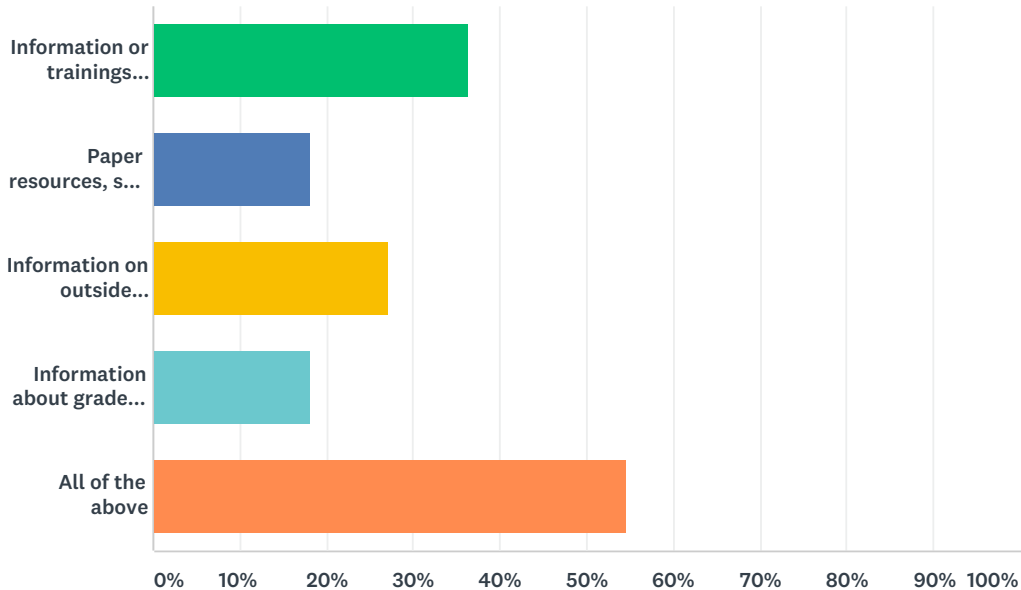


Q1 As a parent of a student with a disability, what types of trainings could the students with Multiple Exceptionalities and Multiple Needs Network provide to help you understand the process and advocate for the needs of your child in a meaningful informed way?

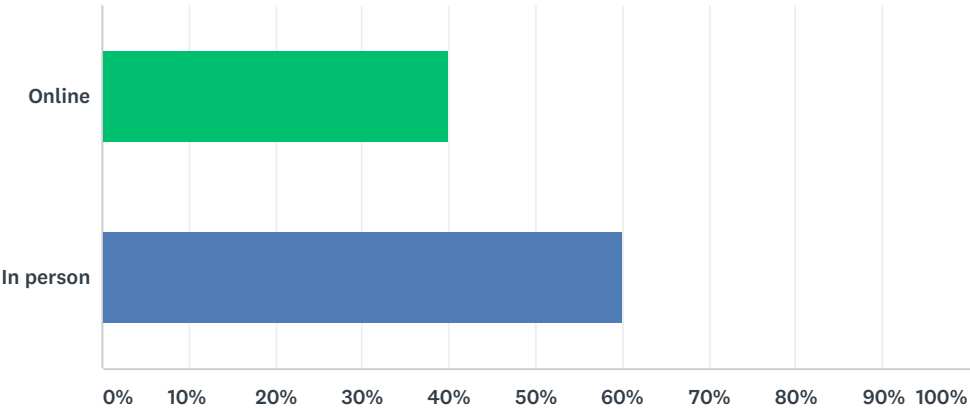
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Information or trainings provided online	36.36%	4
Paper resources, such as pamphlets and hand-outs, made available at schools	18.18%	2
Information on outside supports (supports not available at the school)	27.27%	3
Information about grade level expectations	18.18%	2
All of the above	54.55%	6
Total Respondents: 11		

Q2 What type of learning opportunities do you prefer? (choose one)

