



## Learning Lab Descriptions

**Addressing COVID 19 Regression: Accelerating Learning Through Data-Based Individualization, *Edward Schultz, PhD, Midwestern State University***  
***Sponsored by VizZle, by Monarch Teacher Technologies***

When students return to school following extended periods (e.g., summer, pandemics) of inconsistent teaching and learning, it will be critical to establish present levels of performance and then provide intensive instruction. Data Based Individualization (DBI) is a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies. This session is designed to assist schools in setting up efficient and effective systems designed to assess current levels of academic performance, deliver individually planned intensive instruction, and monitor progress. Critical elements of DBI will be explicitly taught and evidence-based resources (free) will be provided to participants in order to build capacity to integrate into their system.

**Avoiding Under and Over-Identification of Section 504 Students, *Rebecca Bailey and Hailey Janecka, Thompson & Horton, LLP***

The legal boundary for eligibility under Section 504 is unclear and much broader than that under the IDEA. Any confusion over eligibility can have significant repercussions for both students and school districts. Through case scenarios and hypotheticals, attorneys Rebecca Bailey and Hailey Janecka will divulge vital guidance to help your district make sound decisions regarding Section 504. They'll disclose common pitfalls, poor practices, and things to avoid in the evaluation and identification of students under Section 504. For example, learn when an eligibility meeting is necessary and what to do after completion, when it's appropriate to refer a child with an episodic impairment, and whether a diagnosis is enough to trigger 504 eligibility.

**Child Find and Evaluations During and After COVID-19, *Hailey Janecka and Ashley Addo, Thompson & Horton, LLP***

***Sponsored by Trinity Educational Services***

There are so many issues and questions regarding child find and evaluations under the IDEA and Section 504 in this time of school closures and great uncertainty regarding what the future holds. This session will address the many questions regarding child find, evaluation issues, and offer practical suggestions and guidance to help school districts continue to serve students with disabilities.

**Creating a Sense of Community and Connection: What Every Educational Leader Should Know about Virtual/Remote Communications, *Dr. Frances Stetson, Brandi Breaux, Cathy Giardina, Stetson & Associates***

***Sponsored by PresenceLearning***

For teams working remotely, collaboration and effective communication are critical. Selecting the right tools and establishing new team norms can combat conflict and misunderstanding and effectively guide your team to collaborate and work in an environment that fosters trust and accountability. This session will offer 'beyond the basics' for educational leaders who find themselves connecting to colleagues, staff, parents and students through a computer screen and other media/platforms.

**Doing More with Less, Part II, *Dr. Frances Stetson, Dr. Judith Moening, Dr. Cyndi Short, Stetson & Associates***

***Sponsored by Bayes Achievement Center***

In 2008, Texas experienced a serious set of budget cutbacks that had a direct impact on education funding for several years. In partnership with TCASE, a package was designed to assist directors of special education in preparing for and responding to reduced budgets. Now with falling oil prices and the impact of a pandemic on finances, it is time to bring this same kind of thinking to a new (but familiar) problem. This session will present specific ideas for examining service delivery options, capacity building and staffing options for achieving a leaner and yet more effective approaches to our central work: achieving new levels of success for students with disabilities.

**How Can We Apply the Basics from Trauma Informed Care to our Most Vulnerable Students? *Maggie Burk, Carol Booth, Dickinson ISD***

Trauma informed care is currently the most actively discussed approach to helping children and adults cope with the emotional upheaval from the COVID-19 pandemic. Many counselors, LSSPs and social workers in our school districts have some training and experience in this but may want guidance on how to incorporate their knowledge into a wider audience in the schools. This session will focus on several core concepts of trauma informed care. Participants will identify three aspects of trauma informed care that they can implement in their job role when they return to work. Participants will prepare a plan for their staff who can participate in a group discussion prior to students returning to school about how principles of trauma informed care can be used with their students.

