

INDIANA
INTERAGENCY
AUTISM
COORDINATING
COUNCIL

Information Sharing & Collaboration Among Communities

iNformation
Network

www.IndianaNetwork.org

SUPPORTING FAMILIES AND INDIVIDUALS WITH ASD



2021-2022

ANNUAL REPORT

EXECUTIVE SUMMARY

The work of the Indiana Interagency Autism Coordinating Council (IIACC), established through legislative action in 2005, is informed by the results of a systematic and ongoing evaluation of statewide and regional needs collected through formal gap analyses (i.e., survey, individual interviews, and focus groups), IIACC workgroups and further guided through local community input and other state and national level data. The efforts of the IIACC are central to the continually evolving Autism Engagement Network (AEN) and in partnership with the collective voices from regional communities (i.e., Local Community Cadres (LCCs)) and individual organizations and stakeholders statewide (e.g., INformation Network). The inherent structure of the AEN extends opportunities for networking, engagement and sharing towards more collective and stakeholder-informed input regarding autism services at the State and community levels for ultimate impact on individuals and families across Indiana. At request of the State, full reporting is provided to FSSA end of November/ early December of each reporting year in an effort to coincide with and more fully inform the State legislative session. During this reporting period, the focus of the IIACC and HANDS in Autism® as a facilitator of IIACC endeavors has been on increasing IIACC presence across various social media forums, building recognition of the IIACC as a source of evidence-based information, and providing avenues to both share and receive timely and credible information particularly relevant to the needs of individuals and families in the State of Indiana.

2021-2022 MILESTONES: SUMMARY

- ✓ Increasing IIACC Presence and Recognition
- ✓ Improving accessibility of the Comprehensive Plan goal statements and action items
- ✓ Addressing the information gap as identified by trajectories and action items of the Plan

Should you or your organization have interest in learning more about participation in the IIACC, related work on the Comprehensive State Plan, relevant activities within your community LCC, information presented within this report, and/or sharing and discussion, please feel free to be in touch with Drs. Naomi Swiezy and Tiffany Neal, IIACC facilitators, at hands@iupui.edu or 317-274-2675.

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ABOUT IIACC

The Indiana Interagency Autism Coordinating Council (IIACC) is a collective stakeholder work group with primary mission 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” (INformation Network, 2020).

The Council, originally formed in 2005, serves as a forum to assist in implementation through improving public understanding and informing the direction of the State with regards to programs, activities, policies and priorities as they relate to autism services. The Council further brings important and timely matters of interest forward to enable shared knowledge, access, networking and discussion relevant to resources and activities across the state. Priority goals and efforts are outlined within the Indiana Comprehensive State Plan for Individuals with Autism Spectrum Disorder (i.e., Comprehensive Plan) and form the framework for ongoing, stakeholder-informed efforts.

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 that is informed by the data collected through a comprehensive, systematic, and facilitated process outlined in sections within this report.

FACILITATION AND OVERSIGHT



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.

LEARN MORE & GET INVOLVED

www.IndianaNetwork.org

- IIACC
- INformation Network
- Needs Assessment Survey

HANDSinAutism.iupui.edu

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

DIVERSIFYING MEMBERSHIP

To effectively inform the IIACC efforts in order to support individuals across lifespan and settings, it is important that IIACC members come from different fields and with different experiences.

That is why one of the key efforts for 2021-2022 was to have a broader engagement to gain a variety of perspectives, experiences, and networks and to foster a healthy, vibrant representation of the community we serve.

