



**Wayne County Parent Advisory Committee**

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Eileen Brandt, Chairperson Iesha Brassell & Kara Clarke, Vice-Chairperson  
 Jennifer Padgett & Samara Wolf, Secretary, Lori Huntington, Treasurer

**MEETING MINUTES**  
 November 14, 2019

**I. Call to Order**

Eileen Brandt called the meeting to order at 6:36 p.m. A quorum of members was present.

**Members Present:**

Maha Jaber Crestwood	Eilia Syed Dearborn	Iesha Brassell Drb. Hts. #7	Jennifer Seal Garden City
Heather Stefan Grosse Ile	Angela Edwards Huron	Crystal Upshaw Lincoln Park	Eileen Brandt Livonia
Kara Clarke Livonia	Michelle DeJesus Melvindale-NAP	Maria Warmuth Northville	Barb Wilson Plymouth/Canton
Linda MacClinton Redford Union	Khalilah Montgomery Redford Union	Carol Matthews Riverview	Jacqueline Dalzell Romulus
Michelle Muse-Worthy Southgate	Philip Czernik Trenton	Lori Huntington Westwood	Jennifer Padgett Woodhaven/Brownst own
Sarah Groeneveld Achieve Charter	Jim Michalik Canton Charter Acad.	Samara Wolf Quest Charter Acad.	

**Members on Phone:** Celestine Tarver (Taylor), Tiffany Edmonds (Ecorse)

**Members Excused:** Joann Goree-Detroit, Keisha Burgess-Pembroke Charter

**Guests on Phone:** Darlene Heard-Thomas (Guest-Romulus/Inkster), Ron Redmond (Guest -Allen Park)

**Guests Present:** Linda Junod-Gibraltar, Priscilla Albano-Woodhaven, Theresa Beard-Romulus, Kathleen Schanbeck-Canton, Kathleen McCartney-Grosse Ile, Christin Roth-Wayne/Westland, Stephanie Gagne-Drb. Hts #7, Darnella Delfie-Wayne RESA

**RESA Representatives:** Karen Howey, Larry Stemple (unofficially attended), Regina Baker

**Dates to Remember**

<b>Dates to Remember</b>	
<i>Next meeting December 12, 2019 @ 6:30 pm</i>	

**II. Approval of Agenda**

A copy of the meeting agenda was emailed and posted to the website to members in advance and made available at the meeting. A motion was made by Jennifer Seal and seconded by Iesha Brassell to accept the agenda. Motion was supported by majority of members present. No objections were made.

**III. Approval of Minutes**

A copy of the October 10, 2019 minutes was mailed and posted to the website to members in advance and made available at the meeting. A motion was made by Maha Jaber and seconded by Linda MacClinton to accept the minutes with noted changes. Motion supported by majority present. No objections were made.

Discussion: There is a correction to the attendance from October. Barb Wilson and Heather Stefan were excused but not marked that way on the minutes.

**IV. Presentation:**

Kelly Rogers from START presented on self-management. Visuals are one of the best universal supports for all age levels and all disorders, as well as for self-management.

You can use these visuals for Behaviors, organization, tasks, plus more.

**Self Management by Presenting Problem**

- Independence in Routines
- Self Awareness
- Interruptions/Disruptions to Instruction
- Anxiety Reduction
- Time
- Organization
- Expectations
- Behavior/Break
- Engagement/Academics
- Manage High Interest Area
- Socialization
- Job/Vocational Tasks



## Why Self-Management?

- How do we manage our behavior?
  - Recognize Unspoken Rules / Hidden Curriculum?
  - Self-Regulation: Self-Monitoring / Self-Reflection by context?
  - Understand the rules / norms?
  - Discriminate between appropriate / inappropriate behavior?
- Self-management systematizes these self-regulation strategies so that individuals with ASD can learn the rules and norms needed to act appropriately in a given situation.
- Self-management is both a tool to teach other skills and an important skill in itself (self-determination)



## Benefits of Self-Management

1. Provides students with a sense of ownership for and control over their own behavior, which is inherently reinforcing and may also make it less likely that students will try to control the teacher's behavior.
2. Provides consistent alignment with the philosophy of positive behavioral supports and interventions (PBIS) which calls for behavioral management techniques to be positive, preventative, educational, and empowering.



Things to remember when using this system: 1) you can use physical items such as friendship bracelets as rewards to promote positive behavior (this way adults can “see” how many times the child has done well versus using an edible reward). 2) **IMPORTANT: No consequences:** this is just to make them aware of undesirable behavior and more self-directed. 3) If you have a child that needs options: you can make the visual with two columns but they will be identical (maybe vary a word or two), then they have a plan a and b but the goals and rewards are the same. 4) YOU make these so they can be as simple (aka basic) or as elaborate as you want to make them (keep in mind sometimes less is more).

