

## MAASE Focus Areas:

We will align and organize the strategic priorities and work of MAASE to focus on the following elements:

High Quality Student Evaluations	Specially Designed Instruction	Skilled Staff	Program Evaluation
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Through the platforms of:

Association Partnerships	Legislative Action and Advocacy	Professional Learning	Membership Services
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EdCamp is an open format where group members share thoughts to help one another in implementation of "real life" practice. These notes reflect the thinking of someone in the group but do not represent an official position on behalf of MAASE. Anyone using this as a resource is encouraged to use their best judgement in interpreting the suggestions.

MAASE EdCamp Format:

1. Clarify the Problem of Practice to Solve
2. Collaborate around the Problem of Practice by offering suggestions and resources
3. Give feedback to the committee on how to improve next time

Notes:

- What is the problem of practice?
  - o Struggles with kids coming in
  - o Distinguishing behaviors vs. defiance
  - o How to transition students back to their local - lean on ISD support.
- Suggestions and resources:
  - o Some counties have settings for students who display some of those oppositional behaviors (like the last stop.)
  - o Packet Ideas
    - Matrix of services that have been offered/tried
    - FBA must be on file
  - o Local district provides a para, they come train with the center based program before they transition back to the general ed setting. Then the center program will send someone out for a week or two.
  - o Running staffing meetings with Meeting Mechanics (not from local or center based program) calling that meeting an LRE meeting. Discuss pros/cons - no perfect place for the kiddo, with the conversation focused around least restrictive. Heavy on the neutral person.
  - o Building in half days of support to transition back.
  - o Communicating up front that this is a temporary placements.
  - o Building in ownership to local districts.
  - o Send your exit packets if you would like to share ideas of exit packets to sue@maase.org
  - o Programs/methodologies are people using to have students have some ownership of the transition back

to the local?

- Interview student with preferred subject and guide
- Working on the work from the gen ed setting in the center based to have ownership of the curriculum
- Once a student hits 50% of special ed time in the local, they tend to be back full-time at that point.
- Have local involved and students part of those meetings
- o “Zones of Regulation” vs. Level System
  - Zones connected with how students are feeling - color coded.
  - Helps students to self-regulate (identify, own, then gain strategies)
- o Collaborative Problem Solving Approach (Ross Green) Trauma Informed Practices
  - Some districts using this as an approach in lieu of a level system
- o Muskegon County example (Kristi Bonter)
- o Packet that’s part of the referral process
- o County supports involved
- o Transition out starts 1-2 hours/day where staff might go out with supports

Feedback:

- What made this time worth your while?
  - o We’re not alone!
  - o When you see people nodding, we’re not the only ones
  - o Individualized to our needs - specific
  - o Just to hear what other districts are doing - why reinvent the wheel?
  - o I heard lots of great things people are doing that we can take back
  - o I like hands-on resources people can share
- What specifically can we do to make this better?
  - o Email topics the week out the week before? (People not here on Tuesday)
  - o We encounter the conversations - but we need the local districts. We need more people to be part of the conversation to help bridge the gaps.
  - o Can we Skype people in to be part of the conversation? Technology - maybe in a community of practice?