

## **Cottonwood CDDO Affiliate Meeting**

**1/26/2021 – 2pm**

**By Zoom**

Present; Amy Harmon, Jami Kessinger, Nancy Bullock, Kaitlyn Urban, Jason McKenney, Bill Burns, Susan Davis, Lana Grove, Sarah Elliott, Jenny Broyles, Caitlyn Hendershott, Colleen Hunter, John Dunlap, Connie Farmer, Nanette Perin, Heather Thies, Angie Dougan, Bill Perez, Kara Walters, Phil Bentzinger, Victor Kariuki, Dawn Scott, Kristine Meier, Pam Ludwick, Crystal True, Jill Baker, Ranita Wilks, Andrea Johnson, Marion Babb, Elizabeth Barkley, Frankie Holloway, Angela Levy

1. Guest Speaker – Nanette Perrin and Kristine Meier of Sunflower / LifeShare presented a training on Behavioral Support Planning. The Power Point from the training will be attached.
2. Provider Sharing – GT Independence announced that they have updated their portal for sharing information and will be putting on a self-direction webinar series in March.

Elizabeth from Serenity Case Management reported that the TCM manual workgroup is waiting on feedback from KDADS regarding their recommendations.

3. The Consumer Marketing List is available by contacting Angela for a copy.
4. The next meeting is April 27<sup>th</sup> at 2pm. Please send Angela ideas for guest speakers / topics.

Minutes by Angela Levy



# Behavior Support Planning: Effective Teaching and Behavior Change Strategies

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Presented by:

Nan Perrin, PhD, BCBA-D, LBA

Senior Director of Pathways & RCRS

Kristine Meier, MEd

Positive Behavior Support Pathway Facilitator



*“People are not disabled by physical or cognitive impairments. Rather, architectural barriers, societal attitudes and discriminatory policies contribute to the status of those with disabilities.”*

-Linda Klein, President, American Bar Association



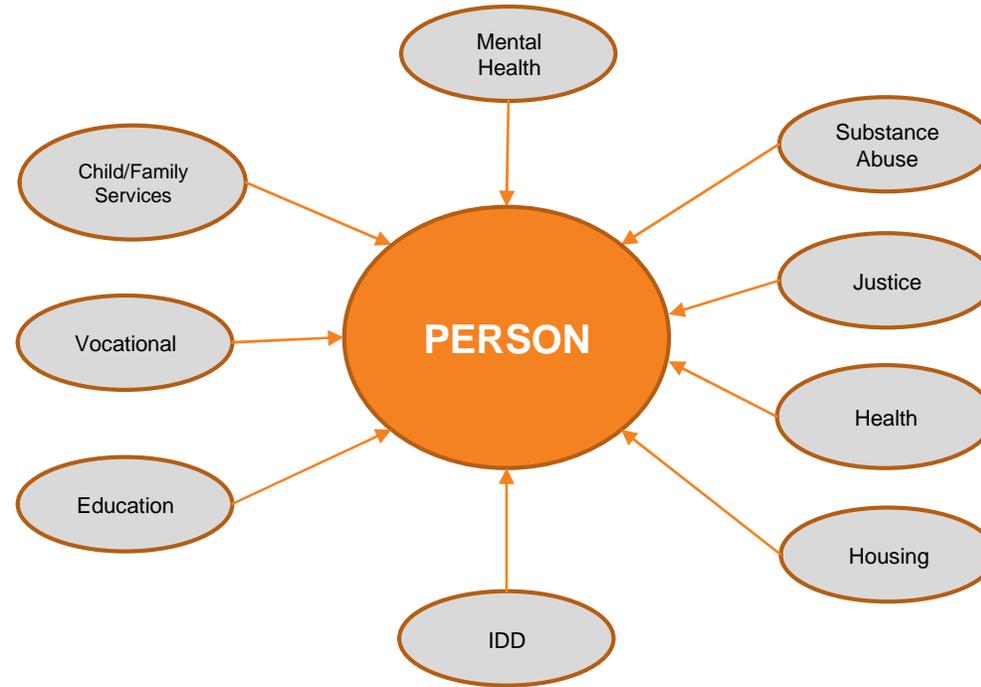
# General Considerations

1. Is it person-centered?
2. How is the individual's quality of life?
3. Is it an Evidence-Based Practice?
4. How do you know if it is working?



# Crisis Planning-Systems Collaboration

- \* People with dual diagnosis are often supported by numerous providers covering multiple systems.
- \* Good crisis planning should include **all** supports in an individual's life.



# Person-Centered

- ▶ Ensuring that the individual is at the center of the decisions which relate to his/her life.
- ▶ Views of the individual should be primary
- ▶ “Nothing about me, without me”



Source: [www.lifecoursetools.com](http://www.lifecoursetools.com)



# Quality of Life



Schalock, R. L., Verdugo, M. A., Jenaro, C., Wang, W., Wehmeyer, M., Xu, J., & Lachapelle, Y. (2005). Cross-cultural study of quality of life indicators. *American Journal on Mental Retardation*, 110, 298-311.