### Post-Writing Checklist

Sentence #	Does this sentence make sense?	Did I write about any "Forbidden" topics?
1	Y N	Y N
2	Y N	Y N
3	Y N	Y N
4	Y N	Y N
5	Y N	Y N
6	Y N	Y N
7	Y N	Y N
8	Y N	Y N
9	Y N	Y N
10	Y N	Y N

How many sentences do I need for this writing assignment? between \_\_\_\_\_ and \_\_\_\_\_

Did I use a good introductory sentence?                      Y                      N

Did I use a good concluding sentence?                      Y                      N

Forbidden Topics:

## Self-Management for Routine Independence

Self-monitoring

David's goal is to walk independently through the hallway.

David's self-monitoring checklist:

Did I go directly from one class to the next, only stopping at the bathroom if necessary?	yes	no
Did I get to class on time?	yes	no
Did I walk at a regular pace—not running and not too slowly?	yes	no
Did I walk nicely—with my hands and feet to self, not touching others?	yes	no
Did I look nicely at other people?	yes	no

- 9<sup>th</sup> grader with ASD
- Did not like having a paraprofessional walking with him between classes; ran away, hid, etc.
- Used the self-management checklist to increase independence so paraprofessional wasn't needed



Student's Name \_\_\_\_\_ Date \_\_\_\_\_

**Jana's Schedule**

**The Rules**  
 I raise my hand in class.  
 I sit in my seat while teachers teach.  
 I always use politely for my seat.  
 It's OK if I don't get a turn.  
 Adults can say "NO" to something, that's OK.

Appropriate and Inappropriate Verbal Exchange

Appropriate: Directions, Ask for Help, Questions about school work, Clarification of Confusing Social Situations, \_\_\_\_\_

Inappropriate: Swear Words, Sexual Comments, Threatening Words, \_\_\_\_\_

Rock & Roll - Self-Management System

Person I Talked To	Rush Song Appropriate?		Found in Metallica song?		Check System	
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree
	YES	NO	YES	NO	Agree	Disagree



Activity	Time in Class	2 mistakes allowed	2 Questions or Interruptions	Data Collection
Computer break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Video Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Computer Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Video Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Computer Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Video Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Lunch				J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Feed the Pigs	Yes/No			J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Safety Patrol			○ ○	Stand in Square Y N Quietly put cards in post Y N Leave Classroom Y N
Video Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Read to 310	Yes/No		○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Computer Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Video Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N
Computer Break		△ △	○ ○	J did work assigned by teacher Y N J did not disrupt lesson Y N J entered/left class w/o problem Y N

Struggles with Making Mistakes - Allow 2 Mistakes Per Activity

Interrupted Teacher during Lecture. Allowed 2 Interruptions Per Lecture

System to Determine if Student Was on Task During Activity and Used Break Appropriately

Comments from the C.E. and SsEd Teacher:

# A Series of Time Questions

- Does the student have difficulty understanding or managing time increments (FBA DATA)?
- What does the student do that indicates an issue with time management? EX: asking multiple times about the time something will occur or leaving the environment because in student's mind, activity is over.
- How can you visually organize the time management issue in a way the student can understand and take ownership over it.
- Who are the participants in the task or routine who may need to be included in the process?
- What are the student's interest areas?

This will assist in the development of the system to promote engagement



**Connor's Schedule**

Date: \_\_\_\_\_

Subject	Peer(s) Assigned	Minutes in Class	Self-Management System
Arrival (116)			Del to Room 116 Yes No No Homework Accuracy Y N Use of Backpack and PPT in class Yes No No Homework Accuracy Y N Support Ms. Smith Yes No No Homework Accuracy Y N Use of Backpack and PPT in class Yes No No Homework Accuracy Y N Use of Backpack Yes No No Homework Accuracy Y N Self-Management System Yes No No Homework Accuracy Y N
1st Hour (245)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
2nd Hour (212)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
3rd Hour (116)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
4th Hour (101)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
Lunch			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
5th Hour (206)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
6th Hour (107)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N
7th Hour (116)			Use of Backpack Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N Completed a Question Yes No No Homework Accuracy Y N Answer for Help Yes No No Homework Accuracy Y N Rush Album in class Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N Workshop on binder Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N PPT in Home Work Yes No No Homework Accuracy Y N



When you are using the rewards keep in mind these things: If you want them to complete the chart for the day to say receive 10 mins of computer time and they only complete (let's say) 3 out of 4 then they would receive no reward. If you have a child that needs to see some sort of result to keep them engaged or reaching for their "ideal" goal (all 4) then you may want to do a reward of say each item gets them 2 minutes of computer time, by completing all of them they get bonus time ( 2 mins x 4 items = 8 mins, by completing them all they get an extra 2 mins of time).



