TCASE Interactive 2016 Learning Lab Session Descriptions

A Framework for Establishing and Sustaining Quality Inclusive Services: Assistance, Training, Coaching and Capacity Building
Learn how Klein ISD, with the assistance of Stetson and Associates, Inc., has defined a framework for sustained growth among diverse campuses into a consistent model for successful inclusion support. Their model includes assistance to campuses as they develop schedules of support, training for collaborative partners in approaches that maximize the impact of two adults available for instruction. Also included are strategies that encourage active engagement of all students, and coaching of collaborative partners as they plan, teach, and reflect on quality collaborative lessons. Participants will learn how the district’s standards for quality inclusive support for students with disabilities forms the agenda for back-to-school staff development for collaborative partners and the observation form used by coaches and campus administrators to direct observations and reflections of instruction. In addition, participants will hear how Klein’s Collaborative Lesson Planning form is consistently improved by the use of the Lesson Planning Rubric and conversations at campus and district PLC meetings.

All Things Data!
Discuss insights from legal decisions that have considered issues such as how much data is enough to show progress, what kind of data is needed to develop PLAAFPs and IEP progress reports, and how to address the ESY analysis. As part of the presentation, Mr. Houston and Mr. Rodriguez will share with you what the judges and hearing officers have to say about data collection practices under the IDEA. Attendees will compare results from various legal opinions and cases to assist and guide their decision making at ARD meetings and analyze their school’s data collection efforts to determine if those practices are legally compliant.

Best Practice Resources: Speech-Language Pathology in the Schools
The Public School Advisory Joint TSHA/TCASE Committee was formed in 2003 to address the shortage of speech-language pathologists (SLPs) in the schools. The Committee determined that their priorities would be on restructuring SLP services in the schools utilizing best practices and quality indicators in a cost-efficient manner to assure effective outcomes with limited resources. This presentation will provide an overview of resources developed for Directors and SLPs, including the purpose, components, availability and accessibility. Key resources shared include the Special Education Directors’ Series, Eligibility Guidelines, the SLP-Assistants Guide, and guidance documents related to missed therapy sessions, licensure requirements, workload/caseload, RtI, etc. Attendees will have the opportunity to preview the Telepractice Modules currently in development and to provide input regarding additional needs.

Collaboration and Information: the Critical Components for Success
SPEDTex and the legal frameworks provide a collaborative resource for all stakeholders to ensure meaningful participation in ARDs. This session will provide information on how to use these two resources to reduce conflict, the major areas of concern, and what areas can guide parent/staff training. Participants will learn valuable special education resources for parents and advocates, areas of state-wide concern regarding special education, and how to use this information to reduce conflict between LEA and parents.

Creating a Culture of Inclusion on Your Campuses
Learn about recent research on the impact of inclusive practices on student achievement. Research shows that an inclusion instructional model alone does not impact the achievement of students with disabilities; the marriage of an instructional model and a systemic and pragmatic systemic culture from central leadership down to teachers’ impact on student achievement. Attendees will learn three key indicators of a successful inclusion program at the district, campus and classroom level. Attendees will gain a clear understanding of the difference between inclusive instructional models and inclusion as a cultural system and will be able to evaluate the effectiveness of their inclusion programs and set goals for future action using the researched-based indicators as a guide.
Developing a School-Based Suicide Response Protocol
In the aftermath of the death of a recent graduate, Van ISD administrators attempted to answer the question "How did we not see this coming?" As a result, a team of mental health professionals from this diverse, rural school district created a protocol to intervene when students in grade K-12 expressed suicidal ideations or threats. All staff members were then given training (as mandated by HB 2186) and tools to help them recognize possible ideations, threats of suicide, or self-harm which might occur on their campus. During this session, presenters will share their school-based protocol and review the outcome after two years of implementation.

Dismissal ARD: Parting Can Be Bittersweet- Do Your ARDCs Know When It’s Time To Say Goodbye?
ARDC can be apprehensive about dismissing a student from special education because the student no longer meets one of the thirteen IDEA eligibility categories or requires special education and related services. This session will allow you to empower your ARDC to identify students who are ready for dismissal, understand and comply with IDEA exit criteria, develop transitional plans as appropriate, avoid common pitfalls, and diminish parental concerns.

