



**DNEA** | Delaware Network for  
Excellence in Autism

**Interagency Committee on Autism  
Meeting 06/06/2018**

**Agenda**

- 1) Welcome & Introductions *\*Please sign in*
- 2) Progress in the Field
- 3) Family Needs Report
- 4) Committee Updates
  - a) Mental Health subcommittee
  - b) Child Care subcommittee
- 5) House Bill 292
- 6) DNEA Updates
  - a) Training Update
    - i) Completed Trainings
      - Making A Difference Conference
      - Communication Training Series (4/6 sessions completed)
      - Autism Assessment and Classroom-based Consultation (DASP Annual Meeting)
      - Early Intervention Provider Training on Using Visual Supports
    - ii) Upcoming Trainings
      - Communication Training Series (2 sessions: 6/12/18 & 6/18/18 )
      - Capital School District Professional Development Days (2 sessions: 7/31/18 & 8/2/18)
      - Cognitive Behavior Therapy (TBD)
      - Summer Boot Camp for Teachers & Paras (TBD/see flyer)
    - ii) 2018-19 School District Training
  - b) Marketing Update
  - c) Staffing Update
  - d) Annual Report FY2017
  - e) ICA Surveys
    - i) Wilder Collaboration Factors Inventory
    - ii) DNEA Priorities
- 7) Other Agency Updates

***FY2018 Meetings will be emailed to ICA members and updated on DE Public Meeting Calendars.***



## ICA Meeting Minutes

**June 6, 2018**

In attendance: Brian Freedman (CDS), Brittany Powers (CDS), Kellene Copeland (CDS), Susan Veenema (CDS), Dafne Carnright (Autism DE), Annalisa Ekbladh (Autism DE), Brian Hall (Autism DE), Maryan Mieczkowski (DOE), Maria Locuniak (DOE), Vince Winterling (DAP), Shebra Hall (DHSS-B23), Peter Doehring, HarrietAnn Litwin (DVR), Laura Dewey (Nemours), Heidi Mizell (Autism DE), Vanessa Rodriguez (DEFV)

### Progress in the Field

- In all meetings moving forward, would like to set the precedent to discuss updates and progress in the field at all agencies.

### Family Needs Report

- Autism DE
- First quarter of the year – record number of Family Navigation contacts = 865
- Progress in the field – of those 865 contacts:
  - 118 were Spanish-speaking families, amazing success in reaching those families
  - 166 were first-time contacts, population grows so does the need
  - 55 were requests filled to attend meetings and support IEP's
- Major issues reported by families – number one is educated-related issues; then new diagnosis and looking for resources, requests about MH issues, childcare needs
- Education issues
  - Issues around restraint – families calling with concerns about high rates of restraints in non-DAP districts, a lot of parents not happy with current placements of their children (kids who are not in statewide program) – increase in number of calls to Autism DE about restraint and increase of Autism DE presence at IEP meetings with concerns of restraints
  - Spoke with DOE about quantifying these numbers, working together to collect data on the nature of calls
  - DOE – according to code, restraint is allowed but needs to be noted in behavior plan
    - DOE's goal is to improve outcomes for kids
  - What is the response for families who call with issues about restraint?
    - Support the family in the IEP meeting and talk about what the program looks like and what the behavior support plan looks like; go in with a big-picture perspective to help families problem solve the issues in a proactive way
- Big concern around school supports and the parents perceived supports, issue of miscommunication and disconnect between what school is writing in IEP and supporting versus what parent wants for child, parents feeling schools are reporting things that are not true, IEP goals being written clearly and agreed upon, parents feeling schools' expectations of the child are low



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- Kent/Sussex – still need for child care, childcare subcommittee meeting soon, presently still a hard call to get because there's not much to offer families
- Calls about eligibility and evaluations for kids at school
- More calls from parents about other accommodations (PE, lunch room, driver's education)
- Few calls from parents who report not feeling like a true part of their child's IEP teams and not feeling like an equal partner
- Requests for information from the early childhood MH consultants at early childhood programs (2 and 3 year old programs, day cares, child care programs; birth to five – generally LCSW's) and the BH consultants at middle schools (PBH)
  - These consultants report getting increasing numbers of calls regarding cases of children with ASD and don't have the support/training to work with kids with ASD
  - Being asked to consult with kids with ASD, asking for professional and teacher training and resources available, not sure how to help these kids (want to offer support, but don't know how)
  - Brian has upcoming meeting with PBH to talk about DNEA collaboration
- La Red Health Center – doing increased number of M-CHAT-R's

