



# INCLUSION

I N T E X A S



TCASE  
June 2023

Webinar



# Inclusion in Texas

Statewide Technical  
Assistance Network





## Meet the Team

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[www.inclusionintexas.org](http://www.inclusionintexas.org)





# Objectives



- Introduce or reorient you to the Inclusion in Texas Network
- Examine the resources created by Inclusion in Texas in collaboration with the TEA



"In Texas, inclusion is defined as a mindset that promotes practices, actions, responsibilities, and learning environments a school community provides to foster equitable access for students receiving special education services.

These intentional practices lead to high-quality education and engagement in both academic and non-academic activities for all students. This belief ensures that specially designed learning is based on individual student strengths, needs, and abilities."



The Inclusion in Texas Network is working to promote a statewide culture of high expectations for students with disabilities and significantly improve academic and functional outcomes for students served by special education.

The network assists LEAs to build capacity to develop and appropriately implement instructional programs that provide meaningful access to inclusive environments and grade-level standards, where appropriate.



[www.inclusionintexas.org](http://www.inclusionintexas.org)



## Building Capacity for Inclusive Practices



TEA Vetted  
Guidance  
Documents



Accessibility &  
Assistive  
Technology



Tier 1  
Supports



Online  
Professional  
Learning



## Resources

- State Guidance Documents
- Online Professional Development
- Accessibility and Specialization Tools
- Instructional Leadership Tools

## Inclusive Practices in Reading

- Inclusive Practices in Reading Overview
- Research
- Instructional Resources

## Inclusive Practices in Math

- Inclusive Practices in Math Overview
- Research
- Instructional Resources

## Tier 1 Supports

- Accommodation Companion Guides
- Specially Designed Instruction Field User Guides

## Assistive Technology (AT)

- AT Overview
- AT State Resources
- AT Professional Development
- AT Integration
- AT Resources

## Early Childhood Special Education (ECSE)

- ECSE Overview
- National Resources
- Local Resources
- Other Resources





# Resources



[Inclusive Practices in Reading](#)

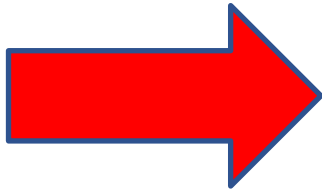
[Inclusive Practices in Math](#)

[ECSE](#)

[Assistive Technology](#)

[Tier 1 Supports](#)

[Resources](#)

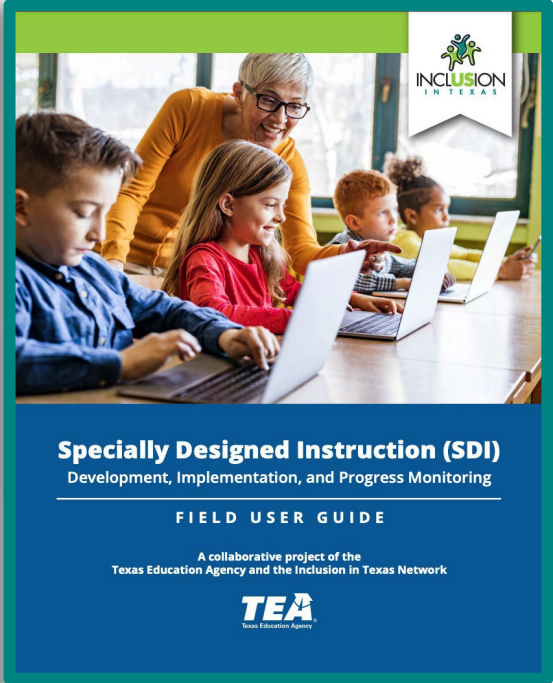
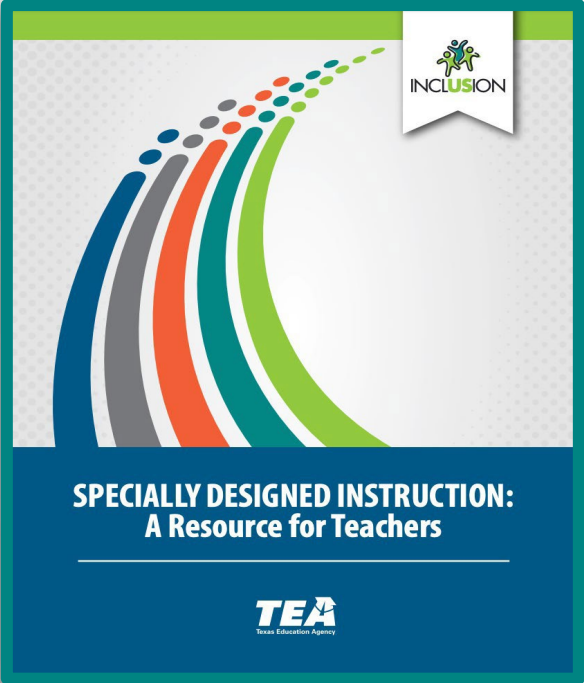


