

INDIANA  
INTERAGENCY  
AUTISM  
COORDINATING  
COUNCIL

# ANNUAL REPORT

2017-  
2018



Information Sharing & Collaboration Among Communities



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

SUPPORTING FAMILIES AND INDIVIDUALS WITH ASD

# ABOUT IIACC

The primary mission of the Indiana Interagency Autism Coordinating Council (IIACC) is to facilitate the efficient and effective exchange of information on autism-related activities among the member agencies, and to leverage resources and experiences to address common issues and outcomes, and to fill identified gaps. The Council serves as a forum to assist in implementation through informing the direction and assisting in increases of public understanding and awareness of the state's collective priorities, activities, programs, policies, and research, and in bringing important matters of interest forward to enable and facilitate shared knowledge, discussion, and general access to the state resources and activities. In the current work, the IIACC serves as one essential forum and mechanism for information sharing as well as data driven decision making through review, discussion, and problem solving informed by the data collected through a comprehensive, systematic, and facilitated process.

Learn more about IIACC at <https://youtu.be/RUFjU2uYiso>



HANDS in Autism® Interdisciplinary Training & Resource Center facilitates the work of the IIACC to support bridging systems, growing local capacity, and collaborating across sectors of the community.



The Family and Social Services Administration provides oversight and support to HANDS in Autism® in facilitating this effort.

## Citation:

HANDS in Autism. (2018). *Indiana Interagency Autism Coordinating Council (IIACC): Annual report, 2017-2018*. Retrieved from the Family and Social Services Administration, Division of Disability and Rehabilitative Services website: [https://www.in.gov/fssa/files/IIACC\\_Report\\_2018.pdf](https://www.in.gov/fssa/files/IIACC_Report_2018.pdf)



## GET INVOLVED

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

- INformation Network
- Professional Learning Communities
- Needs Assessment Survey
- Sexual Health Class Survey

[www.HANDSinAutism.IUPUI.edu](http://www.HANDSinAutism.IUPUI.edu) or  
[hands@iupui.edu](mailto:hands@iupui.edu)

- HANDS in Autism® Interdisciplinary Training & Resource Center
- Local Community Cadres



# EXECUTIVE SUMMARY

Collectively, the IIACC membership and HANDS in Autism® facilitators used data from state-wide gap analyses, general community input, and other state and national data to inform and develop a number of tangible resources and products. These include the INformation Network website towards more effective triage to the many resources for autism spectrum disorder (ASD) in Indiana as well as one-page documents for legislators and other stakeholders in alignment with justice (Goal 7; see back of the report for goal descriptions) and cultural (Goal 8) goals within the Indiana Comprehensive State Plan. Further, to enable more informed, effective and ongoing discussions, as well as further action towards greater shared understanding and dissemination, two professional learning communities have been initiated to further the focused attention and efforts related to Justice and Public Safety and Cultural Responsivity.

IIACC meetings continue to occur 3-4 times annually and are open to the public participation live or online with registration. Involvement in topical Professional Learning Communities (PLCs) is also open by contacting the HANDS facilitators to join meetings or provide other input. Other involvements are available by joining regional Local Community Cadres (LCCs) and providing input to the INformation Network website ([www.IndianaNetwork.org](http://www.IndianaNetwork.org)). Contact HANDS to learn more!

Looking forward, the added framework and dimension of the PLCs will be expanded in terms of improving upon the framework, coordinating and collaborating to further the efforts of the IIACC and larger community, and continuing to develop PLC communities for added focused effort and coordination pertaining to other priority areas identified through state assessment (e.g., Transition to Adulthood - Goal 5).

Full Indiana Comprehensive State Plan for Autism is available on the FSSA website:  
<https://bit.ly/2Gi5kx5>



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# IIACC MEMBERSHIP

- About Special Kids (ASK)
- Adult and Child Health
- Advocacy Links, LLC
- Agape Riding
- ALEC Program
- Answers for Autism
- Anthem
- Arc of Indiana/Erskine Green Training Institute
- Autism Society of Indiana (ASI)
- Autism Speaks
- Ball State, Center for ASD
- Ball State, Special Education
- Ball State/YOC
- BDDS
- Behavior Works ABA
- Benchmark Human Services
- Bona Vista, Community Preparedness
- BQIS
- Bureau of Child Development Services (First Steps)
- BVIS
- CARS
- Catholic Charities Indianapolis
- Centerstone
- Central Dispatch, City of
- Evansville
- CHIIS (Center for Health Innovation and Implementation Science)
- Child Care Answers
- Children's Bureau, Hamilton County
- Church, Church, Hittle & Antrim (special education law)
- CIP
- Commission on Improving the Status of Children
- Commission on Public Health, Behavioral Health, & Human Services
- CYACC
- DDB
- DDRS/BDDS
- Department of Correction, Juvenile Services, Central Office Agency
- Department of Homeland Security
- Department of Insurance
- Developmental Pediatrics
- DHHS
- Division of Family Resources (DFR)
- DMHA
- System of Care & Children's Advisory Board
- DOC
- Down Syndrome Indiana (DSI)
- Early Learning Indiana
- Easter Seals Crossroads
- Families United for Support and Encouragement (FUSE)
- Family and Social Services Administration
- Family Voices
- FSSA
- Gibault Children's Services
- Grupo de Apoyo para Latinos con Autismo (GALA)
- H2 Foundation (Hope & Healing)
- HABA
- Hamilton Center
- HeadStart
- HeadStart
- IACCR
- IAPSS (superintendents)
- IASP (principals)
- IASP (psychologists)
- ICASE
- IDOE
- IN Law Enforcement Academy (ILEA)
- IN School Resource Officer (SRO) Association
- INABC
- INAFP (family practice)
- Indiana ABA Parents, Journey to Adulthood (Indiana Parents of Children with Autism)
- Indiana AHEC Network
- Indiana Association for the Education of Young Children (IAEYC)
- Indiana Association of Rehabilitation Facilities, Inc. (INARF)
- Indiana Association of Resources and Child Advocacy (IARCA)
- Indiana Department of Child Services (DCS)
- Indiana Department of
- Workforce Development
- Indiana Disability Rights (previously known as IPAS)
- Indiana Legal Services, Inc.
- Indiana Prosecuting Attorneys Council
- Indiana Public Defender Council
- Indiana Sheriff's Association
- Indiana Small & Rural Schools Association
- Indiana Statewide
- Independent Living Council (INSILC)
- Indiana Supreme Court
- Indiana University Center for Aging Research/Regenstrief Institute
- Indy Adults on the Spectrum
- Infant & Toddler Institute
- INPEA
- InPEAT
- INSOURCE
- IPSEC
- IRCA
- IRN
- ISCA
- ISDH (Maternal and Child Health (MCH) and Children's Special Health Care Services (CSHCS) Divisions at the Indiana State Department of Health)
- ISHA
- ISTA/NEA
- IU Health Emergency Response Training Institute
- IU, Emergency Management and Continuity
- IUPUI, Education
- IUPUI, Psychology
- IUPUI, School of Social Work
- Law Enforcement Legal Representatives
- Logan Center/Sonya Ansari Autism Center
- Marion County Public Health Department, Emergency Preparedness
- Mental Health America of Indiana (MHAI)
- Meridian Health Services
- MESH Coalition
- Metlife
- Midtown Community MHC
- NAMI
- NDBS (IU School of Med. CHIP in for Qual)
- Nemours/CDC Taking Steps to Healthy Success
- Noble
- Office of Early Childhood & School Learning
- Office of Medicaid & Policy Planning
- Opportunities for Positive Growth, Inc.
- Optional Rhythms, Inc./ACCESS Academy
- Partnerships for Early Learners
- Project Launch, DMHA & ISDH
- Psychiatry, CSATC
- Purdue University
- Rauch Inc.
- Riley Child Development/LEND & CDC
- Rose-Hulman Institute of Technology
- Safety Store @ Riley
- School Safety Academy
- Self-Advocates of IN (ASD rep)
- Shelbyville VC Aktion Club
- SITE Program
- Special Olympics
- SSA
- St. Vincent's Hospital
- State Board of Education
- Systems of Care (SOC)
- That's My Baby, Inc.
- The Arc of IN
- The Equity Project
- Tristate Trauma Network
- University of Indiana
- Valle Vista
- Voyage Support Services
- VR Representatives
- VR, #Work4Life, Project search
- WOTC
- Youth Law TEAM of Indiana, Inc.
- Zeilbeck Group



