

SPECIAL PROGRAMS

SEPTEMBER 2025 - AUGUST 2026

Professional Learning Opportunities

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SPECIAL EDUCATION SPECIALIZED SUPPORTS (SESS) GRANT

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A decorative graphic consisting of a grid of colored squares. The top row has a dark blue square, a white square, and a light blue square. The bottom row has a dark blue square, a white square, a light blue square, a light blue square, and a dark blue square. The squares are arranged in a pattern that suggests a larger grid or a sequence of elements.

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

Face-to-Face and Virtual • 6 hours • Coaching Available

QUEST: UNPACKING NEURODIVERSITY AND AUTISM IN PUBLIC EDUCATION

Virtual • 1 hour • No Coaching

UNLOCKING SUCCESS: CLASSROOM STRATEGIES FOR STUDENTS WITH AUTISM

Face-to-Face • 3 or 6 hours • No Coaching

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

AUTISM AND BEHAVIOR LUNCH AND LEARN

Virtual • 1.5 Hours • No Coaching

STRUCTURED WORK SYSTEMS: PROMOTING INDEPENDENCE

Face-to-Face • 2 Hours • Coaching Available

MAXIMIZING SUCCESS WITH VISUAL SCHEDULES: PRACTICAL STRATEGIES FOR TEACHERS

Face-to-Face • 2 Hours • Coaching Available

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LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

STRUCTURED FOR SUCCESS: VISUAL TOOLS TO SUPPORT STUDENTS WITH AUTISM

Face-to-Face • 2 Hours • Coaching Available

Visual supports are powerful tools that can enhance understanding, reduce anxiety, and promote independence for students with autism. In this session, participants will explore a wide range of visual strategies that can be used to support communication, routines, transitions, and behavior.

ENHANCING CLASSROOM STRUCTURE THROUGH THE USE OF VISUAL STRATEGIES

Face-to-Face • 6 Hours • Coaching Available

In this session, educators will explore the power of visual strategies in creating a structured and effective classroom environment. Research supports the use of visual strategies as an effective method of improving classroom management, fostering student independence, and reducing anxiety that can lead to challenging behaviors if not addressed.

CAMOUFLAGED: AUTISM AND GIRLS

Face-to-Face and Virtual • 3 Hours • No Coaching

When looking at an Autism Spectrum Disorder (ASD) identification, the best practice is to assess through a multidisciplinary approach with multiple sources. Using research, we will explore differences in boys and girls in ASD identification. There is increasing awareness that ASD conditions occur in females at a rate previously unrecognized.



FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

ENGAGING LEARNING ENVIRONMENTS (EARLY CHILDHOOD)

Face-to-Face and Virtual • 1.5 hours • No Coaching

Participants will discover strategies for promoting student engagement and maintaining it throughout the day.

BUILDING RELATIONSHIPS (EARLY CHILDHOOD)

Face-to-Face and Virtual • 1.5 hours • No Coaching

Participants will explore ways to create strong and supportive teacher-student relationships and intentionally build a caring classroom community.

ORGANIZATION & ROUTINES (EARLY CHILDHOOD)

Face-to-Face and Virtual • 1.5 hours • No Coaching

Participants will learn the key elements of successful classroom organization and how to build effective routines.

BEHAVIOR ESSENTIALS

Face-to-Face • 6 hours • No Coaching

This course provides an overview of the fundamentals of behavior, while exploring essential concepts and discovering effective strategies to promote positive behavioral change.

EFFECTIVE CLASSROOM MANAGEMENT

Face-to-Face • 6 hours • No Coaching

Participants will engage in a discussion about the importance of consistently communicating classroom routines, structure, rules, and expectations, while reflecting on their own practices to identify opportunities for improving classroom management and instructional strategies.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS) OVERVIEW

Face-to-Face and Virtual • 3 hours • Coaching Available

This course will examine the PBIS framework that focuses on school-wide systems that support all students by creating and monitoring a positive, preventative, and instructional approach to discipline and behavior management.

PARAPROFESSIONALS MAKE A DIFFERENCE - DE-ESCALATION AND TIER 2 BEHAVIOR STRATEGIES

Face-to-Face and Virtual • 3 hours • No Coaching

Join us for an engaging and informative workshop designed specifically for paraprofessionals working in educational settings. This workshop will equip you with practical and effective behavior management strategies to make a positive impact in the classroom. Once you have a better understanding of why students behave the way they do, you will be better equipped to respond appropriately when those challenging behaviors arise.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

BEHAVIOR BLUEPRINT COHORT: ENHANCING STUDENT SUCCESS

Face-to-Face and Virtual • 24 Hours • Coaching Available
A semester-long collaborative learning experience designed to equip teachers with practical, research-based strategies for managing classroom behavior effectively. This cohort equips teachers with practical strategies and a structured framework to address and improve student behavior in the classroom. Through interactive discussions, case studies, and hands-on applications, participants will discover tools to foster positive student behavior, increase engagement, and create a supportive learning environment.

EFFECTIVE CLASSROOM DE-ESCALATION STRATEGIES

Face-to-Face and Virtual • 3 Hours • No Coaching
In this training, we will discuss classroom management and de-escalation strategies for interfering behaviors. Classroom teachers and interventionists will explore proven techniques for de-escalating challenging behaviors in the classroom. This session will equip educators with practical tools and techniques to reduce conflicts, build positive relationships, and setting limits. This session is aligned with the behavior component(s) of the TEA-required self-assessment

TARGETED BEHAVIOR SUPPORTS

Face-to-Face and Virtual • 3 Hours
In this session, we will explore effective targeted interventions designed to meet the diverse needs of students exhibiting challenging behaviors. This session will equip you with the tools to support students who require additional guidance beyond universal interventions.

ENHANCING TARGETED BEHAVIOR SUPPORTS: STRATEGIES TO SUPPORT STUDENT SUCCESS

Face-to-Face and Virtual • 3 Hours • No Coaching
This session will delve into effective Tier 2 interventions designed to engage and support students with challenging behaviors. You'll leave with actionable tools to foster positive behavior and improve student outcomes.

*SETTING LIMITS: THE WHY AND THE HOW

Face-to-Face and Virtual • 1.5 Hours • No Coaching
This course will explore the keys to effective limit setting, including when to set limits, how to offer choices, and ways to avoid power struggles

*BUILDING POSITIVE RELATIONSHIPS AND EFFECTIVE COMMUNICATION TO DECREASE PROBLEM BEHAVIORS

Face-to-Face and Virtual • 1.5 Hours • No Coaching
This course will explore the importance of building relationships and effectively communicating, and it will focus on how these impact student learning and well-being.

DISCIPLINE FLOWCHART OVERVIEW TRAINING FOR ADMINISTRATORS

Face-to-Face and Virtual • 1.5 Hours • No Coaching
This session will review the Discipline Flowchart for Students Identified with or Suspected to Have a Disability Under IDEA. The purpose of a discipline flowchart is to assist administrators and special educators in understanding the processes and federal and state discipline requirements when a student protected under the Individuals with Disabilities Education Act or IDEA violates a code of student conduct and the disciplinary consequence considered involves a day of removal from the current educational setting. The chart includes state and federal requirements, clarifications of disciplinary decisions, and required actions in disciplinary decisions.

*These sessions can be combined into a 3-hour face-to-face or virtual session.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

BUILDING SOCIAL SKILLS IN EARLY LEARNERS (EARLY CHILDHOOD)

Face-to-Face • 6 Hours • No Coaching
In this session, educators will identify key social skills that foster student success. Participants will learn effective strategies for teaching children about their emotions and how to manage them. Additionally, we will focus on coaching children in advanced social skills, including emotional regulation and problem-solving, to create a supportive and nurturing learning environment.

SUPPORTING STUDENTS WHO HAVE WEAK EXECUTIVE FUNCTIONING: THE WHAT, THE HOW, AND NOW WHAT?

Executive functioning is a term used to describe a broad set of cognitive skills that, when working properly, allow students to manage impulses, work in a deliberate and thoughtful manner, and organize their time and materials. When there are deficits in the development of these skills academic performance can be affected.

AN OVERVIEW OF THE MANIFESTATION DETERMINATION REVIEW (MDR) PROCESS

Virtual • 3 Hours • No Coaching
The Manifestation Determination Review (MDR) is a critical process within the special education framework that safeguards the rights of students with disabilities. An MDR is the process of reviewing all relevant information and the relationship between a student's disability and the behavior subject to disciplinary action. An MDR is conducted by a team that includes a school representative, a parent, evaluation staff, and any "relevant members" of the student's IEP team.

COUNSELING AS A RELATED SERVICE

Virtual • 4 hours • No Coaching
This session will explore the unique nature of Special Ed (IEP) counseling and how it differs from the general counseling offered to all students by the school counselor. Evaluation instruments will be used to identify eligibility, develop IEP goals, group vs. individual counseling, monitor progress, and determine when dismissal from counseling services is appropriate.

*These sessions can be combined into a 3-hour face-to-face or virtual session.



LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

STRUCTURING A BEHAVIOR IMPROVEMENT PROGRAM TO CREATE POSITIVE OUTCOMES

Face-to-Face or Virtual • 3 or 6 Hours

This course will cover critical concepts and the purpose of a behavior improvement program/classroom.

UNLOCKING POTENTIAL: BEHAVIOR SKILLS TRAINING

Face-to-Face • 6 Hours • No Coaching

Behavioral Skills Training (BST). BST is an evidence-based strategy that can be applied to teach new skills through a combination of instruction, modeling, rehearsal, and feedback. Behavioral Skills Training (BST) is a systematic and evidence-based instructional approach designed to teach individuals specific skills or modify existing behaviors. This training method is widely employed across various fields, including education, healthcare, workplace settings, and social services. The primary goal of BST is to enhance the acquisition, retention, and application of targeted skills through a structured and sequential process.

WRITING EFFECTIVE BEHAVIOR GOALS

Virtual • 2 Hours • No Coaching

Behavior goals allow the IEP team to address targeted areas of behavioral need for the student including the decrease in interfering behavior, an increase in desired positive school behavior, and the use of appropriate replacement behavior. Measurable and observable goals will allow the team to evaluate progress and determine the next steps for the student.

SUPPORTING STUDENTS WHO HAVE WEAK EXECUTIVE FUNCTIONING: THE WHAT, THE HOW, AND NOW WHAT?

Face-to-Face • 6 Hours • No Coaching

Executive functioning is a term used to describe a broad set of cognitive skills that, when working properly, allow students to manage impulses, work in a deliberate and thoughtful manner, and organize their time and materials. When there are deficits in the development of these skills academic performance can be affected.

