



The Southeast ASD Scoop

September 2010
Volume 2, Issue 1

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Make Teaming a Priority

I know...you are probably thinking “Another meeting! There’s no way I’m going to go to another meeting.” I understand why teachers and staff become frustrated when the idea of team meetings are discussed. It already feels like we don’t have enough time in the day to finish everything that needs to be done, so adding another meeting can be stressful.

However, creating a team meeting for your student is one, if not the most important strategy that you can put into place for your student. Literature suggests that schools that create a student team and utilize a meeting process for student educational planning are more effective in designing student educational plans and problem solving. Team meetings are critical to the education and success of your student with an Autism Spectrum Disorder (ASD).

Creating a team is easy. Finding a time to meet is more difficult. Members on your student’s team should include the student’s parents, general education teachers, special education teachers, an administrator, and paraeducators that work with the student. Meeting times can vary depending on the team members schedules. Before school, after school and lunch times can be used for team meetings. Assigning a specific day of the month to meet, e.g., the 1st Monday of the month, can also be beneficial to getting student meetings on teacher’s schedules.

There are several components of teaming that research has shown to be effective. The first component is team guidelines or “norms”. Clear team norms will help teams stay organized, decrease anxiety, and allow all team members to be active participants in the teaming process. Some

examples of team norms are:

- Be on time.
- Be honest.
- Treat others with respect.
- Turn off cell phones.
- Offer opinions, and if you disagree, disagree respectfully and honestly.

Creating team norms will help the team run more efficiently and effectively.

The second component in creating a successful team is establishing the structure for your student’s team meeting. This means creating an agenda for the meeting that includes items for discussion. Time limits should be included on the agenda to help structure the meeting. Each topic, concern, or issue should be

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Southeast Region ASD Network

Welcome to the Southeast Region!

For staff that are new, the Southeast Region is one of five regions that are part of the Nebraska ASD Network. Each region has a regional coordinator, along with a region ASD team. Through the coordinated efforts of ESUs 4, ESU 5, ESU 6, and Lincoln Public

Schools, the Southeast Region ASD Network provides support to parents and school districts that have students on the autism spectrum. Through professional development opportunities, consultation, and assistance with evaluations, the network strives to help school districts provide free, appropriate public education based

on the needs of each student with ASD.

If you would like more information about the Network or need assistance, please visit the website or blog listed on the back page, email or call Melissa Trautman at 402-761-3341 or

mtrautman@esu6.org



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listed on the team meeting agenda. Other items for discussion that are not on the agenda can be added or put on the agenda for the next team meeting.

The third component of an effective team is to assign roles for the meeting. At the minimum, teams need a *facilitator*, *recorder*, and *time keeper*. Other roles can be created as needed during team meetings. It's a good idea to switch or rotate roles every meeting or every other meeting to make sure that all team members are involved in the teaming process.

The fourth component is the actual process of the team meeting. Using the agenda, discuss the items that are listed. The recorder should record what is discussed and any problems or issues with the topic. After the discussion takes place, any action that needs to be completed, such as creating a visual schedule, should be recorded with the name of the person responsible and the date that it should be completed by. By writing down actions that needs that will be taking place, the team can check back on the progress at the next meeting.

The final component to an effective

Make Teaming a Priority

team meeting is to create a plan for team members that are unable to attend and members that do not attend on a regular basis. Team members that are unable to attend or have a conflict during the regularly scheduled meeting should get a copy of the agenda and notes, so that they know what was discussed. The meeting facilitator or another designated staff member needs to check in with the missing team member to make sure they do not have any questions about what was discussed. The team should also problem solve about team members that do not attend on a regular basis and see what can be done to make the meetings more useful to those members. This could be sharing the purpose of the meeting with the team member, discussing ways that the meeting could be beneficial to the team member, or just making sure that candy and other treats are available during the meeting.

At the end of the team meeting, the date for the next team meeting should be discussed and scheduled. Any items that need more discussion or items that need follow up should be added to the agenda for the next meeting. Team notes need to be written up by the recorder and given to the

team members by making them a copy or sending an email with the notes attached.

Creating a student team is a *process*. Remember, effective student teams will take time to develop. Meetings may last longer at the beginning of the school year when the team is getting to know the student, while towards the end of the school year the team may be able to get through a team agenda in 15 to 20 minutes.

The Southeast Region has several schools using a team approach already. These schools have team meetings with school personnel and parents to discuss or problem solve specific items. Some student teams meet bi-monthly, monthly, or once a quarter. The frequency of the team meeting should be determined by the progress the student is making and the communication between team members.

If you are interested in learning more about the teaming process, have specific questions, or need a template of an agenda, please contact Melissa at mtrautman@esu6.org or Aimee Daily at adaily@esu4.org.

I look forwards to hearing about the creation of student teams in the Southeast Region!

How Do I Fit It All In?

The beginning of the school year is often a stressful time because we are trying to figure out how to work on all of the goals and objectives our student's have on their IFSP/IEP. It seems like we'll never have enough hours in the school day to work on all of the skills that we would like to.

To help reduce stress, IFSP/IEP teams can utilize a matrix to track which goals and objectives are taught through out the school day. A matrix can also be used to help communicate between team members what skills need to be addressed at certain times of the day. We often have several staff members working with different students throughout

the day and using a matrix is an easy way to communicate and document goals and objectives that are being taught. The matrix can also give general education teachers a list of specific goals or objectives that they need to address in their classroom.

