

Members

Rep. Vanessa Summers, Chairperson  
Rep. Dennis Tyler  
Rep. Cleo Duncan  
Rep. Phil Hinkle  
Sen. Brent Waltz  
Sen. Randall Head  
Sen. Sue Errington  
Sen. Connie Sipes  
John Taylor  
Dave Becker  
Dr. Robin Murphy  
Hugh Beebe  
Dr. Gladys Beale  
Capt. Michael Carmin



# INDIANA COMMISSION ON AUTISM

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Authority: IC 12-11-7-2

## MEETING MINUTES<sup>1</sup>

**Meeting Date:** August 10, 2010  
**Meeting Time:** 1:00 P.M.  
**Meeting Place:** State House, 200 W. Washington St., Room 404  
**Meeting City:** Indianapolis, Indiana  
**Meeting Number:** 1

**Members Present:** Rep. Vanessa Summers, Chairperson; Rep. Dennis Tyler; Rep. Cleo Duncan; Rep. Phil Hinkle; Sen. Connie Sipes; Dave Becker; Dr. Robin Murphy; Hugh Beebe; Capt. Michael Carmin.

**Members Absent:** Sen. Brent Waltz; Sen. Randall Head; Sen. Sue Errington; Dr. Gladys Beale; John Taylor.

Chairperson Summers called the meeting to order at 1:15 p.m. Commission members introduced themselves and Chairperson Summers read the Commission duties and charges.

The next two Commission meeting dates were set for September 15, 2010, at 1:00 p.m. and October 12, 2010, at 1:00 p.m.

Naomi Swiezy, Ph.D., Christian Sarkine Autism Treatment Center (Resource Center), HANDS in Autism, presented information to the Commission summarizing the primary

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<sup>1</sup> These minutes, exhibits, and other materials referenced in the minutes can be viewed electronically at <http://www.in.gov/legislative>. Hard copies can be obtained in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for hard copies may be mailed to the Legislative Information Center, Legislative Services Agency, West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for hard copies.

goals and philosophy of the Resource Center and highlighted the training provided by the Resource Center for medical professionals, school personnel, and the wider community in evidence-based practices to better support and serve students with autism academically and behaviorally. The Resource Center engages in the following activities:

- (1) Mentoring.
- (2) Coaching.
- (3) Hands-on practice.
- (4) Workshops.
- (5) Traditional instruction (lectures, discussion)
- (6) Awareness.

(See Exhibit A)

Tom Harmas, Principal, Creekside Middle School, discussed the training he and the staff at Creekside Middle School received from the Resource Center and how the training they received was used to train parents of their students and 252 individuals last year on how to better serve students with autism. He also stated that the school serves as one of the few training sites in the state of Indiana.

Julia Cunningham Holloway, Director, Division of Disability and Rehabilitative Services (DDRS), discussed the 2010 accomplishments of the Bureau of Developmental Disability Services (BDDS), which include:

- (1) Completed transfer of a significant number of individuals on comprehensive state-funded services to Medicaid waivers (waivers), generating more than \$10 million in state funds for reinvestment annually.
- (2) Received approval for the renewal of the developmental disabilities waiver and started the process for renewal of the support services waiver which will be completed in 2011.
- (3) Successfully transitioned the Medicaid Infrastructure Grant from the Office of Medicaid Policy and Planning to Vocational Rehabilitative Services (VRS.). Received increased funding based on performance.

Ms. Holloway also discussed the initiatives of BDDS for 2011, which include:

- (1) All waiver participants will transition to an objective budget system that will include the opportunity for day services and wherever possible meaningful opportunities in the community for work or other activities.
- (2) BDDS will continue to encourage individuals to be in roommate situations.
- (3) VRS, which provide services and jobs for individuals with autism, will continue to become more integrated into all services, resulting in individuals being evaluated for the opportunity to work prior to or simultaneously with receiving waiver services.

Other information presented by Ms. Holloway included the following data for 2010 concerning individuals with autism being served through programs under the Indiana Family and Social Services Administration:

- (1) 308 new waiver participants with autism.
- (2) 2,783 total waiver participants with autism.
- (3) 80 children served by the First Steps Program with autism. The average cost per child is \$5,173.67.
- (4) 1,096 participants in VRS with autism. The average hourly wage for the

participants with autism is \$8.47. The average weekly hours worked by the participants is 23. The services provided for participants include but are not limited to the following:

- (A) Diagnostic and evaluation.
- (B) Living expenses.
- (C) Placement services.
- (D) Prosthetic and orthotic appliances.
- (E) Training.

(See Exhibit B)

Dr. Cathy Pratt, Director, Indiana Resource Center for Autism (Center), gave a brief summary of the activities of the Center and discussed information contained in the Center's annual report for July 1, 2009 to June 30, 2010. (See Exhibit C) The Center engages in the following activities:

- (1) Conducts outreach training regarding positive behavior supports and evidence-based practices for teaching and supporting individuals with autism spectrum disorders across community, home, work and school settings.
- (2) Engages in individual consultations with the goal of facilitating an understanding of the issues, promoting collaboration among team members, and suggesting services and resources.
- (3) Trains and provides ongoing support to school teams to enhance programs and build local capacity to better educate individuals with autism.
- (4) Conducts research that provides information to enhance quality programming for persons with autism and that informs policy decisions.
- (5) Serves as a state clearinghouse for information about autism by responding to individual requests for information, maintaining a library collection of relevant books and videos for public distribution, and monitoring current information on external resources, trends, policies, services, current treatments, and workshops.
- (6) Produces and disseminates information for professionals and families on autism through newsletters, brochures, print, videotapes, and via the web.
- (7) Evaluates materials and training to determine their impact and the need for change.

Dr. Pratt explained that the incidence of autism in Indiana is 1 in 91 births. She stated that this year, the Center provided training and consultation services for 20,718 professionals, family members, and individuals with autism. She emphasized the continued need for early intervention, qualified personnel, employment opportunities, supported living options, and support for those who present behavioral challenges.

Ann Davis, Coordinator of Special Education, Indiana Department of Education (DOE), presented information on the following initiatives of DOE concerning autism:

- (1) Professional development offerings:
  - (A) Web based resources.
  - (B) Partial day and full day workshops.
  - (C) Phone and email consultation.
  - (D) Week-long interactive training (Summer training).
  - (E) Demonstration sites (Classrooms).

- (F) Caring technologies.
- (G) Professional development material including:
  - (i) General information.
  - (ii) Peer training.
  - (iii) Tools.
  - (iv) Parent Information.
  - (v) Medication/community information.
  - (vi) Newsletter.
  - (vii) Other media (CDs & DVDs).

Ms. Davis stated that as of the December 1, 2009, Child Count for DOE, there were 11,278 students reported to DOE with autism. As of August 5, 2010, there were 11 complaints filed with DOE related to autism concerning one or more of the following issues: appropriate evaluation, appropriate placement for services, eligibility for services, identification or classification of autism, violation of the Free Appropriate Public Education Act (FAPE), and reimbursement. (See Exhibit D)

Dana Renay, Executive Director, Autism Society of America-Indiana Chapter (ASI), summarized the goals and outcomes of the Indiana Comprehensive Plan to Guide Services for Individuals with Autism Spectrum Disorders included in ASI's 2010 annual report. (See Exhibit E) Ms. Renay's summary included but was not limited to the following goals and outcomes:

(1) Goal: Establish the Indiana Interagency Autism Coordinating Council (IIACC).

Outcome: The IIACC currently meets monthly.

(2) Goal: Establish family and professional partnerships.

Outcome: A medical home project initiative is in progress. A variety of websites, email blasts, an autism expo and listserv information dissemination have occurred. The National Standards Report on evidence based practice for use with people with autism has been developed by the National Professional Development Center. The Autism Resource Network of Indiana, an on-line portal to provide real-time access to information, services and resources for people affected by autism is projected to be phased in the fall of 2010.

(3) Goal: Establish universal early identification of signs of autism.

Outcome: Screening posters promoting the existing Center for Disease Control's awareness program "Learn the Signs, Act Early" have been and will continue to be distributed throughout Indiana with the help of the Riley Child Development Center (RCDC) and the LEND program. The RCDC is working on a project to identify and create screening tools for adults with autism. Several meetings have occurred over the past few months to train the following service providers in routine screening: First Steps, the justice system, community health centers, foster care, and Head Start.

(4) Goal: Ensure individuals and families with autism have ready access to integrated and coordinated health, education, and social services provided by well qualified autism providers.

Outcome: Several autism toolkits that promote practice guidelines to define standards of care in general health, mental health, social services and education have been disseminated across the state to medical professionals, social services personnel, and education personnel. Parent

training is being provided by InSource, ASK, and HANDS in Autism. The ASI provides information concerning Indiana's special education rules, Title 511, Article 7, individualized education plans, and support for case conferences for families at no cost. The following four resource centers for autism currently exist: the Indiana Resource Center for Autism in Bloomington, the Family Autism Resource Center in Indianapolis, the Sonya Ansari Autism Resource Center in South Bend, and the Southern Indiana Autism Resource Center in New Albany.

(5) Goal: Organizing community-based services so that individuals with autism and their families can use them easily.

Outcome: ASI and IIACC have worked with state agencies concerning autism information dissemination and training. ASI is participating in autism curriculum development for family case managers in the Department of Child Services.

(6) Goal: Increasing funding resources, including access to adequate public and private insurance or other financing mechanisms.

Outcome: The Indiana Department of Insurance has released a new policy document stating that providers other than the primary physician can sign treatment plans. United Healthcare and Anthem have met with members of the IIACC to discuss how to best process insurance claims submitted for people with autism.

(7) Goal: Successful youth transition to adult services, work, and independence.

Outcome: Various transition groups are currently meeting to determine how to ensure that transition begins at age 14 or 9th grade. A postsecondary education consortium has been created to identify opportunities in postsecondary education and opportunities after high school for individuals with autism.

(8) Goal: Ensure that state service providers are trained in autism screening, including the juvenile justice system, the adult justice system, the Department of Corrections, and other law enforcement personnel.

Outcome: ASI has met with members of law enforcement to begin to develop policies concerning the management of individuals with autism within the justice system.

The Commission discussed the impact of budget cutbacks on services and programs for individuals with autism. Information concerning the cultural and minority needs assessment performed last year was briefly discussed. A support group for Spanish speakers that currently serves 12 families was a direct result of information received from the assessment. Commission members Beebe and Carmin were commended for their many years of service on the Commission.

With no further business to be discussed, the meeting was adjourned at 3:15 p.m.

## Education and Training Highlights:

### Christian Sarkine Autism Treatment Center/HANDS in Autism



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### Christian Sarkine Autism Treatment Center



- Clinical Service
- Research Innovation
- Outreach and education (traditional and HANDS)

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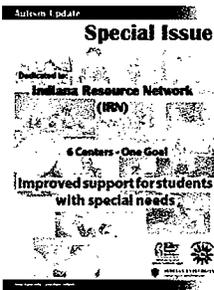
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### IRN: HANDS in Autism Resource Center



- IRN Centers**
- Autism Center
  - Assessment and Instruction Resource Center
  - Transition to Adulthood Resource Center
  - Effective Evaluation Resource Center
  - PBIS-Indiana Resource Center
  - Effective and Compliant IEPs Resource Center
- Sole Source Projects:**
- IN\*SOURCE
  - Promoting Achievement for Students with Sensory Loss (PASS)
  - PATINS Project

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### HANDS in Autism Resource Center: Primary Goals



- Increase knowledge and application through variety of PD activities
- Advance local & state-wide capacity to sustain, support and provide consistency in intervention
- Facilitate collaboration and establish consistent and comprehensible information and resources across systems (school, family, and community/medical) to affect best educational outcomes for students
- Collaborate and build relationships with other resource centers, the autism commission and the IDOE to meet needs of LEAs and IDOE initiatives

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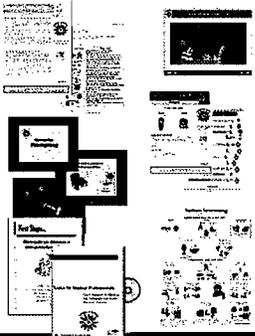
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### HANDS Program: Increasing Knowledge and Application



- Outreach endeavors
  - Website
  - Web modules
  - Learning Lab
  - Materials and publications
  - Other online supports
- Ready to use handouts, manuals, DVD/web modules and toolkits available to school personnel, medical practices and families statewide for events and personal use
- Individualized & group trainings for medical professionals, educational personnel and individuals and families statewide

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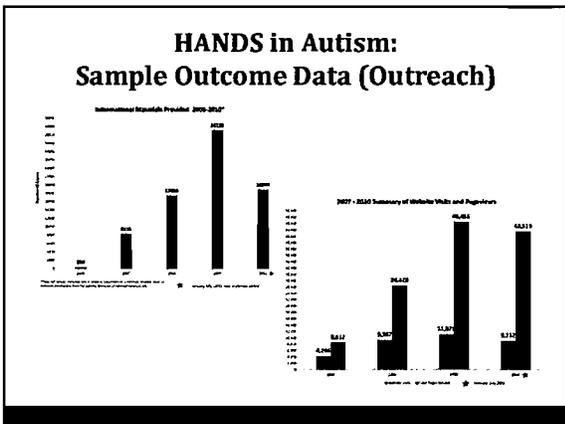
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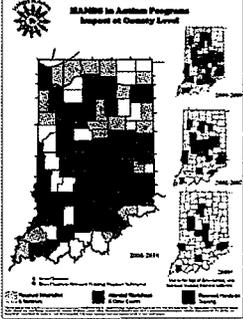
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### HANDS Program: Advancing Local & State Capacity



- Collaborative classrooms and partnerships within IPS, Wayne, Franklin and others
- Intensive summer training with attendance totaling approximately 225 school personnel from 30 counties statewide to date

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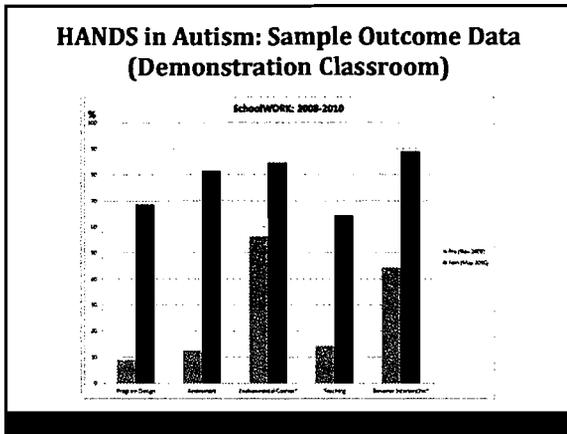
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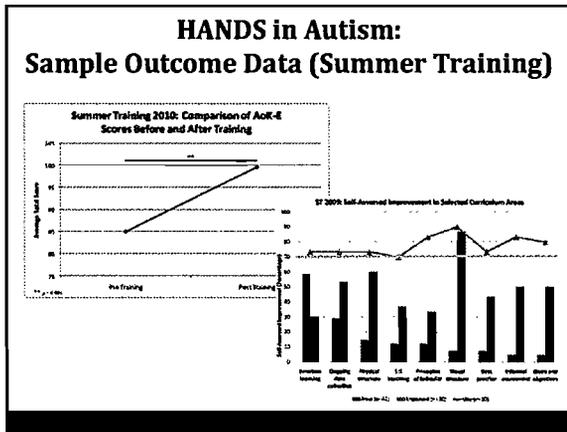
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### HANDS Program: Facilitating Collaboration and Further Capacity Building



- Partnerships in training and collaboration with multiple universities, particularly ISU and Ball State
- Resource assistance from IN\*SOURCE and other partner organizations
- Partnering with IU School of Dentistry, PICU, Ball Hospital ED, Clarian and IUSM Administration and Physician Liaisons
- HANDS in Autism Summit 2010 with representation across school, medical, parent across regions

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### HANDS in Autism: Summit Goals



- ◆ Facilitating bridging and collaboration across medical, school and family/community systems to enable sharing of consistent and comprehensive information and resources across these systems
- ◆ Advancing the local and state-wide capacity to sustain and provide consistency in knowledge and implementation of scientifically-based methods with individuals and families affected by ASD
- ◆ Informing the cadre communities as well as HANDS of the particular needs of families and professionals with regards to the care of individuals with autism and related disabilities within state regions to encourage shared responsibility and effort in addressing the needs.

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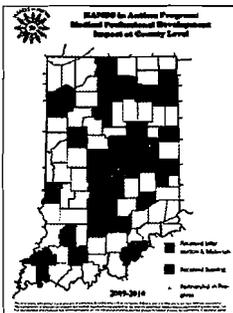
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### HANDS: Extending the CSATC Outreach and Training Mission




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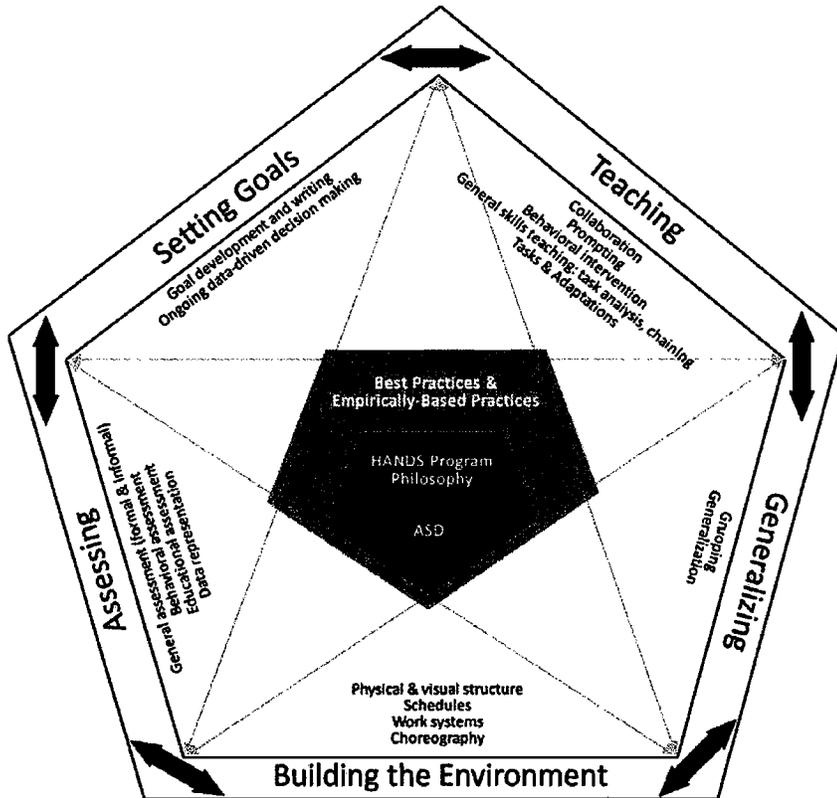




# AUTISM COMMISSION TESTIMONY

August 10, 2010

## Learning Curriculum: The "HOUSE"



HANDS in Autism provides a wide range of training opportunities for medical professionals, school personnel, and the wider community in evidence-based practices to better support and serve students on the autism spectrum academically and behaviorally.

Material presentation varies from information for general awareness to a coaching and mentoring model based on the need and level of learning.