### **House Bill 292**

- Legislatively – Bill passed through House Education Committee, being heard in appropriations today (6/6/18), JFC put the funds into the proposed budget; Representative Jakes hoping to have it voted on by the House tomorrow
- Bill calls for a total of 5 trainers at the end of the three years
- \$200k year one, \$400 year two, \$500 year three
- No stipulation on how districts are assessed in the legislation, but year one 70 (state):30 (local) fund split
- Using funds and thinking of sustainability through building DAP's own internal capacity, develop curriculum, coaching manual, calibrate new people to be coaches, need for a Principals Academy
- Need to develop infrastructure within the school to accommodate growth and capacity
  - Consider the 40% of DE school employees eligible for retirement in upcoming years, think ahead about the turnover in staff
- Hire people to run internal pieces, external contractors will continue to develop
- Where are these people going to come from?
  - Build them internally in targeted districts
- Requirements of the legislation?
  - First steps are identifying what the big picture needs are and what the needs in districts are
  - Looking at implementation science and school turnaround literature
  - Found a great tool for needs assessment – evaluates needs in districts across different areas



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- Use Year 1 to do our own development – capacity building, use OCALI modules, for this to be sustainable we should develop our own DE curriculum for PD – focus on internal building
- A lot of time doing internal capacity building (working with CDS) – get external contractors (Devereaux, etc) pay them to focus on districts in need; use other funds to do things at the didactic level and coach within the schools; other funds for consultation in districts
- Legislation stipulates that money can be used for these internal positions or to contract
- Earl Jakes' objective is that we can build our own capacity – don't currently have that capacity, but plan to show a model/plan for building capacity – EBP, evaluation
- Establish an ICA subcommittee focused on school-based training
- Long-term, would like to see regional training/PD resources for schools
- DOE: Schools have a certain framework, ASD cannot be in its own space, needs to be a lens
- How do we increase inclusiveness? Then what becomes of DAP?
  - Everything that's available in a DAP district needs to be available in other non-DAP districts
- Planning is crucial to the sustainability of these efforts
- The ICA crosses so many disciplines and settings – important to recognize that there are many disciplines involved to provide training on multiple populations; cross-sector collaboration
- Needs to be an evaluation component of this – we're all on "soft" money
  - Hexagon Tool as an option
  - Measure systems change, knowledge levels, family & child outcomes

### **Committee Updates**

#### ***Mental Health subcommittee***

- Meeting with PBH next week
- Meeting with Rockford and Diane-Treadwell Dearing (Nemours Autism Center) during the last week of June to assess their needs and current approach to working with patients with ASD and design a training plan
- Foundations in Doylestown (services for dual-diagnosis MH/ASD)
- Brian joined Sussex County Behavioral Health Committee and presented about the DNEA
  - A few providers have reached out since then with training requests
- MH training needs
  - Will require a lot of resources (more than the DNEA may have capacity for) to tackle together, presents an opportunity for collaboration across the ICA
- Talking with provider at KKI who is an expert in CBT and is prepared to come present a training in the fall
  - Would like to first identify a follow-up mechanism that will be used, rather than a one-time training
- DSAMH offered CBT trainings in the state that were highly attended – sessions broken down by diagnosis (not specific to DD)



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- DASP has shared that schools are interested in learning about the type of work they can do with kids with ASD and the possibility of using CBT
  - Lee Curran from Lehigh – resource for CBT training

### ***Child Care subcommittee***

- Great conversation in April with stakeholders interested in change
- Another meeting scheduled in another month or two

### ***New subcommittees***

- Susan will send an email to initiate a meeting for the **School-Based Training subcommittee**
- May also want to consider having an **Adult Services & Employment subcommittee**
  - Invitation from Thomas Cook to present about the DNEA and training opportunities to adult service providers in the state

### **DNEA Updates**

#### ***Training Update***

- Completed Trainings
  - **Making A Difference Conference:** Used OCALI modules, Many Faces of Autism, to educate early childhood professionals (primary from early childhood schools and Head Start programs), very positive feedback, especially enjoyed hearing parent perspective
  - **Communication Training Series (4/6 sessions completed):** Varied audience, positive feedback
  - **Autism Assessment and Classroom-based Consultation (DASP Annual Meeting):** DNEA sponsored multiple speakers at the DASP meeting and contracted with Emily Bernabe from Nemours to talk about classroom based consultation, very positive feedback
    - DNEA is also discussing a subcontract with Nemours for a trainer (portion of a particular person's time to work with other DNEA staff around training needs)
  - **Early Intervention Provider Training on Using Visual Supports:** Collaboration between Building Bridges grant, DNEA, and CDW South to provide training to early intervention providers on an EBP, used afternoon for a workshop with hands-on creation of materials and take-away's, very positive feedback
  - One touch trainings offered by DNEA being used as a marketing strategy
- DNEA/CDS Upcoming Trainings
  - **Communication Training Series** (2 sessions: 6/12/18 & 6/18/18 )