For professionals working with students who have special educational needs, it is imperative that they also consider whether or not the student is displaying age-appropriate executive skills; additional assessment and intervention may be necessary. This workshop will begin by defining the term executive functioning using clear, easy-to-understand terms, but the majority of the time will be spent describing concrete strategies that can be utilized.

FBA TO BIP: HOW TO CONDUCT A FUNCTIONAL BEHAVIOR ASSESSMENT TO DEVELOP A BEHAVIOR INTERVENTION PLAN

Face-to-Face or Virtual • 6 Hours

This learning experience will focus on building school staff capacity to support those students presenting with the most challenging behavioral concerns. Understanding the function of students' interfering behavior is the most effective way to create an effective behavior intervention plan (BIP). This session provides an in-depth exploration of Functional Behavior Assessment (FBA), a systematic process used to understand and address challenging behaviors in educational settings.



COMPLEX ACCESS NEEDS

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

READY, SET, GROW! A COHORT FOR NEW CAN TEACHERS

*Face-to-Face • Four non-consecutive days/24 Hours Total
Coaching Available*

This immersive four-day training is designed for new and novice teachers working with students who have significant cognitive disabilities or are medically fragile. Participants must be in their first or second year of teaching these exceptional learners. Educators will gain the knowledge, skills, and confidence needed to support their students effectively. Ongoing training and personalized support will continue throughout the academic year, ensuring teachers feel empowered and equipped for success in their classrooms.

RUBRIC OF EFFECTIVE PRACTICES FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

*Face-to-Face and Virtual • 6 Hours (Series of five courses)
Coaching Available*

The courses highlight best practices to facilitate learning for students with the most complex access needs and are aligned with the Rubric of Effective Practices for Students with Significant Cognitive Disabilities and the Administrator Companion Document to the Rubric of Effective Practices for Students with Significant Cognitive Disabilities.

STAAR ALTERNATE 2: BEFORE, DURING, AND AFTER THE ASSESSMENT

Face-to-Face and Virtual • 3 Hours • No Coaching

This professional learning session is for teachers and other professionals who will be preparing accommodations and administering the STAAR Alternate 2 during spring 2026. In this interactive workshop, participants will explore the Test Administrator Guide and website resources for preparing and giving the STAAR Alternate 2.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

A STEP TOWARD IEP QUALITY AND RIGOR FOR STUDENTS WITH COMPLEX ACCESS NEEDS

Face-to-Face • 6 Hours • Coaching Available

As part of this training, we will share the Quality and Rigor Rubric that has been created to guide you in the development process of Present Levels of Academic Achievement and Functional Performance (PLAAFPs), Goals/Objectives, and Progress Monitoring Methods of the Individualized Education Program (IEP) for Students with Significant Cognitive Disabilities and/or Visual Impairments.

A STEP TOWARD IEP QUALITY AND RIGOR FOR STUDENTS WITH COMPLEX ACCESS NEEDS AND VISUAL IMPAIRMENTS

Face-to-Face and Virtual • 6 Hours • Coaching Available

As part of this training, we will share the Quality and Rigor Rubric that has been created to guide you in the development

process of Present Levels of Academic Achievement and Functional Performance (PLAAFPs), Goals/Objectives, and Progress Monitoring Methods of the Individualized Education Program (IEP) for Students with Significant Cognitive Disabilities and/or Visual Impairments.

ENHANCING INCLUSION: IMPLEMENTING ASSISTIVE TECHNOLOGY IN LEARNING

Face-to-Face and Virtual • 3 Hours • No Coaching

This training is for administrators, teachers, speech-language pathologists, related service providers, and other professionals who will be collaborating on Assistive Technology (AT) considerations. This workshop will review assistive technology and the law. We will focus on research and best practices for considering the need for assistive technology. Team members will learn to utilize results to inform future decision making.

COMPLEX ACCESS NEEDS

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

BOOK STUDY: COMPREHENSIVE LITERACY FOR ALL

*Virtual • Four non-consecutive days/8 Hours Total
No Coaching*

This engaging professional development opportunity will explore research-based strategies for supporting literacy instruction for students with complex communication needs and significant disabilities. Participants will engage in meaningful discussions, reflect on current practices, and develop actionable strategies to implement comprehensive literacy instruction in diverse learning environments. Whether you are a special education teacher, general education teacher, speech-language pathologist, or instructional specialist, this book study will provide valuable insights to enhance your literacy instruction and improve student outcomes.

ADMINISTRATOR TOOLKIT: SPED AND INTERVENTION 101

*Self-paced Courses, Videos, and Resources • On Demand
No Coaching*

The “Administrator Toolkit: SPED and Intervention 101” collection is tailored specifically for educational leaders and equips them with comprehensive resources and professional development essential for navigating the complexities of special education and inclusive educational environments for students with disabilities. Resources will provide the knowledge needed to support teachers and students who have or are suspected of having a disability. Administrators will not only understand their legal obligations under the Individuals with Disabilities Education Act (IDEA) but will be able to effectively implement policies, practices, and school-wide systems that foster the academic and social success of every student.





DYSLEXIA AND RELATED DISORDERS

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

TEXAS DYSLEXIA ACADEMY 1: FOUNDATIONS

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 1: Dyslexia Foundations is the first of six training opportunities developed to assist educators to better understand dyslexia and related disorders. In this course, participants learn foundational information about how students acquire reading skills, why some students struggle in reading, what dyslexia is, and warning signs that dyslexia may be causing a student's reading difficulties.

TEXAS DYSLEXIA ACADEMY 2: DYSLEXIA HANDBOOK

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 2: The Dyslexia Handbook was developed to assist school districts and charter schools in understanding The Dyslexia Handbook 2024 Update: Procedures Concerning Dyslexia and Related Disorders. In this course, participants explore the handbook and learn about important updates from the 2024 version of the handbook.

TEXAS DYSLEXIA ACADEMY 3: CONSIDERATIONS FOR EMERGENT BILINGUAL STUDENTS

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 3: Considerations for Emergent Bilingual Students provides a general overview of the unique needs of emergent bilingual students as it relates to dyslexia risk factors, identification, and services.

TEXAS DYSLEXIA ACADEMY 4: DYSLEXIA: FROM CHILD FIND THROUGH THE ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE PROCESS

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 4 is designed to build background knowledge about the Individuals with Disabilities Education Act (IDEA) and special education. It provides information about core special education concepts such as Child Find, Full Individual and Initial Evaluations (FIIE), Admission, Review, and Dismissal (ARD) committees, and Individual Education Program (IEP) development.

TEXAS DYSLEXIA ACADEMY 5: SCREENING

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 5: Screening for Dyslexia focuses on the universal screening process for dyslexia and reading development.

TEXAS DYSLEXIA ACADEMY 6: DYSGRAPHIA

Face-to-Face, Virtual, and Asynchronous • 6 hours • No Coaching

Texas Dyslexia Academy 6: Dysgraphia provides educators with foundational information about dysgraphia, which is a related disorder to dyslexia. In this course, participants explore how students acquire writing skills, what dysgraphia is, the identification process, and provision of services for students with dysgraphia as outlined in The Dyslexia Handbook.

UNDERSTANDING AND SERVING STUDENTS WITH DYSLEXIA

Face-to-Face • 3 hours • No Coaching

The course provides a comprehensive understanding of the fundamental aspects of dyslexia, which include the definition of dyslexia, prevalent characteristics and misconceptions, legal rights pertaining to individuals with dyslexia, and interventions and accommodations that can enhance the educational experience in the classroom.

DYSLEXIA AND RELATED DISORDERS

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

GETTING READY FOR READING BY DESIGN: INTRODUCTION TO VOLUME 0

Face-to-Face • 6 Hours • Coaching Available

Participants will be introduced to Volume 0 - Getting Ready for Reading by Design, a volume of 20 lessons designed for students who need extra support with foundational skills. This material is designed to support foundational literacy before beginning a program like Dyslexia Intervention Fundamentals with Reading by Design. Lesson components include phonological awareness, alphabet, fine motor, oral language, and components of language.

DYSLEXIA INTERVENTION FUNDAMENTALS WITH READING BY DESIGN

Face-to-Face • 30 Hours • Coaching Available

Learn the fundamentals of dyslexia intervention by reviewing Texas dyslexia laws, current research, and best practices in dyslexia instruction. Delve into evidence-based instruction components and explore continuums for developing reading ability in students with dyslexia. Learn how to deliver daily intervention utilizing Reading by Design, a systematic, explicit, and intensive reading program.

READING BY DESIGN BEYOND THE BASICS SERIES

Face-to-Face • 6 Hours • Coaching Available

Explore essential concepts and their practical applications for Volumes 2 through 5. These sessions are specifically designed to enhance your comprehension of the material and to fortify your capability to effectively implement the lessons derived from Volumes 2 through 5.

SCOTTISH RITE FOR CHILDREN (SRC) TURBO START: A DYSLEXIA CURRICULUM FOR NEWLY IDENTIFIED STUDENTS WITH DYSLEXIA

Face-to-Face • 6 Hours • Coaching Available

The Turbo Start curriculum is a nine-week, evidence-based dyslexia intervention designed to provide a jump start for newly identified students of all ages who need comprehensive dyslexia intervention while awaiting placement in an intervention group. Derived from the evidence-based dyslexia curriculum, Turbo Start provides foundational training in the five components of effective reading instruction, including phonemic awareness, phonics, fluency, vocabulary, reading comprehension. Each component is taught developmentally using a direct, systematic, cumulative, multi-sensory method of introduction and practice to meet specific needs of newly identified students with dyslexia.

SCOTTISH RITE FOR CHILDREN (SRC) BUILD: A K-1 EARLY READING INTERVENTION

Face-to-Face • 6 Hours • Coaching Available

Join us for the Build: A K-1 Early Reading Intervention curriculum developed by the dedicated staff at the Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children. This innovative and engaging 100-lesson program is designed specifically for K-1 students identified as at risk or having dyslexia, addressing their unique reading needs through a small-group intervention format. In this session, we will explore the five essential components of reading intervention that form the foundation of the Build program: Alphabet: Learn how we facilitate letter identification, sequencing skills, and alphabetizing in a way that is accessible and enjoyable for young learners. Letter/Sound Knowledge: Discover our systematic approach to teaching individual letters and sounds, guiding students toward the confident practice of reading words and sentences. Phonological Awareness: Understand how we explicitly introduce the relationships between speech-sound production, from rhyme to spelling, to enhance students' auditory processing skills. Vocabulary: Explore our strategies for direct teaching of vocabulary, focusing on using context clues to help students infer the meanings of unfamiliar words. Comprehension: Gain insights into our methods for explicitly teaching comprehension strategies that help students identify the fundamental components of a story.