- State Guidance Documents
- Online Professional Development
- Accessibility and Specialization Tools
- Instructional Leadership Tools



# State Guidance Documents

Supports for Specially Designed Instruction (SDI)






Supports for  
Co-Teaching

# State Guidance Documents



**Guidelines for  
Co-Teaching in Texas**


A collaborative project of the Texas Education Agency and the Inclusion In Texas Network



**Guidelines for  
Co-Teaching in Texas**

**FIELD USER GUIDE**


A collaborative project of the Texas Education Agency and the Inclusion In Texas Network






Supports for  
Working With  
Paraprofessionals

## State Guidance Documents



Working With  
**PARAPROFESSIONALS**

A Resource for Educators of  
Students with Disabilities



Updated 4/7/2021

### Working with Paraprofessionals Field User Guide

#### Roles and Responsibilities

The classroom teacher is always the primary teacher for all students. The paraprofessional's responsibilities should align to the classroom schedule and include guidance from the teacher on what to do during particular parts of a lesson. Paraprofessionals should spend the majority of their time on instructional activities designed by the classroom teacher, not on administrative duties.



#### Communication

Clear communication among the educators working together is key to a successful teaching team. Student expectations must remain consistent from person to person. In addition to communicating the expected roles and responsibilities of the teaching team, it is also helpful to define the specific responsibilities related to communication with others outside the teaching team.



#### Documentation

Both federal Title I Regulations (34 CFR §200.59(c)(1)) and state rules (19 TAC §230.61) require that paraprofessionals be directly supervised by a certified teacher. Supervision should be conducted by a certified special educator when the paraprofessional is responsible for individualized education program (IEP) implementation. The local education agency (LEA) determines documentation practices related to supervision.



#### Virtual Setting

In a virtual setting, paraprofessionals can continue to assist in providing supports for students. Teachers determine how the talents and skills of paraprofessionals can best be utilized to support student needs in a virtual setting.



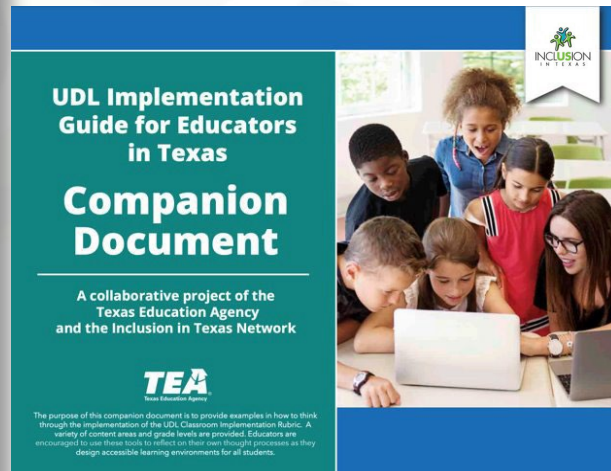
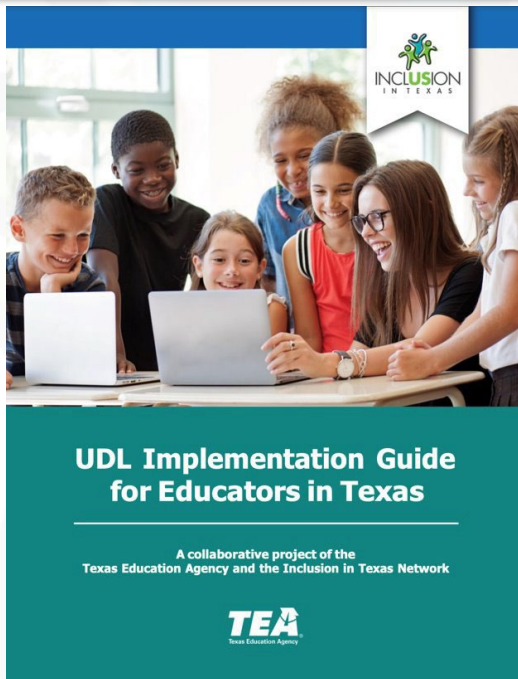
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Supports for  
Universal Design  
for Learning