# IMPACT AT A GLANCE

**205%**

INCREASE IN IIACC MEMBERS

INCREASED DIVERSITY OF IIACC MEMBERS

**64  
PAGES**

RELEASED INFORMATION NETWORK WEBSITE,  
INFORMED BY THE IIACC MEMBERS

**2**

PROFESSIONAL LEARNING  
COMMUNITIES (PLCs) STARTED AS A  
FRAMEWORK OF DELIVERY

EARNED HONORABLE MENTION FOR PRESENTATION  
AS A PREMIER MODEL OF STATE FACILITATION AND  
IMPLEMENTATION 2018 START NATIONAL CONFERENCE,  
BOSTON, MA, MAY 7-9.

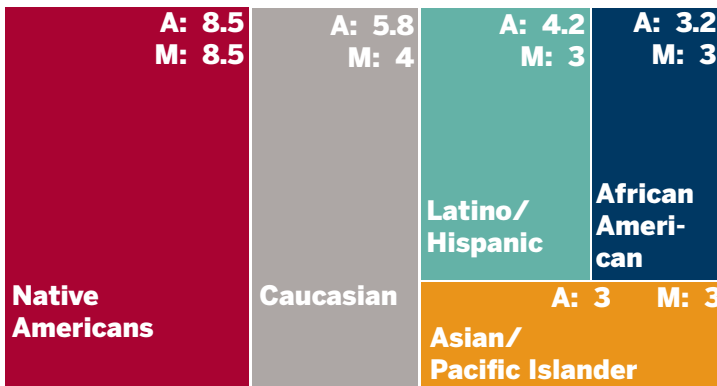
# DATA HIGHLIGHTS

We use data to guide the IIACC actions and address the goals outlined in the Indiana Comprehensive State Plan for Autism. Since 2012, over 4,000 Indiana residents (English and Spanish-speaking) across all 92 counties have responded regarding their needs:

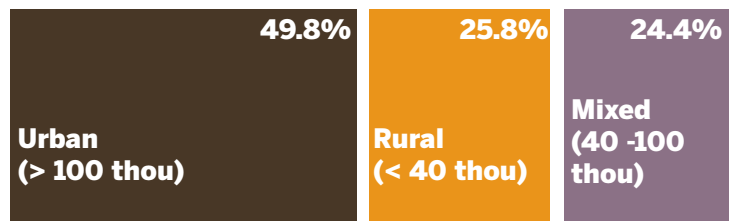
- Individuals with ASD
- Families
- Educators
- Healthcare personnel
- First responders
- Justice and law enforcement
- Other service providers

Based on the analysis results, topics related to Justice and Public Safety and Cultural Responsivity were often brought up as an issue and need to address by Indiana respondents.

## MEAN (A) AND MEDIAN (M) AGE OF DIAGNOSIS BY RACE



## RESPONSES BY REGION TYPES\*



\* Largely representative of the types of regions compared to census data in Indiana and nationwide

