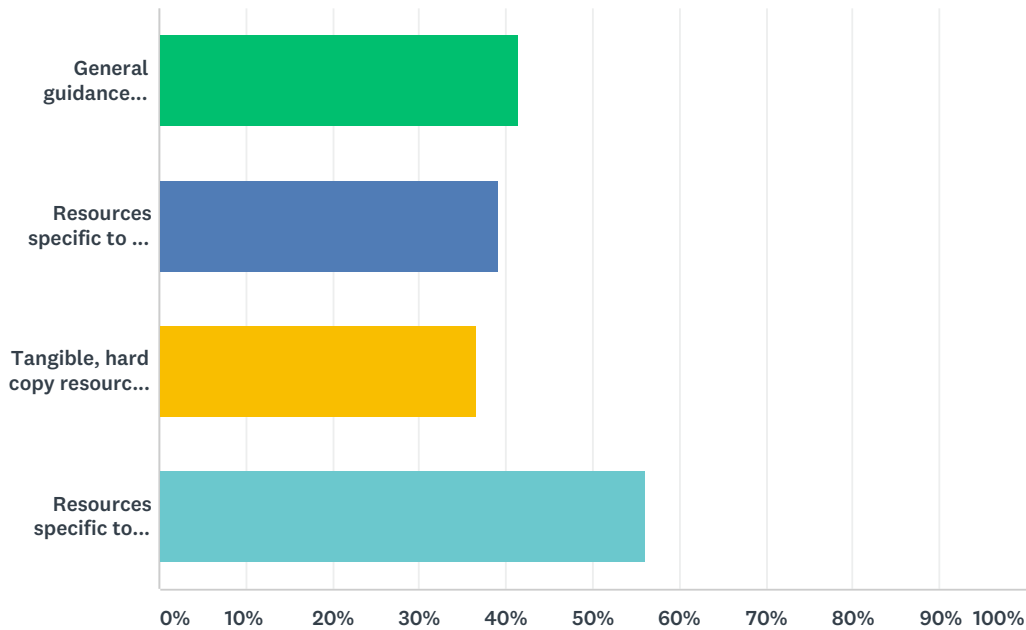


Q1 What type of products do you recommend that the Multiple Exceptionalities and Multiple Needs Network provide to support your work and improve outcomes for students with disabilities? (select up to two)

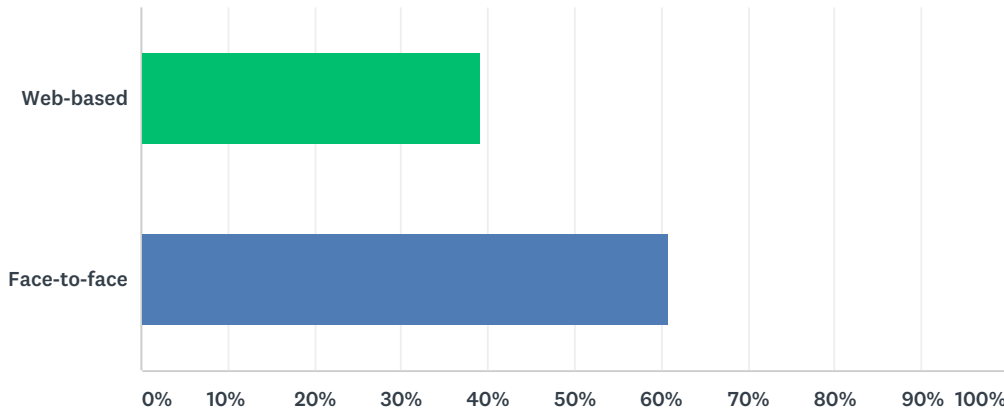
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
General guidance documents posted on a website	41.46%	17
Resources specific to a certain grade level	39.02%	16
Tangible, hard copy resources, such as booklets, guides, or infographics	36.59%	15
Resources specific to best practices at any grade level	56.10%	23
Total Respondents: 41		

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

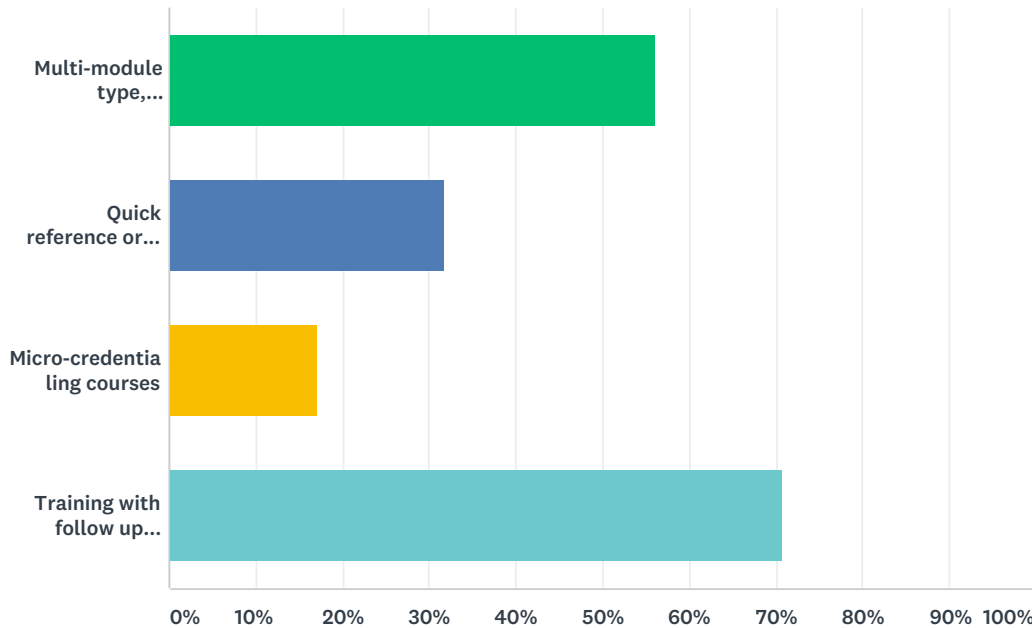
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Web-based	39.02%	16
Face-to-face	60.98%	25
T TAL		41