Since 2014, we have significantly expanded our membership as could be seen below. The new organizational members this year are marked with an asterisks (*):

- Advocacy Links, LLC*
- Adult and Child Health
- Advocacy Links, LLC
- Akoban Academy of Indianapolis
- Autism Parents' Support Group of Indiana
- The Arc of Evansville
- The Arc of Indiana, Indiana Insurance Advocacy Resource Center
- The Arc of Indiana, Self-Advocates of Indiana (SAI)
- Autism and Law Enforcement Education Coalition (ALEC)
- Ball State, Center for ASD
- Ball State, Special Education
- Behavior Analysis Center for Autism (BACA)
- Brainwork Services LLC*
- Center for Health Innovation and Implementation Science(CHIS)*
- Child Care Answers
- Children's Health Improvement Partnership (CHIP) of Indiana
- Church, Church, Hittle & Antrim (special education law)*
- College Internship Program (CIP)
- Commission on Public Health, Behavioral Health, & Human Services
- Community Mental Health Centers*
- Crawfordsville Community School Corporation
- Division of Mental Health and Addition (DMHA), Children's Advisory Board
- Division of Mental Health and Addition (DMHA), System of Care
- Down Syndrome Indiana (DSI)
- Early Learning Alliance Network
- Easter Seals Crossroads, INDATA Project
- Elkhart County Special Education Cooperative (ECSEC)*
- The Equity Project*
- Exceptional Children's Coop
- Families United for Support and Encouragement (FUSE)