DYSLEXIA AND RELATED DISORDERS

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.



ESC REGION 11 DYSLEXIA THERAPIST TRAINEE

Face-to-Face • 2 Years (200 Instructional Hours and 700 Practicum Hours) • Coaching Available

ESC Region 11's Dyslexia Therapist Training utilizes Take Flight: A Comprehensive Intervention for Students with Dyslexia, a two-year curriculum written by the staff of Luke Waites Center for Dyslexia and Learning Disorders at Scottish Rite for Children. Take Flight builds on the success of its three previous dyslexia intervention programs: Alphabetic Phonics, the Dyslexia Training Program, and the Scottish Rite for Children Literacy Program. The Take Flight Curriculum aligns with the Dyslexia Handbook instructional requirements. In addition to the Take Flight curriculum, participants will receive training in evaluating students with dyslexia, laws impacting the identification and services for students with dyslexia, and strategies for conducting parent and teacher information sessions.

SCOTTISH RITE FOR CHILDREN (SRC) JET: A FAST PACED READING INTERVENTION

Face-to-Face • 1 Day • Coaching Available

Jet: A Fast-Paced Reading Intervention is an evidence-based dyslexia intervention program specifically designed for students aged fourteen and older who have been identified with dyslexia. Spanning one year, Jet provides a comprehensive approach to addressing the core components essential for reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension. Jet employs a direct, systematic, and cumulative approach to instruction in each lesson.

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

ALL ABOARD! EARLY CHILDHOOD BEGINNING TEACHER ACADEMY (ECSE, PRE-K, K TEACHERS)

*Face to Face • 30 hours + up to 10 hours of coaching
Blended Coaching Available*

Join us as we travel to spectacular destinations that support you in your first years of early childhood. We will explore setting up your environment, instructional best practices, supporting language development, and assess learning. In each of the five sessions, you will have the opportunity to practice and receive feedback. Classes are spaced out, so you will have time to practice your learning between sessions. Each session will also feature input from various specialists at the ESC to support you in your travels with English learners and students with an IEP as well as students struggling with behavior or learning.

LITTLE STEPS, BIG ADVENTURES - EARLY CHILDHOOD CENTERS SERIES (10 SESSIONS)

Virtual • 1.5 hours each • No Coaching

In the early years of a child's life, play is the vehicle through which they explore, learn, and develop essential skills. Learning centers are central to this process, offering diverse hands-on experiences that promote cognitive, social, emotional, and physical growth. Join us on an adventure exploring learning possibilities in centers with our Little Steps, Big Adventures series. This session focuses on the Sensory Center. During this session, we will explore an idea for a management system, feature literacy and language, emphasize inclusion, and plan for ideas to improve our featured center.

EARLY CHILDHOOD: PRE-K GUIDELINES PLAYGROUND SERIES (10 SESSIONS)

Virtual • 1.5 hours each • No Coaching

Join us on the Pre-K Guidelines Playground where we will dig into the Language and Communication domain of learning for students. We will slide into the standards and land on what is really important for school readiness. Jumping into planning, we will seek out activities that make the most of play. We will see just how high our students can climb by planning formative assessments. You will leave with a collection of ideas to help you get in the swing of things in your own classroom.

CIRCLE PRESCHOOL FOUNDATIONS (TWO-DAY TRAINING)

Face to Face • 12 hours • No Coaching

The CIRCLE Preschool Foundations Training is an interactive, research-based introduction to the CIRCLE activities. The two-day program provides preschool teachers of three- to five-year-old children with an overview of young children's early language and literacy development, based on the most recent scientific research. The sessions are interactive and provide fun, hands-on activities. Upon returning to their classrooms, participants have a deeper understanding of early literacy development and a wealth of ideas for implementation. Components include Best Practices, Language Development, Letter Knowledge, Phonological Awareness, Written Expression, Read Aloud, and Mathematics. Participants must attend both days to receive credit.

ECSE POWER UP

Face to Face • 6 hours • Coaching Available

This training is designed to equip new early childhood special education (ECSE) teachers with the essential knowledge and tools to start the school year with confidence. This hands-on session will cover ECSE fundamentals, effective classroom design, state standards, and high-leverage, evidence-based practices.

ENGAGING LEARNING ENVIRONMENTS

Face to Face and Virtual • 1.5 hours • No Coaching

Participants will discover strategies for promoting student engagement and maintaining it throughout the day.

BUILDING RELATIONSHIPS

Face to Face and Virtual • 1.5 hours • No Coaching

Participants will explore ways to create strong and supportive teacher-student relationships and intentionally build a caring classroom community.

ORGANIZATION & ROUTINES

Face to Face and Virtual • 1.5 hours • No Coaching

Participants will learn the key elements of successful classroom organization and how to build effective routines.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

EXPLORING NATURE WITH YOUNG CHILDREN

Face-to-Face • 6 hours

"Growing Up Wild: Exploring Nature with Young Children" is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, it provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills. The activity guide, "Growing Up Wild: Exploring Nature with Young Children," is written especially for early childhood educators of children ages 3-7. It features 27 field-tested, hands-on, nature-based, ready-made thematic units and more than 400 experiences in a full-color activity guide. You will have what you need to get started with outdoor exploration including the activity guide and a field investigation starter kit!

BUILDING SOCIAL SKILLS IN EARLY LEARNERS

Face-to-Face • 6 Hours • No Coaching

In this session, educators will identify key social skills that foster student success. Participants will learn effective strategies for teaching children about their emotions and how to manage them. Additionally, we will focus on coaching children in advanced social skills, including emotional regulation and problem-solving, to create a supportive and nurturing learning environment.

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

ABCS AND 123S OF SUPPORTING EARLY CHILDHOOD FOR ADMINISTRATORS

Face-to-Face • 6 Hours

By engaging in simple everyday activities and play, young children develop physical, social, intellectual, and emotional skills as well as build creativity and imagination. As a school leader, how do you support your teachers of early childhood students as they incorporate play and imagination into learning in the classroom? During this session, we will reflect on the "why" behind HB3 and what that should mean for our early childhood teachers. Participants will walk through the necessary components for high-quality pre-kindergarten and kindergarten programs and how to support teachers as they design meaningful activities for students. During our learning journey, participants will be invited to share struggles or strategies and will be provided with opportunities to network as we tackle the important task of supporting early childhood teachers and programs in Region 11.

ECSE FOR ADMINISTRATORS

1 Hour

This overview for administrators will highlight key components of ECSE and promote discussion of current practices.

COACHING THE COACH

Face-to-Face • 2 Days

Early childhood environments look different from other classrooms on campus -- and for good reason. Purposeful and playful teaching and learning are crucial to any program's success. For most coaches, their classroom experiences look drastically different. In this two-day series, coaches and administrators will find ways to support early childhood educators as they create the best learning environments for their young students. Day 1: Relationships with adult learning theory in mind; Observation & data analysis; Coaching moves; Day 2: Goal Setting; Practice & feedback; Ongoing support

EARLY CHILDHOOD EDUCATION NETWORKING MEETINGS

Varies • No Coaching

These monthly meetings give Early Childhood and ECSE leaders an opportunity to network with others in similar positions. ESC Region 11 staff will provide updates from TEA and share learning opportunities.

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

NEW DIAGNOSTICIAN TRAINING

Face-to-Face and Virtual • 6 Hours • No Coaching
This session focuses on essential skills for new educational diagnosticians, covering the fundamentals of school-based evaluations, writing comprehensive Full and Individual Evaluations (FIEs), and leading initial ARD meetings. Participants will learn how to analyze assessment data, develop clear and legally sound reports, and effectively communicate evaluation results during ARD meetings. This session is aligned with the evaluation component of the TEA-required self-assessment.

ARD CASELOAD MANAGEMENT

Face-to-Face and Virtual • 6 Hours • No Coaching
In this session, educators will learn essential strategies for effectively managing a special education ARD (Admission, Review, and Dismissal) caseload. Participants will gain insights into efficiently scheduling ARDs, REEDs (Review of Existing Evaluation Data), and initial evaluations while ensuring compliance with legal requirements and meeting the diverse needs of students. Practical tips and best practices will be provided to streamline paperwork, facilitate communication with stakeholders, and foster a collaborative approach to developing individualized education plans (IEPs) within the framework of special education regulations. This session is aligned with the Properly Constituted ARD Committee(s) of the TEA-required self-assessment and SPP Indicator 11.

ASSESSMENT 101

Face-to-Face and Virtual • 3 Hours • No Coaching
Assessment 101 is an essential course for educational diagnosticians involved in the assessment and identification of special education students. It covers special education disability/eligibility criteria, fundamental statistical knowledge, and a basic understanding of CHC theory, which are all crucial components of the assessment process.

During this session, participants will review special education disability/eligibility criteria and how to assess the 13 different eligibilities under special education. Fundamental statistical knowledge is an essential aspect of the assessment process; participants will review statistical measures provided by norm-

referenced assessments. Another critical aspect of Assessment 101 is a basic understanding of CHC (Cattell-Horn-Carroll) theory as it applies to identifying specific learning disabilities.

PURPOSEFUL ASSESSMENT

Face-to-Face and Virtual • 3 Hours • No Coaching
In this session, beginning diagnosticians will review the criteria for identifying a Specific Learning Disability, discuss the RIOT method for creating an assessment plan, and review the process for selecting appropriate tests to optimize the evaluation process. This session is designed for diagnosticians in their first three years in the field. This session is aligned with the child find and evaluation component(s) of the TEA-required self-assessment.

NEW DIAGNOSTICIAN LUNCH & LEARN SERIES

Virtual • 1.5 Hours • No Coaching
Calling all new Educational Diagnosticians! Are you in your first three years as an educational diagnostician? ESC Region 11 has a new Educational Diagnostician Academy that will be focused on understanding the role of a diagnostician. During lunch-and-learn sessions, participants will review timely and pertinent information required for diagnosticians and engage in meaningful dialogue. Participants will also have time to network with other new diagnosticians in the region.

IN THE KNOW: EVALUATION STAFF UPDATES

Virtual • 2 Hours • No Coaching
We invite you to participate in these collaboration/update opportunities that have been specifically designed for special education evaluation personnel. Participants will have the chance to connect with colleagues in the region, discuss best practices in the field, and gain insights into the latest evaluation practices and tools. This session is aligned with the evaluation components of the TEA-required self-assessment.

