

# Monthly SPED Webinar

Special Education Programs  
2024-2025 School Year  
December 17, 2024



1



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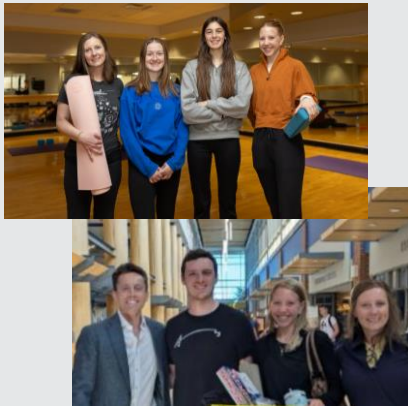
## SUPPORTING AUTISTIC INDIVIDUALS AT SDSU

LUCAS P. WINTRODE AUTISM SUPPORT SERVICES  
DR. KEENA MELVILLE, DIRECTOR



3

## MEET THE LUCAS P. WINTRODE AUTISM SUPPORT SERVICES TEAM



**Our Vision:**  
To cultivate an inclusive campus community at South Dakota State University where autistic individuals thrive academically, socially, and personally, while promoting university-wide understanding and appreciation of autism.



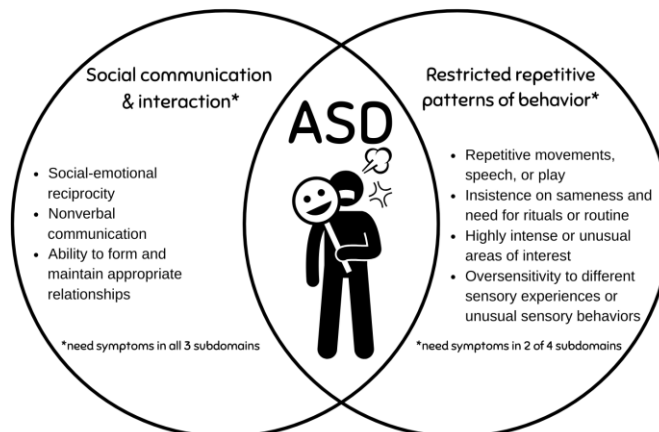
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## PRIMARY GOALS

- Strengthen student confidence and pride by promoting a sense of belonging and co-creating a strong autistic culture on campus
- Elevate inclusivity across campus by expanding professional development opportunities for faculty and staff, emphasizing neurodiversity-affirming practices and Universal Design for Learning principles
- Empower autistic students through personalized coaching, workshops, peer mentorship, and social engagement. We strive to create a campus culture where autism is celebrated, individual strengths are valued, and faculty, staff, and the community are equipped to support student success.

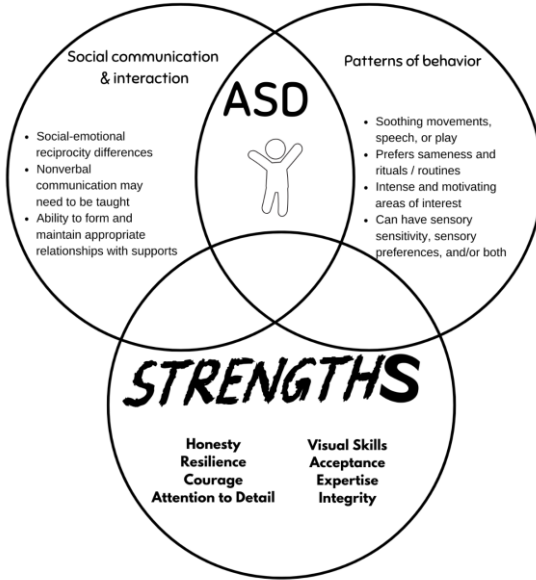
## What is autism?

