



The New Hampshire Council on Autism Spectrum Disorders

Putting the Pieces Together

Active Engagement and Consensus Decision Making

Friday February 7th, 2014

ATECH 57 Regional Drive Concord NH

Orientation to the Council 10am-10:45am Council Meeting 11am – 1pm

In Attendance:

Liz Collins, Martha Jean Madison, June Adinah, Bonnie Rothermel, Amy Frechette, Rae Sonnenmeier, Brian Huckins, Michelle Grimm, Teresa Bolick, Viki Gayhardt, Mary Ann Cooney, Jeanne Aiken, Adrienne Evans, Elizabeth Webster, Jennifer Pineo

Quality Council Update

The Quality Council is updating the legislation regarding membership to include a member of the NH Council on ASD (this will replace the Member of the Autism Society). Brian will serve as the representative until legislation has passed and a member can be voted on by the NH Council on ASD

All Abilities Walk [\(Reference Page 6\)](#)

Committee Members: Brian Huckins, Kristen McGraw, Adrienne Evans.

Saturday May 17, 2014

All day Festival Will be held at UpReach – this is an indoor facility – event is rain or shine.

It is a partnership between UpReach; Ready, Set, Connect; and the NH Council on ASD

Looking for volunteers for the planning committee

If you know of any Artists, businesses, or owners with DD please connect them with a Committee Member.

Minimum Sponsorship of \$100. Will be reaching out to Family Support Councils as well.

Work Group Update

Human Services Work Group

Waiting on Development of State Plan to re-convene

Independent Living/Employment

Working on having a conference similar to AANE for Adults

Teresa recommended Peter Gerhardt (OAR- Organization of Autism Research)

Screening and Diagnosis

Meeting Monthly.

Completed 1 year grant with WIC

Jen Doris – is the Act Early Ambassador for 1 more year

The Work Group is trying to figure out what the next project will be

They will also be reviewing the CT Recommendations within the Work Group



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Data Committee

Liz is now the chair of the committee

Registry – working on FY 13

Changes are being made to data input fields of registry

NAWG

Andy Smith from UNH Survey Center will be consulting with the group, this is supported by SMS.

The NAWG has accepted the consensus format for decision making. **(Reference Pages 7-9)**

Safety

The initial goal was to train first responders – this has been accomplished and will be continuing. Elizabeth's time was supported within her job at Easter Seals, she is no longer with Easter Seals and will need to figure out how to move forward with financial support

Deep Dive (Reference Pages 3-5)

2014 Meeting Dates

May 9th, Sept 5th, Nov 7th

Public Comment

There was no public comment



NH Council on Autism Spectrum Disorders Modified Deep Dive February 7th, 2014

What do we need to know from families that we don't already know?

- Accessing services during crisis
- How hard it really is (challenging behaviours)
- Difficulty of accessing respite for families – money may be there – difficult to find providers
 - Trained childcare
- How to reach the families that are not connected and do not know how to access resources

Where do we need to go to ask the families?

- Families connections are through communities of faith, and through Community Health Centers
- Families have figured out how to do this privately – not having to depend on public sector.
- Mental Health Center's
- Special Education
- Ask families how they are connecting (school, paediatrician, AA etc)
- Support Groups

What are the 3 biggest unmet needs?

- Psychiatry – all aspects of mental health
 - Consistent practice in each region
 - Medicaid not supporting ABA Therapys & other evidence based practices
 - Capacity
- School system is responsible for services – varying across the state
 - Parent awareness of process (advocacy)
 - Consistent process by school for best practices
 - Parents that are unable to advocate
 - First word in IEP is individualized
 - Many good people in school system that want to give kids everything they need but constrained by budget
 - Better funding for education services
- More independently functioning
 - Everyone regardless of ability has to share the same pie
 - Advocacy as an individual



