

Today

Seven Cognitive Abilities for IEP Consideration

WHAT ARE THE SEVEN COGNITIVE ABILITIES?

How & Why these are used to build an effective IEP.

Join us as we partner with Stacey McGraw, M.Ed., Educational Diagnostician, to learn about the seven cognitive abilities that should be considered when determining eligibility during a Full and Individual Evaluation (FIE) and learn how each cognitive ability can impact learning in the classroom.

NOVEMBER 6, 2024

10:30-11:30 AM

**ZOOM WEBINAR ID: 841 2939
5808**

Scan for registration



Or register here:

Registration Link

Session will be recorded and available at:

Workforce Solutions Website:
<https://www.workforcesolutions-texas.com/disability-videos/>



Stacey McGraw
M.Ed., Diagnostician
Bonham Library
Assistant Director

Partner Host,
Navigator
April Martin



Workforce Solutions Texoma is an equal opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities. Individuals with speech and/or hearing impairments may call 711 for assistance. 100% Federally Funded.

Webinars for Families

Workforce Solution Partner Webinars
are Recorded and Housed at:

Click the area above each
webinar for pdf and slide deck
resources.



Upcoming

Benefits of Homeschooling a Child with Special Needs

Heather Young from THSC will address the unique needs of homeschooling a child with special needs.

Whether you're exploring homeschooling for the first time or looking for support, this session is an excellent opportunity to learn how to confidently begin your special needs homeschooling journey.

WORKFORCE SOLUTIONS

Texoma

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Register with the QR below.



My next webinar will be in partnership with
Heather Young from Texas Homeschool Coalition

November 12, 2024

2:00 PM CST

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Upcoming

Give Your Brain a Boost: Simple Changes for Improving Focus & Productivity

Join us for an insightful session on how food and movement choices can impact brain health and benefit conditions like Attention Deficit Hyperactivity Disorder (ADHD).



Our guest speaker, Dr. Veronica Riera-Gilley, is a Board-Certified Geriatric Pharmacist and Certified Functional Medicine Practitioner. She is passionate about helping individuals maximize their health with minimal medication.

Register with the QR below.



My next webinar will be in partnership with
Prairie Fire Pharmacy & Dr. Veronica Riera-Gilley

January 14, 2025

10:00 AM CST



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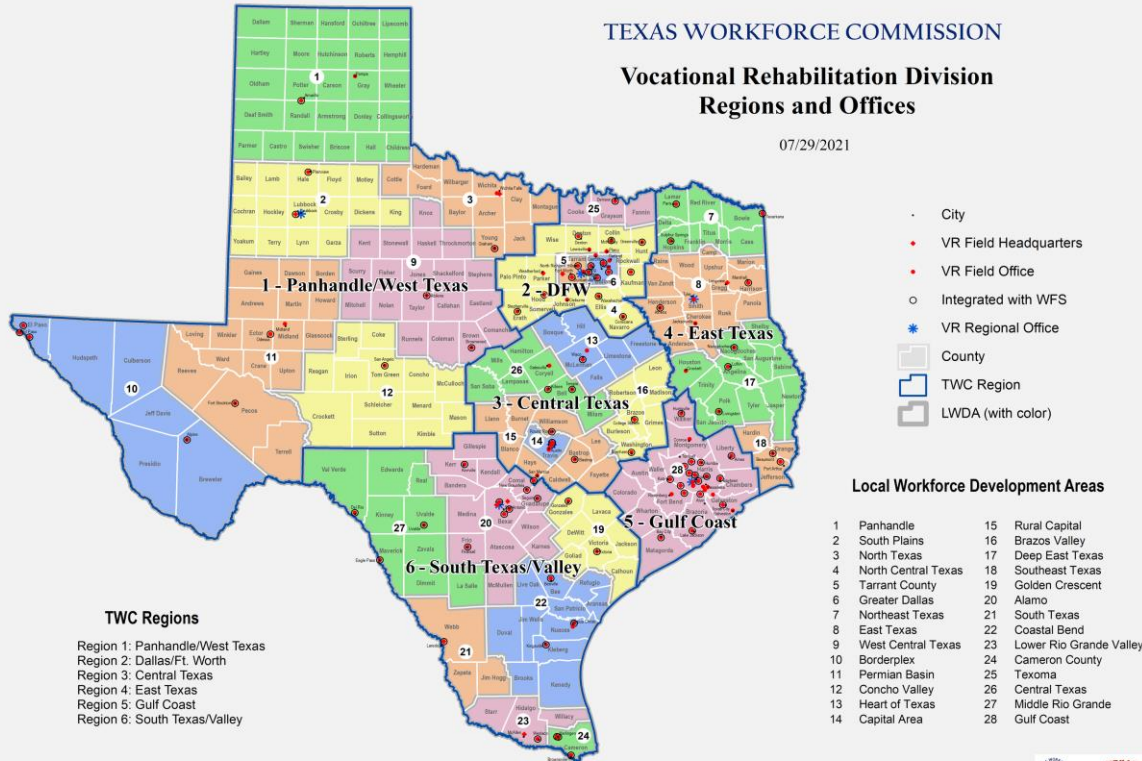
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VR & Workforce Offices