### Main Areas of Impairment according to the DSM-5 (deficit model)



source: <https://api.semanticscholar.org/CorpusID:4097524>

### Main Autistic Traits



**WHERE THE  
AUTISM  
CONVERSATION  
IS HEADING**



7

## Why is the Lucas P. Wintrode Autism Support Services necessary on campus?

Well, there's a donor, but also...



8

# Empowering Autistic College Students: Recommendations Based on a Review of the Literature and Existing Support Programs

Lori A. Wischnewsky, *Department of Curriculum and Instruction, Texas State University*

<https://doi.org/10.58997/fa3>

## ABSTRACT

A review of 29 juried journal articles from 2009–2022, among other sources, found that autistic students face numerous systemic barriers to success in postsecondary settings. Despite autistic students being academically prepared, many are not persisting and completing a postsecondary program. Major findings from the literature include the benefits of additional support for autistic students in the areas of executive functioning skills, self-regulation, mental health, social, and communication skills. Additionally, the research indicates that by offering additional support services, colleges and universities can decrease the systemic barriers to success that autistic students face. The author also discusses the available autism-specific support programs that provide additional services amongst this growing population of students.



## Experiences of Autistic College Students in Higher Education and Their Relations with Faculty

Jessica Johnson<sup>1</sup> · Robin L. Dodds<sup>2</sup> · Jeffrey Wood<sup>1</sup>

Accepted: 15 May 2023 / Published online: 30 May 2023  
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### Abstract

**Purpose** The purpose of this study was to investigate the various factors that may contribute to the academic self-concept of autistic college students, including the potential influence of academic success.

**Methods** A sample of autistic participants (n = 12) were interviewed regarding autistic college students' experiences. Transcripts were analyzed using a modified grounded theory approach.

**Results** Most students had a positive academic self-concept due to factors like major selection based on passion and interest, following family values, personal motivation to do well, proving someone wrong, and striving for high academic achievement. Although accommodations were not the main focus of the study, they were found to affect student academic self-concept as well.

**Conclusion** Post-secondary institutions should consider incorporating intervention and support programs that assist in improving neurodiverse students' self motivation and self regulation skills to encourage these students to be academically successful while maintaining their well-being. They should also provide professional development initiatives aimed at enhancing the capacity of faculty and staff to address the unique needs of autistic students and ensure the successful implementation of accommodations. This approach will contribute to a more inclusive and supportive learning environment for autistic college students, promoting their academic success and well-being.



  
**SUPPORT FOR AUTISM**

  
**DEGREE COMPLETION**

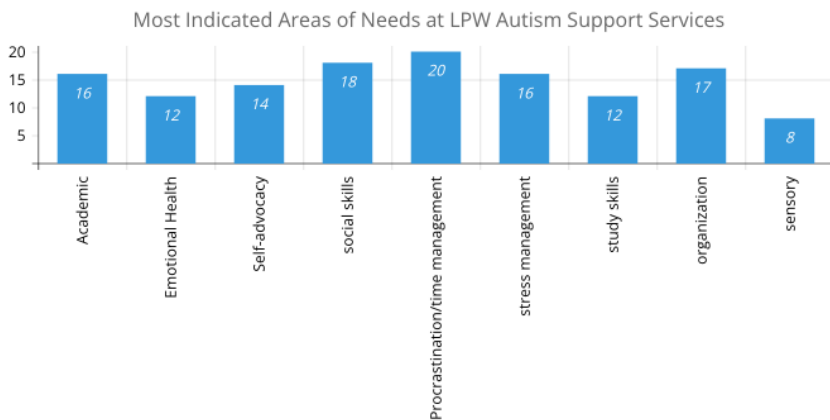
- The higher the rates of support for autistic individuals around planning, processing, critical thinking, group work, internships, and a social network, the lower the chances of dropping out.
- Autistic individuals in this study received accommodations, unlike many other autistic college students
- Educational inclusivity can be achieved by implementation of the Universal Design for Learning (Bakker, Krabbendam, Bhulai, Meeter, Begeer, 2021)