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- Incidents of anxiety depression bipolar higher in more independent individuals
- Standard by which you measure should be individualized not based on a typical person
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- Training
 - Trained Respite providers
 - Trained child care
 - Access to programs such as START
 - If adequate IHS would reduce crisis prevention
 - Trained providers for the IHS
- Access to professionals – easily accessible to families
- Family to Family support – needs to be revisited
 - Family divorce rate
 - Domestic violence within the family
 - Recognizing family time is valuable
- Siblings – being supported by other siblings
 - Families may not recognize the need of the siblings
 - Guidance department within school
- Screening or diagnosis
 - Ask families if they find value in a diagnosis
 - Capacity – access to quality assessment and diagnosis
- School
 - Reaching general educators
 - Zero tolerance policies – not the way to go
 - Teachers are not taught to teach self-management
 - Need to ask the educators what they need
- Transition (starts at 12)
 - Should be looked at early – not just when they are 14
 - Independent living
 - Appropriate adult living choices
 - Curriculum within high school – life learning vs core curriculum
 - Making it individualized



What are 3 underutilized resources? Why?

- Parents as professionals
 - Recognize parents value
- School based programs and work shops
- Understanding of what autism really is
- Role of social capital
 - Geography
 - Accessing services
 - Ask parents how do we make it personal to them
- Social Media
 - 20 something parents are creatures of social media
- Educational opportunities
 - Example Autism Internet Modules. Org
- Corporations – many have an office of giving and promote community service
- Law enforcement – has reference material they can share
- Area Agencies
- The wrap around model

Cultural Diverse Families – How do we reach them

- Parent to parent network
- Have parents education school teams about cultural differences
- Communities of Faith
- Bilingual case managers or workers



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Autism Walk and All Abilities Festival

Date: May 17, 2014

Time: 1pm-7pm

Place: UpReach TRC

**Address: 153 Paige Hill
Rd. Goffstown, NH**



To Benefit

**NH Council on Autism
Spectrum Disorders and
UpReach Therapeutic Riding
Center**

**in collaboration with Ready,
Set Connect, with support
from the NH Developmental
Disability Council**

www.nhabilityfestival.org

(603) 497-2343

**Find us on FB NH Autism
Walk and All Abilities Festival**

Events include:

Walk

Pony rides

Scavenger hunt

Wine Tasting

Silent Auction

Art Exhibit

Demonstrations

Food

Vendors

Live music

Tons of fun, rain or shine!

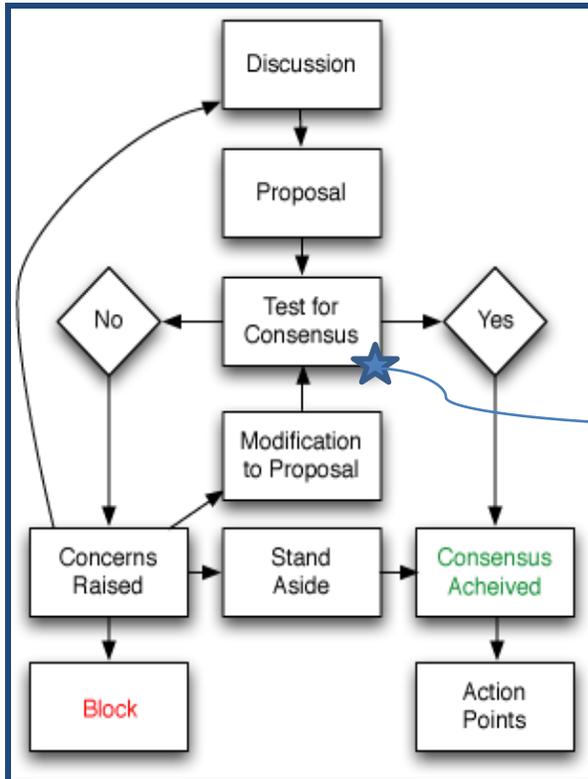




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★ “Consensus” agreement levels

1. **I enthusiastically agree with....**
2. **I agree with...**
3. **I agree with...with a minor clarification and/or edit.**
4. **I disagree, with...but will go along with the rest of the team if they do and I will support the decision (I will not block the work).**
5. **I disagree with...and cannot support it.**
6. **I disagree with...and will actively work against its implementation.**

(Adapted from Kaner, S. (1996). The facilitator's guide to participatory decision-making. Gabriola Island, British Columbia: New Society Publishers.)

