**Kent CAN Agenda**

**January 23, 2019**

**1:00-3:00**

**Coldwater Room**

Facilitator – Alissa Hofstee

Administrative Support – Lori Matthews

Grant Coordinator – Jennifer Murchison

Peer to Peer Coach – Jennifer Amorose & Scott Bont

PD with Impact Coach - Lindsey Nicholson

Family and Community Supports – Jill Kreuze

Transition Supports - Kim Norman & Liz Ensing

**Our Mission**: To build a comprehensive model for identification, training, shared resources, and effective practices which promotes collaboration and consistency between families, educators, and community partners in support of our students with ASD.

Our Philosophy Supports:

* Multi-disciplinary collaboration
* Services that are individualized and utilize evidence-based interventions and strategies
* Intervention driven by the student’s present level and ongoing assessment
* Use of positive behavior support and proactive approaches to address challenging behaviors
* Inclusion of families and community partners as critical team members
* Continuous improvement of programs and services based on current data
* Focusing on opportunities in integrated environments

**Calendar**

**Kent CAN Membership Future Meeting Dates**

*\*All meetings are held from 1:00-3:00 pm unless otherwise noted. Leadership team to meet one hour prior.*

* **February 20, 2019 ESC**
* **March 20, 2019 ESC**
* **May 15, 2019 ESC**

**Additional START and Kent CAN Trainings and Conferences:**

Anyone wishing to attend a START training should contact Lori Matthews (lorimatthews@kentisd.org) for registration via Kent CAN.

* Asperger Module, January 29 & 30, 2019, Van Buren ISD, Lawrence
* Using the Peers Model as a Basis For Teaching Social Skills to Teens With ASD, February 8, 2019, Kellogg Hotel & Conference Center, East Lansing
* 18th Annual START Conference, April 29, 2019, Kellogg Hotel & Conference Center, East Lansing
* 2019 Spring RCN Leadership Day, April 30, 2019 Kellogg Hotel & Conference Center, east Lansing Additional START information can be found at the Grand Valley website: <http://www.gvsu.edu/autismcenter/>
* Self-Management, May 8, 2019, Van Buren ISD, Lawrence

# Agenda Items

**Introduction of Kent CAN 18-19 membership**

* Alissa welcomed the group and everyone introduced themselves. Districts represented: Kent ISD, Grandville, NHA, Byron Center, Cedar Springs, Rockford, Forest Hills, Grand Rapids, Caledonia, START and Region 1 Transition. Alissa said a real problem in the districts is how we coach for implementation. There were approximately 17 in attendance.

**Presentation: Lindsey Nicholson, Forest Hills Public Schools**

* Reasons to address problematic behaviors: engagement, socialization, independence, MARSE rules (states you need a behavior plan if their behavior is impacting themselves or others).
* CETA is a good place to start. You can find the documents on START’s website under EBP. Can be used for staff evaluation. We will be taking the remainder of the year to take a closer look at the EBPs addressed in the CETA.
* Positively Stated Behavioral Expectations – Expectations are posted, clear and easy to understand. They are taught, modeled and reviewed regularly.
	+ Right way, wrong way video recording. Use behavior expectation cards along with IEP goal/learning goal cards. Do a check out system (I can do bymyself, I need your help, I need you to do it with me)
* Positive Feedback – also part of the CETA. Should be provided frequently. 5:1 Ratio for positive feedback versus negative. (Alissa said they are teaching 4:1.)
	+ When utilizing in a positive behavior intervention plan, be sure to tailor it to the student. Could use a token, a gesture or verbal language. Consider when, where and how positive feedback is given.
* Reinforcers – positive is added and negative is removed. Negative punishment is when you take away something they like. Reinforcers should be: individualized, varied, used for motivation, engagement and independence, anything that increases the likelihood of a behavior recurring.
	+ Tools to use with reinforcement – AFIRM Tip Sheet and AFIRM Reinforcement Step by Step guide.
	+ Alissa asked what to do if reinforcement is not socially acceptable. Examples: Sesame Street with headphones. Stuffed animal only when other students are not around. Don’t use reinforcer if it creates a bigger problem. Keep iPad in one area only.
	+ AFFIRM website has many EBP resources and modules including a Reinforcement Implementation Checklist.
* Proactive and Preventative Strategies – Used to present negative behaviors, first/then cards, visual schedule, physical strategies, and visual prompts and supports. Set up for success prior to conflict.
	+ Tools for Prevention: visual schedules, self-management plans (best to build independence), functional communication and visual tools. Self-Management Plans are under-utilized. Google forms for self-management are a good tool for older students. Alissa shared that it is valuable to teach visual schedules starting at a young age. Child should gain independence to check schedule between activities.
		- University of North Carolina has forms for EBP implementation.
	+ Functional communication can be verbal or non-verbal.
	+ Taking a Break – Break procedures are clearly specified. Students are taught to take a break. Break activities are used to calm the student but not reinforce the behavior. A break is a time-limited reduction of demands. Purpose is to de-escalate. Considerations for a break should be: Choices, length of break, return to schedule protocol and data. Everydayspeech.com is a good resource.
* Response to Inappropriate Behaviors – (look at PP) Do not ignore problem behaviors. START has a Behavioral Script Development Tool (6 parts, added recovery process) along with a template to use with your team. Great visual which promotes consistency across the variety of staff working with the student and the behaviors they present.
* Positive Behavioral Intervention and Support Plans – PBSP, BIP, PBIP, Crisis Plan. Is based on function and determined by FBA. It focuses on how to teach alternative behaviors. Included response strategies for problem behaviors. Rockford shared that they have full time childcare workers and it helps with retention and staff buy-in.
* Teaching Appropriate Behaviors – How do you know you need more visuals? Not independent, not engaged and presenting with behavioral challenges.

Kara Green said that she appreciated the video examples in the presentation. Lindsey will share the PP with Alissa and Lori so it can be sent out to the group. Sarah Noe asked if we would consider case studies with real students.

The next Membership Meeting is: February 20, 2019