



## Minneapolis ASD Community of Practice Region 11 Meeting

Date: January 20, 2022

Time: 3:15-4:15 PM

Location: Google Meet Virtual Meeting

### 1. Introductions:

- Warm Welcome and Introductions!
- A bit of history
- Sign up for registration:
- Discuss Meeting days/times that work best for you
- Funding/Budget update (\$2000 remains)

**Notes from discussion:**

### 2. State Information: Updates

- [one page descriptions \(sample\)](#)
- EBP implementation statewide
- Statewide newsletters
- [New online Assessment Tool](#)

**Notes from discussion:**

### 3. Review Goals/Measurable Activities:

Due to the nature of this year, we may have to modify our goals slightly:

- PD/Make and Take on Independent Work
- Resources aligned to our Program Standards
- We have gone beyond our goal on our binders! Working towards providing one for every student K-T+ in a setting  $\frac{3}{4}$  ASD or DCD classroom to use during eLearning days in the home setting. We will ask for feedback from our MS and HS teachers on the resources contained in the binder for future adjustments.

**Notes from discussion:**

- Gallery Walk - Make and Take: Independent Work
- Hailey and Michele will create a 20ish minute mini training on independent work that will be done live in session
- All participants will receive some sort of bins/drawers, independent work tasks (what resources should we use for this? elementary and secondary?)
- Date/Time for session

- Registration link
- Paperwork for Metro ECSU for an event
- Possible dates to consider: Feb 22 (conferences, maybe offer twice), 24, 17, 7th.

Program Standards:

- Is anyone willing to work outside of school hours on this project and get paid for their time?
- The eventual goal is to put this resource on our [Functional Communication PIC Page](#)

**(Goal Information:**

RG5: Through professional development, ensure staff and parents have access to effective implementation for evidence-based practices (EBP.)

**Measurable Activities (At least two):**

1. Evidenced-Based Practice Gallery Walk will occur 2-3 times in virtual and in-person formats. The virtual events will highlight one evidence based practice with a brief overview on implementation with fidelity, resources to take away to support implementation, strategies/resources for parents to utilize in the home environment, and time for the teachers to collaborate. The in-person event will allow teachers to showcase evidence-based interventions district staff are using in classrooms to support learners with ASD and other related disabilities. General education, special education, special education assistants, and related service providers will be invited to attend.
2. Strategy Binders to support students with ASD and other disabilities in being more independent in general education settings will be distributed to special ed teachers. Binders will have a range of evidence-based tools that support student independence and participation across learning environments, such as first/then cards, duration charts, star charts, tools for visual schedules, choice boards and pictures, social stories, etc.

Elementary: Binders will be distributed to new teachers.

Early childhood and middle school students: Pilots of binders will be conducted and teachers surveyed to determine what resources are most useful in order to inform future distribution to larger groups of these teachers.

Parents: Mini binders with parent-friendly resources and explanations will be distributed at the parent resource fair and sent to teachers to distribute to families as they see fit.

BINDER MAKING EVENT: Teachers will be given an opportunity to attend an open event to make and take resources from the binder that they will utilize with students.

3. Program Standards. Students with ASD and other disabilities require a number of antecedent-based interventions and environmental supports to be successful.

Minneapolis Schools has developed a list of program standards for teachers to ensure that these interventions are in place for students. The areas addressed: Learning environment, curriculum instructional practices, and staffing and collaboration. Our Community of Practice committee will add concrete examples of these practices to our electronic toolkit so that teachers can visualize the interventions and then read and learn about implementation within each category. These tools will be utilized as needed and within PD opportunities as appropriate throughout the school year.)

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