OT and PT Conference

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State Director, Special Education

June 4th, 2021

Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.

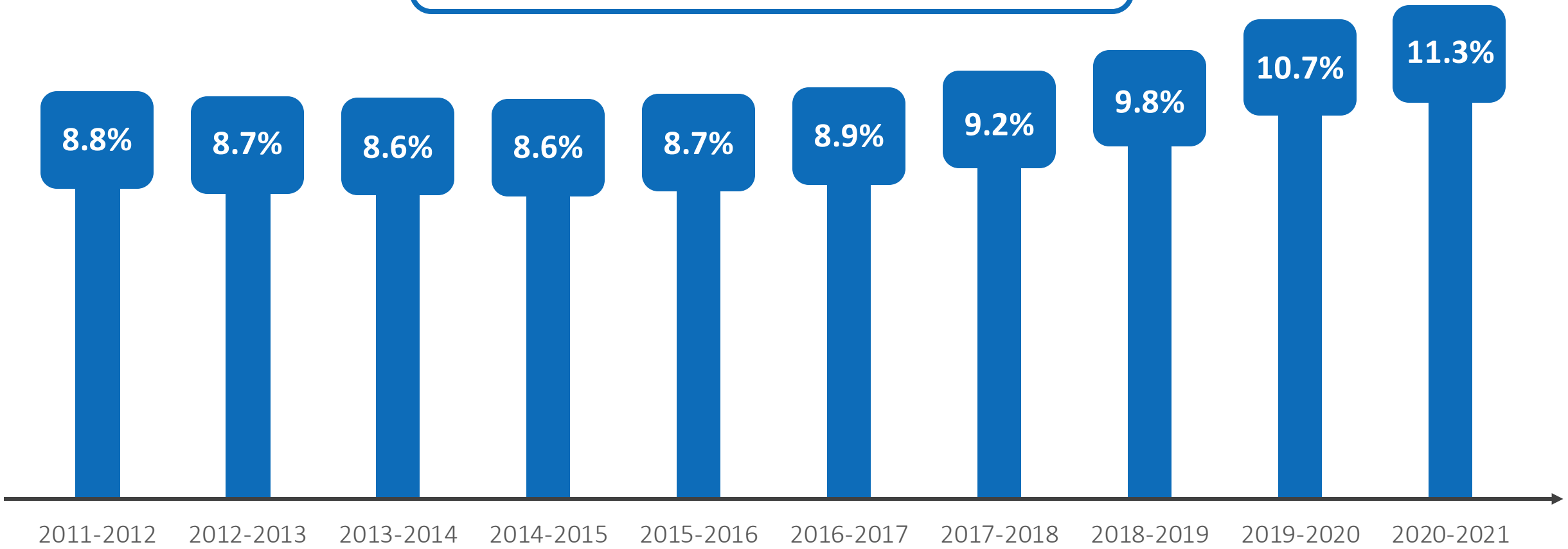
Agenda

- Students with Disabilities – Data Update
- Dyslexia and Speech Therapy
- SSES (Supplemental Special Education Services)
- Resource Highlight

SWD Data Update

Special Education Identification has Significantly Increased

Since 2013, Texas has seen 37.59% growth in the number of special education students.



SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), Chapter 2. and http://nces.ed.gov/fastfacts/display.asp?id=64 (* represents not yet published)

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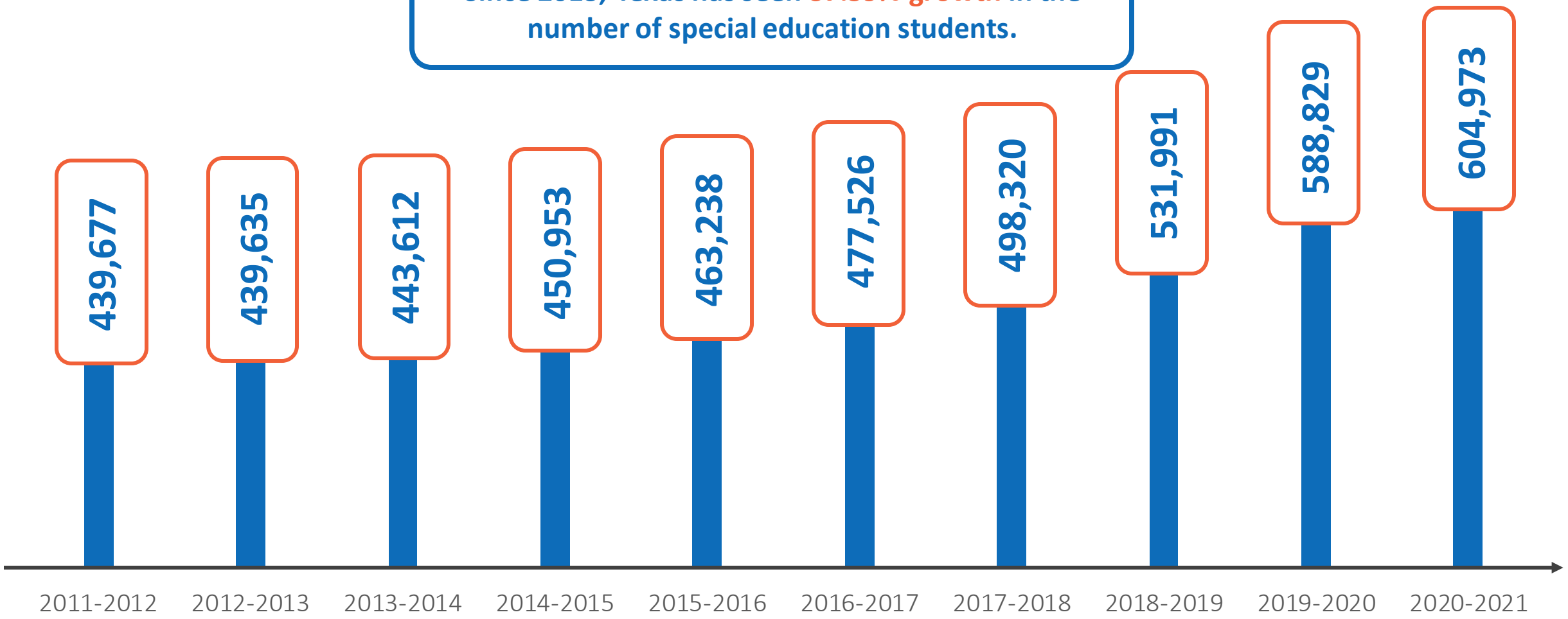
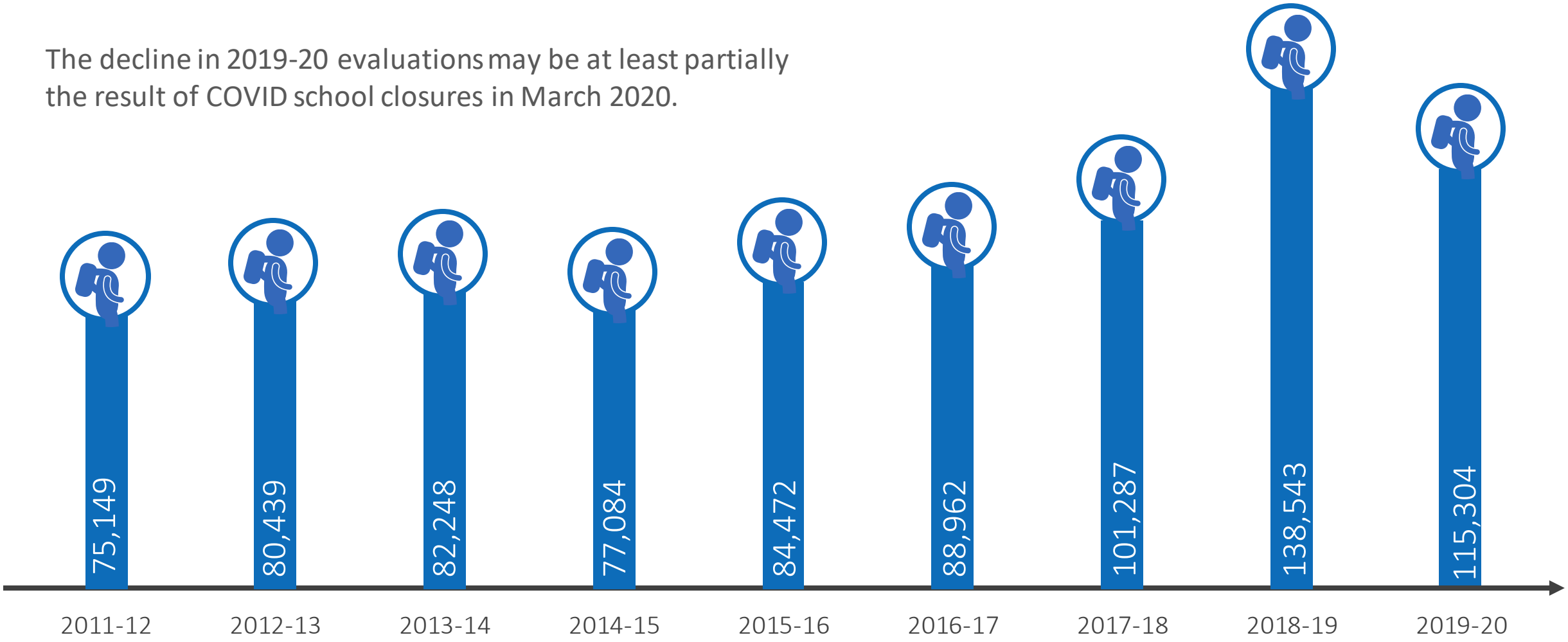


