

# PASE Meeting Minutes

February 5, 2023

## In-person with Virtual Option

**Members Present:** Jaime Bellant, Amanda Dill, Susan Engelbarts, Kassie Franklin, Jennifer Gard, Ali Jaffry, Laura Kenyon, Lindsey Kloeckner, Sarah Kugler, Khalilah Miles, Maria Mora-Bowen, Emily Perton, Renae Port, Erin Richardson, Lois Roelse, Karen Schwedler, Nate Steinberg, Megan Wacker

**Guests:** Sarah Hammer, Sheree Harmon, Amanda King, Abbey Mix, Toni Moore, Joanne Platt, Sally Smith, Jann VanAirsdale, Gary Walsh

**Excused:** Ronda Kaechele, Aryn Manni

### I. Welcome and Introductions

Nate Steinberg kicked off the meeting. New attendees were asked to introduce themselves: Amanda King,, representing GRPS; Khalilah Miles, representing Wyoming; and Sarah Hammer, Director of Special Education at Thornapple Kellogg.

### II. Approve Minutes from November 28,2002

Minutes were provided before the meeting. Maria Mora-Bowen made the motion to approve the minutes and it was seconded by Katherine Franklin.

### III. Superintendents' Advisory Committee Update

The last meeting was held Friday, December 9<sup>th</sup>. Kristen reviewed EI guidelines at the meeting. A full implementation is slotted for 8/23. Personal curriculum covered, highlighting the decreased dropout rates and increased graduation rates. Discussed seclusion/restraint. Next meeting will be held on March 10th.

### IV. PASE Priorities

Topics covered today were ASD Eligibility and FBA / PBSP.

### V. ASD Eligibility presented by Abbey Mix

#### A. Autism: Evaluations & Eligibility

1. ASD eligibility has increased, which could be due to increased awareness and knowledge. In 1990, there were 1208 diagnoses. In 2021, there were 23,092 diagnoses.
2. Education-based Evaluations – Not a diagnosis, but eligibility. Proves that there is a need for specialized instruction.
3. Clinical / Medical Diagnosis – More of an insurance issue. Proves need for services like ABA
4. Statistics pertaining to Autism diagnosis in BIPOC communities.
  - a) Inherent bias in the diagnosis process, as the initial assessment was created with the lens of white boys.
  - b) In girls, it is often misdiagnosed as bi-polar or narcissistic.
  - c) Girls on the spectrum are often social chameleons.
5. Autism: IEP Goals
  - a) What about Autism creates a barrier regarding access to and progress in a general education setting? Social behaviors and Communication
  - b) Create neurodiversity-affirming IEP goals. Lots of brains work in lots of ways.
6. “Good Learning” illustrations highlighting how neurotypical students learn vs. how a neurodiverse student learns.

7. What is masking?
  - a) The Autistic community wears a “mask” to operate in the world, for what they feel like people need and how they should operate in the world.
  - b) Masking leads to Autistic burnout and sensory hangover.
8. Avoid Masking IEP goals?
  - a) How is this goal going to give this person more dignity?
  - b) Avoid goals: Eye contact maintenance, Goals related to social scripting that encourage masking, Behavior goals that encourage masking, and Specific social skills curriculum that encourages masking or discourage authenticity
9. IEP goals to support: Self-advocacy goals, Figurative language, Perspective taking goals, Goals to teaching body sensations correlated to emotions, Interception goals
10. Autistic burnout = Chronic exhaustion
11. Autism: Collaboration w/ ABA Providers: Need to create coordination between school and ABA teams is essential. Collaboration is key to moving forward.

**VI. Functional Behavior Assessment & Positive Behavior Support Plans**

- A. FBA - seeking to understand why a behavior is happening before we attempt to fix it.
- B. FBA - Why does the student have challenging behavior? They are either trying to obtain/get something they want or they are trying to escape/avoid something they don't want.
- C. Parents are the experts and play a key role in the FBA.
- D. Positive Behavior Support Plans
  1. Behavior support is the redesign of the environment, not redesigning the student.
  2. A written proactive document that is a part of the child's IEP.
- E. Antecedents are things that trigger the student to engage in the problem behavior.
- F. Should not be: How do I make the child do the task?
- G. Should be: What about this activity is creating stress? And what is the new behavior we want to replace it with?
- H. Then need to proceed with replacement behaviors

**VII. Resource Brainstorming Activity**

Email community partners that you prefer to work with, considering how they welcome/support your child.

**VIII. Upcoming Parent Opportunities**

See slide in presentation for details.

**IX. Public Comment and Closing**

Youth Mental Health Workshop available through Kentwood Public School on February 25th

Next PASE meeting: April 24