

# Monthly SPED Webinar

SPECIAL EDUCATION PROGRAMS

2023-2024 SCHOOL YEAR

DECEMBER 19, 2023

# Effective Practices


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# Evidence Based Practices - Resource

## IES Practice Guides


- Multiple Content Areas
- Multiple Grade Levels
- Includes supporting documents and webinars.


**IES** **WWC** What Works Clearinghouse MENU  Go


 **PRACTICE GUIDE**


Providing Reading Interventions for Students in Grades 4–9

Released: March 2022

 **Introduction document (136 KB)**




 **Summary document (415 KB)**

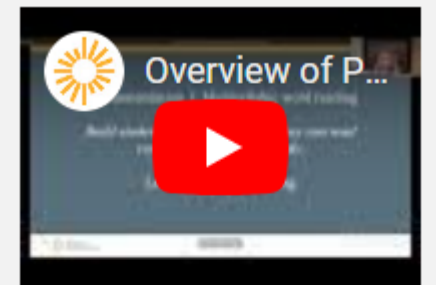
 **Full Guide (2.8 MB)**



**Recommendations** Details Panel Related Resources

This practice guide provides four evidence-based recommendations that teachers can use to deliver reading interventions to meet the needs of their students.

<b>1</b> Build students' decoding skills so they can read complex multisyllabic words ▼ Show More	 <b>STRONG EVIDENCE</b>	<b>TIER 1</b> <b>STRONG</b>
<b>2</b> Provide purposeful fluency-building activities to help students read effortlessly ▼ Show More	 <b>STRONG EVIDENCE</b>	<b>TIER 1</b> <b>STRONG</b>
<b>3</b> Routinely use a set of comprehension-building practices to help students make sense of the text Part 3A. Build students' world and word knowledge so they can make sense of the text Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text	 <b>STRONG EVIDENCE</b>	<b>TIER 1</b> <b>STRONG</b>



### Practice Guide: Providing Reading Interventions for Students in Grades 4-9

This 60-minute webinar introduces the evidence-based recommendations in the WWC practice guide on Providing Reading Interventions for Students in Grades 4–9.



# Accountability

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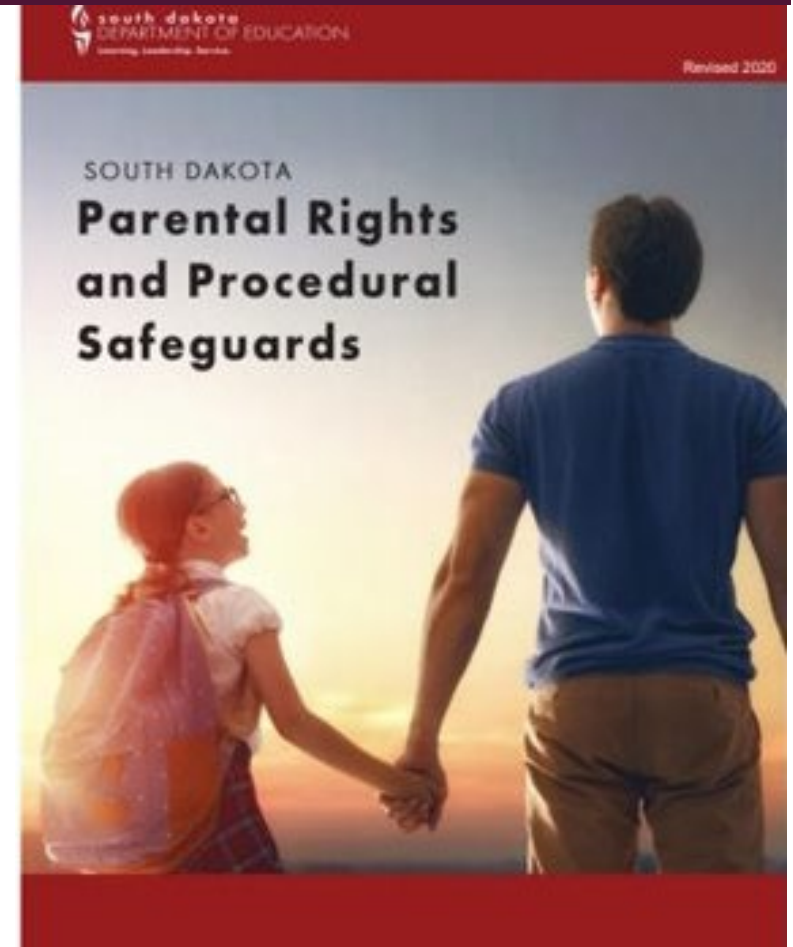
COMPLIANCE POLICY, PRACTICES, AND PROCEDURES

# PARENTAL RIGHTS: KNOW THE FACTS

- Consent
- Who is considered a parent
- Independent Educational Evaluations
- Confidentiality and FERPA
- Children placed private school by parent or by the districts
- Discipline process
- Dispute resolution process

Check website for..