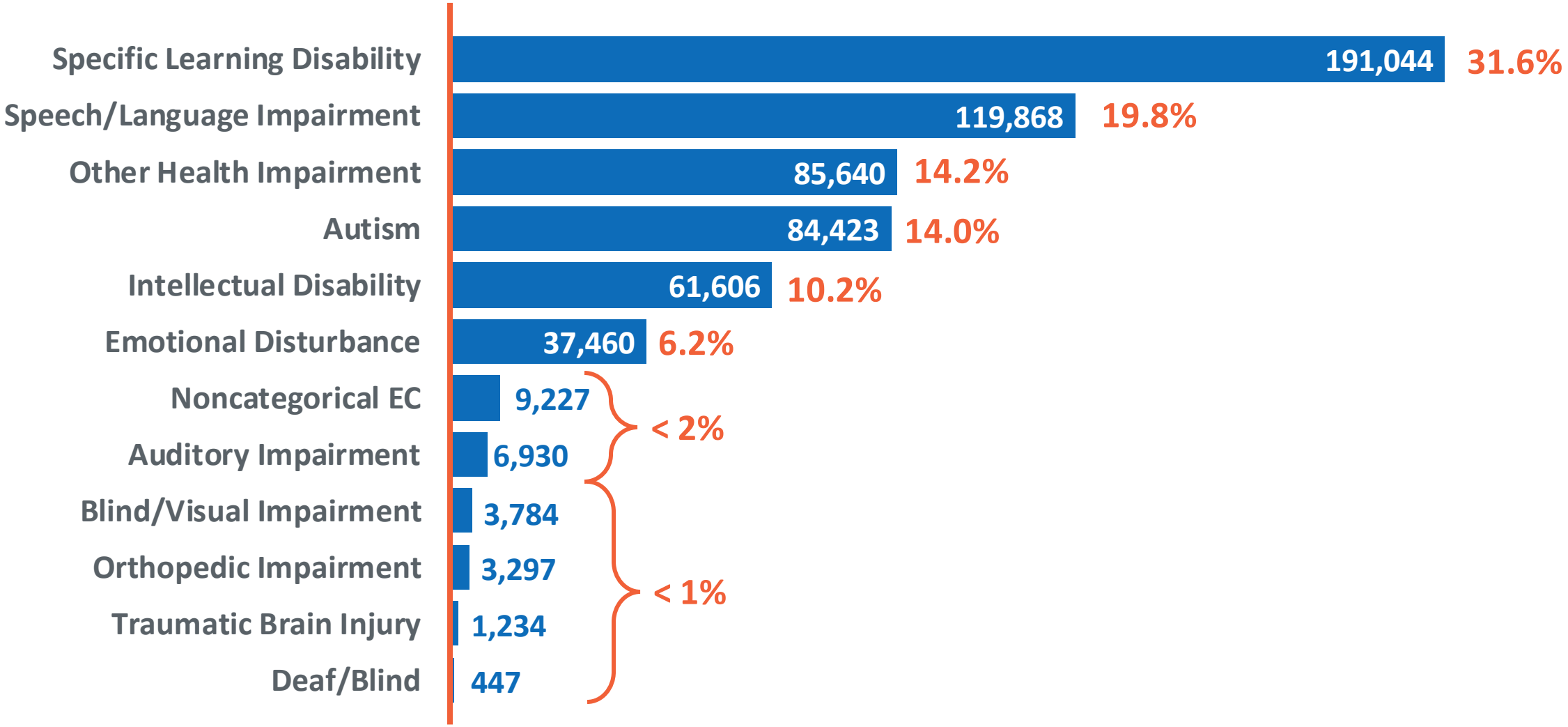
SOURCE: U.S. Department of Education, National Center for Education Statistics. (2016). Digest of Education Statistics, 2015 (NCES 2016-014), Chapter 2. and http://nces.ed.gov/fastfacts/display.asp?id=64

Special Education Evaluations Serve as a Leading Indicator for Total Special Education Representation

The decline in 2019-20 evaluations may be at least partially the result of COVID school closures in March 2020.



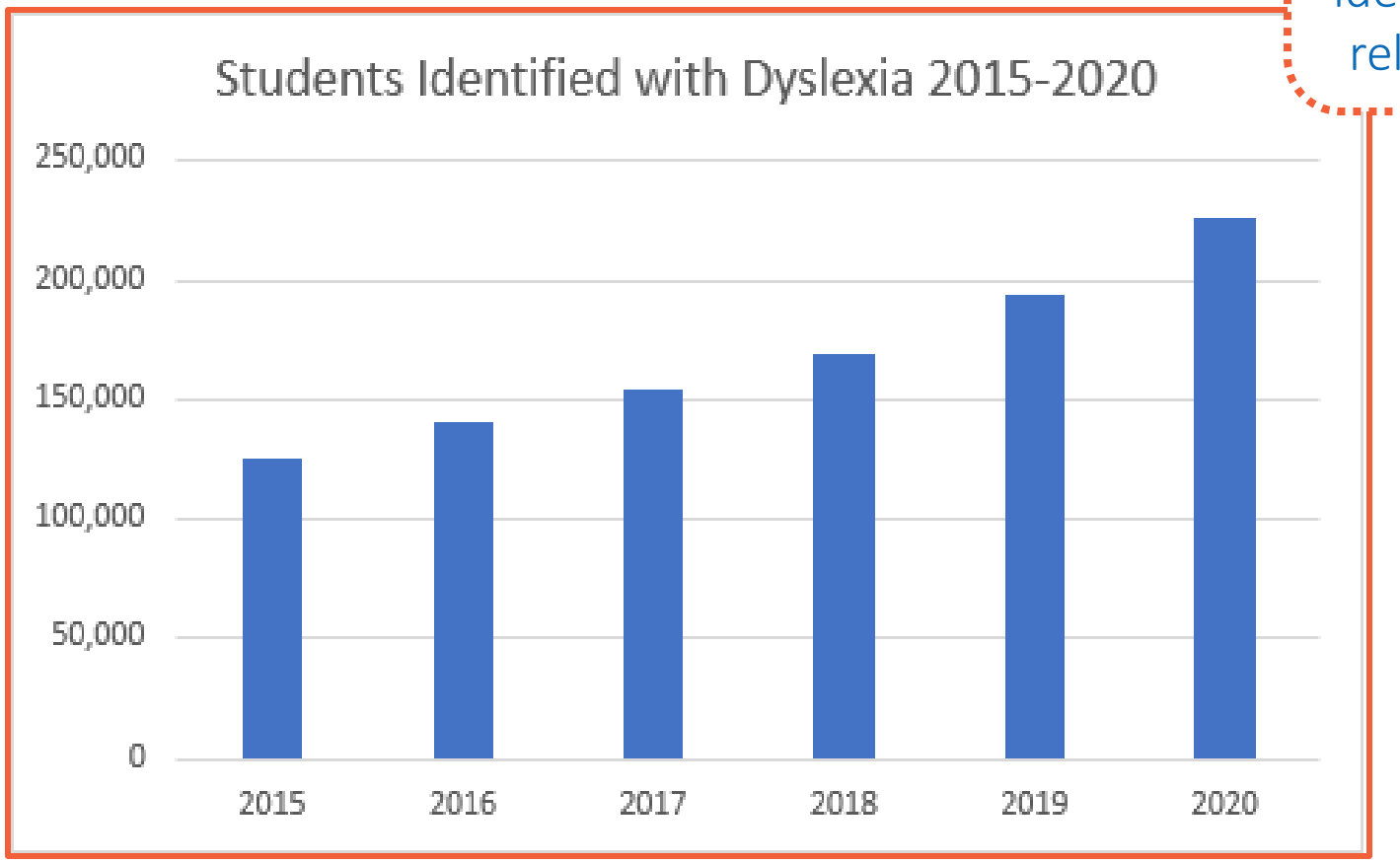
Almost one-third of students with disabilities are students with a specific learning disability.



