



Trending topics is a triannual resource for special education administrators to ensure timely access to relevant content. The topics in this issue were identified based on the results of Differentiated Monitoring and Support (DMS) activities completed during the 2020-2021 school year. This issue's topics address common questions and compliance challenges identified during monitoring. Resources marked *New!* have not appeared in a previous issue.

### In this issue:

- Child Find and Evaluation
- Individualized Education Program (IEP) Content, Development, and Implementation
- Transition

### Child Find and Evaluation

**Missed evaluation timelines was the most common compliance challenge noted in the most recent monitoring group cycle.**

***New!*** [Child find Duty-Everyone's Responsibility](#): This free self-paced online course from TEA's Child Find, Evaluation, and ARD Supports Network provides participants with a fundamental understanding of the definition and purpose of child find and requirements for Local Education Agencies (LEAs). The course provides 1.5 continuing professional education credits upon completion.

[Special Education Referral for Initial Evaluation Quick Guide and Training Video](#): This free 40-minute online training video from TEA's Child Find, Evaluation, and ARD Supports Network, provides an overview of regulations and best practices pertaining to referrals for initial evaluation including responding to a parent request for evaluation. A one-page quick guide accompanies the training.

[Timelines and Assessment Log](#): This webpage from TEA's Child Find, Evaluation, and ARD Supports Network provides a downloadable special education referral timeline, a full and individual initial evaluation (FIIIE) timeline, and an assessment log to help keep track of State Performance Plan Indicator (SPP) 11 and 12 data.

In the 2020-2021 academic year, Local Education Agencies (LEAs) were provided an opportunity to complete a COVID-19 impact narrative form documenting the practices incorporated to support Child Find and FAPE for students being served by special education programs during the COVID-19 pandemic.

### IEP Content, Development, and Implementation

**The most recent group of monitoring identified common challenges with development of the present levels of academic achievement and functional performance (PLAAFP), developing measurable annual goals, and holding annual ARD meetings within timelines.**

#### ***New!*** Standards-Based IEP Process Training

In fall 2021 all Education Service Centers will begin offering Standards-Based IEP Training in their regions. This training was developed by TEA's [Child Find, Evaluation, and ARD Supports Network](#). Please [check your ESC's training calendar](#) for dates and

times when training will be offered. The intended audience is special education teachers, related service providers, and any other professional staff responsible for drafting a student's IEP. The training focuses on developing the present levels of academic achievement and functional performance (PLAAFP) based on student data, drafting annual goals (academic and/or functional) and objectives, if appropriate, and collecting data for reporting progress.

**New! [Question and Answer Document: IEP Measurable Annual Goals](#)**: This document provides answers to common questions and guidance to LEAs regarding writing annual IEP goals that ensure involvement and progress in the student's grade-level academic standards. This is also known as the standards-based IEP process.

**New! [Writing Effective Impact and Needs Statements in the Full and Individual Evaluation \(FIE\)](#)**: This recorded webinar provides guidance for writing effective needs statements related to the student's disability in the initial FIE to create PLAAFP statements that lead to the development of an appropriate IEP.

**[A Step Toward IEP Quality and Rigor](#)**: This free six credit asynchronous course from TEA's Texas Complex Access Network (TX CAN) is designed to support educators in developing high quality IEPs for students with significant cognitive disabilities. However, the training can assist any special educator needing to learn more about developing quality IEPs. Critical components of IEP development, including developing present levels, writing measurable goals, and progress monitoring are covered.

## Transition

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**The most recent group of monitoring identified common challenges with conducting appropriate transition assessments and developing measurable post-secondary goals.**

**New! [Conducting Necessary Transition Assessments](#)**: This free online, self-paced course from TEA's Student-Centered Transitions Network (SCTN) provides educators with the information and tools needed to conduct meaningful transition assessments. Conducting age-appropriate transition assessments is the foundation for building quality transition services for students with disabilities. The course provides 2 continuing professional education credits upon completion.

**[From Assessment to Practice: A Model for Teachers](#)**: This resource from the National Technical Assistance Center on Transition provides teachers a model of how to take information from the transition assessment to develop quality IEP goals that address students' needs. It contains a template form for teachers to use that includes a step-by-step outline of the process. There are several case studies and examples of how to fill out the template form based on the information from the case studies.

**[Developing Goals](#)**: This short resource is part of a longer module from the IRIS Center at Vanderbilt University. It gives information about connecting transition assessments to goals and includes short case studies with examples of possible transition goals for the highlighted students.

**[Coming Soon from the Student-Centered Transitions Network \(SCTN\)](#)**: A free online course on measurable post-secondary goals is in development! [Sign up](#) to receive the SCTN Newsletter to be notified as soon as the course become available (anticipated Fall 2021).