- Other languages
- Parent Guide to the Special Education Process includes Spanish Version



# Annual Internal Review Requirements

- ▶ <https://forms.office.com/g/DEbZGOZbhy>



- ▶ All Public Districts Required
- ▶ Internally each special education case manager must complete a file review.
- ▶ Completed by June 1 annually
- ▶ District Sped Director submit areas identified to state by June 1 annually
- ▶ Information on [Accountability Website](#)
  - ▶ Under Section “Results Driven Accountability”
  - ▶ Contact [Melissa.Flor@state.sd.us](mailto:Melissa.Flor@state.sd.us) or 605-773-6119 for more information.

# Internal Review for Administrators

- **Tips for Administrators**

- Encourage staff to note noncompliance or areas want additional professional development or information
- If noncompliance,
  - How can correct those issues?
  - If not able to correct, such as a timeline, what procedures should be developed or reviewed?
- Identified professional development
  - Is area that can be done for individual or group need?
  - Can it be covered in house or outside district training?

- **Administrator Responsibility:**

- Report areas identified to special education programs office by June 1 at
- <https://forms.office.com/g/DEbZG0Zbhy>





# Districts Up For Review

## Subject to change

Arlington

Avon

Baltic

Bowdle

Brandon Valley

Canton

Castlewood

Chester Area

Corsica-Stickney

Dakota Valley

Edgemont

Edmunds Central

Frederick Area

Freeman

Groton Area

Hanson

Jones County

Kimball

Lake Preston

Leola

Oelrichs

Oglala Lakota County

Parker

Pierre

Rapid City Area

Tea Area

Viborg-Hurley

White River

Waverly

### Preparation:

- Review the [Accountability Process website](#) presentation
- Contact TSLP staff
- Internal Review



# Myth or Fact

## Test Administration Qualifications Key

Level A – Basic training in evaluations and measures, and supervision by qualified individual (level B-D) (Example: paraprofessional)

Level B1 – Bachelors-level degree in field relevant to the test, which includes coursework in the principles of measurement, and the administration and interpretation of tests. (Example: special education teacher, speech/language pathologists)

Level B2 – Masters-level degree in field relevant to the test, which includes advanced coursework in the principles of measurement, and the administration and interpretation of tests. (Example: special education teacher, speech/language pathologists)

Level C – All B-Level qualifications, plus an advanced professional degree that provides appropriate training in the administration and interpretation of clinical tests (Example: school psychologists, clinical psychologists)

### Note:

It is recommended that examiners not only administer but also interpret scores. As a general rule, test administrators should have an understanding of the basic principles and limitations of psychological testing, particularly psychological test interpretation. Although instruments can be easily administered and scored, the ultimate responsibility for interpretation must be assumed by a school psychologist who realizes the limitations in such screening and assessment procedures.

\*\*\* NOTE: The Evaluation list is updated after the release of the Mental Measurements Yearbooks (MMY) published every three years. (Last publication 2021-21st Edition of MMY)

Testing Instruments	Grade/ Age Level	Standardization	Reliability	Validity	Qualification	Comments	Type of Assessment
Arizona Articulation and Phonology Scale, Fourth Revision (Arizona-4) (2017)	18 months to 21 years	Adequate	Adequate	Adequate	B2	Not for intervention planning	Speech Language
Bracken Basic Concept Scale – 3 <sup>rd</sup> Edition - Expressive (BBCS-E) (2006)	3 to 6 11 years	Adequate	Adequate	Adequate	B1	***Becoming dated	Speech Language
Bracken Basic Concept Scale – 3 <sup>rd</sup> Edition - Receptive (BBCS-R) (2006) Spanish Edition available	3 to 6 11 years	Adequate	Adequate	Questionable	B1	***Becoming dated	Speech Language
Children's Communication Checklist-2: U.S. Edition (CCC-2) (2006)	4 to 16 years	Adequate	Adequate	Adequate		***SCREENER	Speech Language
Clinical Assessment of Articulation and Phonology 2 <sup>nd</sup> Edition (CAAP-2®) (2014)	2 6 to 11 11 years	Pending	Pending	Pending		Previous edition CAAP was adequate in all areas	Speech Language
Clinical Evaluation of Language Fundamentals- Fifth Edition (CELF-5) (2013)	5 to 21 years	Adequate	Adequate	Adequate	B1		Speech Language

- Can only use the evaluations on the Evaluation Instrument list the South Dakota Department of Education Special Education Programs has posted on website. They must be judged adequate under standardization, reliability, validity and must consider the comments.