SY 2020-2021

Digital Dyslexia and Speech Therapy Platforms

Students identified continues to increase



Currently there are **over 225,000 students** identified with dyslexia and related disorders in Texas.

Dyslexia Intervention Platform

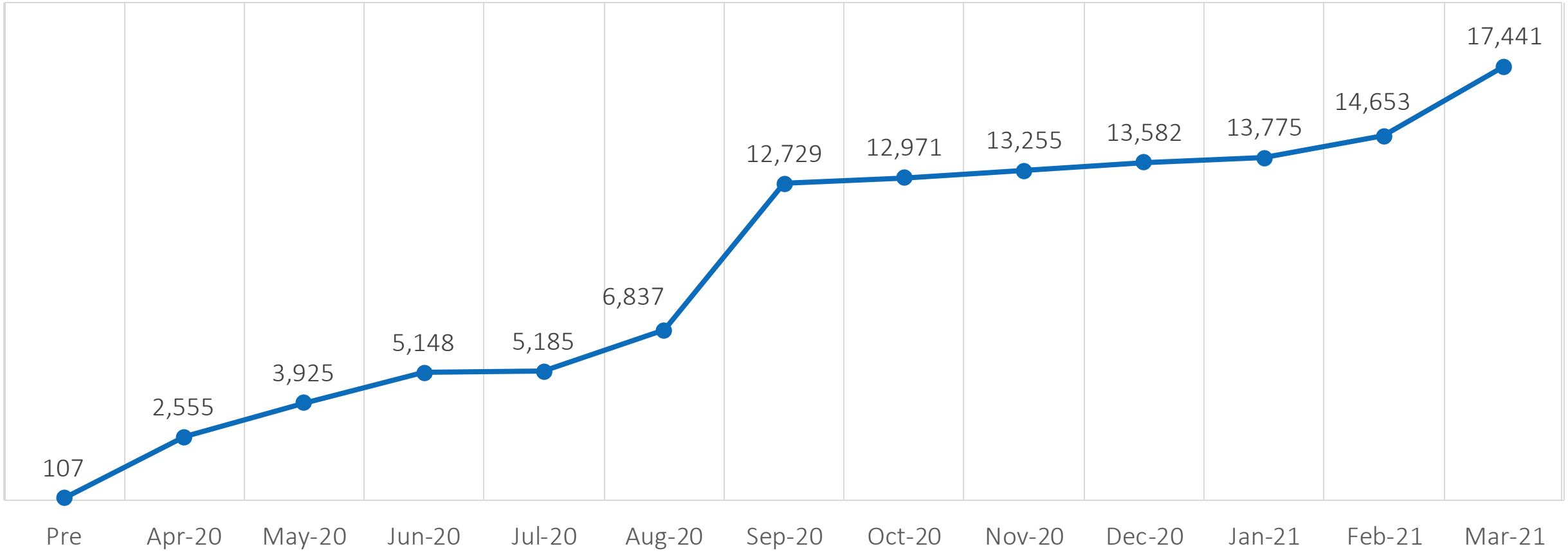
AmplioSpeech: Digital Dyslexia Intervention System

- Provided in English and Spanish
- Maximizes the skills and time of the dyslexia teacher or therapist
- Seamless transition between virtual and physical environments
- Meets state requirements for required dyslexia instructional components
- Low per student cost for the LEA

Dyslexia Platform Curriculum

- English Curriculum-Multisensory Teaching Approach (MTA), developed by Margaret Taylor Smith
- Spanish Curriculum-Esperanza program, developed by Dr. Elsa Cárdenas-Hagan
- Orton-Gillingham based dyslexia intervention programs
- Used in training centers accredited by the International Multisensory Structured Language Education Council (IMSLEC)

Participants on the platform (SLP and Dyslexia) have continued to grow.

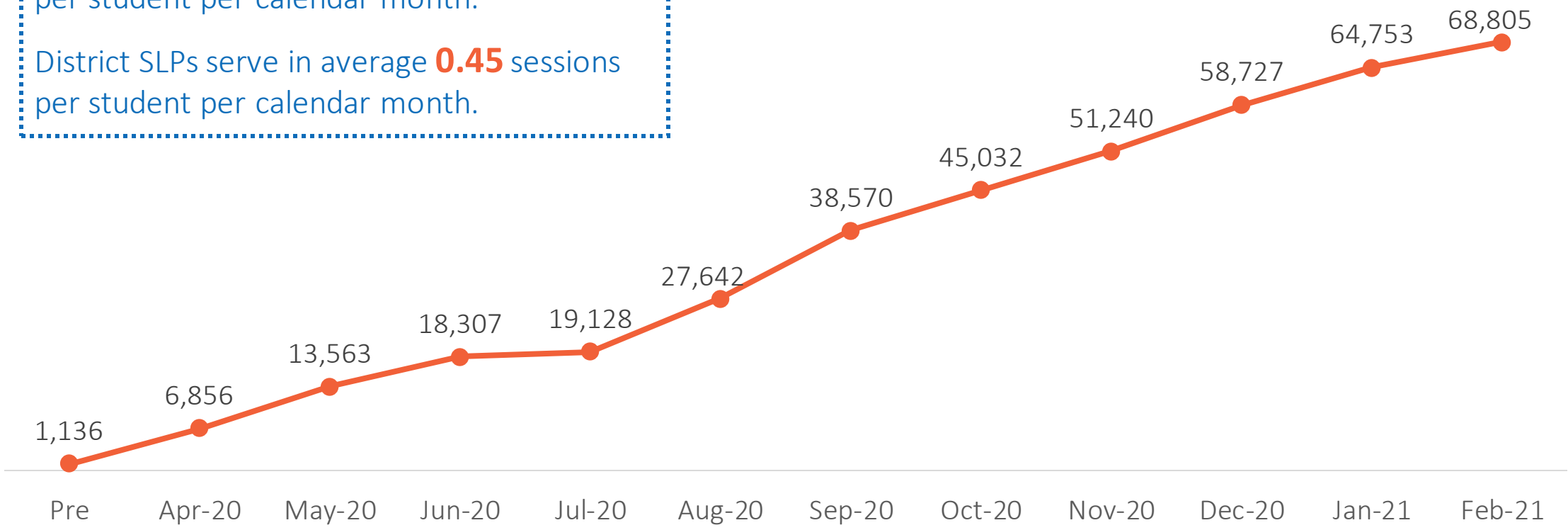


Number of Student Sessions (Speech Platform)

The number of student sessions continue to increase.