NEW MEMBER GROUPS IN 2021-2022

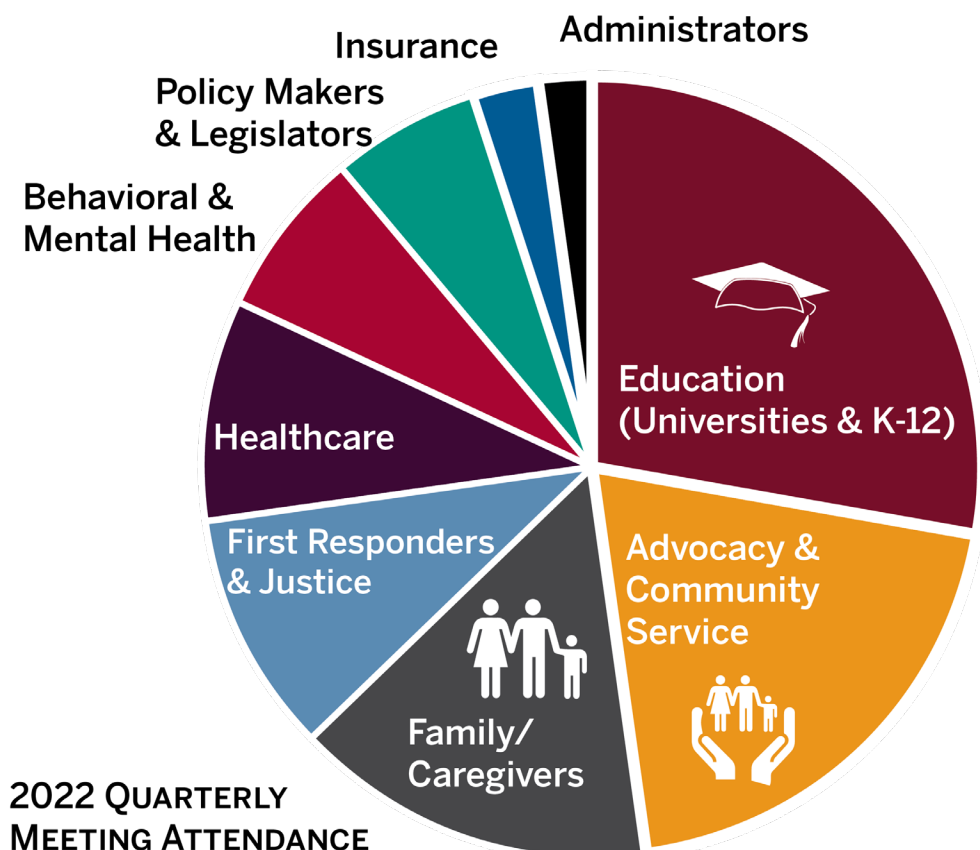


- Family and Social Services Administration (FSSA), Bureau of Developmental Disabilities Services (BDDS)
- Family and Social Services Administration (FSSA), Bureau of Child Development Services (First Steps)
- Family and Social Services Administration (FSSA), Division of Disability and Rehabilitative Services (DDRS)
- Family and Social Services Administration (FSSA), Office of Early Childhood & School Learning
- Family and Social Services Administration (FSSA), Vocational Rehabilitation (VRS)
- IN Family to Family (formerly known as About Special Kids (ASK))
- Family Voices
- GALA (Grupo de Apoyo para Latinos con Autism Indianapolis)
- Gateway
- H2 Foundation (Hope & Healing)
- Hamilton Center
- Head Start
- Hoosier Alliance for Neurodiversity
- Hoosier Association for Behavior Analysis (HABA)
- IN Law Enforcement Academy (ILEA)
- IN*SOURCE
- Independence Academy
- Indiana ABA Parents, Journey to Adulthood (Indiana Parents of Children with Autism)
- Indiana Area Health Education Centers Network (AHEC)
- Indiana Association of Behavioral Consultants (INABC)
- Indiana Association of Public School Superintendents(IAPSS)*



Indiana Association of Rehabilitation Facilities, Inc. (INARF)
 Indiana Association of School Nurses (IASN)
 Indiana Association of School Psychologists (IASP)*
 Indiana Autism Alliance
 Indiana Council of Administrators of Special Education (ICASE)
 Indiana Department of Child Services (DCS)
 Indiana Department of Education (IDOE)
 Indiana Department of Insurance (IDOI)
 Indiana Department of Workforce Development (DWD)
 Indiana Institutes on Disability and Community, Indiana Resource Center for Autism (IRCA)
 Indiana Non-Public Education Association (INPEA)
 Indiana Postsecondary Education Coalition (IPSEC)
 Indiana Project SUCCESS
 Indiana Providers of Effective Autism Treatment (InPEAT)
 Indiana Recovery Network (IRN)
 Indiana Small & Rural Schools Association
 Indiana State Department of Health, Center for Deaf/Hard of Hearing Education (CDHHE)
 Indiana State Department of Health, Children’s Special Health Care Services (CSHCS)
 Indiana State Department of Health, Help Me Grow
 Indiana State Department of Health, Maternal and Child Health
 Indiana State Teachers Association (ISTA)*
 Indiana Statewide Independent Living Council (INSILC)
 Indiana University/Indiana University-Purdue University Indianapolis (IUPUI), School of Social Work
 IU School of Medicine, Center for Youth & Adults With Conditions of Childhood (CYACC)
 IU School of Medicine, Department of Psychiatry, Child and Adolescent Psychiatry Clinic
 Lakeview Childcare
 Lawrence County Independent Schools*
 Little Star ABA Therapy
 Logansport Special Services
 Marion County Public Health Department, Emergency Preparedness
 Methodology Excelling Through Behavior

Mental Health America of Indiana (MHA)*
 Midtown Community Mental Health Center
 MSD Wayne Township-McClelland Elementary School
 Neurodevelopmental Behavioral System of Care (NDBS)
 Noblesville Schools
 Office of Early Childhood & School Learning (OECSL)
 Opportunities for Positive Growth, Inc.
 Optimal Rhythms, Inc./ACCESS Academy
 Outward Bound Support Services*
 Project SUCCESS*
 Purdue University, Autism Research Center
 Reach High Consulting
 Riley Child Development Center (RCDC)
 Rose-Hulman Institute of Technology
 Self-Advocates of IN (ASD rep)*
 State Board of Education *
 Systems of Care (SOC)*
 Shelbyville VC Aktion Club
 University of Indianapolis
 Vincennes University



BRIDGING THE GAP - INFORMING THE COMMUNITY

Information accessibility and availability are at the core of the IIACC efforts, that is why we use a number of different avenues to bring resources to the people and places where they are needed through:

- diverse and inclusive social media presence
- newsletters
- blogs
- INformation Network site
- cross-sharing across organizations
- inclusion in topical presentations to highlight the connections and accessibility.

