



TEXAS PROFESSIONAL EDUCATIONAL DIAGNOSTICIANS

UPDATE

Summer

Chair Report

The TPED Board of Registry's Spring meeting was held on April 21, 2022. Those in attendance included:

Jennifer Vasquez, Chairperson
Michele Hall, Vice Chair & Professional Visibility Chair
Melissa Politz, Treasurer
Jacie VandenBoom, Secretary
Stephanie Lee, Continuing Education Chair
Cynthia Edwards, Legislative Chair
Dr. Jeanine Risken, Credentials
Deb Hawkins, Administrative Assistant

Happy Spring and happy end of the school year RegPED's! I hope this finds you well and able to see the light at the end of another crazy school year.

The Board of Registry met in April and reflected on all of the great things happening in our profession and in TPED. In December 2021 we were able to return to Waco for our Symposium where Dr. Ed Schultz was our guest speaker. Dr. Schultz spent time talking about the split in GIr and gave us great information to bring back for our evaluations. Once the location and date for the next TEDA conference is determined, we'll be fast at work picking

our next Symposium topic.

TPED continues to share information regarding free webinars for the continued education of our members. Twice a year TPED members will also receive copies of the “This Just In” published by the Walsh law firm.

This school year we offered the TPED membership exams in both the fall and spring. We are planning to allow for in person testing next year in the Dallas and Houston areas, while continuing to offer the testing center option. The change from hosting our TPED examination once a year to offering the exam through testing centers continues to be positive.

At the end of 2022 myself and another board member will be completing our time on the board so we would love to have some of you express an interest in serving this great profession. Information about board membership is included in this newsletter.

May your school year close out peacefully and may you find time to rest, relax and recharge with family and friends this summer. Thank you for all that you do.

Jennifer Vasquez
Board of Registry Chair



**Texas Professional Educational Diagnosticians –
Members-only Facebook Group**

<https://www.facebook.com/groups/tpedmembers>

TPED Members Only


TPED Board Members Wanted

Want to serve your profession, meet new people, and expand your horizons? Consider serving on the TPED Board. There are currently 2 available positions that will begin on January 1, 2023. These positions require 6 years of service. Interested individuals must be TPED members in good standing who are practicing Educational Diagnosticians.

Interested?

Complete the application at
<https://bit.ly/3KXWNvx>

Applications are due by June 15,
2022



The election for new Board members will take place over the summer. If elected, your term and service will begin on January 1, 2023. If you have questions, please feel free to contact any of the Board members.

**New Board Member
Application**

Reasons To Return to Education

The school year is quickly coming to an end.



Hurrah, ☐☐☐!!! Now you're wondering if you should return next school year. Let us give you some reasons for consideration.

1. Virtual Meetings
2. Every day is a new adventure. Especially if you have multiple campuses.
3. You get your steps for the day while chasing students when they leave the testing room. ☐☐♀☐☐♀☐☐♀
4. No special equipment needed. You get strength training by loading and unloading test batteries from your vehicle and dragging them all over campus.
5. Learning the latest campus gossip while you're trying to evaluate a student in the room next to the Teachers Lounge.
6. No one can do this job with the passion and commitment that you put into it.
7. Being an Educational Diagnostician is your Superpower. ☐♀☐♀☐♀

We need you and so do the children. See you next year.

Legal Update

Accommodation Companion Guides

TEA's Accommodation Companion Guides have been revised and updated. These guides bridge existing student accommodations to assistive technology (AT) options that enable access and greater student progress within HQIM materials. These quick reference documents can be used by both general and special educators to identify support options that meet individual student support needs.