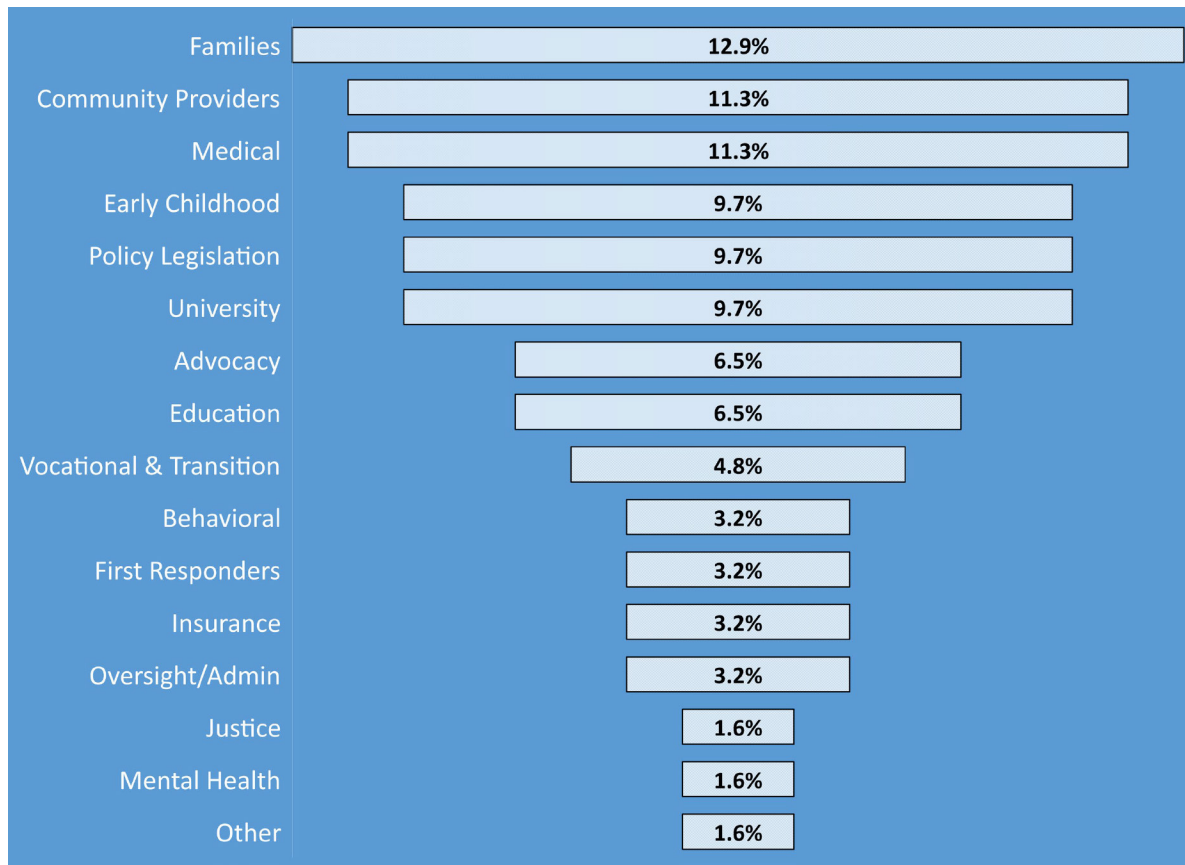
## BREAKDOWN BY RACE

	Survey Respondents	Indiana Census	US Census
African American	5.2%	9.7%	13.3%
Asian/Pacific Islander	0.9%	2.3%	5.9%
Caucasian	89.0%	85.6%	61.3%
Latino/Hispanic	4.5%	6.8%	17.8%
Native American	0.5%	0.4%	1.3%

- 12.2 % reported police being called
- 2.5% reported police warning being issued
- 1.1% served time in juvenile detention facility

Additionally, funding, time, and practical information were frequently reported as barriers to implementation of best practices in working with individuals with ASD within the scope of the two goals.

# GROWING MEMBERSHIP DIVERSITY



**86\***



**861\***

\* Includes social media for IIACC and Local Community Cadres, facilitated by HANDS in Autism®, which allows for broader dissemination of IIACC message and community engagement.

The increase in membership can be explained by:

- Jointly set goals, objectives, values, vision, and projects
- Ongoing engagement during and between meetings
- Opportunities to learn and share expertise
- Focus on action, implementation, and systems change
- Facilitated development of connectedness and trust
- Community-wide and state-wide projects
- Encouragement of open and autonomous communication
- Focus on evidence-based practices



# YEAR OF GROWTH & INNOVATION

## Leadership

IIACC members help build state-wide capacity by addressing the goals included in the Indiana Comprehensive State Plan for Individuals with Autism Spectrum Disorder (ASD).

- Aligning activities with community, state, and federal priorities
- Presentation of the IIACC as a model of facilitation and state implementation efforts at both community, state and national forums
- New goal added: Cultural Responsivity (Goal 8)
- Goals addressed: Justice System and Public Safety (Goal 7); Cultural Responsivity (Goal 8)

## Voice

IIACC is the voice for the Indiana professionals, families, and individuals with ASD by exploring and addressing state-wide needs explored through gap analyses involving interviews, focus groups, and the Indiana Needs Assessment.

- Systematic process for identifying the needs of the state and clarity on priorities based on stakeholder input
- Providing for involvement of all levels of stakeholders through varied levels and means of participation
- Providing for activities informed by and consistent with known experts and literature in the areas of focus

## Value

IIACC members collaborate to inform the development and dissemination of resources and high-quality training to support providers, families, and individuals with ASD.

- Engaging in education and dissemination activities to facilitate sharing (i.e., collaboration, outreach, direct service) of identified needs for services and resources
- Releasing of INformation Network website
- Releasing information pertaining to legislation and cultural responsivity

## Effectiveness

IIACC members participate informing the necessary resources and products to promote shared dialogue, responsibility and dissemination across communities and the state.

- Gaining information at and relevant to all stakeholders to evaluate need for services and resources
- Initiating Professional Learning Communities (PLCs)
- Holding regular quarterly meetings
- Collaborating with Local Community Cadres (LCCs) to inform efforts and disseminate information



# PROFESSIONAL LEARNING COMMUNITIES

The IIACC Professional Learning Communities (PLCs) are facilitated groups of professionals, families, and other community members with shared interest in actively engaging in the deliberation and development of information and products collectively informed by the IIACC and Indiana communities. The PLCs strive to foster greater awareness, improve

navigation of resources and services, and increase dissemination efforts which will benefit individuals with ASD and their families in accessing successful outcomes statewide.