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- **Capital School District Professional Development Days** (2 sessions: 7/31/18 & 8/2/18): Training for mainly secondary teacher group around academics, wanted special education focused supports; Planning to offer a Many Faces session while working in more strategies during discussions so there are more intensive supports offered
- **Cognitive Behavior Therapy** (TBD)
- **Summer Boot Camp for Teachers & Paras** (See flyer): Conducted by Kellene & Susan, Intro to ASD & how to serve students in the classroom, Prompting, Reinforcement, Visual Supports, embedded data collection; will be practical and offer a follow-up process, the exact process will depend on how many show up; stipends offered
  - 2 separate days for teachers – 7/19 and 7/25 (Dover)
  - 3 separate days for paras – 7/17, 7/26, 7/30 (each county offered)
- DNEA/Autism DE Upcoming Trainings
  - **Autism 101 in Spanish** (June)
  - **Training on Sexuality** (today, 6/6)
  - **Understanding Basics of Down Syndrome and ASD** (6/16)
  - **Transition Series** (TBD)
  - Training topics are often based on the family needs that are collected through the phone calls and through collective staff report

### ***2018-19 School District Training***

- Conversations between DNEA staff and Vanderbilt about their model and what they're providing for schools, want to provide follow-up
  - Exploring how other states are offering training and what models are being used
- Want to understand what's happening in non-DAP districts – maybe survey, then have consultation by Zoom
- Plan of creating our own PD and using snippets of the OCALI modules
- Discussions across disciplines – structure training and support to address those needs
- Need to look at the individual child
- Need for in-state services, easier transition when staying in-state
  - Need to address this whole group of kids that are leaving the state to get their services
  - Interagency Collaborative Team (ICT) – school teams will come and say they've used all their resources and need an outside placement
  - Could demonstrate to the state how much money is being saved keeping kids in-state and in-program



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- Will need to have conversations and set aside time to discuss needs, planning, what's going to work in each district – may need a few models (School-Based Training subcommittee)
  - Each district will be individualized based on needs and what's available already
  - Have been talking about non-DAP programs because they look different
  - Internal capacity, needing to scale up
- Creation of model classrooms – DNEA coaching and support in those classrooms
- With HB292, how will we work together and use resources collectively/work collectively with the department about what districts we want to target and how
- Need to think about what districts are ready – which districts have directors who are buying into this
  - Red Clay has expressed interest
  - Red Clay and Appo have the placement numbers to support a need, Autism DE has seen explicit need from families (discussed at last ICA meeting)
  - Also a need seen at Indian River around evaluations
- ASD evaluation teams & training needs
  - Team approach to trainings
- ICA identified classification and evaluation as a priority
  - Validity in evaluations in smaller districts that may not do as many
  - Need to train on ADOS and use it as a pipeline to train a team on the overall evaluation process
- Further training needed on the observations, the interviews, the speech & language with a team approach – also disagreement that it shouldn't be in a team approach (trainers are not coming from a team or a school)

### ***Marketing Update***

- DNEA presence at upcoming:
  - Transition Conference
  - LIFE Conference
  - Inclusion Conference
  - Most at the Coast (November)

### ***Staffing Update***

- Two full-time DNEA trainers: Susan and Kellene
- DNEA Director position remains open – search committee meeting on a regular basis and reviewing candidates, still conducting interviews
  - Feedback on the last candidate we met – received a verbal yes and then she received a large offer and opportunity for growth to stay at her current organization



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- Continuing search for a DNEA coordinator/manager – main support for ICA, do some evaluation

***Annual Report FY2018***

- Same template as last year's report will be used
- Timeline
  - **8/1/18: ICA Review**, DNEA Director will prepare report and send to ICA Members for review and feedback
  - **8/15/18: ICA returns report to DNEA Director**
  - **9/1/18: DNEA Director submits report to State**

***ICA Surveys***

- Wilder Collaboration Factors Inventory
- DNEA Priorities
  - Brittany will email both surveys to ICA members with a deadline for return
  - Surveys will help the ICA identify priority areas and identify areas of improvement for the group's collaborative efforts

***FY2019 Meeting Dates***

**\*Need to set these**