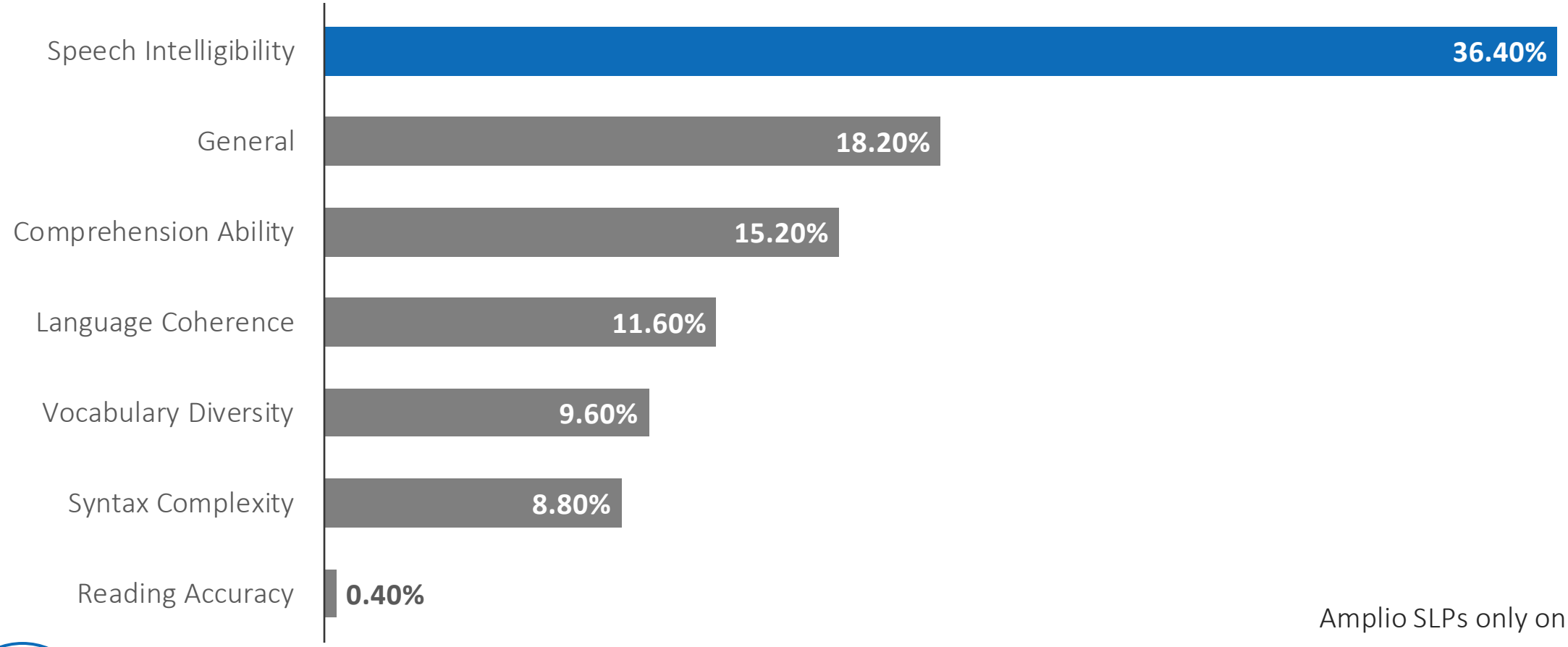
Amplio SLPs serve in average **2.85** sessions per student per calendar month.

District SLPs serve in average **0.45** sessions per student per calendar month.



Performance Measures/Goals (Speech Platform)

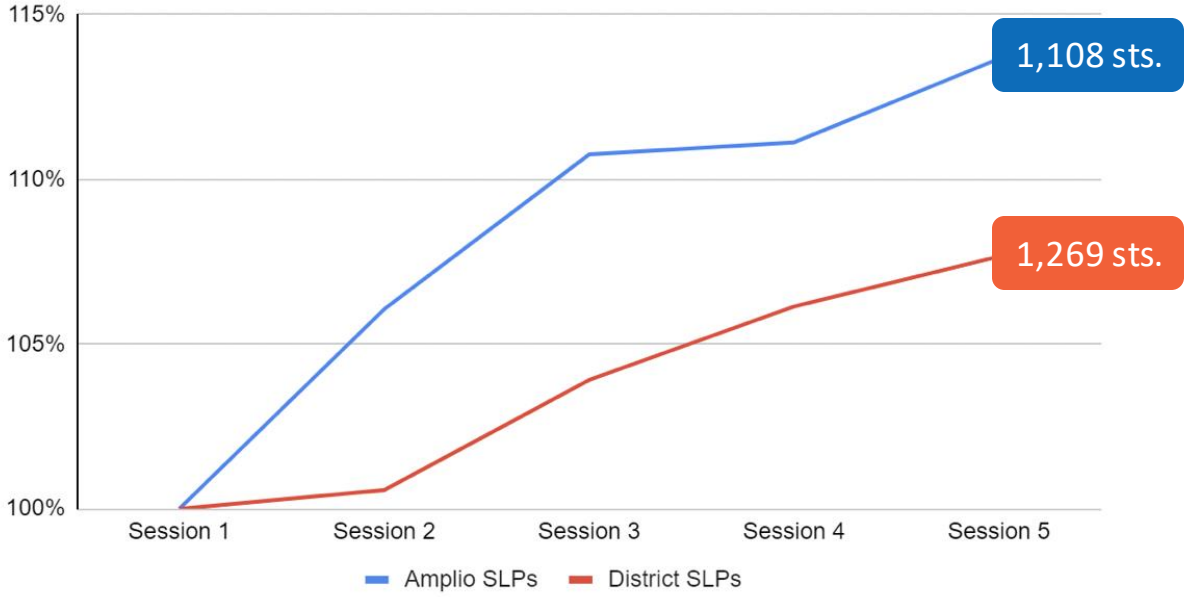
Speech intelligibility has showed the highest success in Amplio SLP goals (1,108 SLP students).



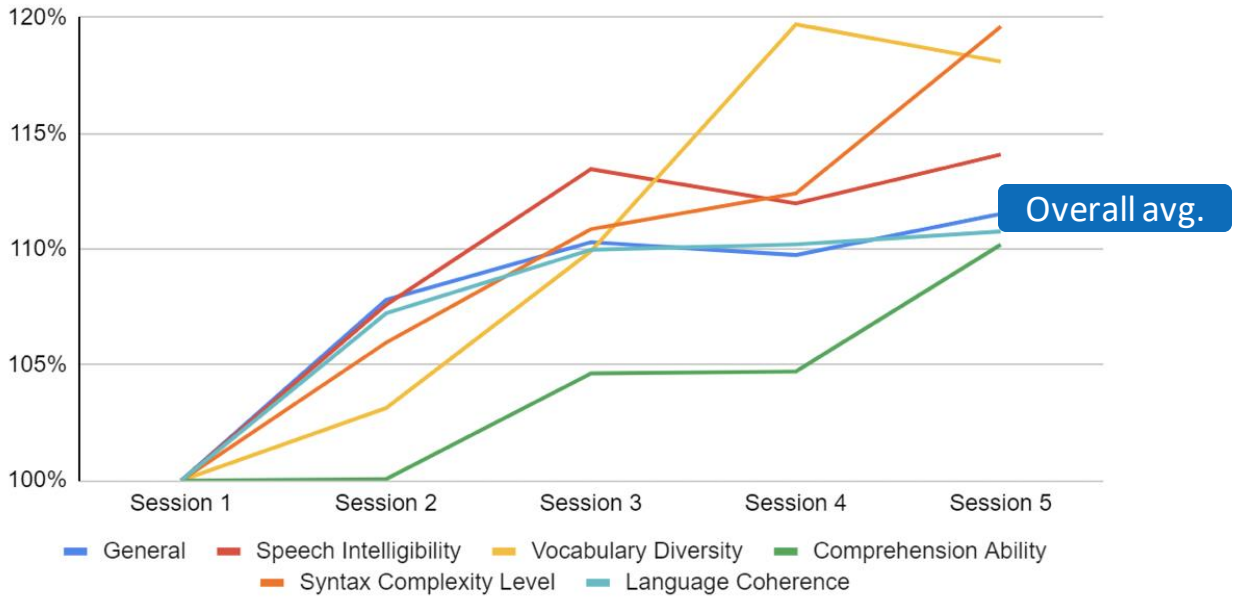
Amplio SLPs only on this graph.