## Levels of Learning





# AUTISM COMMISSION TESTIMONY

August 10, 2010

## Customizable Training Menu Options

### What is Autism

- ◆ Screening/diagnosis
- ◆ Characteristics
- ◆ Learning Styles

### Data Driven Decision Making

- ◆ Functional Behavioral Assessments
- ◆ Informal Academic Assessments
- ◆ Methods for effective, efficient and ongoing monitoring
- ◆ Using the data to make decisions (data representation and analysis)
- ◆ Goal development and writing (IEPs and BIPs)

### Setting the Environment up for Success

- ◆ Physical and Visual Structure
- ◆ Schedules
- ◆ Work Systems
- ◆ Choreography

### Behavior Intervention

- ◆ Best Practice strategies
- ◆ Behavioral Intervention Planning
- ◆ Proactive Planning Strategies (including PBIS methods)
- ◆ Foundational behavior reduction methods
- ◆ Choosing appropriate replacement skills

### Teaching Academic and Functional Skills

- ◆ Structured Prompting Methods
- ◆ Task Analysis and Chaining
- ◆ Task, Adaptations, and Modifications
- ◆ Functional Skills Teaching
  - ◇ Social Skills
  - ◇ Functional Communication Skills
  - ◇ Play/Leisure Skills
  - ◇ Vocational Skills
  - ◇ Self-Advocacy Skills
  - ◇ Daily Living Skills
- ◆ Skills Maintenance and Generalization

### Other Topical Areas Relevant to ASD

- ◆ ABA Philosophy
- ◆ Collaboration and Advocacy
- ◆ Training Paraprofessionals and Other Support Staff
- ◆ Consultation with Professionals and Parents
- ◆ Transition Planning
- ◆ Inclusion Considerations
- ◆ Lifespan Considerations
- ◆ Relevant Medical Considerations

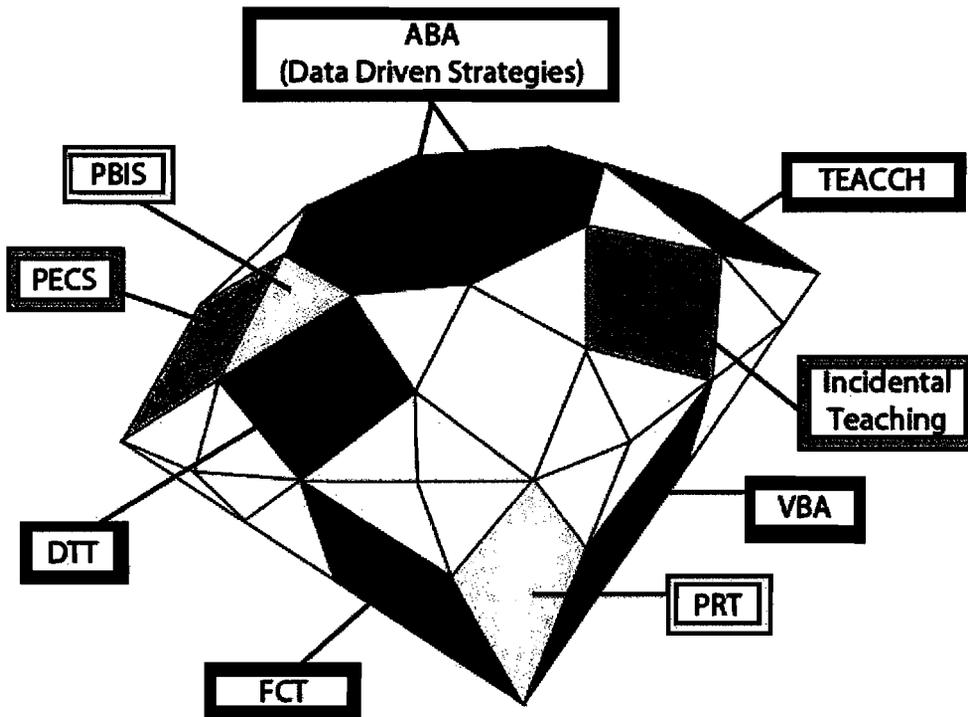


# AUTISM COMMISSION TESTIMONY

August 10, 2010

HANDS in Autism professional development materials and trainings are rooted in the philosophy of Applied Behavior Analysis (ABA) and designed to provide a “toolbox” of best practices to use in educating and working with individuals on the autism spectrum.

## HANDS Philosophy Diamond



- ◆ Applied Behavior Analysis (ABA)
- ◆ Picture Exchange Communication System (PECS)
- ◆ Functional Communication Training (FCT)
- ◆ Pivotal Response Training (PRT)
- ◆ Discrete Trial Training (DTT)
- ◆ Positive Behavioral Intervention Supports (PBIS)
- ◆ Verbal Behavior Analysis (VBA)
- ◆ Incidental Teaching
- ◆ Treatment and Education of Autistic and Communication related handicapped Children (TEACCH)



# AUTISM COMMISSION TESTIMONY

August 10, 2010

HANDS in Autism also focuses on the need to bridge collaboratively across school, medical, and home/community to facilitate the most effective provision of services to individuals with an autism spectrum disorder.

## Tentative Training Calendar: August –December 2010

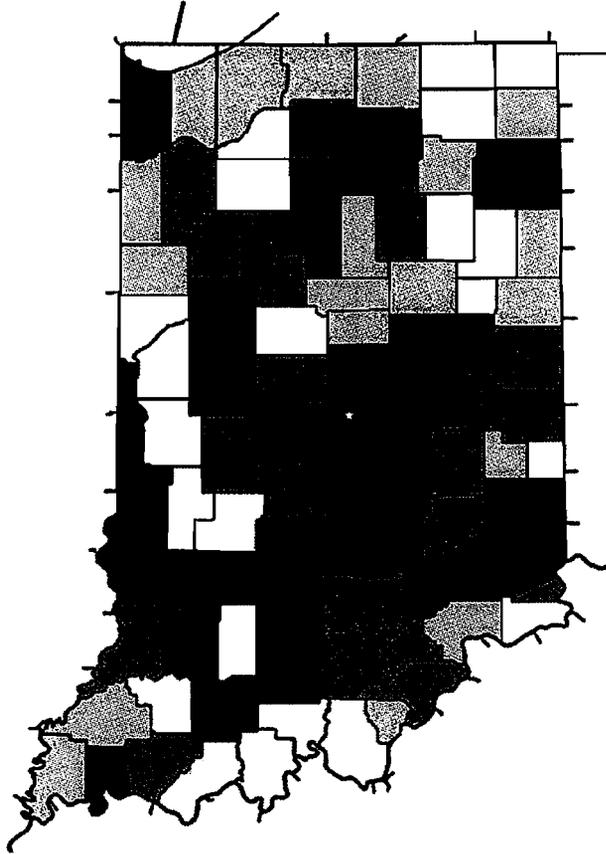
<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	
<p>9 – Autism 101 (North Salem)</p> <p>13 – Co-visit to targeted DOE site (East Chicago)</p> <p>15 – Pilot site set-up visit (Jay County schools)</p> <p>19 - Easter Seals Crossroads training AND visit to targeted DOE/demonstration classroom site (IPS)</p> <p>25 – Next Steps Workshop for Grandparents</p> <p>30 – Ball hospital ED trainings</p> <p>TBA—Startup meetings (Wayne &amp; Franklin Townships)</p>	<p>1 – Clarian West Riley on the Road</p> <p>2 – Visit to targeted DOE site (Gary)</p> <p>3 – Medicaid Care Select for Primary Doctors (IUPUI Campus)</p> <p>8 – Autism workshop (Zionsville)</p> <p>9 – PICU/4B training (Riley)</p> <p>22 – HANDS Workshop (Make It Take It)</p> <p>29/30 –Indiana Council of Administrators of Special Education (ICASE)</p>	<p>6 – ROD Annual Conference (Ripley-Ohio-Dearborn Special Education Cooperative)</p> <p>12 – Next Steps Workshop</p> <p>15 – East Central Roundtable</p> <p>18 - Lafayette’s Autism Support Group</p> <p>19 – Deaconess Hospital Grand Rounds</p> <p>20 - HANDS Workshop (Learn It Live It)</p> <p>27 - Northeast Indiana Special Education Cooperative</p>	
<th data-bbox="248 1676 675 1768"><b>NOVEMBER</b></th> <td data-bbox="873 1676 1300 1983"> <th data-bbox="873 1676 1300 1768"><b>DECEMBER</b></th> </td>	<b>NOVEMBER</b>	<th data-bbox="873 1676 1300 1768"><b>DECEMBER</b></th>	<b>DECEMBER</b>
<p>10 - Indiana School Counselor</p> <p>17 - HANDS Workshop (Make It Take It)</p>	<p>3 – CSATC Annual Conference</p> <p>15 - HANDS Workshop (Learn It Live It)</p>		



# AUTISM COMMISSION TESTIMONY

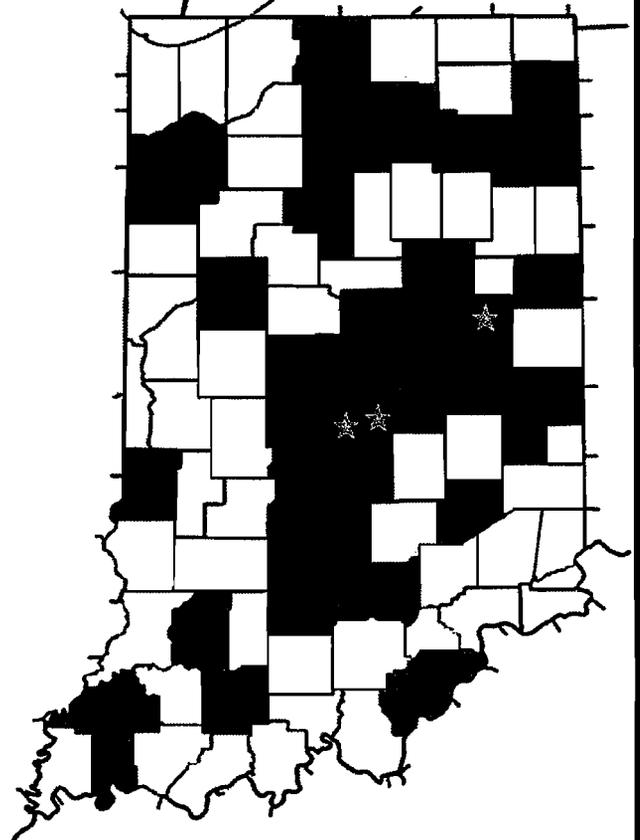
August 10, 2010

## Impact on the State Level



-  Received Information & Materials
-  Attended Workshops and Other Training Events
-  Received Hands-On Training
-  Demo Classroom
-  Demo Classroom/Intensive Training Proposed/In Progress

## Impact on the State Level: Medical Professionals



- Received Information & Materials 
- Received Training 
- Partnership in Progress 

# IU SCHOOL OF MEDICINE AND MEDICAL EDUCATION 2010-2011

## Residency Programs

### Child Psychiatry

Series of didactics and clinics for the child and adolescent psychiatry residents

### Psychiatry

2nd year residents lecture series includes topics on Autism Spectrum Disorders

### Otolaryngology

Experience in caring for youth with autism and hearing disorders

### Dermatology

Training in performing procedures on children and youth, including individuals with autism

### Child Neurology

Care of youth with autism and seizure disorder during neurology rotations and clinical rotation in Child Psychiatry. Core lecture series include topics on autism

### Emergency Medicine

Management of special needs children, including children with autism within context of the evaluation of uncooperative patients

### Combined Pediatrics Psychiatry Child Psychiatry

Five year residency in three fields with experts in diagnosis and treatment of ASD

### Emergency Medicine

Faculty Fellowship funded to initiate curriculum in caring for adults with disabilities, including autism Curriculum will be piloted this year to include didactics, standardized patient workshops and clinical experience in CYACC clinic

### Dental Anesthesia

The Department of Oral Surgery and Hospital Dentistry along with the Department of Anesthesiology proposed a 2-year dental anesthesiology residency program within Wishard Hospital. IUSOM supports the proposed program to provide training in care for patients who are not obtaining dental care because of physical or cognitive impairments

### Neurodevelopmental disabilities

2010 residency launched in pediatric and neurological skills includes caring for youth with autism

### Pediatrics

Pediatrics; Combined Medicine Pediatrics; and Combined Emergency Medicine Pediatrics

- Screening in continuity clinic setting (primary care outpatient setting) using the *MCHAT (Modified Checklist for Autism in Toddlers)* and *Ages and Stages Questionnaire* in the screening of children during well child visits
- Diagnosing in Behavioral Developmental Pediatrics rotation – Participate in full evaluation of children with autism spectrum disorders
- Inpatient care in Complex Care rotation – Provide inpatient clinical care for hospitalized youth with developmental disabilities
- Assisting families in Community Pediatrics 1 rotation – Linking to school, parent to parent networks and diagnosis specific organizations
- Transition to adult life in Community Pediatrics 2 rotation – Clinical primary care experience examining and support patients with autism spectrum disorder

## Preclinical Undergraduate Medical Education

Undergraduate medical students have the following introduction classes to clinical medicine:

1st year: *Youth with Special Health Care Needs* Lecture  
2nd year: *Child Psychiatry: Children with Autism* Lecture  
2nd year: *Pediatrics: Infant and Toddler* Lecture

## Fellowships

2007-2008: Child Psychiatry Fellowship  
2008-2009: Child Psychiatry Fellowship with special emphasis on autism  
2009-2010: Psychiatry-Autism/Developmental Fellowship

## Clinical Clerkship for 3rd Year Students

**Psychiatry:** Lectures on Autism Spectrum Disorders diagnosis and treatment  
**Pediatrics:** Medical students learn how to screen for developmental disabilities using the *Ages and Stages Questionnaire*. Core Lecture in Developmental Pediatrics covering ages 0-5 years

## Continuing Medical Education for Community Physicians in Indiana

### Annual Riley Pediatric Conference

2009 topics included Autism Toolkit for Medical Professionals and Collaborating with Schools regarding Youth with Learning Disabilities - Attended by 10 or more Indiana pediatricians, nurse practitioners and family medicine physicians

### Christian Sarkine Autism Treatment Center Annual Conference

Designed with topics of relevance to students, residents and practicing physicians

### Indiana Rural Health Conference

2009 topics included Caring for Adults with Developmental Disabilities - attended by primary care providers particularly family medicine physicians

### MDwise-CYACC Learning Collaborative

Caring for Youth and Adults with Intellectual Disabilities. CME Meeting September 2010 – goal 100 primary care providers. One year 15 practice learning collaborative

### Indiana University Medical Home Hospitalist Group

2010 lecture: Inpatient Care of Adults with Developmental Disabilities

### Toolkit and Screening Posters

Available online, by request, and through local physician liaison visits. Demonstrated at statewide meetings to promote utilization of these resources

## Future Visions

- Explore some longitudinal experiences for medical students in partnering with families, youth with autism/DD
- Explore for resources to create a Fellowship in Medicine: Adults with Developmental Disabilities; an IUSOM proposal is in development
- Website resources for physicians regarding best practices in caring for individuals with special health conditions
- Adding the ASQ screening and MCHAT to Basic Clinical Skills Competency requirements for all 3rd year medical students.
- Final edits and dissemination of *Autism 101* video that can be useful to a wide variety of learners from medical students to practicing physicians. This professional-level video will describe and demonstrate some of the common characteristics of autism with an emphasis on the strengths of these individuals and the focus on resources available locally
- Development of web-based modules for physicians in collaboration with an advisory board of practicing Riley and community physicians. (Expected Date: Summer 2010)
- Offering of an abbreviated HANDS training for residents and physicians. Currently, multiple Riley staff, interns, residents, and fellows can attend summer training

## Establishment of Autism/ Developmental Disabilities Fellowship

A unique partnership with the Division of Disability, Aging, and Rehabilitative Services (DDARS/FSSA) allows for greater exposure to treating individuals with an ASD/DD and intensive work with adult patients with the most challenging behavioral problems in Indiana.

## Involvement of Psychiatry Fellows

All child and adolescent psychiatry fellows have many hours of lectures on autism in their two year fellowship and all treat patients within the autism center.

## Collaboration with Riley on the Road

Collaboration with Riley Public Relations and physician liaisons to initiate the series of **Riley on the Road** with presentations about the behavioral and psychopharmacological intervention of ASD.

## Networking with Clarian Physician Liaisons

Ongoing networking with Clarian Physician Liaisons for increased exposure and education to community physicians onsite in their community settings.

## Increased Resident Opportunities

Increase in psychiatry faculty time devoted to supervising child psychiatry residents (4 hr/w to 24 hr/w), allowing residents multiple opportunities to diagnose and treat individuals with an ASD.

This exceeds the requirements of almost all other programs in the country.

## Autism Elective for Seniors

One month - long autism elective for senior medical students

## Development of Autism Improvement Team

The team was created within the hospital in conjunction with C&L service within the Department to effectively disseminate information, provide hands-on training and consultation, and train inpatient teams (e.g., nurses, educational specialists, OT, Child Life, Circle of Care) that can serve as point people on Riley Inpatient Units.

## Revision of Child Psychiatry Resident Training

Expansion of didactic training in autism and psychosocial interventions to create a more complete clinician able to provide this care once they complete their residency and enter practice in the State of Indiana.

This expansion includes didactics from more clinicians, educators, and psychologists on diverse topics relating to the educational and clinical assessment and intervention with children with ASD and other developmental disabilities (e.g., Therapies in PDD, Educational/School Issues in PDD). In addition, many adult psychiatry residents have participated in autism clinics.

## Toolkit for Medical Professionals

The Toolkit (a manual, ready-made tools, and a companion DVD) provides information and resources on autism spectrum disorders that can be helpful for medical students and providers. It is also available online.

## Annual Autism Conference

Conference helps broaden the education of medical students, residents, and community physicians along with other community consumers.

## Autism Related Didactic Lectures

Didactic lectures for medical students on autism during their 2<sup>nd</sup> and 3<sup>rd</sup> years of school. Many 3<sup>rd</sup> and 4<sup>th</sup> year students observe patients with autism during their one-month Psychiatry clerkship or Psychiatry electives.

## Elective Rotations for Residents

Residents training in pediatrics, pediatric neurology, and genetics are encouraged to do one-month elective rotations within the CSATC and Riley Child and Adolescent Psychiatry Clinic.

## Community Lectures

Lectures for college and high school students, as well as providers/caregivers on autism, medications, and medical issues.

## Collaboration with National CDC Campaign

Ongoing collaboration with the national campaign **Learn the Signs. Act Early.** initiated by the Centers for Disease Control and Prevention.

## Autism 101 Video

Useful to a wide variety of learners from medical students to practicing physicians, this professional-level video will describe and demonstrate some of the common characteristics of autism with an emphasis on the strengths of these individuals and the focus on resources available locally (Expected Date: Fall 2010).

## Web-Based Modules for Physicians

Development of web-based modules for physicians in collaboration with an advisory board of practicing Riley and community physicians. (Expected Date: Summer 2010)

## Abbreviated HANDS Training for Residents and Physicians

Discussion initiated regarding to adapt HANDS for educational professional to training residents and physicians at Riley.



# Next Steps...

*My child was diagnosed with a Pervasive Developmental Disorder... now what?*

**Riley Hospital for Children**  
.....  
Christian Sarkine Autism Treatment Center

## FREE Workshop

**When:** October 12, 2010: 5:30-7:00pm

**Where:** Fesler Hall (IUPUI Campus) 1120 South Dr, Ste. 302



### DURING THE WORKSHOP

professionals from the Christian Sarkine Autism Treatment Center will discuss

- General information about diagnosis
- Adjustment to the diagnosis
- How to make appropriate treatment decisions

**AND MORE!**

### TO REGISTER:

fill out the form online at

<http://www.handsinautism.org/events.html>

or call (317) 944-8162 option "0"

**Space is LIMITED**

**No individual consultations and/or childcare are provided during the workshop!**



**At the workshop, you will receive this comprehensive manual and other helpful materials**



# Workshops

Fall 2010-Spring 2011

**Riley Hospital for Children**  
.....  
Christian Sarkine  
Autism Treatment Center

Register: [www.handsinautism.org/events](http://www.handsinautism.org/events)

**Schedules: the Art & the Science (MITI)**

September 22, 2010, 5:30-7:30

**Choreography: Proactive Scheduling for Effective Classroom Flow (LILI)**

October 20, 2010, 5:30-7:30

**Programming for Success: Proactive Behavioral Strategies (MITI)**

November 17, 2010, 5:30-7:30

**Data Driven Decision Making (LILI)**

December 15, 2010, 5:30-7:30

**Tasks, Adaptations, & Modifications (MITI)**

January 19, 2011, 5:30-7:30

**Effective Goal Writing Practices (LILI)**

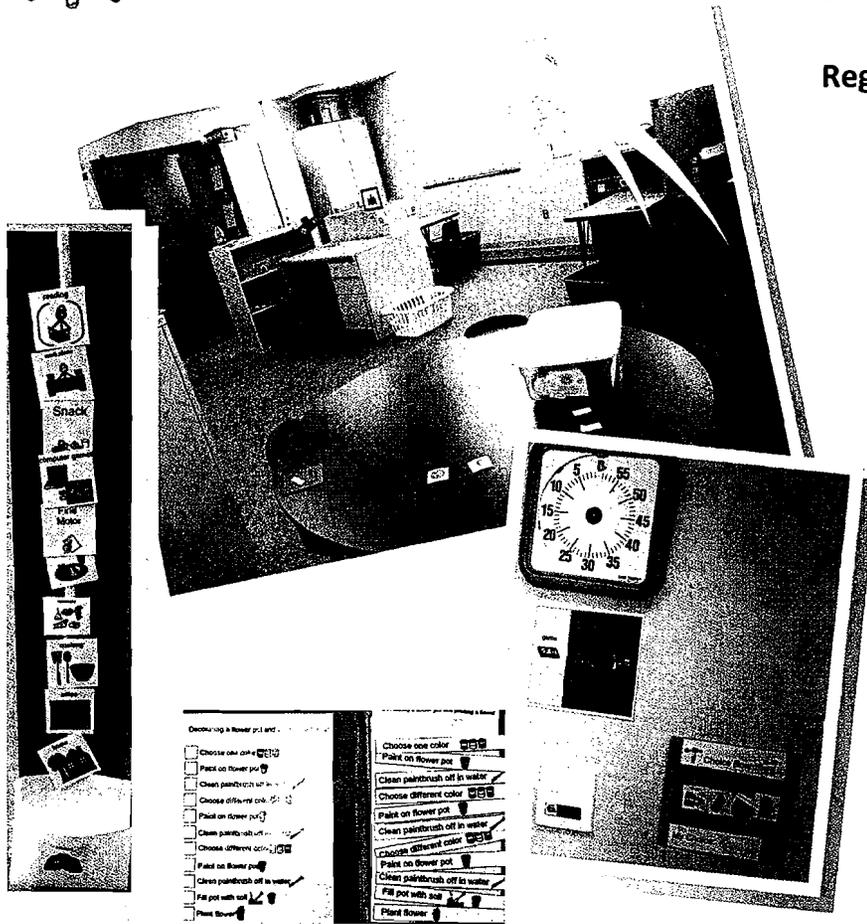
February 16, 2011, 5:30-7:30

**Social Skills Teaching Strategies (MITI)**

March 23, 2011, 5:30-7:30

**Collaborative Tools for Effective Advocacy (LILI)**

April 20, 2011, 5:30-7:30



## MAKE IT, TAKE IT WORKSHOP (MITI)

This FREE workshop series is a combination of lecture and hands-on activities to create individualized visual supports to take for immediate use. Great for school personnel, parents/caregivers, and medical professionals. No childcare is provided.