Efforts were made to add the voice of IIACC members to the promotional activities, including members sharing on what IIACC means to different community and professional groups:

Indiana Interagency Autism Coordinating Council (IIACC)

KRISTEN MOYO
Autism Society of Indiana Representative
IIACC Member

... resource for professionals, policy makers, and families...

What does IIACC mean to communities?

Indiana Interagency Autism Coordinating Council (IIACC)

DANIEL MOORE
IIACC Member

... IIACC stands up for people like me, who may not have a voice in certain areas or at all...

What does IIACC mean to individuals with ASD?

Indiana Interagency Autism Coordinating Council (IIACC)

Michele Trivedi
The Arc of Indiana, Parent
IIACC Member

... opportunity to have allies in terms of to get our loved ones' voices heard, educating policy makers and legislators...

What does IIACC mean to families?

Indiana Interagency Autism Coordinating Council (IIACC)

KADEEM GODDARD
Reach High Consulting & Therapy
IIACC Member

... opportunities to get regular contact with each other and to learn more how you are serving [individuals].

What does IIACC mean to service providers?

IIACC: KEY AREAS OF ENGAGEMENT

During and between quarterly meetings, IIACC creates opportunities for members to engage in a range of activities that are beneficial for communities and members themselves, including:

- Newsletter
- Social media
- Information Network site
- IIACC informed products



- Social media engagement and cross-sharing
- IN Needs Assessment
- INformation Network and blog participation
- Local Community Cadres network

- Informational handouts
- Videos
- State and national data review
- Collective impact and implementation science



- Small & large group meeting activities
- Stakeholder highlights
- Local Community Cadres network

Our quarterly meetings are structured with intentional focus on specific areas of the Comprehensive Plan, review of federal, state and other data pertinent to the topic, material review, progress updates based on prior feedback and consensus building on next steps from the past meeting, as well as opportunities for all members to share their experiences, news, resources, and opinions.

Hands + 3 • 6mo
IIACC Member Updates
 Share one highlight about your organization related to ASD/DD, e.g., new initiative, status on ongoing initiatives, honors/awards, and/or events

Training & Resources on Self-Advocacy, Employment

Hands + 7 • 2mo

Add Your Resources (or Titles or Links)...

- Anonymous 2mo: Indiana Disability Resource FINDER
- Anonymous 2mo: ASAN (Autistic Self Advocacy Network)
- Anonymous 2mo: Jayland Partners
- Anonymous 2mo: relayindiana.com (Relay Indiana)
- Anonymous 2mo: Community Conversations: Prepared Not Scared
- Anonymous 2mo: Community Conversations. PREPARED NOT SCARED

INDIANA FAMILY TO FAMILY
HEART TO HEART CONFERENCE
 Registration is now open for our 2022 Virtual Heart to Heart Conference!
 Register Now

CAJE Victory in Evansville
 Our organization got Mayor Winnecke to allocate \$10 million to Southwestern Behavioral Health (largest mental health provider) to create a Neurodiverse Psychological Treatment Center in Evansville. Kids diagnosed with Autism AND a mental illness WILL finally be able to access services to mental healthcare! Parents and caregivers will no longer hear the words "We don't accept patients with Autism"! This new center will begin to open by January 2023 and will treat the whole child no matter the diagnosis!!

OECOSL has just launched a comprehensive Employee Assistance Program for all regulated child care providers and their families!



EDIT

RSVP to the next Quarterly IIACC Meeting!

SIGN ME UP!

December 8, 2022 from 9-11:30 am EST

Select Language ▾
Powered by Google Translate



SEARCH ...