Learn more about PLCs at <https://youtu.be/P5oGYTeW5-E>

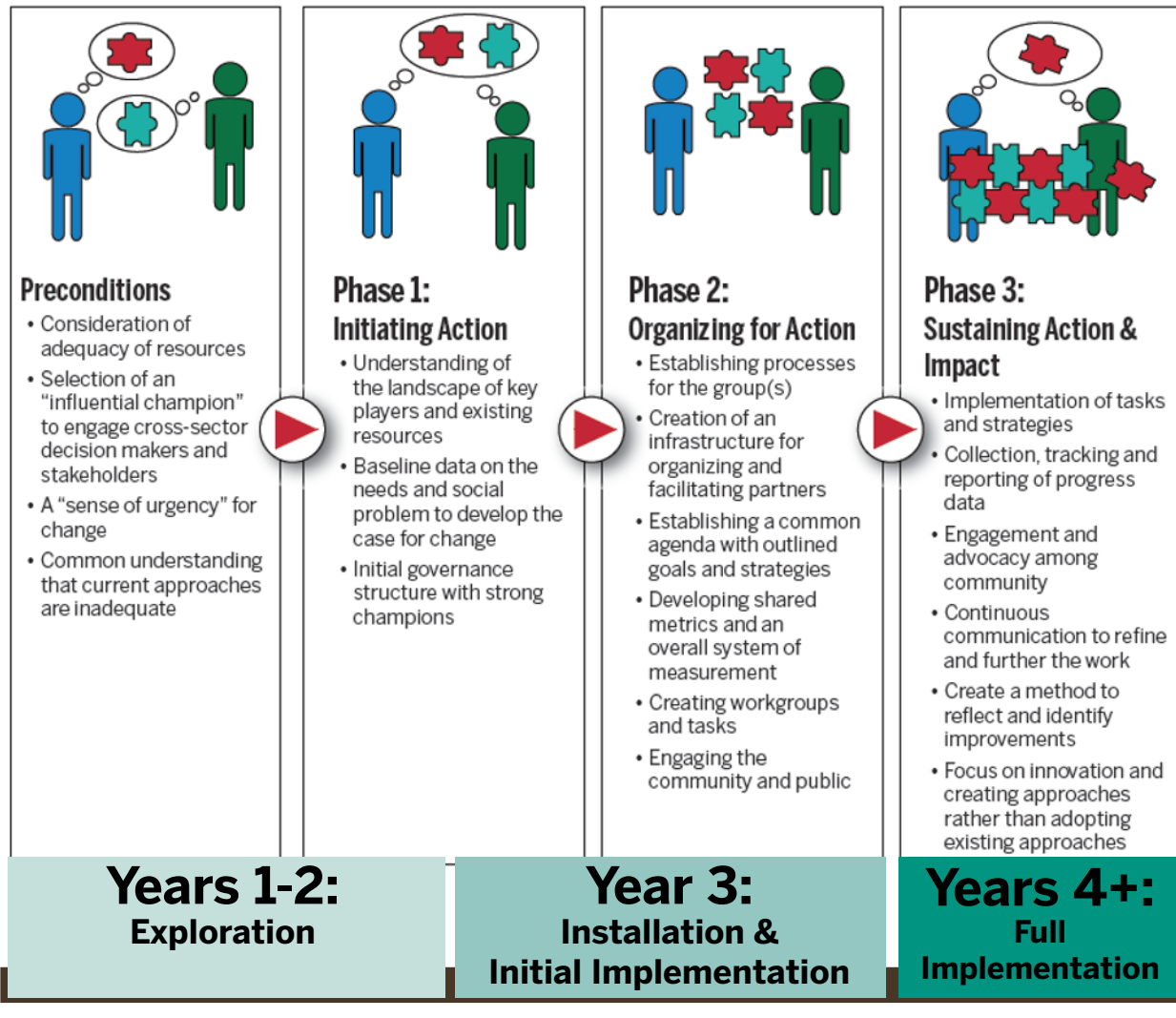
## PLC STRUCTURE AND STAKEHOLDERS

The PLC members and their supporting network have clearly defined roles. Participants (in the center) are the members of the PLCs. Senior levels are PLC governance body, steering team, facilitators, and speakers.

HANDS in Autism® serves as developers and facilitators of the PLC process and groups. Members of the steering team include leaders in respective fields. Work teams are Local Community Cadres and IIACC workgroups that help by informing and supporting dissemination and implementation efforts. Finally, mentors provide day-to-day support to review action plans, suggest resources and contacts, help remove barriers, give advice, and discuss lessons learned.

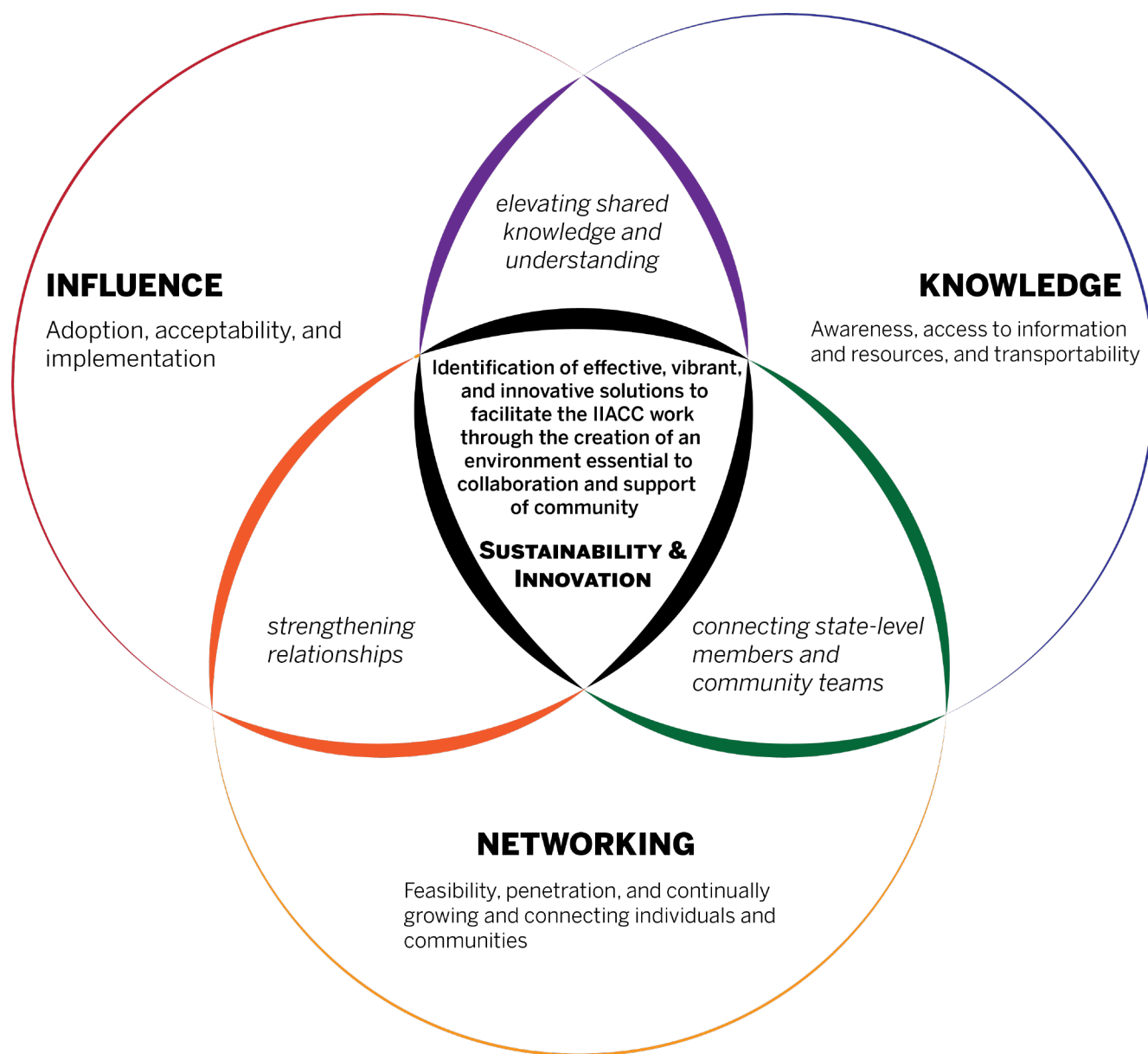


# INNOVATION EFFORTS



The intent of the IIACC at this phase of development was to move from Phase 2 (Organizing for Action) to Phase 3 (Sustaining Action and Impact). This also has aligned with the timeline for development and action initially proposed by HANDS in Autism® as facilitators of the IIACC and associated efforts towards systems change and implementation pertaining to autism services. Collectively, the IIACC membership and community input facilitated by HANDS in Autism® identified Goals 7 (Justice and Public Safety) and 8 (Cultural Responsivity) as the primary areas of needed concentration, effort, and resource development. As a next step, we created Professional Learning Communities that focus on these goals to further sustain the impact.