# Developing the Plan

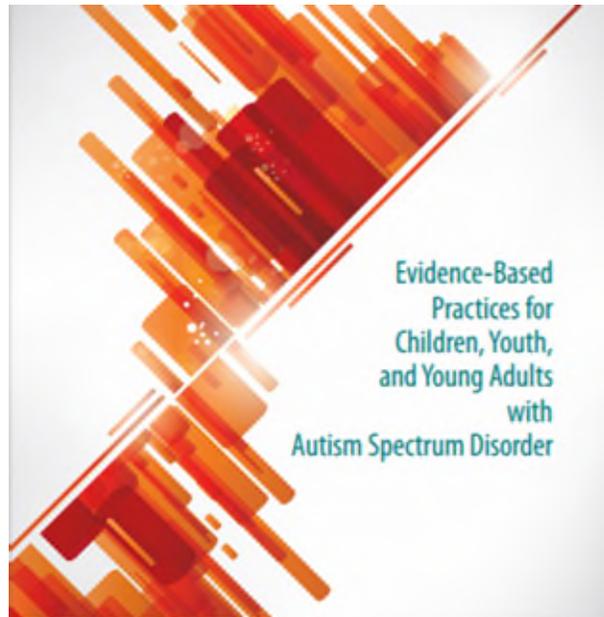
## Proactive Prevention

- \* Develop a range of ways to prevent crisis from happening again.
- \* Responses should be from a range of people, **not** just the person in crisis.
- \* Examples: changing staffing, change the subject, change aspects of the environment.

## Reactive Response

- \* Good reactive strategies are designed to manage people and events as they happen.
- \* Should include strategies for managing safety and how people should respond.
- \* Examples: how to make a space safe, how to best communicate, contacting supports and who is responsible.

# Evidence Based Practices



Connie Wong, Samuel L. Dobb, Kara Hume, Ann W. Cox, Angel Fattig, Suzanne Kucharczyk, Matthew E. Brock, Joshua B. Plomin, Veronica P. Flory, and Tia R. Schultz

Autism Evidence-Based Practice Review Group  
Frank Porter Graham Child Development Institute  
University of North Carolina at Chapel Hill

- ▶ Interventions and techniques that have undergone rigorous experimental evaluations
  - ▶ Supported by data
  - ▶ Has been repeatedly tested
  - ▶ Can be reproduced in other settings

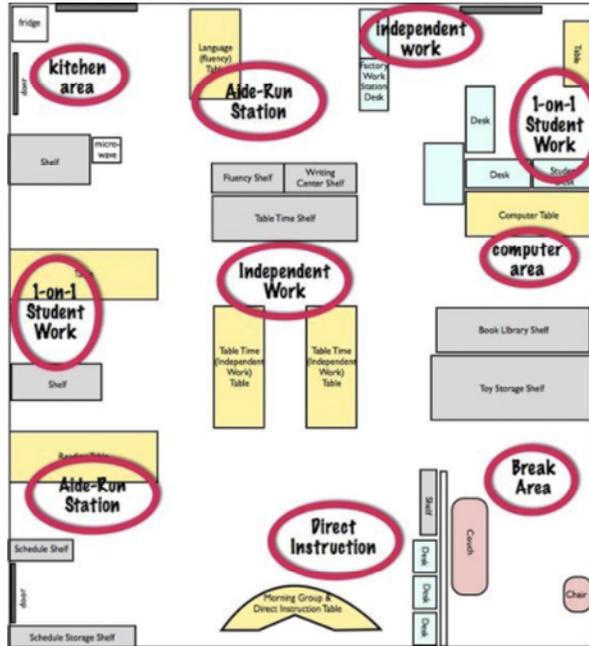


# Structuring Supportive Environments

- ▶ Physical environment
- ▶ Routines and rituals
- ▶ Schedules
- ▶ Visual Supports



# Structuring the Physical Environment



# Routines

### Bedtime Routine

Time for bed

- Put on pajamas
- Use the bathroom
- Wash hands
- Brush teeth
- Get a drink
- Read a book
- Get in bed and go to sleep

\*Weiss, S. and Malow, B.A., Strategies to Improve Sleep in Children with Autism Spectrum Disorders: Autism Speaks-Autism Treatment Network.

### My Weekly Cleaning Routine

- Mondays - Clean Bathrooms**
- Tuesdays - Clean Kitchen**
- Wednesday - Dust**
- Thursday - Vacuum and Mop**
- Friday - Sweep Porches**
- Saturday - \*Clean other things like windows and baseboards as needed.**