Sort by Relevance ▾

- Quick Explore
- Calendar
- Submit an Event
- Glossary
- Indiana Autism Needs Assessment

INFORMATION NETWORK WEBSITE:

This site has specific focus on questions most frequently asked by individuals, families, and communities related to relevant and accessible resources for individuals with autism spectrum disorder (ASD) and their families in Indiana. It is a collaborative and easy-to-navigate system of resources relevant across the lifespan and informed by stakeholders and communities across and relevant to the state of Indiana

WEBSITE IN NUMBERS:

- 7 new pages added in 2022

VISITS IN 2022

- 27% increase in 2022 comparing with the previous report period

TOP 5 PAGES:

- Residential Options and Homelessness
- Educational Support Services
- Transition
- State Mandates & Guidelines
- College & Vocational Training

2022

Last update: 2:45 PM (Updates every 30 minutes)

← → Days Weeks Months **Years**

Views Visitors



• Website created

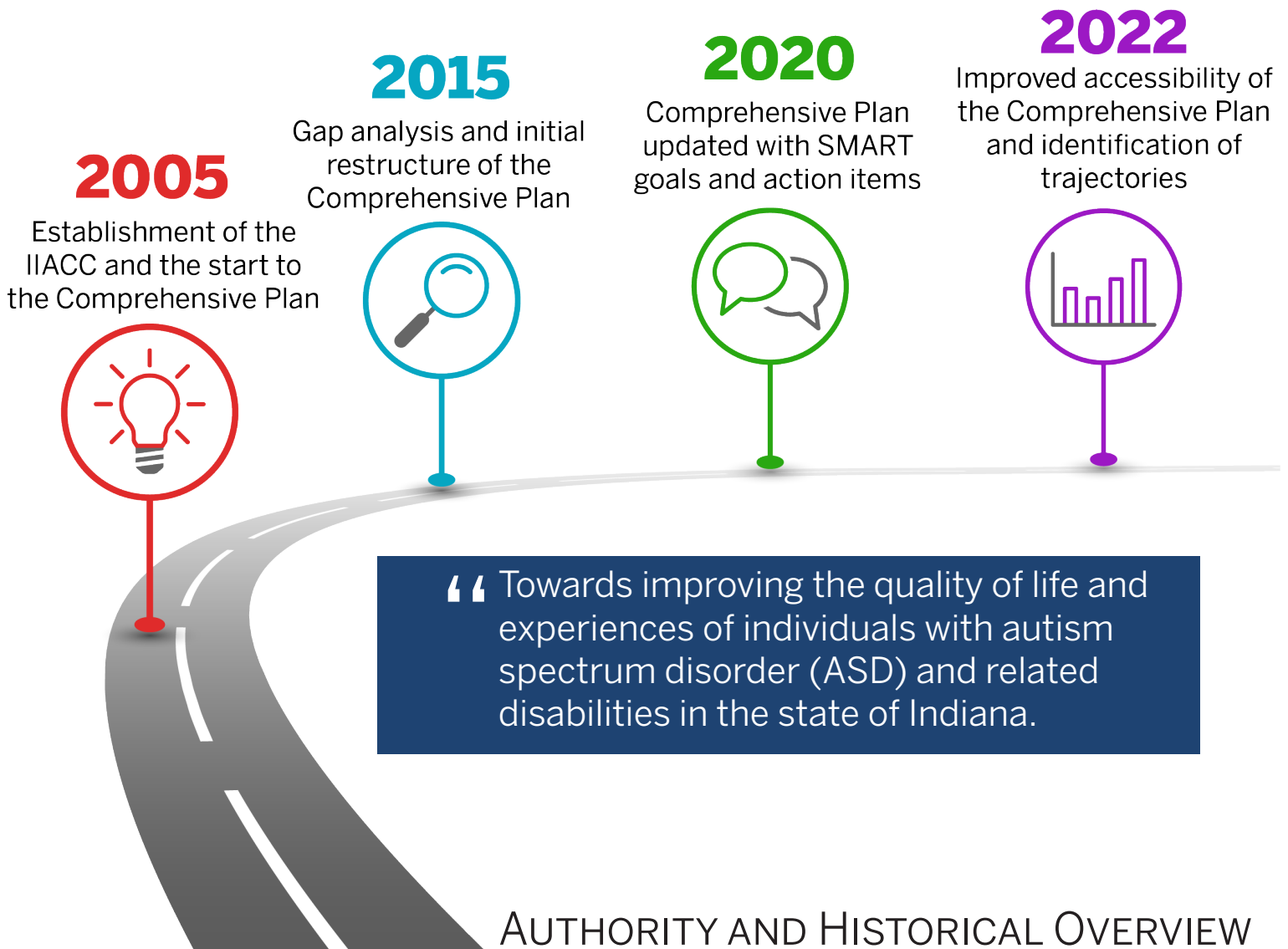
Views
5,656

Visitors
3,431

Likes
0

Comments
0

IMPROVING ACCESSIBILITY OF THE COMPREHENSIVE PLAN



On October 24, 2005, the Indiana Commission on Autism passed the resolution that the Indiana Family and Social Services Agency (FSSA) would serve as the lead agency to oversee and update the development of a comprehensive plan for services for individuals of all ages with autism spectrum disorder.

Subsequently, FSSA through the Division of Disability and Rehabilitative Services (DDRS) contracted the Autism Society of Indiana from 2007-2012 and the HANDS in Autism® Interdisciplinary Training and Resource Center from 2014 to present to facilitate the Indiana Comprehensive State Plan for Individuals with autism spectrum disorder, of which the establishment of the IIACC is the first goal.

ABOUT THE COMPREHENSIVE PLAN

Indiana Comprehensive State Plan for Individuals with Autism Spectrum Disorder (i.e., the Comprehensive Plan) guides the exploration, installation, and implementation of solutions among stakeholders working to improve the quality of life and experiences of individuals with autism spectrum disorder (ASD) and related disabilities in the state of Indiana, as well as supports the efforts of diverse providers working with individuals with ASD in our State.

The Comprehensive Plan takes a long-range perspective on topics that are key to communities statewide. Its guidance is intentionally general and is translated into action through specific implementation endeavors including, but not limited to, lobbying and informing politicians of the gaps and needs with ASD at state and local governmental levels. The plan is also a living document that adapts to evolving conditions and is monitored through ongoing data-driven decision-making within IIACC work group meetings and other forums. The plan offers a framework for monitoring and considering future changes needed (see Appendix for a copy of the Comprehensive Plan).