## LEARN IT, LIVE IT WORKSHOP (LILI)

This FREE workshop series is a combination of lecture and group exercises to better understand and practice techniques, strategies, and ideas discussed. Great for school personnel and interested parents/caregivers. No childcare is provided.

Fesler Hall 1120 South Dr. Ste 302

Indianapolis, IN 46202

317.944.8162 Opt. "0"

[www.HANDSinAutism.org](http://www.HANDSinAutism.org)



# How-To Videos and Templates

Riley Hospital for Children  
Christian Sarkine  
Autism Treatment Center

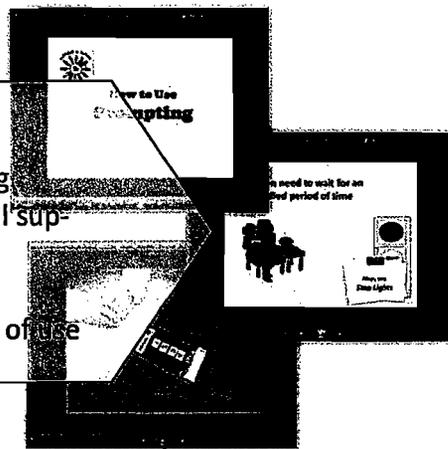
COMPREHENSIVE AND CONSTANTLY GROWING ONLINE COLLECTION OF **FREE** HOW-TO USE VIDEOS AND TEMPLATES

## What is a How-To Video?

[WWW.HANDSINAUTISM.ORG](http://WWW.HANDSINAUTISM.ORG)

A video that

- ◆ Is only 1 to 2 minutes long
- ◆ Describes a specific visual support or strategy
- ◆ Offers practical tips
- ◆ Shows real-life examples of use



TOPICS INCLUDE:

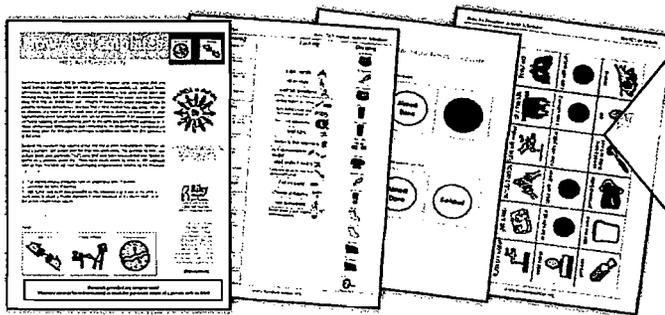
- ◆ Visual and Activity Schedules
- ◆ Choice-Boards
- ◆ Your Turn—My Turn Cards
- ◆ Prompting

and MORE!

## What is a How-To Template?

A single-topic publication that

- ◆ Explains a specific visual support
- ◆ Provides easy-to-follow instructions and samples
- ◆ Offers printable templates
- ◆ Suggests ideas



While online, check our **KID'S CORNER** and **ACADEMIA** to find ideas for:

- ◆ academic tasks
- ◆ crafts
- ◆ cooking
- ◆ playing

and many others!





# How-To

## Videos and Templates

This form is available online at [www.handsinautism.org](http://www.handsinautism.org)



- I would like a hard copy of How-To Templates:
- I would like a CD with How-To templates and videos:

Name: \_\_\_\_\_

Company/Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

County: \_\_\_\_\_

Email: \_\_\_\_\_

- Optional:** Please mark this box if you want to be added to our listserv to receive updates about our events, programs, newsletter, etc. Your email address will not be given to a third party.

What is your role:

- Parent/Caregiver
- Educational Professional (please specify) \_\_\_\_\_
- Medical Professional (please specify) \_\_\_\_\_
- Therapist (please specify) \_\_\_\_\_
- Other (please specify) \_\_\_\_\_

**For Providers:**

Percentage of your students/clients who have an ASD: \_\_\_\_\_

**Mail to:**  
 HANDS in Autism  
 Christian Sarkine Autism Treatment Center  
 Attn: Iryna Ashby  
 702 Barnhill Drive, Room 4300  
 Indianapolis, IN 46202  
 FAX: (317)278-0609

# Special Issue

**Dedicated to:**

## **Indiana Resource Network (IRN)**

**6 Centers - One Goal**

**Improved support for students  
with special needs**

  
**Riley  
Hospital  
for Children**  
.....  
Christian Sarkine  
Autism Treatment Center



**INDIANA UNIVERSITY**  
DEPARTMENT OF PSYCHIATRY  
School of Medicine

*HANDS (Helping Answer Needs by Developing Specialists) in Autism is proud to be named one of the six state resource centers making up the Indiana Resource Network (IRN) established by the Indiana Department of Education (IDOE).*

## IRN - What is It?

Indiana Resource Network or IRN (made possible through Indiana Resource Centers for Improvement Activities special education grants) is comprised of six centers that "will work together to provide Indiana's schools targeted and comprehensive special education support and assistance" (Indiana Department of Education News Release, <http://www.doe.in.gov/news/2010/04-April/StateToBetterTarget.html>). The areas addressed through the grants are autism, effective assessment and instruction, effective evaluations, effective and compliant individualized education programs (IEPs), positive behavior intervention supports (PBIS), and transition to adulthood. Additionally, the support to schools will be provided by three sole

source projects (i.e., PATINS, PASS, and IN\*SOURCE).

*"Our goal as a department is to make the pathways between resources and students more direct and efficient, Superintendent of Public Instruction Dr. Tony Bennett said. This revamped method for providing special education services is a more organized way to target schools' individual special education needs, and it's a great example of the ways we're working to streamline every area of education funding and support." (Indiana Department of Education News Release, <http://www.doe.in.gov/news/2010/04-April/StateToBetterTarget.html>).*

## These Six Centers - Who Are They?

### Assessment and Instruction Resource Center

The Indiana Center for Assessment and Instruction (ICAI), in collaboration with the Indiana Resource Network (IRN) provides tools, training and technical assistance as schools increase student achievement, build staff capacity and align resources. Our work focuses on professional development related to Indiana assessments, Universal Design for Differentiated Instruction, teacher leadership

and Instructional Consultation Teams. Our goal is to develop a fully functioning and sustainable network of support for effective assessment and instruction in Indiana.

**Project Director:** Sandi Cole, Ed.D.

**Email:** [cmcole@indiana.edu](mailto:cmcole@indiana.edu)

**Web:** [www.iidc.indiana.edu/cell](http://www.iidc.indiana.edu/cell)

---

### Transition to Adulthood Resource Center

The Indiana Secondary Transition Resource Center, through a collaborative effort with the Indiana Resource Network, seeks to build statewide and local capacity to improve post-school outcomes. Driven by current transition research and effective practices, our purpose is to develop and enhance professional development activities and resources for schools, families, students and community organizations. Improving school and

post-school outcomes will occur through our work centered on student-focused planning, student development, family involvement, interagency collaboration and program structures.

**Project Director:** Teresa Grossi, Ph.D.

**Email:** [tgrossi@indiana.edu](mailto:tgrossi@indiana.edu)

**Web:** [www.iidc.indiana.edu/index.php?pageId=3260](http://www.iidc.indiana.edu/index.php?pageId=3260)

## Effective Evaluation Resource Center

The purpose of the Effective Evaluation Resource Center is to increase Indiana educators' use of skills that (a) ensure targeted and high quality interventions and strategies for struggling students; (b) promote the use of appropriate special education evaluation tools and methods for all students; and (c) assist local educational agencies (LEAs) in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance. In collaboration with the Indiana Resource Network, the EERC will provide an array of professional development and coaching opportunities,

develop resources and materials, facilitate statewide and regional collaborative networks, and advance the use of statewide technology during the evaluation process.

**Project Co-Director:** Leah Nellis, Ph.D., NCSP

**Email:** Leah.nellis@indstate.edu

**Project Co-Director:** Russell Skiba, Ph.D.

**Email:** skiba@indiana.edu

**Web:** [www.indstate.edu/blumberg/evaluation/index.htm](http://www.indstate.edu/blumberg/evaluation/index.htm)

## PBIS-Indiana Resource Center

PBIS INDIANA will develop and establish a statewide network of culturally responsive school wide positive behavior supports. The center will:

- Develop exemplar culturally responsive PBIS sites
- Provide an array of professional development activities to LEAs, coaches and school teams ranging from web-based information on culturally responsive PBIS to intensive technical assistance
- Provide resources and materials to support culturally responsive positive behavior supports, classroom management and positive learning environments for all students

- Collaborate closely with national leaders

In addition to providing technical assistance to schools, the PBIS-Indiana Resource Center will further understanding on PBIS and achievement, family engagement, dropout rate and placement in the least restrictive environment.

**Project Co-Director:** Dr. Russ Skiba, Ph.D.

**Email:** skiba@indiana.edu

**Project Co-Director:** Dr. Sandi Cole, Ed.D.

**Email:** cmcole@indiana.edu

**Web:** [www.iub.edu/~safeschl/Equity/index.html](http://www.iub.edu/~safeschl/Equity/index.html)

## Effective and Compliant IEPs Resource Center

The purpose of the Effective and Compliant IEPs Resource Center (IEPRC) is to increase Indiana educators' knowledge and skills that will (a) support the use of Indiana Standards Tool for Article 7 Compliance (ISTART7), (b) facilitate the development of compliant IEPs, (c) to provide technical assistance (TA) and professional development (PD) for Indiana educators and staff who are involved in developing IEPs, and (d) to support local educational agencies (LEAs) in the development and use of procedures to insure compliance and the development of high quality IEPs. The

IEPRC will provide an array of professional development and coaching opportunities, develop resources and materials, facilitate statewide and regional collaborative networks, and advance the use of statewide technology during the case conference committee (CCC) process.

**Project Director:** Jolly Piersall

**Email:** Jolly.Piersall@indstate.edu

**Web:** [www.indstate.edu/blumberg/iep/index.htm](http://www.indstate.edu/blumberg/iep/index.htm)

## HANDS in Autism Resource Center

The HANDS (Helping Answer Needs by Developing Specialists) in Autism program is prepared to address the following goals: (1) increase knowledge and practical application for school personnel through the use of a variety of professional development activities and materials to instruct in scientifically-based academic and behavioral strategies to improve instruction and intervention for students with ASD, (2) advance local and state-wide capacity to ensure sustainability, supportability, and consistency in providing academic and behavioral supports to students with ASD, and (3) facilitate collaboration and establish consistent and comprehensible information and resources across schools, families, and medical/community systems to assist in developing supportive networks and ef-

fecting best educational outcomes for students with ASD. In preparation for reaching these goals, local community cadres (LCCs) will be developed in self-selected communities to extend connections and networks and expand capacity to train more broadly statewide. Further, accessibility to University specialists with background and experience to support individualized needs of schools and local communities will be increased as well as flexibility with respect to format options (i.e. online and live opportunities provided at both local and state-wide levels).

**Project Director:** Naomi Swiezy, Ph.D., HSPP  
**Email:** [nswiezy@iupui.edu](mailto:nswiezy@iupui.edu) or [hands@iupui.edu](mailto:hands@iupui.edu)  
**Web:** [www.handsinautism.org](http://www.handsinautism.org)

## Who Provides Additional Support?

### Promoting Achievement for Students with Sensory Loss (PASS)

The purpose of the Promoting Achievement for Students with Sensory Loss (PASS) Project is to provide statewide support, technical assistance and professional development opportunities for educators and families that will improve instructional quality, promote academic achievement, and foster successful post-secondary outcomes for students with sensory loss. The PASS Project accomplishes these goals by supporting the Teacher of Exceptional Needs: Visual Impairment licensure program, by providing training opportunities for teachers who serve students who are blind/low vision, by partnering with stakeholders to offer an annual summer conference for teachers

who serve students who are deaf/hard of hearing and by providing educational interpreters with opportunities for training in order to improve their interpreting skills. The PASS Project is linked to the federally funded Indiana Deafblind Services Project that provides technical assistance and training to families and educators who serve infants, toddlers, children, and youth who are deafblind.

**Project Director:** Karen Goehl  
**Email:** [Karen.Goehl@indstate.edu](mailto:Karen.Goehl@indstate.edu)  
**Web:** [www.indstate.edu/blumberg/dhh/index.htm](http://www.indstate.edu/blumberg/dhh/index.htm)

### PATINS Project

The PATINS Project is a valuable resource for Indiana Local Educational Agencies (LEAs) who have students with an IEP indicating a need for assistive and accessible technologies and alternate formats of printed instructional materials. The PATINS Indiana Center for Accessible Materials (ICAM) can provide specialized formats (braille, large print, accessible PDFs, audio, digital, and audio digital formats) of K-12 textbooks and core instructional materials. The PATINS Project also provides training and

technical assistance to LEA personnel and families who will use these accessible instructional materials to ensure students with disabilities have access to, can participate in, and progress in their educational programs.

**Project Director:** Vicki Hershman  
**PATINS Web:** <http://www.patinsproject.com>  
**Indiana Center for Accessible Materials (ICAM) Web:** <http://www.icam.k12.in.us/>

## IN\*SOURCE

For over thirty-five years, The Indiana Resource Center for Families with Special Needs (IN\*SOURCE) has been committed to its mission of providing to parents, educators, and other community service providers in Indiana, the information and training necessary to assure effective educational programs and appropriate services for children and young adults with disabilities. All that IN\*SOURCE does, utilizing a parent-to-parent model, directly relates to the provision of training, information, individual assistance and support primarily to parents of children, youth and young adults with disabilities. Supported by the U.S. Department of Education and the Indiana Department of Education, IN\*SOURCE has set in place a statewide network of staff who serve as program specialists serving Indiana families. In implementing

its mission, IN\*SOURCE always has and will continue to focus on helping parents, educators and service providers to work together to address common interests or concerns and to support successful outcomes for all students.

IN\*SOURCE is committed to provide support to all of the Resource Centers across all of the Performance and Compliance Indicators especially relating to parent involvement in improving services and results for students with disabilities.

**Executive Director:** Richard Burden

**Email:** [rburden@insource.org](mailto:rburden@insource.org)

**Web:** [www.insource.org](http://www.insource.org)

## How is HANDS Getting Ready for the New Role?

There are many aspects that HANDS has put in place to ensure adequate and multi-layered support to schools, parents, and other professionals working with individuals with an autism spectrum disorder. Here are the highlights of some of the efforts:

- Partnerships with Indiana State University and Ball State University to provide a wider network of services throughout the state have been established.
- Networking across education, family, and medical systems throughout the state is being carried out to develop the support networks that will be necessary for the development and success of the local community cadres (the initial meeting for which will be held in the form of a summit this fall).
- Preparations for this year's open house, summit, and annual conference, as well as some of our

ongoing and newly instituted events and services are under way.

- Development of content training materials in formats appropriate to the learning needs of various disciplines and involvement with students on the spectrum has begun.
- Establishing of new and exciting interactive online tools for ongoing training.
- Development of the new "Learning Lab" for parents/caregivers and professionals has been initiated for those, who are interested in stopping by to receive support and assistance in developing materials, researching information, or obtain general consultation.
- Needs assessments relevant to various consumers are being prepared to be available online. We will need your input!

## How Can I Keep up with HANDS Work and Materials?

Visit our website regularly: [www.handsinautism.org](http://www.handsinautism.org)

If you have not yet, sign up to get our newsletter and email updates, by sending your name and email address to [hands@iupui.edu](mailto:hands@iupui.edu). We keep your information confidential.



# **Serving Individuals with Autism in Indiana**

## *Presentation to the Indiana Commission on Autism*

Julia Cunningham Holloway, Director  
Division of Disability & Rehabilitative Services

August 10, 2010

Indiana Commission on Autism  
August 10, 2010 Meeting

Exhibit B

# DDRS Accomplishments & Initiatives

2

## 2010 Accomplishments

- The Bureau of Developmental Disability Services (BDDS) has completed transferring a significant number of individuals on comprehensive State-funded services (Individual Community Living Budgets or ICLB) to Medicaid waivers, generating over \$10 million in State funds for reinvestment annually.
- BDDS gained approval for the renewal of the developmental disabilities waiver and started the process for renewal of the support services waiver which will be completed in FY2011.
- Successfully transitioned the Medicaid Infrastructure Grant from OMPP to VR and received increased funding based on performance.

## 2011 Initiatives

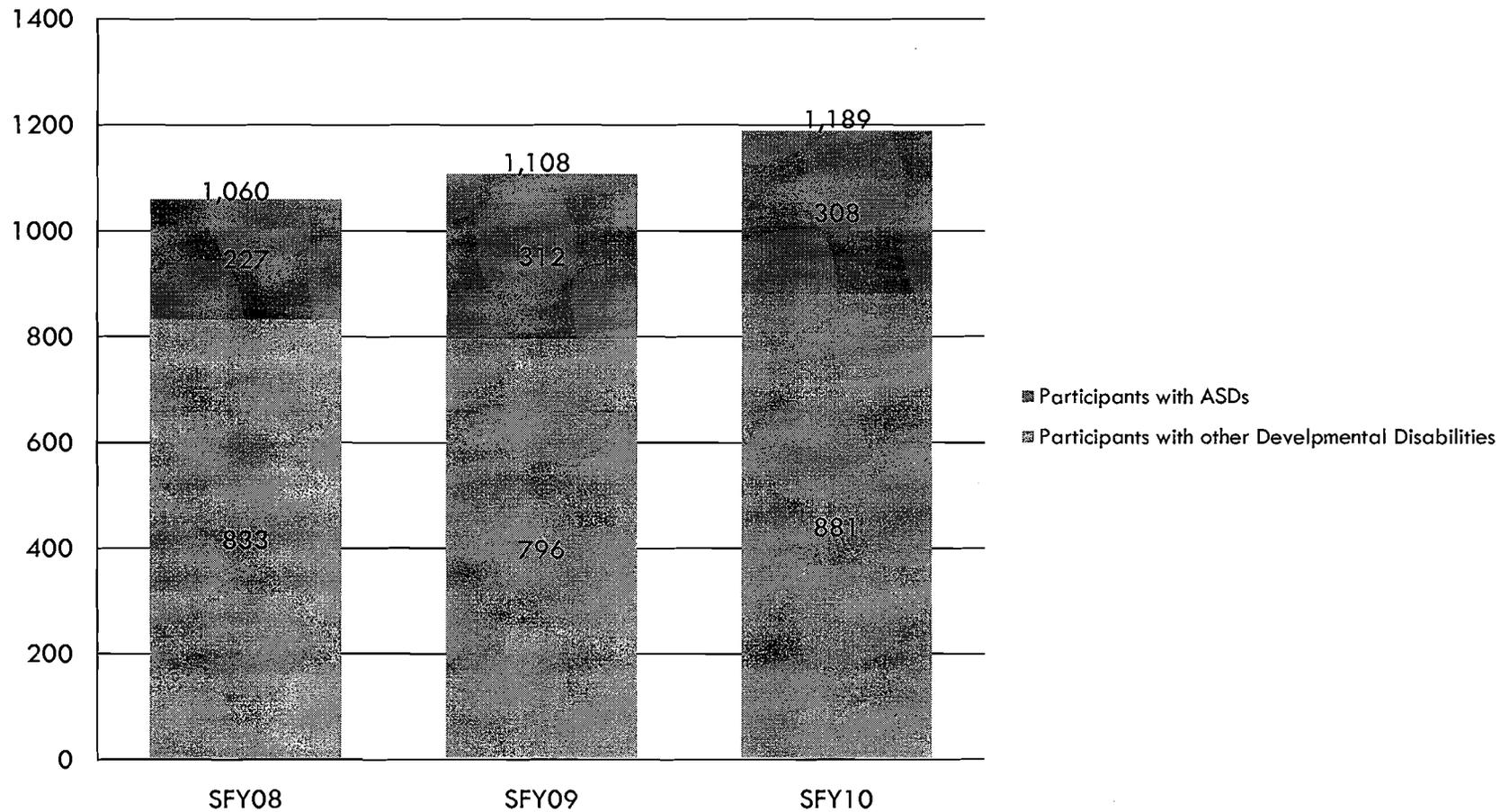
- All waiver participants will transition to an objective budget system that will include the opportunity for day services and wherever possible meaningful opportunities in the community for work or other activities.
- BDDS will continue to encourage individuals to be in roommate situations. Not only does this help conserve state resources, but as the Arc of Indiana says, “finding the right housemate can lead to companionship and friendship and a life that is truly integrated into the community.”
- VR will continue to become more integrated into all services. This will result in people being evaluated for the opportunity to work prior to or simultaneous with receiving waiver services.