TEXAS WORKFORCE COMMISSION

Vocational Rehabilitation Division Regions and Offices

07/29/2021




TWC VR
Locator



Workforce
Solutions
Board
Websites

Vocational Rehabilitation

How do I contact VR?

- Contact local VR office (See previous slide.)
 - Call the TWS-VRS statewide contact center at 512-936-6400
 - Online self-referral “Start My VR” located: [Bit.ly/StartMyVR](https://bit.ly/StartMyVR)
 - Find your local VR Office at:
<https://stats.twc.texas.gov/views/VRProviderLocator/ProviderbyZipCode?%3Aembed=y&%3AisGuestRedirectFromVizportal=y>
 - Email us at: VR.office.locator@twc.texas.gov
- 

Texoma Workforce Centers

Cooke, Fannin, & Grayson Counties

Employment
Specialist

Board Target
Occupations
List

Childcare
Assistance

Career Planning & Job Services

Resume
Assistance

Accessible
Workstations
and Printers

Training
Scholarship
Assistance

General Services

- Job Leads & Career Resources
- Help with WorkInTexas.com
 - statewide database to look for a job
- Resume Assistance
- Interviewing Assistance
- Target Occupations List - jobs that are most in demand in each Workforce area.
- Job Fairs & Hiring Events
- Labor & Market Information
- Video Resources:
 - <https://www.workforcesolutionstexoma.com/video-resources-english>
 - <https://www.workforcesolutionstexoma.com/video-resources-spanish>
- Employer Assistance:
 - <https://www.workforcesolutionstexoma.com/employer-services>
 - Recruiting, screening, referring candidates
 - Interview and Meeting Space
 - Tax Credits and Incentives
 - Labor Market Information
 - Layoff and Layoff Aversion Services

Partner and Specialized Services

- Childcare Assistance
- Veteran's Services
- Job Search and Scholarship Assistance through WIOA-Workforce Innovation and Opportunity Act
- Vocational Rehabilitation (VR) Services provided by the Texas Workforce Commission
 - VR helps people prepare for, find or retain employment and youth to prepare for post-secondary and employment options.
 - VR also helps employers and businesses recruit, retain, and accommodate employees with disabilities.
 - Disability Video Resource Library
 - <https://www.workforcesolutionstexoma.com/disability-videos/>
- Adult Education and Literacy (AEL) Services provided by Grayson College
 - High School Equivalency Assistance / GED
 - Refresher (Reading, Writing, Language and Math)
 - ESL (English as a Second Language)
 - Citizenship
 - TSI Prep ([Texas Success Initiative Assessment](#))
 - ASVAB Prep ([Armed Services Aptitude Battery](#))

Target Occupation List

List that identifies
fast growing
occupations in
your area.

