



2017-2019 STRATEGIC PLAN

During the April 2016 meeting, the Oregon Commission on Autism Spectrum Disorder (OCASD) “discussed the importance of setting short and long-term Commission goals to achieve recognizable change through small accomplishments as well as more significant systems change”. As a result, it was decided that a short-term strategic plan needed to be crafted with specific goals drawn from community input, and alignment with the Governor’s Executive Order.

The input process for this plan involved public forum/focus groups held in Salem, Medford, Bend, Baker City, and Portland with video conference connections in Klamath Falls and Roseburg, as well as input through a survey and informal conversations with people and groups interested in the topic. In total, nearly 150 people throughout the State of Oregon, with direct or indirect affiliation with the Commission, provided input.

The OCASD December 2010 report to the Governor included an extensive array of recommendations with implementation activities that are still relevant. To narrow the scope, determine current status, and provide continuity, the Commission selected to evaluate six areas during the public forum/focus group sessions. These areas included: Identification Process, Systems Collaboration, Awareness & Advocacy, Education, Health Care, and Supports for Independence. With the input provided, the Commission updated these areas as part of its short-term strategic plan process.

Across stakeholders and regional areas there were pervasive concerns regarding diagnosis, training, resources, and communication. It should be noted that the volume of data gathered from participants was infused with excellent ideas and information that will benefit the Commission now and in its future work.

This plan is designed to highlight a pathway to address these concerns through questions. Focus workgroups comprised of Commissioners and stakeholders with topic specific experience and expertise will manage the work flow of each project.

IDENTIFICATION (DIAGNOSIS) PROCESS

Question #1:

How can OCASD help with the alignment of the educational eligibility criteria with the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition) medical diagnosis criteria in order to alleviate the confusion and frustration often experienced while seeking support?

Goal:

Work directly with the Oregon Department of Education (ODE) and other community partners to align the educational eligibility criteria to be consistent with the scientific consensus regarding the core features of Autism Spectrum Disorder (ASD).

Action Items:

1. Engage ODE leadership, K-12 leaders, interested legislators, and other community partners to ensure that special education administrative rules incorporate scientifically based criteria, such as the DSM-5 criteria, with appropriate phase-in periods to permit implementation with fidelity.
2. Engage Oregon Developmental Disabilities Services (ODDS), the Oregon Health Authority (OHA), health insurance plan providers, and health care providers to ensure consistent acceptance of ASD identification.
3. Obtain and use educational and medical eligibility/diagnosis data to determine disproportionality amongst different linguistic, cultural, ethnic, geographic areas, and gender. This data will be used to inform the work of this project.
4. Survey community partners on the availability and use of normed assessments throughout the state that are appropriate for different linguistic, ethnic, and cultural communities.

Timeline:

The Identification Workgroup will report back to the OCASD quarterly with a final report by June 2018.

Question #2:

How can the OCASD support timely identification and diagnosis of Autism (focusing on birth to 12) as well as improve access to trainings for professionals who work with those who have been found eligible/diagnosed with Autism?

Goal:

The OCASD will set up an Identification Workgroup to survey parents of school aged children to see how long it took to identify and/or diagnose their child's Autism and their experience with educational evaluation teams and health care professionals.

Action Items:

1. Prepare a survey that addresses the timeline for identifying and diagnosing Autism and parent's experience with health care professionals.
2. Decide how to present the survey (phone, in person, survey monkey-internet, hard copy, etc.).
3. Aggregate the data received and provide a summary to the OCASD with recommended options on how to navigate roadblocks that slow down the process.
4. Aggregate the data received and provide a summary to the OCASD with recommended options on trainings needed for health care professionals based on parent input.

Timeline:

The Identification Workgroup will report back to the OCASD quarterly, including current survey findings and progress, with a final report by December 2018.

EDUCATION

Question #1:

How can the OCASD encourage parents, paraprofessional staff, and schools to use evidence based practices including Positive Behavior Supports (PBS) and maximize parental involvement?

Goal #1:

The OCASD will investigate and set up an Education Workgroup to survey Oregon school districts to see how many use evidence based practices, including PBS, and how they maximize parental involvement for those students with ASD.

Action Items:

1. Review extant data sources to examine use of evidence-based practices in schools at both state and national levels.
2. Prepare a survey that addresses the areas of evidenced based practices and parental involvement.
3. Decide how to present the survey (phone, in person, survey monkey-internet, hard copy, etc.).
4. Aggregate the data received and provide a summary to the OCASD with recommended options on how to encourage PBS use with Autistic children to school districts that do not currently use the program.
5. Aggregate the data received and provide a summary to the OCASD with recommended options on how parents of children experiencing Autism can get more involved in their child's education and some of the road blocks they may come up against.

Timeline:

The Education Workgroup will report back to the OCASD quarterly, with current survey findings and progress, with a final report by March 2019.

Goal #2:

The OCASD will support efforts to develop and disseminate training and technical assistance materials for school-based professionals to promote implementation of evidence-based practices.

Action Item:

1. The OCASD will engage with ODE and regional programs to determine how educational professionals participating in the Commission may partner with regard to revisions in the ASD Technical Assistance Paper.

Timeline:

The Education Workgroup will report back to the OCASD quarterly, with current survey findings and progress, with a final report by March 2019.

Question #2

How can the OCASD encourage school-based professionals to employ evidence-based assessment (EBA) related to evaluation and eligibility determination for special education under the category of ASD?

