



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 2021-2022 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.

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Child Find and Evaluation

Missed initial evaluation timelines and Full Individual Evaluations that did not clearly state the summary of assessment results were the most common compliance challenges noted for this area in the last monitoring group.

[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 (FIIE) timeline, and an assessment log to help keep track of State Performance Plan Indicator (SPP) 11 and 12 data.

[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.

[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 present level statements that lead to the development of an appropriate IEP.

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.

[Standards-Based IEP Process Training:](#) All Education Service Centers offer Standards-Based IEP Training in their regions. This 2-day 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 is offered. The intended audience is special education teachers and any other professional staff responsible for drafting a student's IEP. The training focuses on developing the PLAAFP, drafting annual goals, and collecting data for reporting progress.

New! [Writing PLAAFPs and Developing Measurable Annual Goals](#): This 90-minute recorded webinar consists of content related to writing quality PLAAFPs and using a four-step process for developing measurable annual academic and functional goals. This webinar covers a critical portion of the content that is included in the 2-day Standards-Based IEP Process Training.

[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.

[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.

New! [ARD Committee Manager Training](#): This asynchronous course provides information, guidance, and best practices for successfully achieving the expectations, roles, and responsibilities of an ARD committee manager. The course covers scheduling ARD committee meetings, preparing and finalizing required ARD committee paperwork, facilitating the ARD committee meeting, and supporting families and school personnel with the ARD committee process.

Transition

The most recent group of monitoring identified common challenges with developing measurable post-secondary goals and ensuring students transitioning from Early Childhood Intervention (ECI) have an Individualized Family Services Plan (IFSP) adopted and/or IEP developed and implemented by the child's third birthday.

New! [Writing Appropriate Measurable Postsecondary Goals](#): This free online, self-paced course from TEA's Student-Centered Transitions Network (SCTN) provides educators with the information and tools needed to write appropriate measurable postsecondary goals as part of the student's transition plan. Learning to write appropriate measurable postsecondary goals is the foundation for building quality transition services for students with disabilities.

New! [Early Transition in Texas](#): This guide is intended to provide an outline of the early transition activities, timelines, and recommended practices to facilitate a child's transition from Part C (ECI) to Part B (Early Childhood Special Education (ECSE)) of the Individuals with Disabilities Education Act (IDEA).

New! [Supporting Early Childhood Transition](#): This guidance document provides tips and strategies to assist educators with supporting children and families during early childhood transitions.

New! [Early Childhood Intervention and Early Childhood Special Education](#): This guide was developed to help parents navigate the transition process from ECI to ECSE.

New! [Student-Centered Transitions Network \(SCTN\) Resources At-A-Glance](#): This at-a-glance document showcases all current SCTN resources that may assist LEAs in addressing a variety of transition compliance and documentation issues.