WORKFORCE SOLUTIONS
TARGET OCCUPATIONS LIST
Revised 05/17/2023



Workforce Center
Information & Locations:
<https://www.workforcesolutionstexoma.com>

#	O*NET/ SOC Code*	Occupational Title	Average Wages	Annual Demand	
				Texas WWS	State of Texas
1	13-2011	Accountants and Auditors	\$38.46	53	14,156
2	49-3011	Aircraft Mechanics and Service Technicians <i>(NEW Emerging Occupation Added 5.18.22)</i>	\$93.89	2^	1,626
3	43-3031	Bookkeeping, Accounting, & Auditing Clerks	\$20.87	96	21,323
4	39-9011	Childcare Workers	\$11.15	72	14,598
5	31-9091	Dental Assisting/Assistants	\$18.61	54	5,665
6	17-3023	Electrical & Electronic Engineering Technologists & Technicians <i>(NEW Emerging Occupation Added 5.17.23)</i>	\$93.37	8^	1,186
7	47-2111	Electricians	\$25.19	49	8,839
8	25-2021	Elementary Teachers, Ex. Special Education	\$27.45	98	12,270
9	11-1021	General and Operations Managers	\$44.42	172	40,516
10	49-9021	Heating/Air Conditioning/Refrigeration Mechanics & Installers	\$23.41	29	4,250
11	53-3032	Heavy and Tractor-Trailer Truck Drivers	\$24.09	160	32,096
12	49-9041	Industrial Machinery Mechanics-including Programmable Logic Controller Technician	\$28.41	36	5,326
13	29-2061	Licensed Practical and Licensed Vocational Nurses (LPN / LVN)	\$24.62	46	6,387
14	51-4041	Machinists	\$23.61	35	3,148
15	31-9092	Medical Assistants	\$17.16	65	12,465
16	43-6013	Medical Secretaries	\$18.46	55	8,897
17	25-2022	Middle School Teachers, Ex. Special & Career/Technical Education	\$28.85	46	5,787
18	31-1131	Nursing Assistants-including Patient Care Technician & Certified Nursing Assistant (CNA)	\$14.57	124	13,443
19	29-2052	Pharmacy Technicians	\$18.41	23	3,895
20	47-2152	Plumbers, Pipefitters, and Steamfitters	\$24.38	41	5,712
21	29-1141	Registered Nurses (RN) {including LVN to RN Bridge & RN to BSN}	\$36.88	130	17,269
22	25-2031	Secondary School Teachers, Ex. Special & Career/Technical Education	\$29.42	68	8,793
23	51-9141	Semiconductor Processing Technicians <i>(NEW Emerging Occupation Added 5.18.22)</i>	\$17.21	16^	621
24	29-2055	Surgical Technologists	\$27.26	7	856
25	51-2092	Team Assemblers	\$17.88	83	9,825
26	51-4121	Welders, Cutters, Solderers, and Brazers	\$23.51	52	6,453

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What if I am not in Texoma?

Find your local Workforce Solutions Center by:

There are hundreds of Workforce Solutions Centers throughout Texas. You can locate your nearest office by entering your zip code in the locator on the Texas Workforce Commission's website – see below.

Home > Find Locations

Find Locations

We have hundreds of Workforce Solutions offices across Texas. Locate your nearest office by ZIP Code.

Enter ZIP Code

Workforce Solutions offices offer free one-on-one services to workers and employers such as:

- Job search resources.
- Career exploration, training and development resources.
- Resume and application preparation.
- Job posting and placement.
- Recruiting, retention and job training.
- Labor market information.
- Information on tax and hiring incentives.
- Assistance with locating child care providers.
- Child care support for parents who work, attend school or are in job training.
- Assistance to child care providers.



Follow Up Resources

VR for Students & Families
Vocational Rehabilitation Services Resources for students and their families.

