



SEPAC Agenda

March 9, 2024, 9:00 - 11:30 am

Location: North Ed Conference Center, 1101 Red Drive, Traverse City, 49684

Participants: Brandon Shaw, Dana Tuller, Sarah Robinson, Geri Valentine, Heidi Kato Anne Walton, Betty Kincaid, Amy Kinney

In Attendance: Dana Tuller, Geri Valentine, Carrie Dib, Erin Smyth, Erin Graham, Stephanie Cruz, Carol Greilick, Becky Goodwin, Cassie Fasel, Brooke Laurent

Absent: Brandon Shaw, Heidi Kato, Julie Gordon, Anne Walton, Betty Kincaid, Amy Kinney, Sarah Robinson

Topic	Time	Notes
Welcome and Introductions	9-9:20 am	<ul style="list-style-type: none"> ● Introduction (name, district/school, time on SEPAC, children) ● Something you remember from the last meeting ● Something you're looking forward to learning more about ● Inclusion: What are you looking forward to as we approach spring break?
<i>ASD Presentation</i>	9:20-10:20 am	<ul style="list-style-type: none"> ● Presentation by ASD Consultants team, Erin Graham, Erin Smyth & Stephanie Cruz <ul style="list-style-type: none"> ○ Presentation ○ Home Schedule <p>Notes:</p> <ul style="list-style-type: none"> ➤ Foundations of autism training

		<ul style="list-style-type: none"> ➤ Trains local staff, parents, in ASD Universal supports ➤ Works with our ASD students ➤ Liaison b/t our LEAs and Bridgeway <ul style="list-style-type: none"> ○ LRE ○ Placement ○ Student concerns ➤ Pruning Process is a characteristic of autism ➤ Non Verbal vs Non Speaking, communication is being able to express oneself as well as understand what others are saying <ul style="list-style-type: none"> ○ Give your ASD child an unusual situation while regulated and see how long it takes to respond and that is a good indicator of timing ○ Q: Supports in a classroom for delay of response? Student assumes adults know they need a minute/more time for a response, but how do we get the student to advocate, or to communicate with the adults that they need more time. A: Have a clear plans, visuals, PLAAFP, Self advocacy ○ ~67% of ASD students have apraxia of speech (when motor planning for speech production is impacted or difficult) ➤ Introspection - understanding our bodies sensations, 8 senses ➤ Obstacles - you are not just a person with a label/obstacle (eg: Autistic child, autistic student, child with autism) – their identity first ➤ Q: How do you tackle core areas (socialization, independence, communication) as they relate to Behavior A: Behavior stems from student not being understood or dealing with triggering situations, so making sure that a plan is in place, understand autism and the student, talk about the hypothesis of what is causing that behavior (is it to gain or to avoid a situation or something) <ul style="list-style-type: none"> ○ When you don't have a functional communication system,
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		<p>behavior can become their communication</p> <ul style="list-style-type: none"> ➤ Using the ASD WITH THE CHILD rather than against the child. Autism will always win out with a student so know how to use it to work with the student, saying “No” just doesn’t work ➤ Goals for Students with ASD: Socialization and Independence <ul style="list-style-type: none"> ○ Not listed Academics and behavior ○ Academics: I (teacher) can only show you what an ASD student knows when they show the teacher, academics is difficult to be measured ○ Teachers are expanding the idea of data based review ○ Staff and parents can indicate on IEP that the data may not be accurately reflected ○ Language: Can or Can’t vs does or does not in data review ➤ High interest areas used to work with ASD students <ul style="list-style-type: none"> ○ Power cards ➤ Medical diagnosis vs academic: Medical is given in numeric levels (1-4), Academic is based on the spectrum or “mild” “highly impacted” etc. ➤ Idea/Thought: ASD/SE connect with Pop-Warner or community coaches to train or work with to help support them in coaching students with ASD/Spec Needs ➤ Q: “Offer a blanket” with gestures - what does that mean? A: Silently, or with a gesture, offer a blanket or comfort item to allow them to use the item to calm ➤ Q: If you are using your visuals, and your student isn’t attending to it, what do you do then? A: Review the visuals you are using and see what is and isn’t working. Make it so the visual includes their favorite things or their positives/high interest items or rewards, rather than it being something you are telling them to do. Associate their high interest items
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		<p>with their schedule or what you are trying to accomplish</p> <ul style="list-style-type: none"> ➤ Q: What does it mean that kids with ASD don't know how to take a break/check out/mental break? A: ASD Students don't know those queues and have a rigidity of thought where it's black and white and a schedule needs to be followed. They need to be taught that others and they need breaks and that they can take them when they need them (for example to self regulate) ➤ Never settle on "that / it didn't work" What other things can you do that makes it work? Are there negotiables? Why doesn't it work? Can do vs Must do ➤ Expectations need to be taught ➤ Interlochen Library 1 hour presentation, April 11, 2024 ➤ Carol to bring up the administrative and medical documentation check boxes ➤ The ASD cons. Don't just work with ASD students, but they may also work with students who are impacted <ul style="list-style-type: none"> • Presentation on ASD Programs, Becky Goodwin <p>NOTES:</p> <ul style="list-style-type: none"> ➤ Bridgeway works with students with ASD and some other needs ➤ Students come to the program when a student is not doing well or showing progress in a general ed classroom. ➤ Harmful effects of center programs - while center based programs are important and helpful in some cases there are some downsides: Bus ride, out of their normal area of comfort, no access to students without IEPs, no access to children who can model "normal" behavior, environment/peer disengagement, lack of independence
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Break	10:20-10:30	
<i>Finish IEP & 504 Process</i>	10:30-11:20 am	<ul style="list-style-type: none"> • Left off on slide 25 of the Presentation in November <p>MOVE TO MAY</p>
Closing	11:20-11:30 am	<ul style="list-style-type: none"> • Checkout- Gots and Wants • Schedule: Schedule: SEPAC Flyer Schedule <ul style="list-style-type: none"> ○ Last meeting of the school year is May 4, 2024, 9-11:30am