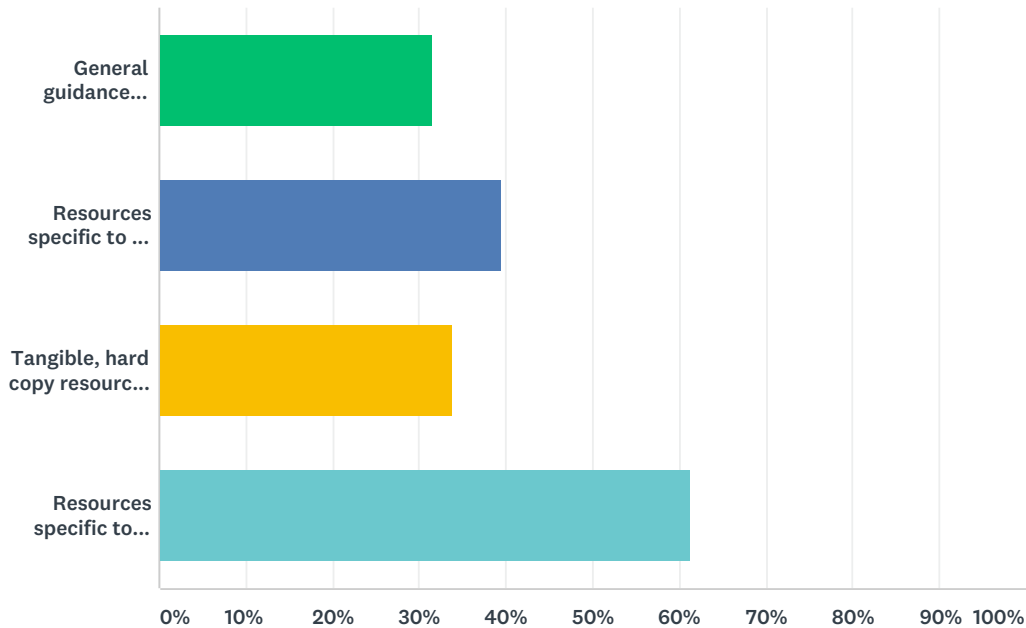


Q1 What type of products do you recommend that the Child Find, Evaluation, and ARD Supports Network provide to support your work and improve outcomes for students with disabilities? (select up to two)

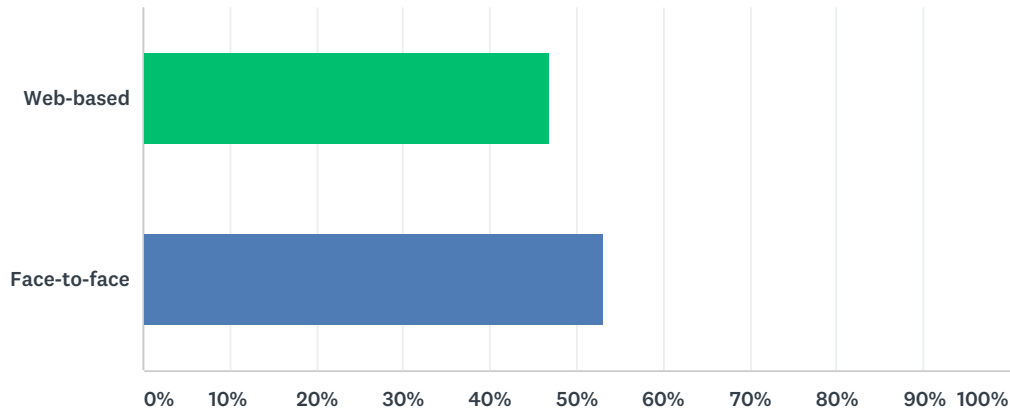
Answered: 215 Skipped: 0



ANSWER CHOICES	RESPONSES	
General guidance documents posted on a website	31.63%	68
Resources specific to a certain grade level or a specific type of evaluation	39.53%	85
Tangible, hard copy resources, such as booklets, guides, or infographics	33.95%	73
Resources specific to best practices at any grade level or with any type of evaluation	61.40%	132
Total Respondents: 215		

Q2 What type of professional activities do you prefer? (choose one)