GOALS OF THE INDIANA AUTISM COMPREHENSIVE STATE PLAN



Indiana Interagency Autism Coordinating Council

IndianaNetwork.org

Indiana's Comprehensive State Plan identifies eight goals or priorities with corresponding action plans used to guide the direction of potential solutions. These goals are aspirational and provide the means and general framework for exploration, installation, and implementation of solutions related to the State of the State of autism services in Indiana.

INCLUSIVE & ACCESSIBLE LANGUAGE

In an effort to make the language of the Comprehensive Plan more inclusive and accessible, we have implemented a 3-step process:

STEP 1. We used Readable application to analyze the current text and to highlight areas of concern:

- sentences that need to be shortened, e.g., 2 sentences at 4 and 7 words vs. 1 sentence at 18 words.
- Switching longer words with their shorter synonyms
- Use of active voice vs passive voice
- Use of simple (e.g., built) vs perfect tenses (e.g., has been built)
- Removal of unnecessary adverbs and adjectives
- Addition of bullet points for an easier read

The initial update of the text was done prior to the quarterly meeting, where we presented the before and after comparison for the added context.

STEP 2. During the quarterly meeting, IIACC members worked in small groups to further simplify the language and/or suggest alternatives. Extensive discussions usually emerged from this small-group work that would help both with the language update and thoughts on current gaps, and efforts that could be made by IIACC.

STEP 3. The language updates from multiple small groups were collated and reviewed after the meeting; and the final update to the goal was made based on the combined recommendations. If questions arose during this process, IIACC members were contacted again, or the topic was brought up during the next meeting to ensure that the best possible wording is added to the final goal.

By December 2022, all 8 goals were updated. Additional changes recommended by the IIACC members were to simplify the documents to only goals and action items, and to make the history and data for each goal accessible from the INformation Network site (IndianaNetwork.org)

BEFORE:

GOAL 3

Service providers and families will have knowledge of universal early screening and identification of signs of ASD, followed by appropriate referrals to coordinated and comprehensive service systems.