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER) (CONTINUED)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

DEVELOPMENTAL DELAY IDENTIFICATION BEST PRACTICES

Face-to-Face and Virtual • 3 Hours • No Coaching
This session provides an overview of best practices for identifying Developmental Delay (DD) in Texas, focusing on the guidelines outlined in TAC 89.1040 (c) (13) . Participants will gain an understanding of the eligibility criteria, assessment procedures, and documentation requirements for DD

evaluations. Through case studies and collaborative activities, attendees will explore practical strategies to ensure compliance and consistency in the evaluation process. This session is ideal for special education professionals seeking to enhance their knowledge of DD identification while meeting state and federal regulations. This session is aligned with the Evaluation component of the TEA-required self-assessment.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

SLD OR SI? LISTENING COMPREHENSION AND ORAL EXPRESSION DEFICITS

Face-to-Face and Virtual • 3 Hours • No Coaching
This professional development session is designed for school-based evaluation professionals to enhance their ability to differentiate between speech impairments (SI) and specific learning disabilities (SLD) in the areas of listening comprehension and oral expression. Through discussions and case studies participants will deepen their understanding of IDEA eligibility criteria, diagnostic tools, and collaborative evaluation processes. Emphasis will be placed on distinguishing overlapping characteristics and making data-driven eligibility decisions. This session is aligned with the evaluation component of the TEA-required self-assessment. 0.3 ASHA CEUs offered.

PRIOR WRITTEN NOTICE & DELIBERATIONS

Face-to-Face and Virtual • 1.5 Hours • No Coaching
This workshop is tailored for diagnosticians seeking to deepen their understanding and proficiency in managing the various types of Prior Written Notice (PWN) and ARD deliberations. Participants will explore strategies for crafting clear and legally robust PWN documents, essential for maintaining compliance with Special Education regulations. This session is aligned with the IEP Content and Development and Properly Constituted ARD components of the TEA-required self-assessment.

AUTISM SUPPLEMENTS FOR ARD MANAGERS

Face-to-Face and Virtual • 1.5 Hours • No Coaching
Texas regulations (TAC 89.1055) require ARD/IEP committees to consider 11 strategies for students with autism. Schools sometimes use the term “Autism Supplement” to refer to a form they use at ARD/IEP meetings to address these strategies. This session will review the 11 components and best practices to fulfill the requirements of TAC 89.1055. This session is aligned with the IEP Content and Development and Instructional Strategies components of the TEA-required self-assessment.

REEDS AND REEVALUATIONS

Face-to-Face and Virtual • 3 Hours • No Coaching
It's time to demystify REEDs and Re-evaluations! In this session, participants will and engage in meaningful activities and discussions surrounding the REED and reevaluation process. This session provides an overview of the review of existing evaluation data (REED) and the re-evaluation process. Participants will examine regulations related to re-evaluations, review the process for conducting a REED, and determine best practices for a comprehensive re-evaluation. This session is aligned with the reevaluation and evaluation component(s) of the TEA-required self-assessment.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

DYSCALCULIA & MATH SLD IDENTIFICATION

Face-to-Face and Virtual • 3 Hours • No Coaching
This virtual session is designed for diagnosticians who seek a deeper understanding of dyscalculia and math learning disabilities. Participants will explore the definition of dyscalculia, review leading theoretical models, and gain insights into how these models inform assessment practices. An evidence-based assessment plan will be presented, emphasizing tools and approaches that provide a comprehensive understanding of a student's math abilities. By the end of the session, participants will be equipped to identify dyscalculia and other math-related learning disabilities, interpret assessment data effectively, and make informed decisions to support students' learning needs. This session is aligned with the evaluation components of the TEA-required self-assessment.

DYSGRAPHIA ASSESSMENT

Face-to-Face and Virtual • 6 Hours • No Coaching
Join us for an informative and insightful session to explore the best practices for identifying dysgraphia within a Full Individual and Initial Evaluation (FIE) context. Dysgraphia, a learning disability that affects a person's ability to write, can often be challenging to detect accurately. This session is designed for educational diagnosticians and school psychologists involved in assessing and supporting students with dysgraphia. Participants will gain a deep understanding of dysgraphia, the nuances of identifying it within an FIE, and practical strategies to support students effectively. This session is aligned with the child find and evaluation components of the TEA-required self-assessment.

GORT/CTOPP TRAINING

Face-to-Face and Virtual • 6 Hours • No Coaching
In this session, participants will be instructed on how to administer the following assessments that may be used for the evaluation of dyslexia: - Gray Oral Reading Test, 5th (GORT-5): An Oral Reading Fluency and Comprehension assessment. - Comprehensive Test of Phonological Processing, 2nd (CTOPP-2): A test that measures phonological awareness, phonological memory, and naming. This session is aligned with the Dyslexia and Evaluation components of the TEA-required self-assessment.

IDENTIFYING INTELLECTUAL DISABILITIES

Face-to-Face and Virtual • 3 Hours • No Coaching
This virtual session will provide participants with an overview of identifying intellectual disabilities (ID) based on cognitive and adaptive behavior assessments. Attendees will explore best practices, differential diagnoses, and how to interpret test results to ensure accurate identification. This session is aligned with the evaluation component of the TEA-required self-assessment.

PRESCHOOL ASSESSMENTS THROUGH PLAY

Face-to-Face and Virtual • 6 Hours • No Coaching
Welcome to a dynamic, interactive training session tailored to early childhood assessment teams. This session focuses on the implementation of play-based assessment techniques to effectively evaluate young learners. Participants will delve into determining the scope of assessments, exploring essential components to include in evaluation reports, and understanding best practices for assessing early childhood students. Through engaging activities and discussions, attendees will gain practical strategies for incorporating play-based assessments into their practice, fostering a holistic understanding of each child's development and learning. Whether you're new to play-based assessment or seeking to enhance your existing skills, this session offers valuable insights and resources to support the comprehensive evaluation of young children. This session is aligned with the Child Find and Evaluation components of the TEA-required self-assessment.

ECSE PEIMS CODING

Face-to-Face and Virtual • 2 Hours • No Coaching
Join us as we walk through ECSE PEIMS coding. We will address Instructional Setting Codes, ECSE Service Location Codes, ECSE Indicator Codes, Grade level, and ADA eligibility.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

EMOTIONAL DISABILITIES IN SCHOOLS: ASSESSMENT AND STUDENT SUPPORT FOR EVALUATORS

Face-to-Face and Virtual • 6 Hours • No Coaching
This session explores the multifaceted nature of emotional disabilities in the school setting, equipping evaluators with tools to identify and support students with these challenges. Participants will learn how to distinguish emotional disabilities from other conditions, utilize appropriate assessment methods, and implement evidence-based practices for teacher collaboration and student support.

ETHICAL IMPLICATIONS OF USING AI SPECIAL EDUCATION

Face-to-Face and Virtual • 3 Hours • No Coaching
As artificial intelligence (AI) technologies become increasingly integrated into educational tools and systems, school psychologists and special education professionals must be equipped to navigate their ethical use in the evaluation process. This 3-hour training will explore the emerging role of AI in special education evaluations, from assistive technologies and automated scoring tools to data analysis platforms and predictive models.

DYSLEXIA IN THE FIE

Face-to-Face • 6 Hours • No Coaching
This session uses TEA resources to summarize the amendments to 19 Texas Administrative Code (TAC) 1040(c) (9) and eligibility criteria for a specific learning disability (SLD). In addition, participants will examine key updates to the Texas Dyslexia Handbook and HB 3928, related to evaluation, which (1) states the evaluation procedures for dyslexia as a specific learning disability under federal and state law, (2) reviews the required and additional data to gather and interpret for an evaluation for dyslexia, and (3) outlines the role of the multidisciplinary team to review data for the determination of dyslexia as a specific learning disability. This session is aligned with the Evaluation and Dyslexia components of the TEA-required self-assessment.

ASSESSING ADHD

Face-to-Face and Virtual • 4 Hours • No Coaching
This session will provide an overview of the comprehensive evaluation process for ADHD. The presenter will discuss best practices for conducting an ADHD assessment, including the use of evidence-based assessment tools and a collaborative approach involving the individual, their family members, and healthcare professionals.

TEAM-BASED AUTISM ASSESSMENTS: BUILDING EFFECTIVE COLLABORATIONS

Face-to-Face • 6 Hours • No Coaching
This session focuses on the importance of a team-based approach to Autism (AU) assessments in schools. Participants will explore best practices for multidisciplinary collaboration, tools for comprehensive evaluations, and strategies to ensure consistency and clarity in assessment processes. The session emphasizes fostering teamwork among the multidisciplinary team to deliver accurate diagnoses and tailored recommendations for support.

COUNSELING AS A RELATED SERVICE

Face-to-Face and Virtual • 4 Hours • No Coaching
This session will explore the unique nature of Special Ed (IEP) counseling and how it differs from the general counseling offered to all students by the school counselor. Evaluation instruments will be used to identify eligibility, develop IEP goals, group vs. individual counseling, monitor progress, and determine when dismissal from counseling services is appropriate.

STANDARDS-BASED INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS: IMPLICATIONS FOR EVALUATION PERSONNEL

Face-to-Face and Virtual • 3 Hours • No Coaching
This session will explore the Standards-Based IEP process, with a primary focus on the full and individual evaluation (FIE), present levels of academic achievement and functional performance (PLAAFP) development, and writing goals and objectives. Participants will understand the importance of these components and how their alignment results in a well-developed program for students with disabilities.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

FACILITATED AUTISM DIAGNOSTIC OBSERVATION SCHEDULE, SECOND EDITION (ADOS-2) ASSESSMENT

Face-to-Face • 12 Hours • No Coaching
The ADOS-2 is a semi-structured, standardized assessment instrument that includes many play-based activities designed to obtain information in the areas of communication, reciprocal social interactions, and restricted and repetitive behaviors associated with a diagnosis of ASD. In this two-day session, participants will learn more about the administration, scoring, and interpretation of the ADOS-2.

AN OVERVIEW OF THE NEPSY-II: ASSESSING NEUROPSYCHOLOGICAL DEVELOPMENT IN CHILDREN

Face-to-Face • 7 Hours • No Coaching
This session provides an in-depth overview of the NEPSY (A Developmental NEuroPSYchological Assessment), a comprehensive tool designed to assess neuropsychological development in children ages 3 to 16. Participants will gain an understanding of the structure, administration, scoring, and interpretation of the NEPSY, along with its applications in diagnosing and developing interventions for various neurodevelopmental disorders.