### After School Routine Clock

**HOMWORK**  
**PLAY TIME**  
**DINNER**  
**BATH**  
**BEDTIME**

### Morning Routine

- Brush your teeth
- Wash your face
- Comb hair
- Get dressed
- Make bed

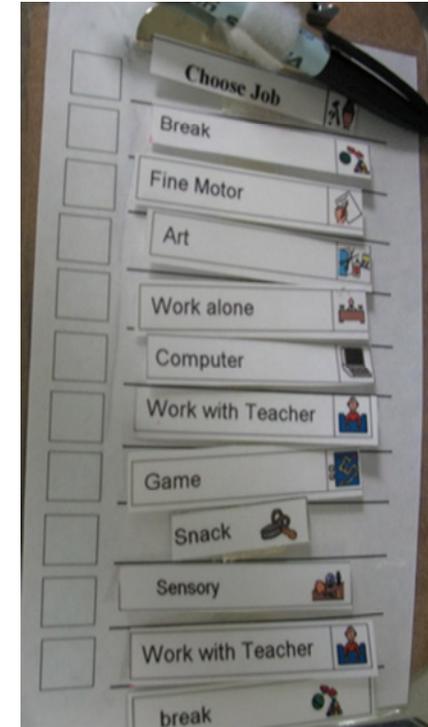
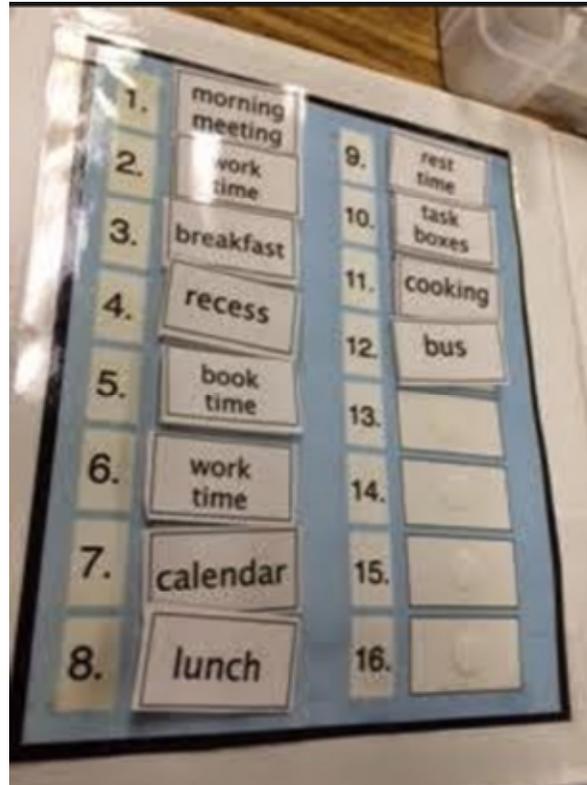
### Exercise Routine

- 10 push-ups
- 40 squats
- 40 lunges
- 10 push-ups
- 50 sit-ups
- 10 push-ups
- 60 sec plank
- 50 sit-ups
- 10 push-ups
- 10 lunges
- 10 squats

### Morning Routine

	6:15 am Wake Up	<input checked="" type="checkbox"/>
	6:20 am Feed & Water Dog	<input checked="" type="checkbox"/>
	6:25 am Make Bed	<input checked="" type="checkbox"/>
	6:30 am Brush Teeth/ Wash Face	<input type="checkbox"/>
	6:35 am Brush Hair	<input type="checkbox"/>
	6:40 am Get Dressed	<input type="checkbox"/>
	7:00 am Take Medication	<input type="checkbox"/>
	7:10-7:20 am Get on Bus	<input type="checkbox"/>

# Schedules

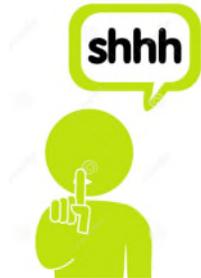
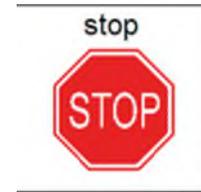
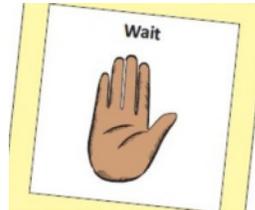


# Other Types of Visual Supports

## Lists:

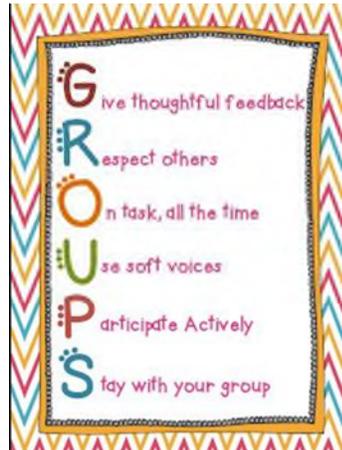


## Cuing/ redirection:

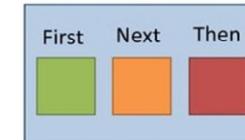
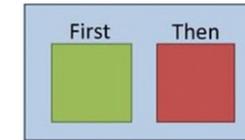


## Clear expectations:

1. Use inside voices
2. Use your listening ears
3. Speak kind words
4. Use gentle touches
5. Sit on furniture



## Mini-schedules and First-then:



# Increasing Desired Behaviors

- ▶ Antecedent-based strategies
- ▶ Reinforcement
- ▶ Teaching New Behaviors
- ▶ Self Regulation



# Antecedent-based Strategies

- ▶ Changes to physical environment
- ▶ Increase predictability
- ▶ Visual supports and schedules
- ▶ Utilize routines
- ▶ Transition warnings
- ▶ Incorporate choice as much as possible
- ▶ Alternate difficult and preferred tasks (Premack Principle),
- ▶ Modify or accommodate demands (instructions)
- ▶ Preteaching
- ▶ Active engagement
- ▶ Noncontingent reinforcement (attention, escape)



# Positive Reinforcement



Something that immediately follows a behavior that increases the likelihood of that behavior occurring again in the future.



# Negative Reinforcement

Something that is taken away or stops immediately following a behavior that increases the likelihood of that behavior occurring again in the future.

Sam prompted to carry in groceries. Yells "NOOOO!" and starts to lash out at others.



