



## Texas Professional Educational Diagnosticians

*Board of Registry, Inc.*

# Update

Fall  
2013

### BOARD OF REGISTRY

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Linda Hall

#### Administrative Assistant

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# Symposium 2014

The TPED Board of Registry is proud to confirm Dr. Milton J. Dehn as presenter for Symposium 2014 to be held prior to the TEDA Conference on April 30, 2014 at the Omni SouthPark in Austin, TX from 1-4 pm. Dr. Dehn will present "Analyzing Test Results and Determining SLD". Participants can earn 3 CPE units while learning about this important aspect of educational assessment. Please make plans to join us for this timely presentation. Registered Professional Educational Diagnosticians can attend at no charge as well as TPED Registry Exam participants; however, **pre-registration is necessary to guarantee availability of presentation materials.** Non TPED members can take advantage of this outstanding professional development opportunity for as little as \$30 with early registration, before April 1, 2014. Please follow the link below for registration information.

[www.regped.com](http://www.regped.com)

**Remember, Symposium fees are not included in TEDA conference registration fees!**

**Recently** the TPED Board has made changes in order to be more fiscally responsible with our members' dues.

In 2011 the TPED membership voted to eliminate two board positions. The TPED board now is comprised of six elected members. Two positions were consolidated into other positions. The regional representative position absorbed the responsibilities of legislative issues. The treasurer's position is now responsible for professional visibility. Board member responsibilities will continue to evolve as needs change and arise.

**Another change** that the TPED Board has made in order to be more fiscally responsible is to change the location where we meet to Dallas after many years of meeting in Austin. Several board members live within driving distance of the Dallas meeting place, thus eliminating significant travel and hotel expenses.

**This year**, because TEDA was in San Antonio, TPED gave considerable thought as to whether diagnosticians would appreciate a reception or a gift from TPED. After extensive discussion, the board felt that its membership would enjoy a gift in lieu of the reception. TPED gave its members a beautiful mug with a TPED logo, a TPED luggage tag, TPED highlighter, TPED pen and TPED pencil. The response to the gifts was overwhelmingly positive. TPED will do this in Austin 2014 as well. Be sure to visit the TPED table if you are attending SWEP or TEDA!

**If you** have any other thoughts or suggestions on other ways you feel the board can meet the needs of its membership **please contact a board member.**

## Changes at TPED

## Chair's Report September, 2013

The Registry Board met for the annual Fall meeting on September 26 and 27, 2013. In attendance were Kaye Allen, Debbie Rollins, Jeanna Miller, Georgene Moon, Dee Brown, Virginia Duran, Lisa Horton, Administrative Assistant Deb Hawkins and TEDA President Linda Hall.

### A Look to the Future

**This is an exciting time to belong to the Registry. Be looking for great developments in the days ahead!**

**Member Appreciation** - TPED members attending the TEDA conference this year received as a token of our appreciation a gift filled TPED coffee mug. We will be offering a new gift this year to our members who attend SWEP or TEDA in 2014. Please plan on visiting our booth this year – you won't want to miss this!

**New Testing Locations and Dates** – Beginning in 2015, the Board is considering offering the Registry Exam at an alternate location during the summer, as well as our annual examination offered at the TEDA Conference. *We need your input!* If you have diagnosticians who would like to take the exam in a location in your area, please contact our administrative assistant, Deb Hawkins at [debhawk1995@live.com](mailto:debhawk1995@live.com).

**Simplified Application Process** – Please help us spread the word that the Registry Examination Application and Study Guide will soon be available for download by potential candidates. The Board voted to eliminate the current application fee.

**2014 Symposium – Plan on attending the TEDA Conference early!** The annual Symposium will be held prior to the TEDA conference this year, on **Wednesday, April 30<sup>th</sup>**, 2014. Due to an overwhelming positive response to last year's presentation, the Board has invited **Dr. Milton Dehn** to return this year as our speaker.

**New Products!** We are very excited to announce that TPED will soon be offering apparel through **Land's End!** We are happy to offer our members the chance to proudly display the TPED logo on a variety of items. Please watch our website for future information on how to take advantage of this opportunity.

## TPED Proficiencies vs. TEA Competencies

### TPED Proficiencies:

1. Knowledge of disabilities, state law and federal regulations pertaining to Special Education.
2. Understanding learning environments
3. Administering evaluations and interpreting evaluation information
4. Interpreting evaluation information as related to effect of disabilities on learning environment
5. Understanding curriculum and instruction for learners with special needs
6. Using evaluation information to make recommendations for development of Individualized Education Programs (IEP)
7. Knowledge of human growth and development and identification of processing deficits and learning styles
8. Knowledge of learning/cognitive theory
9. Knowledge of behavior intervention and classroom management techniques
10. Communication and collaborating skills with students, parents, teachers and other professionals
11. The educational diagnostician conducts evaluations and develops programs for adult learners.

### TEA Competencies – Updated 2012

1. The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.
2. The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
3. The diagnostician understands and applies knowledge of student assessment and evaluation, program planning and instructional decision making.
4. The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.
5. The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.
6. The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
7. The educational diagnostician understands the use of appropriate assessment, evaluation, planning and instructional strategies for developing students' behavioral and social skills.
8. The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
9. The educational diagnostician develops collaborative relationships and demonstrates skills for scheduling, time management and organization.