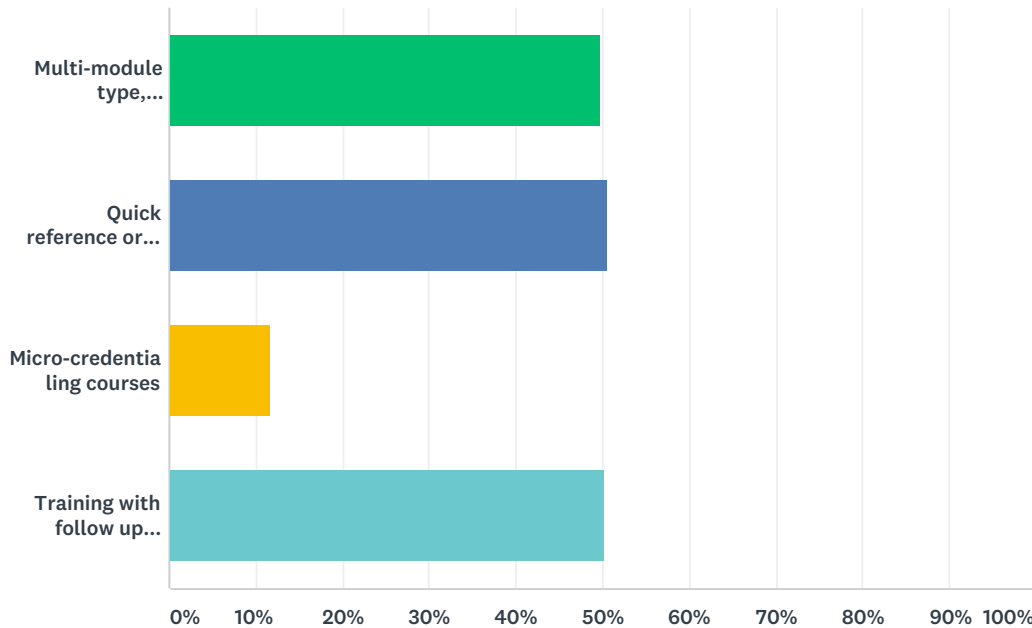
Answered: 213 Skipped: 2



ANSWER CHOICES		RESPONSES	
Web-based		46.95%	100
Face-to-face		53.05%	113
TOTAL			213

Q3 What type of professional development opportunities in the area of Child Find, evaluation, and ARD Supports would you find most helpful? (select up to two)

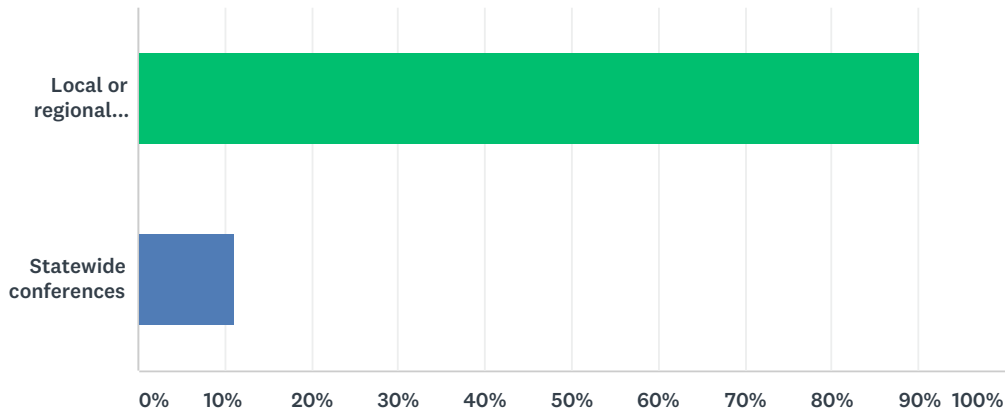
Answered: 215 Skipped: 0



ANSWER CHOICES	RESPONSES	
Multi-module type, self-paced trainings provided online	49.77%	107
Quick reference or refresher trainings	50.70%	109
Micro-credentialing courses	11.63%	25
Training with follow up coaching or support	50.23%	108
Total Respondents: 215		

Q4 Which type of conference are you more likely to participate in to improve your knowledge, skills, and abilities in topics such as Child Find, evaluation, or ARD supports? (Choose one)

Answered: 215 Skipped: 0



ANSWER CHOICES	RESPONSES	
Local or regional conferences	90.23%	194
Statewide conferences	11.16%	24
Total Respondents: 215		

Q5 Use the space provided to list one or two vital projects, activities or topics related to Child Find, evaluation, and ARD Supports that you feel are not represented in the network description that would be influential in improving outcomes for students with disabilities.