11

## STUDENT SURVEYS INDICATED...

### Student Surveys Fall 2024



12



## HOW DO WE SUPPORT AUTISTIC INDIVIDUALS?

- One-to-one coaching
- Peer mentors and soon ASD peer mentors
- Life skills (nutrition, cooking, hygiene, exercise)
- Guide students to relevant resources
- Build community, belonging, and autistic pride
- Group workshops
  - Executive Functioning
  - Stress management
  - Social Q & A
  - Empowerment
  - Self-advocacy
  - Meditation
  - Autistic culture



SOUTH DAKOTA  
STATE UNIVERSITY

13



SOUTH DAKOTA  
STATE UNIVERSITY

14



## COACHES

Graduate assistants from the counseling program conduct the 1:1 coaching sessions



## PEER MENTORS HELP OUR MEMBERS FLOURISH







**DR. GEB BASTIAN  
FOCUSES ON THE  
HEALTH  
CHALLENGES  
ASSOCIATED  
WITH EATING A  
REPETITIVE AND  
RESTRICTED DIET**



17



**SPECIAL  
EDUCATION  
TEACHERS  
(PRESERVICE)**

Sped 101 gets an autism-focused class, with practical classroom strategies to support neurodivergent students

**EARLY  
ELEMENTARY  
TEACHERS IN  
BSD TRAINING**

Ongoing support for the school district, as the rates for ASD accelerate



18

## ADDITIONAL DETAILS OF THE PROGRAM

- ❖ Many students have a formal diagnosis, and some self-diagnose for a variety of reasons
- ❖ Students can receive up to a \$1,000 scholarship after each semester of participating in the program
- ❖ Guidance on resources to use in addition to ours
- ❖ Faculty training in Universal Design for Learning
- ❖ Teacher development within the Brookings School District, and beyond
- ❖ Business owners and staff training



19

## REASONS STUDENTS DON'T NEED A DIAGNOSIS TO GET SUPPORT

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Autistic individuals needing less supports as a child were often missed so they don't have a diagnosis.

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**The** DSM diagnosis criterion has changed with each new edition.

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Diagnosis are subjective to the doctor – if they don't specialize in ASD, they might not be on top of criterion. People with ASD are often misdiagnosed.



20



“I’m happy this program is here because I was lonely last year.”

“Sometimes I come to the workshops because there is no pressure to talk but I can be with other people like me.”



**THANK YOU FOR YOUR SUPPORT!**

**Thank**

**You**

## REFERENCES

- Bakker, Krabbendam, Bhulai, Meeter, Begeer (2022). *Study progression and degree completion of autistic students in higher education: a longitudinal study*. Springer.  
<https://doi.org/10.1007/s10734-021-00809-1>
- Baumer, N., Spence, S. (2018). *Evaluation and management of the child with autism spectrum disorder*. Continuum, Lifelong Learning in Neurology.  
[https://journals.lww.com/continuum/fulltext/2018/02000/evaluation\\_and\\_management\\_of\\_the\\_child\\_with\\_autism.15.aspx](https://journals.lww.com/continuum/fulltext/2018/02000/evaluation_and_management_of_the_child_with_autism.15.aspx)
- Johnson, J., Dodds, R. L., Wood, J. (2024) *Experiences of autistic college students in higher education and their relations with faculty*. Journal of Autism and Developmental Disorders.  
<https://doi.org/10.1007/s10803-023-06017-3>
- Wischnewsky, L. A. (2023) *Empowering autistic college students: Recommendations based on a review of the literature and existing support programs*. Journal of College Academic Support Services, Vol. 6(1). <http://doi.org/10.58997/fa3>



Effective Practices

# SPED Connection Highlights

LRP SPED Connections subscription is required to access the following resources:

- [It's not a buffet: Hold firm on FAPE when parents cherry-pick services](#)
- [Know when to convene team if student says 'No' to IEP service](#)
- [4 ways to customize frequency, duration, and location of service delivery](#)
- [Prepare cheat sheet of IDEA terms in native language.](#)
- [Is it < SDI >? Ensure special educators don't just deliver accommodations](#)
- [Key PWN sections when exiting student who no longer requires specialized instruction](#)

Join the  
SpedConnection  
email Listserv



Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact [Wendy.Trujillo@state.sd.us](mailto:Wendy.Trujillo@state.sd.us).

