

PASE Meeting Minutes

March 1, 2021

Members Present: Ashley Adams, Denise Barton, Darcia Black, Heather Bright, Jeremy Churchill, Danielle Churchill, Dawn Hodgkinson, Lindsey Kloeckner, Carol Lippert, Stacey Manning, Sara Middlebrook, Brenda Miller, Rebecca Rogers, Elisa Rush, Mary Smith, Nate Steinberg, Sarah Szuminski, Megan Wacker

Guests: Lisa Bowerman, Heidi Glover, Dan Heitzman, Olivia Johnson, Chelsea Kittridge, Tracey Klukowski, Laura McCloud, Toni Moore, Kirsten Myers, Joanne Platt, Grace Smith, Angie Thornburgh, Jann Van Airsdale, Keagan, Jen

Excused: Jodi Bajko, Deb Dubbink, Ashley Miggins

I. Welcome and Announcements

Kirsten Myers welcomed the group and shared that we will try and keep the meeting to an hour tonight. Lindsey Kloeckner (PASE Chair) asked for new attendees to introduce themselves. Danielle Cogswell is new from Cross Creek and Toni Moore introduced a couple TCs from GRPS.

II. Approve Minutes of January 11, 2021

A motion was made by Sarah Szuminski to approve the minutes of January 21, 2021. Motion was seconded by Grace Smith and approved with no opposition.

III. Superintendents' Advisory Committee Update

Deb Dubbink was not able to join us to give the update so Kirsten Myers shared the following from the minutes of that meeting. At our last meeting we shared the new SLI Guidelines with the Superintendents Advisory Committee and they brought it to KISA for signatures. There will be a training on the new guidelines on March 24th for the SLPs in the county. We are working on a cooperative agreement to memorialize the arrangement with Lighthouse Academy to serve our incarcerated students and have asked our superintendents to authorize the draft of the agreement.

IV. Purpose of PASE & Topics for PASE Meetings 2020-21

Kirsten reviewed the purpose of PASE and our officers. The topics of interest that were provided by PASE Members was reviewed with highlighted topics to show what we have gone through so far this year.

V. START Project

START is a GVSU Project to work with schools, community partners, and families to support students with ASD to be well-equipped in school and society. The link to a handout is provided

in the presentation along with a link to their website and the many resources they offer. Kent ISD coaches went through a training last year and will work with START this year to train across the county.

VI. Behavior Supports for School and Home

Chelsea reviewed the tiers of Positive Behavior Supports (PBIS) and how each tier requires a different level of supports. Prevent challenging behavior by defining expectations and establishing routines. Teach socially appropriate and desired behavior using instruct, model and practice. Response to provide feedback on how a child is doing with a skill correct/redirect and reinforce.

- Teaching Rules, Skills and Expectations is a four-step process. Instruction, modeling, rehearsal and feedback. In feedback you need to respond by reinforcing behavior and responding to challenging behavior. Responding is a reinforcement and can be anything that causes a behavior to increase.
- High Yield Strategy – The Magic Ratio 5:1 – For every one negative reaction there should be five positive interactions. A high interest area (a treat, toy, etc.) can be a positive correction.
 - Question: How do you mindfully get them to translate outside of a routine. Chelsea explained how replacement behavior can help generalize environments.
- Understanding Positive Reinforcement and Negative Reinforcement – Behavior goes where reinforcement flows. Sometimes we inadvertently reinforce negative behavior.
- Structured Reward Systems – should be set with an appropriate amount of effort for the reward
- What Do we do: Response Strategies – redirect and quickly point out. Use non-verbal cues. Give two choices.
- Return to Engagement – redirecting and offering help and choices
- School-Based Behavior Supports – everything so far falls within Tier 1 or Tier 2
- Persistent Problem Behavior – Often, what stops behavior in the moment, reinforces behavior in the long run. Define the behavior you want to see less of and what do we want to see more of.
- Consider Function – the why of the behavior. Behavior is usually to get something or avoid something.
- Persistent Problem Behavior: Basic Behavior Plan Structure – Provide access to what the child wants preventatively, teach a communication strategy to access what they want, reinforce communication strategy and desired behavior and as much as possible, prevent access to what they want after problem behavior.
- Tier 3 – For the few: Invoices an FBA and PBSP

VII. Public Comment and Closing

Next PASE meeting is April 26, 2021. No additional comments for closing.