

**HDI Consumer Advisory Council  
Coldstream Training Room  
Monday September 10, 2018 9AM – 1 PM**

**In attendance today...CAC members**

Jennifer Hicks  
Claudia Johnson  
Donna Littrell  
Vivian Lasley  
Walt Bower  
Sherece Cole  
Cathy Jo Edwards  
Lee Gordon  
Morgan Crawford  
Camille Collins  
James Roethler  
Jessica Whitehead

**Presenters:** Beth Rous, Caroline Gooden, Morgan Turner, Megan Jaspersen, Jill Griffiths

**Technical and other assistance:** provided by Maurice Dawson and Judy Johns

1) Welcome & Introductions Jennifer Hicks

Jennifer Hicks began the meeting. All members introduced themselves.

2) Review and Approval of June minutes Jennifer Hicks

The CAC reviewed the June minutes. There were no questions regarding the June minutes. Claudia Johnson made a motion to approve the minutes and Cathy Jo Edwards seconded the motion. The minutes were accepted.

3) AUCD update – Council on Leadership in Advocacy (COLA) Walt Bower

Walt Bower explained that Jennifer Ulbricht had previously served as the COLA representative but she recently completed a second consecutive term as a CAC member and was not able to continue to serve as the COLA representative. Sherece Cole and Donna Littrell expressed interest in serving as the COLA representative and Sherece agreed to serve as the COLA representative.

4) Kentucky Early Childhood Data Systems (KEDS) project update Beth Rous  
Caroline Gooden

Beth Rous and Caroline Gooden updated us on the Kentucky Early Childhood Data System (KEDS). Beth reported that they help teachers use appropriate assessments to monitor children's learning. They also help state administrators complete the federal reporting requirements for IDEA on child outcomes.

Beth then explained how all of this was achieved. Through early intervention assessment, KEDS is able to collect data on about 37,000 children annually, including 25,000 preschoolers, 12,000 infants and toddlers in First Steps, and 200 children in childcare.

The outcomes showed progress on social emotional, knowledge and skills, and ability to meet needs. Beth explained how they were able to take the three assessments and report them on a standard metric, something that is unique to the state of Kentucky. Beth stated that these kids represent kids with disabilities and low-income households as well. Beth also reported that preschool is a good time to do these studies as teachers are well prepared, therapies are available if needed, and it helps with the cognitive delays of the children.

5) HDI Consumer Advocacy Toolkit (CAT) update Caroline Gooden

Caroline Gooden, Jennifer Ulbricht, and Hoda Shalash developed the HDI Consumer Advocacy Toolkit (CAT). Caroline reported that they updated the sections in the toolkit, based on a 40% return rate on an electronic survey review of the toolkit. Caroline explained they expanded a note about the purpose of the toolkit and encouraged users to access sections as time permitted.

Caroline also reported they changed a section on setting goals and they added several more concrete examples to the advocacy activities section. They also added several requested resources, noting there are additional national advocacy toolkits available. The goal is to post the toolkit by December of this year.

6) A School-Based Physical Activity Intervention for Children with and without ADHD Symptomology project - Small group work and feedback from the CAC Morgan Turner  
Megan Jaspersen

Morgan and Megan introduced the project - A School-Based Physical Activity Intervention for Children with and without ADHD Symptomology. The project was awarded funding from HDI's Fund for Excellence.

They stated that Kentucky has one of the highest rates of ADHD in the country. Overall, there has been a 22% increase in the rates of children ages 4-17 diagnosed with ADHD in the last decade. The average age of diagnosis is seven and the age when symptoms typically appear is from three to six.

Symptoms of ADHD include difficulties sustaining attention, impairment of self-regulatory behavior, and hyperactivity – which are all behaviors one would especially notice in a classroom. As a result, these behaviors translate to problems with education, social skills, and behavioral regulation. Current treatments for ADHD include psychopharmacological and behavioral management, both of which have not been shown to improve educational outcomes long term.

This study would introduce a 16-week intervention on Monday, Wednesday, and Friday for 30 minutes before school. Students are randomly assigned to one of two groups – a treatment group or a control group. The treatment group includes a physical activity intervention consisting of

structured game play for moderate to vigorous activity. The control group consists of sedentary game-based play.

The treatment and control groups will consist of kindergarten through first grade students with and without ADHD symptomology. Students with ADHD diagnosed will be excluded, as the medication could potentially skew results. The students will be drawn from Lexington - Athens Chilesburg Elementary and Cassidy Elementary school students. They are expecting approximately 100 participants based on past response rates of completed consent statements.

