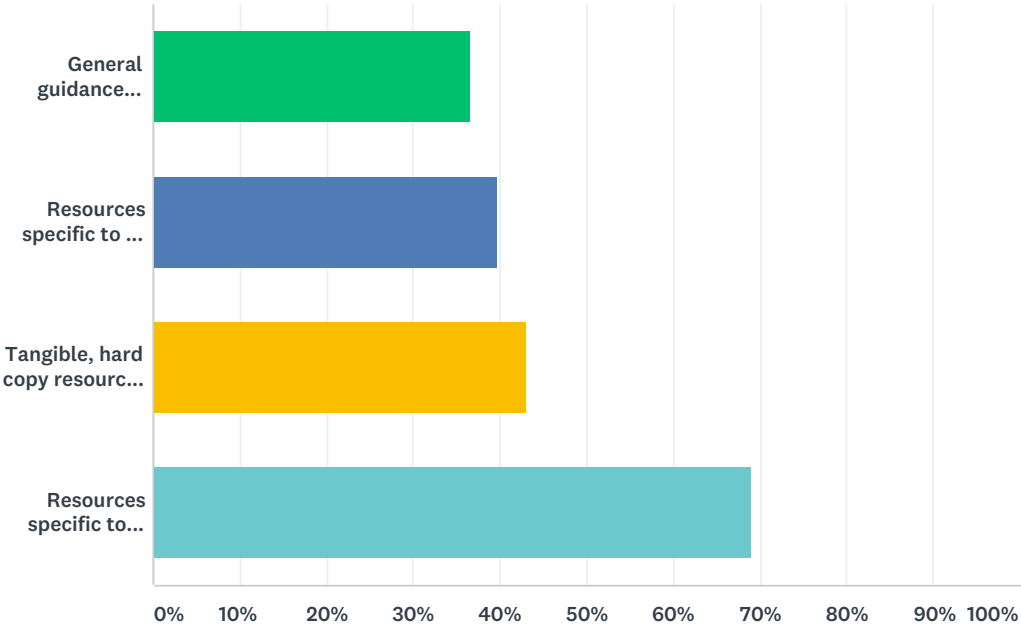


Q1 What type of products do you recommend that the Inclusive Services and Practices for Improved Student Outcomes Network provide to support your work and improve outcomes for students with disabilities?  
(select up to two)

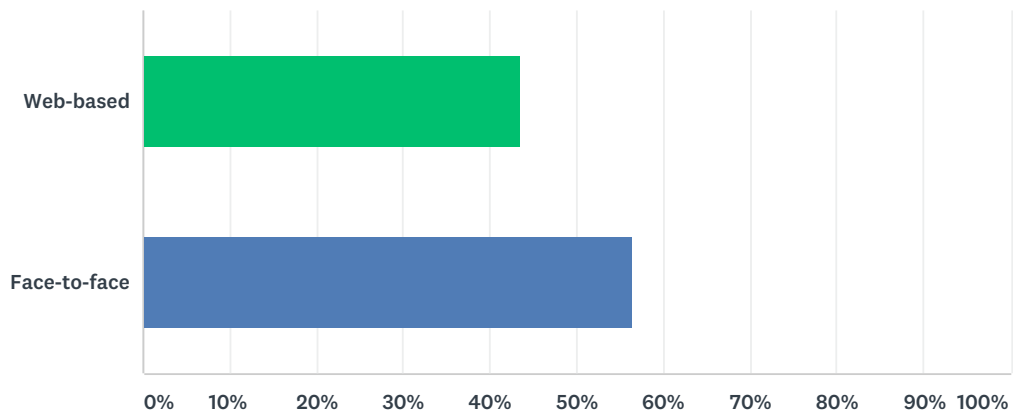
Answered: 123    Skipped: 15



ANSWER CHOICES	RESPONSES	
General guidance documents posted on a website	36.59%	45
Resources specific to a particular grade level	39.84%	49
Tangible, hard copy resources, such as booklets, guides, or infographics	43.09%	53
Resources specific to best practices at any grade level	69.11%	85
Total Respondents: 123		