UNLOCKING VOICES: UNDERSTANDING SELECTIVE MUTISM

Face-to-Face and Virtual • 6 Hours • No Coaching
This session will delve into the complexities of Selective Mutism and provide a comprehensive understanding of Selective Mutism, a nuanced anxiety disorder often misunderstood or overlooked. Participants will obtain invaluable knowledge and tools to empower individuals with Selective Mutism to find their voice and thrive. This session is aligned with the Child Find and Evaluation components of the TEA-required self-assessment.

CAMOUFLAGED: AUTISM AND GIRLS

Face-to-Face and Virtual • 3 Hours • No Coaching
When looking at an Autism Spectrum Disorder (ASD) identification, the best practice is to assess through a multidisciplinary approach with multiple sources. Using research, we will explore differences in boys and girls in ASD identification. There is increasing awareness that ASD conditions occur in females at a rate previously unrecognized..

DIVERSITY FOR LSSPS: USING CULTURAL CONSIDERATIONS IN ASSESSING AUTISM

Virtual • 3 Hours • No Coaching
In this session, we will explore various dimensions of individual differences, encompassing cultural, linguistic, and socio-economic variations as well as varying learning needs and abilities. We will examine how these factors can influence academic and social-emotional outcomes and discuss how to tailor interventions to meet the unique requirements of students with distinct backgrounds.

ETHICS FOR LICENSED SPECIALISTS IN SCHOOL PSYCHOLOGY (LSSPS)

Virtual • 3 Hours • No Coaching
This session is designed to provide Licensed Specialists in School Psychology (LSSPs) with an overview of ethical considerations and principles essential for professional practice in school settings. Through interactive discussions, we will explore various ethical issues that LSSPs may encounter. You will also learn about ethical decision-making models and strategies for addressing ethical dilemmas in school psychology practice. By the end of the course, you will have a deeper understanding of ethical considerations and practical tools and strategies for navigating ethical challenges in your professional practice. Whether you are a new or experienced LSSP, this course will help you enhance your ethical knowledge and skills to better serve the students, families, and communities with whom you work.

SCHOOL PSYCHOLOGIST LEADERSHIP COLLABORATIVE

Face-to-Face and Virtual • 3 Hours • No Coaching
Join fellow lead school psychologists and district-level evaluation leaders for a collaborative session focused on advancing leadership, improving evaluation practices, and supporting psychological services across districts. This session will provide opportunities to share successes, discuss challenges, and engage in problem-solving around current issues impacting the field.

SPECIFIC TEST BATTERY TRAINING
AVAILABLE BY REQUEST

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.



EVALUATION ANALYSIS & INTERPRETATION

Face-to-Face and Virtual • 6 hours • No Coaching
This professional development session tailored for educational diagnosticians seeking to enhance their cognitive and academic testing analysis and interpretation skills. This comprehensive workshop will explore the latest methodologies and tools for conducting assessments and interpreting test results. Participants will gain a deeper understanding of various testing techniques, learn to identify patterns in evaluation results and acquire the skills to translate test data into meaningful insights for impact and need statements. This session aligns with the evaluation component of the TEA-required self-assessment.

TRIANGULATING DATA

Face-to-Face and Virtual • 3 hours • No Coaching
A Full and Individual Initial Evaluation (FIIIE) should tell a student's story beyond just reporting standard scores. This session will explore the concept of data triangulation—using multiple data sources to support a comprehensive and defensible disability determination. Participants will engage in hands-on activities and discussions to practice identifying patterns across assessments, observations, and other relevant data. By ensuring consistency of findings, evaluators can make informed recommendations for evidence-based interventions and effectively monitor student progress. This session aligns with the evaluation and reevaluation components of the TEA-required self-assessment.

SPECIFIC TEST BATTERY TRAINING AVAILABLE BY REQUEST



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

MTSS TEAM COHORT YEAR ONE

Face-to-Face • 10 Pathways/6 Sessions • Coaching Available

The Multi-Tiered System of Support (MTSS) framework can be considered the umbrella for other support systems, such as data-based individualization (DBI), Universal Design for Learning (UDL), response to intervention (RtI), and positive behavior intervention and support (PBIS). An effective MTSS framework considers the variability of learners, supports in place, and equal access to the general curriculum. Through MTSS, schools identify students needing additional support and provide them with evidence-based interventions to reduce academic and behavioral gaps. In these sessions, MTSS Teams will participate in MTSS Overview, Roles and Responsibilities of Problem-Solving Team, A Shared Vision, MTSS: Relationship with Other Programs, Ongoing PD and Support, Examples of MTSS Implementation, Your MTSS Plan, Creating an Instructional Program, Student-Centered Approaches, and Creating the Assessment Plan. Join us for tips, strategies, and colleague collaboration to address prioritizing prevention and intervention with the MTSS framework.

PBIS TEAM COHORT YEAR ONE

Face-to-Face • 9 Pathways/6 Sessions • Coaching Available

The mission of PBIS is to build the capacity of schools by adopting a sustained, positive, preventative, and effective instructional approach to school-wide discipline and behavior management. These sessions will provide an overview of the PBIS framework, behavior and academic Response to Intervention connections, examine effective PBIS team member roles and responsibilities, and identify leadership implementation next steps. PBIS district and campus teams will focus on using data to identify and create guidelines for success as well as school-wide behavior rules, expectations, and positive reinforcement systems. Participating teams will be provided the following TIER training pathways: PBIS, Universal Examples of PBIS, Partnering with Families within PBIS, Targeted PBIS Implementation, Intensive PBIS Implementation, Supporting Student Mental Health, Social and Personal Competencies, MTSS Problem Solving Team, ISF Introduction and Work Sessions.

DECISION-MAKING GUIDED BY DATA: MTSS IMPLEMENTATION SERIES

Face-to-Face • 3 Sessions/18 Hours • No Coaching

District and campus problem-solving teams play a pivotal role in the development and implementation of processes and procedures that strive to support the various needs of students. To succeed, teams must consider the importance of screeners and a robust data management system that supports improved learning conditions and outcomes for all students. In this session, teams are guided through how to make decisions driven by data.

MTSS AND STUDENT MENTAL HEALTH

Virtual • 3 Pathways/12 Hours • No Coaching

An effective MTSS framework considers the variability of learners, supports in place, and equal access to the general curriculum. Through MTSS, schools identify students needing additional support and provide them with evidence-based interventions to reduce academic and behavioral gaps. This requires consideration for the whole child. This series will lead participants through selected TIER pathways related to Student Mental Health. Sessions include: Supporting Student Mental Health within MTSS, Social and Personal Competencies, and Trauma Sensitive Schools.

MULTI-TIERED
SYSTEM OF SUPPORTS (MTSS)

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

MTSS TEAM COHORT YEAR TWO

Face-to-Face and Virtual • 5 Pathways/6 Sessions

Coaching Available

The Multi-Tiered System of Support (MTSS) framework can be considered the umbrella for other support systems, such as data-based individualization (DBI), Universal Design for Learning (UDL), response to intervention (RtI), and positive behavior intervention and support (PBIS). An effective MTSS framework considers the variability of learners, supports in place, and equal access to the general curriculum. Through MTSS, schools identify students needing additional support and provide them with evidence-based interventions to reduce academic and behavioral gaps. In these sessions, MTSS Teams will participate in: The Importance of Universal Screening, Interpreting Data, DBI Using Data to Problem Solve, Importance of Progress Monitoring, Decision Making, and MTSS Plan Work Session.

A SHARED VISION- MTSS TEAM COHORT YEAR TWO

Face-to-Face and Virtual • 1 Pathway/3 Hours • No Coaching

MTSS requires schools to implement a continuum of systematic, coordinated, evidence-based practices targeted to being responsive to the varying intensity of needs students have related to their academic and social emotional/behavioral development. Those needs are identified by various assessments and data sources—typically by school teams. The integration of academic and social-behavioral supports that MTSS requires of schools cannot be done in isolation. There must be a collaboration across general education, special education, and administration to ensure the successful implementation of MTSS as a part of broader school improvement. In this pathway, educators learn strategies for developing a shared vision of MTSS and effectively communicating that shared vision with stakeholders.

PBIS TEAM COHORT YEAR TWO

Face-to-Face • 7 Pathways/6 Sessions • Coaching Available

The mission of PBIS is to build the capacity of schools by adopting a sustained, positive, preventative, and effective instructional approach to school-wide discipline and behavior management. These sessions will provide an overview of the PBIS framework, behavior and academic Response to Intervention connections, examine effective PBIS team member roles and responsibilities, and identify leadership implementation next steps. PBIS district and campus teams will focus on using data to identify and create guidelines for success as well as school-wide behavior rules, expectations, and positive reinforcement systems. Participating teams will be provided the following TIER training pathways: Interconnected Schools Framework District/Community, ISF School Level, Restorative Practices & Trauma Sensitive Schools, CLRP Essentials & Counseling, CLRP Implications for Behavior & Practical Strategies for Reducing Disproportionality , Diagnostic Assessments in Behavior & Tier 2 & Tier 3 Interventions



SUPPORT FOR ALL LEARNERS

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

SPED 101: ACADEMICALLY UNDERSTANDING YOUR LEARNERS

Face-to-Face and Virtual • 3 Hours • No Coaching

This course provides an overview of the academic needs and learning differences of students with disabilities. It covers topics such as differentiated instruction, individualized education plans (IEPs), classroom management, and the use of assistive technologies. Students will learn strategies for supporting diverse learners in inclusive classrooms and explore the importance of collaboration with families and other professionals.

BEST PRACTICES FOR INCLUSIVE SERVICES

Face-to-Face and Virtual • 6 Hours • No Coaching

Examine the principles of inclusion and strategies for supporting students with disabilities to promote their engagement and progress within the general education classroom.

EFFECTIVE INSTRUCTIONAL STRATEGIES

Face-to-Face and Virtual • 3 Hours • No Coaching

Identify and evaluate strategies to enhance learning that actively involve students in becoming strategic and adaptable learners.

DIFFERENTIATED INSTRUCTION

Face-to-Face and Virtual • 3 Hours • No Coaching

This session provides participants with an understanding of the foundational elements of differentiated instruction and enables them to apply these principles to lesson planning.

DIFFERENTIATION WITH TECHNOLOGY

Face-to-Face and Virtual • 3 Hours • No Coaching

Utilizing technology in differentiation enables educators to effectively engage students through the use of various digital software and tools.