The presenters excitedly explained that the tracking of the kids will be done through an accelerometer IHT spirit system. The hypothesis being – the physical activity group will have lower hyperactivity/impulsivity and inattention scores than the sedentary group.

CAC members then divided into small groups and came up with ideas for structured physical activity games that the children could engage in that would raise their heartrate. The small groups reported out their ideas for structured physical activity games. Each small group turned in their written feedback to the presenters.

7) Transition Readiness project update -  
Input and feedback from the CAC

Jill Griffiths

Jill Griffiths provided an update on the Transition Readiness program. Jill said Kentucky's new accountability system for high schools is now complete. Jill discussed the two different ways individuals can attain transition readiness - the student meets the requirements for either (1) academic readiness or (2) career readiness. The new aspect is career readiness, which includes an employability skills attainment record and a career work experience certification.

The Employability Skills Attainment Record (ESAR) is a rating scale consisting of thirty items that assess student demonstration of skills linked to the employability and foundational academic standards: alternate assessment. The ESAR is administered at grade 12. This grade was selected because students will have completed more coursework that includes work-based learning experiences.

The Career Work Experience Certification (CWEC) provides an opportunity for student demonstrations of practical knowledge and skills. This includes three phases: (1) career exploration, (2) student centered planning, and (3) experiential curriculum with work-based learning. These also help utilize community based school-business partnerships.

To achieve the career work experience certification a student participating in the alternate assessment must complete four specific elective courses: (1) developing career options, (2) developing leadership skills, (3) experience in workplace principles, (4) individualized career work experience. Work-based learning opportunities are provided within each course, as determined by the school district during course development.

CAC members asked if transportation would be available for students to travel to their work-based learning opportunities in the local community. Jill stated that school districts had set up transportation in some of the work-based learning environments but not at all of them. CAC

members emphasized the need that transportation was going to be an important piece for the work-based learning opportunities.

Through the career readiness option students have the opportunity to learn about service learning, mentoring, shadowing, entrepreneurship, school-based enterprise, internships, and cooperative education. A student must complete a minimum of twenty hours of work-based learning per semester course or forty hours per year long course leading to the CWEC.

- 8) Agency Updates (P & A, DD Council, DDID OCSHN) Each Agency

**Protection & Advocacy** – Camille Collins reported they have a new grant that includes 95 assignments for representative payees who help individuals with bills. Camille also reminded everyone of the Supported Decision-Making and Guardianship HDI seminar on Friday, September 28 from 1:00 – 3:00pm EST at HDI’s training room. Laura Butler and Camille Collins applied for a grant regarding the role of guardianship, which has been funded, but they are waiting on a contract. This grant will work towards educating persons with disabilities and families, and possibly the courts as well, regarding guardianship.

**Council on Developmental Disabilities** – Jennifer Hicks reported the most recent magazine, Exceptional Family, has been published. She also reported that the Council’s website and media presence is being strengthened. The Council is continuing screenings of the documentary Bottom Dollars.

**Division of Developmental and Intellectual Disabilities** – Claudia Johnson reported the Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) sponsored skills system training to teach skills system therapy techniques to CMHC and state hospital personnel to enable them to implement the skills system in their home communities. Claudia also reported Amy Cooper-Puckett has resigned as Director for the Office of Autism effective September 15, 2018. Jonathan “Tal” Curry will serve in the role of Director beginning Monday, September 10, 2018. A skilled professional in families and children systems, Tal brings more than seventeen years of experience to the Director position. He is a licensed clinical social worker, and serves as a current member and subcommittee chair of the KY Autism Council for Autism Spectrum Disorders. As of September 9, 2018, the SCL (Supports for Community Living) waiting list has 80 available slots with 28 in the review process.

**Office for Children with Special Health Care Needs** – Lee Gordon announced the change to the new name - the Office for Children with Special Health Care Needs. Lee explained that the new name is now consistent with other state agencies in Kentucky, including the Office of Vocational Rehabilitation. The change to the new name took effect at the end of July.

- 9) New Business and Announcements Jennifer Hicks

Walt Bower shared information about the Bluegrass Autism Walk held on Sunday, September 9 from 2pm to 5pm at Kroger Field on the University of Kentucky campus. The walk included a silent auction, food, and an agency fair. Donna Littrell added that she usually attends the Bluegrass Autism Walk but was not able to attend this year.

- 10) Lunch and Further Discussion about CAC Members' Involvement in HDI Projects All

**NEXT CAC MEETING: Monday, December 3, Coldstream 9:00 AM – 12:00 PM, followed by a working lunch.**

Vivian Lasley motioned to adjourn the meeting and Donna Littrell seconded the motion. The meeting was adjourned at 11:58 AM.