Consensus decision-making is a [group decision making](#) process that seeks the [consent](#) of all participants. Consensus may be defined professionally as an acceptable resolution, one that can be supported, even if not the favorite of each individual



The following aspects can be effectively applied in any consensus decision-making process:

- ❖ Ground Rules are discussed at beginning to ensure that everyone understands the process
- ❖ Multiple concerns and information are shared until the sense of the group is clear.
- ❖ Discussion involves active listening and sharing information.
- ❖ Norms limit number of times one asks to speak to ensure that each speaker is fully heard.
 - This can be done with a round robin approach or by allowing everyone to speak only once until everyone has spoken. This can be decided/discussed in the ground rules.
 - Individuals can choose to pass in round robin if they choose, but everyone is given the opportunity for input.
 - Each individual speaks only once until everyone is heard.
- ❖ Ideas and solutions belong to the group; no names are recorded.
- ❖ Consensus agreement levels are used to determine where group is in terms of agreement
 - There is a “call to question” to see if the group is at consensus
 - Level of agreement can be shared verbally or with cards.
- ❖ Differences are resolved by discussion. The facilitator identifies areas of agreement and names disagreements to push discussion deeper.
- ❖ The facilitator articulates the sense of the discussion, asks if there are other concerns, and proposes a recording of the decision.
- ❖ The group as a whole is responsible for the decision and the decision belongs to the group.

A key component is the ability to decide together. The goal is "unity, not unanimity." Ensuring that group members speak only once until others are heard encourages a diversity of thought. The facilitator is understood as serving the group rather than acting as person-in-charge. In the consensus decision-making processes, by articulating the emerging consensus, members can be clear on the decision, and, as their views have been taken into account, are likely to support it.



Roles

The common roles in a consensus meeting are:

- **Facilitator:** As the name implies, the role of the facilitator is to help make the process of reaching a consensus decision easier. Facilitators accept responsibility for moving through the agenda on time; ensuring the group adheres to the mutually agreed-upon mechanics of the consensus process and ground rule; and, if necessary, suggesting alternate or additional discussion or decision-making techniques, such as go-arounds, break-out groups or role-playing. **Timekeeper:** The purpose of the timekeeper is to ensure the decision-making body keeps to the schedule set in the agenda. Effective timekeepers use a variety of techniques to ensure the meeting runs on time including: giving frequent time updates, ample warning of short time, and keeping individual speakers from taking an excessive amount of time.
- **Note taker:** The role of the notes taker or secretary is to document the decisions, discussion and action points of the decision-making body.

Adapted from Wikipedia: Consensus decision-making Last Revised 28 December 2013

http://en.wikipedia.org/w/index.php?title=Consensus_decision-making&oldid=588088185

Ground Rules/ Gathering Guidelines for Active Engagement

- ❖ Everyone Speaks – actively share your experience and insights
- ❖ Share Airtime - know when to step up/step back.
- ❖ One Conversation (no side bars)
- ❖ Use Parking Lot – Any off topic items will be put into a “parking lot” to be reviewed or discussed at a later time
- ❖ No Beeps, Buzzes, or Ringy Dingies (Silence all electronic devices)
- ❖ Focus on Ideas, Not People
- ❖ Be Respectful
- ❖ Link and Connect Ideas – Don’t repeat them
- ❖ Focus on the topic at hand (address agenda items)
- ❖ Be Positive – see opportunities, not challenges
- ❖ Have fun
- ❖ Be Flexible
- ❖ Be Non-Judgmental
- ❖ Take A Pause When Needed (Give time to process)
- ❖ Changes or Additions can be made to Ground Rules at any time.