If my teacher and I agree on \_\_\_ I will earn \_\_\_.

If I continue to yell or whine after I have been given a warning, there may be a consequence



## USE CAUTION INCENTIVIZING

### Contingent Reinforcement



Instead of calling it reminders or on task try calling it prompting.

- 1) Give verbal instruction 1<sup>st</sup>
- 2) Everything after is a prompt and is not verbatim – use a visual prompt, gestural. No more than 3 prompts (visual) ex: check your schedule, gesture, model partial physically.

### Prompting Procedures

(NPDC EBP Brief;

AIM Modules: [Autism Internet Modules](#) )

#### • Instruction vs. Prompting:

- First time given = instruction;
- Every support after to elicit the response = prompt

#### • Prompt = “help” to teach the correct response

#### • Goal of prompt is to elicit correct response

- Repeating instructions = verbal prompts
- Multiple prompts encourages inattention / guessing

#### • Use least intrusive prompt necessary to get the correct response

### Types of Prompts

#### • Physical Prompts: Most intrusive / restrictive type of prompt.

- Full physical guidance to a partial physical prompt such as a light touch to encourage a response.

#### • Verbal Prompts: Additional verbal instruction to perform the required action.

#### • Visual Prompts:

- **Object Prompts:** The object acts as a stimulus for the response.
- **Gestural Prompts:** A point or other gesture to prompt the expected response.
- **Pictorial:** A picture or other two dimensional representation (words, symbols, etc.) acts as a stimulus for the response.
- **Positional Prompts:** Positioning the correct response in a way that the student is more likely choose it (often used in direct instruction situations).
- **Model Prompts:** Demonstration of the behavior to be performed (i.e., showing how to perform the behavior/action).



Resources for Self-Management:

<https://www.gvsu.edu/autismcenter/resources-for-parents-245.htm>

<https://www.gvsu.edu/autismcenter/k-12-self-management-220.htm> (power point from meeting)

<https://autismpdc.fpg.unc.edu/>

<https://autisminternetmodules.org/>

Self-management is for teaching these kids what behavior goes with given situations. Teaching them scenarios and what is expected of them in a normal situation and what variables may be and how to anticipate the behavior that should be expressed with these new variables.

Unspoken rules that happen: ex: theatre arm rest; when to share or not share

Teaching students to a) monitor behavior b) record performance and c) obtain feedback/reinforcement

Implementation steps a) prepare the system, b) teach student to use the system, c) implement the system with adult support, d) promote independence with the system

There are wide variety of ideas for charts and visual aids (doesn't need to be elaborate – basic is just fine) to engage your child into this system. (ex: if they like Pokémon (you can use the characters), star wars, etc.)

#### **V. Chairperson Report –**

Eileen passed out information from The Arc NW – “After I’m Gone” program, and they are now offering free webinars on set days/times. She also stated when you call the Michigan Special Education Information Line, if you leave a message, they WILL return your call.

#### **VI. Vice Chairperson Report-**

If you need a new member packet please see Kara Clarke

#### **VII. Secretary Report**

If you need business cards either because you are new or because you need more please see Samara Wolf or Jennifer Padgett for the paper to fill out.

Please remember to sign in at every meeting not only for the purposes of minutes but also for the year end mileage reimbursements.

Jenn also put out there – Happy Care Givers Month –

Remember sometimes care givers wear more than 1 hat – often many hats - PLEASE take the time to take care of yourself (health, hygiene, mental rest, etc.) they need us!!!!

#### **VIII. Treasurer Report**

The account remains at \$2,699.12

#### **IX. Membership/Public Relations Subcommittee**

Kara reported on a couple of events she went to recently –

Wright’s Law Seminar – obtained books “All about IEP’S” from Emotion to advocacy, “Special Ed Law, 2<sup>nd</sup> Edition” ( Kara has stated she is willing to loan these books to anyone interested- please contact her if you are interested in looking at these books)

Disability Pride Conference – Put on by Developmental Disabilities Council – talking to kids about their disability so they can be proud of who they are.