Answered: 103 Skipped: 112

#	RESPONSES	DATE
1	more clear information on evaluations and qualifications for dyslexia and if it can be served through 504 or must be served through SPED	8/9/2018 8:09 AM
2	Need more examiners and money to pay them.	7/24/2018 2:40 PM
3	A	7/24/2018 10:04 AM
4	na	7/12/2018 12:00 PM
5	1. Clear guidance on students we have to go back and look for that may fall under the category of "failure to identify"	7/10/2018 4:28 PM
6	None	7/2/2018 4:16 PM
7	Realistic expectations of the student's abilities	7/1/2018 2:16 PM
8	Early identification through collaborative teacher conferencing beginning in elementary	6/29/2018 3:31 PM
9	none	6/28/2018 1:47 PM
10	ISPD students	6/27/2018 2:35 PM
11	I would to know about what type of evaluations are used when profiling a student.	6/26/2018 12:21 PM
12	More education about child find for educators and parents	6/26/2018 11:50 AM
13	Professional Training for new teachers.	6/26/2018 9:43 AM
14	Na	6/26/2018 8:04 AM
15	Including the child in the process of age/dev appropriate	6/25/2018 2:26 PM
16	Mental health and emotional behavior	6/25/2018 1:26 PM
17	standardization of the identification and evaluation process across the state	6/25/2018 1:20 PM
18	Planned activities that provide data on student's progress	6/25/2018 1:15 PM
19	Two levels of input from educators (school and district) for identifying special students.	6/25/2018 12:55 PM
20	Evaluation	6/25/2018 12:10 PM
21	Parents , teachers and administration should work in counterbalance to facilitate or improve the outcomes for students with disabilities	6/25/2018 11:35 AM
22	n/a	6/25/2018 11:32 AM
23	Accessible evaluations for teachers	6/25/2018 11:19 AM
24	Taking into account individual differences and need for small groups with fewer distractions.	6/25/2018 11:13 AM
25	Support and ratio accountability	6/25/2018 11:11 AM
26	Dyslexia evaluations, considerations prior to referral	6/25/2018 9:42 AM
27	Identifying whether it is a difference or true disability, ELL evaluations and building capacity in regards to identifying dyslexia in the FIE	6/25/2018 8:50 AM
28	Instructions for regular education teachers on how to fill out ARD paperwork correctly.	6/24/2018 9:53 PM
29	0	6/24/2018 7:29 PM