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

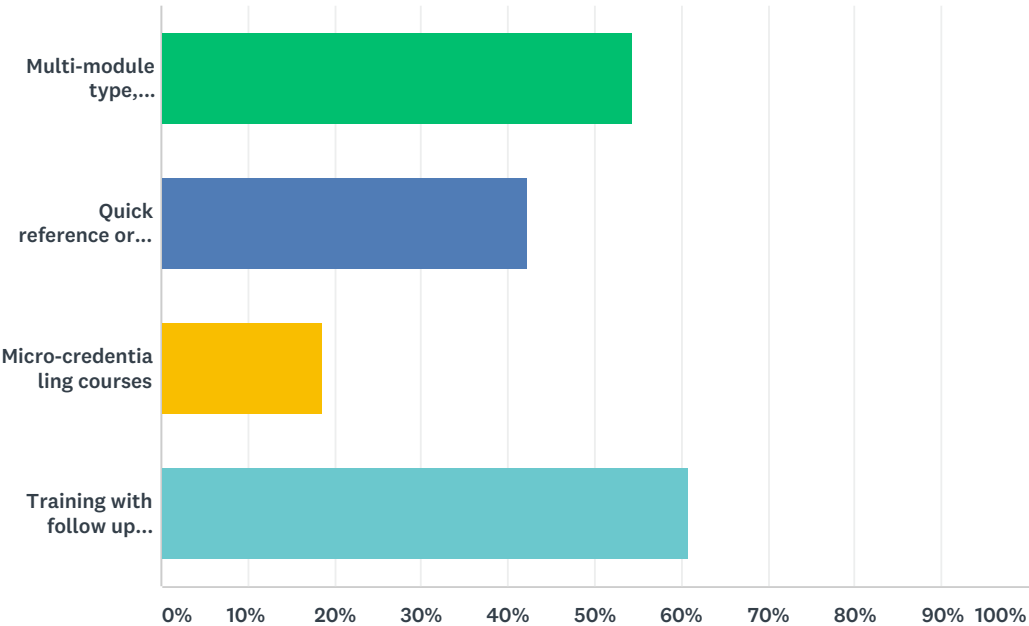
Answered: 138    Skipped: 0



ANSWER CHOICES		RESPONSES	
Web-based		43.48%	60
Face-to-face		56.52%	78
TOTAL			138

Q3 What type of professional development opportunities in the area of inclusive services and practices for improved student outcomes would you find most helpful? (select up to two)

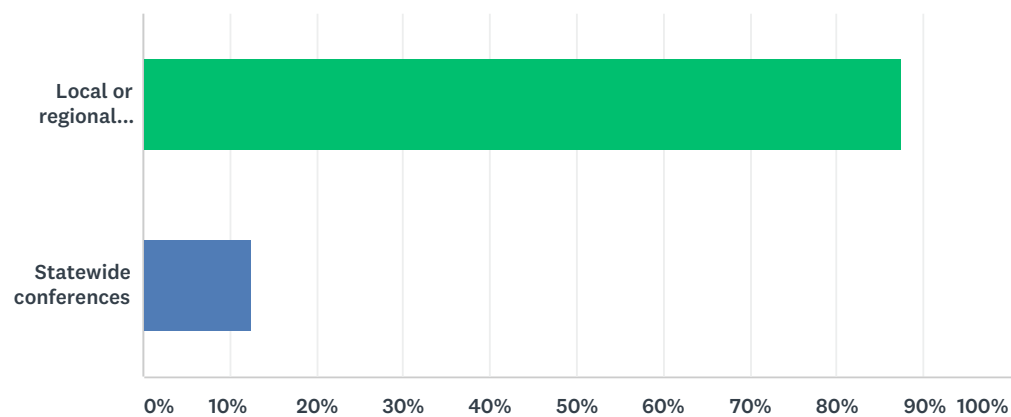
Answered: 123 Skipped: 15



ANSWER CHOICES	RESPONSES	
Multi-module type, self-paced trainings provided online	54.47%	67
Quick reference or refresher trainings	42.28%	52
Micro-credentialing courses	18.70%	23
Training with follow up coaching or support	60.98%	75
Total Respondents: 123		

Q4 Which type of conference are you more likely to participate in to improve your knowledge, skills, and abilities in topics such as inclusive services and practices? (choose one)

Answered: 136 Skipped: 2



ANSWER CHOICES	RESPONSES	
Local or regional conferences	87.50%	119
Statewide conferences	12.50%	17
TOTAL		136