[Proposed Revisions to 19 TAC Chapter Proposed Amendment to 19 TAC Chapter 151, Commissioner's Rules Concerning Passing Standards for Educator Certification Examinations, §151.1001, Passing Standards:](#)

151.1001(c) Educational Diagnostician:80 (Maximum Points), 55 (Average Passing Standard)

Educational Diagnostician EC-12 TExES (Selected Response Portion) – after 9/6/2021: 72 (Maximum Points), 42 (Average Passing Standard)

Educational Diagnostician EC-12 TExES (Constructed Response Portion) – 9/6/2021: 8 (Maximum Points) and 4 (Average Passing Standard)

Senate Bill 89

SB 89, the COVID-19 Special Education Recovery Act, was signed by the governor on June 7, 2021, and addresses special education and related service interruptions during the COVID-19 pandemic. SB 89 established requirements in Texas Education Code (TEC), §29.0052, that require LEAs to include a written supplement to be included with the individualized education program (IEP) of each student enrolled in LEAs' special education

programs during the 2019-2020 or 2020-2021 school year. No later than May 1, 2022, Admission, Review, and Dismissal (ARD) committees must complete the required supplement for each student with an IEP enrolled in LEAs' special education programs during the 2019-2020 or 2020-2021 school years, and LEAs must submit an assurance statement through [the Legal Framework](#) by June 1, 2022 affirming compliance with the requirements established by SB 89. If the student's ARD committee documented all required information in the written statement of the IEP during the 2020-2021 school year, then the ARD committee is not required to prepare an additional supplement for this purpose.

Dyslexia Handbook 2021 Training and Communication Requirements

As part of the plan TEA was required to submit to OSEP by August 31, 2022, all LEAs must provide an assurance through the Legal Framework that at least one staff member has attended the agency-developed training titled *Texas Dyslexia Academy 2 (TDA 2): The Dyslexia Handbook 2021 Update* by August 31, 2022. This requirement ensures that each LEA in the state is aware of and has at least one trained staff member who can support local dissemination and implementation of the updated handbook requirements. *TDA 2: The Dyslexia Handbook 2021 Update* training is offered through each regional education service center (ESC).

Child Find Delay Reasons

The TSDS CF collection includes State Performance Plan Indicator 11 (SPPI-11; Timely Initial Evaluation) and SPPI-12 (Early Childhood Transition). Both indicators assess an LEA's procedural compliance with the state and federal requirements of the special education evaluation process.

This process includes adhering to the required timeframes for completing both the FIIE and the ED:

For SPPI-11, the FIIE timeframe is 45 instructional days starting the first instructional day after the LEA receives parental consent (for exceptions, see [19 TAC §§89.1011\(c\)\(1\) and \(e\)](#)), and the ED timeframe is 30 calendar days starting the first day after the completed FIIE (for exceptions, see [19 TAC §89.1011\(d\)](#)). *NOTE: only the FIIE is used for federal reporting purposes. The ED is used by the State for general supervision and technical assistance purposes.* For SPP 11-12, both the FIIE and the ED must occur *by* the child's third birthday for a child who received early childhood intervention (ECI) services for 90 calendar days or more before their third birthday (see [OMB NO: 1820-0624](#)).

Both the delay reason and the number of calendar days to complete the evaluation activity must be reported when the FIIE or the ED occur beyond the required timeframe (see [OMB NO: 1820-0624](#)). The TSDS system calculates the number of calendar days beyond the timeframe for both the FIIE and the ED. For SY 2021–2022, LEAs can only report an FIIE delay reason in the TSDS. LEAs cannot submit a delay reason for the ED because no data element exists in the TSDS CF collection. Going forward from SY 2022–2023, LEAs will be able to report delay reasons for both the FIIE (EVALUATION-DELAY-REASON [E1718](#)) and the ED (ELIGIBILITY-DELAY-REASON [E1731](#)), as defined by the code table [DC164](#). The addition of the ELIGIBILITY-DELAY-REASON data element to the TSDS CF collection will improve data quality and support general supervision and technical assistance activities

Evaluation Certification Reimbursement Program

April 1-15, 2022: Application window for the Small and Rural Schools [Evaluation Certification Reimbursement program](#). If you are an

educator in a small or rural LEA and are accepted into a licensed specialist in school psychology (LSSP) or Educational Diagnostician certification program, you could receive reimbursement for tuition, books and other costs associated with your program.