Vocational Rehabilitation Services Transition Students

Speakers

Adult VR

Webinars & Resources

Endorsements

April Martin Student HireAbility Navigator Workforce Solutions Texoma (Grayson, Cooke, Fannin Counties)
Phone: 903.957.7408
Web: workforcesolutionstexoma.com
Email: april.martin@wfsstexoma.org

TEXAS WORKFORCE SOLUTIONS - VOCATIONAL REHABILITATION SERVICES
PDF
transition-services-twc

TEXAS WORKFORCE SOLUTIONS - VOCATIONAL REHABILITATION SERVICES
PDF
vocational-rehabilitation-services-twc

WHAT COMES AFTER HIGH SCHOOL?
PDF
flyer-vr-pre-ets-students-english-twc (1)

SERVICIOS DE REHABILITACIÓN, VOCACIONAL SOLUCIONES DE LA FUERZA LABORAL DE TEXAS
PDF
vocational-rehabilitation-services-spanish-twc

What happens when I'm gone?
PDF
10 Basic Steps 919.24 (3)

Partner Webinars Disability Video Resources

Science, Technology, Engineering & Math
PDF
STEM Endorsement

Public Service
PDF
PubService Endorsement

Multidisciplinary Studies
PDF

Padlet



<https://padlet.com/aprilmartin3/vr-for-students-families-jf21i7wtd4zvie9o>

What are the seven cognitive abilities?

How and Why these are used to build an effective IEP.

By Stacey McGraw

What do you do if you suspect a disability?

1. Share your concerns with school personnel (child's teacher or school administrator).
2. Partner with the school on strategies that can be used at home and at school.
3. The school's designee will schedule a meeting with you to gather information and will either provide you with a Prior Written Notice (PWN, why a school district refuses the requested evaluation) **OR** a Notice and Consent for a FIE.
4. Notice and Consent - explains what the district proposes to assess based on the referral question and lists out what data (informal and/or formal) will be collected, and signed parents consent that explains their rights during the evaluation. Parent will receive **three additional documents**: Parents Guide to the Admission, Review, and Dismissal Process, Notice of Procedural Safeguards, Overview of Special Education for Parents
 - a. PWN and Notice and Consent
 - i. Must be written and explained in the parents native language or translated into the parents native language.
 - ii. Must be signed by the parent/guardian of the child, if the child is under the age of 18
 - iii. Once a Notice and Consent for an Evaluation has been signed, the timeline begins

What is the purpose of an FIIIE?

FIIIE=Full Initial Individual Evaluation

An evaluation is used to determine if a child meets eligibility criteria for a disability.

A referral question leads the evaluation.

Types of Disabilities

- Specific Learning Disability (SLD)
- Speech Impairment (SI)*
- Other Health Impairment (OHI - ADHD or Medical)**
- Autism (AU)
- Intellectual Disability (ID)
- Emotional Disability (ED)
- Developmental Delay (DD)
- Multiple Disabilities
- Deaf and Hard of Hearing (DHH)
- Orthopedic Impairment (OI)
- Visual Impairment (VI)

*Needs medical diagnosis for Voice

**Needs medical diagnosis

Evaluation Team Members

Most common members:

- Educational Diagnostician - Cognitive and Academic Assessment
- SLP (Speech Language Pathologist) - Speech Assessment
- School Psychologist* - Emotional/Behavioral Assessment





Legal Timelines:

45 school days once consent has been signed ie. Consent signed on October 1st, the evaluation will be due December 12th

30 calendar days from the date of the FIE to hold an ARD. Evaluation completed on 12/12 ARD must be held by January 10th. Smart ARD team would hold before Winter break begins.