# **BDDS**

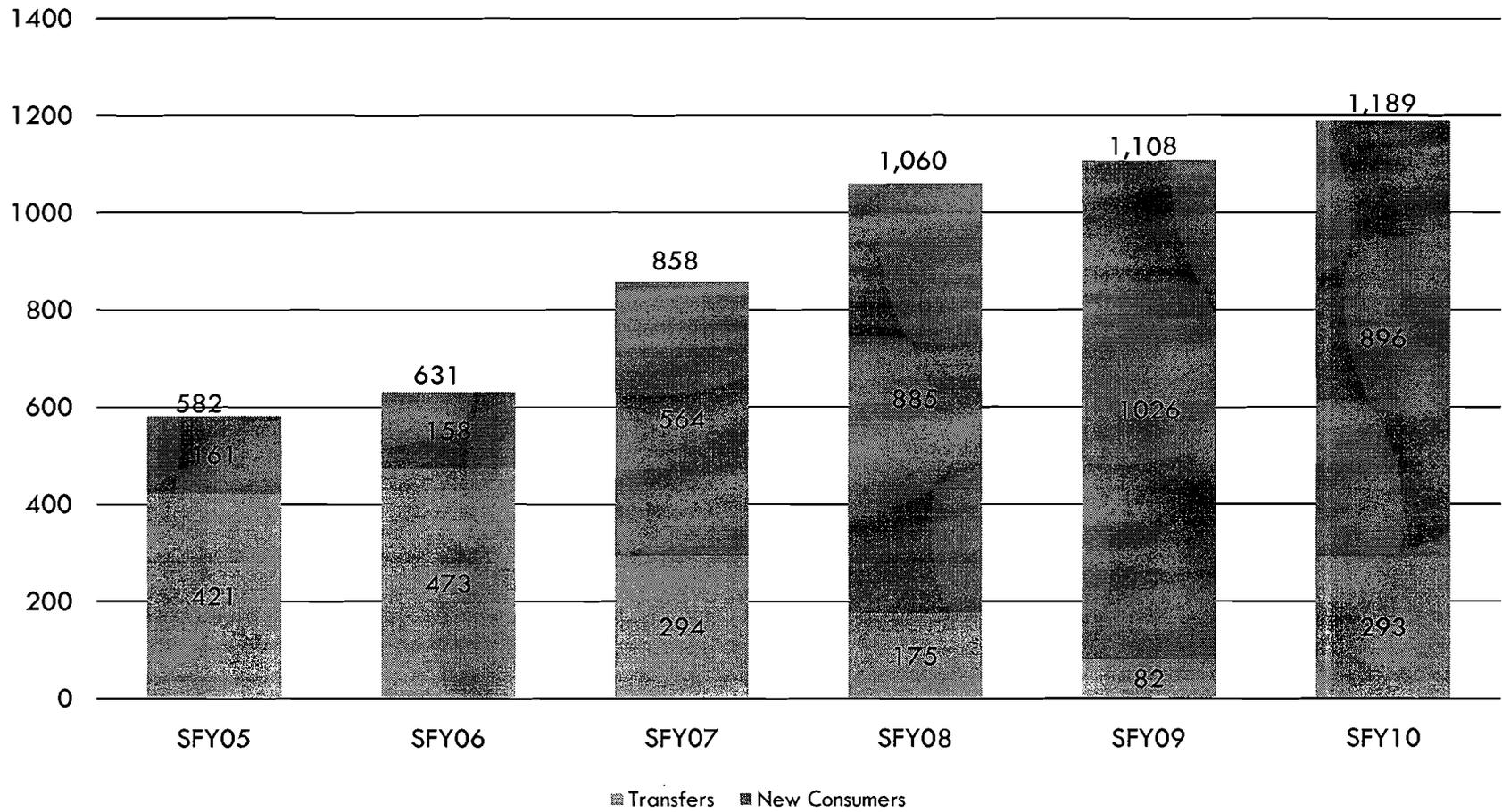
**Bureau of Developmental Disabilities Services**

# BDDS: New Waiver Participants with Autism Spectrum Disorders

4



# BDDS: New Consumers in Waiver Settings



# Current Waiver Consumers by BDDS District

6

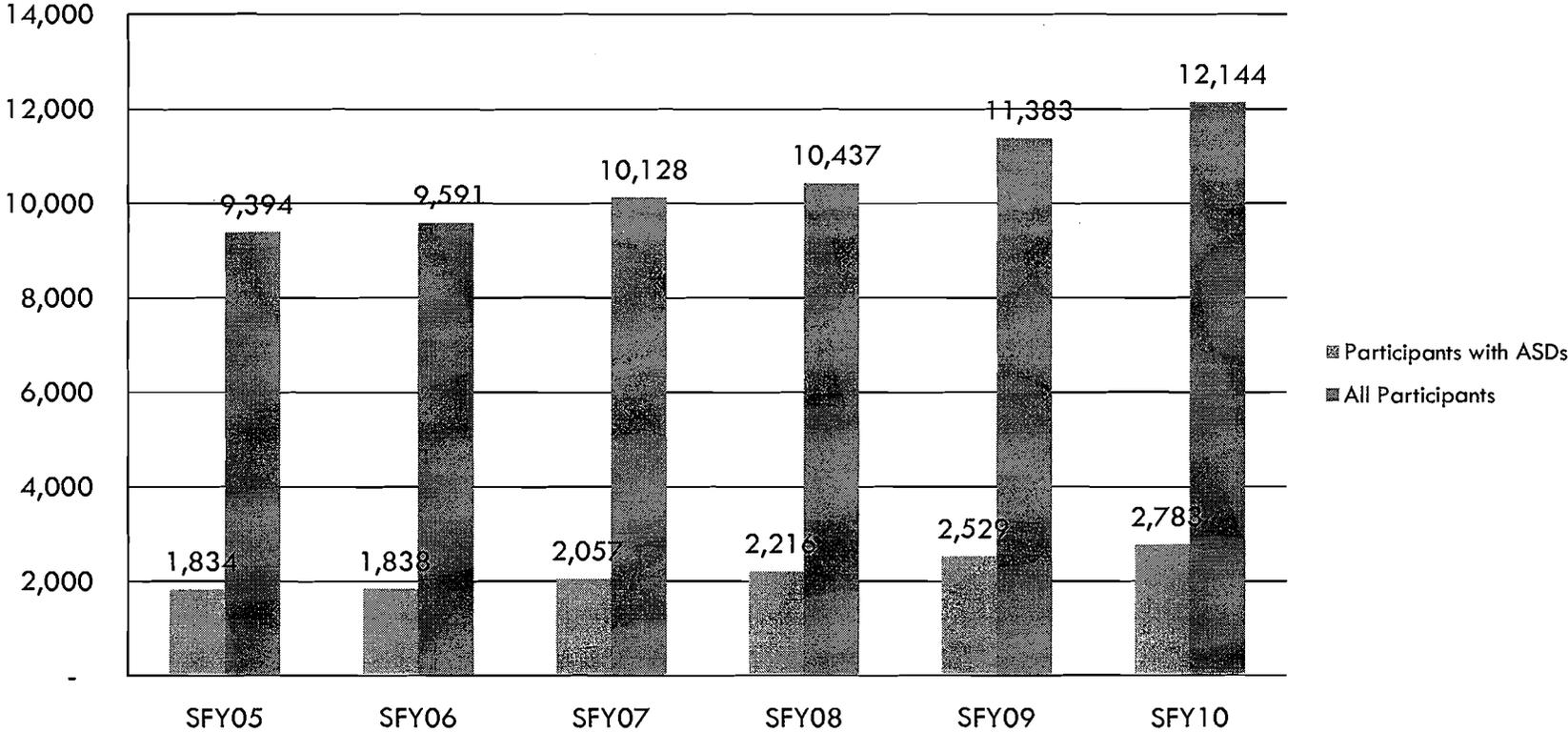
District	Consumers with Autism Spectrum Disorders (ASDs)	Total Consumers
1	294	1,293
2	322	1,636
3	312	1,593
4	249	1,082
5	867	2,735
6	284	1,355
7	171	999
8	284	1,451
<b>Totals</b>	<b>2,783</b>	<b>12,144</b>

# BCDS

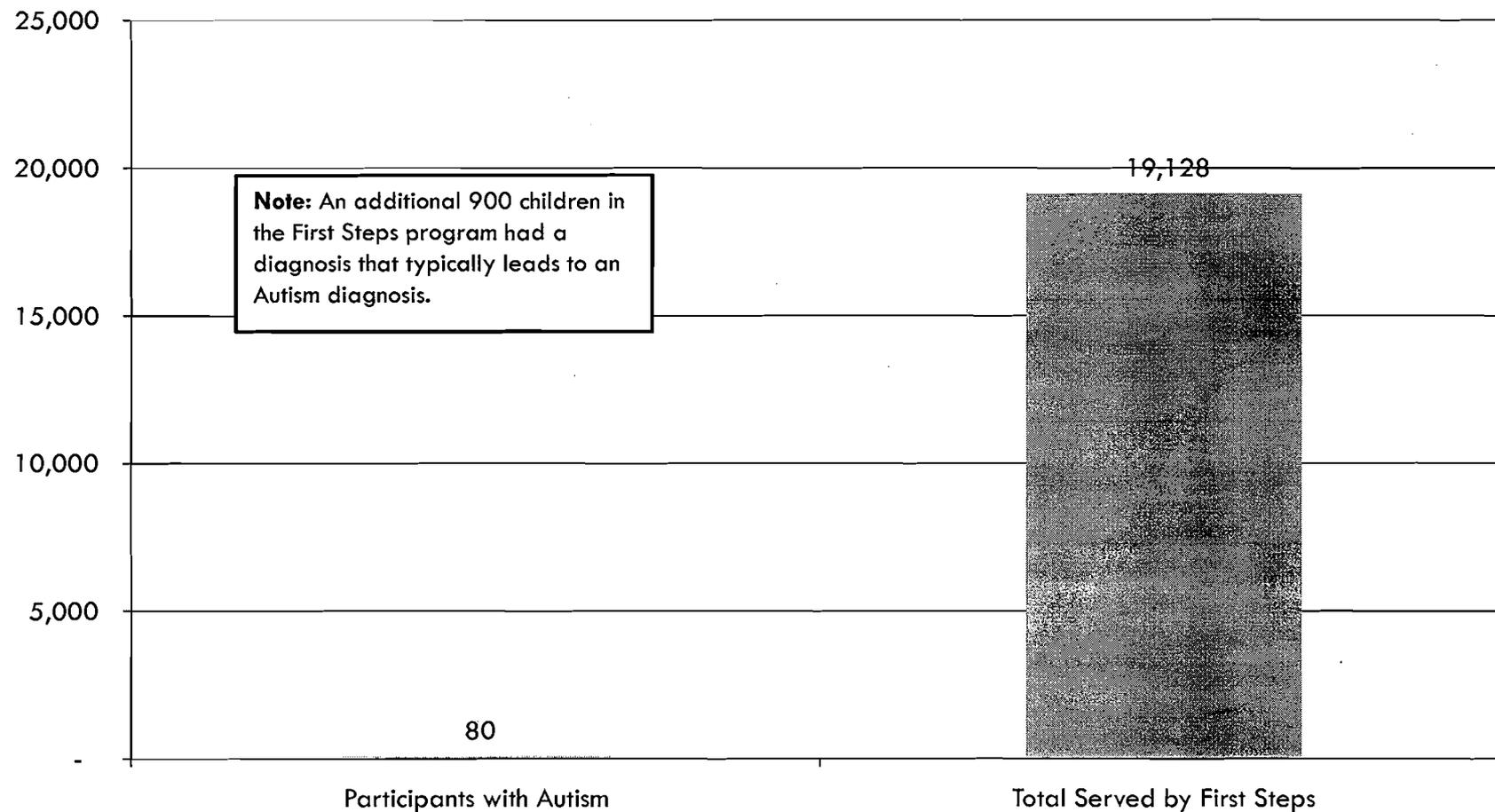
Bureau of Child Development Services / First Steps

# BDDS: Current Waiver Consumers

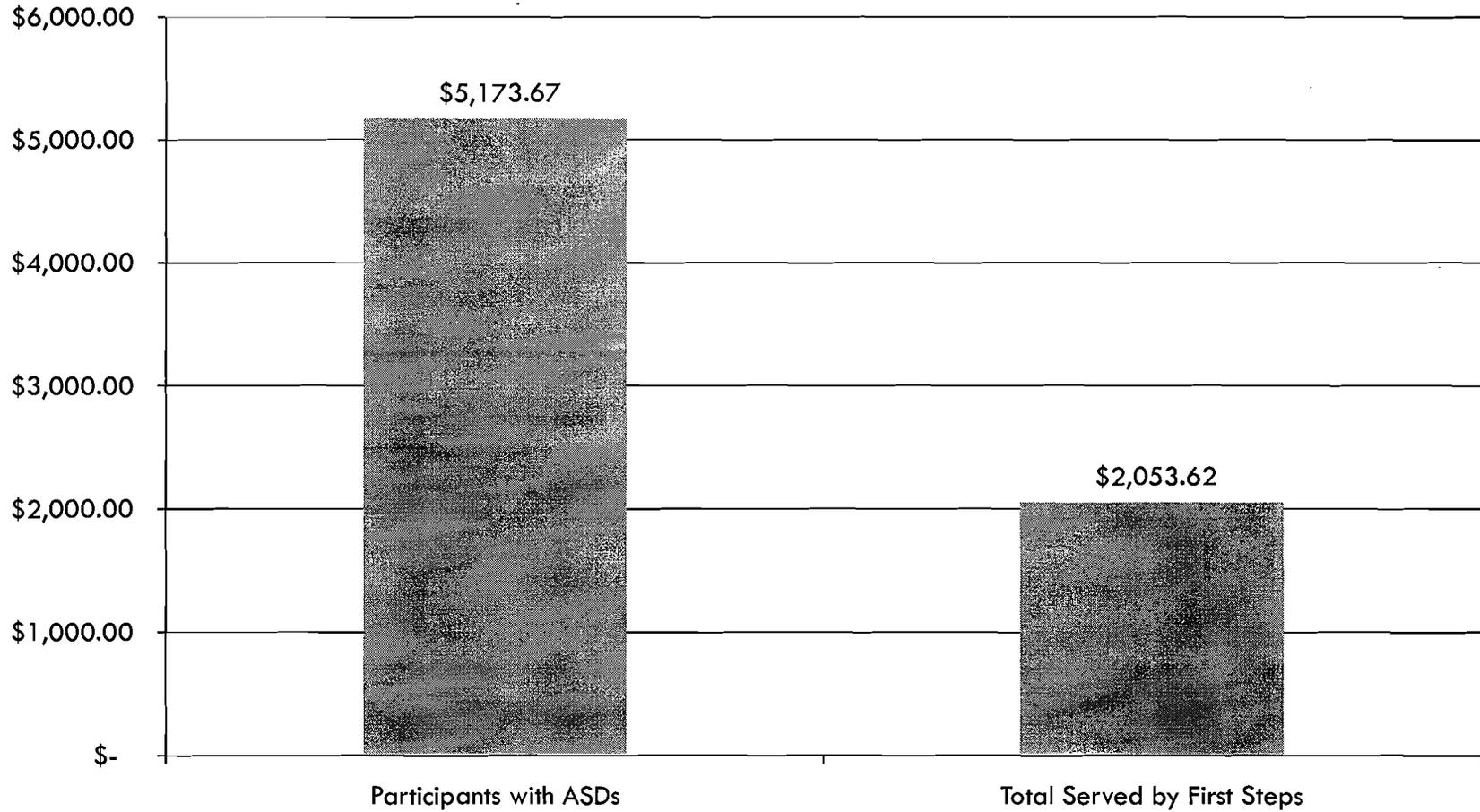
### Waiver Participants Diagnosed with Autism Spectrum Disorders Compared to Total