IMPLEMENTING ACCOMMODATIONS AND MODIFICATIONS

Face-to-Face and Virtual • 3 Hours • No Coaching

Develop the ability to clearly define accommodations and modifications, while also understanding, ensuring, and effectively documenting their implementation.

IMPLEMENTING ACCOMMODATIONS AND MODIFICATIONS IN CONTENT AREAS

Face-to-Face and Virtual • 3 Hours • No Coaching

This session offers a detailed examination of students' individual learning styles and the personalization of accommodations in various content areas to enhance student outcomes within the general education setting.

HELP! MY STUDENT HAS AN IEP - WHAT DOES GRADING LOOK LIKE?

Face-to-Face and Virtual • 3 Hours • No Coaching

This session provides participants with the opportunity to explore various learning styles and abilities, enabling them to effectively assess student mastery of the curriculum.

INTRODUCTION TO SDI (SPECIALLY DESIGNED INSTRUCTION)

Face-to-Face and Virtual • 3 Hours • No Coaching

This session will provide an overview of SDI, focusing on the implementation process, including content, delivery, and methodology.

CO-TEACHING IN ACTION: COLLABORATION FOR STUDENT SUCCESS

Face-to-Face and Virtual • 3 Hours • No Coaching

This session provides a comprehensive overview of co-teaching, highlighting the importance of collaborative partnerships and the various co-teaching models that can be implemented effectively.

UNIVERSAL DESIGN FOR LEARNING
(TEALEARN COURSE)

Self-Paced Course • Virtual • No Coaching - Discussion Group Format

In this self-paced course, you will get a basic overview of the UDL framework, including its structure, curricular components, and the research behind it. You will explore the alignment between the three brain networks for learning and the three UDL guiding principles. There are five modules in the series, and ESC 11 staff will host one-hour discussion groups to provide additional context and support to those who are interested.

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER) (CONTINUED)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

ABYDOS LEARNING INTERNATIONAL: THREE-DAY LITERACY WORKSHOP

*Face-to-Face • Three non-consecutive days; 18 hours total
No Coaching*

This three-day, research-based, interdisciplinary, hands-on training focuses on (1) teaching reflexive and expository writing as a process; (2) increasing vocabulary complexity and knowledge coherence through writing in response to reading; (3) preparing students for state assessments; (4) incorporating grouping, sharing, and conferencing techniques into instruction; (5) pre-writing, writing, reformulating, correcting, editing, and proofreading; (6) integrating grammar as a part of the writing process; and (7) making the act of writing and the teaching of writing more engaging, effective, and enjoyable. Every participant will receive a free copy of the book *Acts of Teaching: How to Teach Writing*.

SPECIAL EDUCATION ESSENTIALS

Face-to-Face and Virtual • 3 Hours • Coaching Available
This course will provide a comprehensive understanding of the foundational concepts of special education and the principles of specially designed instruction.

STANDARDS-BASED INDIVIDUALIZED EDUCATION (IEP) PROCESS TRAINING

*Face-to-Face, Virtual, Asynchronous, and Blended • 12 Hours
Coaching Available*

This course will identify the critical components of an IEP and how their alignment results in an appropriate and ambitious individualized education program for students receiving special education and related services.

INTRODUCTION TO AN IEP

Face-to-Face and Virtual • 6 Hours • Coaching Available
This course covers the components of an Individualized Education Program (IEP) and how they work together to guide instruction, provide supports and services, and help students with disabilities be successful in their learning.

PARAPROFESSIONALS: ROLES AND RESPONSIBILITIES

Face-to-Face and Virtual • 3 Hours • Coaching Available
This course provides guidance on relationship building, the roles and responsibilities of each stakeholder, and strategies to support communication and documentation. *Companion course is Paraprofessionals Make a Difference: Behavior Management Strategies for the Classroom.

WHAT YOU NEED TO KNOW ABOUT AN IEP/ARD MEETING FOR SPECIAL EDUCATION TEACHERS

Virtual • 1.5 Hours • No Coaching
This course focuses on effective strategies to prepare for ARD meetings, what to expect during the meeting, and staff responsibilities after the meeting.

WHAT YOU NEED TO KNOW ABOUT AN IEP/ARD MEETING FOR GENERAL EDUCATION TEACHERS

Virtual • 1.5 Hours • No Coaching
This course focuses on effective strategies to prepare for ARD meetings, what to expect during the meeting, and staff responsibilities after the meeting.

PROJECT TEDD: TRAINING EDUCATORS AND EVALUATORS IN DUAL DIAGNOSIS (SERIES OF 6)

Virtual • 1.5 Hours • No Coaching
This series is a Texas Tech initiative to address a state need for educators and evaluators who specialize in teaching and evaluating students who have a dual diagnosis of an Intellectual Developmental Disorder and a mental health condition. Developmental disabilities are severe, chronic disabilities that occur before the age of 22, such as autism, cerebral palsy, intellectual disabilities, traumatic brain injury, and epilepsy. This series will assist educators in gaining knowledge in the areas of identification, referral, assessment, behavior, and academic best practices. They will also receive advanced training in collaboration and communication, crisis intervention, and working with families. New knowledge will enable educators to make meaningful changes in their LEAs and support collaboration with agencies outside of school settings serving individuals with dual diagnosis. This session is aligned with the Evaluation and Disproportionality-Behavior components of the TEA-required self-assessment.



LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

UNIVERSAL DESIGN FOR LEARNING - DESIGN MULTIPLE MEANS OF ENGAGEMENT, REPRESENTATION, AND ACTION AND EXPRESSION

Face-to-Face • 6 Hours • Coaching Available
This course will guide participants in motivating and engaging students by offering diverse options for interacting with content that are meaningful, interesting, and tailored to individual needs and preferences. Participants will develop an understanding of various methods for presenting content that captivates all learners, including those with varying learning styles, abilities, and preferences. By utilizing multiple formats—such as text, images, audio, and interactive media—educators can create multiple pathways for students to access and engage with information. The course will focus on practical strategies to enhance engagement, accessibility, and self-regulation through varied methods of interaction, representation, and assessment.

SOCIAL EMOTIONAL LITERACY

Face-to-Face and Virtual • 3 Hours • No Coaching
Review social and emotional learning (SEL) competencies and explore methods for integrating them into the curriculum. This will empower students to recognize and understand their own emotions as well as those of others, ultimately fostering the development, maintenance, and support of healthy and respectful relationships.

SDI (SPECIALLY DESIGNED INSTRUCTION) FOR IMPROVING STUDENT OUTCOMES

Face-to-Face and Virtual • 3 Hours • No Coaching
Participants will explore personalized instruction strategies aimed at enhancing academic achievement and increasing engagement and motivation.

CO-PLANNING FOR COLLABORATIVE TEAMS

Face-to-Face and Virtual • 3 Hours • No Coaching
This session provides participants with the opportunity to examine the co-planning process for instructional planning.

USING BASELINE DATA TO DEVELOP PLAAFPS AND GOALS

Face-to-Face • 3 Hours • Coaching Available
This course differentiates norm-referenced and baseline data and the importance of using that data to develop PLAAFPs and goals.

SUPPORT FOR ALL LEARNERS

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

ADMINISTRATOR OVERVIEW: CO-TEACHING

Face-to-Face and Virtual • 1 Hour • No Coaching

Explore the ways in which collaboration between two skilled educators utilizing co-teaching models can enhance student success.

ADMINISTRATOR OVERVIEW:

ELEVATING CO-TEACHING THROUGH UDL

Face-to-Face and Virtual • 1 Hour • No Coaching

This session provides an overview of co-teaching in relation to the Universal Design for Learning (UDL) guidelines and principles.

FACILITATING THE IEP

Asynchronous • 6 Hours • No Coaching

This session will review dispute resolutions, facilitation process, the role of the IEP facilitator, and working toward consensus.

UNPACKING THE IEP DEVELOPMENT PROCESS

Face-to-Face • 3 or 6 Hours • Coaching Available

This session will delve into the critical components of the Individualized Education Program (IEP) and present Levels of Academic and Functional Performance as derived from the Full and Individual Evaluation (FIE). Attendees will gain a comprehensive understanding of how to effectively interpret and utilize the data provided in the FIE to inform the development of the PLAAFP and measurable annual goals for students with diverse learning needs.





FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

D/HH INCLUSION: SERVING STUDENTS WHO ARE DEAF/HARD-OF-HEARING IN THE GENERAL EDUCATION SETTING

Online Canvas Course • 4 Hours • No Coaching
This 100% online, asynchronous course is designed for professionals (teachers, administrators, staff, paraprofessionals, etc.) who serve special education and 504 students who are deaf/hard-of-hearing in the general education classroom, in extracurricular activities, and during campus activities. Course topics include the roles and responsibilities of professionals and students, understanding hearing differences, assistive listening devices and technology, accommodations, legal requirements, specially designed instruction, and student self-advocacy.

UNDERSTANDING THE IMPACT OF HEARING AND VISION ON EARLY CHILDHOOD DEVELOPMENT (FOR ECI OF NORTH CENTRAL TEXAS PERSONNEL ONLY)

Online Canvas Course • 6 Hours • No Coaching
In this asynchronous, online course, ECI of North Central Texas Service Providers will be presented with basic information regarding appropriate services for children who are deaf or hard-of-hearing and visually impaired (ages birth-to-three years old) and their families.

REGION 11 TRANSITION FAIR FOR HIGH SCHOOL STUDENTS WHO ARE DEAF OR HARD OF HEARING

Face-to-Face • 4 Hours and 30 minutes • No Coaching
This informational event will provide helpful resources for students who are deaf or hard-of-hearing (DHH) to explore

as they make important decisions, investigate options, and prepare to maneuver life after high school. Participants will learn more about college and technical school options, career readiness, independent living, community resources, and assistive technology specific to the DHH population. The target audiences for this event are high school students who are DHH (students served in their home districts AND students served by an RDSPD), parents, guardians, and professionals serving students who are DHH.

BABY'S DAY OUT: CELEBRATING BABIES AND TODDLERS WHO ARE DEAF, HARD OF HEARING, VISUALLY IMPAIRED, AND DEAFBLIND AND THEIR FAMILIES!

Face-to-Face • 3 Hours • No Coaching
This session will provide activities focused on sensory development for babies and toddlers with visual impairments, hearing differences, or deaf-blindness (ages birth to three) and their parents/guardians.