Eenie Meenie Miney Mo - Choosing a Method of SLD Determination
How is your district choosing your method of SLD determination? Since moving to a blended method of identifying strengths and weaknesses with RTI data, evaluation staff has been inundated with the latest methods of SLD determination. The presenters will review the strengths and weaknesses of each method that has come our way in recent years. This presentation will include a review of XBASS, C-SEP, Dehn’s Working Memory Model, Naglieri’s PASS Theory, and determining SLD with only RTI data. Participants will leave with information concerning the pros and cons of each model which will help to facilitate sound evaluation practices for their LEA.

Evaluating Emotional/Behavioral Conditions: Is it AU, ADHD, ED or WHAT?
Evaluating students suspected of having emotional/behavioral conditions is a challenge, especially when symptoms overlap with one another. This session will use case examples to illustrate how decision-making can improve by using valid and reliable tools designed to predict the increased probability of a student having a particular diagnostic condition.

I Never Learned to REED
Reevaluations are just as important as the initial evaluations, yet in some instances schools will opt to go through the REED process. In what circumstances are these decisions appropriate? When should the school propose a reevaluation prior to the triennial evaluation? This presentation will look at the requirements and pitfalls of reevaluations.

IDEA-B LEA MOE: Lessons Learned
This session will present a summary of “lessons learned” from TEA’s recent IDEA-B LEA maintenance of effort (MOE) compliance review process for fiscal year 2015. Topics to be covered include a review of the compliance review timeline and results; the impact of federal exceptions, significant PEIMS errors, and SHARS reimbursement reporting; common mistakes in using the online calculation tool; and clarification of the Subsequent Years Rule. Participants will benefit from the feedback, insight, and knowledge gained during the 2015 IDEA-B LEA MOE compliance review process and be better-prepared for planning to meet the IDEA-B LEA MOE requirement in the years going forward.

IEEs: What Criteria Can You Have?
The law authorizes districts to develop criteria governing the parent’s right to obtain an IEE. What criteria can you adapt that will pass legal muster? Can you control costs? This presentation will review the standards set out in the law, and outline recent cases that have applied those standards to criteria adopted by school districts.
**Instructional Consequences vs. Punitive Consequences...Give Me Practical Strategies for that Student!**

How often have you heard an educator or therapist say, “He doesn’t face consequences for his behavior” when referring to that student who is on the autism spectrum or has ADHD? Learn some practical strategies for preventing and intervening in undesirable behaviors as well as postvention strategies that teach replacement behaviors. In fact, learn how to look at the postvention strategies as instructional consequences that are far more effective than punitive consequences.

**Legislative Advocacy Training - TCASE Members Only**

The 85th Legislature begins in January 2017 and will be a critical one for education in Texas. Your voice is more important than ever. Don’t miss this Learning Lab to learn how to effectively make your voice heard. Hear the TCASE policy priorities and leave with tips, tools, links and more to effectively advocate on policy issues.

**Life After IDEA: Avoiding Post-Secondary Transition Pitfalls**

Appropriate transition planning and services are frequently a component of disputes in special education law and often lead to liability on the part of the district. Courts and hearing officers have consistently found substantive problems with individualization, assessments, appropriate goals, and services. This presentation will review common transition pitfalls, and inform special education professionals about the current state of the law in this area.

**Personalized Learning for All: Our Journey**

This session explores the journey of a Colorado school district—Westminster Public Schools—that believes in the importance of personalizing learning for all its students, not just students with exceptionalities. Learn from the district’s celebrations as well as their tribulations for having re-invented itself for the sole purpose of improving academic and personal-social competencies for children. Discover what’s possible for the future of special services and for education as a whole.

**[Re]imagining Special Education: Connecting Standards to Instruction**

Assessment and accountability have changed drastically in recent years for students with disabilities, which is creating a sense of urgency for educators. Current state data about performance of students with disabilities are complex, confusing, and cause for concern. These changes require [re]visioning our most fundamental decision-making and delivery structures. In this session, presenters will provide an overview of leveraging the construct of the TEKS student expectations (process, readiness, and supporting) in decision making, access to content and rigor, badging student competencies longitudinally to inform PLAAPF, designing structures to help educators identify and implement effective teaching strategies, implementing alternative professional development models for building special educator capacity, and [re]conceptualizing specially designed instruction around the cognitive demands of the curriculum and assessment

**Social Emotional Learning: When Autism and Mental Health Collide**

Manifestations of autism characteristics often present in a new capacity when underlying mental health issues exist. This session will address how mental health disorders may manifest in children with autism and what resulting adverse behaviors might occur. Attendees will explore social emotional learning tools to teach self-awareness and self-regulation and learn to identify the difference between a characteristic of autism and symptoms of mental health issues. Participants will leave with functional tools to assist children on their path to social and emotional success.