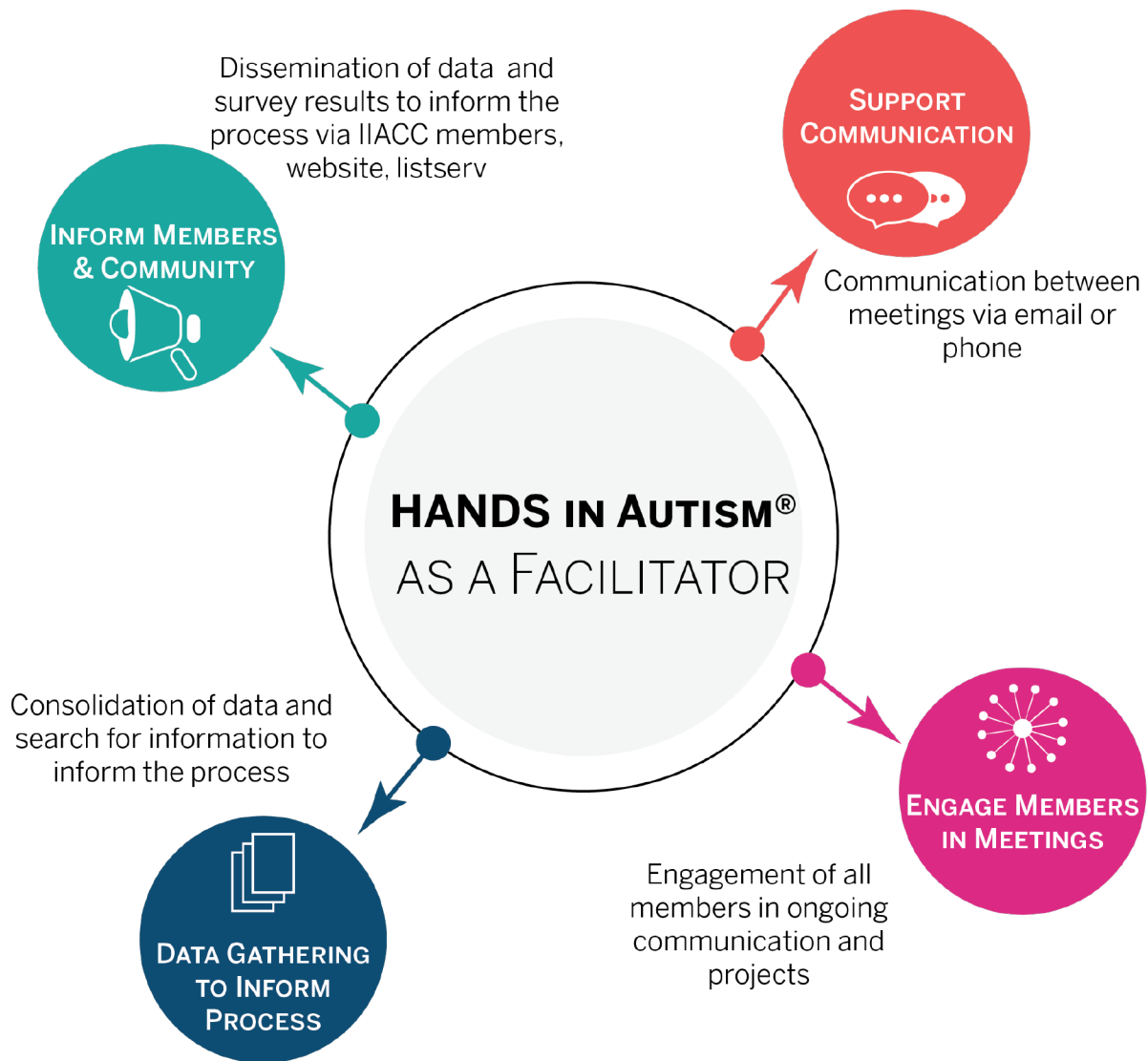
# CORE FACILITATION ELEMENTS



The focus of the HANDS in Autism® facilitation is innovation, collaboration, and integration of shared input and effort towards long-term sustainability. This is made possible by involvement of three key areas of emphasis: influence, knowledge, and networking. These areas of emphases result in connecting state-level members and community teams, strengthening relationships, and elevating shared knowledge and understanding.