Performance Measures/Goals (Speech Platform)

Amplio SLPs has showed a greater improvement in 5 reported sessions compared to district SLPs.



Amplio SLPs has showed a greater improvement in syntax level over 5 sessions, however vocabulary diversity showed a quicker improvement early on.



Amplio SLPs only on this graph.

Supplemental Special Education Services – SSES

SSES.tea.Texas.gov

Supplemental Special Education Services (SSES) are **online accounts** for families of K-12 students with **significant cognitive and complex disabilities** that have been impacted by COVID-19 school closures.

Who qualifies?

- Enrolled in a K-12 Texas public school during **2019-2020** and **2020-2021**
- Students with significant cognitive and complex disabilities who need help accessing the general curriculum.
  - Down syndrome, cerebral palsy, autism, blind and visually impaired, deaf and hard of hearing
- Priority to low-income families
- Eligible for STAAR Alternate 2

What is it?

- Online accounts in a digital marketplace
- Families shop for goods and services using **the $1,500 per student in their digital wallet**
- Supplement and bolster services a child is already receiving in school
- 18,000 accounts are available through Spring 2022

What can you buy?

- Tutoring
- Educationally related services (OT, PT, BCBA, SLP)
- Textbooks, curricular resources, or other instructional materials
- Computer hardware, software, or other technological devices that are used for educational needs

Supplemental Special Education Services: Family Feedback

"The SSES Program has helped my child with supplemental study materials at home to help him **practice and expand his skills** during school closure and at home learning. The biggest impact the SSES Program has had for my student is that he was encouraged to do supplemental work because he saw that TEA considered his learning loss and sent materials especially for him. Additionally, we were able to order math and reading supplies that **we have been able to use to expand on and surpass his math and reading IEP goals**."

"She was extremely excited to see the new learning materials. The truth is **she loves to learn** and she loves to see that she makes other people happy when she shows what she knows. This generous grant is a dream come true for the whole family. **We are very grateful**."

Supplemental Special Education Services: Family Purchases

My son was able to get **sensory items** from TEA that helps him to stay calm, this is him on his rug from TEA and his sensory toy.

The SSES program has provided funds that are used for my son's **ABA therapy**. Our BCBA works directly with his IEP goals set forth by the school. ABA also provides tools for my husband and I to be the best parents we can be for our son. Through the use of strategies, we can capitalize on our son's strengths and preferences.

Thanks to the SSES Program, our son Max, who has hearing and vision loss was able to purchase a **larger laptop** that makes doing his school work much easier for him. He has a larger computer screen, more features to help him and **better audio**. This has been a HUGE blessing for him. THANK YOU!

Supplemental Special Education Services: By the Numbers

8,254 students have accounts on ClassWallet.

Nearly **40,000 educational items** have been approved and purchased.

Over **10,000 educational orders** have been approved and purchased.

Over **300 additional services** invoices approved.

Data from May 27, 2021.

Supplemental Special Education Services: By the Numbers

21 students have received additional **OT/PT services**.

Over **40 service providers providing OT/PT** in the SSES Program

(these are self-identified therapies from a dropdown menu).

Data from May 27, 2021.

Supplemental Special Education Services: The Numbers

Online accounts of
$1,500
per eligible K-12 student.
(Families with multiple eligible students qualify for a $1500 credit for each eligible student)

Approximately
18,000
accounts will be made available.
(These accounts are available through Spring 2022)

Students must have been enrolled K-12 in Texas public school during **2019-2020** and must be enrolled in Texas public school in **2020-2021**.

Supplemental Special Education Services: How Does SSES work?

1

- Families apply through FACTS website.
- Provide relevant student information: student name, school district, school, and SSN or Unique ID.

2

- Information is provided to TEA for verification by external vendor.

3

- OSPM provider approves (yes or no) that the student meets/does not meet eligibility.
- External vendor provides family of approval/non approval.
  - Provides an approved family directions and link to access their online account.
  - If a family appeals non-approval, they will be referred to OSPM for guidance.

4

- Family registers for the online account.
  - Once a family successfully registers, they will have immediate access to the online account and the marketplace in which it can be used.
  - Families do not have access to actual money, and the account is only accessible through the online portal and available to use with approved vendors, goods, and services within the portal.

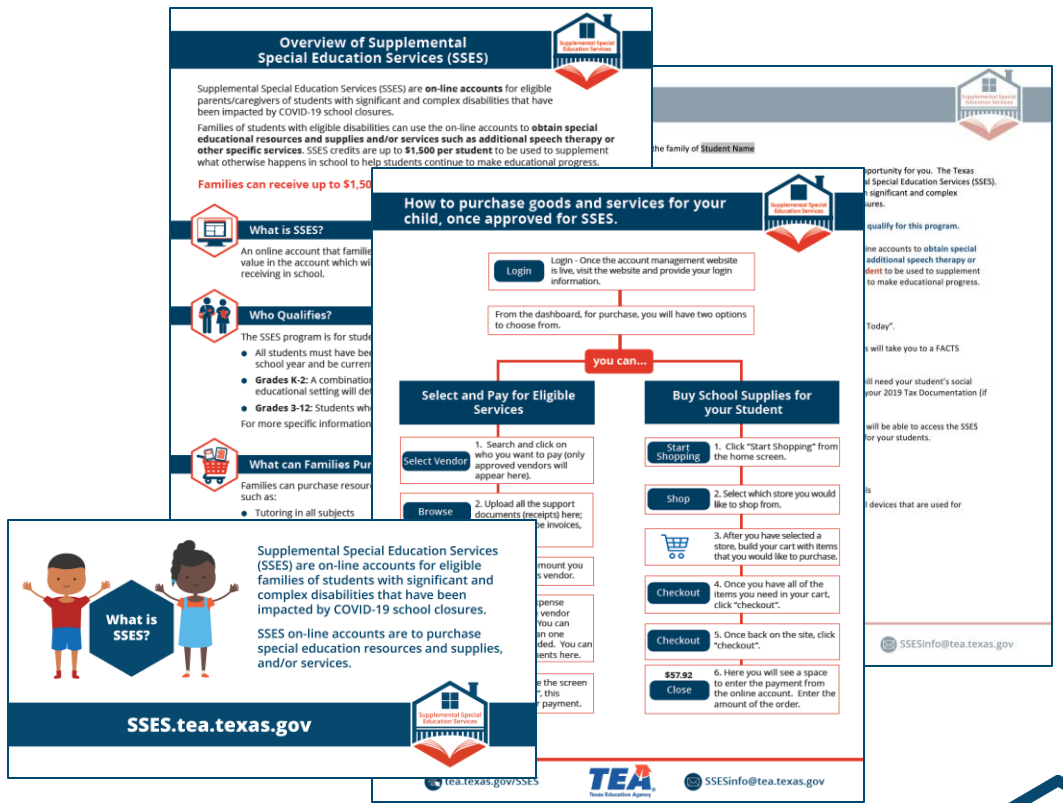
SSES Outreach Campaign

Overall Goal: 18,000 accounts created by June 30th, 2021.