## State Guidance Documents





# Online Professional Development

Course 1: UDL  
Overview

Course 2: UDL  
Framework

Course 3: Multiple  
Means of  
Engagement

Course 4: Multiple  
Means of  
Representation

Course 5: Multiple  
Means of Action  
and Expression



## Accessibility and Specialization Tools

This list of accessibility tools is intended to be used as a reference for educators and families. It describes tools that align with accommodations that may be included in some Individualized Education Programs (IEPs), Section 504 Accommodation Plans, and/or linguistic accommodations for English learners. This is not an exhaustive list of accommodations or support tools; it is simply a list of free high leverage tools.



### Accommodation Library

- [Accommodation Central](#)



### Chromebook Features

- [Chromebook Accessibility Features](#)
- [Chrome Captions](#)



### Classroom Management


- [Bouncy Balls](#)
- [Classroomscreen](#)



# Instructional Leadership Tools

Supports for Inclusive Classrooms

**T-TESS**  
COMPANION DOCUMENTS



The T-TESS companion documents are intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings.

The documents are useful at any stage of the appraisal process and not a required component of T-TESS, the state recommended appraisal system.

**WHAT TO EXPECT IN THESE RESOURCES**

Written for the following classroom focus:  
**BEHAVIOR | INCLUSION | EARLY CHILDHOOD**

- Provide considerations and discussion points
- Guide administrator and teacher reflections
- Provide insights for purposeful conversations
- Align with Domains 1-3 of the T-TESS evaluation system

**INSTRUCTIONAL LEADERSHIP TOOL:**  
Inclusion

**GOAL SETTING**

**PURPOSE:**  
This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS system. It is recommended for use in any stage of the process, especially during the Pre-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR

DATE: \_\_\_\_\_

PRE-CONFERENCE NOTES:

DATE: \_\_\_\_\_

POST-CONFERENCE NOTES:

DATE: \_\_\_\_\_

END-OF-YEAR-CONFERENCE NOTES:

**INSTRUCTIONAL LEADERSHIP TOOL:**  
Student Behavior Management

**GOAL SETTING**

**PURPOSE:**  
This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS system. It is recommended for use in any stage of the process, especially during the Pre-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR

DATE: \_\_\_\_\_

PRE-CONFERENCE NOTES:

DATE: \_\_\_\_\_

POST-CONFERENCE NOTES:

DATE: \_\_\_\_\_

END-OF-YEAR-CONFERENCE NOTES:

**INSTRUCTIONAL LEADERSHIP TOOL:**  
Early Childhood Special Education

**GOAL SETTING**

**POST-OBSERVATION CONFERENCE**

**PRE-OBSERVATION CONFERENCE**

**OBSERVATION**

**PURPOSE:**  
This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS evaluation system. It is recommended for use in any stage of the T-TESS process, especially during the Pre-Evaluation Conference and Post-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR

DATE: \_\_\_\_\_

PRE-CONFERENCE NOTES:

DATE: \_\_\_\_\_

POST-CONFERENCE NOTES:

DATE: \_\_\_\_\_

END-OF-YEAR-CONFERENCE NOTES:





## Inclusive Practices in Reading



Inclusive Practices in Reading

Inclusive Practices in Math

ECSE

Assistive Technology

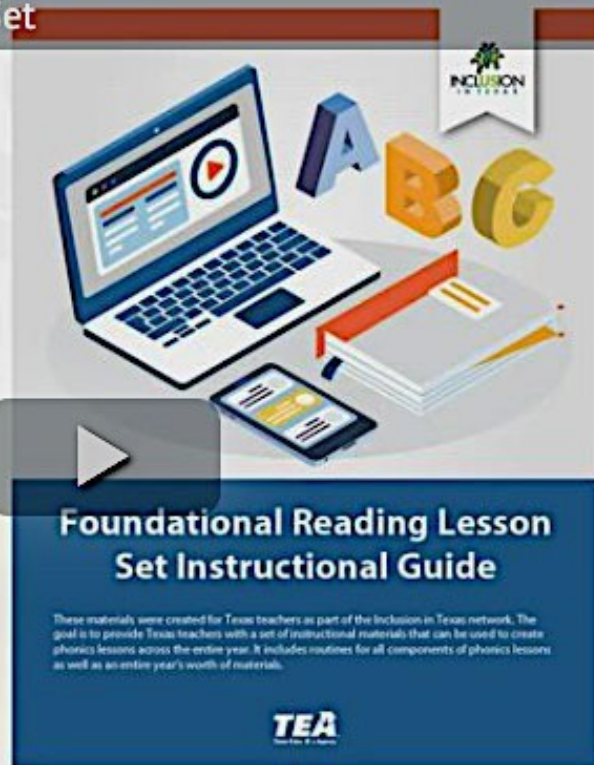
Tier 1 Supports

Resources

- 
- Inclusive Practices in Reading Overview
  - Research
  - Instructional Resources



## Foundational Reading Lesson Set Overview





## New FREE Training!

### Asynchronous Literacy for ALL Training

FREE



# LITERACY FOR ALL



## Literacy for All in Person or Virtual FREE Training - 12 CPEs

Literacy for All is a free, two-day training worth 12 continuing professional education (CPE) credits. This training delves into the science of teaching reading & explores how cognitive processes impact learning foundational literacy skills.

### FEBRUARY 27-28, 2023

- In-person location:
  - ESC, Region 20 in San Antonio
- Virtual via Zoom
- Save your seat here: <https://bit.ly/Febl4A>



### MARCH 27-28, 2023

- In-person location:
  - ESC, Region 14 in Abilene
- Virtual via Zoom
- Save your seat here: <https://bit.ly/MarchL4A>



### JUNE 14-15, 2023

- In-person location:
  - ESC, Region 7 in Kilgore
- Virtual via Zoom
- Save your seat here: <https://bit.ly/JuneL4A>





## Inclusive Practices in Math



[Inclusive Practices in Reading](#)

[Inclusive Practices in Math](#)

[ECSE](#)

[Assistive Technology](#)

[Tier 1 Supports](#)

[Resources](#)



- **Inclusive Practices in Math Overview**
- **Research**
- **Math Model Vertical Alignment**
- **Instructional Resources**

FREE




MATH  
FOR ALL



FREE Math for All Training | In-Person or Virtual |  
9 Continuing Professional Education (CPE) Hours

Math for All is a free, one-and-a-half day training worth nine continuing professional education (CPE) credits. It is designed to help educators build capacity in understanding how specific disabilities impact students' learning of mathematics.

Through hands-on activities, participants will explore how learning abilities associated with disabilities, including dyslexia and disorders related to dyslexia, impact the learning of whole number addition and subtraction. In this session, participants will build knowledge and understanding of how instructional supports, including the Universal Design for Learning (UDL) Guidelines along with assistive technology, can be used to accommodate and reduce the impact of a disability when learning mathematics.



JULY 13-14, 2023

- In-person location:
  - ESC, Region 8 in Pittsburg, TX
- Virtual via Zoom



Save your seat here: <https://bit.ly/JULM4A>

Presented by: [Sarah \(Gorsky\) King](#)



# Instructional Routines for Mathematics Intervention

Designed for Texas Teachers and Aligned with the TEKS

The cover of the manual features the Inclusion in Texas logo at the top left. The central graphic shows a blue calculator with the number 195, a yellow pencil, a blue grid, and several colorful plus signs. A small Inclusion in Texas logo is also present in the top right corner of the cover.

**Instructional Routines for Mathematics Intervention**

The purpose of these mathematics instructional routines is to provide educators with materials to use when providing intervention to students who experience difficulty with mathematics. The routines address content included in the grades 3-8 Texas Essential Knowledge and Skills (TEKS). There are 23 modules that include routines and examples - each focused on different mathematical content. Each of the 23 modules include instructional cards and problem sets to use during instruction. These materials are intended to be implemented explicitly with the aim of improving mathematics outcomes for students.

welcome to this overview of

0:01 / 5:31 480p CC BY NC SA TEA



## Early Childhood Special Education (ECSE)



Inclusive Practices in Reading

Inclusive Practices in Math

**ECSE**

Assistive Technology

Tier 1 Supports

Resources

- **Early Childhood Special Education (ECSE) Overview**

- **Resources**

- National
- Local
- Other







## Early Childhood Special Education

# ACCESS PARTICIPATION SUPPORT

Provide a wide range of learning opportunities, activities, settings, and learning environments.