During the ARD: the evaluators conducting the ARD will review their results of the evaluation with the ARD committee. The ARD committee will answer two questions:

1. Based on the evaluation, does the child meet TEA eligibility criteria of a disability/disabilities? If NO, the student does not qualify (DNQ). If YES, move to the next question.
2. Does the child who meets eligibility criteria require intensive and specialized instruction that can only be provided through special education services and/or related services? If NO, DNQ. If YES review proposed IEP (Individual Education Plan)

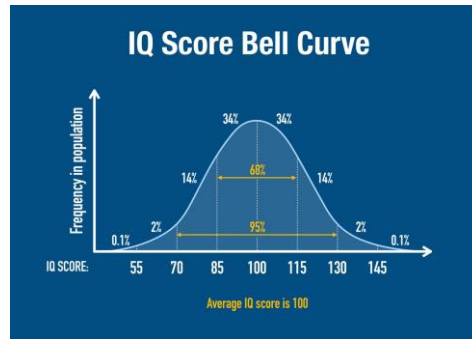
Cognitive Assessments

Ex. WISC-V, WJ IV, KABC, SB, WRAT

What do cognitive assessments measure?

Full Scale IQ

Average Range falls within 85-115



What do cognitive assessments measure: Cognitive Abilities AKA the G's

Gc - Crystallized Intelligence

Gf - Fluid Reasoning

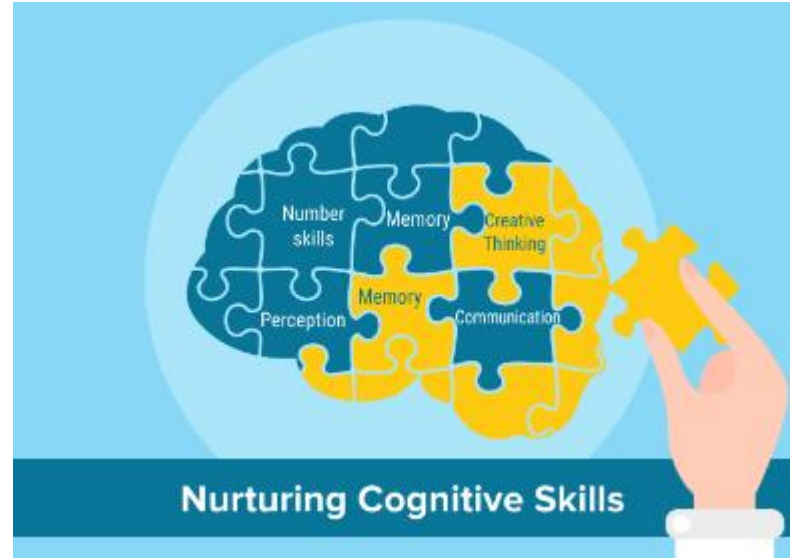
Glr - Long Term Storage and Retrieval

Gsm - Short Term/Working Memory

Gs - Processing Speed

Gv - Visual Processing

Ga - Auditory Processing



Gc - Crystallized Intelligence

Crystallized Intelligence contributes to skills used in Reading Comprehension, Math Problem Solving, Written Expression, Listening Comprehension, and Oral Expression.

Strength: A student demonstrates an ability to use speech to communicate thoughts clearly, to understand words, sentences, and paragraphs (not requiring reading) in spoken native language skills, and to understand and utilize correct word meanings.

Weakness: Low crystallized abilities may hamper a student's ability to comprehend written text due to a lack of vocabulary knowledge, basic concepts, and general life experiences that are needed to understand the text. Additionally, a student may demonstrate difficulty with comprehension of directions and material read, as well as difficulty with oral expression and content of written language. Crystallized intelligence is important to math achievement as it may hamper a student's ability to comprehend word problems due to a lack of vocabulary knowledge and their ability to learn basic math processes, such as long division due to weaknesses in following sequential directions.



Gf - Fluid Reasoning

Fluid Reasoning contributes to skills used in Math Calculation, Math Problem Solving, Reading Comprehension, and Written Expression.

Strength: A student is able to discover the underlying characteristics that govern a problem or set of materials, and inductively reason with concepts involving mathematical relations and properties.