Child Find, Evaluation, and ARD Supports Network - Educators

30	Trainings for first year special education teachers	6/24/2018 6:48 PM
31	Report Templates	6/24/2018 6:03 PM
32	Be more specific on what is required in child find from the parent or teacher. Outline the steps and procedures that need to take place before the evaluation. And because of the amount of information needed and the number of child finds that will increase the time line needs to be increased so that effective and efficient evaluations are completed to accommodate the needs of the student.	6/24/2018 5:55 PM
33	Texas needs to provide districts with a statewide data management system, such as SuccessEd or eSped, so that evaluations transfer easily between districts, data is consistent and is immediately available to the state without burdensome collection activities. Funds are needed to hire additional assessment personnel.	6/24/2018 3:15 PM
34	N/A	6/24/2018 1:01 PM
35	None	6/24/2018 11:34 AM
36	I have no clue what Child Find or where there is a network or any of this means so I cannot answer this question. I even have a SPED certificate EC-12. Our district is part of a Co-Op. The home campus for the Co-Op is all the way across the opposite side of our county.	6/24/2018 11:29 AM
37	How to decline an evaluation based on evidence within legal guidelines.	6/23/2018 6:49 PM
38	community outreach about availability of services	6/23/2018 5:22 PM
39	Staff Aides to assist teachers	6/23/2018 3:43 PM
40	Reduction in paperwork. Would increase time to work with students. Accommodations for STAAR training needs to be done sooner in the school year.	6/23/2018 2:17 PM
41	information related to responding to parent inquiries	6/23/2018 12:44 PM
42	What exactly is involved in the ARD process	6/23/2018 12:13 PM
43	Parent literature we can provide from the schools explaining the process would be beneficial...	6/23/2018 10:25 AM
44	ARD paperwork should be written and communicated by someone trained to write the paperwork. Teachers should not be responsible for writing legal contract. Teachers should have input, but not be responsible for the ARD. This should be the job of the diagnostician or someone specifically trained to conduct ARDs.	6/22/2018 6:09 PM
45	Better guidelines/suggestions for what would be considered the LRE for specific disabilities.	6/22/2018 6:06 PM
46	The biggest two problems in our district are speedy identification and lack of differentiation. Identification has improved, but it still takes a long time for a child to be diagnosed. Our campus is an inclusion elementary school. Children with IQs of 70 and below would benefit from math and language arts taught in a resource environment, but this is not allowed. I'm told that inclusion brings more federal money than resource.	6/22/2018 11:37 AM
47	Don't throw the baby out with the bath water. ESC have many of the resources you suggest. Your information presented makes it seems as if the state of Texas was not already doing many of these things.	6/22/2018 9:10 AM
48	Funding	6/22/2018 7:16 AM
49	All are covered	6/21/2018 8:46 PM
50	Access the needs and then put a plan in place. Modify often if needed.	6/21/2018 6:51 PM
51	Increase in funding from Federal and State to help local school districts meet increased need of the above students and their specialized services. The law states that these students are guaranteed the right to a free and appropriate public education, but the Federal and State under fund these areas.	6/21/2018 5:05 PM
52	Evaluator training	6/21/2018 2:23 PM
53	child find students with sensory disabilities	6/21/2018 1:39 PM
54	none at this time	6/21/2018 1:15 PM
55	ARD Process and how to handle due process situations	6/21/2018 11:00 AM
56	Docs such as Guide to the ARD Process and Legal Framework	6/21/2018 9:20 AM

Child Find, Evaluation, and ARD Supports Network - Educators

57	I think short videos that can be watched by teachers would be helpful.	6/21/2018 8:32 AM
58	Availability of Region trainings to all those in the region not just those in close proximity of the region headquarters.	6/20/2018 10:18 PM
59	understanding all supports offered to students not just SE	6/20/2018 4:21 PM
60	guidance of the differences in 504, SPED, and dyslexia services for parents	6/20/2018 1:47 PM
61	Evals for LD with clearly defined definition used by all, Required legal training for all administration top to bottom	6/20/2018 1:41 PM
62	Guidance for intervention prior to referral; Guidance on handling students who need specially designed instruction but do not have a disability to qualify for special education	6/20/2018 12:44 PM
63	Identification of Home school students	6/20/2018 8:28 AM
64	Evaluation Timelines / Parent Requests / Guidance & Support for RTI & 504 committees in making decisions to initiate a referral to special education	6/19/2018 10:20 PM
65	1. Obligations of child find for private (for profit and nonprofit) & home-schooled students 2. Review of Existing Evaluation Data, both as planning for an evaluation and when it can become the FIE.	6/19/2018 9:20 PM
66	State wide training on FIEP and/or dispute resolution	6/19/2018 5:22 PM
67	Information to local news media is needed.	6/19/2018 3:52 PM
68	Adminstrator training on child find, ARD process and a referral ssytem for special education	6/19/2018 2:43 PM
69	Training for all school personnel not just special ed.	6/19/2018 11:27 AM
70	Additional training for parents on 18+ programs that start when the student is still young.	6/19/2018 10:34 AM
71	description/clarification of when it is appropriate to do an FIE	6/19/2018 7:38 AM
72	Training for gen ed teachers to implement ARD recommendations and accommodations; workshops for gen ed teachers on how to distinguish when a child should be referred for Sped testing	6/18/2018 10:34 PM
73	Parent information: how to actively support your child. Selecting accommodations that really work, EOC testing resources/expectations and colleges	6/18/2018 9:44 PM
74	Best practice guidance	6/18/2018 9:39 PM
75	We need training on what the law is. Many teachers and staff have never even read IDEA, Texas statutes, much less the Federal Register that gives additional guidance. Adminsitration needs training on the US Department of Education letters released to the school districts and how to follow their guidance for best practices. Staff need training on the importance if family participation in Ards and how it is law to work with families. We must train our staff on how to work with families in a truly collaborative manner!	6/18/2018 5:45 PM
76	Budgeting	6/18/2018 4:59 PM
77	Consistency among districts in regard to identifying learning disabilities	6/18/2018 4:50 PM
78	A better parent training process for all 3-5 year olds that qualify so that skills can be carried over across all settings and will also improve rapport between staff and parents	6/18/2018 4:22 PM
79	Assisting LEA's in communication of Child Find, Evaluation and ARD Supports.	6/18/2018 4:08 PM
80	Funding to compensate evaluators who are working evenings and weekends to complete an already large caseload. The number of available, qualified and certified/licensed evaluators continues to be a concern in the Houston area.	6/18/2018 3:58 PM
81	Specific parameters to consider when determining whether or not an educational need component exists for an individual student; Specific parameters to consider when determining if a student with dyslexia needs gen ed dyslexia services only or whether there is a need to evaluate for a learning disability and to provide special education services.	6/18/2018 3:50 PM
82	How to explain to parents in professional parent friendly language, about their child's disability.	6/18/2018 3:43 PM
83	Dyslexia	6/18/2018 1:55 PM
84	Heavy evaluation personnel workload.	6/18/2018 11:04 AM
85	specific information about access to additional evaluation personnel	6/18/2018 10:43 AM