Provide individualized accommodations and supports that enable children to participate fully with peers and adults in play and learning activities.

Provide collaboration to create system level supports, ongoing professional development, partnerships with families, community supports, and specialized services





## Tier 1 Supports



[Inclusive Practices in Reading](#)

[Inclusive Practices in Math](#)

[ECSE](#)

[Assistive Technology](#)

[Tier 1 Supports](#)

[Resources](#)

### Accommodation Companion Guides

- English and Spanish
- Amplify ELAR Texas K-5 & 6-8
- Great Minds Eureka Math TEKS Edition K-5
- Carnegie Learning Texas Math Solution (6-12)
- Odell Texas High School Literacy Program
- Great Minds PhD Science TEKS Edition

### High-Quality Instructional Materials (HQIM) and Specially Designed Instruction (SDI) Field User Guides

- Introduction Video
- Amplify ELAR Texas K-5 & 6-8
- Great Minds Eureka Math TEKS Edition K-5
- Carnegie Learning Texas Math Solution (6-12)
- Odell Texas High School Literacy Program
- Great Minds PhD Science TEKS Edition



# TEA Accommodation Companion Guides

## Removing Barriers for Students

Accommodations are changes to materials or procedures that enable students with disabilities or English learners to participate meaningfully in learning and testing.

Frequently used accommodation terminology

Accommodation Description

ACCOMMODATION	DESCRIPTION	PRIORITY RECOMMENDATIONS
<p><b>Special accommodations</b></p> <p>Reading assistance</p> <p>Read parts of the questions and answer choices in student's native language</p>	<p>Accommodations that use technological resources to be read aloud or digitized to be read aloud</p>	<p>Use to speech technology can be used to read aloud printed content to students and can be customized to meet individual needs</p>
<p>Text-to-speech assistance</p> <p>Copy of class notes</p> <p>Opportunity to audio-record lecture</p> <p>Answers to be dictated</p>	<p>Accommodations that allow for various types of assistance with copying content relevant early or electronically</p>	<p>Search to text technology can be used to translate spoken language into text</p> <p>English responses are visual thinking tools that demonstrate relationships between facts, concepts, or ideas</p> <p>Assistive tools allow students to add notes to digital versions of test</p>
<p>Language support</p> <p>Supplemental aids</p>	<p>Accommodations that allow for various types of assistance to support a student's understanding of written text</p>	<p>Simplified definitions reduce vocabulary expectations to test essentials</p> <p>Podcast-like text software generates word suggestions as a student types</p>
<p>Study sheets and teacher outlines</p> <p>Screen reading</p> <p>Text-to-speech assistance</p> <p>Supplemental aids</p>	<p>Various types of assistance support a student's understanding of content</p>	<p>Building assistance highlights the correct reading line to assist with following text and processing process</p> <p>English representations visually display, analyze, clarify, and interpret information</p> <p>Supplemental resources assist in reading or understanding information</p> <p>ODDIE Test provides a library toolbar containing graphic organizers, reference guides, checklist and notes that are designed specifically for each test/question set</p>

HQIM compatible tools

Resource Links

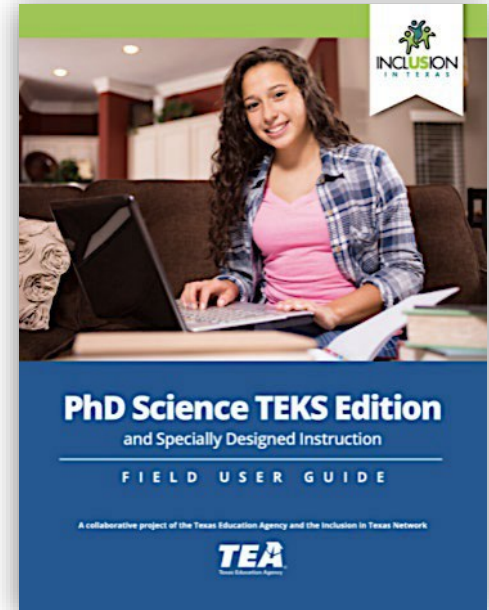


## High Quality Instructional Materials (HQIM) and SDI Field User Guides

### Enhancing Instruction for Students

Field user guides exist for each HQIM currently provided by the TEA:

- Amplify K-5
- Amplify 6-8
- Carnegie Math
- Eureka Math
- Odell Texas
- PhD Science





## HQIM Components



SDI and Alignment to the TEKS that are specific to each HQIM



Side-by-Side Example Standard Unit with Embedded SDI and a Sample student



Considerations for Teacher Collaboration and Curriculum Development in an Inclusive Environment



# Assistive Technology (AT)



[Inclusive Practices in Reading](#)

[Inclusive Practices in Math](#)

[ECSE](#)

[Assistive Technology](#)

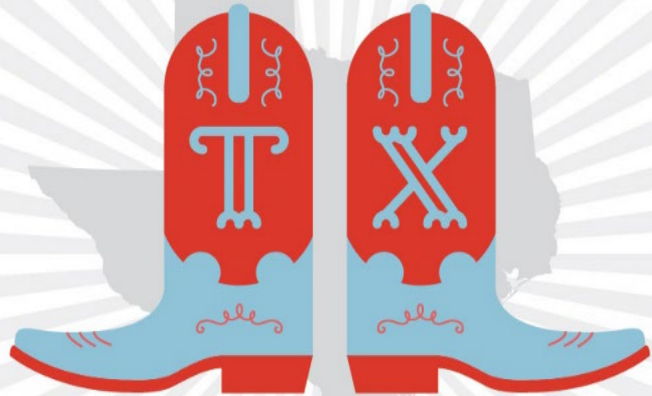
[Tier 1 Supports](#)

[Resources](#)



- **Assistive Technology (AT) Overview**
- **AT State Resources**
- **AT Professional Development**
- **AT Integration**
- **AT Resources**

## Considering Assistive Technology (AT) in the Individualized Education Program (IEP) Process



**THE TEXAS 4 STEP MODEL**

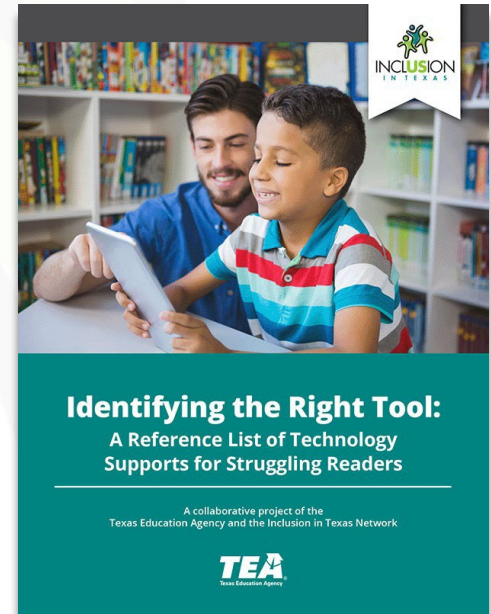
## The Texas 4-Step Model

- Legal References
- Key Terms in Consideration
- AT Service
- Consideration of Special Factors
- Texas 4-Step AT Consideration Model
- AT Usage Considerations
- Resources and References



# Identifying the Right Tool: A Reference List of Technology Supports for Struggling Readers

- Low-tech and high-tech options
- Aligns research-based components of effective phonics-based reading programs: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Features to Look for in Instructional and Assistive Technology
- Access Considerations





# AT Professional Development Assistive Technology Industry Association (ATIA)

Code for 9/1/22 – 8/31/23:

**PD23INCLUSIONTX**



<https://bit.ly/TXATIA>



The Inclusion in Texas and TEA -  
ATIA Online Course Program  
Portal

*For all education and support staff serving students in Texas - free AT  
Online Professional Development from ATIA.*

Unlimited Access Code for all education, support staff,  
and parents serving students in Texas.





# What next?

**Grading and  
Progress  
Monitoring  
Guidance**

**Guidance for  
Preschool Least  
Restrictive  
Environments**

**Communities of  
Practice**

**Microlearning  
Videos**

**Assistive  
Technology in  
Texas**



# Visit Inclusion in Texas!



Review

Grow

Share

Implement

## The Team

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# Thank You!



State Inclusion  
Contacts

All Regional Education Service Centers (ESC) have Network members who are able to support further development of Specially Designed Instruction and Inclusive Practices. You can access contact information for all Regional Network Members on the Inclusion in Texas Webpage.



[www.inclusionintexas.org](http://www.inclusionintexas.org)