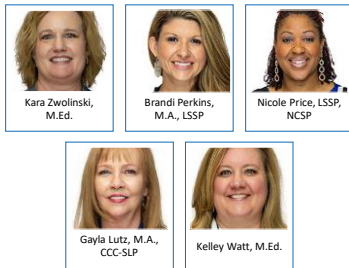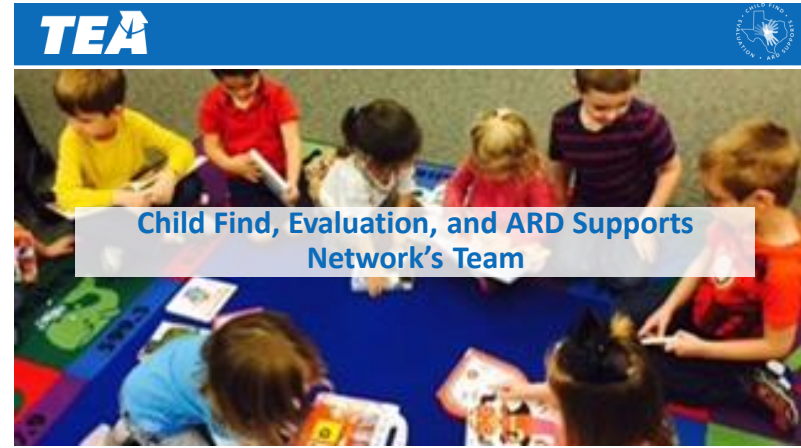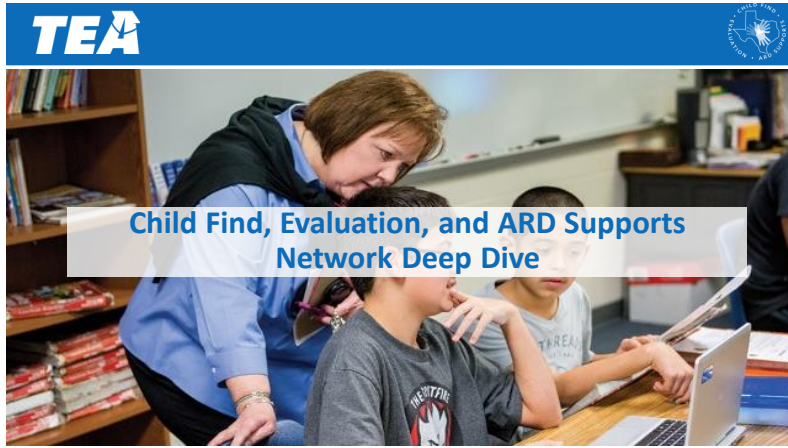
**Child Find, Evaluation, and ARD Supports Network**



Email Contact: childfindtx@esc4.net

## Major Activities

childfindtx.tea.texas.gov

## Major Activities

### SWEP 2020

March 1-3, 2020

Omni San Antonio Hotel at the Colonnade

San Antonio, TX

### SAVE THE DATE!!

### Virtual Workshops

ARD 101
December 19, 2019

Documenting Growth in the FIE
January 16, 2020

Writing Effective Impact & Need Statements in the FIE
February 20, 2020

Triangulating Data:  Telling a Student's Story
April 16, 2020

## Major Activities – Child Find

- Guidance on how to analyze student data

- Self-assessment of child find practices

- Guidance on best practices for child find

## Major Activities – Evaluation

- Guidance on initial evaluation process

- Tracking tool for progress monitoring of evaluation process

- Guidance on best practices in evaluation of specific learning disability, including the conditions of dyslexia, dysgraphia, and dyscalculia
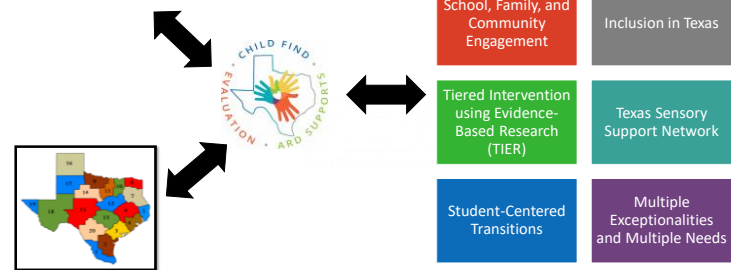
## Major Activities – ARD Supports



- Train on updated Standards-based IEPs modules with emphasis on disability condition impact
- Guidance on best practices for ARD facilitators

**TEA**



## Collaboration with Other Networks

## TEA Statewide Leadership Networks Overview

- Child Find, Evaluation, ARD Supports
- School, Family, and Community Engagement
- Inclusion in Texas
- Texas Statewide Leadership for Autism Training (TSLAT)
- Tiered Interventions using Evidence-based Research (TIER)
- Texas Complex Access Network (Texas CAN)
- Texas Sensory Support Network (TxSSN)
- Small and Rural Schools Network (SRSN)
- Student-Centered Transitions Network (SCTN)
- Multiple Exceptionalities and Multiple Needs (MEMN)

**TEA**



| School, Family, and Community Engagement | Inclusion in Texas |
| --- | --- |
| Tiered Intervention using Evidence-Based Research (TIER) | Texas Sensory Support Network |
| Student-Centered Transitions | Multiple Exceptionalities and Multiple Needs |

**TEA**

8

## Collaboration with Networks

**School, Family, and Community Engagement**

- Collaborative family engagement in the ARD process & self-assessment tools for LEAs

**Inclusion in Texas**

- Updated Standards-based IEP modules training with an emphasis on impact of disability condition

**Tiered Intervention using Evidence-based Research (TIER)**

- FIE recommends evidence-based interventions and how to progress monitor interventions

**TEA**

## Collaboration with Networks

**Texas Sensory Support Network**

- Child find training for professionals and families for DHH, VI, DB
- Evaluation of students suspected of DHH, VI, DB & recommendations for evidence-based interventions

**Student-Centered Transitions**

- QRG for transition from IDEA-Part C (ECI) to IDEA-Part B
- Family/student engagement in the ARD process

**Multiple Exceptionalities and Multiple Needs**

- Evaluation of ELs suspected of specific learning disability & recommendations for evidence-based recommendations

**TEA**

## Collaboration with Networks

**Texas Statewide Leadership in Autism Training (TSLAT)**

- Evaluation of students suspected of autism & recommendations for evidence-based interventions

**Texas Complex Access Network**

- Evaluation of students with "low incidence" disabilities and recommendations for evidence-based interventions

**Small and Rural Schools Network**

- Evaluation professionals have access to Child Find, Evaluation and ARD Supports online resources

**TEA**

**Thank you!
Any Questions?**