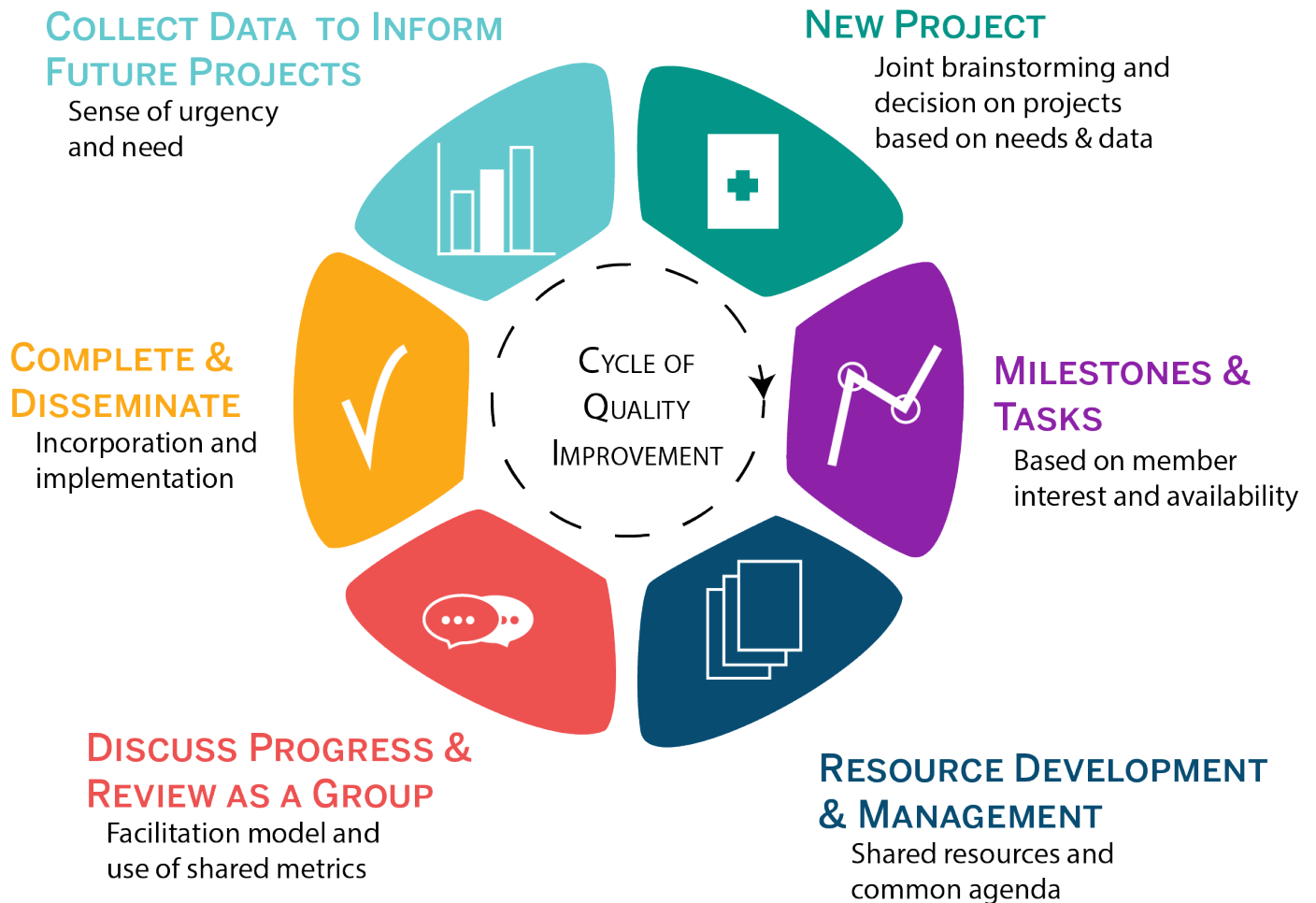


# ONGOING SUPPORT OF IIACC



To reach the level of innovation and streamline IIACC activity planning and implementation, HANDS in Autism® is actively involved at diverse levels of support and facilitation, including fostering of communication and engagement of members during and between meetings, data gathering, and informing community, state and national stakeholders about efforts in Indiana.

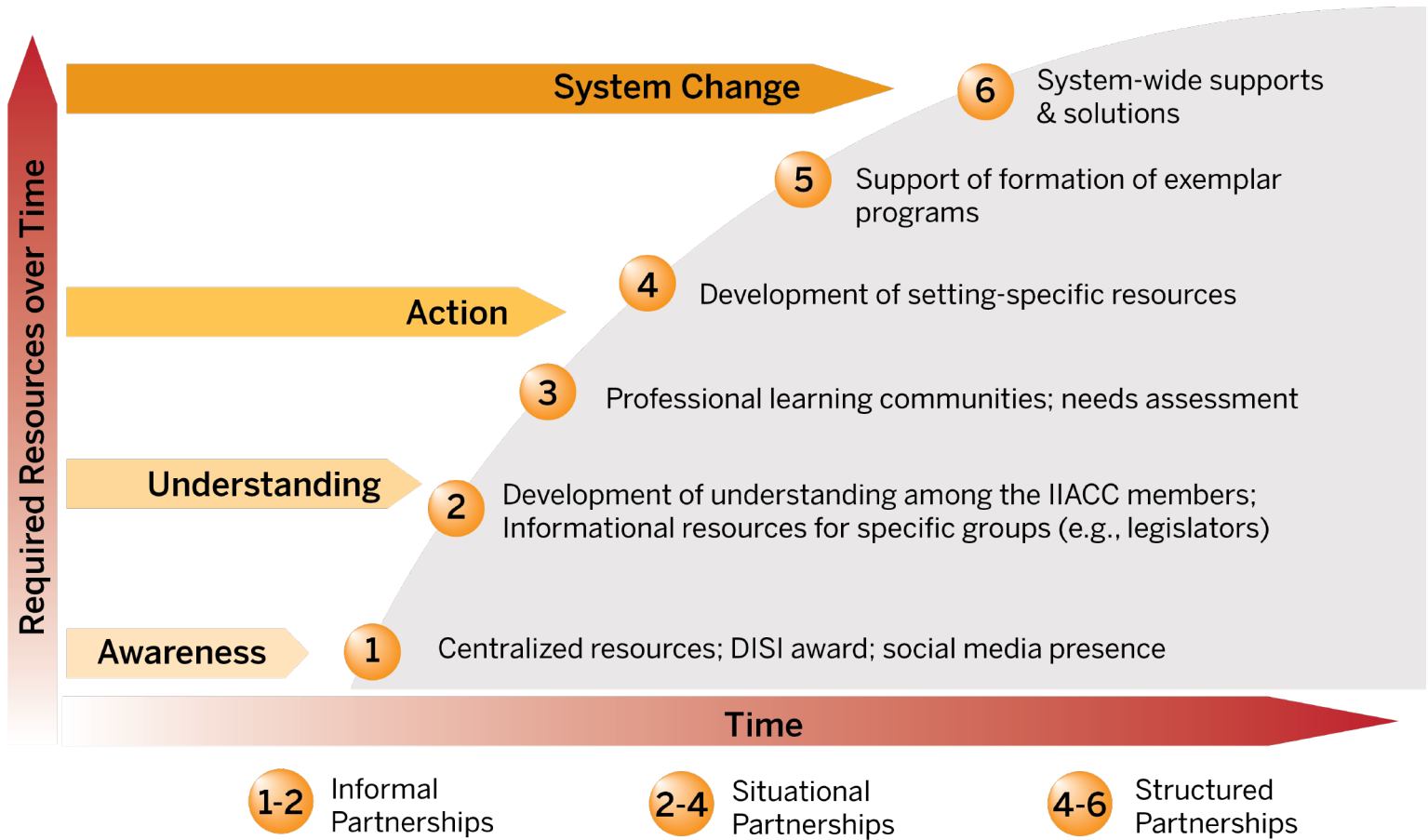
# QUALITY IMPROVEMENT



Additionally, we engage in an ongoing quality improvement and an iterative approach to projects, in which IIACC members participate.

The focus on inclusiveness of all interested stakeholders as well as on quality improvement allows for ensuring implementation and shared goals, actions and messaging sustainability of projects.

# IMPLEMENTATION EFFORTS



For continuous impact and sustainability of IIACC, efforts must be facilitated, apparent, and continuous across all levels of input, starting from basic awareness and progressing to the ultimate goal of shared information, dialogue, and systems change.



# SAMPLE RESOURCES

The focus of dissemination during the report year was on collaborative design, information, and implementation of a website that would serve as a one-stop-shop for families and providers when seeking information and resources relevant to stakeholders in Indiana. Through conduits for information sharing, networking and collaborating, other products such as one-page “slicks” have been created to inform legislators, professionals, families and individuals on key topics relevant to access to and utilization of Indiana’s autism services. We have also developed leaflets for legislators to inform about prevalence and needs of individuals with autism, their families, and professionals.