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

Answered: 70 Skipped: 68

#	RESPONSES	DATE
1	How to address IEP objectives in an inclusive setting that are not aligned with the general education curriculum (e.g. a grade 5 student working on grade 2 reading TEKS)	7/5/2018 7:16 PM
2	Training for paraprofessionals on learning needs and on how to appropriately assist students with disabilities. Higher expectations of differentiation and meaningful learning opportunities in general education classrooms. A more appropriate, modified test for a student taking a 5th grade STAAR test who is reading on a kindergarten level. (This is devastating and heartbreaking for our sped kids. After raising their self esteem/confidence and telling them "yes, you can do it!", I give them a high stakes test that they can't even read.	6/26/2018 4:19 PM
3	We must have AT networks meetings and trainings	6/26/2018 5:14 AM
4	Building Sp. Ed. Para-professional capacity	6/25/2018 10:49 PM
5	inclusive practices for students intellectual disabilities, not just LD	6/25/2018 4:43 PM
6	using the FIE to make instructional decisions	6/25/2018 3:59 PM
7	rights to services and supports for students with 504 plan rather than IEP	6/25/2018 1:33 PM
8	General Education Teacher Training	6/25/2018 12:00 PM
9	n/a	6/25/2018 11:38 AM
10	Sped supports the reg. ed. Reg ed struggles with how to include students. Reg Ed. should be given more sped training. Sped training should be provided as course work before teacher certification and a training module from TEA that all districts can use for beginning of the year training. The documentation requirement for inclusion for medicaid is an extra burden on the sped teacher. Sped teachers need to focus on assisting inclusion students and not medicaid billing.	6/25/2018 10:53 AM
11	Behavior, LID in mainstream	6/25/2018 9:52 AM
12	Campus Administrators and general education teachers must have the training	6/25/2018 9:22 AM
13	Provide training on hiring placing qualified teachers in special education roles. We have issues with inappropriate staff becoming special education teachers that don't have the credentials to be a teacher.	6/25/2018 9:08 AM
14	Reducing the paperwork to document Inclusion contact time with Easy Sped Tracker. Stop the medicaid billing for inclusion. Inclusion is not a personal care and should not be billed. This would reduce the time sped teachers spend on extra medicaid documentation. We need to change the mindset of the General education teacher regarding inclusion. General Education need help understanding inclusion and the many different ways it looks based on the student's disability.	6/24/2018 9:36 PM
15	The state needs to provide school districts with effective, research based programs and instructional materials so that interventions are more consistent and less dependent upon geography and district finances.	6/24/2018 3:22 PM
16	N/A	6/24/2018 1:04 PM
17	not sure	6/24/2018 10:33 AM

## Inclusive Services and Practices for Improved Student Outcomes Network - Educators

18	The state of Texas should provide more money to actually hire people to work in schools with student who have disabilities. We get lots of training about what to do and why....but they never give us enough manpower. It's easy to create policy, make power points, train the regional,service centers and districts. But nobody from TEA actually has to "walk-the-walk". To do inclusion correctly, you need more spec ed teachers. What is TEA's plan to actually assign money to help districts? It seems to be just another round of new regulations that will be introduced to schools.	6/23/2018 9:45 PM
19	General education trainings.	6/23/2018 6:51 PM
20	provide training & money for aides to help classroom teachers	6/23/2018 3:52 PM
21	How to best use inclusion services	6/23/2018 12:31 PM
22	Beneficial support is prohibited by schedules. To best serve the student and assist the classroom teacher effectively, schedules need to be reviewed. More personnel are needed to make a difference in performance of a special education student. Processing is generally an issue, a lack of time to make a difference is usually affecting results.	6/22/2018 5:56 PM
23	Ways to support students in the gen ed classroom.	6/22/2018 5:35 PM
24	Materials that have been tried in an actual school setting	6/22/2018 12:39 PM
25	We have students in inclusion with IQs of 70 or lower who are grouped with students who have learning disabilities in some areas but great strengths in others. We are also pressured to provide very minimal services.	6/22/2018 11:46 AM
26	The current network has many of these product already. It seems that you have taken 3 of the largest networks and combined them into one huge network. I think that is very dangerous. The TATN and Behavior networks have so many valuable resources already. How is one network going to accomplish the work of 3?	6/22/2018 9:20 AM
27	Universal Design for Learning Support and Support for Assistive Technology	6/22/2018 6:07 AM
28	Co-teaching training and specially designed instruction training for both gen Ed and SpEd.	6/21/2018 9:51 PM
29	General ed teachers have to care	6/21/2018 7:10 PM
30	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 5:07 PM
31	Training for Admin encouraging co-teaching and funds for staff	6/21/2018 4:16 PM
32	Develop resources that are targeted to elementary teachers vs. secondary teachers	6/21/2018 3:38 PM
33	N/A	6/21/2018 8:55 AM
34	It would be nice to have a resource site for educators to go to to see short videos on effective practices in the gen ed classroom including students with disabilities. Also training videos on training staff on diversity.	6/21/2018 8:46 AM
35	NA	6/20/2018 7:56 PM
36	UDL training	6/20/2018 2:59 PM
37	Inclusion is not the only answer...you can have inclusion AND other services. (Our district says that is illegal..sigh)	6/20/2018 1:49 PM
38	Having enough sped personnel to effectively service inclusion students.	6/20/2018 1:44 PM
39	I am very concerned Assistive Technology Support will be completely lost in the new projects. There seems to be an assumption that AT is built into the IT now days and it is no longer necessary to provide intensive support. That is not the case. Further, district/ESC folks that support AT usually serve both the low and high incidence pops. They will now have to seek supports from two different sources. Also, almost every state in the country has some sort of central support entity for AT to connect and network on a national level with big picture stakeholders. will this project do that now? What about the the LID kids that need that networking support?	6/20/2018 10:16 AM
40	co -teaching training	6/20/2018 8:44 AM
41	Intentional focus on improving Reading/Writing outcomes for students with disabilities, Reading Academies for Special Education Teachers / Paraprofessionals	6/19/2018 10:41 PM