Weakness: Weaknesses in this area may affect a student's ability to form and recognize concepts (e.g., how are a dog, cat, and cow alike?), identify and perceive relationships (e.g., sun is to morning as moon is to night), draw inferences (e.g., after reading a story, answer a question), and reorganize or transform information. Weaknesses in this area may affect a student's ability to figure out how to set up math problems by using information in a word problem.



Glr - Long Term Storage and Retrieval

Long-Term Storage and Retrieval contributes to skills used in Basic Reading, Reading Fluency, Reading Comprehension, Math Calculation, Written Expression, and Listening Comprehension.

Strength: A student demonstrates an ability to recall previously learned content and to use this information to support new learning.

Weakness: A student may experience difficulty recalling information (facts, related ideas/concepts) through association, memorizing material, and retrieving words fluently. A student may have difficulty recalling basic addition, subtraction, multiplication, and/or division facts when encountered within a math problem. Long-term retrieval abilities and naming facility in particular have demonstrated relationships with written expression, primarily with the fluency aspect of writing.



Gsm - Short Term/Working Memory

Short Term Memory contributes to skills used in Basic Reading, Reading Comprehension, Math Calculation, Math Problem Solving, Written Expression, Listening Comprehension, and Oral Expression.

Strength: A student demonstrates an ability to hold verbally presented information in memory and perform a task with that information within a few seconds. Strengths in this area support all areas of learning.

Weakness: Weaknesses in this area often affect the ability to follow oral directions, take notes or retain or understand information. Reading comprehension, particularly involving long reading passages, may be affected by skills specifically related to working memory. Deficits in short-term memory may impact a student's ability to remember a sequence of orally presented steps required to solve long math problems (i.e. first multiply, then add, then subtract). Memory span is especially important to spelling skills, whereas working memory has shown relations with advanced writing skills and written expression.

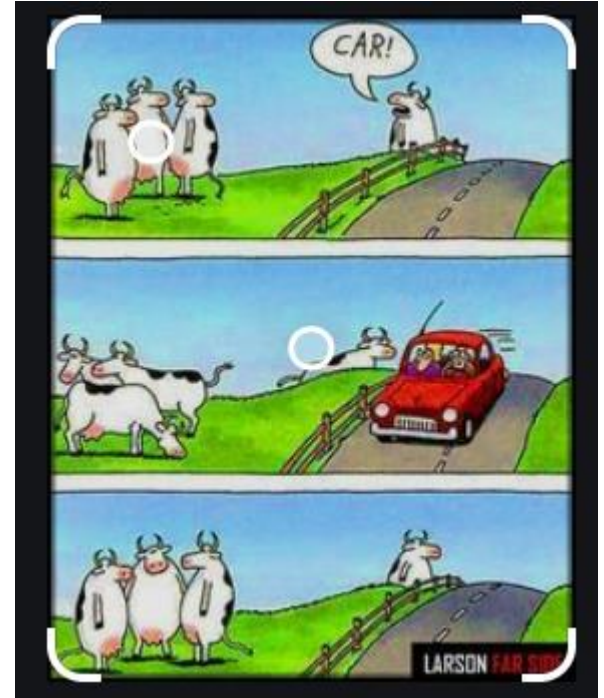


Gs - Processing Speed

Processing Speed contributes to skills used in Basic Reading, Reading Fluency, Written Expression, Math Problem Solving, and Math Calculation.

Strength: A student is able to scan and compare visual information rapidly and efficiently and to perform tasks that are relatively easy or that require very simple decisions.

Weakness: A student may work at a slower rate on simple or rote tasks that are typically automatic in nature such as copying assignments, completing simple academic assignments in a timely manner, taking notes with speed and ease or expressing information quickly and efficiently. Slow processing speed may impact reading and reasoning skills since the basic rapid process of recognizing symbols (letters) is necessary for fluent reading. Slow processing speed may lead to a lack of automaticity in basic math operations (e.g. addition, subtraction, and multiplication). Perceptual speed is important for basic writing and is related at all ages to written expression.