INDIANA AUTISM NEEDS ASSESSMENT: FOCUS ON STATEWIDE PRIORITIES		<p><b>BACKGROUND INFORMATION:</b></p> <ul style="list-style-type: none"> <li>• Individuals with ASD are 7 times more likely to intersect with the criminal justice system, either as victims or offenders (Berryessa, 2014).</li> <li>• 19.5% of youth with ASD have been stopped and questioned by police by the time they reached their early 20s. Of them, nearly 5% were subsequently arrested (Rava, Shattuck, Rast, &amp; Roux, 2017).</li> <li>• Yet, the prevalence of actual unlawful behavior of individuals with ASD is relatively low (Woodbury-Smith &amp; Dein, 2014).</li> <li>• Socio-emotional challenges present in ASD do not allow individuals to have an intent to purposefully harm another person (Berryessa, 2014; Freckelton, 2013; Woodbury-Smith &amp; Dein, 2014).</li> <li>• Presence of co-morbid psychiatric disorders can be a strong underlying reason for offensive behaviors.</li> <li>• 20% of children with autism have been physically or sexually abused. However, justice personnel is not sufficiently ready to interact and advocate for these victims (Mandell et al., 2005)</li> </ul>		
<h2 style="color: #800000; margin: 0;">JUSTICE &amp; AUTISM (ASD)</h2> <p style="color: #800000; font-size: small; margin: 0;"><i>Reaching for the Gold Standard: Data, Exploration, &amp; Application for Solutions</i></p> <div style="border: 1px solid #800000; padding: 5px; margin: 5px 0;"> <p><b>Data to Assist:</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Staying abreast of the current state of the state</li> <li>Promoting awareness &amp; intervention</li> <li>Distribution of services and funds</li> <li>Service coordination &amp; access</li> <li>Training options</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>Policy &amp; legislation planning</li> <li>Support resource sharing</li> <li>Early identification</li> <li>Disparity considerations</li> <li>Research prioritization</li> <li>Informing cost differences &amp; funds differences &amp; funds</li> </ul> </td> </tr> </table> </div> <p><b>INDIANA AUTISM NEEDS ASSESSMENT</b>            Since 2012, over 4,000 Indiana residents (English and Spanish-speaking) across all 92 counties have responded regarding their needs:</p>			<ul style="list-style-type: none"> <li>Staying abreast of the current state of the state</li> <li>Promoting awareness &amp; intervention</li> <li>Distribution of services and funds</li> <li>Service coordination &amp; access</li> <li>Training options</li> </ul>	<ul style="list-style-type: none"> <li>Policy &amp; legislation planning</li> <li>Support resource sharing</li> <li>Early identification</li> <li>Disparity considerations</li> <li>Research prioritization</li> <li>Informing cost differences &amp; funds differences &amp; funds</li> </ul>
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## A Brief History of the IACC

		<p>Indiana Interagency Autism Coordinating Council</p>
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**TOP:** Sample informational handout for legislators

**LEFT:** Promotional video about the IACC. View at <https://youtu.be/RUFjU2uYiso>



**LEFT:** INformation Network website. View at [www.IndianaNetwork.org](http://www.IndianaNetwork.org)

## A FRAMEWORK AND PROCESS FOR FACILITATING SYSTEMIC CHANGE IN INDIANA AUTISM SERVICES

Naomi Swiezy, Ph.D., HSPP
Tiffany Neal, Ph.D.
Blaine Garman-McClaine
Iryna Ashby, MSEd

### Overview

HANDS in Autism® initially developed to address core challenges in serving and supporting individuals with ASD and providers serving them within educational settings. The framework and process developed by HANDS is a comprehensive, data driven and systematic model for engineering implementation and systemic change within complex communities while also serving to bridge across multiple systems and systems and expansion of the model have led to the development of regional and statewide models of implementation. Systematic efforts have aimed to inform and build local capacity for greater implementation, and drive systemic change - all centered to real impact on quality of life for individuals and families and sustainability of outcomes, the primary impact for state change efforts.

### Drivers of Systemic Change

**Sense of an "Urgency for Change":** The growing prevalence and needs of individuals with ASD, currently one in 36 people, CDC (2018) as well as of their family caregiver and providers represent the critical social and public health needs regarding ASD service delivery across the nation.

Recognizing the need to better understand and address these growing needs in Indiana, a competitive state process ensued to select a new program evaluator, champion, strength and facilitator of a state-level workgroup and Comprehensive State Plan (IACC, 2020) meeting to statewide autism services.

**Selection of an "Influential Champion":** HANDS in Autism® was selected based upon the knowledge and experience of the team in building systems and growing local capacity as well as the history of cross-sector collaboration, strong leadership, availability of an implementation-based model, strong data-driven approach, and extensive resource availability.

HANDS drew upon a history of effective implementation as well as drew upon the strengths of other evidence based models (e.g., NRC (1981) et al., 2003), START (Rubin et al., 2007) and Collective Impact (Khanlou et al., 2012)) to facilitate the process and framework for conducting an extensive gap analysis, providing recommendations and advisory regarding identified needs, and facilitating ongoing dialogue, goal setting and actionable actions towards systems change efforts aligned with local community and state perspectives regarding autism services.

### Community and State Alignment

HANDS leveraged the process and framework utilized by the Center for START services in assessing ID/DD services in Indiana. That is, a similar structure, process, and evaluation was applied towards assessing the individual, community and state needs regarding autism services. Together, the similar process and recommendations from START and HANDS evaluations were able to more effectively emphasize the gaps noted with ASD/ID and inform plans forward within Indiana.

The START model of community work (Rubin et al., 2007) has also provided additional framework for development of regional implementation teams (i.e., Local Community Coalitions or LCCs) providing tailored insights regarding autism services from a community perspective. Common to both HANDS and START models are a standard set of core guiding standards/benchmarks (e.g. networking/relationship building, interorganizational trust, etc.) to ensure consistent goals statewide while also providing opportunity for flexibility and individualization relevant to each locale. HANDS has continued to refine the START process and recommendations in ongoing work with both state and community levels.