LEA Campaign:

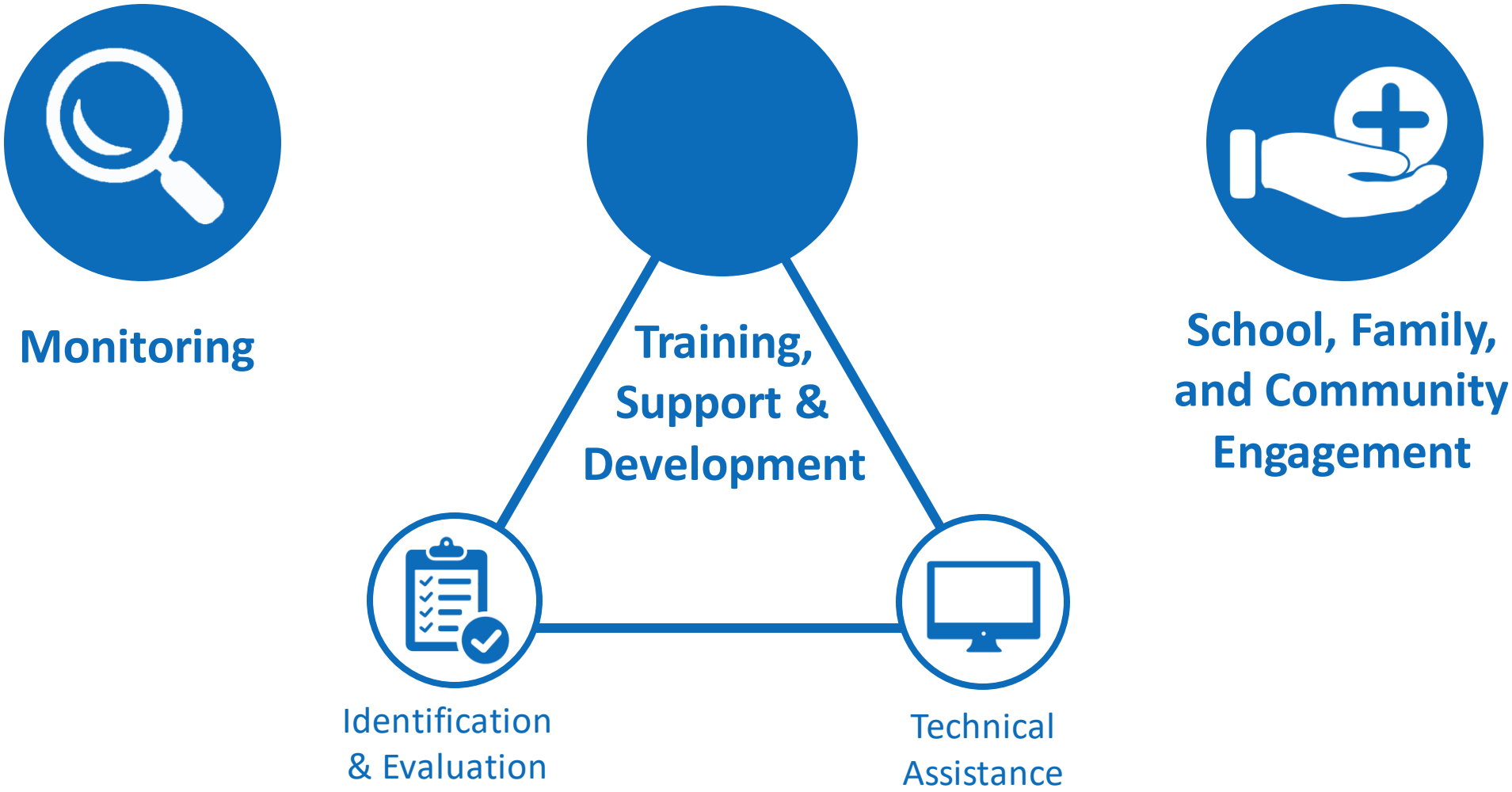
- LEA "Kits" with exact messaging (In English and in Spanish)
  - Flyers (backpack stuffer)
  - Letters/emails to eligible students
  - Sample Text messages

- LEAs have been provided with lists of eligible students through the ASCEND platform.