Q3 What type of professional development opportunities in the area of multiple exceptionalities and multiple needs would you find most helpful? (select up to two)

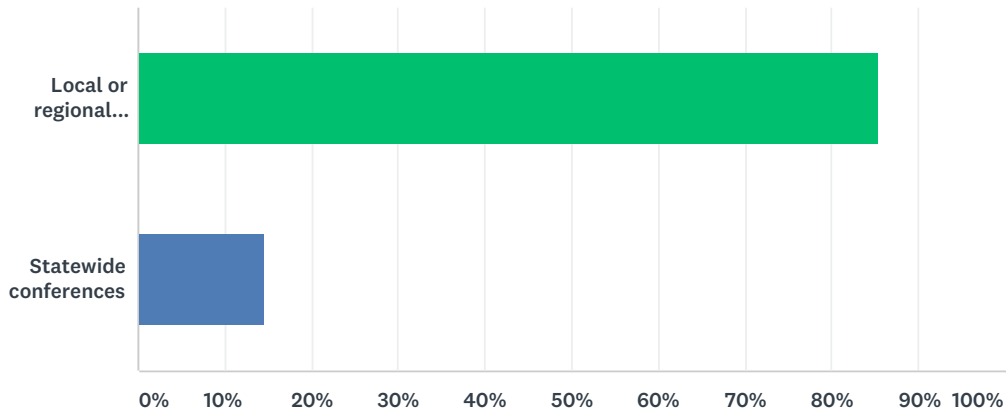
Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES
Multi-module type, self-paced trainings provided online	56.10% 23
Quick reference or refresher trainings	31.71% 13
Micro-credentialing courses	17.07% 7
Training with follow up coaching or support	70.73% 29
Total Respondents: 41	

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

Answered: 41 Skipped: 0



ANSWER CHOICES	RESPONSES	
Local or regional conferences	85.37%	35
Statewide conferences	14.63%	6
T TAL		41

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

Answered: 15 Skipped: 26

#	RESPONSES	DATE
1	The TA needs to do more checking on districts in early childhood special education. Some districts are telling teachers not to refer students until second grade. Even if the child has a medical diagnosis of Down's syndrome.	6/26/2018 4:38 AM
2	Avenues for LEA's to network to share resources, problem solve, model best practices	6/25/2018 1:56 PM
3	n/a	6/25/2018 11:42 AM
4	This is great! We need to incorporate a more collaborative approach for programs. It appears that each program talks at each other rather than with each other. This will ensure that all students have access to programs they require to be successful in school.	6/25/2018 9:48 AM
5	Specialized instructional materials in English and Spanish, professional development for staff, and consultation are needed to support students with disabilities with limited English proficiency.	6/24/2018 4:03 PM
6	support for universal design for learning; support for assistive technology	6/22/2018 6:11 AM
7	Not sure	6/21/2018 6:23 PM
8	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 5:14 PM
9	Which state used resources best determine the CURRENT dominant language of a student? ur Bilingual Diags get hammered with any referral that has Spanish/Spanish on the HLS. The HLS may be 6 years old at this point and the kiddo is in 90% English instruction. A statewide guidance doc on CALP scores, etc. would be great.	6/20/2018 2:06 PM
10	Support for all levels and tools of assistive technology needs to be included	6/20/2018 2:00 PM
11	1. Please really stress and clarify the roles of the ARDC and LPAC. 2. Please provide very clear and specific guidance for students who are twice exceptional.	6/19/2018 11:04 PM
12	ther exceptionalities besides GT	6/19/2018 2:58 PM
13	Ensuring that EL students are equitably accessing both sped and linguistic services to which they are entitled and need.	6/15/2018 1:18 PM
14	Development of Training and Credentialing for Teacher of Deafblind; Active Learning Approach (by Lili Nielsen) adopted as a state approved assessment and curriculum for students with multiple disabilities that include cognitive, orthopedic and sensory impairments.	6/14/2018 6:23 PM
15	Connecting this network to TEA general education and other support departments is vital! For GT, military, and other components, it needs to be start in general education and focus on the continuum of supports for children with multiple exceptionalities and multiple needs.	6/14/2018 9:34 AM