# Answer: Myth

- ▶ The guide is meant to help teams by doing reviews of assessments for them
  - ▶ However, this process takes time and new assessments are on the market frequently
- ▶ Up to the team to determine appropriate instruments to use for each evaluation
- ▶ Evaluators need to carefully select instruments
- ▶ Should consider cultural and ethnic factors
  - ▶ The test/normative sample should be representative of the student evaluated



# Evaluation Regulations

- ▶ **24:05:25:04. Evaluation procedures -- General.** School districts shall ensure, at a minimum, that evaluation procedures include the following:
  - ▶ (1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so provide or administer. In addition, assessments and other evaluation materials:
    - ▶ (a) Are used for the purposes for which the assessments or measures are valid and reliable; and
    - ▶ (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;
  - ▶ (2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
- ▶ Resources:
  - ▶ [ARSD](#)

# What are the requirements for selecting a standardized assessment?

- ▶ Normative samples
  - ▶ To be adequately standardized, there must be at least 100 children per age
  - ▶ Needs to be current to ensure accuracy of obtained scores and for comparison across examinees
  - ▶ Must be normed on the student's age to compare same age peers
    - ▶ Ensure you are using updated/revised versions of assessments when they are released
- ▶ Reliability Coefficients:
  - ▶ 0.80 or greater are generally accepted as meeting the minimum criteria for most purposes.
  - ▶ If using scores that impact the student's future: 0.90 or above should be considered (e.g., intelligence tests).
- ▶ Validity:
  - ▶ must measure the skill areas identified through the referral process as areas of concern

Assessment Manuals *SHOULD* contain all this information



# Emotional Disabilities Criteria

► **24:05:24.01:16. Emotional disability defined.** For the purpose of this chapter, the term, emotional disability, means a **condition that exhibits one or more of** the following characteristics to a marked degree over a long period of time:

- (1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (3) Inappropriate types of behavior or feelings under normal circumstances;
- (4) A general pervasive mood of unhappiness or depression; or
- (5) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term, emotional disability, includes schizophrenia. The term does not apply to a student who is socially maladjusted unless the individualized education program team determines pursuant to § 24:05:24.01:17 that the student has an emotional disability.

**24:05:24.01:17. Criteria for emotional disability.** A student may be identified as having an emotional disability if the following requirements are met:

- (1) The student demonstrates **serious behavior problems** over a long period of time, generally at **least six months**, with documentation from more than **one source of the frequency and severity** of the targeted behaviors;
- (2) The student's symptoms cause **significant impairment** in social, emotional, behavioral, occupational, or other areas; and
- (3) An adverse **effect on educational** performance is verified through the full and individual evaluation procedures as provided in § 24:05:25:04.

A student may not be identified as having an emotional disability if common disciplinary problem behaviors, including truancy, smoking, or breaking district policy, are the sole criteria for determining the existence of an emotional disability.

# Assessments for Eligibility

## Documentation for Eligibility

- ▶ Ability
- ▶ Achievement
- ▶ Observations
- ▶ Documentation of student condition
- ▶ Data on behavior:
  - ▶ Over a long period time generally 6 months (existing data) **and**
  - ▶ More than one source of frequency and severity of behavior
- ▶ Standardized Rating Scales that demonstrate behaviors that are clinically significant in comparison to the same age population. These can be completed by teachers, parent/guardians, community members and the student.

Update Eligibility Tools and Resources Document page 10 by January 3, 2024.

# Noncompliance

- ▶ No documentation of 6 months of behaviors
- ▶ No documentation or very vague information on the frequency and severity of behaviors
  - ▶ Not acceptable:
    - ▶ Gets angry, throws objects, appears depressed, sad,
  - ▶ More acceptable:
    - ▶ Describe the specific behavior
    - ▶ How often occur or not occur
    - ▶ Document specifically what it look like in educational settings (more than one source)

# Data

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# Battelle Developmental Inventory -3 (BDI-3)

Questions?