UNLOCKING SUCCESS: CLASSROOM STRATEGIES FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING WITH AUTISM

Virtual • 3 or 6 Hours • Coaching Available
Join us for a practical and engaging session designed to empower educators with effective strategies to support students with autism in the classroom. Participants will gain valuable insights into understanding the unique characteristics and learning styles of students on the autism spectrum and will learn how to create an inclusive and supportive learning environment that promotes their academic and social success.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

MEET AND GREET FOR REGION 11 EARLY CHILDHOOD INTERVENTION (ECI) PROVIDERS AND PROFESSIONALS SERVING CHILDREN WHO ARE DEAF OR HARD OF HEARING (DHH), BLIND OR VISUALLY IMPAIRED (BVI), OR DEAFBLIND

Virtual • 2 Hours • No Coaching
This informal, virtual gathering is for local education agency early intervention providers (TODHH, TSVI, COMS) and ECI providers in the Region 11 service area who work with young children who are deaf or hard of hearing, blind or visually impaired, or deafblind. Participants will strengthen local partnerships by sharing information and processes related to early intervention services.

ITINERANT TEACHER OF THE DEAF AND HARD OF HEARING VIRTUAL NETWORK MEETINGS

Virtual • 2 Hours • No Coaching
Itinerant Teachers of the Deaf and Hard of Hearing will meet virtually to discuss topics, troubleshoot issues, answer questions, share successes, and receive updates.

THE COTTAGE ACQUISITION SCALES FOR LISTENING LANGUAGE AND SPEECH (CASLLS) INTERMEDIATE

Virtual • 4 Hours • No Coaching
“Designed for professionals with foundational CASLLS knowledge, this intermediate-level training offers a deeper exploration into using the CASLLS (Cottage Acquisition Scales for Listening, Language & Speech) for targeted language intervention. Participants will strengthen their ability to interpret language samples, identify complex grammatical structures, and map these to the appropriate CASLLS strands. Through interactive practice and real-world examples, attendees will enhance their ability to use CASLLS for effective goal setting and ongoing language development support.

This session is ideal for speech-language pathologists, educators, and interventionists ready to expand their CASLLS skill set and apply it more confidently in daily practice.”

EVALUATING STUDENTS WHO ARE DEAF OR HARD OF HEARING FOR A SPECIFIC LEARNING DISABILITY

Face-to-Face • 3 Hours • No Coaching
Participants will review and discuss the legal standards

and necessary components for conducting comprehensive evaluations for the Deaf or Hard of Hearing (D/HH) students with SLD. Understanding specifics of types of hearing loss and how that may influence the response and accuracy of the results will be discussed. Participants will be able to support eligibility decisions of SLD and review how the FIE impacts the Individualized Education Program (IEP) in D/HH students.

SEE THE SOUND - VISUAL PHONICS

Virtual • 9 Hours • No Coaching
The Visual Phonics training explores the multi-sensory Visual Phonics program and its benefits in reinforcing oral language, speech, and beginning literacy skills for students who are deaf or hard of hearing, bilingual, or possess diverse learning needs. This training develops the skills necessary to implement Visual Phonics in therapeutic and instructional settings. Participants will learn to recognize, produce, and blend the Visual Phonics hand cues and written symbols for the 42+ English phonemes. This training aligns with the Science of Reading as it explores research-based strategies to support beginning spelling and reading instruction with the support of Visual Phonics in therapeutic and instructional settings.

ENHANCING READING AND WRITING SKILLS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING: A REVIEW OF INTEGRATIVE TEACHING STRATEGIES

Virtual • 1.5 or 3 Hours • Coaching Available
This engaging workshop is designed to equip educators and professionals with integrative teaching strategies that support the development of reading and writing skills in students who are deaf or hard of hearing (DHH). Drawing from current research and classroom-based practices, the session emphasizes approaches that align with students' linguistic and cognitive strengths, including visual learning, multimodal instruction, and language-rich environments. Participants will explore practical tools, adaptable lesson frameworks, and strategies that foster both literacy and language acquisition. Whether you are a classroom teacher, specialist, or support provider, you'll leave this workshop with concrete techniques to create more accessible, effective literacy instruction for DHH learners.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

ACTIVE LEARNING APPROACH IN A MULTI-LEVEL SPECIAL EDUCATION CLASSROOM

Face-to-Face and Virtual • This can be one or two full days or divided into several sessions • Coaching Available

This workshop provides an overview of using Active Learning, an instructional approach developed by Dr. Lilli Nielsen of Denmark. Participants will experience a guided look at the modules on Active Learning located on the TSBVI website (<https://bit.ly/3NPW9nP>). Active Learning is an instructional strategy for individuals who are blind, visually impaired, deaf/blind, developmentally functioning below 48 months old, regardless of chronological age, and learners with significant physical, cognitive, and emotional delays in addition to visual impairment. The Active Learning approach reinforces the principle that all individuals learn best through active participation. This workshop will use application activities to understand how to incorporate this approach in a self-contained classroom with multi-level learners. This course includes content from the Active Learning Space website (www.activelearningspace.org), a collaborative project developed by the Penrickton Center for Blind Children, Perkins School for the Blind, and Texas School for the Blind and Visually Impaired. This session addresses Special Education Self-Assessment indicators numbers 2, 4, 5, 6, 7, 8, 11, 12, 18, and 21.

USING SWITCHES TO ASSIST STUDENTS WHO ARE BLIND, VISUALLY IMPAIRED, OR HAVE COMPLEX ACCESS NEEDS

Face-to-Face and Virtual • 2 Hours • No Coaching

This session will focus on how to use switches with students who are blind or visually impaired and have complex access needs. Teachers will learn how to create activities that utilize switches and make materials accessible for all learners. This session is aligned with TEA Special Education Self-Assessment indicators 2, 6, 7, 8, and 12.

CASELOAD ANALYSIS FOR TEACHERS OF THE VISUALLY IMPAIRED AND CERTIFIED ORIENTATION AND MOBILITY SPECIALISTS

Face-to-Face and Virtual • One Day or Two Half Days • Coaching Available

Are you struggling to determine whether students are receiving the appropriate amount of services? This session will provide

instruction on and an opportunity to use the Visual Impairment Scale of Service Intensity in Texas (VISSIT) and the Orientation and Mobility VISSIT. Additionally, the Visual Impairment Scale of Staffing Pattern Analysis (VISSPA) will be explored and used to analyze caseloads within school districts. This session addresses the Special Education Self-Assessment indicators 7, 8, 11, 15, and 18.

CALENDAR SYSTEMS AND ROUTINES: A WORKSHOP FOR TEACHERS OF STUDENTS WHO ARE VISUALLY IMPAIRED

Face-to-Face and Virtual • Varies based on need • Coaching Available

This training is designed to help TVIs utilize calendars systems and routines. Implementation of calendar systems and the use of routines supports communication, concept-building, interaction, independence, self-determination, self-regulation, and self-advocacy. This session specifically addresses why and how calendars can be used to maximize learning for students with multiple disabilities, sensory disabilities, and complex access needs. This session is aligned with TEA Special Education Self-Assessment indicators numbers 2, 7, 8, 12, and 21.

ASL RHYMING AND LITERACY FUN!

Virtual • 2 Hours • No Coaching

It is well documented that hearing children benefit from rhythmic and rhyming spoken language, especially if paired with sound-based phonological awareness activities. Hence, the popularity and prevalence of nursery rhymes in early childhood programs and curricula. Rhyme and rhythm increase young children's engagement, executive functions, language awareness, vocabulary, and emergent literacy, and are strongly linked to reading achievement. This presentation will introduce deaf ways of providing children access to rhyme and rhythm that capitalize on the linguistic and cultural benefits of American Sign Language and deaf culture. At first glance, ASL rhyme and rhythm seem cute, simple, and fun, but they are packed with linguistic patterns that can be appreciated by children and adults alike. The presenters will discuss the history of ASL rhyme and rhythm, linguistic patterns found in ASL rhyme and rhythm, research findings on the role of ASL rhyme and rhythm in facilitating language, and creative ways to engage children in language play at home. Come and join in the fun!

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

ETHICS FOR EDUCATIONAL SIGN LANGUAGE INTERPRETERS

Face-to-Face and Virtual • 3 Hours • No Coaching

Using the Code of Professional Conduct (CPC) set forth by the Registry of Interpreters for the Deaf (RID), this workshop will critically examine how sign language interpreters can employ ethical practices in K-12 environments. Specifically, this

workshop will include a wide array of scenarios for participants to critically examine and discuss. Participants will be asked to work in small groups to assess each scenario and offer a means for navigating each scenario in alignment with the RID-CPC and their role as K-12 interpreting professionals, mandatory reporters, and school staff.



SENSORY SUPPORT

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

REGIONAL DAY SCHOOL FOR THE DEAF SUPERVISOR NETWORK MEETINGS

Face-to-Face and Virtual • 3 to 4 Hours • No Coaching
RDSPD supervisors from Regions 10 and 11 will network, collaborate, and review current data in order to improve services to students who are deaf/hard of hearing and implement evidence-based practices in the classroom.

TARRANT COUNTY AUDITORY SERVICES COLLABORATIVE (TCASC) MEETINGS

Face-to-Face and Virtual • 2 Hours • No Coaching
The Tarrant County Auditory Services Collaborative (TCASC) is a group of community professionals who provide services to infants and toddlers with hearing differences. The TCASC works to support the efforts of the Texas Early Hearing Detection and Intervention movement in Tarrant County.

SPED LIAISON SERVICES

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

NEW DIRECTOR BOOTCAMP

Face-to-Face • 7 Hours • No Coaching

This session is specifically designed for directors with 0-3 years of experience. Topics will include MOE, Budget, Staffing, RDA, and PEIMS. This session will be offered face-to-face at ESC 11. This session is for the superintendent appointed Special Education Director only with 0-3 years of experience.



FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

MTSS AND THE SLP

Face-to-Face and Virtual • 2 Hours • No Coaching

This professional development session will provide speech pathologists with an in-depth understanding of the legal requirements, state regulations, and best practices for utilizing the Multi-Tiered System of Support (MTSS) framework. The session will focus on the application of MTSS for identifying and supporting students with potential speech and language impairments. Participants will gain knowledge of how to align their practice with the law, and how to implement each tier of MTSS effectively within the educational setting. 0.2 ASHA CEUs

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

DYSPHAGIA IN THE PUBLIC SCHOOLS (FEEDING AND SWALLOWING)

Face-to-Face and Virtual • 3 Hours • No Coaching

This professional development workshop is designed for speech pathologists working in public schools, focusing on the provision of feeding and swallowing services. Participants will gain an understanding of the legal rationale behind these services, learn comprehensive assessment techniques, and explore the implementation of effective team-based programs to support students with feeding and swallowing needs. This session is aligned with the intervention and evaluation component(s) of the TEA-required self-assessment. 0.25 ASHA CEUs offered.