Key Short-Term Activities/Deliverables
Identify and develop a list of options available for the awareness/training of medical students, residents, and physicians in early screening and identification in general and specifically as it pertains to diagnosis for pediatricians, family practitioners, nurse practitioners, physician assistants, and other pertinent medical professionals.

Data Available/Needed for Evidence of Success
Current type, number and level of training options provided across common training sites (e.g., IU School of Medicine, Marian College, other) and with note of specific disciplines to which training is offered.

Potential Data Sources
NDBS, HANDS in Autism®, Riley Child Development Center (RCDC), Christian Sarkine Autism Treatment Center (CSATC), INAAP, Indiana Academy of Family Practice (INAFP), Indiana Afterschool Network (IAN), survey developed in collaboration with IIACC/associated workgroups.

Other Identified Priorities

- Identify a standard set of information, training and support regarding choice and use of developmental screens.
- Identify and disseminate standard information regarding early screening, evaluation and identification to be disseminated across physicians, educators, providers and families as well as across systems, regions and cultures.
- Increase reporting to State of the diagnosis by physicians.
- Develop a repository of physicians doing early screening in the state, their cultural sensitivity, tools utilized and where they are referring to upon positive screens.

UPDATED:

GOAL 3

Early & Continuous Developmental & Medical Screening for ASD Responses

Goal Statement

- Identify potential barriers and limitations for establishing awareness about developmental monitoring, early screening, and other evaluations.
- Provide evidence-based information and resources to build awareness across the state about:
 - developmental monitoring, early screening, and other evaluations,
 - benefits of such monitoring, screening, and early interventions,
 - recommended training resources across services and families, and
 - benefits of service coordination across agencies
- Recognize new local and state efforts in implementing monitoring, early screening of ASD and dissemination of knowledge in efforts to establish sustainability and early access across the state.

Action Plan
These steps will help move towards addressing the current goal:

- Identify and share reliable solutions, existing databases, and training resources related to early screening and diagnosis. Target medical students, residents and fellows as well as practicing pediatricians, family physicians, nurse practitioners, physician assistants, and other medical professionals (e.g., via the INformation Network site, newsletter, social media).
- Identify, compile, and share reliable supports for building advocacy and self-advocacy platform for early identification and screening
- Develop awareness of and practical resources for addressing culture, diversity, equity, and inclusion in monitoring and screening of autism spectrum disorder
- Identify and analyze current gaps in access to resources and services for people with ASD across the lifespan using the Indiana Needs Assessment Survey data collected by HANDS in Autism®.
- Explore the types of information, training and support available to inform choice and use of developmental screens currently used to make recommendations regarding the information and other supports needed for families and providers and shared via the INformation Network.
- Develop a method to work with and engage IIACC members and the Indiana community at large to share resources and best practices via the INformation Network site.
- Inform and regularly update state and local governing agencies and local opinion leaders about ASD-related challenges and gaps in terms of developmental and diagnostic screening.

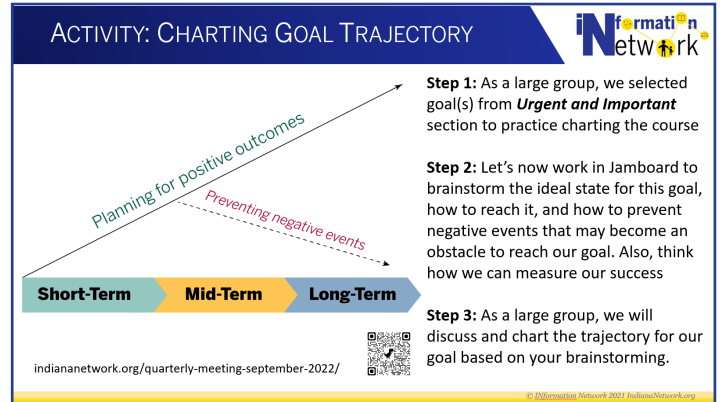
Sample Products

Infocards and screening info posters

GOAL TRAJECTORY, PLANNING, AND ALIGNMENT WITH EVIDENCE-BASED PRACTICES

We view the Comprehensive Plan as a live document that has to be flexible to be effective in supporting diverse needs of individuals with ASD across the state. That is why this year, we introduced the work on current trajectories of need based on the collaborative and comprehensive input from IIACC members.

