

Notes from ASD Statewide Community of Practice 11/10/17

Becca Jackson – FAQs for ABS License (with recent changes)

Questions from the group:

- How do we decide if a student is mild/moderate or moderate/severe?
- What federal setting can these ABS teachers teach?
- Will administrators hire ABS licensed candidates in lieu of ASD or other categorical license to save \$?
- Was this initiated to get people with some training in the position versus a variance? Is it a temporary short term fix that is going to turn into a big problem?

Ideas from the group:

- ASD student teachers required to have ASD licensed supervising teacher – IHE.
- Get information out about the Office of Higher Ed Loan Forgiveness Program
- What can we do to help ABS licensed teachers build capacity to teach students with ASD?
- How do ASD teachers who are helping ABS get higher level of training (than Charting the Cs or Autism Conference)?

Tami initiated discussion on Autism Specialists – history and changes

Concerns from the group:

- Not being told what are roles are (getting rid of Autism specialists in Anoka)
- Worried about litigation
- Being pushed aside
- Seeing kids not getting what they need
- Kids being mis-labeled as EBD
- All students with ASD must be in home schools (Bloomington)
- Setting 3 classroom sizes are getting too big
- Setting 4 students can't be transitioned back because class size too large in setting 3
- While pushing for inclusion, we increase the need for specialists (so why are we getting rid of them?)
- Lack of space in home schools for sped students (5 resource teachers in one classroom).
- Why are we mixing students of different disability areas vs. keeping students together with like disabilities? Is there research to support which way is most effective for students?
- We have to provide a continuum of services, need to inform administrators

Data Presentation:

Regional Highlights:

**Northeast-**

Autism cop (officer Zink) in St. Paul and Dawn from Autism Society. Came to speak to group about training he does with police officers.

Developed strategies for each of the 3 CORE areas of ASD

ECSE- parent tool box, elementary-add to strategies, secondary-screen time

**Region 9-**

STAR with 5 schools

**Region 10-**

STAR: 10 districts with multiple sites

Monthly Newsletters: tips and tricks

Set up a twitter account

Each member takes on one area want to learn about and shares out at meetings

**West-**

PEERs curriculum

STAR

Early Start Denver Model and book

Screen Dependency: Breaking the trance book

**Region 6/8-**

Yoga calm training

Monthly newsletters and tips

Collaboration on parent support meeting/training quarterly

**Region 5/7-**

2, 3 day Structured teaching classes (65 people)

STAR coaching

Book Study: Coaching:

Goal: develop a web based resource framed around 3 core areas (grade levels instruction, evaluation resources)

Newsletters 4 times per year

**Southwest-**

EBP workshop (yoga calm, peer mediation, social skills and self regulation, video modeling)

Case consultation

Up coming-More EBP, quick guide for new or non ASD teachers and paras, book study, case consult

**Region 4-**

3, level 4 sites  
STAR coaching

**St. Paul-****South-**

Mitch Leppiciello-Navigating the Journey (ASD at home)  
ASD 101 Training- parents/staff  
Katie Thune- Supporting the sexual health of people with disabilities  
Round Table- Dakota county, social workers (DD and mental health), ASD resource coordinators, Dakota county deputies)  
Anne Hoff-Trauma and Aces  
Conscious Discipline-Intro  
Ann Byer Mindfulness and Self Care

**Region 3-**

Implementation Science  
STAR fidelity  
CPS- Ross Greene (NLC)  
Cloquet opened a level 4

**Minneapolis-**

Coaching STAR/LINKS  
Autism Navigator, year 3 of 5, increasing fidelity and outreach  
Newsletters for staff and parents (with translation)  
Gallery walk for families  
Gallery walk for teachers  
Self-Management class, 80 teachers implementing this in gen and special ed. across the district and across ages.

**Anoka-Hennepin-**

ECSE teaming up with PCIT to do more teacher coaching  
Porta Packs (mini duration, first then, I am working for, lanyard cues, zones cue, sensory items/fidgets, immediate reinforcers, timer, white board, data sheet)  
Continued development/revamp of ECSE-8<sup>th</sup> grade visual binders (info guide, duration map, choice wheel, zones check in, schedule pictures) Kids at transition make them. MS is more organizational.  
B-3 being more creative with programming using limited resources.

**Region ½-**

Zones training in October  
Executive Functioning in October  
STAR training in December