# Tool Kit 2013

## Table of Contents:

### Bilingual

- Best Practices
- Bilingual Dyslexia Profile
- Recommendations for LEP students who DNQ

### Developing Standard Based Goals and PLAAFPs

#### Goals and Objectives

- PLAAFPs
- Standard Based IEPs

### Dyslexia

- Dyslexia Decision Making Process
- Dyslexia Identification
- Dyslexia Profile

### Evaluation Tools and Tips

- CHC Testing Checklist
- FIE Charts
- SLD Exclusionary Factors Checklist

### Find It Fast

*New for 2013 - recommendations and interventions for evaluators to share with parents and teachers at your fingertips.*

- STAAR Sources
  - STAAR ALT Frequently Asked Questions
  - STAAR ALT Participation Requirements
  - STAAR ALT Resources
  - STAAR ALT Tasks
  - STAAR M Participation Requirements
  - STAAR M Participation Requirements-Spanish
  - STAAR M Resources
  - Understanding Your Child's STAAR M Report
  - Understanding Your Child's STAAR M Report-Spanish

### Other Sources

- Sources for Kid Applications
- Sources for High School and Above
- Learning Disabilities Websites
- Intellectual Disabilities Websites
- Family Website

### Auditory Impairment Sources

- Sources for Math Games and Worksheets
- Sources for Reading Strategies

### Helpful Forms

- ARD checklist
- Competency Sheet
- Diagnostician Time Collection Sheet
- Evaluations Template
- Failure Reasons Form
- Meeting Norms
- Sample Letter To Doctor for OHI eligibility
- Referral to 504 from Special Ed sample
- Sample Annual ARD secondary
- Sample Annual ARD elementary
- Student Testing List
- Teacher Diagnostic Report
- Timeline for New Referral Chart

### Recommendations/Interventions

- "G" Explanations and Interventions
- Interventions
- Recommendations for "G" weaknesses
- Math Interventions

### Why Registry?

regped.com

Texas Professional  
Educational  
Diagnosticians

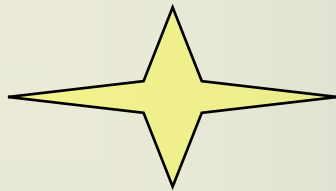
Board of Registry, Inc.

PO Box 53661  
Lubbock, TX 79453

### Website Offers Online Payment Services

TPED Board of Registry is pleased to announce that our website,

[www.regped.com](http://www.regped.com), now offers members the option to purchase products, renew memberships and pay online via *credit card* or PayPal. This affords members a secure method of payment for efficient membership renewal or purchase of a wide variety of products. Please visit the TPED Store online to browse our products and purchase! Click on the TPED RENEWAL or ASSOCIATE DUES tabs to complete membership renewal online. *You do not have to have a PayPal account to renew online*; you can use any major credit card. Visit our website today to see these great options!



## 2013 LEGISLATIVE UPDATE

The Texas Legislature was busy this year and finalized many new pieces of legislation which went into effect September 1, 2013. Many of these laws have a direct impact on our practices. Don't be caught out of compliance!

### INITIAL TIMELINES: CONSENT TO FIE: Goodbye calendar days and Hello school days!

A written report of a full and individual evaluation of a student for purposes of special education services shall be completed no later than the 45<sup>th</sup> school day following the date on which the school district receives written consent.

**Make note-this states the WRITTEN report must be completed by the 45<sup>th</sup> school day.**

If parent consent is received prior to the last 45 school days, FIE is completed within 45 school days and ARD held within 30 calendar days of FIE date. Timeline can be extended for absences of 3 or more days.

If consent received more than 35 days but less than 45, FIE must be given to parent by June 30<sup>th</sup> and ARD held within the first 15 school days of the following school year. The big EXCEPTION to this scenario: If the student is absent 3 or more days during this time, the timeline is extended into the next school year.

If consent is received less than 35 school days remaining in the school year, the 45 school days extends into the next school year and ARD held within 30 Calendar days from FIE completion date. Absences of 3 days or more extends the timeline day for day.

*Food for Thought- Just because we are allotted 45 school days doesn't mean we have to take 45 school days. Best practices should compel RegPEDs to evaluate, complete the FIE and ARD in as few days as possible. Think of it this way, approximately 12 weeks or 1/3 of the school year could elapse during the evaluation process. Be diligent in your case management. Students are depending on us!*

### What DIDN'T Change:

The ARD must be held within 30 Calendar Days of FIE Date.

ECI Rules did not change

Absences do not apply to private/homeschool/or not enrolled preschool age students

### \*\*\*\*DID YOU KNOW\*\*\*\*

*If a parent submits written request for evaluation to a district administrative employee, the district has 15 school days to obtain written consent or send a notice of refusal.*

*Students with Visual Impairments: An orientation and mobility evaluation must be completed by a certified O&M specialist in determining a student's initial eligibility for special education services based on a visual impairment. The scope of the reevaluation for students with a visual impairment must include a certified O&M specialist as part of the multi-disciplinary team.*

### HAVE YOU HEARD?

The **STAAR Modified** assessments will be administered for the final time during the 2013-2014 assessment cycle. The U.S. Department of Education has informed states that assessments based on modified standards for students served by special education cannot be used for accountability purposes after the 2013-2014 school year. Further information regarding plans for the inclusion of this population of students in the general assessment program beginning in the 2014-2015 school year will be forthcoming from TEA.

**STAAR ALT:** TEA may not adopt a performance that indicates that a student's performance on an alternative assessment does not meet standards if the lowest level of the assessment is an accurate representation of the student's developmental level as determined by an ARD Committee.