

PASE Meeting Minutes

November 25, 2024

Virtual

Members Present: Jodi Bajko, Ashley Bodien, Heather Bright, Crystal Delaney, Amanda Dill, Katie Foote, Heather Kalafut, Lindsey Kloeckner, Aryn Manni, Karen Schwedler

Guests: Tyler Betterly, Caroline Breault-Cannon, Marisa Brizzolara, Jennifer Gard, Esmina Hamzagic, Sheree Harmon, Raechelle Huston, Rukshana Ilahi, Jane Jellema, Toni Moore, Sadia Nurow, Stacie Rulison

Excused: Sarah Kugler

I. Welcome and Introductions

We welcomed new attendees: Ashley Bodien and Sadia Nurow

II. Approve Minutes from October 7, 2024

Karen Schwedler made motion to approve the minutes and seconded by Aryn Manni

III. Review PASE Priorities

- A. Ratios for Self-contained programs
 - 1. EI Students: 10 students
 - 2. CI students: 30 students
- B. LRE + Social Security
- C. Post Secondary Resources
- D. Caregiver Connect Survey
 - 1. Viewed by 40 people
 - 2. Only completed by 27
 - 3. 11, 957 people have opened the November 2024 newsletter

IV. Self Determination with Stacie Rullison, MS, M.Ed., BCBA

- A. Increase understanding of quality of life
- B. Understanding Self Determination
- C. Theme: Lifespan
- D. Quality of Life (QoL): How people feel about their lives at any age
- E. Each person determines what is important to them
 - 1. Rights
 - 2. Physical Well-being
 - 3. Emotional Well-being
 - 4. Material Well-being
 - 5. Self Determination
- F. Disability Post Secondary Education data shows staggering difference between post secondary education between people without disability vs. people with disability
- G. 79% of people with disabilities are NOT in the workforce
- H. Self-determination is exercising final decisions about you and your choices
- I. Higher expectations = Increased self determination
- J. Expectations vs. Reality
 - 1. Study by Carter, Austin, Trainor (2022)

- a) Students with parents who fully expected their child to obtain employment in high school were 5xs more likely to have paid employment after high school

K. Raising Expectation Involves:

- 1. Dignity of risk
- 2. Learning skills

L. Educational Challenges

- 1. Teachers report barriers to promoting self-determination

M. Home Challenges

- 1. Habits have been formed and are hard to change
- 2. Fear - too risky
- 3. Not knowing how to set expectations, what to do, or where to start
- 4. Not wanting to upset the child

N. Across skill areas:

- 1. Self-care
- 2. Home
- 3. School
- 4. Community
- 5. Work/Volunteer
- 6. Communication
- 7. Safety
- 8. Self-Management

O. Decision making and Problem Solving

P. Goal Setting

Q. Self Regulation & Self Awareness

R. Teaching Skills

- 1. Tell: Instruct
- 2. Show: Model (Role play)
- 3. Do: Practice
- 4. Coach: Give Feedback

S. Visual Tools

T. Advocacy Shifts

- 1. Parent advocacy leads to child(self) advocacy

U. Self-Determination Elements

- 1. Choice Making
- 2. Decision Making
- 3. Problem Solving
- 4. Goal Setting & Attainment
- 5. Self-regulation
- 6. Self-awareness
- 7. Internal locus of control

V. Start by setting 1 home goal and 1 school goal

V. Breakout groups / Discussion

- A. What is going well right now?
- B. What is 1 take away from today that resonated with me?

VI. Public Comment and Closing

Next meeting is February 3 and will be virtual via Zoom.