Groceries are taken away and Sam is left alone.



Behavior increases



Sam will likely scream again when a asked to carry groceries.



# Positive & Negative Reinforcement



- ▶ When both parties are reinforced – behavior of both people are likely to repeat or increase in the future.



Negative Reinforcement  
**Staff** will likely carry in groceries himself when Sam screams (reinforced by quiet and avoiding being hit)



× Positive & Negative Reinforcement  
**Sam** will likely scream again when he is asked to carry groceries (reinforced by escaping the work and getting to do what he wants)



# Reinforcement

How do we know something is a reinforcer?

When it **increases** the future likelihood of a target behavior.

Types of reinforcement:

- ▶ Social reinforcers
- ▶ Activity reinforcers
- ▶ Tangible reinforcers
- ▶ Sensory reinforcers

How do we know what type of reinforcer to use?

- ▶ Consider the individual's preference
- ▶ Consider doing a preference assessment



# Teaching New Behaviors

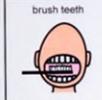
- ▶ Task analysis
- ▶ Chaining
- ▶ Shaping
- ▶ Prompts



# Task Analysis

Breaking down skills into smaller steps.

**Brushing Teeth**

1	2	3	4	5
wet toothbrush	toothpaste on brush	brush teeth	spit in sink	rinse toothbrush
				
<input type="checkbox"/>				

## French Cranberry Chicken

- 1 cup Soup Of Success French Crème Dressing (prepared)
- 1 cup whole cranberry sauce
- 1 package dry onion soup mix
- 1 1/2 pounds of boneless chicken breast

Place chicken in a 9x13 dish.  
Mix dressing, cranberry sauce, and soup mix and pour over chicken.  
Bake at 350 degrees for 45 minutes.  
Serve over rice and enjoy.

**RETURNING CANS AND BOTTLES**

1	OPEN THE RECYCLE BAG.	
2	SORT THE CANS, THE PLASTIC BOTTLES AND THE GLASS BOTTLES	
3	AT THE RIGHT MACHINE, WAIT FOR THE GREEN LIGHT EACH TIME YOU PUT IN AN ITEM.	
4	CONTINUE TO INSERT THE RIGHT ITEMS INTO THE MACHINE UNTIL THEY ARE ALL DONE.	
5	AFTER ALL ITEMS ARE IN EACH MACHINE, PUSH THE CASH BUTTON AND GET A RECEIPT.	
6	GO TO THE CLERK AND TRADE THE RECEIPT FOR CASH.	

# Chaining

Sequencing the steps together to make a complete skill.

- ▶ As each step is mastered, introduce the next skill and link to the previous one

## Backward Chaining

- ▶ Skills are learned in succession, starting with the last step in the sequence
- ▶ Most appropriate when the individual can be reinforced by a sense of accomplishment



# Shaping



Reinforcing small steps or approximations to the target behavior you want while maintaining the interest, motivation and willingness of the person to keep trying.



# Prompts

Also referred to as a cue or reminder. Signals the individual that a certain behavior is expected.

- ▶ Must be clearly understood by the individual
- ▶ Something already in the individual's repertoire
- ▶ Clear, concise, logical and meaningful



# Types of Prompts

## Visual prompts

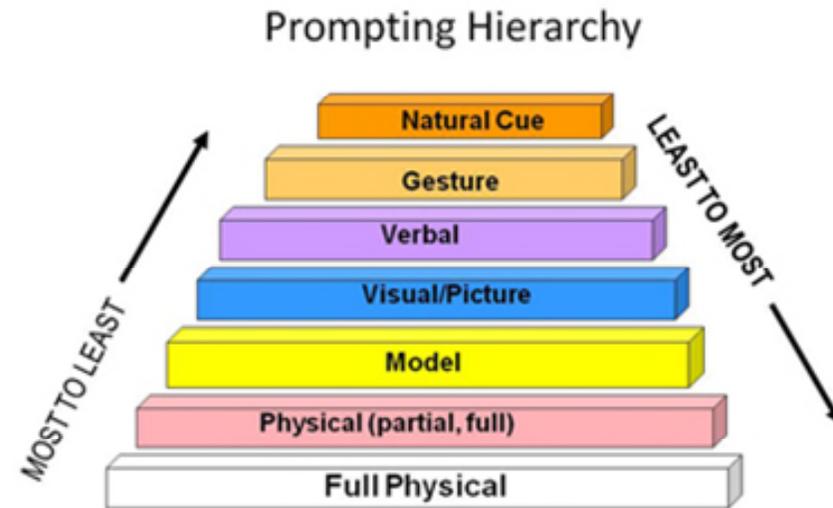
- ▶ Pictures, visual supports
- ▶ Gestures
- ▶ Modeling
- ▶ Signs

## Verbal prompts

- ▶ Rules
- ▶ Instructions
- ▶ Hints

## Physical

- ▶ Hand over hand (full prompts)
- ▶ Physical guidance/positioning (partial prompt)



<http://mast.ecu.edu>

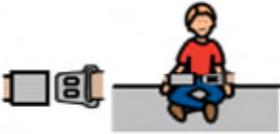
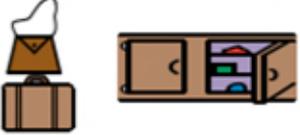