Goal:

The OCASD will support efforts to develop and disseminate training and technical assistance materials for school-based professionals to promote the use of evidence-based assessment (EBA) related to evaluation and eligibility determination for special education under the category of ASD.

Action Item:

1. The OCASD will engage with ODE and regional programs to determine how educational professionals participating in the Commission may partner with regard to revisions in the ASD Technical Assistance Paper to be in alignment with the revised ASD criteria per the Oregon Administrative Rules.

Timeline:

The Education Workgroup will report back to the OCASD quarterly, with current survey findings and progress, with a final report by September 2018.

Question #3:

How can the OCASD help parents ensure access for assistive technology, effective language translation services, transitional services and distance learning?

Goal:

Partnering with ODE, the Education Workgroup will survey parents and other stakeholders on the services provided to families who have children with Autism.

Action Items:

1. Prepare a survey that addresses the areas of assistive technology, effective language translation services, transitional services and distance learning.
1. Decide how to present the survey (phone, in person, survey monkey-internet, hard copy, etc.).

2. Aggregate the data received and provide a summary to the OCASD with recommended options on how parents can obtain the services noted.

Timeline:

The Education Workgroup will report back to the OCASD quarterly, with current survey findings and progress, with a final report by December 2018.

HEALTH CARE
(Includes Medical, Vision, Dental, Insurance, Mental Health, and Behavioral Health)

Question:

How can the healthcare community support the health care needs of Oregonian's with ASD?

Goal:

Survey stakeholders, including Oregonians with Autism and their families along with health care providers and insurance companies regarding health care needs in order to develop an action plan.

Timeline:

The Health Care Workgroup will report back to the OCASD quarterly, with current survey findings, with a final report by December 2018.

SUPPORTS FOR COMMUNITY LIVING

Question:

How can the OCASD educate community partners on how to best communicate and support those who have Autism over the age of 18 and support housing and independent living for those individuals?

Goal #1:

The OCASD, with help from the Oregon Council on Developmental Disabilities (OCDD), will establish a Support Workgroup with the charge to evaluate shared housing options for adults with Autism or developmental disabilities seeking employment who are homeless or near homeless and look at how to provide training to those who may come in contact with adults who have Autism with

regard to their housing needs (police, landlords, housing advocates).

Action Items:

1. Identify policy barriers related to housing with OCDD.
2. Leverage current efforts to provide sustainable housing options, such as work being done by Housing Alliance and Fairview Trust.
3. Survey housing advocacy groups to see how many currently support parents of adult children with Autism or adults with Autism who have rental complaints due to behavior or developmental disability issues.
4. Prepare a list of housing advocacy resources for dissemination and publishing on the OCASD website.

Timeline:

The Supports Workgroup will report back to the OCASD quarterly, with current findings and progress, with a final report by December 2018.

Goal #2:

Engage first responders (law enforcement, resource officers, and the justice system) by providing funding support for training awareness regarding interacting with people on the Autism Spectrum as well as those who also simultaneously have mental health issues.

Action Items:

1. Determine training and communication systems currently in place nationally.
2. Establish and engage these professionals in Oregon in an ongoing process to understand barriers, and then develop policy and training opportunities.
3. Collaborate with stakeholders to make training accessible to first responders.

Timeline:

The Support Workgroup will report back to the OCASD quarterly with a final report and recommendations by December 2018.

SYSTEMS COLLABORATION

Question #1:

With the increasing access to Autism treatment via health plans, how can the support plans developed by the various child-serving systems be coordinated to assure consistency of supports in varying settings?

Goal:

The OCASD will set up a Systems Collaboration Workgroup to identify and address barriers to coordinating interventions via the health plans and the Intellectual and Developmental Disability (I/DD) systems.

Action Items:

1. Determine what Autism treatments/behavioral supports are currently approved by health plans and I/DD systems.
2. Define nomenclature between systems.
3. Identify barriers such as ethnic, language, etc.
4. Aggregate the data received and determine inconsistencies between service providers.
5. Identify barriers to coordinating interventions.
6. Make recommendations to OCASD.

Timeline:

The Systems Collaboration Workgroup will be convened during the first quarter of 2018 and will report back to the OCASD quarterly. The timeline for reporting out on the workgroup will be determined by June 2018.

Question #2:

How can the OCASD increase access to support materials on Autism for families that do not speak English?

Goal:

The System Collaboration Workgroup will explore how to partner with healthcare, ODE, ESDs and school districts to provide diversity in materials on Autism to ensure access to advocacy information on early intervention and the role of school districts through public announcements, posters, brochures, and other key resources for families that do not speak English (Zuckerman, Swindells).

Action Items:

1. The Systems Collaboration Workgroup, working with ODE, will survey Oregon school districts, ESDs, and health care providers to find out how they disseminate information on Autism, if it is available in hard copy as well as online, and if it is available in languages other than English.
2. Explore how to partner with ODE, ESDs, health care providers and school districts to provide the same information to those who are not of school age.
3. Review materials and recommend specific materials to be available through the OCASD.

Timeline:

The Systems Collaboration Workgroup will report back to the OCASD quarterly on its progress and submit a final report with recommendations to the Commission by December 2018.

Closing Statement:

With stakeholder collaboration, proper staffing and financial resources for leveraging projects in the field, the Commission feels it can move forward with noticeable positive impact for Oregonian's identified with Autism Spectrum Disorder, their families and communities statewide.