Time to Renew

**Texas Professional Educational Diagnosticians
Board of Registry**

Registry Certificate Renewal Application

Due for current year (June 1, 2022 – May 31, 2023)

Renew at website

**Renewal form for
2022/2023**

Mental Health Tips



Everyday Mental Health Tips

We've all heard the discussion— as much as 25 percent of educators have considered leaving the field since the pandemic began. The combination of duties and responsibilities really add up. By the end of the week, we are often left feeling emotionally and physically spent. So what are you doing for your mental health? Your well-being should be at the forefront of your mind, and for a good reason.

Take Time to De-Stress

Everyone has their de-stressors, the things that make them instantly relax and feel rejuvenated. Here are some ideas for an immediate stress reliever: Go for a 10-minute walk. Close your eyes and take ten deep breaths. Visualize a pleasing scene, like a calm beach or an event that you are looking forward to. Take a break from your computer screen or phone. Put on soothing music.

Take Time to Talk

Talking over issues that you are having at work with a colleague or mentor is a great way to resolve a problem. Sometimes just talking about something aloud can help you untangle a tricky issue, and your conversation partner might help you see something from a different point of view! If you don't feel

comfortable talking to someone at work, see if your school has an Employee Assistance Program that can give you an objective ear to talk to.

Work Toward a Good Work/Life Balance

Switch off your email. Being available online 24/7 can open you up to communications that can leave you excited or stressed about work, which can shift the mood of your whole weekend. It is important to set yourself a 'switch-off' time. Ensure that students and their families know that you will not be available but that you will get back to them as soon as your workweek begins again.

It is OK to Say 'No.' While educators are amazing multitaskers, we are also mere humans. People will understand if you do not have time to take on another after-school activity, implement another classroom initiative, or mentor another coworker.

Choosing an activity just for you one day a week can help you disconnect from work stresses. Taking up yoga, calling a friend just to chat, or taking a walk through the neighborhood are all simple ways to decompress from your busy week.

Take Care of your Physical Well-being

Getting enough sleep. Adults in the 18–65 age bracket need between 7 and 9 hours of sleep a night. A good night's sleep can boost productivity during the daylight hours so that you will be working smarter, not harder. **Eat a balanced diet.** Eating a balanced diet provides your body (including your brain) with the nutrients it needs to function properly. Do not forget to drink plenty of water! **Be active.** Exercise produces endorphins, which send a boost of positivity to your brain. Research suggests that 30 minutes of moderate to intense physical activity most days of the week can lead to an increase in mental functioning, including an increase in memory and learning ability. If you are short on time or motivation, break your 30 minutes into 10- or 15-minute intervals.

Practice Mindfulness

If you are unfamiliar with the concept of mindfulness, it involves actively and intentionally focusing on the present moment – being aware of the things around you and the physical and emotional sensations that your body is experiencing. Mindfulness is as simple as observing without judgement. Mindfulness is not about being in a completely serene and peaceful environment. It is about finding the calm among the chaos.

TPED has expanded testing options!

Testing is more accessible than ever.

Applicants may now test at a local licensed testing facility or face-to-face during scheduled sessions. Currently, we will offer a test date in the DFW and Houston areas. If you are interested in testing in a group session and do not live in either area, reach out to the TPED Board. We may be able to accommodate and offer a session in your area. We offer a Fall and Spring testing window each year.

I WANT TO BE A REGISTERED DIAGNOSTICIAN....

- Start the process by requesting an application packet. Completed application packets are due each March 15 or September 1.
- After the completed packet is submitted and approved by the Board, applicants will select a testing option that best meets their needs.

