The following is intended to serve as a guide for Local Education Agencies (LEAs) to refer to for a variety of readily-available Universal Technical Assistance (TA) options. Links to the Universal resources are categorized by the **7 Critical Areas of Compliance**. A section containing links to **Additional Resources** is also provided. All resources provided here are available to support LEAs in improving student outcomes and ensuring compliance.

**Universal** supports are Technical Assistance information and resources provided to independent users through their own initiative, resulting in minimal interaction with the Review and Support Team or the Technical Assistance team at the Texas Education Agency. These resources are available to all independent users from the TEA, Statewide Networks, Education Service Centers, or other national websites, as well paper materials from conferences, or other types of meetings. This category of TA includes information or products such as:

- Guidance documents;
- Procedures;
- Newsletters;
- Guidebooks;
- Presentations;
- Webinars/Modules;
- Research syntheses; or
- Other universally available materials.

Universal TA may also include brief communications with R&S staff, either by telephone or email. Universals supports should be referenced for the Self-Assessment if applicable.
Universal

Evaluation

Review the following websites/resources for revision and updates to local policies.

- Child Find:
  - Legal Framework
  - Child Find, Evaluation and ARD
  - Supports Statewide Network

- Referral and Initial Consent:
  - Legal Framework
  - Parents’ Guide to Admission, Review, and Dismissal Process

- Procedural Safeguards
- Proposal of Evaluation
- REED/FIE
- TEA Guidance related to Evaluations
- Related Services Q & A document

Properly Constituted ARD Committee

- Parent/Family Involvement and FAPE:
  - Parent Training and Information Centers
  - Center for Parent Information and Resources

- Foster/Surrogate Parent:
  - Foster Parent Training
  - Foster Care Student Success Resources
  - Texas Parent
  - Foster/Surrogate Laws: TEA resource
  - Required signatures and evidence of excusals (Parent/Family, Gen Ed, SPED, VI, AI, Admin, Translator, CTE, LPAC, Foster, Surrogate, Student)

IEP Development

- Consent for Initial Placement:
  - Texas ProjectFirst
  - Parent Center Hub

- IEPs:
  - IEPs: Developing High-Quality Individualized Education Programs
  - TEA Q and A document
  - PLAAFPs: Texas Project First
  - Goals:
GUIDE TO UNIVERSAL SUPPORTS

- Writing Goals and Objectives
  - Annual ARD: Navigate Life Texas
  - Autism: Texas Statewide Leadership for Autism Training
  - Visual Impairment: TSBVI
  - Auditory Impairment: TxSSN Community of Practice
  - IEP Review:
    - Parent Companion
    - Legal Framework
  - Consent for Initial Placement:
  - Center for Parent Information & Resources
  - Developing High Quality IEPs

- STAAR Alt:
  - TEA Resource
  - Texas Complex Access Network (TXCAN)
  - TEA STAAR Alt 2 Vertical Alignment Resources
  - Autism Texas Statewide Leadership in Autism Training (TSLAT)
  - TSLAT Online courses
  - Autism Spectrum Disorder (Part 1): An Overview for Educators
  - Autism Spectrum Disorder (Part 2): Evidence-Based Practices

- Visual Impairment:
  - TSBVI
  - DSHS Resource
  - Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities

- Auditory Impairment:
  - TxSSN Community of Practice
  - DSHS Resource

- Significant Cognitive Disabilities: The TIES Center

**IEP Content**

- Parent Consent of Services:
  - Center for Parent Information & Resources
  - Legal Framework

- PLAAFPs:
  - IEP Goal Development Training

- Accommodations and Modifications:
  - Legal Framework
  - Center for Parent Information & Resources

- Schedule of Services:
• TEA resource
• Assistive Technology:
  • Quality Indicators for Assistive Technology
  • Center for Technology & Disability
  • Understood: AT for Kids with Learning and Attention Issues
  • Assistive Technology: An Overview
• Timeline:
  • Procedural Safeguards
  • Legal Framework
• Change of Service:
  • Texas Project First
  • TEA Resource
• Accommodations: Legal Framework
• Accommodations: Instructional and Testing Supports for Students with Disabilities
• Placement/Setting:
  • LRE Q&A
  • TEA Resource

**IEP Implementation**
• Formation of the ARD committee
• Procedural Safeguards
• FAPE:
  • IEP Implementation
  • OSEP Guidance
  • USDE O&A on Endrew
• Transfer Students
• Special Education Graduation:
  • LiveBinder
  • Graduation
• Prior Written Notice:
  • Parent Center Hub
• Procedural Safeguards:
  • English
  • Spanish
• Transportation
• Least Restrictive Environment
• Schedule of Services:
  • Texas Project First
  • TEA resource
• PLAAFP & Goals progress:
  • Texas Project First
  • Legal Framework

• Alternative Placement considered

• Student Interaction/Engagement:
  • National Center on Improving Literacy
  • Positive Behavioral Interventions and Supports:
    - PBISWorld
    - PBIS Center
  • We Do Listen Foundation
  • National Educators for Restorative Practices
  • Restorative Discipline Practices in Texas
  • National Center on Intensive Intervention
  • Functional Behavior Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

• Documentation of accommodations/modifications provided:
  • Legal Framework
  • Parent Center Hub
  • National Center for Accessible Learning Materials
  • National Instructional Materials Access Center

**Transition**

• Transition—Employment: Career One Stop

• Transition—Post School:
  • Own your Own Future
  • Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings
  • Secondary Transition: Interagency Collaboration

• Transition from ECI:
  • Beyond ECI

• First Transition ARD: Texas Transition

• Student Participation in transition plan:
  • IDEA Partnership
  • Secondary Transition: Student-Centered Transition Planning

• Post-Secondary Coursework: Texas Transition

• Functional/Vocational: Texas Transition

• The Garrett Center

• Independent living: DFPS Resource

• Services of Public Benefit: Decision-Making Skills, Texas Estates Code 1357

• National Technical Assistance Center on Transition
• Transition Assessments:
  • Transition Assessment Goal Generator
  • Transition Assessments and Activities

State Assessment
• Participation in STAAR Spanish: TEA Guidance
• Eligibility criteria for STAAR Alt 2:
  • New Participation Requirements for 2018-2019
  • TEA Guidance
• STAAR Alt 2 Alignment Resource
• Intensive Program of Instruction:
  • Legal Framework
  • Accelerated Instruction and Intensive Programs of Instruction
• Assessment for Graduation: TEA Resource
• STAAR Assessments: Texas Assessment Program Frequently Asked Questions
• Assessment Decision Evidence: ESC Region 20
• Intensive Program of Instruction Evidence:
  • TEA Guidance
• Accommodations:
  • TEA Resource
  • STAAR Accommodations
• Eligibility for alternate assessment: STAAR Alternate 2 Participation Requirements Companion Document
• Instructional and Testing Accommodations

Additional Resources
• TEA Additional Resources
• Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities
• Cultural and Linguistic Differences: What Teachers Should Know
• Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
• IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs
• Collaborating with Families
• Creating an Inclusive School Environment: A Model for School Leaders
• Differentiating Instruction: Maximizing the Learning of All Students
• Teacher Induction: Providing Comprehensive Training for New Special Educators
• Teacher Retention: Reducing the Attrition of Special Educators
• Teaching English Language Learners: Effective Instructional Practices