# First Steps – Number of Children Served



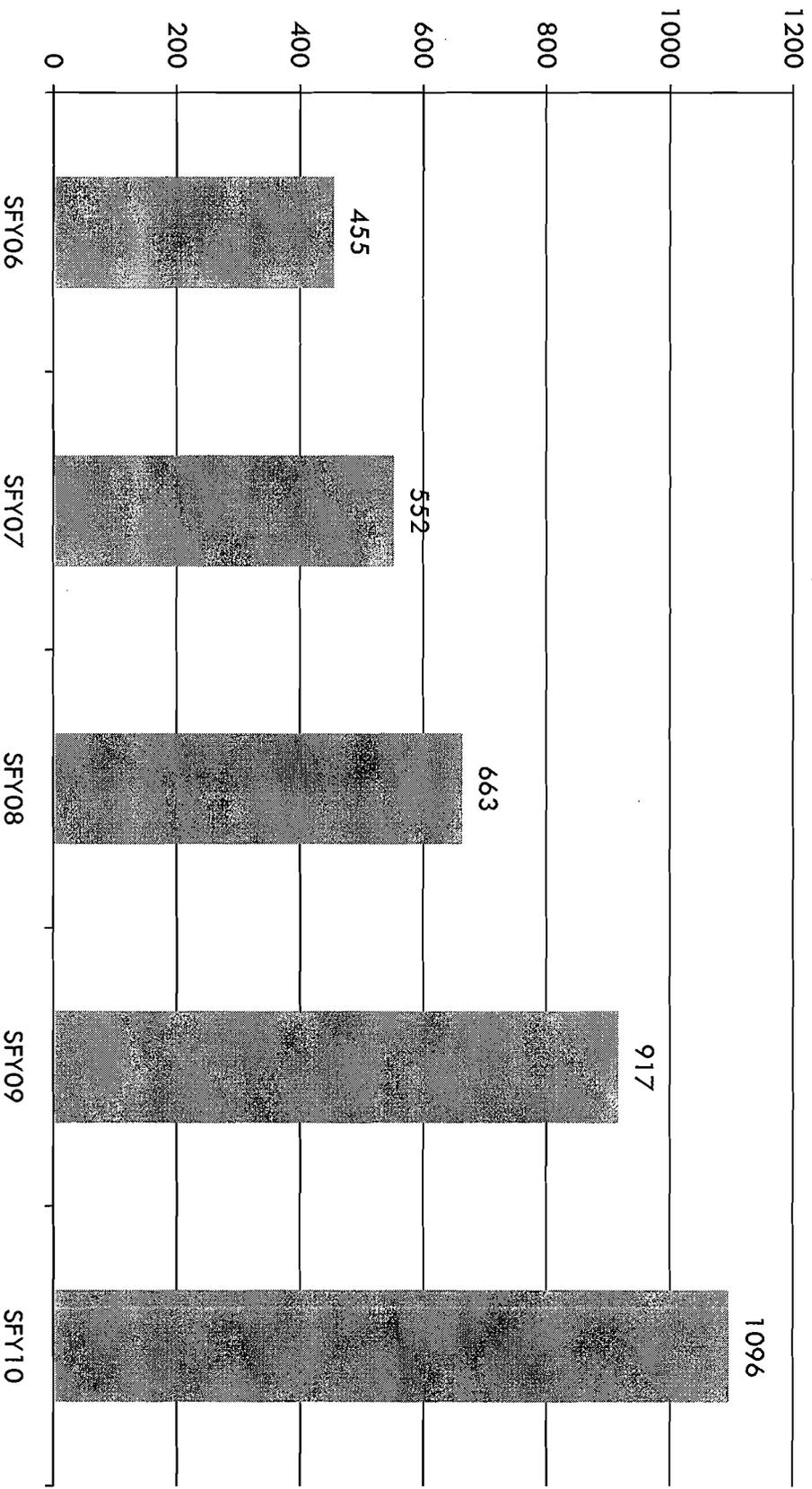
# First Steps – Average Cost per Child



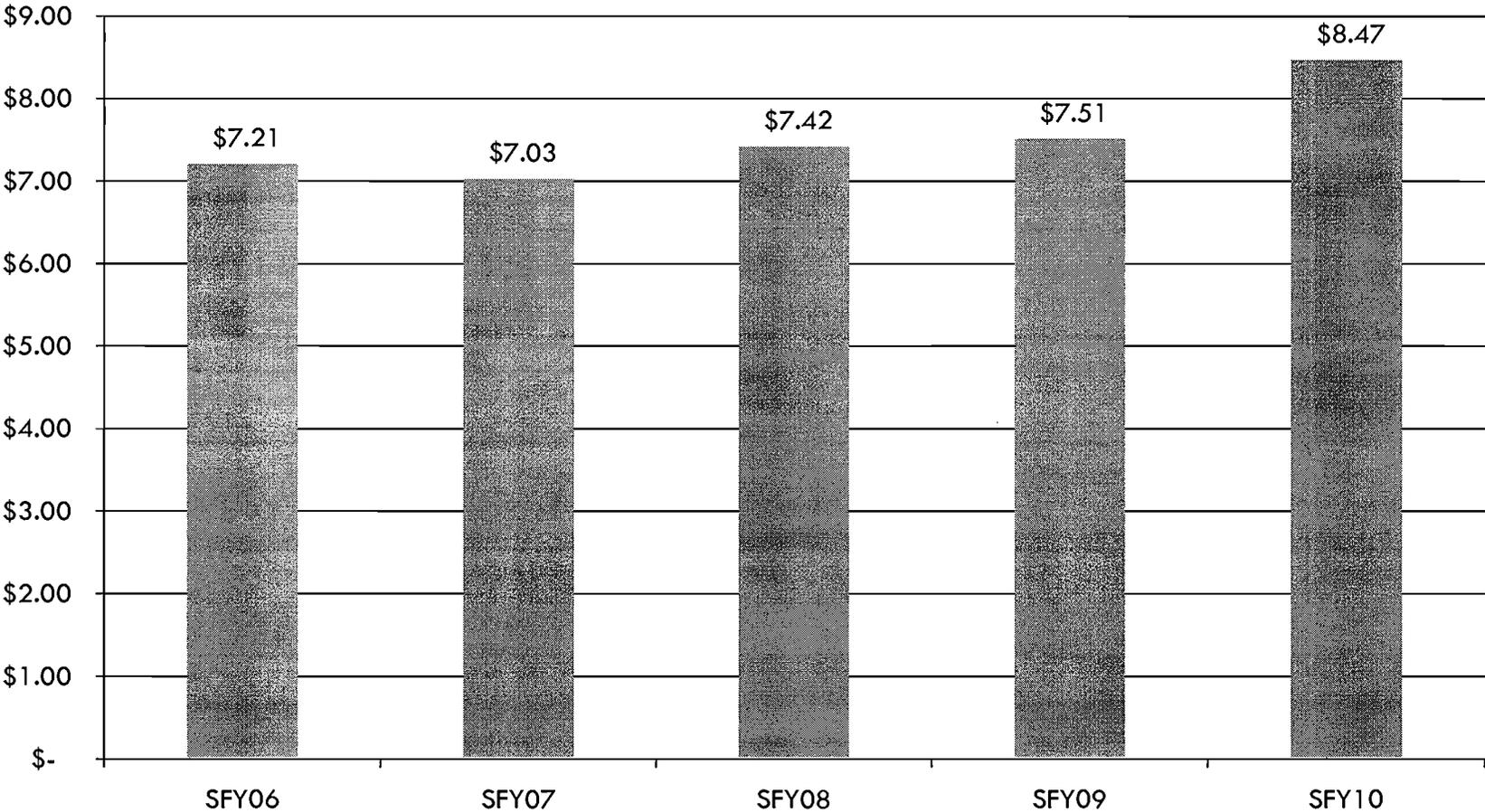
# VRS

**Vocational Rehabilitative Services**

# VRS Total Participants with ASDs

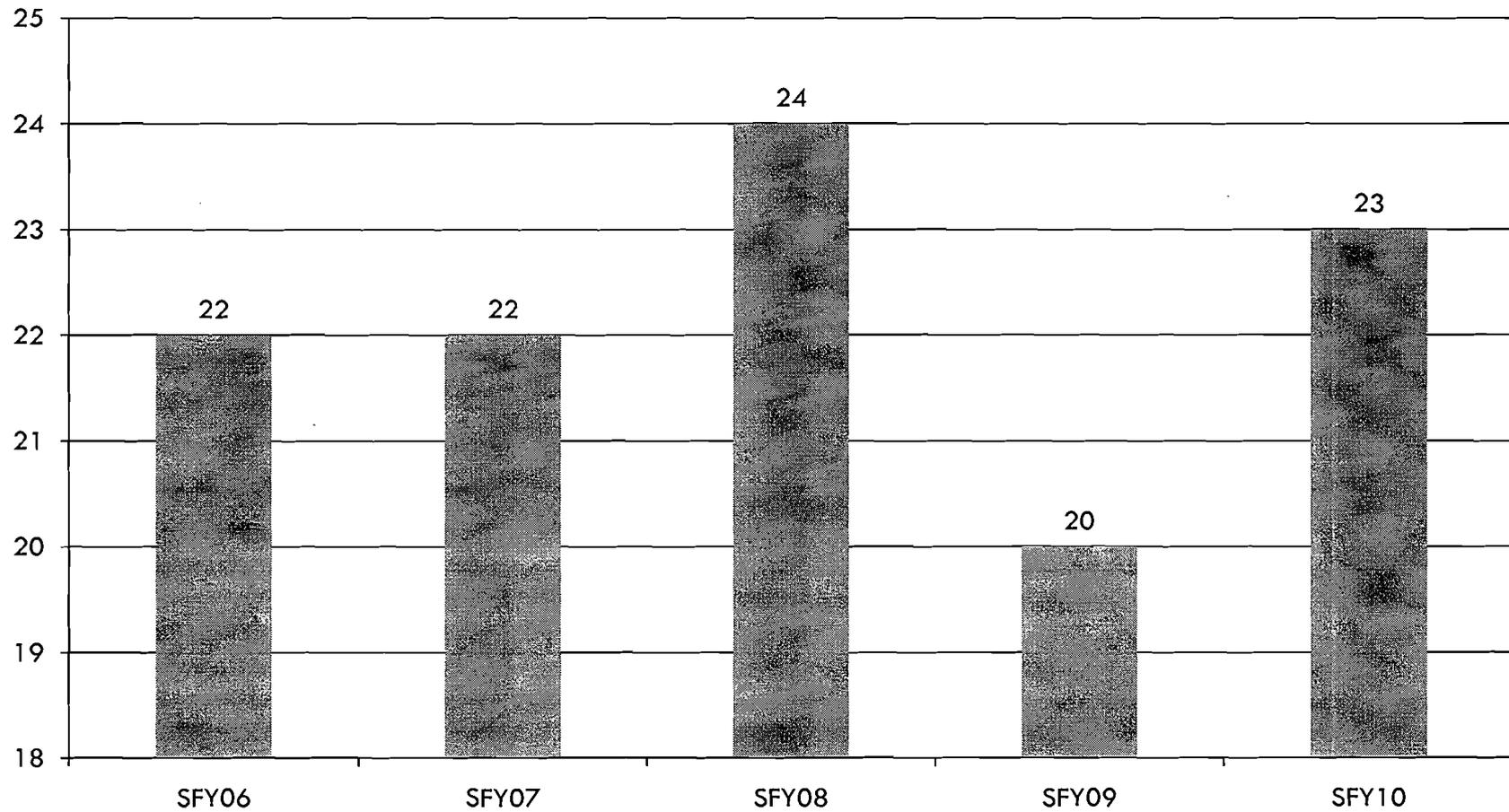


# VRS: Average Hourly Wage for Consumers with ASDs



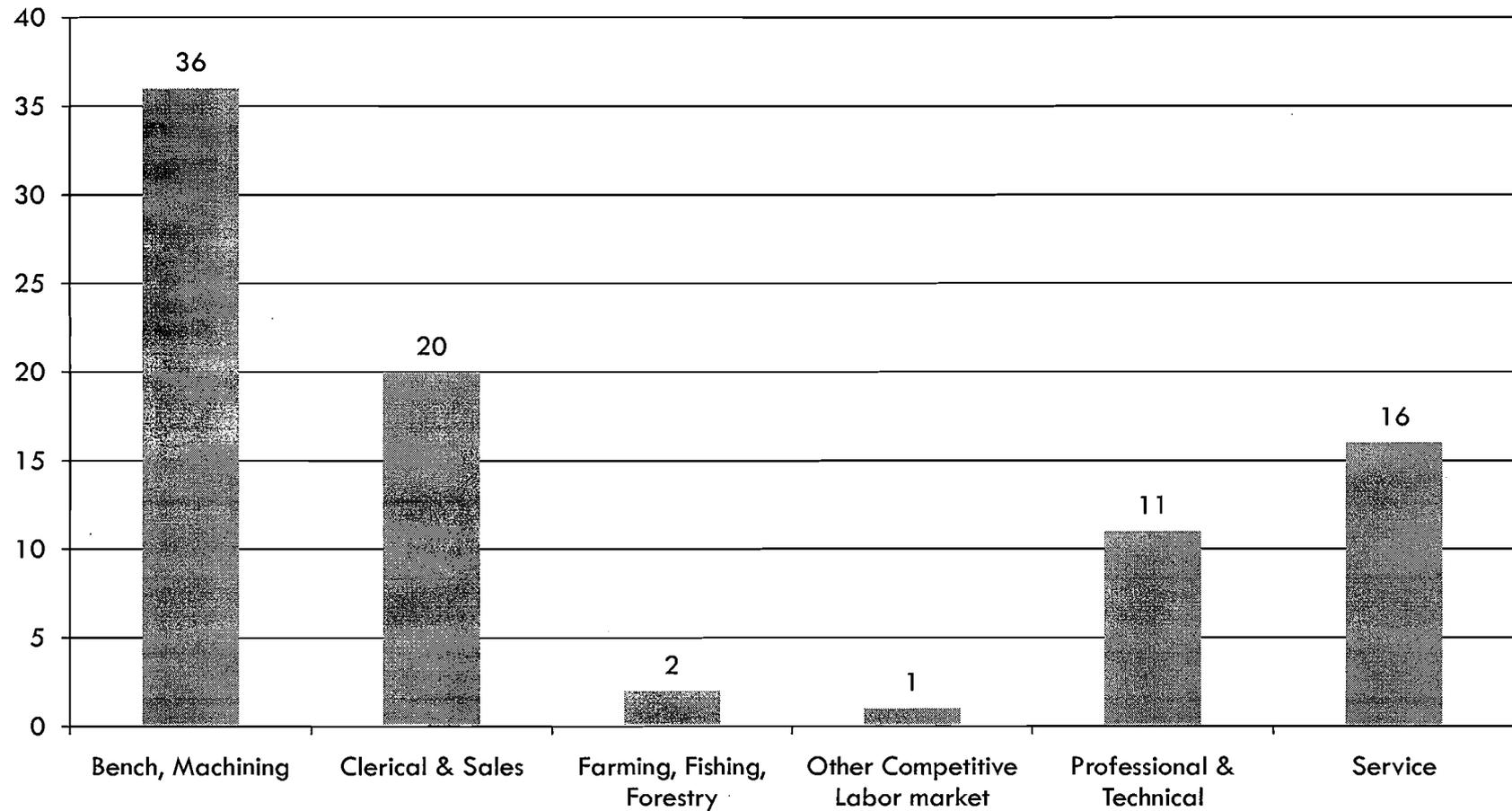
# VRS: Average Weekly Hours for Consumers with ASDs

14

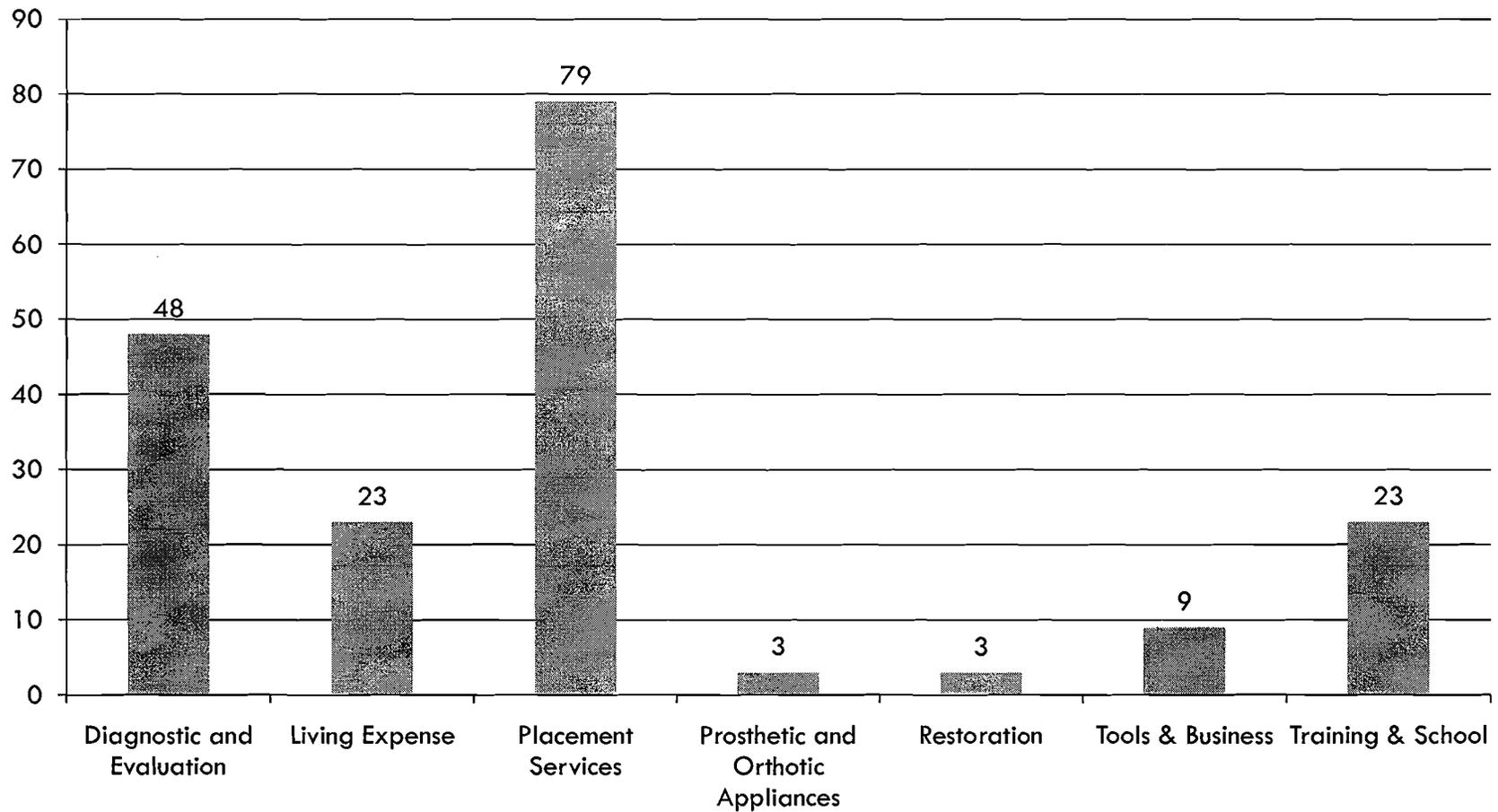


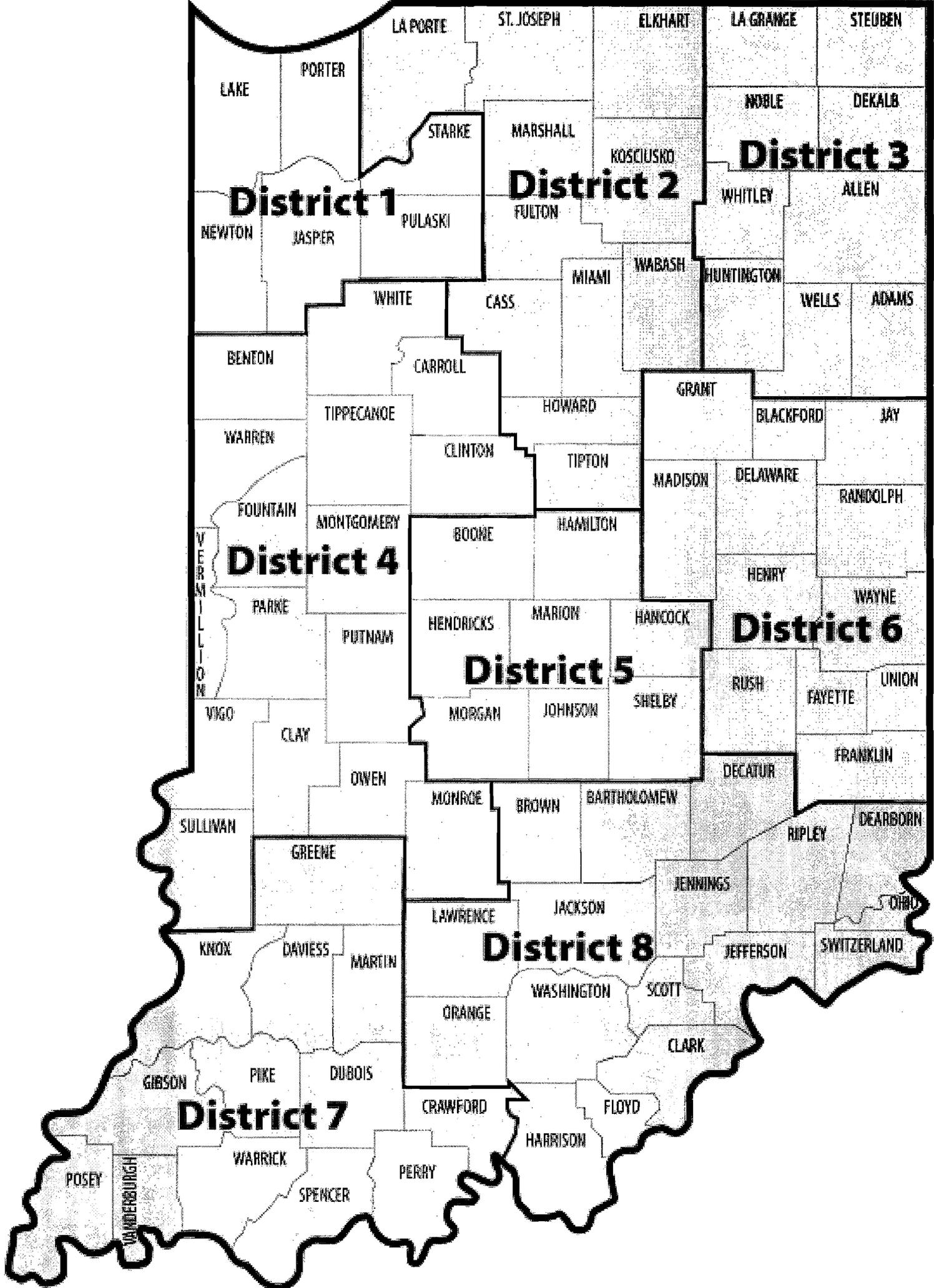
# VRS: Jobs Provided by Type for Consumers with ASDs

16



# VRS: Services Provided for Consumers with ASDs







# ANNUAL REPORT

July 1, 2009  
Through  
June 30, 2010

Indiana Institute on Disability and Community  
*Indiana's University Center for Excellence on Disabilities*  
Indiana University, Bloomington

Indiana Commission on Autism  
August 10, 2010 Meeting

Exhibit C

The attached material was reproduced with support from Indiana University, Bloomington. The information presented herein does not necessarily reflect the position or policy of Indiana University, and no official endorsement should be inferred.

The Indiana Resource Center for Autism (IRCA) is one of seven centers located at the Indiana Institute on Disability and Community at Indiana University, Bloomington. The work of the Indiana Institute encompasses the entire life span, from birth through older adulthood, and addresses topical areas that include:

- ◆ Early intervention and education;
- ◆ School improvement and inclusion;
- ◆ Transition, employment, and careers;
- ◆ Aging issues;
- ◆ Autism spectrum disorders;
- ◆ Disability information and referral;
- ◆ Planning and policy studies; and
- ◆ Individual and family perspectives.

The Indiana Institute on Disability and Community pursues its mission with support from Indiana University and funding from federal and state agencies, and foundations.

For more information, contact: The Indiana Resource Center for Autism, Indiana Institute on Disability and Community, Indiana University, 2853 East Tenth Street, Bloomington, IN 47408-2696, call (812) 855-6508, or visit our web site at [www.iidc.indiana.edu/irca](http://www.iidc.indiana.edu/irca).

Indiana's University Center for Excellence on Disabilities

These materials are available in alternative formats upon request.