Child Find, Evaluation, and ARD Supports Network - Educators

86	Really focusing on LEA expectations and how to build relationships with parents during the child find process	6/18/2018 10:37 AM
87	guidance on what should be contained in an FIE and when the data should be available, consolidation of related services with FIE, FIE completion prior to Annual ARD, guidance for REED outside of ARD process as well as what the FIE date is when the REED requests some additional data	6/18/2018 9:05 AM
88	TEA seems to want IEPs written a certain way. it would be great if they could provide a step-by-step guidance on where they expect specific information to be found in the IEP. This is an annual issue with TEA and HCF grant.	6/18/2018 8:29 AM
89	NA	6/17/2018 5:50 PM
90	na	6/15/2018 10:42 PM
91	Clarifying entry into LEP for early childhood students who have disabilities	6/15/2018 1:13 PM
92	Listed but just want to emphasize - further training on difficult evaluation areas. Example reports from Vision Therapists for disorders that don't impact acuity, only processing. How do we assess for this VI or SLD perceptual disabilities. Also, further guidance on OHI for syndromes that don't necessarily impact vitality, alertness, etc.	6/15/2018 10:59 AM
93	Collaboration with other agencies and organizations for child find outreach activities.	6/15/2018 10:28 AM
94	TEA needs to provide Districts with materials and training for parents. It is a hunt and peck system right now. Parents need resources and training on-line with EASY access.	6/15/2018 10:14 AM
95	Education for private preschools	6/14/2018 7:40 PM
96	Rtl and how long to generate a referral packet from counselor	6/14/2018 4:07 PM
97	Discussion about overcoming current barriers to best practices.	6/14/2018 2:46 PM
98	I can't think of anything	6/14/2018 1:41 PM
99	Continued emphasis on increased collaboration between practitioners across the state	6/14/2018 12:58 PM
100	the process/procedure for reviewing student data for referrals (campus & parent)	6/14/2018 10:10 AM
101	Training on the ARD process provided by outside nonprofit organizations such as Disability Rights Texas, Partners Resource Network, Parent to Parent	6/14/2018 10:09 AM
102	Providing regional support for district based teams through the ESCs to conduct evaluations especially functional educational evaluations. Working with the districts to build capacity rather than providing push out from state.	6/14/2018 9:15 AM
103	Legal Framework	6/13/2018 9:45 PM