Public relations: This group is working but nothing to report at this time

Samara – Tidbits developed from doing these minutes – places you may want to belong to or look into if you aren’t already : Autism Alliance of Michigan ( <https://autismallianceofmichigan.org/> ), Michigan Transition Services Association ( <http://www.michigantasa.org/> ), Grand Valleys site for START resources ( <https://www.gvsu.edu/autismcenter/resources-for-parents-245.htm> ), Through Michigan.gov you can sign up to receive updates and alerts (this link takes you to the initial screen to sign up) - [https://public.govdelivery.com/accounts/MIMDE/subscriber/new?topic\\_id=MIMDE\\_69](https://public.govdelivery.com/accounts/MIMDE/subscriber/new?topic_id=MIMDE_69) ,

Michigan Alliance for families site ( <https://www.michiganallianceforfamilies.org/> ), Use this page to browse bills in the U.S. Congress related to the subject Special education, as determined by the Library of Congress( [https://www.govtrack.us/congress/bills/subjects/special\\_education/6007](https://www.govtrack.us/congress/bills/subjects/special_education/6007) ) Link for Mich. Bills ( [https://www.legislature.mi.gov/\(S\(wicjnbrik5acizouocw0z55s\)\)/mileg.aspx?page=home](https://www.legislature.mi.gov/(S(wicjnbrik5acizouocw0z55s))/mileg.aspx?page=home) ) I clicked on bills (on the left of the page) and then did a search by category of Education and then once that screen opened I refined search by typing special education in the box.

I HIGHLY recommend this link as it's a HUGE list of resources (websites, documents, etc.) - [https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/free\\_resources\\_and\\_info\\_for\\_parents\\_and\\_providers\\_7.22.16.pdf](https://www.gvsu.edu/cms4/asset/64CB422A-ED08-43F0-F795CA9DE364B6BE/free_resources_and_info_for_parents_and_providers_7.22.16.pdf),  
Need acronyms? ( <https://www.parentingspecialneeds.org/article/disability-acronyms-abbreviations/>

## **X. Subcommittee Reports**

Membership: Please remember to report your absence to anyone on the board or RESA – Members are allotted 2 meetings in which they can miss ( whether its excused or un-excused) per school year. You have other options to attend the meeting other than in person (cloud or call in).

Letters to those that have been missing meetings may soon be sent out to verify if they are still committed to being part of the WCPAC or not (if they are not, they will be asked to send in a resignation letter so that the position for the school or district they represent).

Legislative:

- Sect. 298 Pilot – Vetoed by Whitmer; all work done by Pilots has ceased due to this veto.
- Health and Human Services – Medicaid – how to pay, financial integration
- Abuse task force (working on many issues that are being worked on for adults with disabilities) – Elder word being replaced with “vulnerable adult” as these two task forces work together
- HR4516 – House Bill Symbol of stick figure in wheelchair changing to a moving forward in wheelchair. All pre-existing figures may remain – any new construction needs to display the new symbol. Expected to pass, as it is a no-cost bill.
- SB600-SB601 – REALLY BIG!!!! Giving more control to districts about graduation requirements. Personal curriculum would go away, but the essentials of Personal Curriculum are embedded in the language of the bills – 4yr. science, Algebra II (eliminating) Eileen will be sending the 1 page sheet via list-serv so we can all read it at our leisure
- HB4675 – Complicated but important - Strict discipline academies – 1 person Gets to decide whether your child goes to SDA (Tier 3 support) it could be the chief school administrator. This is a concerning bill.

Parent Handbooks: work is progressing

## **RESA Reports – Larry Stemple, Karen Howey, Regina Baker**

Larry Stemple – Stopped in for a short visit. His health is improving and he hopes to come back from his medical leave soon. Larry let the WCPAC know how much he missing being around us and taking our good-natured kidding. He also really appreciated the kind words written by all in

the cards that were sent to him during his recovery. The WCPAC Members were able to collect hugs and encourage Larry to hurry back!

Karen Howey – Family Matters Resource -Making sure we know about this resource

Go to [www.michigan.gov/mde](http://www.michigan.gov/mde) then scroll down (on the left) click the special education section, click on Parent Resources – when you scroll down you will see all the resources including a link for Family Matters or you can copy and paste this url: [https://www.michigan.gov/mde/0,4615,7-140-6598\\_88195-480506--,00.html](https://www.michigan.gov/mde/0,4615,7-140-6598_88195-480506--,00.html)

Regina Baker – Reminder that IF a PAC meeting were to be cancelled it will be listed on RESA's website, the board members will divide the member list and advise everyone accordingly, if you use the REMIND app it will be there as well.

**XI. Member Reports NONE**

**XII. Adjournment**

A motion was made by and seconded by to adjourn the meeting at 8:32 p.m. Motion passed by majority present. No objections were made.

**The next WCPAC meeting is scheduled for Thursday, December 12, 2019 at 6:30pm at Wayne RESA in the Boyds Arthur's Auditorium.**