25

Accountability

26



# 24-25 Internal Review Submission

- Internal Review requirements:
  - Between July 1, 2024 to June 1, 2025
  - Each case manager for a district will select 1 file to complete an internal review.
  - Staff should provide feedback in the comments section to help district administrator identify areas of training needed.
  - Information and example documents found at [Accountability Website](#) under Results Driven Accountability (RDA)
- **Information to submit by administrator:** The district Sped Director will submit district level areas identified as professional development needs.
- Submit at <https://forms.office.com/g/Y4ND5zBUjp> or use the QR code.

## 2024-2025 Internal Review Identified Professional Development



27

## Stories From the Classroom Resource

- Developed by the [Progress Center](#): Promoting Progress for Students with Disabilities
- Each story contains different 5-minute videos of an actual teacher and includes an associated discussion guide.
- [Focusing on Strengths within Assessment and Instruction](#)
  - Teacher explained how, when she assesses a student's skills, the student helps graph progress and sets goals.

28

# Evaluation Policy and Procedure Considerations

## Preparing for an evaluation...

- **When** does your school/district start evaluation process?
- **Who** coordinates the review of existing information process?
- **Team** involved in decisions about the evaluation plan (PPWN consent)?
- **Parent:** how and who will be responsible to get parent input into the evaluation plan.
- **What information** should be collected and reviewed prior to completing the PPWN consent?
- **Who is responsible** for completing the PPWN consent?

## Once the PPWN is complete ...

- **Who** is responsible for informing the evaluation team?
- Consideration:
  - **Who evaluating** cooperative staff, other contractor, and/or district staff
  - **How** will they be notified?
  - **What and how** will they access the required information (PPWN consent, student background)?
  - **Who** does the evaluator contact to set up the assessment with the student?

29

## PPWN 5-Day Notice Requirements

- The district proposes to implement the above action(s) on \_\_\_\_\_.
- **This must be a minimum of 5-day notice.**
- **This is the date the IEP goes into effect/ service begin. It is not the annual review date.**
- **Do not change the highlighted date if a parent waives the requirement.**
- **Waiver 5 day is only for unique situations. Document what date the less than 5 days will occur.**

### Five Calendar Day Notice Requirements

In South Dakota, prior notice must be given to parents five calendar days before the district's proposed action or refusal goes into effect. Parents have the right to waive the five calendar day prior notice requirement.

The district proposes to implement the above action(s) on \_\_\_\_\_.

- I wish to waive the mandatory five calendar day waiting period which will start the changes noted in this prior written notice on \_\_\_\_\_

(Parent Initial) \_\_\_\_\_ Date \_\_\_\_\_

30

## Annual review date and 5 days

Situation	Date of current IEP Meeting	Annual IEP review meeting date	Date the PPWN received by the parent?	Parents waived 5 days	Date services can begin (5 days after parent received notice)
School Aged Student	September 8, 2024	September 8, 2025/ September 7, 2025 (District Process)	Mailed on the 11th and projected received on 12th.	No	Earliest date services can begin September 17, 2024
School Aged	October 4, 2024	October 3, 2025	Provided before parent left the meeting on October 4, 2024. 5 days would be October 9	Yes Parent and District agree to start on October 7, 2024	Date services begin on IEP: October 7

Additional Examples:

- PPWN After Decision Examples: <https://doe.sd.gov/sped/documents/PPWN-Examples-0724.pdf>