Gv - Visual Processing

Visual Processing contributes to skills used in Math Problem Solving.

Strength: A student demonstrates an ability to manipulate objects or visual patterns mentally and to “see” how they would appear under altered conditions.

Weakness: Weaknesses in this area of processing may result in a student experiencing difficulty perceiving and thinking with visual patterns. Visual spatial thinking can affect the ability to store and recall visual information and visual detail. This area of processing may be important for tasks that require abstract reasoning or higher level or advanced mathematical skills. Additionally, weaknesses may be related to misunderstanding or confusing written symbols, differentiating similarly shaped letters and numbers, and perceiving words and numbers as separate units.



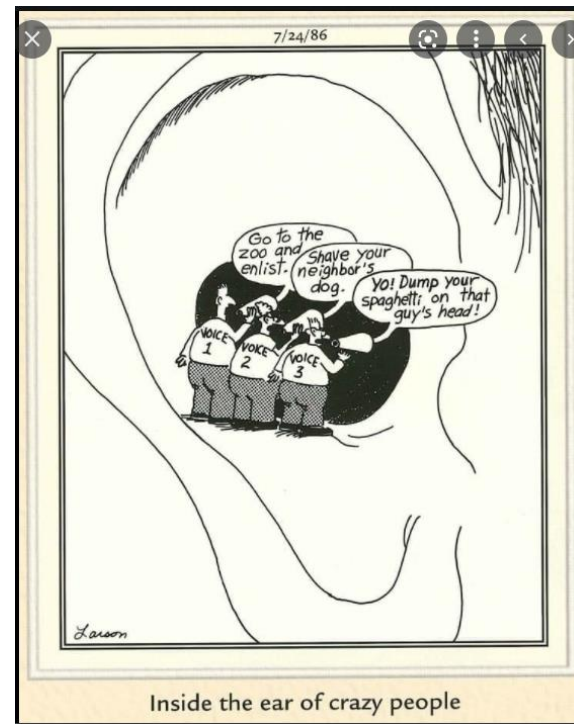
Ga - Auditory Processing

Auditory Processing contributes to skills used in Basic Reading, Listening Comprehension and Written Expression.

Strength: A student demonstrates an ability to identify, isolate, and analyze sounds within words. This ability supports the acquisition of reading and writing skills.

Weakness: A student may have difficulty with processing auditory stimuli and may experience problems with learning grapheme-to-phoneme correspondence, reading nonsense words, and decoding words due to an inability to segment, analyze, and synthesize speech sounds. Older students may have continued problems with decoding unfamiliar words. Students who are weak in auditory processing abilities may have difficulty with spelling since this skill requires attending to the detailed sequence of sounds in words.

*Low Auditory Processing is not uncommon for a student with the disability of Dyslexia.



My child meets eligibility, what is next?

The initial ARD committee will develop a proposed Individual Educational Plan (IEP) that will consist of a review of the child's evaluation date, eligibility/s, present levels of academic and functional performance (data from FIE), consideration of special factors if any, transition if applicable, accommodations, goals, service location and time (instructional and/or related), district/state assessments with accommodations, consideration of ESY (extended school year), contingency plan, assurances from the district, acceptance of the proposed IEP, and a prior written notice (summary of all that was discussed).

Once the plan is accepted, the child's IEP will begin.

Parents receive a copy of the IEP report for their records.

Based on the date of the initial ARD, the ARD committee will meet again within one year of the annual date. Ex Initial ARD date is 12/16/2024 must be met by 12/15/2025.

Questions:

Future related seminar topics that you would like to hear??



Resources:

TEA Special Education Guidance Resources: [TEA Special Education Guidance | Texas Education Agency](#)

Photo graphics: Gary Larson's Far Side Cartoons, google images

Thank you for attending my session

Contact Information:

Stacey McGraw, M.Ed

stacey_mcgraw@yahoo.com