- Information regarding the testing window and locations will be provided. If you choose to test at a local licensed testing facility, you are responsible for completing and submitting the Alternate Test Site form. TPED will provide materials to the facility.
- Each applicant must test during the testing window. These dates will be announced in April and September.
- Applicants are responsible for any expenses incurred whether you attend a group testing session or test at a licensed facility (testing fees, travel, etc).

FAR-Fiefer Assessment of Reading



With the recent changes to dyslexia evaluations, diagnosticians may need more tools in their toolbox to tackle the ever-increasing referrals for dyslexia. The FAR (Fiefer Assessment of Reading) may be a tool you want to consider adding to your toolbox.

The FAR is a comprehensive reading test designed to examine the underlying cognitive and linguistic processes that support proficient reading skills. It is designed to be used with ages prekindergarten through college (approximately ages 4-21 years). It is made up of 15 individual subtests that measure various aspects of phonological development, orthographical processing, decoding skills, morphological awareness, reading fluency, and comprehension skills. The FAR is unique in that it assists in identifying the presence of a reading disorder, but also the specific type of dyslexia- dysphonetic dyslexia, surface dyslexia, and mixed dyslexia. It also identifies reading comprehension deficits.

Information taken from the FAR Manual

Dysphonetic Dyslexia

Dysphonetic Dyslexia is characterized by the reader's inability to utilize a phonological route to successfully bridge letters and sounds. Instead, the reader tends to rely too much on visual and orthographic cues to identify words in print. Because these readers rarely rely on letter-to-sound conversions, they frequently guess words based on their initial letters. They tend to approach reading by simply memorizing whole words.

Surface Dyslexia

Surface Dyslexia is the sheer opposite of dysphonetic dyslexia. Students with this subtype of dyslexia are readily able to sound out words, but lack the ability to automatically and effortlessly recognize words in

print. Consequently, they tend to be letter-by-letter and sound-by-sound reader, as they rely too heavily on the phonological properties of the word and underappreciate the orthographical or spatial properties of the visual word form. Most words are painstakingly broken down in individual phonemes and read slowly and laboriously. Fluency tends to suffer the most, though phonological processing skills remain relatively intact.

Mixed Dyslexia

Mixed Dyslexia is the most severe type of reading disability for students. Generally, these readers have difficulty across the language spectrum and are characterized by a combination of poor phonological processing skill, slower rapid and automatic word recognition skills, inconsistent language comprehension skills, and bizarre error patterns in their reading.

The FAR can be scored by hand or you can purchase the scoring software-FAR Interpretive Report. If you purchase the online scoring software, you have access to the print out that contains a write-up each of the indexes (Phonological Index, Fluency Index, Mixed Index, Comprehension Index, FAR Total Index). Additionally, the FAR Interpretive Report will provide interventions tailored to the student's performance. This can assist in writing recommendations in the FIE and support the ARD committee in considering reading intervention programs to support the student.

The test suggests that it can take an hour and 15 minutes to give all subtests to an older child. If the child is younger, it may only take 30 minutes since some tests are not to be given until a specified age. This might seem a bit longer than other batteries, but if reading is the primary concern, the FAR might be something to consider.

If you are looking for another assessment tool that focuses on reading and the underlying cognitive processes that link to reading, the FAR is a good one to consider adding to your collection.

Dee Brown

It is with great sorrow that TPED shares the loss of one of our previous board members. Dee Brown, a past credentials chair, passed away recently.

She will be missed as a TPED member and professor and caring teacher of countless educational diagnosticians.

Mrs. Brown worked tirelessly to improve the Registry Exam. She also offered her knowledge without hesitation and added another dimension to our board. Her expertise in Sped was invaluable as we sought to make needed changes to the exam.

Among the board she was a wonderful friend and will be greatly missed in our lives. We offer prayers for her family and friends.

Chair

Jennifer Vasquez

**Vice-Chair &
Professional Visibility**

Michelle Hall

Secretary

Jacie VandenBoom

Treasurer

Melissa Politz

Credentials

Dr. Jeanine Birdwell

Continuing Education

Stephanie Lee

Legislative

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