**Hyperdocs - Creating Accessibility, Opportunity, and Engagement, *Mindy Montañño, Michael Armstrong, Jaime Freeby, Amarillo ISD***

Are you looking to easily "amp" up your lessons to offer differentiation and seamlessly scaffold and tailor lessons for each student in the current digital learning environment? Then Hyperdocs is for YOU! In this session we will provide you ways to differentiate your online lessons while individualizing lessons to meet the needs of each student. Be prepared to walk away with confidence in creating a Hyperdoc as well as templates to get you started.

**Oh The Places Dyslexia Can Go, *Ronje Gonzales and Jennifer Byrne, Fort Bend ISD***

This session will show the progression of dyslexia through evaluation and programming by obtaining informed consent through a special education full and individual evaluation to include dyslexia and dysgraphia before offering a 504 evaluation. Participants will explore case studies and discuss how Fort Bend ISD has shifted systems and beliefs regarding evaluation and programming to encompass the whole child.

**Preparing for a TEA Comprehensive Desk Review, *Lisa Kirby, Kimberly Baumgardner and Kelly Joseph, ESC Region 20***

***Sponsored by TASB Special Education & Student Solutions***

Do you have questions about what TEA will look for in a special education comprehensive desk review? Would you like to have the ability to check your own IEP folders for compliance and alignment with best practices? If so, please join us as we share a checklist that ESC-20 Special Education Liaisons developed with input from other statewide Liaisons. The checklist will assist your LEA in highlighting areas of strength and continuous improvement. This will better prepare your LEA for the TEA comprehensive desk review process.

**The Show Must Go On: Providing Special Education and Section 504 Services During and After COVID-19, *Dianna Bowen & Taylor Montgomery, Thompson & Horton, LLP***

This session will discuss the requirements for providing special education and Section 504 services during and after the COVID-19 school closures. Participants will hear guidance for how school districts can safely and effectively remain in compliance with the IDEA and Section 504 during and after this national health emergency. This session will address best practices for everything from the types of services that can be provided through virtual platforms or other means to the individualized determination as to what COVID-19 Response Services, if any, are appropriate upon returning to campus.

**Solving Disproportionality and Achieving Equity Operating Together, *Dr. Edward Fergus, Temple University***

The conversations on disproportionality in special education and suspension center on the role of policy, practice and procedures in contributing to these outcomes. This session will focus on what research tells us about those policies, practices and procedures as well as the role of bias-based beliefs. In addition, the session will share macro and micro areas of reform to impact disproportionality rates.

**Special Education After School @ Home: Kick Starting the School Year, *Kathy Clapsaddle, lead4ward***

As we end this school year, many are worried about what our students have missed and how far behind they could be at the beginning of the next school year. How do we meaningfully assess students with disabilities? Where do we focus instruction and support to minimize as many gaps as possible? Join us as we discuss the standards with the biggest impact and share ideas for how to effectively pre-assess students with disabilities in those standards. Walk away with some practical ideas for how to provide proactive instructional support during this unusual time, in collaboration with our classroom partners.

**Staffing Models: Case Load Analysis Versus Workload Analysis, *Dr. Karlyn Keller, TASB Special Education and Student Solutions***

***Sponsored by AXIS Teletherapy***

Staffing decisions in special education are historically made based on caseloads, squeaky wheels or what we have always done. With the ever-increasing need for specialized student support and demand for educational dollars, these methodologies are difficult to support. This session will provide an overview of the workload analysis along with several research-based models districts can use. Attention will be given to teaching, related services and assessment staffing needs.

**Update from the Courts that Count, *Nona Matthews, Walsh Gallegos Treviño Russo & Kyle, PC***

Join attorney Nona Matthews for this popular review of the circuit court cases that have been decided since the last TCASE conference. The courts have continued to stay busy deciding issues such as evaluation, eligibility, Child Find, ARD committee meeting procedural requirements, placement in the least restrictive environment, private placement at public expense, provision of a free appropriate public education, and various procedural issues. Make sure that you are current on the most recent decisions from the courts that count.