## Inclusive Services and Practices for Improved Student Outcomes Network - Educators

42	1. Stress the different roles with inclusion between certified teachers and paraprofessionals. 2. Awareness of the interplay of MOE voluntary reduction and CEIS funds.	6/19/2018 9:36 PM
43	job training for the special needs populations	6/19/2018 9:11 PM
44	ESC centered cohort training on inclusive practices- Regions are very diverse.	6/19/2018 2:48 PM
45	essential to pull general education teachers into trainings	6/19/2018 7:45 AM
46	1) Development of a checklist for determining effective inclusion so that ARD committees can determine if true inclusion is being met for the student. 2) More training for general ed teachers so they can understand the specific needs of deaf or hard of hearing students.	6/19/2018 7:08 AM
47	Stop allowing teachers and staff to get away with abuse. Require all abuse allegations be reported to TEA and tracked. Do not allow school districts to investigate it on their own (Or the school police department). Require outside investigations and public results for all abuse claims. Make an easy way for parents to file and get help when their child is abused.	6/18/2018 6:27 PM
48	We need oversight to ensure inclusive services. Right now, our administration is only held accountable when a parent is rich enough and educated enough to fight with Due Process. There is no actual oversight or investigations being held by TEA. Help the teachers and parents by providing accountability.	6/18/2018 6:16 PM
49	General educators must be included if gains are to made in academic achievement	6/18/2018 4:58 PM
50	Pairing disabled students with general ed peers, incorporating students with disabilities into activities other than academics to improve their general functionality and socialization.	6/18/2018 4:32 PM
51	Strategies for general educators to better understand how to implement accommodations and modifications.	6/18/2018 4:05 PM
52	A focus on how to bring the special education classroom (i.e. resource) into the general education room	6/18/2018 10:56 AM
53	The overuse of "inclusion support" with little to no defined support needed by the individual student.	6/18/2018 10:40 AM
54	na	6/15/2018 10:43 PM
55	Dyslexia	6/15/2018 8:52 PM
56	Supporting inclusive practices for related/therapy services	6/15/2018 1:15 PM
57	Activities and/or videos that are related to the TEKS vertical alignment documents with videos that show how to differentiate in the general education classroom.	6/15/2018 10:44 AM
58	Training for all staff about Cognitive Gs/Cognitive abilities and how they link to specific instructional strategies	6/14/2018 5:29 PM
59	Specific, multi-grad level, multi-content examples on what a lesson for gen ed students looks like transformed into a lesson for a student with modified curriculum.	6/14/2018 9:54 AM
60	Collaboration between gen ed and sped for co-teach. I am an ESC Education Specialist/Instructional Coach. This is a HUGE problem. PD and training related to inclusion and co-teach is provided to sped; gen ed is not included. After a full year in my position, I see this as by far the biggest obstacle to co-teach.	6/14/2018 9:53 AM
61	Connection with general education for universal design for learning. Connection to NCII. Looking at academic and behavioral interventions together rather than separating academic from behavior. Consider connecting this network with inclusion and child find. It is important that the FIE to IEP link to interventions. Suggest that this or one of the other networks be an overarching network that links to work of all networks. This network really is integral to the programatic goals and activities of an IEP. Utilizing statewide assessment and classroom data to identify interventions and measuring effectiveness.	6/14/2018 9:26 AM
62	Effective practices in pull-out (e.g. resource) settings; Effectiveness/differences between in-class support and co-teaching	6/14/2018 8:25 AM
63	Although the largest number of SWD are LD, no specific network or activities address them, unless maybe if included here	6/13/2018 2:08 PM
64	Educators need true hands on, personalized resources to meet their unique learning needs.	6/13/2018 1:57 PM
65	All pd should require LEA teams (sped, gen ed, admin)	6/13/2018 1:54 PM

## Inclusive Services and Practices for Improved Student Outcomes Network - Educators

66	mental health issues	6/13/2018 1:54 PM
67	Behavior management	6/13/2018 1:53 PM
68	Address overcoming barriers to inclusive practices currently.	6/13/2018 1:52 PM
69	emphasis on writing meaningful PLAAFPs and connections to the IEP.	6/13/2018 1:52 PM
70	Mater schedule and staffing analysis tools; guidance on inclusive ratios for support (teachers and paraprofessionals)	6/13/2018 1:52 PM