**Annual Report**  
**Indiana Resource Center for Autism**  
**Introduction**

The Indiana Resource Center for Autism staff conduct outreach training and consultations, engage in research, and develop and disseminate information focused on building the capacity of local communities, organizations, agencies, and families to support children and adults across the autism spectrum in typical work, school, home, and community settings. The Indiana Resource Center for Autism does not promote one method or a single intervention. Instead, IRCA staff strive to address the specific needs of the individual by providing information and training on a variety of strategies and methods. Specifically, the Indiana Resource Center for Autism staff engages in the following activities:

- ❖ Conduct outreach training (e.g., conferences, regional and statewide workshops, university courses, practicum opportunities, parent support groups) regarding positive behavior supports and evidence-based practices for teaching and supporting individuals with autism spectrum disorders across community, home, work and school settings;
- ❖ Engage in individual consultations with the goal of facilitating an understanding of the issues, promoting collaboration among team members, and suggesting services and resources;
- ❖ Train and provide ongoing support to school teams to enhance programs and build local capacity to better educate individuals across the autism spectrum;
- ❖ Conduct research that provides information to enhance quality programming for persons on the autism spectrum and that informs policy decisions;
- ❖ Maintain relevant data-bases and utilize them for documentation, research, and evaluation purposes;
- ❖ Serve as a state clearinghouse for information about autism spectrum disorders by responding to individual requests for information, maintaining a library collection of relevant books and videos for public distribution, and monitoring current information on external resources, trends, policies, services, current treatments, workshops and so forth.
- ❖ Produce and disseminate information for professionals and families on autism spectrum disorders through newsletters, brochures, print, videotapes, and via the web; and
- ❖ Evaluate materials and training to determine impact and need for change.

The following report documents the accomplishments of the Indiana Resource Center for Autism from July 2009-June 2010 in the areas of local-capacity building, information development and dissemination, research, interdisciplinary training, technical assistance, and in miscellaneous areas. The IRCA is part of Indiana's University Center for Excellence on Disabilities (UCE). More information about the accomplishments of the IRCA in relation to the overall activities of the Indiana Institute on Disability and Community can be gained by reading the UCE core grant reports and the Indiana Institute annual report.

## ***Capacity Building***

A focus of the Indiana Resource Center for Autism is on providing professionals and family members with the knowledge and skills to support individuals with autism spectrum disorders in their local communities. A major activity in promoting this area of focus has been the Autism Team Training. During the past 16 years, Indiana Resource Center for Autism (IRCA) staff have trained 350 teams (over 2500 family members and professionals) from local special education planning districts across Indiana to address the diverse learning needs of students across the autism spectrum. During 2009-2010, 28 additional teams were trained. Overall goals of the training have been to:

- ❖ Build local capacity to establish and implement proactive and positive programming for students with autism spectrum disorders.
- ❖ Foster the development of observational skills for working with students/individuals with autism spectrum disorder and to provide current information about the diverse range of individuals who exhibit characteristics associated with autism spectrum disorders.
- ❖ Assist local teams to work in a collaborative manner and as part of the IRCA team.

Team members attend three two-day training sessions conducted in Bloomington. Teams represent general and special educators, related services personnel, general and special education administrators, and family members. The main components of the training include, but are not limited to: educational programming and instructional strategies, characteristics of Autism/Asperger's Disorder, teaming, curriculum development and classroom modifications, diagnosis and assessment, functional assessment of challenging behavior, positive behavior support, communication strategies, transition planning, sensory issues, early intervention, and social skills development.

Each participant receives an extensive manual containing outlines of presentations, forms, articles, and other materials. The goal is to provide participants with sufficient information that enables them to share materials with others in their district and to conduct training at the local level.

Participants who attend all 6 days of training receive a certificate of completion. Three hours of graduate course credit are offered to participants through Indiana University. Twenty-eight participants chose to register for graduate credit during this cycle of training. The goal is to provide another mechanism for receiving course credit for professionals who are teaching with a limited license or for those who are working towards a master's degree.

At the end of the training, each team is asked to submit a plan of action. As part of the plan, teams are asked how IRCA staff can support local efforts. Overall, teams ask for assistance in presenting information to others, in working closely with IRCA staff on individual cases, and in receiving updated information. Follow-up support is currently being offered to all 350 teams.

All of our districts have identified an autism mentor/coach/leader in their district. IRCA maintains ongoing contact with this group via a listserv that allows us to share information and allows district leaders to network with each other. Approximately 800 messages were sent out from IRCA last year via the listserv. In addition, IRCA staff have visited with numerous teams and have worked with various regional roundtables to continually nurture these teams. For the year, 60 of these meetings were conducted to an audience of over 500. Two statewide meetings were held in which chapter leaders learned about technology and behavior.

Information concerning the Autism Team Training has been disseminated via newsletter articles published in the Indiana Resource Center for Autism *Reporter*, through presentations at national conferences, and through personal correspondences with local directors of special education. Several other states (e.g., Illinois, Ohio, Louisiana, Arizona) continue to contact IRCA concerning the team training. In addition, the IRCA Director serves on Advisory Boards to assist with efforts in Illinois. IRCA staff are also involved in a national network called NATTAP that is focused on building statewide capacity nationally. This organization allows states to share resources and strategies.

Requests for the Autism Team Training continue. During the spring of 2010, letters were sent to local directors of special education inviting their participation in another round of training. Twenty-five teams have been accepted.

### ***Dissemination***

Every year, the Indiana Resource Center for Autism develops and disseminates print and video material. During 2009-2010, the Indiana Resource Center for Autism disseminated video and print material across the United States and to numerous countries. Individuals receiving this information represented various disciplines, including directors of special education, general and special education teachers, adult agency personnel, university personnel, psychologists, therapists, physicians, and family members.

At times, those requesting information ask to be placed on the IRCA mailing list to ensure that they are sent ongoing information regarding training activities and/or regular editions of the *IRCA Reporter*. The total number of recipients is 13,018 up from 12,692 last year. The following table illustrates the categories of individuals currently on the IRCA mailing list. In early summer, IRCA moved toward an online newsletter.

### ***Mailing List Statistical Report***

Category	Number
Adult Provider	178
Advocacy Organization	79
Conference Attendee	43
Early Intervention (0-5)	513
Family Member	311
Medical/Diagnostic Personnel	271
Organization	359
Other	634
Outreach Personnel	2
Parent/ Guardian	4,072
Person with a Disability	36
Professional Educator	666
Related Services	2,746
School Personnel	2,982
Special Ed Director	126
<b>TOTAL</b>	<b>13,018</b>

### **Video Dissemination**

The following table provides a list of videos developed and disseminated by the IRCA. Total dissemination of videos equaled 119.

## Video Statistical Report

Title of Videotape	2009-2010
Autism: Being Friends	16
Developing Friendships	4
Finding Out What Works	2
Health Care Desensitization	0
Sense of Belonging	3
Untapped Talents	1
We've Climbed Mountains	1
<b>Total</b>	<b>27</b>

### Print Material Dissemination

The Indiana Resource Center for Autism maintains a library of print materials that are written in an understandable format for the general public. Written products include the IRCA brochure, **IRCA Reporter**, articles, and other products.

The Indiana Resource Center for Autism brochure is available in large print and Braille upon request. Approximately 25,000 brochures have been disseminated worldwide. This past year, the IRCA brochure was translated into Spanish.

Another source of information is the Indiana Resource Center for Autism newsletter, **The Reporter**. Issues provide information on behavior supports, communication, social interactions, assessment, services in Indiana and other relevant topics. The newsletter is free to professionals, family members, and interested others in Indiana. During the past year, approximately 48,000 copies of the newsletter articles were disseminated both within and outside Indiana. The following table illustrates the number of individuals in each Indiana County who received the IRCA newsletter. In the past 15 years, the number of subscribers has more than tripled and continues to increase each year. As the IRCA moves into an e-newsletter format, these numbers will continue to adjust. In addition, newsletter articles are reproduced in newsletters across and outside the United States.

**Individuals Receiving IRCA Newsletter by County**

County Number	County	Number
01	ADAMS	51
02	ALLEN	530
03	BARTHOLOMEW	281
04	BENTON	32
05	BLACKFORD	18
06	BOONE	117
07	BROWN	57
08	CARROLL	27
09	CASS	63
10	CLARK	217
11	CLAY	33
12	CLINTON	44
13	CRAWFORD	18
14	DAVISS	61
15	DEARBORN	90
16	DECATUR	77
17	DEKALB	59
18	DELAWARE	231
19	DUBOIS	138
20	ELKHART	223
21	FAYETTE	71
22	FLOYD	186
23	FOUNTAIN	30
24	FRANKLIN	56
25	FULTON	40
26	GIBSON	53
27	GRANT	171
28	GREENE	86
29	HAMILTON	836
30	HANCOCK	118
31	HARRISON	107
32	HENDRICKS	293
33	HENRY	79
34	HOWARD	135
35	HUNTINGTON	86
36	JACKSON	151
37	JASPER	93

County Number	County	Number
38	JAY	46
39	JEFFERSON	123
40	JENNINGS	102
41	JOHNSON	277
42	KNOX	87
43	KOSCIUSKO	171
44	LAGRANGE	34
45	LAKE	658
46	LAPORTE	190
47	LAWRENCE	134
48	MADISON	220
49	MARION	1,741
50	MARSHALL	76
51	MARTIN	35
52	MIAMI	62
53	MONROE	567
54	MONTGOMERY	84
55	MORGAN	195
56	NEWTON	31
57	NOBLE	114
58	OHIO	19
59	ORANGE	52
60	OWEN	62
61	PARKE	27
62	PERRY	40
63	PIKE	31
64	PORTER	256
65	POSEY	28
66	PULASKI	28
67	PUTNAM	110
68	RANDOLPH	43
69	RIPLEY	106
70	RUSH	35
71	ST. JOSEPH	345
72	SCOTT	48
73	SHELBY	65
74	SPENCER	24
75	STARKE	23
76	STEBUBEN	50

County Number	County	Number
77	SULLIVAN	49
78	SWITZERLAND	16
79	TIPPECANOE	247
80	TIPTON	26
81	UNION	28
82	VANDERBURGH	220
83	VERMILLION	25
84	VIGO	235
85	WABASH	76
86	WARREN	9
87	WARRICK	82
88	WASHINGTON	46
89	WAYNE	143
90	WELLS	48
91	WHITE	44
92	WHITLEY	78
99	MARION	2
	OUT OF STATE/COUNTRY	347
<b>TOTAL</b>		<b>13,018</b>

### Publication Dissemination

Over the years, the Indiana Resource Center for Autism staff have written booklets and other publications. In addition, a training module accompanies each training event. The following table illustrates the number of publications sold or distributed through the Indiana Resource Center for Autism resource room, or disseminated in conjunction with training events. The number of these items has decreased as staff have opted to have publications professionally done and marketed.

## Publication Dissemination

Publications	2009-2010
Community Assessments in the Personal Management Domain	1
Early Intervention for Young Children with Autism Spectrum Disorders	2
Facts about Autism	3
Spanish Edition	1
Developing a Functional and Longitudinal Individual Plan	1
Enhancing Communication in Individuals with Autism Through the Use of Pictures and Words Symbols	1
Functional School Activities I	2
Growing Towards Independence by Learning Functional Skills and Behaviors	3
Learning to be Independent and Responsible	2
Learning Self-care Skills	4
Reading	5
Sex Education: Issues for the Person with Autism	3
Toileting	2
Helpful Responses to Some of the Behaviors of Individuals with Autism	67
Helping People with Autism Manage Their Behavior	7
Spanish Edition	2
Identifying High Functioning Children with Autism	13
Job Seeker	24
Learning Together	8
Spanish Edition	5
Korean Edition	1
Let Community Employment be the Goal for Individuals with Autism	2
Record Book for Individuals with Autism	2
Some Social Communication Skill Objectives and Teaching Strategies for People with Autism	2
Some Interpersonal Social Skill Objectives and Teaching Strategies for People with Autism	3
Teaching Community Skills and Behaviors to Students with Autism or Related Problems of Communication and Social Interaction	2
When Your Child is Diagnosed With An Autism Spectrum Disorder	25000

<b>Publications</b>	<b>2009-2010</b>
When Your Child is Diagnosed With An Autism Spectrum Disorder: Spanish	1000
WH Question Comprehension	26
Training Modules/Manuals	25000
<b>TOTALS</b>	<b>51,194</b>

## **PUBLICATIONS**

In addition to the publications listed above, IRCA staff worked on the following publications during 2009-2010. This list does not include all newsletter articles.

### **Refereed Journal Articles**

Bellini, S., Benner, L., Myszak-Peters, J. (2009). A systematic approach to teaching social skills to children with autism spectrum disorders: A guide for practitioners. *Beyond Behavior, 19*, 26-39.

Bellini, S., & Ehlers, E. J. (2009). Video modeling interventions for youth with autism spectrum disorders: Practical suggestions for clinicians and educators. *Journal of Assistive Technology Outcomes and Benefits, 6*, 56-69.

Bellini, S., Henry, D., & Pratt, C. (in press). *From intuition to data: Using logic models to measure professional development outcomes for educators working with students on the autism spectrum. Teacher Education and Special Education.*

Bellini, S. & McConnell, L. (in press). Strength based educational programming for students with autism spectrum disorders: A case for video self-modeling. *Preventing School Failure.*

### **Books**

Davis, K., & Dixon, S. (2010). *When actions speak louder than words: Understanding the challenging behaviors of young children and students with disabilities.* Bloomington, IN: Solution Tree Press.

## Book Chapters

Bellini, S. (in-press). *Social skills training*. In A. Boutot and B. S. Myles (Eds.), *Autism Education and Practice*. Allyn and Bacon.

## Technical Reports and Nonrefereed Publications

Bellini, S., & Pratt, C. (2009). *Indiana family needs assessment survey* (Report submitted to the Indiana Legislative Commission on Autism). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

## Newsletters

Anderson, P., & Dubie, M. (2009). Remove unwanted hair for men. *The Reporter*, 14(2), 7-9.

Bellini, S. (2009). Changing systems and changing lives through research. *The Reporter*, 14(3), 14-15.

Dubie, M. (2009). Hats off to...Columbus area support group and Bartholomew Community School Corporation: Partnership. *The Reporter*, 14(2), 28.

Dubie, M. (2009). Hats off to...East Central Indiana Autism Society of America chapter: Interlock, where the pieces come together. *The Reporter*, 14(3), 10.

Dubie, M. (2009). Teaching social skills through theatre. *The Reporter*, 14(3), 8.

Pratt, C. (Ed.) (2009). *The Reporter*, 14(2). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C. (Ed.) (2009). *The Reporter*, 14(3). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Pratt, C., & Moreno, S. (2009). *Setting the stage for parent-professional collaboration, Spanish Version* (Creando el marco de la colaboración entre padres y profesionales) [online article]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from <http://www.iidc.indiana.edu/index.php?pagelid=590>

Vicker, B. (2009). Can schedule usage training include elements of literacy instruction? *The Reporter*, 13(3), 14-16.

- Vicker, B. (2009). Communicative functions or purposes of communication. *The Reporter*, 14(1), 13-17.
- Vicker, B. (2009). Considering an overnight camp program for your child on the autism spectrum? *The Reporter*, 13(2), 19-22.
- Vicker, B. (2009). Recognizing different types of readers with ASD. *The Reporter*, 14(1), 6-9.
- Vicker, B. (2009). *The high functioning person on the autism spectrum: A "tourist" in his native country* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/hifunctp.html>
- Vicker, B. (2009). *Selected bibliography: Augmentative communication* (4th ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/aacbib.html>
- Vicker, B. (2009). *Selected bibliography: Communication literature related to autism spectrum disorders* (4th ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/biblit.html>
- Vicker, B. (2009). *Selected Bibliography: Literacy* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/literacy.html>
- Vicker, B. (2009). Social communication and language characteristics associated with high functioning, verbal children and adults (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/socialcomm.html>.
- Vicker, B. (2009). Understanding the design and power of a personal schedule. *The Reporter*, 13(3), 5-6, 17.
- Vicker, B. (2009). *Visual supports* (2nd ed.). Bloomington, IN: Indiana University, Indiana Institute on Disability and Community: <http://www.iidc.indiana.edu/irca/communication/visualsupports.html>
- Wheeler, M. (2010). *Good night, sleep tight, and don't let the bed bugs bite: Establishing positive sleep patterns for young children with autism spectrum disorders, Spanish version* (Buenas noches, duerme bien y felices sueños: Estableciendo patrones positivos en el dormir para niños pequeños y los más crecidos con trastornos del espectro del autismo) [online article]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from <http://www.iidc.indiana.edu/index.php?pageld=586>

Wheeler, M. (2010). *Mealtime and children on the autism spectrum: Beyond picky, fussy, and fads, Spanish version* (La hora de comer y los niños en el espectro del autismo: Mas allá de melindres, exigencia y manias) [online article]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from <http://www.iidc.indiana.edu/index.php?pagelid=585>

Wheeler, M. (2009). Respite services. *The Reporter*, 14(3), 9. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community.

Wheeler, M. (2010). *Siblings perspectives: Some guidelines for parents, Spanish version* (El punto de vista de los hermanos: Consejos para los padres) [online article]. Bloomington, IN: Indiana University, Indiana Institute on Disability and Community. Retrieved from <http://www.iidc.indiana.edu/index.php?pagelid=589>

Wheeler, M. (2009, Fall). New club at Indiana University in Bloomington: Students on the spectrum (S.O.S.). *Answers for Autism*, 3 [newsletter]. Fishers, IN: Autism Advocates of Indiana, Inc. Retrieved from <http://www.aaiwalk.org/Newsletter/fall%202009%20newsletter.pdf>

## **Web page, Social Networking and Distance Education**

The IRCA continues to maintain and continually update their website with information about services and resources, and about autism spectrum disorders. This website can be accessed at [www.iidc.indiana.edu/irca](http://www.iidc.indiana.edu/irca). The website has generated an increasing amount of interest in the resources and activities of the IRCA. Each month, the IRCA website gets approximately 30,000 visitors, for an annual count of over 360,000 visitors. In addition, IRCA staff have been involved in meetings and have trained others using the technology of distance education. And IRCA staff have completed modules as part of the Autism Internet Modules project through OCALI. Hopefully, this technology makes us more accessible to those involved with individuals with autism spectrum disorders. And finally, IRCA has joined the world of social networking by creating both a Blog and a Facebook page. More fans are added weekly.

## **Library Dissemination**

Another important source for dissemination is through the Center for Disability Information and Referral (CeDIR). CeDIR is located at the Indiana Institute on Disability and Community and maintains an extensive collection of commercially-produced videos and books. These materials can be mailed to any Indiana citizen free of cost. Each year, the IRCA purchases numerous books and videos so that they are readily available for check-out by professionals and family members. An annotated list of the videos and selected listings of books are available on our website. In addition, these books and videos are now accessed through the main Indiana University library system and can be accessed on-line via IU-CAT.

## Overall Dissemination

Overall, 654,221 print and video items were disseminated this year.

### Overall Dissemination Report

Information Disseminated	2009-2010
Videos	27
Print Material	51,194
IRCA and Conference Brochures	150,000
IRCA Articles	48,000
Newsletters	45,000
Web Visitors	360,000
<b>Total</b>	<b>654,221</b>

## Research

During 2009-2010, IRCA staff and/or doctoral students worked on various research projects. Much of this research occurs at the Social Skills Research Center. The SSRC is a collaborative project between the IU School Psychology Program and the Indiana Resource Center for Autism. The goal of the SSRC is to elucidate evidence-based programming for youth with ASD. The clinic has generated a large body of data, that is currently being analyzed and research manuscripts are being generated. These efforts are listed below:

- Video Self-Modeling and Peer Mediated Instruction to Increase Social Engagement in Young Children with ASD in a Preschool Setting
- Examining the Effectiveness of Social Stories versus Generic Social Narratives
- Indiana Family Needs Assessment Survey
- Family Supports Research Project: Aging Families
- The Outcomes of a Systematic Social Skills Training Program for Youth with ASD
- A Meta-Analysis of Clinic-Based Social Skill Interventions for Students with Autism Spectrum Disorders

- Evaluating the Psychometric Properties of the Autism Social Skills Profile
  
- Evaluating the IRCA Autism School Team Training Program

Data also is collected to evaluate consultations and workshop presentations. This information is used to determine the effectiveness of presentations and to identify areas of need across the state.

During the past two years, the Indiana Resource Center for Autism has participated with the National Professional Development Center in Autism. It is a grant project that comes out of three major research institutions, Frank Porter Graham at University of North Carolina, the MIND Institute at University of California-Davis, and Waismann Center at the University of Wisconsin. We have been working with this grant project to create 6 model demonstration sites on implementing evidence-based practices. Next year, school districts will be able to apply to be part of this project. The demonstration sites are available for professionals to visit statewide.