UNBOXING ETHICS FOR SLPs

Face-to-Face and Virtual • 2 Hours • No Coaching

“Join us for a comprehensive workshop designed to enhance ethical decision-making skills specifically tailored for Speech-Language Pathologists (SLPs) working within public school systems. This session will explore ethical dilemmas commonly faced in educational environments, providing practical strategies and guidelines to navigate these challenges effectively. This session is aligned with the evaluation and IEP implementation components of the TEA-required self-assessment. 0.2 ASHA CEUs”

ECHOLALIC SPEECH TO MEANINGFUL COMMUNICATION: UNDERSTANDING GESTALT LANGUAGE

Face-to-Face and Virtual • 3 Hours • No Coaching

This professional development session focuses on understanding Gestalt Language Development and strategies to progress language skills to meaningful communication. Gestalt Language Development emphasizes the holistic approach to language acquisition, emphasizing comprehension and expression as integrated components. Participants will explore the principles of Gestalt Language Development and learn practical strategies to support individuals in progressing toward spontaneous, meaningful communication, including goal setting and AAC needs. This session is aligned with the Evaluation and Intervention component(s) of the TEA-required self-assessment. 2.5 ASHA CEUs

SLD OR SI? LISTENING COMPREHENSION AND ORAL EXPRESSION DEFICITS

Face-to-Face and Virtual • 3 Hours • No Coaching

This professional development session is designed for school-based evaluation professionals to enhance their ability to differentiate between speech impairments (SI) and specific learning disabilities (SLD) in the areas of listening comprehension and oral expression. Through discussions and case studies participants will deepen their understanding of IDEA eligibility criteria, diagnostic tools, and collaborative evaluation processes. Emphasis will be placed on distinguishing overlapping characteristics and making data-driven eligibility decisions. This session is aligned with the evaluation component of the TEA-required self-assessment. 0.3 ASHA CEUs offered.



LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

ENHANCING INCLUSION: IMPLEMENTING ASSISTIVE TECHNOLOGY IN LEARNING

Face-to-Face and Virtual • 3 Hours • No Coaching

This training is for administrators, teachers, speech-language pathologists, related service providers, and other professionals who will be collaborating on Assistive Technology (AT) considerations. This workshop will review assistive technology and the law. We will focus on research and best practices for considering the need for assistive technology. Team members will learn to utilize results to inform future decision making.

LEVEL 3 COURSEWORK (INFLUENCING PRACTITIONER)

Responsible for casting a vision for a team and/or group of individuals dedicated to the same work. Demonstrates and intuitive grasp of situations and transcends the reliance on rules to make decisions in new situations.

BEST PRACTICES IN SUPERVISION FOR SLPs

Face-to-Face and Virtual • 2 Hours • No Coaching

This professional development session focuses on equipping Speech-Language Pathologists (SLPs) with essential skills and knowledge to effectively supervise clinical fellows, interns, and assistants. The session covers the legal framework governing supervision, emphasizing compliance and best practices. Additionally, it explores strategies for fostering good communication, coaching, and conflict resolution within the supervisory role.

FOUNDATIONAL COURSEWORK (DEVELOPING PRACTITIONER)

Developing a basic understanding and application of skill or knowledge to increase awareness and support early implementation and application—rule driven practices.

NEW-TO-TEAM TRANSITION COHORT
Face-to-Face

Are you new to the world of transition services and being a TED? Join our New to Transition Monthly Meet-Ups, designed to support educators, TEDs, and transition specialists as they navigate the essentials of transition planning, compliance, and best practices. Each session will provide a space to learn foundational concepts, problem-solve real-world challenges, and network with fellow professionals. Through guided discussions, resource sharing, and expert insights, participants will build confidence in their role and develop strategies to enhance transition services in their LEA.

TEAM TRANSITION: FUTURE FOCUSED PRACTICES
IN EARLY CHILDHOOD AND ELEMENTARY
CLASSROOMS AND IEPs
Face-to-Face

This session explores innovative, research-based strategies for fostering future-ready skills in early childhood and elementary education. Participants will explore promoting independence, self-advocacy, self-determination, career exploration, and functional skill development to support learners with IEPs to build critical skills for meaningful adult lives. Through hands-on activities and case studies, educators will gain practical tools to promote future-readiness. Attendees will leave with actionable insights to create dynamic, forward-thinking learning environments and IEPs that prepare students with disabilities for life-long success.

TRANSITION IN THE IEP: BEST PRACTICES FOR
SECONDARY DIAGNOSTICIANS AND ARD MANAGERS
Face-to-Face

This session is designed to equip secondary diagnosticians and ARD managers with the knowledge and tools necessary to effectively support transition in the IEP. Participants will explore key components of transition planning in the IEP, including age-appropriate transition assessments and functional vocational evaluations, transition goals, agency collaboration, and compliance with state and federal regulations. Through case studies, discussion, and hands-on activities, attendees will gain practical strategies to ensure meaningful and compliant transition plans in the IEP.

TRANSITION ESSENTIALS: TRANSITION ASSESSMENTS
Virtual

This TEA-created training provides Texas educators with information to complete transition assessments that result in a clear picture of the student's needs, strengths, preferences, and interests. Whether you have completed many transition assessments or are new to this topic, this training will be a valuable addition to your transition tool kit.

TRANSITION ESSENTIALS: WRITING APPROPRIATE
MEASURABLE POSTSECONDARY GOALS
Virtual

This TEA-created training provides educators with information to develop postsecondary goals that meet compliance and promote student involvement in transition planning. Whether you have written many postsecondary goals with your students or if this is new information for you, this training will be a valuable addition to your transition tool kit.

TRANSITION ESSENTIALS:
COORDINATED SET OF ACTIVITIES
Virtual

This TEA created training provides Texas educators with information to develop the necessary transition services to facilitate the student's movement from school to adult life. We will review the legal framework governing coordinated transition activities, key components of these services, and learn practical strategies for effective implementation. Whether new or experienced at creating a coordinated set of activities, this training will be a valuable addition to your transition tool kit.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

TEAM TRANSITION: ENHANCING SUMMARY
OF PERFORMANCE PRACTICES
Face-to-Face

This session will provide an in-depth review of federal and state expectations for the Summary of Performance (SOP), ensuring compliance and effectiveness in supporting students with disabilities as they transition beyond high school. Participants will explore best practices for crafting meaningful SOPs, with a focus on clarity, student-centered planning, and actionable recommendations. The session will also serve as a collaborative forum, where educators can share current strategies, discuss challenges, and refine their district's approach.

NAVIGATING GRADUATION: GRADUATION
CONSIDERATIONS FOR STUDENTS WITH IEPs
Face-to-Face

This training provides an in-depth review of graduation requirements with a focus on students receiving special education services. Participants will explore curriculum and assessment requirements, key Texas Administrative Code provisions, ARD Committee considerations for graduation, TSDS/PEIMS Graduation Type Codes, transcript documentation, and College, Career, and Military Readiness (CCMR) pathways. District and campus teams, including registrars, counselors, and special education leaders, are encouraged to attend to facilitate discussions on local procedures.

TEAM TRANSITION: TRANSITION IN THE IEP
MOVING FROM SPECIALIST TO CASE MANAGERS
Face-to-Face

This session will focus on enhancing case manager participation in transition planning in the IEP while ensuring compliance and quality. Designed to support case managers, the training will review federal and state requirements, highlight best practices, and provide practical tools for effective transition planning. Region 11 LEAs who successfully utilize case managers for IEP transition planning will share their strategies, tools, and lessons learned. Participants will engage in collaborative discussions, gain insight into streamlined processes, and leave with actionable resources to strengthen compliance, student outcomes, and overall transition services within their LEAs.



TEAM TRANSITION: STRENGTHENING 18+ SERVICES
FOR STUDENT SUCCESS
Face-to-Face

This session will provide a comprehensive review of federal and state expectations for 18+ services, ensuring compliance while maximizing meaningful student support. Participants will explore best practices in designing and implementing effective 18+ programs, focusing on transition planning, independent living skills, vocational training, and community integration. The session will also serve as a collaborative space for educators to share current strategies, discuss challenges, and refine their LEA's approach. By the end of the session, attendees will have a clearer understanding of regulatory requirements, practical tools to enhance their programs, and innovative ideas to better serve students as they transition into adulthood.

LEVEL 2 COURSEWORK (INTEGRATING PRACTITIONER) (CONTINUED)

Demonstrates an ability to analyze, interpret, and apply skill or knowledge appropriate across generalized contexts and able to perceive deviations and adapt and/or respond appropriately.

TEAM TRANSITION: BEST PRACTICES FOR STUDENT-LED ARDS

Face-to-Face

This session will explore best practices, strategies, and tools for implementing student-led ARD meetings, empowering students to take an active role in their education and transition planning. Participants will gain a deeper understanding of how to foster self-advocacy, increase student engagement, and enhance IEP outcomes. Region 11 LEAs currently implementing student-led ARDs will share successful strategies, challenges, and tools that have contributed to their success. Attendees will have the opportunity to collaborate, refine their district's approach, and leave with actionable ideas to strengthen their ARD meeting process and student involvement.

TEAM TRANSITION: WORK BASED LEARNING & SCHOOL BASED ENTERPRISES

Face-to-Face

This session will focus on best practices, strategies, and tools for developing work-based learning opportunities and school-based enterprises, equipping students with real-world skills for postsecondary success. Participants will explore effective program models, employer partnerships, and student engagement strategies to enhance career readiness. Region 11 LEAs with successful student-run businesses will share their experiences, offering insights, challenges, and practical tools for implementation. Attendees will collaborate, refine their district's approach, and leave with actionable ideas to strengthen work-based learning initiatives and create meaningful employment experiences for students.

TEAM TRANSITION QUARTERLY MEET-UPS

Face-to-Face

Join us for the Team Transition Quarterly Meet-Ups, a dynamic opportunity for Region 11 TEDs, transition specialists, and transition educators to collaborate, share insights, and enhance transition services for students with disabilities. Each session will feature updates on federal and state requirements, best practices, and innovative strategies to support successful student transitions. Participants will engage in collaborative discussions, problem-solving sessions, and networking opportunities to refine their LEA's transition practices. These meet-ups provide a supportive space to exchange ideas, address challenges, and strengthen transition planning efforts across the region.





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