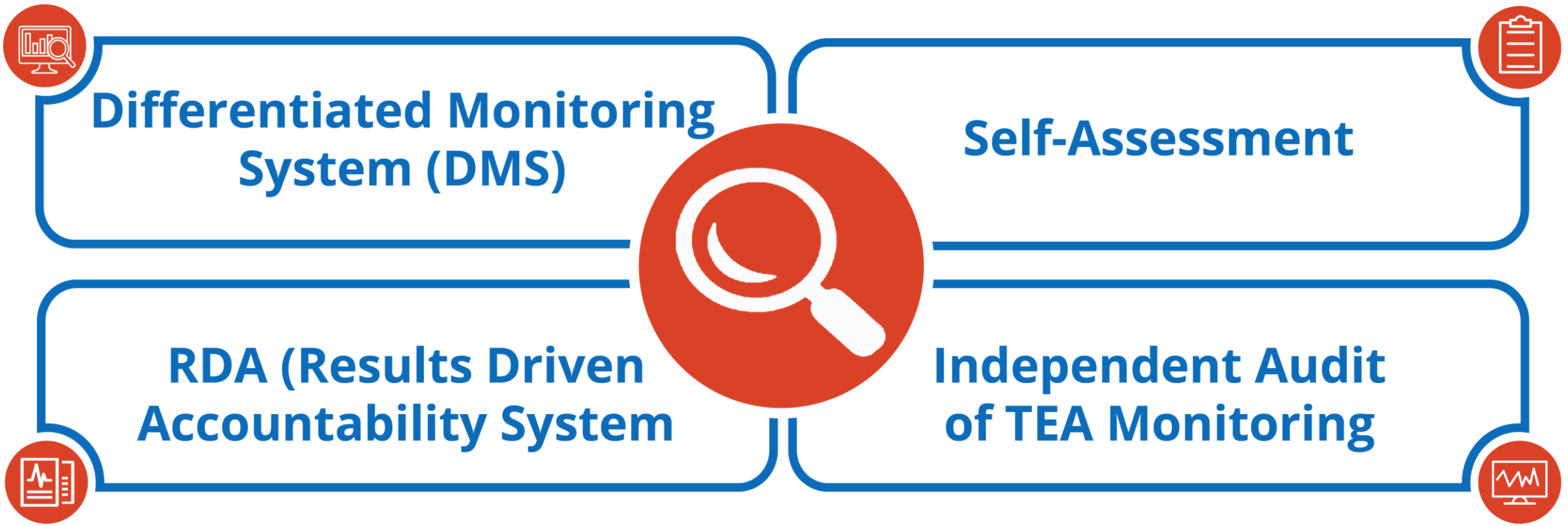


Strategic Plan Update

Special Education Strategic Plan



Monitoring

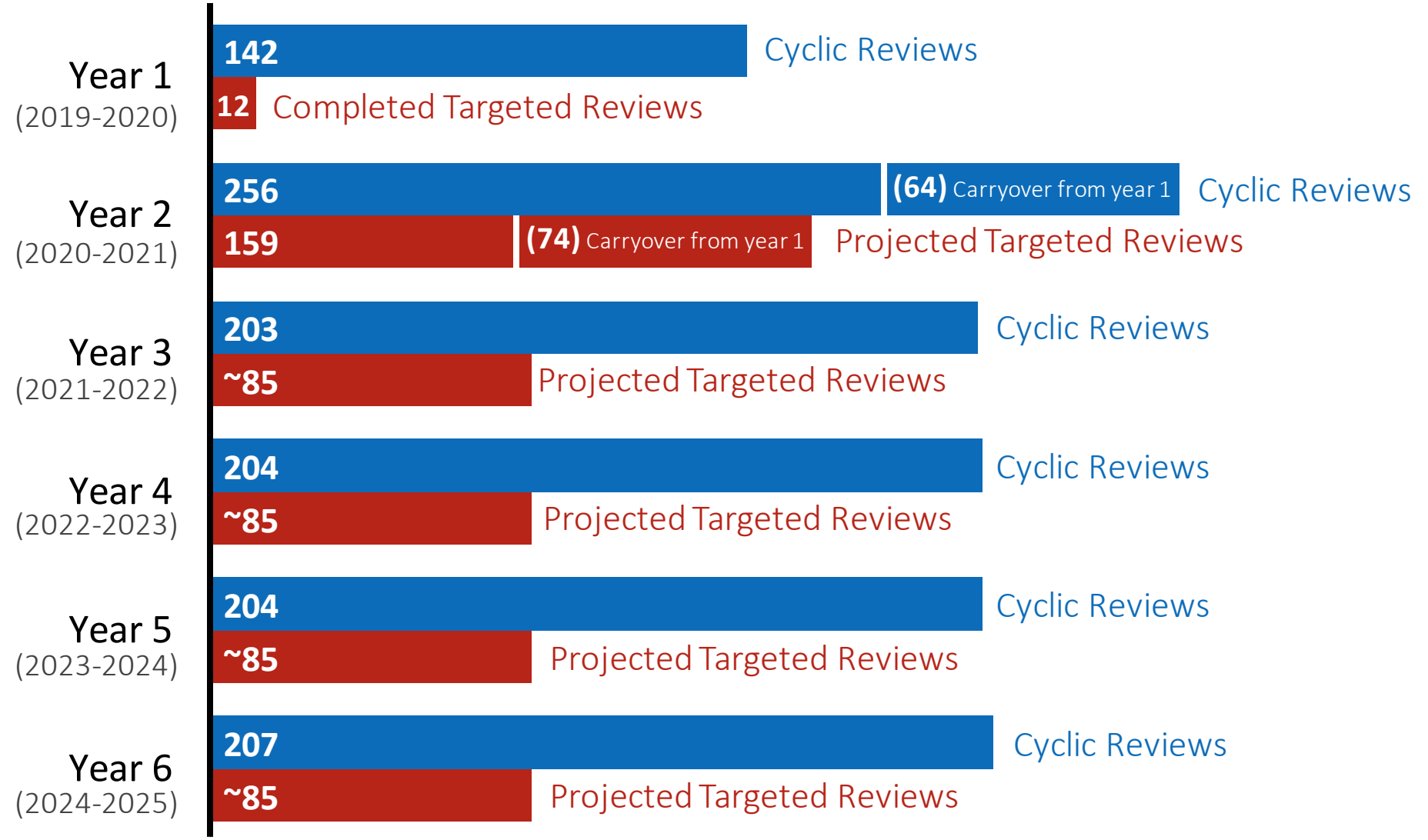


Strengthen support and supervision to schools.

Monitoring Cyclical and Targeted

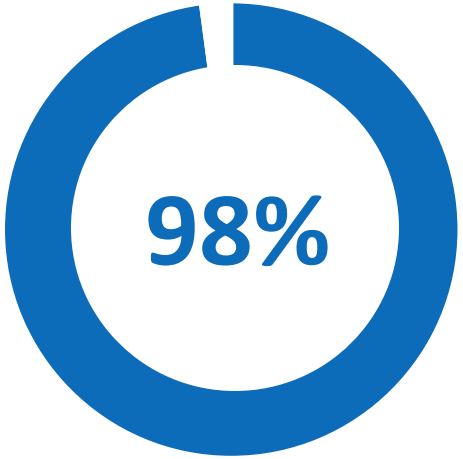
Approximately **23%** LEAs Monitored Annually

Schools represented in the blue bars would not have been monitored under the prior monitoring system.



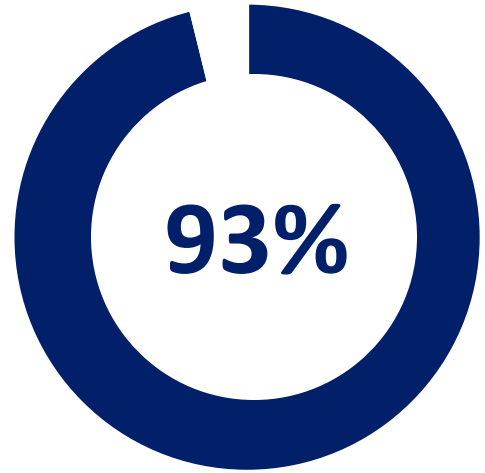
Monitoring

New Monitoring Process - Post Pilot Feedback



Of participants were **very satisfied or satisfied** with their experience.

Of participants stated the new monitoring process would **improve outcomes** for students with disabilities.

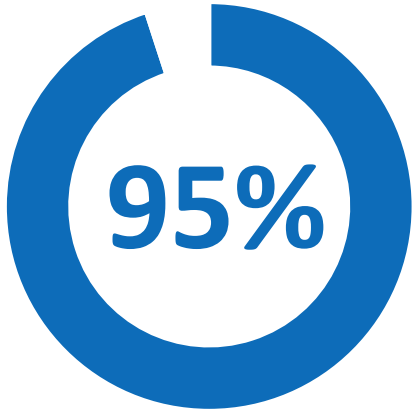


Of participants stated the new self-assessment was **user-friendly**.

Monitoring

New Monitoring Process - Post Pilot Feedback

Stated TEA R&S Staff was **knowledgeable concerning the monitoring process**



Stated TEA R&S Staff was **knowledgeable about special education rules and regulations**

> This is a huge change. They **worked as partners** rather than setting themselves up in a combative position. We would **welcome them back anytime**…in my 25 years working in low SES districts and being through a variety of monitoring visits, this is the first one that felt like a **partnership**.

Training, Support & Development

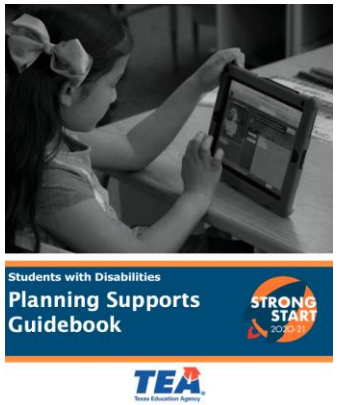
Improve practice of teachers, principals, and systems to support students with special needs.

Technical Assistance Networks

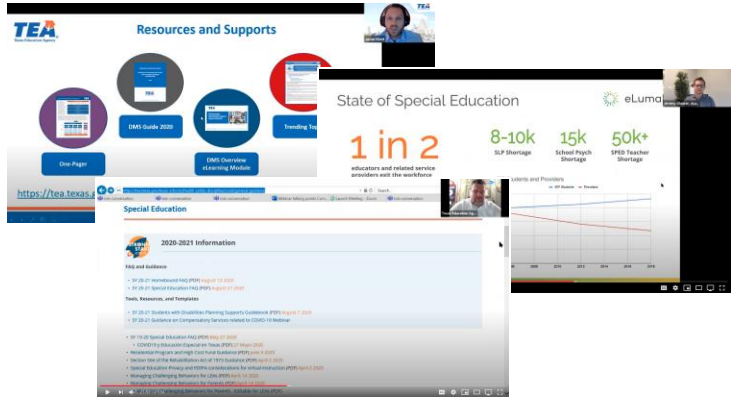
- Child Find, Evaluation, ARD Supports
- Inclusion in Texas
- Texas Statewide Leadership for Autism Training (TSLAT)
- Tiered Interventions using Evidence-based Research (TIER)
- Texas Complex Access Network (Texas CAN)
- Texas Sensory Support Network (TxSSN)
- Small and Rural Schools Network (SRSN)
- Student-Centered Transitions Network (SCTN)
- Multiple Exceptionalities and Multiple Needs (MEMN)

Training, Support & Development

General Technical Assistance Resources



Technical Assistance Guides



SPED Directors Webinars

Online Training Courses

SOCIAL/COMMUNICATION

Fostering Friendships: Creating Meaningful Relationships for Students with ASD

This "mini-course" has curated interview answers from Erik Carter, Ph.D. on the subject of friendships, school and social relationships, and belonging for students with Autism Spectrum Disorder.