These research projects and other activities of the Indiana Resource Center for Autism are supported through the writing of federal and state grants. Below is a list of grants written or funded during 2009-2010:

<b>Title of Grant</b>	<b>Funding Agency</b>	<b>Total Amount</b>	<b>No. of Years</b>	<b>Status ♦</b>
Materials on Autism Translated/Printed in Spanish for State-wide Distribution	Autism Advocates of Indiana	\$2,920	1	Funded – Project completed 12/09
Indiana Resource Center Improvement Activity: Autism Grant	INDOE	3.5 million	5	Not funded
Development of the Autism Social Skills Profile	US Office of Education	\$400,000	8/09-5/11	Applied for
Increasing Social Engagement in Young Children with Autism Spectrum Disorders using Video Self-Modeling and Peer Training	Organization for Autism Research	\$29,000	07/08-07/09	Received

## ***Interdisciplinary Trainees/Pre-Service Instruction***

A focus of activities at the Indiana Institute on Disability and Community is the support of graduate students pursuing advanced degrees. During the past year, the Indiana Resource Center for Autism has supported 20 graduate students via committee involvement, supervision and/or through direct employment. Four social work students were also supported as part of internship requirements.

Pre-service training occurs through the teaching of university courses. During the past year, two courses related to autism spectrum disorders were taught to a total of 35 students. Ten other courses were taught this year to a total of 285 students.

## ***Outreach Training/Consultation***

Every year, the Indiana Resource Center for Autism staff travel across and outside Indiana to present current information on issues related to autism and to assist agencies, schools, families, and interested others in supporting individuals across the autism spectrum. The Indiana Resource Center for Autism staff engage in training using a variety of formats, including conference presentations, workshops or outreach training, and individual and program-focused consultations. In addition, phone calls and emails are completed daily, and information and advice are disseminated broadly to provide ongoing support to families and professionals. This has increased as staff are more accessible via Blackberry.

## **Individual-Focused Assistance**

Each year, the staff of the Indiana Resource Center for Autism consults with agencies, families, and individuals with autism spectrum disorders to address individual concerns and to develop appropriate programming. The focus of consultations continues to shift from reactive one-day consultations to proactive programming and on building local capacity. An indicator of the number of individuals impacted by consultations and phone contact is best represented by examining the number of individuals and agencies included on the database. There are currently 33,892 professionals, individuals and family members in the database. The following table further describes the individuals with autism spectrum disorders in the database by age and by county. For individuals to be listed in our database, they must have received some form of individualized consultation or attention. This number is not meant to reflect the incidence of autism spectrum disorders in Indiana.

### *Individuals in Database by Age Group and County*

<b>County Number</b>	<b>County Name</b>	<b>0-3</b>	<b>4-5</b>	<b>6-10</b>	<b>11-13</b>	<b>14-18</b>	<b>19-30</b>	<b>31-50</b>	<b>51-66</b>	<b>67-75</b>	<b>76+</b>	<b>Unknown</b>	<b>Grand Total</b>
01	Adams	1	0	3	3	6	9	1	1	0	0	2	26
02	Allen	1	8	43	31	46	54	29	12	0	0	10	234
03	Bartholomew	0	3	23	12	11	17	15	1	0	0	7	89
04	Benton	0	0	2	2	4	0	0	0	0	0	1	9
05	Blackford	0	1	1	1	2	1	0	0	0	0	0	6
06	Boone	0	3	8	8	6	10	1	0	0	0	5	41
07	Brown	0	0	2	4	2	4	0	0	0	0	1	13
08	Carroll	0	1	2	2	3	0	0	0	0	0	0	8
09	Cass	1	2	2	2	4	7	5	1	0	0	1	25
10	Clark	0	0	18	13	24	20	6	2	1	0	7	91
11	Clay	0	0	4	1	4	4	1	0	0	0	1	15
12	Clinton	0	0	3	4	3	7	3	0	0	0	0	20
13	Crawford	0	0	2	0	1	2	1	0	0	0	0	6
14	Daviess	0	0	3	7	4	7	4	0	0	0	1	26
15	Dearborn	0	0	3	1	7	13	1	0	0	0	5	30
16	Decatur	0	0	7	4	8	5	1	0	0	0	0	25
17	Dekalb	0	0	4	0	6	11	9	4	1	1	1	37
18	Delaware	1	3	14	8	16	19	10	2	0	0	1	74
19	Dubois	0	3	7	7	7	9	0	2	0	0	1	36
20	Elkhart	0	1	8	8	22	28	11	5	0	0	3	86
21	Fayette	0	0	5	6	5	5	2	1	0	0	1	25
22	Floyd	0	1	13	8	9	10	4	2	0	0	6	53
23	Fountain	0	1	1	4	3	3	0	0	0	0	0	12
24	Franklin	0	1	3	2	6	5	1	0	0	0	1	19
25	Fulton	0	0	2	3	6	1	0	0	0	0	0	12
26	Gibson	0	2	3	2	3	2	5	1	1	0	0	19
27	Grant	1	0	10	9	11	12	6	4	1	0	2	56
28	Greene	0	2	12	5	8	8	6	0	0	0	1	42
29	Hamilton	2	11	68	66	71	47	23	4	1	0	16	309
30	Hancock	0	3	9	7	10	7	6	0	0	0	0	42
31	Harrison	0	3	10	2	12	9	2	0	0	0	3	41
32	Hendricks	0	5	17	16	24	19	2	0	0	0	8	91
33	Henry	0	1	6	3	7	7	7	2	0	0	0	33
34	Howard	0	0	9	6	11	17	2	2	0	0	3	50
35	Huntington	0	0	2	3	8	5	3	1	0	0	0	22
36	Jackson	2	0	6	6	13	9	4	0	0	1	1	42
37	Jasper	0	0	2	2	11	7	0	0	0	0	3	25
38	Jay	0	0	2	2	4	4	1	0	0	0	3	16

<b>County Number</b>	<b>County Name</b>	<b>0-3</b>	<b>4-5</b>	<b>6-10</b>	<b>11-13</b>	<b>14-18</b>	<b>19-30</b>	<b>31-50</b>	<b>51-66</b>	<b>67-75</b>	<b>76+</b>	<b>Unknown</b>	<b>Grand Total</b>
39	Jefferson	0	0	7	3	6	20	1	1	0	0	2	40
40	Jennings	0	0	9	6	7	5	6	1	1	0	1	36
41	Johnson	1	3	19	25	29	19	11	1	0	0	5	113
42	Knox	0	0	6	6	6	5	10	0	0	0	1	34
43	Kosciusko	0	3	10	10	9	11	6	1	1	0	5	56
44	Lagrange	1	0	3	1	5	2	0	0	0	0	2	14
45	Lake	5	15	51	41	39	60	20	0	0	0	14	245
46	Laporte	2	6	18	14	19	11	8	1	0	0	4	83
47	Lawrence	0	3	11	8	14	14	3	3	0	1	5	62
48	Madison	1	2	14	25	23	23	9	0	0	0	5	102
49	Marion	2	13	134	96	142	188	62	15	0	0	54	706
50	Marshall	0	0	3	2	11	7	4	2	1	0	0	30
51	Martin	0	0	0	2	5	3	4	0	0	0	5	19
52	Miami	0	1	5	3	6	5	3	0	0	0	0	23
53	Monroe	2	3	34	30	48	57	35	4	0	0	35	248
54	Montgomery	0	0	6	5	4	5	4	0	0	0	2	26
55	Morgan	0	2	13	11	15	29	5	3	0	0	2	80
56	Newton	0	0	1	4	3	5	0	0	0	0	1	14
57	Noble	0	0	3	3	2	4	3	0	0	0	0	15
58	Ohio	0	0	1	2	0	1	0	0	0	0	0	4
59	Orange	0	0	2	3	3	7	0	0	0	0	0	15
60	Owen	0	0	6	2	2	10	2	1	0	1	7	31
61	Parke	0	0	3	4	3	3	0	1	0	0	0	14
62	Perry	0	1	3	2	4	5	0	0	0	0	0	15
63	Pike	0	0	2	2	0	2	3	0	0	0	0	9
64	Porter	1	2	22	18	18	10	8	2	0	0	6	87
65	Posey	0	0	2	0	6	5	2	1	0	0	2	18
66	Pulaski	0	0	1	2	3	0	0	0	0	0	0	6
67	Putnam	0	0	5	8	10	19	1	1	0	0	1	45
68	Randolph	0	0	0	3	1	0	0	0	0	0	0	4
69	Ripley	0	0	3	4	6	9	2	1	0	0	2	27
70	Rush	0	0	3	2	0	6	0	0	0	0	0	11
71	St. Joseph	2	3	22	22	24	38	17	4	2	4	4	142
72	Scott	0	0	1	3	3	7	1	0	0	0	1	16
73	Shelby	0	0	3	1	6	12	3	0	0	0	0	25
74	Spencer	0	1	1	0	0	3	0	0	0	0	0	5
75	Starke	0	1	2	4	3	1	1	2	0	0	0	14
76	Steuben	0	1	2	2	5	8	1	0	1	0	1	21
77	Sullivan	0	0	3	1	5	4	3	1	1	0	2	20
78	Switzerland	0	0	0	2	2	4	0	0	0	0	1	9
79	Tippecanoe	1	4	13	12	13	17	2	0	0	0	3	65

<u>County Number</u>	<u>County Name</u>	<u>0-3</u>	<u>4-5</u>	<u>6-10</u>	<u>11-13</u>	<u>14-18</u>	<u>19-30</u>	<u>31-50</u>	<u>51-66</u>	<u>67-75</u>	<u>76+</u>	<u>Unknown</u>	<u>Grand Total</u>
80	Tipton	0	0	2	4	3	0	1	0	0	0	1	11
81	Union	0	0	1	2	1	3	0	0	0	0	0	7
82	Vanderburgh	0	0	11	10	13	20	9	3	0	0	2	68
83	Vermillion	0	0	2	0	4	6	2	1	0	0	0	15
84	Vigo	0	2	7	10	18	15	4	2	1	0	5	64
85	Wabash	0	1	0	8	7	6	2	0	0	0	0	24
86	Warren	0	1	0	0	0	1	1	0	0	0	0	3
87	Warrick	0	1	4	5	10	10	3	0	0	0	1	34
88	Washington	1	1	4	1	6	8	2	0	0	0	0	23
89	Wayne	0	1	9	7	17	22	8	0	0	0	6	70
90	Wells	0	1	4	5	4	5	2	0	0	0	2	23
91	White	0	0	1	4	6	2	1	0	0	0	0	14
92	Whitley	0	2	5	6	4	7	2	0	1	0	3	30
	Outside State/Country	0	0	42	63	76	89	30	1	1	0	53	355
<b>Grand Total</b>		<b>28</b>	<b>129</b>	<b>878</b>	<b>789</b>	<b>1087</b>	<b>1242</b>	<b>479</b>	<b>100</b>	<b>15</b>	<b>8</b>	<b>341</b>	<b>5096</b>

## **Total Individual and Program Consultations/Conferences/Workshops/Inservices**

Individuals across Indiana had the opportunity to participate in a diverse array of training options. These options ranged from individual consultations to larger conferences. Nationally recognized speakers hosted by the IRCA this last year included Jed Baker, and Ruth Aspy and Barry Grossman. In addition, IRCA provided intensive TEACCH training via a two day workshop and also an intensive week long institute. In addition, IRCA held a summer institute in June focused on implementing evidence-based practices. The majority of training events are held in local regions across Indiana and are individualized to meet the specific needs of certain agencies or support groups.

## **Training/Consultation Numbers**

This year, the Indiana Resource Center for Autism staff have remained busy providing training and consultation services for 20,718 professionals, family members, and individuals on the autism spectrum.

## **Miscellaneous**

In addition to the activities listed above, Indiana Resource Center for Autism staff are involved in a number of committees, or advisory boards at the national, state and local level which directly influence policies and practices impacting individuals with autism spectrum disorders and other disabilities. Below is a list of the organizations in which IRCA staff are actively involved:

### **University-Related Committees:**

Alumni Association, Executive Council, Member – Kim Davis  
Bloomington Professional Council, Member – Beverly Vicker  
Bloomington Professional Council, Outreach and Advocacy, Chair – Beverly Vicker  
School of Education, Committee on Diversity Affairs, Capacity-Building Subcommittee,  
Faculty Representative – Scott Bellini  
School of Education, IU School Psychology Outstanding Student Award Committee –  
Scott Bellini  
School of Education, Practicum Supervisor – Scott Bellini

### **National Committees:**

ASD, National Professional Development Center, Advisory Board, Member – Cathy  
Pratt  
Association  
ASWives, Co-Founder and Coordinator, Member – Marci Wheeler  
Autism Society of America, Chair of the Board – Cathy Pratt  
Autism Society of America, Network of Autism Training and Technical Assistance  
Providers – Cathy Pratt  
Autism Society of America, Panel of Professional Advisors – Cathy Pratt  
CMS, State of Autism Services – Cathy Pratt  
College Internship Program, Board, Member – Cathy Pratt  
Department of Defense, Services for Individuals on the Spectrum – Cathy Pratt  
Interagency Autism Coordinating Committee, Autism Research/Services Roadmap –  
Cathy Pratt  
National Standards Project, Advisory Board, Member – Cathy Pratt  
Baltimore, MD, Board of Directors, Member – David Mank  
The Social Times (a publication of Autism Asperger Publishing Company), Professional  
Advisory Group, Member – Scott Bellini  
White House Invitee, President's Autism Initiatives – Cathy Pratt

### **State Committees:**

Autism Advocates of Indiana, Board, Member – Marci Wheeler  
Autism Advocates of Indiana, Information Store, Chair – Marci Wheeler  
Autism Society of Indiana, Board, Member – Cathy Pratt  
Indiana Interagency Autism Coordinating Committee, Advisory Member – Cathy Pratt  
MAAP Services, Board, Member – Cathy Pratt

### **Local Committees:**

Diversity Theatre's MOSAIC Film Festival, Committee Member – Sandra Washburn,  
Beverly Vicker  
Options, Services Development Committee, Member – Kim Davis

## **Summary**

The Indiana Resource Center for Autism staff continue to be actively involved in the lives of Indiana's citizens with autism spectrum disorders and their families. A few indicators of this involvement are highlighted below:

- During the past 16 years, Indiana Resource Center for Autism (IRCA) staff have trained 350 teams (over 2500 family members and professionals) from local special education planning districts across Indiana to address the diverse learning needs of students across the autism spectrum. During 2009-2010, 28 teams were trained.
- Overall, 654,211 print and video materials were disseminated. This number includes videos, articles, newsletter, print materials, and web visitors. This number does not include hits on our Blog or Facebook.
- This year, the Indiana Resource Center for Autism staff have remained busy providing training and consultation services for 20,718 professionals, family members, and individuals on the autism spectrum.

As the number of individuals diagnosed with autism continues to increase, meeting the growing needs of those involved with individuals across the autism spectrum presents a tremendous challenge. Twenty years ago, the incidence of autism was 1 in 5,000. Today, Indiana's Child Count Data the incidence is 1 in 91. Areas of continued need include: early intervention, qualified personnel, employment opportunities, supported living options, and support for those who present behavioral challenges. In the years to come, IRCA will continue to work closely with other entities across the state and family members to ensure that the needs of individuals with autism spectrum disorders across the lifespan are effectively addressed.



### **Indiana Students With Autism**

Numbers listed indicate Indiana students reported with a primary exceptionality as Autism on the December 1 Child Count data

	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
PK	363	396	462	603
KG	547	598	656	807
1	618	691	761	838
2	632	725	821	889
3	639	717	837	974
4	673	735	791	923
5	678	740	815	882
6	644	731	809	888
7	560	667	815	854
8	538	626	728	881
9	515	578	640	767
10	372	521	592	670
11	379	407	547	635
12	359	458	525	667
<b>Total</b>	<b>7,517</b>	<b>8,590</b>	<b>9,799</b>	<b>11,278</b>
<b>Overall Special Education enrollment</b>	178,029	178,054	176,114	171,873



**Hearings/Complaints Relating to Autism**

	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>Hearings/ complaints related to Autism</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>11</b> <i>as of 8/5/10</i>
Numbers below represent duplicate counts.				
Appropriate evaluation	2	1	1	2
Evaluation procedures	0	1	0	0
Appropriate placement of services	7	16	16	5
Eligibility	2	0	1	1
Identification (classification)	4	0	1	2
Provision of FAPE	9	7	11	4
Dangerous student	3	0	0	0
Interim alternative educational setting	2	1	1	0
Manifestation determination	2	2	0	0
Reimbursement	2	1	2	1
Other	11	2	2	0



# Indiana Department of Education

SUPPORTING STUDENT SUCCESS

## Indiana Resource Network HANDS in Autism Resource Center

### Professional Development Offerings

#### Web based resources

- Instructional webinars
- Webcasts
- Online class
- Web modules
- Streaming

#### Partial Day/Full Day Workshops

- Make it Take it
- Next Steps
- Individualized trainings
- Minimum 2/yr. for school personnel
- Minimum 1/yr. for parent and medical stakeholders

#### Multi-Day Conference

#### Phone/Email Consultation

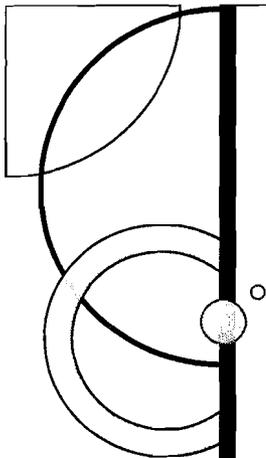
#### Week-long Interactive Trainings (Summer Training)

#### Demonstration Sites (Classrooms)

#### Bi-Capture (Caring Technologies)

#### Professional Development Material areas

- General information
- Peer training
- Tools
- Parent Information
- Medication/community information
- Newsletter
- Other media (CDs & DVDs)

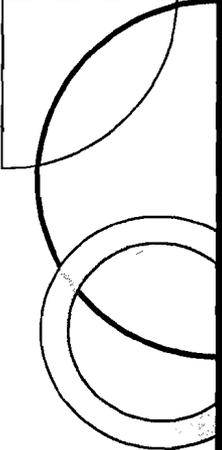


# Indiana Comprehensive State Plan to Guide Services for Individuals with Autism Spectrum Disorders

Indiana Commission on Autism  
Annual Report – August 10, 2010

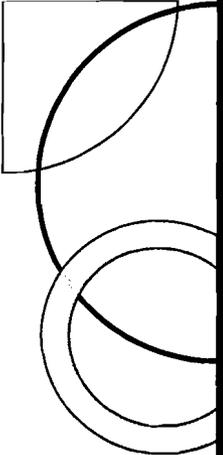


Indiana Commission on Autism  
August 10, 2010 Meeting



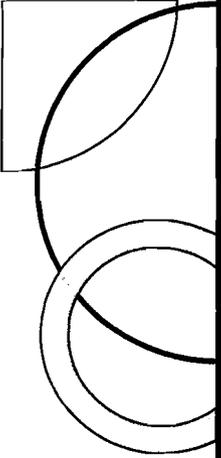
# Comprehensive Plan Goals

- Interagency Autism Coordinating Council (IIACC)
- Family and professional partnerships
- Early and continuous screening
- Access to all needed health, mental, education, and social services
- Organization of community-based services for easy use
- Successful youth transition to adult services, work and independence
- Adequate public/private insurance for children, youth, and adults with ASD



## 2009-2010

- Increased representation on the Interagency Autism Coordinating Council
- Revised outcomes to reflect the current situation in Indiana
- Added goal around the Justice System
- Details can be read in the 2010 Annual Report



# Adults on the Spectrum

## Social needs of adults

8.1% - one same age friendship

20.9% - one peer relationship

24.3% - one peer relationship (peer arranged setting)

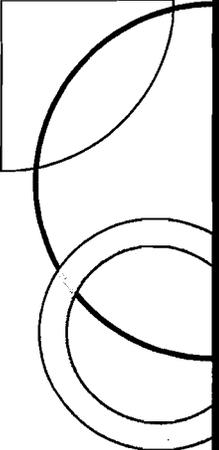
46.4% - no peer relationships

## Employment

approximately 66% of adults are unemployed

## Mental Health

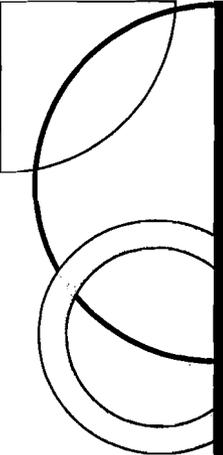
Approximately 40% have a dual diagnosis of depression / anxiety and autism



# Adults on the Spectrum

## Post Secondary Education

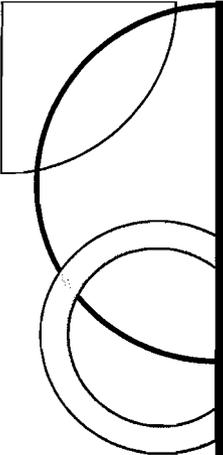
- Encourage parents and individuals to learn more about post-secondary opportunities earlier than High School
- Work with higher education institutions to develop supports (commuter campus, traditional 4 year, technical school, etc)
  - Easter Seals Crossroads – Students on the Spectrum
  - IUPUI
  - Anderson University
  - Ball State University
  - Ivy Tech