Contact:

Debra.Willert@state.sd.u

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## Reminder

**Prior to December 21, 2023**

**BDI-3 Account Holders need to:**

- ▶ Inactivate staff who are no longer in your district or
- ▶ Staff who do not administer BDI-3 assessments

**Why?**

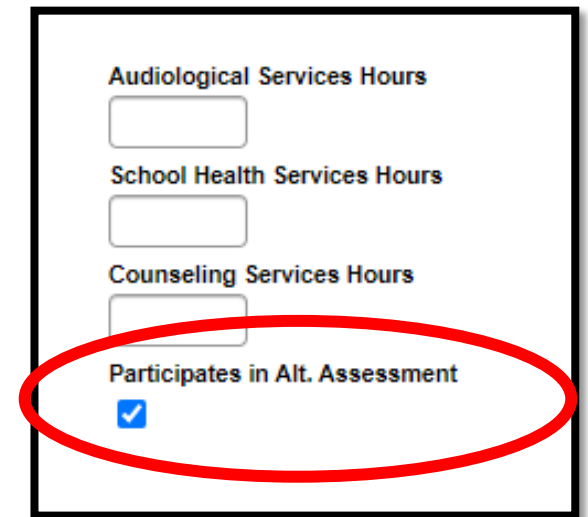
- ▶ Each district is allotted 5 access keys (users) per subscription/kit and one access key for the account holder

### Staff Information

FIRST NAME*	LAST NAME*	EMAIL*
<input type="text" value="Debra"/>	<input type="text" value="Willert"/>	<input type="text" value="debra.willert@state.sd.us"/>
LOCATIONS*	USERNAME*	STATUS
<div>1 selected</div>	<input type="text" value="Debra.Willert5133"/>	<input checked="" type="radio"/> Active <input type="radio"/> Inactive

# Assessment – Alternate Assessment

- ▶ On Dec 1st, the Assessment Office pulled the alternate assessment student list from Infinite Campus to upload into the MSAA testing platform.
- ▶ If your student's "Participates in Alt. Assessment" box was not marked in their Special Ed enrollment field, or if a student is added for the first time between now and March, please notify [DOEassessment@state.sd.us](mailto:DOEassessment@state.sd.us) as they will need to manually add the student to the testing platform.
- ▶ Reminder: Students must meet all three participation criteria, per their IEP team:
  1. has a significant cognitive disability
  2. requires extensive instruction and support to acquire and maintain skills
  3. learns through alternate academic achievement standards (the Core Content Connectors)
- ▶ Contact [Stacy.Holzbauer@state.sd.us](mailto:Stacy.Holzbauer@state.sd.us) with participation questions.



A screenshot of a form with a black border. It contains four labels with corresponding input fields: 'Audiological Services Hours' with a text box, 'School Health Services Hours' with a text box, 'Counseling Services Hours' with a text box, and 'Participates in Alt. Assessment' with a checked checkbox. A red circle is drawn around the 'Participates in Alt. Assessment' label and its checkbox.

Audiological Services Hours	<input type="text"/>
School Health Services Hours	<input type="text"/>
Counseling Services Hours	<input type="text"/>
Participates in Alt. Assessment	<input checked="" type="checkbox"/>

# Assessment – Upcoming 2024 Dates

- ▶ Documentation for non-embedded accommodations on the regular assessment due to Beth Schiltz:
  - ▶ **Feb 1**
- ▶ Winter Assessment Workshops for Test Coordinators: *(Canvas registrations will open in coming weeks)*
  - ▶ **Feb 13** in Sioux Falls
  - ▶ **Feb 14** in Sioux Falls
  - ▶ **Feb 15** in Watertown
  - ▶ **Feb 20** in Pierre
  - ▶ **Feb 21** in Rapid City

# Assessment – Upcoming 2024 Dates

Name of Required Assessment	Tested Grade Level	2023-24 Test Window (all dates are tentative)
<b><u>SD ELA and Math Assessments</u></b> Subject: English language arts, Math	3-8, 11	March 25 - May 3, 2024
<b><u>SD ELA and Math Alternate Assessments</u></b> Subject: English language arts, Math	3-8, 11 Students with most severe cognitive disabilities	March 11 - April 26, 2024
<b><u>SD Science Assessment</u></b> Subject: Science	5, 8, 11	March 25 - May 3, 2024
<b><u>SD Science Alternate Assessment</u></b> Subject: Science	5, 8, 11 Students with most severe cognitive disabilities	March 25 - May 3, 2024