# Emotional Regulation

- ▶ Social Stories
- ▶ Zones of Regulation
- ▶ 5-Point Scale



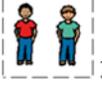
# Social Stories

<p><b>Taking a Airplane Trip</b></p> 	<p><b>wait</b></p>  <p>We usually have to get to the airport and wait. We might need to wait quite awhile for our turn to get on the airplane.</p>
 <p>When we go somewhere that is far away, we might need to get there on a airplane. Riding on a airplane is a fast way to get somewhere far away.</p>	 <p>Airports are a busy place. There are lots of people who are waiting for their airplanes.</p>
 <p>When it is time to get on the airplane, someone will take our tickets. Then we need to walk on to the airplane and find our seats.</p>	 <p>I should sit down, put my seatbelt on and try to relax.</p>
 <p>We might have some luggage to put in the overhead compartment.</p>	 <p>My airplane ride might take a long time.</p>

## Body Space

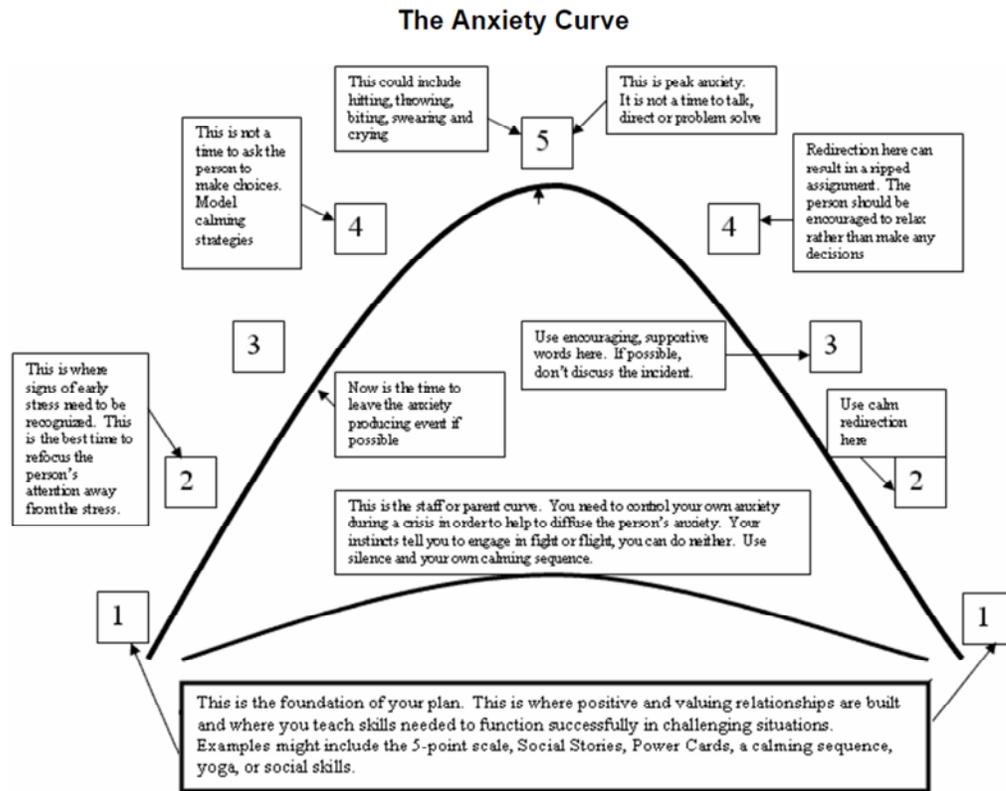
Sometimes I stand too close to people.  I am almost touching them.  This bothers people. 

I can stand near people.  I leave a little space

between us.  I will try not to stand too close to people.

<http://www.kansasasd.com/socialnarratives.php>

# 5-Point Scale



1	<b>A "5" Could Make Me Lose Control!</b> <i>An activity-based method for evaluating and supporting highly anxious students</i> <small>Karl Dunn Barton</small>
2	
3	
4	
5	



# Zones of Regulation

The **ZONES** of Regulation®

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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 <b>Blue Zone</b> <b>Tools:</b> Rest Stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Think happy thoughts.</li> <li>• Talk about your feelings.</li> <li>• Ask for a hug.</li> <li>• Draw a picture</li> </ul>	 <b>Green Zone</b> <b>Tools:</b> Go Time <ul style="list-style-type: none"> <li>• Complete your work.</li> <li>• Listen to the teacher.</li> <li>• Remember your daily goal.</li> <li>• Think happy thoughts.</li> <li>• Help others.</li> </ul>
 <b>Yellow Zone</b> <b>Tools:</b> Slow Down <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Talk to the teacher.</li> <li>• Squeeze my stress ball.</li> <li>• Go for a walk.</li> <li>• Take three deep breaths.</li> </ul>	 <b>Red Zone</b> <b>Tools:</b> stop <ul style="list-style-type: none"> <li>• Take a break.</li> <li>• Squeeze my stress ball.</li> <li>• Take three deep breaths.</li> <li>• Count to ten.</li> <li>• Talk about my problem.</li> </ul>

# Data Based Decisions

YOU CAN'T  
IMPROVE  
WHAT YOU  
DON'T  
MEASURE.



# Two Methods for Figuring out “What is Going on”

## INDIRECT

Soliciting information from people or records.