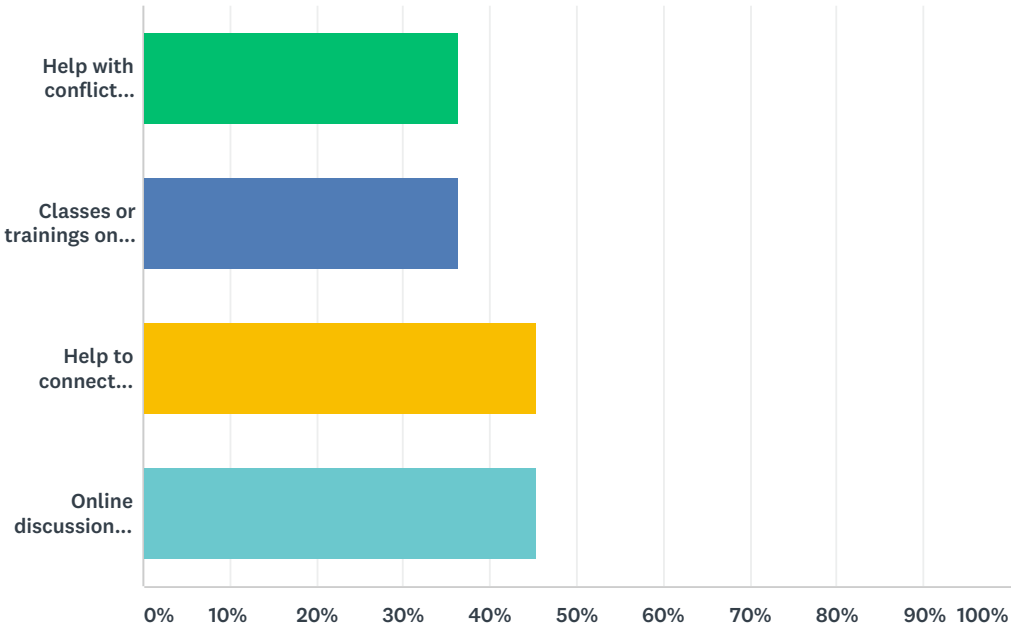
Answered: 10 Skipped: 1



ANSWER CHOICES		RESPONSES	
Online		40.00%	4
In person		60.00%	6
TOTAL			10

Q3 What are the most important family outreach activities the Multiple Exceptionalities and Multiple Needs Network could provide? (select up to 2)

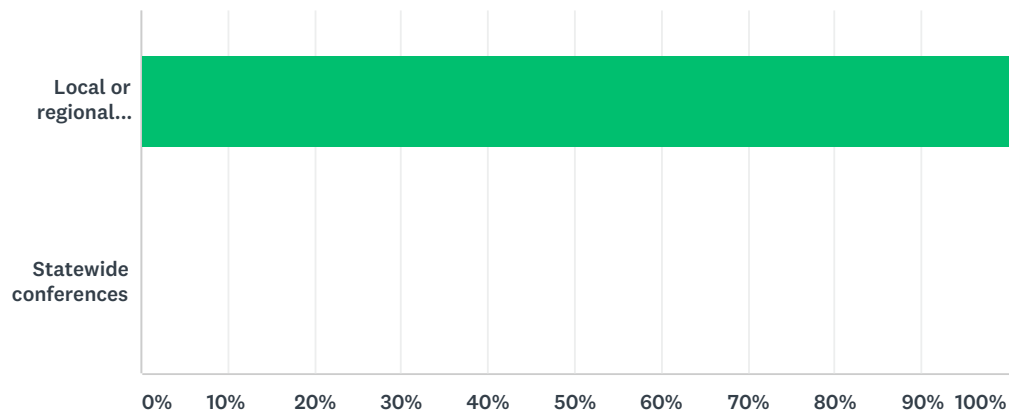
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Help with conflict resolution by providing information and support	36.36%	4
Classes or trainings on multiple exceptionalities and multiple needs	36.36%	4
Help to connect families with schools to improve relationships	45.45%	5
Online discussion forums or blogs monitored by special education experts	45.45%	5
Total Respondents: 11		

Q4 What type of large events would you be most likely to participate in?

Answered: 11 Skipped: 0



ANSWER CHOICES		RESPONSES	
Local or regional conferences		100.00%	11
Statewide conferences		0.00%	0
TOTAL			11

Q5 Please list one or two important projects or topics you would like to see addressed by the Multiple Exceptionalities and Multiple Needs Network.

Answered: 7 Skipped: 4

#	RESPONSES	DATE
1	Gifted and Dyslexia	7/31/2018 1:23 PM
2	1. Explicit diagnostic identification criteria for identifying learning disabilities in the gifted (twice exceptional) student. 2. Consistent, transparent guidance and training from TEA for ESC's, LEA's and parents regarding the identification of learning disabilities in gifted (twice-exceptional) students. 3. Consistent, transparent guidance and training from TEA for ESC's, LEA's and parents regarding the delivery of instructional interventions to twice-exceptional students.	7/29/2018 10:37 PM
3	(1) expanding special education services and/or other public school resources to cover needs of 2e learners, since 2e skill deficits are not addressed through GT services (and there is insufficient GT funding to address them); (2) increasing GT funding if districts are expected to identify additional students through expanded assessments, since GT funding is already inadequate, and expanding services is costly	7/29/2018 1:57 PM
4	1)Explicit SLD identification & eligibility criteria in gifted students, including appropriate specialized methods that are unique to this 2e population. 2) When dyslexia, dysgraphia, dsycalculia is identified in gifted students but student is not found eligible for special education at this time, articulating under what conditions the student could be found eligible at a later date, as the academic load increases over time.	7/29/2018 1:23 PM
5	Promote development of culturally and linguistically appropriate evaluation tools; Support for the full implementation of House Bill 3632, relating to the availability of due process hearings	6/25/2018 2:31 PM
6	My child has been diagnosed with over 4 major special needs, yet the SPED program can only list 3 on his paperwork. How can we list them all and have each of them addressed?	6/24/2018 11:07 PM
7	What HISD and local resources have to offer families and individuals	6/21/2018 12:00 AM