31

## PPWN and IEP Dates when a child is turning 3

Situation	Date of current IEP Meeting	Annual IEP review meeting date	Date the PPWN received by the parent?	Date services can begin (5 days after parent received notice)	Parents waived 5 days
Part C to Part B (Child turns 3 on May 13, 2024) Note: Services cannot start prior to age 3.	May 2, 2024	May 1, 2025	District mailed it on May 4, 2024. Parent receive it on May 7, 2024	May 12, 2024	No
	May 8, 2024	May 7, 2025	District provided notice after the IEP meeting on May 8.	Team agrees no ESY services needed then start date would be: August 20, 2024	No

32

# Meaningful Parent Participation

## What does Meaningful Parent Participation look like?

Right to participate in the identification, evaluation, educational placement and provision of FAPE

- Evaluation
  - Parent input
  - Informed Consent
- Meeting Notice
  - Provide early enough notice of meeting date/time to allow parents to attend
  - Reach out to the parent to find a mutually agreeable time and place
    - Mutual is not saying "This is the date and time" and presenting to parents, mutual is consulting with the parent prior to determining a final date.
    - Start early to allow parent to make arrangements and to reschedule if needed
  - Offer different methods of meeting, if parents unable to meet in-person
  - Document communication attempts (phone, email, text, in-person)
    - 3 attempts may not be acceptable, it is not in rules and regulations, and should be dependent on situation

33

# Meaningful Parent Participation

- IEP Meeting
  - Parent-friendly
    - Location
    - Documents
    - Terminology
    - Seek parent input
    - Provide parent accommodations
    - Use an agenda
    - Provide a draft for parent to review prior to meeting
- IEP
  - Parent Input
  - Parent Assists with making decisions – consider suggestions, incorporate into IEP, and/or document in PPWN

34



Data

35

## BDI-2 Discontinued December 31, 2024

- **Please note that the BDI-2 system will be discontinued for South Dakota Public schools as of December 31, 2024.**
- **Exit Evaluations for BDI-2 Students:**
  - All students aged 3-5 who have received 6 months of services, and were previously assessed using the BDI-2, **must** have an exit BDI-2 evaluation completed **before January 1, 2025.**
- **BDI-3 Evaluations were required for all new students as of July 1, 2021.**
- **If you have questions, please reach out to [Kelly.Gilbert@state.sd.us](mailto:Kelly.Gilbert@state.sd.us)**

36



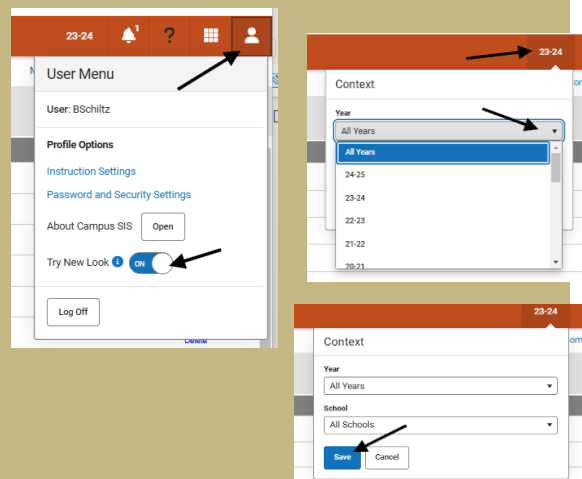
## BDI-2 Data Accuracy

- Due to the BDI-2 system being unavailable after December 31st, please verify all BDI-2 data is accurate and matches Infinite Campus:
  - Student's full name (correct spelling)
  - Student's correct date of birth
  - Student ID
  - Correct program label is used
  - Any student with an entry/transition BDI2 has an exit BDI2
- If you need assistance to run a BDI2 report, please refer to the BDI2 Data Manager Manual
  - <https://doe.sd.gov/sped/documents/0819-BDImanual.pdf>