- Record Reviews
- Anecdotal
- Structured Interviews
- Questions/Surveys

## DIRECT

Observing person in natural settings & collecting baseline data.

- Observation
- Data collection



# Identify and Define the Behavior

- ▶ Must result in clear, measurable, & objective descriptions of individual, groups, or sequences of related behaviors
  - Any observable or measurable action or act.
  - Observable beginning & end
  - Has measurable dimension(s)
    - Frequency, duration, latency, severity, location
- ▶ Possibly the 1<sup>st</sup> in line of a series of behaviors
- ▶ Possibly the most significant in terms of severity



# Importance of Data Collection

- ▶ **Baseline**
  - ▶ Valuable information about what is currently happening
  - ▶ Helps you successfully build the right supports the first time
- ▶ **Ongoing**
  - ▶ Are the strategies having the desired outcome



# Types of Data Collection

- **Frequency** – # of times the behavior occurs
- **Duration** - total amount of time occupied by the behavior from start to finish
- **Latency** - time from some event to the onset of the behavior (i.e. from time instruction is given to time behavior starts)
- **Interval** – Whether or not the behavior occurs at least once during a specific time frame
- **Estimated frequency** – Estimated # of times a behavior occurs during a specific time frame
- **Scatter plot** – frequency or interval – allows you to quickly see trends of data (what times of day or during what types of activities)
- **Severity** – rating of severity on a scale



# *Data Sheet Examples*



# Frequency by Time of Day or Activity

{time} or {activity}	Frequency of Behavior	Notes
7:30 am – 8:00 am		
8:00 am – 8:30 am		
8:30 am – 9:00 am		
9:00 am – 9:30 am		
9:30 am – 10:00 am		
10:00 am – 10:30 am		
10:30 am – 11:00 am		
11:00 am – 11:30 am		
11:30 am – 12:00 pm		
12:00 pm – 12:30 pm		
12:30 pm – 1:00 pm		



# Scatter Plot – Interval by Time of Day or Activity

Date	1	2	3	4	5	8	9	10	11	12	15	16
Time or Activity	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue
7:30 am – 8:00 am												
8:00 am – 8:30 am												
8:30 am – 9:00 am												
9:00 am – 9:30 am												
9:30 am – 10:00 am												
10:00 am – 10:30 am												
10:30 am – 11:00 am												
11:00 am – 11:30 am												