### IIACC Goal 8: Cultural Factors in Accessibility of Services

Initial efforts towards ensuring representation of input to the State Plan included the regional implementation teams and a Spanish version of the needs assessment survey. However, Goal 8 of the Indiana Comprehensive State Plan was ultimately added due to data indicating the need to further assess and understand the impact of more diverse cultural factors and broader considerations statewide. Some examples of data and considerations based on responses are as follows:

**Mean (M) and Median (M) Age of Diagnosis by Race**

Race	Mean (M)	Median (M)
Native Americans	8.5	6.5
Caucasian	5.8	4.2
Hispanic/Latino	5.8	4.2
Asian	5.8	4.2
Pacific Islander	5.8	4.2

**Responses by Region Types\***

Region Type	49.8%	25.8%	24.4%
Urban (>100 Urban)			
Rural (<100 Rural)			
Mixed			

\*Targeted representation in the open response compared to census data in Indiana and nationwide

### Conclusions

For true systemic change that will increase quality of life for individuals and families, Th process of change has begun with data used to inform both the content and format of shared information as well as level of dissemination and training efforts. More specifically, concentrated and targeted efforts have been inspired by noted evidence-based models and informed by systematic data collected. These efforts are improving understanding in areas (e.g., IACC recruitment and cultural responsiveness) outlined within the Indiana Comprehensive State Plan and focusing efforts towards functional and meaningful outcomes across systems (e.g., shared resources, diverse formats for input).

**BOTTOM:** Poster presented to highlight Indiana as a model of state-level impact and progress at the 2018 START national conference

## Conclusions

For true systemic change, there is the need for state and local capacity to lead to systemic and sustainable changes that will increase quality of life for individuals and families. Th process of change has begun with data used to inform both the content and format of shared information as well as level of dissemination and training efforts. More specifically, concentrated and targeted efforts have been inspired by noted evidence-based models and informed by systematic data collected. These efforts are improving understanding in areas (e.g., IACC recruitment and cultural responsiveness) outlined within the Indiana Comprehensive State Plan and focusing efforts towards functional and meaningful outcomes across systems (e.g., shared resources, diverse formats for input).

In the current model facilitated by HANDS, the process and framework of the IIACC with ongoing discussion, workgroup activities has resulted in outcomes including a more operationally defined and shared working document (Comprehensive State Plan), collaborations and shared perspective taking across diverse state stakeholders and implementation teams, and collectively informed guidelines and recommendations reported to the state for the most effective advocacy, policy and outcomes pertaining to this special population.

The foundation has been set for ongoing and productive collaboration across levels, sectors and settings, providing the backbone, impetus, feedback and vehicle for long-term success and implementation of state change efforts related to ASD as well as more global ID/DD services. The ultimate goal is for improved integration of supports, **shared resources and navigation** for better access, utilization and satisfaction with autism services statewide and these plans are beginning to be realized as a result of evidence-based and systematic evaluation and facilitation processes.

- ✦ **Shared Resources:** Shared resources improve management of care and improve communication and coordination among providers, specialists, and community resources. Shared resources can range from community networks to community health teams and regional centers among other coordination and care systems and support implementation of actions across goals and stages.
- ✦ **Family Navigation:** Family and individual navigation assists with guiding families through and around barriers in systems to assist in accessing and/or receiving care and resources. Family and individual navigation systems assist in addressing the family and individual challenges and barriers specifically highlighted within the comprehensive plan in areas such as early intervention, access to services, transition, and insurance or payment for services and supports.

# 2019: LOOKING FORWARD

Based on the progression of the IIACC efforts in compliance with state needs, as well as needs that emerged from the gap analysis, including interviews, focus groups, and Indiana Needs Assessment, the following project goals have been identified for the upcoming year:

## **PROFESSIONAL LEARNING COMMUNITIES MOVEMENT BUILDING**

- Continued evolution of the framework, curriculum and process for development of the curriculum for Justice and Cultural Responsivity PLCs in collaboration with steering committee (leading professionals in respective fields)
- Implementation of the curriculum with PLC participants to foster learning and discussion to inform product innovations for dissemination
- Collaboration with PLCs to develop artifacts on curriculum topics and in formats for shared information sharing and dissemination across multiple stakeholder groups within communities and the state
- Vetting of artifacts to IIACC and PLC steering committee followed by IIACC facilitated dissemination statewide

## **GOAL 5: INITIATION OF DISCUSSIONS**

- Initiation of data review, discussions, and planning pertaining to Goal 5 (Transition to Adulthood) of the Indiana Comprehensive State Plan during quarterly IIACC meetings

## **BUILDING CAPACITY FOR SOCIAL IMPACT**

- Continued building of membership representing diverse ethnicities, professional groups, and geographic areas to further engage communities in building awareness and supportive environment for individuals with ASD

## **SCALING UP INNOVATIVE EFFORTS**

- Collaboration with general IIACC and PLC members to investigate, develop, and disseminate innovative solutions to engage communities in building awareness and supportive environment for individuals with ASD
- Expanded collaboration with Local Community Cadres (LCCs), initiated by HANDS in Autism®, for regionally informed efforts and dissemination of products developed by PLCs





# IIACC GOALS

**GOAL 1: IIACC HANDS in Autism®** facilitates and coordinates the Indiana Interagency Autism Coordinating Council, as well as manages data collection and activities. HANDS reports on the status of services reflected in the Comprehensive State Plan.

**GOAL 2: FAMILY AND PROFESSIONAL PARTNERSHIPS** To create the opportunity for all individuals with ASD and families to be supported by healthcare professionals who will listen and provide input. Medical professionals will develop a plan to address concerns with attention to access and coordinating care during services.

**GOAL 3: EARLY AND CONTINUOUS DEVELOPMENTAL AND MEDICAL SCREENING FOR ASD RESPONSES** To ensure service providers and families are knowledgeable of universal early screening, as well as the signs to identify ASD. Diagnosis would follow with a plan to refer individuals to coordinated service systems.

**GOAL 4: ACCESS TO ALL NEEDED ASD HEALTH, MENTAL, EDUCATION, AND SOCIAL SERVICES** For individuals with ASD to have access to integrated health, mental health, education and social services provided by qualified providers throughout their lives.

**GOAL 5: SUCCESSFUL YOUTH TRANSITION TO ADULT SERVICES, WORK, AND INDEPENDENCE** To ensure families and providers understand what is needed for the planning of successful transitions.

**GOAL 6: ADEQUATE PUBLIC / PRIVATE INSURANCE FOR ALL AFFECTED BY ASD** To identify standards for accessible and affordable private and public insurance coverage for the entire life of an individual with ASD, as well as other mental health conditions.

**GOAL 7: JUSTICE SYSTEM & PUBLIC SAFETY** To ensure justice personnel, related agencies, and families are knowledgeable about signs of ASD, strategies for interaction and supports.

**GOAL 8: CULTURALLY RESPONSIVE IMPLEMENTATION** To evaluate, develop, and implement a culturally responsive infrastructure within systems, supports, and services for ASD in Indiana to address the increasing diversity and support greater outcomes and equity.

Learn more at <https://bit.ly/2Gi5kx5>



[www.in.gov/fssa/ddrs/3355.htm](http://www.in.gov/fssa/ddrs/3355.htm)

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