To complete a matrix, you will need the student's schedule and the list of goals and objectives the student has on his or her IFSP/IEP.

Begin by writing all of the student's goals and objectives down the left side of the chart. Across the top of the chart, list the student's schedule including arrival, specials, lunch, recess, and dismissal. As a team, go through each goal and

objective and decide where in the school day it be addressed. For example, if the objective is to greet peers, staff members working with the student during arrival, lunch, recess, and other social times of the day can help address the objective.

A blank matrix can be found on the ESU 6 ASD page (www.esu6.org/services/asd_home.htm) or the Southeast ASD Blog (<http://seasdnetwork.wordpress.com>).

Please contact Melissa if you would like more information or assistance in completing an IEP Matrix.

Southeast ASD Region Training Calendar

Flyers and information on registration for all workshops are available on the SE Region Website or blog at: http://www.esu6.org/services/asd_home.htm or <http://seasdnetwork.wordpress.com>. Information can also be found on the State ASD website <http://www.unl.edu/asdnetwork>

<u>September</u>	<u>February</u>
<p>The Basics of Applied Behavioral Analysis Dates: September 24th, 2010 Place: ESU # 5, Beatrice Time: 8:30-3:30 Presenter: Torri Smith Tejral, MS, BCBA</p> <p>CANCELLED: The Ziggurat Model: Date: September 28th – 29th, 2010</p>	<p>Pivotal Response Training Date: February 11th, 2011 Place: ESU #3, Omaha Time: 9:00 to 3:00 Presenter: Teri McGill, Metro Region ASD Coordinator and Melissa Trautman, SE Region ASD Coordinator</p>
<u>October</u>	<p>Executive Functioning Skills in the General Education Classroom Date: February 28th, 2011 Place: TBA Time: 9:00 to 3:00 Presenter: Melissa Trautman, SE Region ASD Coordinator</p>
<p>Fall ASD Symposium October 21st – 22nd, 2010</p> <p>Day 1: Strategies for Teaching Reading Comprehension to Students with ASD October 21st, 2010 Place: St. Marks United Methodist Church, Lincoln, NE Time: 8:30 – 3:30 Presenter: Emily Iland</p> <p>Day 2: Socially Savvy & Emotionally Equipped: Strategies to Teach Social/Emotional Skills October 22nd, 2010 Place: St. Marks United Methodist Church, Lincoln, NE Time: 8:30-3:30 Presenter: Jill Kuzma</p>	<p style="text-align: center;"><u>April</u></p> <p>Nebraska ASD State Conference Date: April 7th and 8th, 2011 Location: Embassy Suites, LaVista, NE Keynote Speaker: Michelle Garcia Winner</p>
<u>November</u>	<u>May</u>
<p>Autism Action Partnership Conference Date: November 4th – 5th, 2010 Place: Scott Conference Center, Omaha Presenter: Jed Baker, Marc Ellison Find registration forms and information online at http://www.autismaction.org</p>	<p>ESU #5 ASD Workshop Date: May 24th – 27th, 2011 Place: ESU #5, Beatrice Time: 9:00 – 3:00 Presenter: Melissa Trautman, SE Region ASD Coordinator</p>
<u>December</u>	<u>June</u>
<p>Autism and the Very Young Child: Birth to Three Date: December 10th, 2010 Place: ESU #6, Milford Time: 8:30 to 3:30 Presenter: Teri McGill, Metro Region ASD Coordinator and Melissa Trautman, SE Region ASD Coordinator</p>	<p>Introduction to High Functioning Autism and Asperger Syndrome Date: June 2nd, 2011 Place: ESU #6, Milford Time: 9:00 to 3:00 Presenter: Melissa Trautman, SE Region ASD Coordinator</p>
<u>January</u>	<p>Introduction to Autism Date: TBA Place: ESU #3, Omaha Presenter: Teri McGill, Metro Region ASD Coordinator</p>
<p>Case Study Problem Solving Day**Open only to staff in the SE Region Date: January 14th, 2010 Place: TBA Time: 8:30 to 3:30</p>	<p>Structured Teaching Date: June 6th – 7th, 2011 Place: ESU #6, Milford Time: 9:00 to 3:00 Presenter: Melissa Trautman, SE Region ASD Coordinator</p>
<p>Transition: Middle School, High School and Beyond Date: January 26th, 2011 Place: ESU #3, Omaha Time: 8:30 to 3:30 Presenter: James Emmett</p>	<p>Planning Social Skills Instruction for Students with HFA/AS Date: June 8th, 2011 Place: ESU #6, Milford Time: 9:00 to 3:00 Presenter: Melissa Trautman, SE Region ASD Coordinator</p>

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Check Us Out on the Web !

http://www.esu6.org/services/asd_home.htm

<http://seasdnetwork.wordpress.com>

<http://unl.edu/asdnetwork>

September Trainings

“Introduction to Applied Behavior Analysis”

September 24th, 2010

ESU 5, Beatrice

Cost: \$10.00 (lunch included)

Please visit the Southeast ASD websites (see above) for registration information and the workshop flyer.

SAVE THE DATE!

The 2011 Nebraska ASD Conference will be April 7th and 8th, 2011 at the Embassy Suites in La-Vista.

Our Keynote Speaker is

Michelle Garcia Winner!