37

### Infinite Campus – New Look

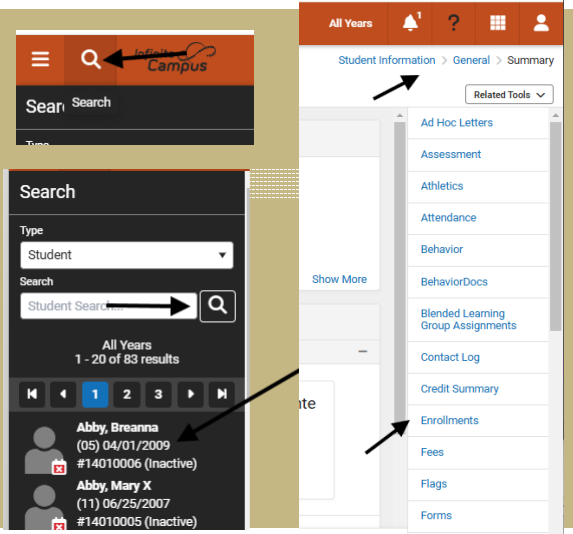
- Have you started using the new look?
  - Old look will be gone on July 1, 2025
- Turn new look on
  - Upper right hand corner (person icon)
  - Toggle try new look
- Switch Calendar year
  - Upper right hand side
  - Drop down – select year needed
  - Don't forget to hit save



38

## New Look – Search for student

- Search for student
  - Magnifying glass
  - Search by type or
  - Click search magnifying glass
  - Click on student
  - Menus are now on the right-hand side
  - Enrollment or Forms or Attendance or whatever tab you need

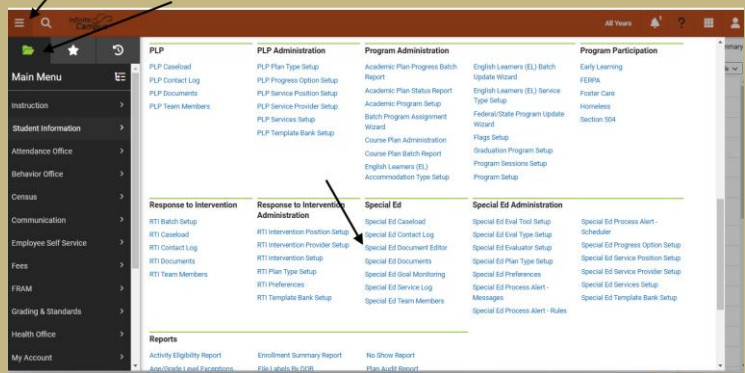


39

## Finding the Special Ed Editors

If you use the Infinite Campus IEP

- Click on 3 bar on upper left hand
- Click on folder
- Scroll down on the main screen to the special ed section
- Find the Special Ed Document Editor



40

## Infinite Campus – Changes to Special Ed Editor

- Changes will be in effect in January 2025
- Look is different
- PPWN is now attached to the IEP document

Special Ed Document Editor ☆  
 Student Information > Special E

Salo, David [ID] Student #: 251100004 Grade: 07 DOB: 09/27/2013

Editor Home - South Dakota IEP 2024.1 with Transition (current) ⓘ

NAME	STATUS	MODIFIED BY	COMPLETED BY
Plan Information	NOT STARTED		
Student Information	NOT STARTED		
Parent/Guardian Information	NOT STARTED		
Enrollment Information	NOT STARTED		
Team Meeting	NOT STARTED		
Present Levels of Performance	NOT STARTED		
Consideration of Special Factors	NOT STARTED		
Measurable Postsecondary Goals	NOT STARTED		

Print Cancel

41

## Child Count Reminders



Initial upload is due by **January 13**

64 districts have completed upload



If you have questions, contact

Region Representative  
Data Manager



Some common errors

Ending and starting a new special ed record on the same date, **need to be different days**  
 Flagged issue because of **resident and serving LEA being the same** for 97 school code  
**Flagged SpEd Category being wrong** like instead of 3\*\* it is 1\*\*