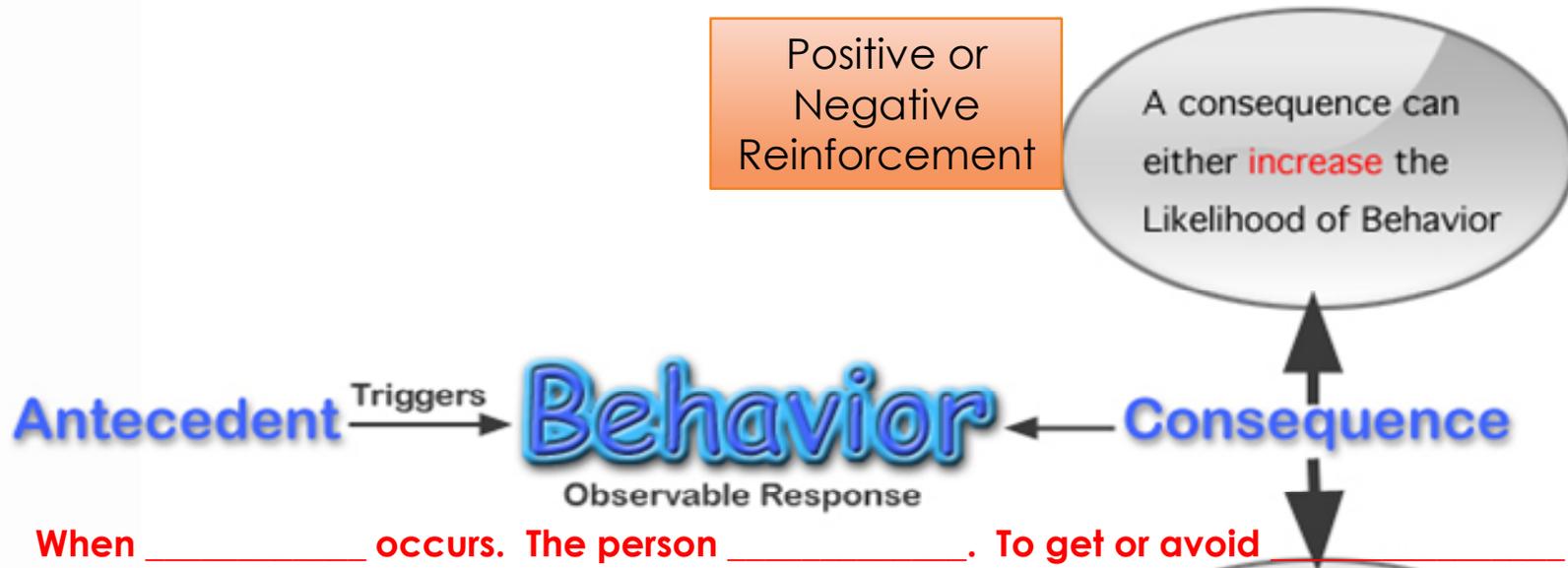


# Decreasing Unwanted Behaviors

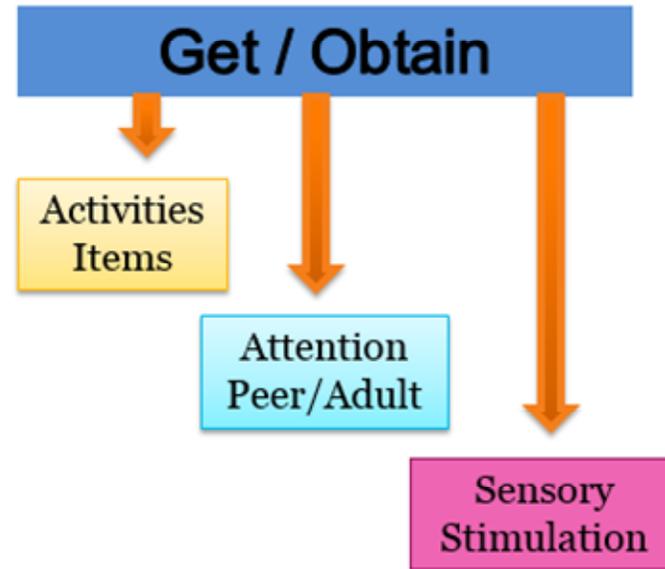
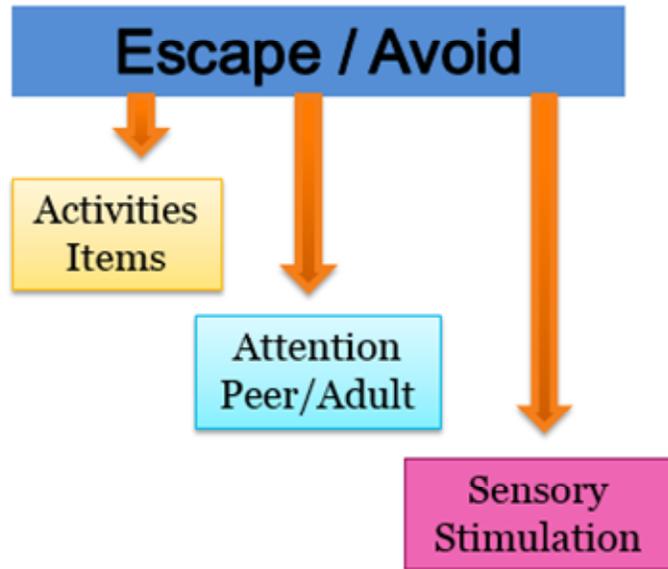
- ▶ FBA (Functional Behavior Assessment)
- ▶ Specific strategies
  - ▶ Planned ignoring
  - ▶ Differential reinforcement
  - ▶ Redirection
  - ▶ Response Cost
  - ▶ Overcorrection



# Functional Behavior Assessments



# Functions of Behavior



# For Sustainable Behavior Change

- ▶ You must choose, teach and reinforce a behavior that is an appropriate alternative to the challenging behavior that serves the same function and is as efficient for the child.



# Competing Behavior Pathway

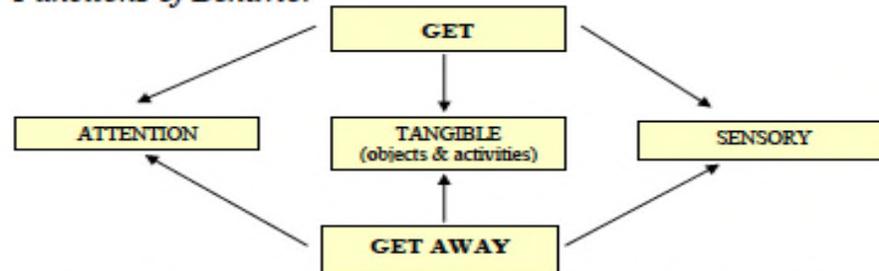
Understand the Behavior

## PRINCIPLES OF BEHAVIOR

<b>Antecedents</b> (What happened before the behavior?)	<b>Behavior</b> (Define the problem behavior)	<b>Consequence</b> (Immediately follows the problem behavior)
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Identify the Function

### Functions of Behavior



**Suspected function of the behavior?** (Reason for the behavior)

Plan for Intervention

<b>Environmental Changes</b> (Given the above mentioned antecedents, and are there any changes to the setting that may decrease or prevent the problem behavior?)	<b>Teach expectations/replacement skills</b> (appropriate skills that have the same function)	<b>Encourage appropriate behavior/ use of the replacement skill</b>
		<b>Discourage problem behavior</b>

# Specific Strategies

- Planned Ignoring
- Differential Reinforcement
- Redirection
- Response Cost
- Overcorrection



# Planned Ignoring

- ▶ Effective strategy for behaviors that are maintained by *attention*.
- ▶ Refers to ignoring *only* the undesired behavior.
- ▶ It is best to pair ignoring with prompts for the individual to engage in an acceptable alternative behavior.



# Redirection

- ▶ Refers to when a behavior is interrupted and prompt given to engage in a contextually similar response.
  - ▶ Redirect to an activity that serves a similar purpose as the behavior being interrupted
- ▶ Helps to understand the antecedents of a behavior so prompts can be given beforehand.