To support this effort, IIACC members created the urgency matrix with ideas and larger intents that participants would like to see implemented or implement themselves in 2022. Next, each quarterly meeting, participants developed ideas for short-, mid-, and long-term changes, as well as challenges that might arise.



Participants would work in small groups to brainstorm their ideas, which were then once again discussed as a large group to further identify action plans. Ideas were collated by the consecutive meeting and actions were reported on.

Such actions included:

- | | | |
|--|---|--|
| <p>COMMUNICATION & INTERACTION</p> <ul style="list-style-type: none"> Connect with patient first by taking an interest in them Avoid talking just to distract, as it is overwhelming for a patient with ASD Be patient! Use simple and concrete sentences; avoid idioms or unnecessary words. Present instructions visually | <p>SENSORY ISSUES</p> <ul style="list-style-type: none"> Use natural light; dim or turn off fluorescent lights; give patient headphones and sunglasses to block noise/light See your patient with ASD in a quiet room (e.g. corner office) Avoid unnecessary physical contact (e.g., comforting) AND warn before touching. Use visual cues to reduce | <p>PREPARE PATIENT WITH ASD</p> <ul style="list-style-type: none"> Explain what is going to happen, how long it will take, and what equipment will be used. Visual schedule and social narrative will help visualize it Give extra for processing Limit the amount of time that a patient is undressed, in a gown, or on a specialized equipment Allow breaks |
|--|---|--|

Training & Resources on Self-Advocacy, Employment

Add Your Resources (or Titles or Links)...

- Anonymous 2mo: Indianaadisabilityres...
- Anonymous 2mo: GASAN autisticadvocacy.org
- Anonymous 2mo: Indiana Disability Resource FINDER
- Anonymous 2mo: relayindiana.com
- Anonymous 2mo: patinsproject.org
- Anonymous 2mo: PATINS Homepage

Requests for additional information and recommendations

Development of new resources in collaboration with IIACC members

GOAL: SUPPORTED DECISION MAKING

- Indiana and national resources on supported decision making
- Transportation considerations and resources

Adding new resources to the Information Network site

SUPPORTING PATIENTS WITH AUTISM IN MEDICAL OFFICES

PHLEBOTOMY & OTHER INVASIVE TESTS

- Order tests only when absolutely necessary
- Group tests together when possible
- Use a numbing spray
- Give something to distract (e.g., video)

BODY AWARENESS, PAIN & SENSORY PROCESSING

Patients with ASD may experience challenges with:

- Discriminating abnormal body sensations;
- Pinpointing the location of a symptom or type and quality of a sensation (high or low pain thresholds);
- Recognizing normal stimuli (e.g., hunger, need to urinate).

All resources were designed with evidence-based practices at the core and/or reviewed through the EBP lens.

SUMMARY & 2023 OUTLOOK

2021-2022 MILESTONES

- ✓ Increasing IIACC Presence and Recognition
- ✓ Improving accessibility of the Comprehensive Plan goal statements and action items
- ✓ Addressing the information gap as identified by trajectories and action items of the Plan

We can proudly say that 2022, a large scope of work was done in making the language of the Comprehensive Plan accessible. Much effort was also put into the identification of trajectories to ensure that the Plan stays flexible in meeting the diverse needs of the individuals with ASD their families, and professionals working with them. Alignment with evidence-based practices was also at the heart of the new efforts put in place.

In the upcoming year, we plan to continue our work towards meeting the new trajectories, as well as re-assessing the current situation to identify any gaps or needs that have yet to be addressed.



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