# Adults on the Spectrum

## Next steps:

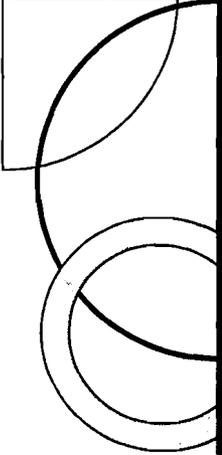
1. Needs assessment – how many adults are on the spectrum and what are their specific quality of life needs
2. Identification of services and supports for adults
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# Minority Outreach

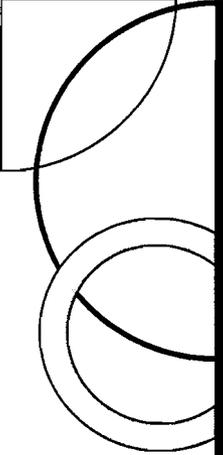
## Race / Ethnicity in Indiana

- Highest Population by county
  - Spanish (Lake, Marion, Elkhart, Allen, St. Joseph)
  - Germanic / Scandinavian (LaGrange, Elkhart, Adams)
  - Asian (Marion, Hamilton, Allen)



# Minority Outreach

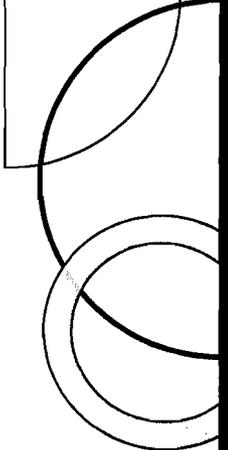
- Channels of Information
  - 56% - School
  - 22.9% - Family and Friends
- Accessibility of Resources
  - 35% - Language barrier
  - 33% - Other
  - 17.9% - Work
  - 8.5% - Lack of primary care Physician
  - 2.8% - Lack of internet/computer access
  - 1.9% - Lack of respite care



# Minority Outreach

## Reasons care is lacking

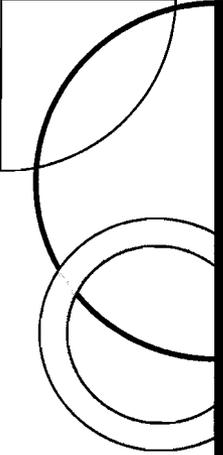
1. Limited finances / transportation
2. Uncertainty about treatment
3. Language barrier
4. Negative stigma associated with diagnosis
5. Legal worries
6. Lack of confidence in schools
7. Trust in healthcare professionals



# Minority Outreach

## Outcomes

- Resource directory (online, CD, and paper)
- Collaborations / Connections
- Creation and distribution of information folders (Spanish only)
- Spanish support group
- Public Relations (tv/radio/newspaper – Spanish)

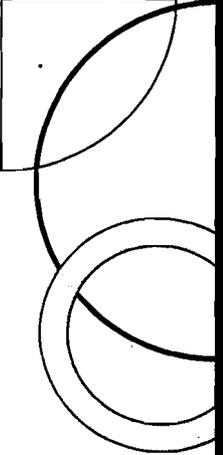


# Autism Resource Network of Indiana (ARNI)

Web based portal to access up-to-date resources  
about autism around Indiana

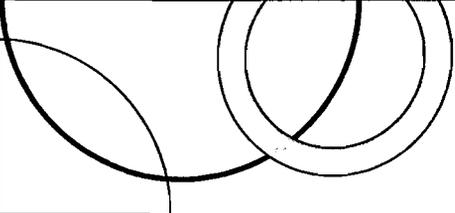
Designed around the specific needs of:

Parents  
Self-Advocates  
Medical Professionals  
Educators  
Therapists  
Researchers  
Administrators



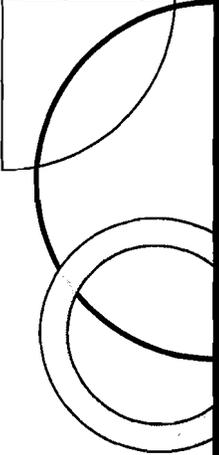
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- Immediate information about the Comprehensive State Plan
- Detailed search for specific resources by:
  - Location
  - Age of person affected
  - Environment
  - Behavior
- Geographical resource searching ability
- Direct contact with resources / members of the IIACC



# From the Commissioners

- Approval of the Comprehensive Plan
- Identification of issues that have come to your attention



For more information...

Dana Renay, Executive Director  
Autism Society of Indiana

317-658-2973

[Dana@inautism.org](mailto:Dana@inautism.org)

[www.inautism.org](http://www.inautism.org)



# Indiana Comprehensive State Plan to Guide Services for Individuals with Autism Spectrum Disorders

Indiana Commission on Autism  
Annual Report – August 10, 2010



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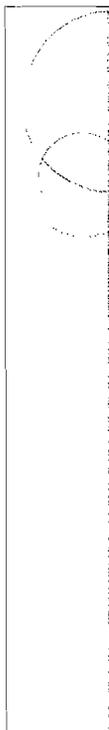
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**AUTISM SOCIETY**  
*Improving the Lives of All Affected by Autism*

*Indiana*

**Indiana Comprehensive State Plan to Guide Services for  
Individuals with Autism Spectrum Disorders**

**2010 Annual Report**

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## Comprehensive State Plan - Background

In 1987, a Comprehensive Plan was developed for the Indiana Commission on Autism. This document was managed by internal state agencies, and was not developed nor did it progress following the presentation of the Plan to the Commission.

In 2006, The Indiana Commission on Autism mandated in IC 12-11-7-5 that a comprehensive state plan for individuals affected by Autism Spectrum Disorders (ASD) be developed for all people, across the lifespan, affected by autism in Indiana. Based on this mandate, the Commission then mandated that the Family and Social Services Administration (FSSA) manage and develop the Comprehensive Plan on an ongoing basis.

From these mandates, FSSA contracted with first the Indiana Autism Coalition, and then the Autism Society of Indiana (the two organizations combined in 2008) to perform a Statewide needs analysis, and then develop the initial Comprehensive Plan proposal. In 2007, the Commission approved this Plan, and the Indiana Interagency Autism Coordinating Council (IIACC) was formed.

The Autism Society of Indiana (ASI) has been working diligently, funded by a contract with FSSA, to develop the IIACC, and the goals within the Plan.

Of specific note, ASI sends out a weekly electronic newsletter to approximately 800 people with information about courses, events, community issues, legislative issues, resources, and the like. Also, ASI has talked and/or emailed with over 1,000 people individually regarding needs, information, resources, and referrals.

In accordance with the National Interagency Autism Coordinating Council, the Indiana Comprehensive Plan has the following overarching goals:

1. Indiana Interagency Autism Coordinating Council
2. Family and professional partnerships
3. Early and continuous developmental and medical screenings
4. Availability of all needed health, education, and social services
5. Organization of community-based services for easy use
6. Effective youth transition to adult services, work, and independence
7. Access to adequate public/private insurance or other financing mechanisms

## GOALS AND OUTCOMES

### **Goal One: Indiana Interagency Autism Coordinating Council (IIACC)**

*Establish an Interagency Autism Coordinating Council or other entity to determine service gaps and establish benchmarks for achieving goals set forth in this plan.*

The IIACC, led by the Autism Society of Indiana, meets monthly, and has consistent attendance by at least 75% of the membership. The purpose of these meetings is to be a collaborative source of

information exchange, and to continually update and progress the goals within the Comprehensive Plan. IIACC members sit on inter-disciplinary sub-committees focusing on prioritizing and developing goals, as well as identifying the ongoing needs of people affected by autism across the lifespan.

## OUTCOME

### Indiana Interagency Autism Coordinating Council (IIACC)

#### Current Members:

- **Family Members** (Greg McAloon, Kylee Bassett, Dana Renay)
- **Autism Society of Indiana** (Dana Renay)
- **Rauch, Inc** (Jill Smith, Bettye Dunham)
- **Indiana Resource Center for Autism** (Dr. Cathy Pratt)
- **Easter Seals Crossroads** (Jim Vento, Patrick Sandy, Scott Fogo)
- **Logan Center** (Dan Harshmann, Dan Ryan)
- **Christian Sarkine Autism Center** (Dr. Naomi Swiezy, Dr. Noha Minshawi, Kylee Bassett)
- **Division of Developmental Disabilities** (Julia Holloway)
- **Bureau of Child Development Services** (Dawn Downer)
- **IU Medical Center / LEND program** (Dr. Angela Tomlin)
- **Vocational Rehabilitation** (Jeff Hughes)
- **Department of Mental Health and Addictions (open)**
- **Arc of Indiana** (John Dickerson, Kim Dodson)
- **Department of Health** (Joan Dweve, Judith Ganser, Kim Minnear)
- **Department of Education** (Anne Davis)
- **Department of Child Services** (Paige Heath)
- **Department of Insurance** (Robyn Crosson)
- **Department of Corrections** (Tim Brown, Jamie Wiles)
- **Office of Medicaid** (Angela Amos)
- **Community Mental Health Center** (Evan Reinhardt)
- **Mental Health America** (Steve McCaffrey)
- **Autism Commission** (Randy Head, Phil Hinkle)
- **Comprehensive Plan Contractors** (Loui Lord Nelson, Eric Gifford, John McGrew, Melissa Stuart)
- **St. Vincent's Hospital** (Dr. Ernie Smith)

#### Outstanding issues:

1. Need representation from a Self- Advocate
2. Need representation from the Department of Mental Health and Addictions
3. Need active participation from the Indiana Department of Health

### Goal Two: Family and Professional Partnerships

*All individuals with Autism Spectrum Disorders and their families will have a well-established, trusting, and mutually respectful relationship with a healthcare professional (medical home) who listens and*

*responds to concerns, and who acts as an equal partner in providing a clearly defined plan of coordinated services.*

The Family and Professional Partnerships goal is one that covers the entire lifespan of people affected by autism in Indiana. Subcommittee members have specifically worked on the following outcomes:

**OUTCOMES**

**Collaborate with the Medical Home Initiative**

Through the IDOH, a Medical Home project is in progress. Members of ASI, IDOH, Arc of Indiana, and other groups are collaborating on how to implement medical home in Indiana through three subcommittees: Transition, Medical Home, and Sustainability

**Create Statewide opportunities to train and educate families regarding service delivery systems and working with professionals**

In 2010, the following are examples of opportunities available for families:

- 2010 Autism Expo (ASI / Easter Seals Crossroads)
- Indiana Summer Institute – Evidence Based Practices (IRCA)
- Variety of websites, email blasts, and list serve information dissemination

**Ensure colleges and universities have the resources needed to prepare future human service professionals to serve individuals with ASD and their families**

National Standards Report on Evidence Based Practice for use with people on the Autism Spectrum has been developed and published by the National Professional Development Center in 2010.

**Expand access to services for families in rural areas**

The Autism Resource Network of Indiana (ARNI) is a part of the 2009-2010 Contract between ASI and FSSA. This on-line portal will provide real-time access to information, services, and resources for people affected by autism across the lifespan. Projected Phase One release: Fall 2010.

**Establish statewide interrelated regional resource centers**

Currently, there are several resource centers for autism in Indiana:

- Indiana Resource Center for Autism – Bloomington
- Family Autism Resource Center – Indianapolis
- Sonya Ansari Autism Resource Center – South Bend
- Southern Indiana Autism Resource Center – New Albany

Guidelines have been developed by this subcommittee, and can be used to create resource centers around Indiana.

## Create Speakers Bureau

Members of the Autism Society of Indiana, IRCA, Easter Seals Crossroads, and others speak to groups around the state around: Early Intervention, Autism 101, Best Practices / Evidence Based Practices, Education for people with Developmental Disabilities, Screening, and more.

### Outstanding issues:

- Identify areas of the state that need resource centers established. Goal for 2010-11:
  - Lafayette
  - Ft. Wayne
  - Terre Haute
  - Evansville
- Identify training modules for IDOH and FSSA staff
- Confirm the systems of care and how they relate to the medical home efforts

## Goal Three: Early and Continuous Developmental and Medical Screening for ASD Responses

*Universal early identification of signs of ASD, followed by appropriate referrals to a coordinate and comprehensive service system.*

Aspects of this goal cover mainly birth-5, however as more information about autism is collected, it is clear that there is a need for screening and diagnosis for adolescents and adults on the Autism Spectrum. For birth – 5, significant amount of work has been done in this area by the Indiana University School of Medicine, the LEND program, the Christian Sarkine Autism Center.

The LEND program has been working on the “Learn the Signs, Act Early” initiative through the IDOH, specifically promoting this CDC awareness program. In addition, the Riley Child Development Center has a project running to identify and/or develop screening tools for adults.

### Outcomes:

#### **Promote existing CDC awareness program “Learn the signs, Act early”**

Thousands of screening posters have been distributed throughout Indiana.

Riley Child Development center and the LEND program will distribute materials based on the CDC and AAP screening guidelines to referring physicians and providers.

#### **Screening for Adults**

The RCDC is working on a project to identify and/or create screening tools for adults on the Autism spectrum.

**Ensure that state service providers are trained in routine screening (First Steps, Justice system, Community Mental Health Centers, Foster Care, Head Start, etc)**

Several meetings have occurred over the past several months with:

- Marion County Juvenile Court Judge
- Marion County Mental Health Court Judge
- Executive Director of the Indiana State Prosecutors Association

Specific goals:

- Increase training for all parts of the justice system
- Educate Judicial system about autism from the both victim/defendant perspective

**Outstanding Issues:**

- Better understand the knowledge of members of the justice system
- Possible development of a “special needs court”
- Increase training to: Foster Care, Head Start, and other providers
- Identify best way to develop consistent education methods throughout the state.

#### **Goal Four: Access to all Needed ASD health, mental, education, and social services**

*Individuals and families with ASD have ready access to integrated and coordinated health, mental health, education, and social services provided by well-qualified ASD providers throughout the life cycle.*

**Outcomes**

**Disseminate and promote use of ASD practice guidelines to define standards of care in health, mental health, social services, and education**

Several toolkits have been assembled and distributed around the state including:

- Toolkit for Medical Professionals
- First Signs/Autism Toolkit

**Search out and apply alternate career/independent living curriculum with goals for self-determination beginning in elementary school**

A significant amount of parent training is provided by InSource, ASK, and the HANDS in Autism program at Riley Hospital.

**Continue educating parents about IEP’s, Article 7, and other means of ensuring that IEP’s are effectively implemented**

ASI provides individualize IEP and case conference support to families (including Spanish speaking families) at no cost to them.

The HANDS program was a DOE grant recipient to aid with educational aspects of autism in schools.

**Outstanding Issues:**

- Measure the number of “toolkits” distributed

- Work to understand what is needed around educating Medical and Educational professionals after graduation

**Goal Five: Organization of Community-based Services for Easy Use**

*Community based services will be organized so that individuals with ASD and their families can use them easily.*

**Outcomes:**

**Help state and private agencies determine effective delivery systems and collaboration for provision of adequate ASD services**

In conjunction with the work within the IIACC and respective subcommittees, ASI has worked with several state agencies for information dissemination and training including:

- IARCCA (State-wide inclusion specialists)
- Child Care Answers
- Government Agencies

Also, ASI is participating in curriculum development for family case managers in the Department of Child Services.

**Goal Six: Successful Youth Transition to Adult Services, Work, and Independence**

**Outcomes:**

**Disseminate information about the enforcement of Indiana’s Special Education Rules, Title 511, Article 7, supporting the transition planning at age 14 or 9<sup>th</sup> grade, whichever occurs first.**

Various transition groups are meeting to determine how to ensure that transition begins at 14/9<sup>th</sup> grade.

ASI, along with several other groups, started a Post Secondary Education Consortium to identify opportunities in Post Secondary education including: commuter campuses, residential campuses, 4-year colleges/universities, vocational technology schools, etc.

Part of the consortium will educate families on the possibilities children with disabilities have after graduation from High School.

**Outstanding Issues:**

1. Need to add goals around Independent Living / Residential Homes
2. Discussion of Post Secondary Education Council – addition of goals around transition from High School into some Post secondary education
3. Need to add goals around employment outside of Vocational Rehabilitation

## Goal Seven: Adequate Public/Private Insurance for Children, Youth, and Adults with ASD

In partnership with the Indiana Department of Insurance (IDOI), the subcommittee began by submitting a treatment plan template to a variety of insurance providers. From this initial inquiry, both United Healthcare and Anthem met with members of the IIACC to discuss how to best process claims submitted for people with autism.

### Outcomes:

Expand health insurance benefits for ASD while recognizing the need for a broad array of services including social skills, behavioral intervention, and counseling based on evidence based practices

IDOI has released a new policy document stating that providers other than the primary physician can sign treatment plans .

Work with insurance companies to increase reimbursement to an adequate level for in-home support for behavioral and other ASD related challenges

The Insurance subcommittee has met with United Healthcare and Anthem to establish a relationship that will facilitate claims processing. UHC and members of the IIACC will continue to work with UHC and other insurance carriers to make claims reimbursement manageable. ASI will use ARNI to disseminate information to people affected by autism.

### Outstanding issues:

1. Anthem has requested help in determining licensing requirements for Applied Behavior Therapists in Indiana to develop a network of providers of this therapy. ASI will lead this effort, along with Anthem.
2. Additional information about the impact of Health Care reform will be disseminated as needed.

## (new) Goal Eight: Justice System

Based on the growing number of incidents related to people with autism in the justice system, a new goal is being developed.

### Outcomes:

**Ensure that state service providers are trained in ASD screening including: Juvenile Justice, DOJ, DOC, CMHC**

ASI has met with several members of the Justice system, including the ED of the State Prosecutors Association, the Judge of the Mental Health Court, Department of Corrections, and other law enforcement personnel to begin strategizing on how to better manage individuals with autism within the justice system.

### Outstanding Issues

1. Continue First Responder training around the state
2. Identify needs of both the Executive and Judicial branches around autism in the courts.
3. Work with the Bartholomew County School Corporation to determine if their model of autism teams is feasible to be replicated around the state.

## Minority Outreach

Data about minorities was gathered from around the state through IYI, the Arc of Indiana, La Plaza, the Minority Health Coalition, and the Indiana Resource Center on Autism. The data demonstrated the percentage of minorities present in Indiana and the percentage of children ages 5-17 in the 13 counties with the highest population of minorities. From this, the report extrapolated the estimated number of 9,400+ minorities with autism in the state.

A needs assessment was conducted across the state. Participants categorized themselves according to three categories with the understanding that individuals may find themselves in multiple roles: consumer, caregiver and organizer. The report breaks down how each area was assessed by the groups both jointly and individually. For example, the needs assessment demonstrated that the majority of families find out information about autism when their children are in school. Language barriers are cited as the most significant block to receiving services. Based on the feedback provided by advocacy groups, the next most significant block is more complex. Those reasons could include cultural trends such as stigma or fear, an ignorance of resources, and a lack of knowledge of how to deal with a developmental disability. And according to providers, reasons for fewer minorities receiving services include limited finances/transportation, uncertainty about treatment or resources, and language barriers.

### Minority Outreach Activities

#### Existing Spanish Resources:

- Resource Directory created
  - Materials Directory created
- Both directories are available as spreadsheet documents and being shared with service providers (email) and consumers (family packets). Will also be available on web through Autism Society of Indiana (ASI) and Autism Resource Network of Indiana (ARNI) through the IACC.*

#### Resources available in other languages

- Resource Directory created to include all multicultural resources available
- Expansion of network using IACC's recommendations (INSOURCE, Islamic School, language and other departments at universities)
- Connection to World library database through Riley librarians

#### Individuals who can guide us in other communities

- Multicultural resource directory expanded
- Expansion with key people from different groups
- American Indian Center
- Latino – Indiana Public Schools Latino Resources Roundtable, Newspapers, Indiana Latino Institute, La Plaza, Indiana Minority Health Coalition
- Asian/Burmese – Shalom Health Center, First Baptist Church
- Muslim/Arabic – Islamic School of Indianapolis

The overall report was created and disseminated to the Indiana Commission on Autism, the IACC, and was made available to the public via the ASI website.

## **ARNI Development**

The Autism Resource Network of Indiana (**ARNI**) intends to get information into the hands of anyone touched by autism. The original concept behind ARNI was to create an entryway to information about autism for families, individuals on the spectrum, medical professionals, providers, and administrators across the state. A searchable database with information on service provision throughout the lifespan (birth to three care, school age supports and post-secondary supports) was going to drive the website. Ultimately, getting data from the different partners and getting data that was usable from the partners came to an impasse.

ARNI has since evolved to become an accessible website which presents information in a variety of ways to suit the needs of the user. The first phase of this will be the creation of a powerful search strategy. For example, a user will be able to use pull down menus to choose descriptors like: age 7, boy, potty training, and Muncie, Indiana. The hypothetical results of the search would list where there are workshops on potty training, articles on potty training, and behaviorists in Muncie who could provide information and support around boys and potty training.