# Differential Reinforcement

- ▶ Replacing inappropriate behaviors with more acceptable behaviors by using positive reinforcement for acceptable behaviors while ignoring inappropriate behaviors.
- ▶ Differential reinforcement can be used to increase:
  - ▶ Acceptable responses that are alternatives to the inappropriate behavior
  - ▶ Acceptable responses that are incompatible with the inappropriate behavior
  - ▶ Any other acceptable behaviors



# Other Strategies

## Response Cost

- ▶ Removal of a valued object or activity contingent on the occurrence of an inappropriate behavior

## Simple Overcorrection/Restitution

- ▶ Requiring an individual to restore the environment to its original condition following the inappropriate behavior

## Overcorrection

- ▶ Requiring an individual to restore the environment to an improved state from before the event following the inappropriate behavior

## Positive Practice

- ▶ Requiring the individual to practice the appropriate replacement behavior for the inappropriate behavior



# In Summary

1. Ensure person-centered approaches
2. Review the individual's quality of life
3. Ensure Evidence-Based Practices
4. Make data based decisions



# Simply Put. . . .

We want to teach individuals how to make positive choices and create the environments that are most likely for them to make positive choices more often.



# References

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Link: <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/2014-EBP-Report.pdf>



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A Concept to Foster Self-Regulation & Emotional Control - Welcome. (n.d.). Retrieved September 22, 2017, from

<http://www.zonesofregulation.com/index.html>



# Thank You!

Nan Perrin, PhD, BCBA-D, LBA

Senior Director, Pathways & RCRS

Sunflower Health Plan

Nanette.L.Perrin@sunflowerhealthplan.com

Kristine Meier, MEd

Positive Behavior Support Pathway Facilitator

Sunflower Health Plan

Kristine.M.Meier@sunflowerhealthplan.com



## **Cottonwood CDDO Affiliate Meeting**

**4/27/2021 – 2pm  
Zoom**

Present; \* the Zoom meeting was accidentally cut off by the guest host so the attendance record was lost.

1. Guest Speaker – Matt Enyart Kanas Institute for Positive Healthy Inclusive Communities. Presentation is attached.
  
2. System Updates
  - a. KDADS/CDDO contract negotiations starting this month and will resume on May 11<sup>th</sup>.
  
  - b. HCBS Final Rule; if you are a provider that has not started the remediation process yet, you need to get started right away. Any provider who is not in compliance with the Final Rule by the deadline will not be allowed by KDADS to continue operating and consumers will be transferred to other service providers.
  
  - c. COVID-19 vaccine; appointments are now widely available for anyone 16 and older
  
  - d. IDD Waiver rate increases
    - i. Add \$5.5 million, including \$2.0 million from the SGF, to provide a 5.0 percent increase in the provider reimbursement rates for the Medicaid Home and Community Based Services (HCBS) Intellectual/Developmental Disability (I/DD) waiver for the last three months of FY 2021.
  
    - ii. Add \$31.0 million, including \$12.4 million from the SGF, to continue the 5.0 percent increase in the provider reimbursement rates for the HCBS I/DD waiver for FY 2021 and provide an additional 2.0 percent increase for FY 2022;
  
3. Provider Sharing – nothing to report.
  
4. Consumer Marketing List is available upon request to Angela Levy at [alevy@cwccdo.org](mailto:alevy@cwccdo.org)
  
5. The next meeting is July 27<sup>th</sup> at 2pm by Zoom. The guest speaker will be KDHE STEPS Program Manager Erin Hahs

Minutes by Angela Levy

## **Cottonwood CDDO Affiliate Meeting**

**7/27/2021 – 2pm**

**Zoom**

Present; Alisa Snyder, Matthew Mars, Paula Pratt, Stephanie Perez, Logan Pope, Ladeena Allen, Chris Seal, Jeff Whittier, John Dunlap, Connie Farmer, Caitlyn Hendershott, Dave Skinner, Pam Ludwick, Ranita Wilks, Lorraine Dold, Ciera Guerrero, Traci Burney, Angie Reinking, Lynette Goldizen, Josh Saunders, Ashley Walker, Nancy Bullock, Rebecca Guerra, Mark Gonzales, Sarah Elliott, Susan Davis, Michael Tubbs, Phil Bentzinger, Colleen Hunter, Kara Walters, & Angela Levy

1. Erin Hahs KDHE STEPS Manager gave a presentation on the STEPS pilot program for employment, see attachments.
2. System Updates
  - a. CDDO contracts are out for review and signatures.
  - b. COVID cases on the rise again
    - i. CDC is updating mask guidance today for all vaccinated individuals to mask indoors in areas of high transmission
    - ii. free testing sign up at <https://www.gogettested.com/kansas>
    - iii. sign up for vaccines at <https://www.vaccines.gov/search/>
3. Provider Sharing
  - a. Angie reported that SACK had a great turnout for their ADA anniversary event. The Arc is hiring for a TCM and STEPS Counselor. Also a reminder that SACK provides rights and responsibilities training.
4. The Consumer Marketing List is available upon request by emailing Angela.
5. The next meeting is October 26<sup>th</sup> at 2pm by Zoom
  - a. Please send speaker ideas to Angela. One suggestion received is for end of life doula services.

Minutes by Angela Levy