42

## Setting New Targets for Indicator 4A



43

## Indicator 4

### What it is:

- Percent of local educational agencies (LEAs) that have a **significant discrepancy**, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children on IEPs

### What it means:

Significant discrepancy for SD:

Based on stakeholder input, South Dakota's definition of significant discrepancy for 4A includes:

**A rate ratio threshold** of 6 times the state's average rate for **two consecutive years** of data.

**The minimum cell size** for children with IEPs suspended and expelled greater than 10 days is **0**.

**The minimum N size** for children with IEPs is **0**.

44

## Why Set New Targets?

- Original targets were set in 2006
- Previous methodology was not identifying any districts
- OSEP required SD to update methodology so it is valid and reliable
- Stakeholders wanted to ensure we weren't missing any districts

45

## The Calculations

### 1. Calculate State Mean Rate (SMR)

$$\text{State Mean Rate (\%)} = \frac{\text{District Rate of } A_1 + \text{District Rate of } A_2 + \dots + \text{District Rate of } A_n}{\text{Total Number of Districts}}$$

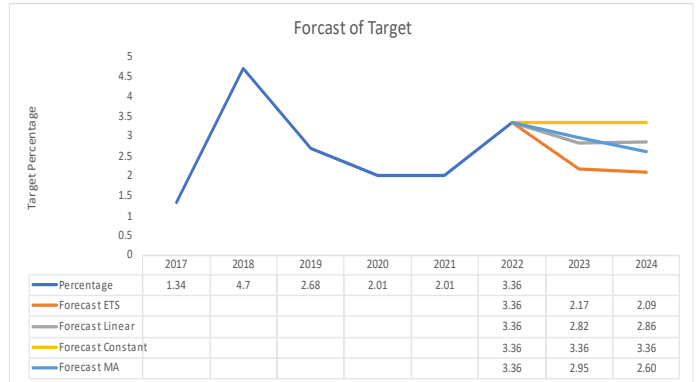
2. Take the SMR X 6 to get our threshold
3. See what districts are over the threshold
4. SPP State Target= Number of districts over the threshold ÷ total districts
5. Want target % to get smaller

46



# What We Need to Do: Set Targets for Next Two Years

Years	LEA Identified	Total LEAs	Percentages
2017	2	149	1.34
2018	7	149	4.7
2019	4	149	2.68
2020	3	149	2.01
2021	3	149	2.01
2022	5	149	3.36



47

## Proposed Targets

Target must end lower than the baseline

2023	2024	2025
3.36	3.36	3.30

48

# Questions?

- Contact: [Rebecca.cain@state.sd.us](mailto:Rebecca.cain@state.sd.us)
- Want to be involved?

49

A decorative graphic consisting of three overlapping circles in a dark red color, set against a dark grey background. A horizontal gold-colored band is superimposed over the center of the circles, containing the word "Miscellaneous" in a black, sans-serif font.

Miscellaneous

50

\*\*Edit needed due to passage of SDCL 13-37-1.4. and update to ARSD 24:05:30:11

Parental Rights and Procedural Safeguards

<b>Additional information</b>	<p><b>Finality of Decision</b> A decision made in a hearing is <b>final</b>, except that any party involved in the hearing may appeal the decision through civil action.</p> <p><b>Civil Actions</b> - 34 CFR 300.516; ARSD 24:05:30:11 Either party to a due process hearing (you or the school district) who is not satisfied with the findings and decisions of the hearing officer (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the due process hearing complaint. The action may be brought in any State court that has the authority to hear this type of case or in a district court of the United States without regard to the amount in controversy.</p> <p>The party bringing the action has <sup>30</sup><del>90</del> days from the date of the decision of the hearing officer to file a civil action.</p> <p>In the civil action, the court:</p> <ol style="list-style-type: none"> <li>1. Shall receive the records of the administrative proceedings;</li> <li>2. Shall hear additional evidence at the request of a party; <b>and</b></li> <li>3. Basing its decision on the preponderance of the evidence, shall grant the relief that the court determines to be appropriate.</li> </ol>
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33