Approx. 30 minutes to complete

0.5 CE credits

ACADEMIC SUCCESS

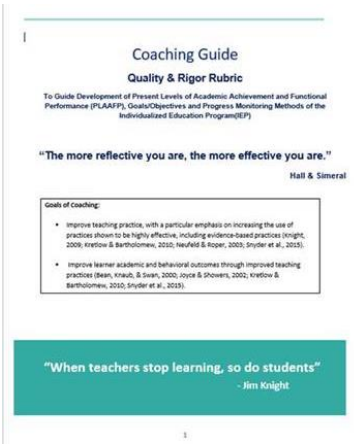
Literacy Instruction for Students with Autism Spectrum Disorder

In this course, you will first develop an understanding of the literacy needs of individuals with ASD as the foundation for framing their instruction. Using video examples, we will then share specific strategies for engaging individuals with ASD in increasing complex text and academic content, and supporting students in applying literacy skills to their social experiences.

Approx. 6 hours to complete

6 CE credits

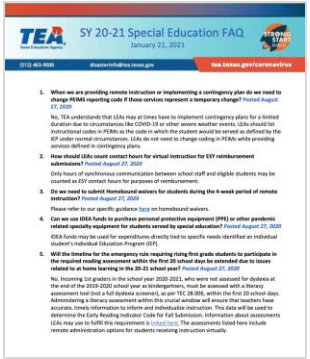
Coaching Guides



Training, Support & Development

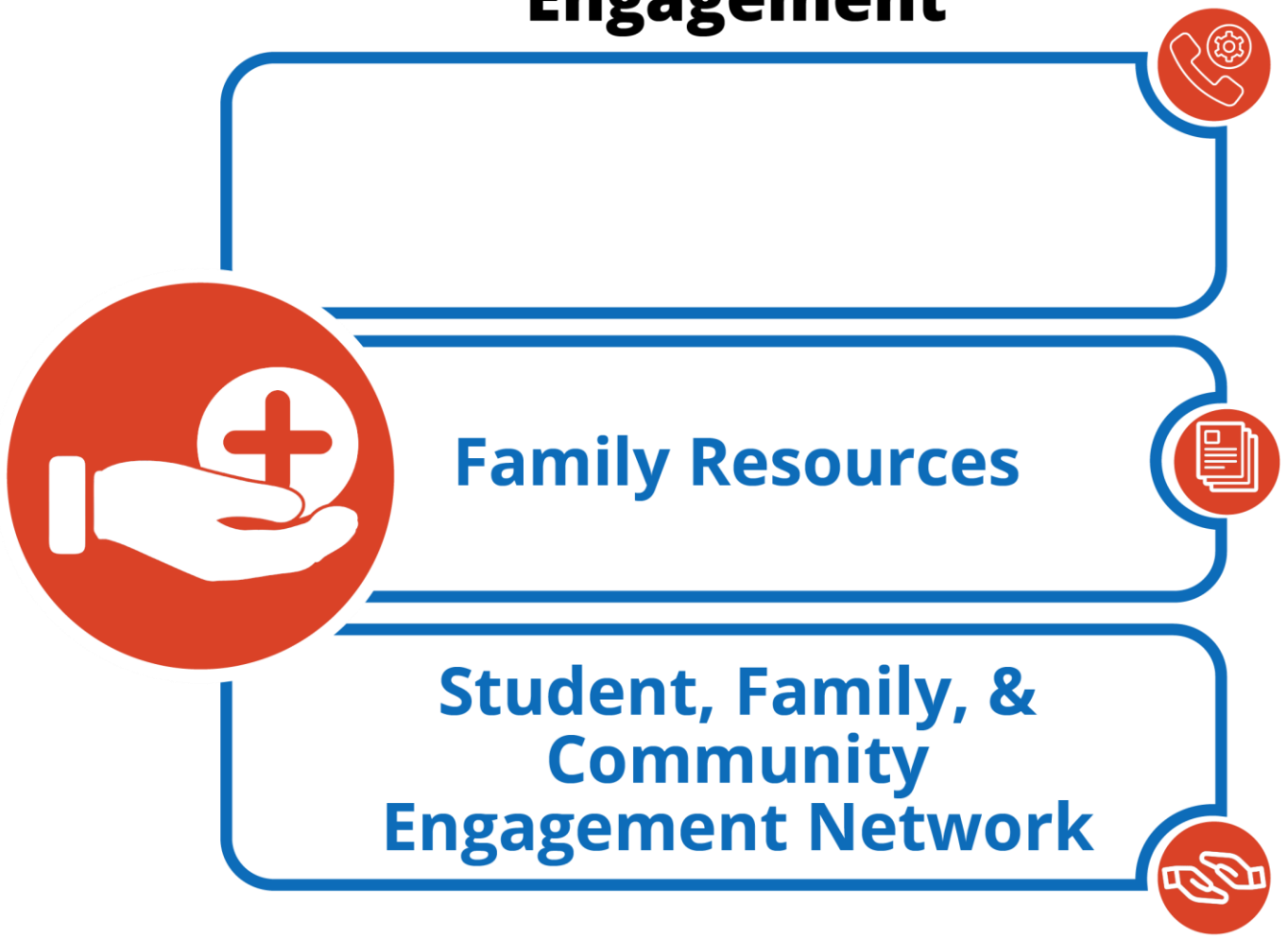
COVID-19 Technical Assistance Resources

COVID Resources Website



COVID Specific Training Videos

Student & Family Engagement



Ensure families are knowledgeable and able to engage in the educational decisions for their children.

School, Family, and Community Engagement

SPEDTEX
Special Education Information Center

Web & Phone Support for Stakeholders:

- Phone Support
- Chat Support

Portal for Stakeholders:

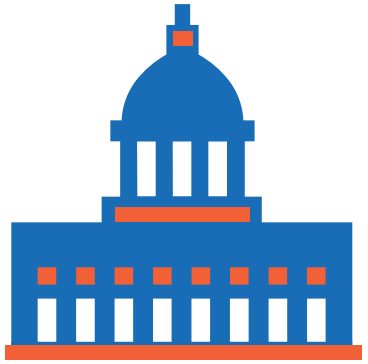
- Personalized Profile
- Calendar of All Stakeholder Events
- Mini Trainings
- Resources
- Information on Focus Groups and Committees

Legislative Updates

Legislative Updates

Senate Bill 1716

- Has been passed and sent to the governor's desk.
- Codifies a similar program to SSES in state law going forward.



Resource Highlights

Professional Development

TxCAN Resources

Online Courses :

- *Building a Foundation of Supporting Students with Significant Cognitive Disabilities* This course covers effective practices for supporting students with complex needs, including effective teaming between all service providers.

- *A step Toward IEP Quality and Rigor* Course is helpful for any service provider who is part of developing a PLAAFP and measurable IEP goals for students with complex needs. Many PLAAFP and IEP examples used in the course involve students with fine and or gross motor needs.

Professional Resources

Assessment and Instructional Resources Matrix: This searchable online tool helps providers identify assessments and/ or instructional resource that are appropriate for different age groups and needs.

Research Summaries: This section of the TX CAN website provides short summaries of various research articles, organized by category. Check out the section on Related Services Delivery Models.