**Special Education and Students in Foster Care**

With insights from the education, child welfare, and court systems, this session will provide an overview of the needs of students in foster care (who are three times more likely than other students to receive special education services) and the laws designed to address those needs. Some topics will include: school
stability, post-secondary benefits, surrogate parents, data and information sharing, and statewide efforts to improve outcomes for students in foster care.

**Special Education Implications of HB 2398 Truancy Reform**

In 2015, the Texas Legislature significantly reformed enforcement of the compulsory attendance statute, decriminalizing truancy filings, creating truancy courts, and imposing new requirements on school districts and charter schools. This session addresses the key special education implications of this reform, including the role of ARD committees in implementing truancy prevention measures, coordinating with attendance officers, entitlement to FAPE vis-a-vis compulsory attendance actions, and potential IEP options to improve student attendance.

**SS 504: Don’t Go It Alone**

Don’t go it alone - learn how to cast a wide net and create lifelines with area professionals in navigating the uncharted territory in the changing waters of Section 504. Participants will walk away with a deep understanding of the power of shared knowledge, how to establish, organize, and sustain a consortium of 504 leaders in your area.

**Staffing Determination for Speech & Language Services**

In Texas, speech language pathologists have often been assigned based on the number of students they serve. This has resulted in a limited continuum of service delivery models being utilized and services that are often not individualized to meet each student’s needs. During this session, participants will learn how to utilize a staffing model which is based on each student’s needs while accounting for the various roles and responsibilities required for speech language pathologists in the school setting.

**Texas Statewide Leadership For Autism Training – Resources for ALL!**

Where can educators go to learn more about evidence-based practices (EBPs) with students with autism spectrum disorder (ASD)? In this session, participants will learn about the Autism Circuit created by Education Service Center Region 13. We will share information regarding the Autism Circuit Cohort, Professional Learning Community, Toolkit, Pinterest page, and LiveBinder.

**The ABC’s of the First 90 Days: A Session for New Special Education Leaders**

Come join three seasoned special education leaders in a practical and realistic presentation that will address current issues that face the new director/special education leader. The presentation will cover the challenges and opportunities that we all face with an emphasis on the first three months of our tenure. Understanding the impact of accountability systems and improved student outcomes, building key relationships with all stakeholders, and a proactive and targeted approach to the complex compliance factors that will promote excellence for all learners will be the focus of this session. Participants will receive a bank of tools and resources to support future efforts. These include information on assessing the status of school knowledge and practice of high yield strategies to improve student results, a proactive planning tool to address individual campus needs, and other tools and checklists to not only access the status of the program you lead but also a list of activities to support growth in achieving your goals and in sustaining the quality practices that are in place.

**They Can Do It! Student Led IEPs and ARDs**

Students in La Vernia ISD are taking a leadership role! Come see how students in kindergarten thru 12th grade are in taking the lead in developing their PLAAFP statements, annual goals and accommodations. Students in all grade levels are actively participating in their ARD committee meetings and learning to advocate for their needs. Participants will see the steps LVISD has taken to identify strategies for student involvement at all grade levels as well as the systems implemented to insure that it happens.

**Tips From Independent IEP Facilitators**

In this session a panel of experienced independent facilitators will share their experiences and discuss what they see working and what they see schools doing that contribute to unproductive meetings and
damaged relationships. Leave the session with practical ideas you and your teams can use to improve the IEP process—before, during and after the meeting.

**Understanding ABA in the Public School Setting**
Applied Behavior Analysis, or ABA, is one of the big buzz words in the world of autism and often a topic of discussion at an IEP meeting. But what is ABA really? How does ABA affect a public school classroom? How do you respond to parents and advocates who may demand ABA? In this session, participants will learn the lingo of this popular methodology, identify differences between clinical vs. educational supports, and how, with a little bit of knowledge and know-how, educators may align ABA principles with good teaching methods.

**What the BIP?!**
This session is a beyond-the-basics look at the legal implications of the drafting of FBAs, developing BIPs, and strategizing for a MDR. Thoughtful and deliberate planning during the early stages of IEP development for students with significant behavior issues may have a profound impact on the outcome of MDRs and maintaining a legally defensible disciplinary placement. Don't let preliminary issues with a student's behavior IEP leave you saying, "What the ***?!".