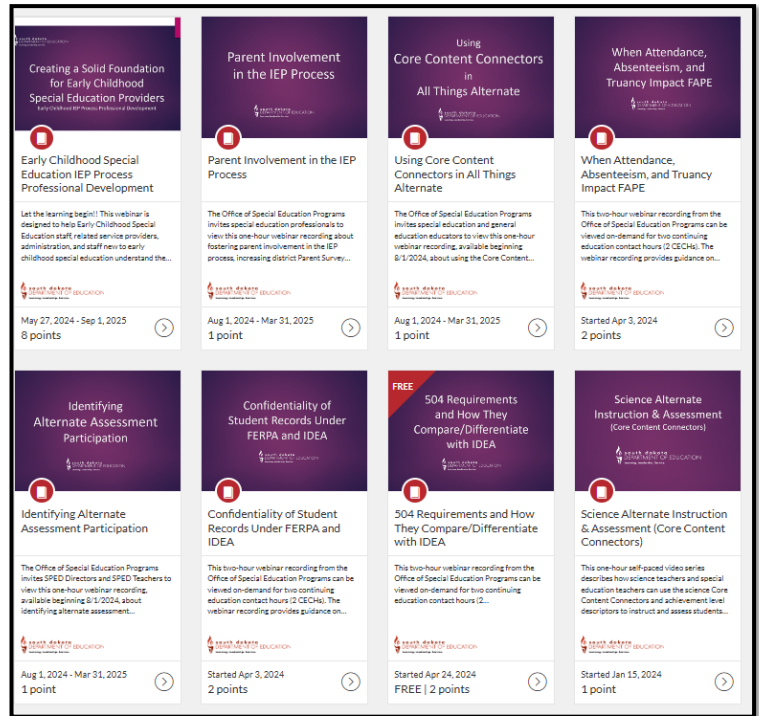
- Cross out 90, change to 30 days
- **Coming this summer:** Sped programs will release updated manual for the 25-26 school year

Surrogate Parent – Training PPT

- Special Education Programs and TAESE have developed a PowerPoint for Districts to utilize at in-house staff trainings that includes:
  - What district staff need to know about surrogate parents
  - Requirements and training for surrogate parents
- Sped Directors will receive an email with the PowerPoint and Manual
- Please reach out to your regional representative with questions on this topic

## Professional Development

- A variety of self-paced webinars/trainings continue to be available on-demand at:
  - <https://sded.sd.gov>
  - Search "IEP" to filter courses in special education.
- Please ensure that district SPED staff know about the professional learning platform at:
  - <https://sded.instructure.com/>



53

## 2025 SPED Conference: March 18-19

- **2025 Special Education Conference:**
  - [REGISTRATION](#) is open!
  - March 18-19, 2025, at the Monument in Rapid City. Theme is "Adventure Awaits!"
  - Visit the [SPED Conference Website](#) for full details.
- **2025 Special Education Staff of the Year:**
  - [Nominations from Parents/Guardians](#) for the 2025 SPED Staff of the Year are being accepted through January 17, 2025.
  - The top 5 nominees will be recognized in-person at the March 19 SPED Conference Awards Luncheon, where the SPED Staff of the Year will be announced.
  - Contact [stacy.holzbauer@state.sd.us](mailto:stacy.holzbauer@state.sd.us) with questions.

54

# Next SPED Webinar

January 21, 2025

Please share the SPED Webinar login information with your district or agency special education professionals!

**SPED Webinar PowerPoint**s are posted at:

<https://doe.sd.gov/sped/directors.aspx>

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your **Regional Representative**.