► **2023-2024 Key Assessment Milestones** document at <https://doe.sd.gov/assessment/>



# Accommodations for state assessment

- ▶ Must be marked in the Test Information Distribution Engine (TIDE)
- ▶ Supports can be marked by the district
- ▶ Most accommodations must be marked by the state
- ▶ Accommodation request forms are available in TIDE
  - ▶ Assessment Non-embedded Accommodations Request
  - ▶ General Assessment Print on Demand Request
  - ▶ General Assessment Reading Passages Request
  - ▶ Special Accommodation Consideration Request
  - ▶ Embedded Speech-to-Text/Word Prediction Request
- ▶ Work with district or school assessment coordinators
- ▶ Soft deadline is **February 1st**

# Accommodation Considerations

- ▶ Speech-to-text (student talks into a microphone and computer does the typing)
  - ▶ For: Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers.
  - ▶ Two types
    - ▶ Embedded (within the testing platform) - preferred method
    - ▶ Non-embedded (stand alone program that interacts with the assessment when permissive mode is enabled – can't be a web-based program)

# Accommodation Considerations

- ▶ Text-to-speech (computer reads text to student)  
Or
- ▶ Read Aloud (certified teacher reads what is on the computer screen)
  
- ▶ Supports
  - ▶ ELA – items (questions and answers)
  - ▶ ELA-PT (performance task) - everything
  - ▶ Math – everything
  - ▶ Science – everything
- ▶ Accommodations
  - ▶ ELA - passages

## **Difference between supports and accommodations**

- ▶ Supports – for any student whom a team or teacher has deemed necessary
  - ▶ District should have a process for determining this such as a TAT, SAT, LAP, RtI, MTSS
- ▶ Accommodations – for students on an IEP or 504 plan
  - ▶ Must be needed for instruction first
  - ▶ Something the student is used to using
  - ▶ Deemed appropriate for the assessment

# Child Count Reminders

- ▶ Initial upload is due by January 12
  - ▶ 64 districts have completed upload
- ▶ If you have questions, contact your region representative
- ▶ Some common errors:
  - ▶ Ending and starting a new special ed record on the same date, need to be different days
  - ▶ Kindergarten can not have a 300 code, it flags it on the extract and needs to be changed in Campus



# Miscellaneous

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# HS Transition

## Youth Leadership Forum YLF

**Applications due December 22, 2023**

- ▶ YLF held at Northern State University campus. June 2 – 6, 2024
- ▶ More information at <https://tslp.org/events/>
- ▶ Applications can be completed here: <https://shorturl.at/cl789>

# Nominations for 2024 SPED Staff of the Year

- ▶ The Office of Special Education Programs is accepting nominations for the 2024 SPED Staff of the Year Award!
- ▶ Parents/guardians can nominate a special education staff member who made an outstanding impact in the life of their child. Nominees may include SPED teacher, SPED Director, Speech/Language Pathologist, Occupational Therapist, Physical Therapist, School Psychologist, or Paraprofessional who have served in their profession for three or more years.
- ▶ **Parents/guardians can submit nomination forms via this link: <https://forms.gle/ZoKazNoWj3AUqGe3A>.**
- ▶ **All entries are due January 19, 2024.**
- ▶ All nominees will be notified. The top five nominees will be invited to the 2024 South Dakota Special Education Conference luncheon in Sioux Falls on March 6, 2024, where the award recipient will be announced.
- ▶ Please contact [stacy.holzbauer@state.sd.us](mailto:stacy.holzbauer@state.sd.us) with any questions.

## BDI Office Hours (half hour)

Any staff administering the  
BDI or is responsible for  
BDI data.

For Zoom link contact:  
[Debra.Willert@state.sd.us](mailto:Debra.Willert@state.sd.us)  
773-2594

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Virtual session: ZOOM the 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of the month.

### **3:30-4:00 Central Time**

Jan 10, 2024

Jan 24, 2024

Feb 14, 2024

Feb 28, 2024

Mar 13, 2024

Mar 27, 2024

Apr 10, 2024

Apr 24, 2024

May 8, 2024

May 29, 2024

Q &A:

General inquiries

Assessment techniques

Overall data quality

Other BDI topics



# Happy Holidays!

## Next Sped Webinar: January 16, 2024

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

**SPED Webinar PowerPoints 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](#).**