Growing Supports and Services for Autism and other Related Developmental Disabilities

New Hampshire State Plan to Improve Supports and Services for Individuals with ASD/DD and Their Families

State Action Plan Workbook 2017





Acknowledgements

Through the federal Autism Collaboration, Accountability, Research, Education and Support Act, referred to as the Autism CARES Act, the Health Resources and Services Administration's Maternal and Child Health Bureau awarded New Hampshire a two year planning grant in 2013. During this grant period NH was successful in completing a statewide Needs Assessment Report and a State Plan for ASD/DD titled "Growing Supports and Services for Autism and other related Developmental Disabilities: NH State Plan to Improve Supports and Services for Individuals on the Autism Spectrum and with Other Related Developmental Disabilities and their Families".

As the committed group of planners and stakeholders were completing the NH State Plan in 2016, it became clear that in addition to the Needs Assessment and the State Plan the creation of an interactive Workbook would support NH's efforts to implement the recommendations identified in the State Plan. New Hampshire was able to secure an extension to the grant, with additional funding, to develop this "State Action Plan Workbook".

Special thanks are needed to recognize the wonderful families, professionals, service providers, community members and the NH Council on ASD who provided information, input and support toward the development of the Workbook, which will allow any and all NH stakeholders and advocates to initiate projects & activities that can be measured and tracked to determine progress toward the goals identified in the NH State Plan for ASD/DD.

It is our hope and expectation that this tool will support the ongoing relevance and sustainability of the NH State Plan for ASD/DD and will improve the system of care for children with Autism Spectrum Disorders and other related Developmental Disabilities and their families.

This entire project would not have been possible without the ongoing passion, talent and hard work of the Project Coordinator: Jennifer Pineo, BS, NH Family Voices, Liaison to NH Council on Autism Spectrum Disorders

Or the vision, leadership and resource development of: Martha-Jean Madison, Co-Director, NH Family Voices

Respectfully,

Elizabeth Collins, RN-BC, MSN

NH CYSHCN Director, NH Autism Planning Grant Director

State Planning Grants for Improving Services for Children and Youth with Autism Spectrum Disorder and other Developmental Disabilities, U.S. Department of Health and Human Services/Health Resources and Services Administration (HRSA) grant #H6MMC26245. A grant from the National Center for Ease of Use of Community Based Services, Maternal and Child Health Bureau Mini-grant Award Project Number S20110000015432.



Growing Supports and Services for Autism and other Related Developmental Disabilities

New Hampshire State Plan to Improve Supports and Services for Individuals with ASD/DD and Their Families

State Action Plan Workbook 2017

Through the Autism CARES (Autism Collaboration, Accountability, Research, Education and Support) Act, New Hampshire received a two year planning grant with a one year extension (for a total of 3 years) to develop a comprehensive Autism State Plan. The approach to completing this state plan was done in three phases. In each of these phases a priority was placed on engaging stakeholders throughout the process via work groups, focus groups, family forums, key informant discussions, and stakeholder workgroups.

A core planning group was created to provide direction to the work groups through all three phases of this planning grant. The core planning group consisted of the Title V CYSHCN Director, the Project Coordinator, along with representatives of NH Family Voices, Child Health Services, Leadership Education Neurodevelopmental Disabilities (LEND), and the NH Council on Autism Spectrum Disorders.

The first phase was to complete a Needs Assessment. The NH Statewide Autism Spectrum Disorder (ASD) Needs Assessment 2014 can be accessed through the NH Family Voices website (www.nhfv.org) under Projects/Initiatives.

The second phase was to create the NH State Plan for ASD/DD. The NH State Plan to Improve Supports and Services for Individuals with ASD/DD and Their Families: Growing Supports and Services for Autism and other Related Developmental Disabilities 2016 can be accessed through the NH Family Voices website (www.nhfv.org) under Projects/Initiatives.

The third and final phase was to create Action Plans. It was decided to create a document in a workbook format that followed the recommendations identified within the NH State Plan for ASD/DD. The Action Plans were completed with the participation of multiple stakeholders, each representing a unique perspective in the development of action steps. The workbook format allowed for each plan to have a similar outline while being specific to the group that helped to create it. These plans are meant to be fluid documents, being worked on as stakeholders have the ability and funding. Our goal was to have the plans created so they could be worked on as they align with stakeholder group missions or initiatives and the work would continue throughout the state. Some action plans specifically addressed the growing need for cultural and linguistic competence; whether specifically stated or not, it was the intention that all action plans would be culturally and linguistically appropriate. Finally, some areas overlap, in these areas we referenced the overlaps as much as possible.

Abbreviations are used throughout this workbook, we have created a Glossary to assist you on page 48.

Table of Contents Page Infrastructure 6-11 Early Identification, Screening, Referral, and Diagnosis 12-15 Family Support 16-18 **Early Supports and Services** 19-26 Education 27-31 Therapeutic Services 32-34 Healthcare 35-40 Community and Daily Living 41-43 Transition to Adult Life 44-47 **Glossary of Abbreviations** 48



Growing Supports and Services for Autism and other Related Developmental Disabilities

State Action Plan Workbook 2017



Recommendation: Creation of a new State of NH staffed position that will be identified to act as the ASD/DD System of Care Specialist.

Key Participants: Area Agencies (AA), State of NH/Department of Health and Human Services (DHHS)/Special Medical Services (SMS), Children and Youth with Special Health Care Needs (CYSHCN) Director.

Resources Needed: Adequate funding to attract qualified personnel. This position would need to be coordinated across systems (education, insurance, community, therapeutic, medical, data).

Action Steps/ Tasks

- Discuss with State of NH Personnel what needs to be done to accomplish creating a System of Care Specialist position.
- Connect with Autism Speaks and Act Early Ambassadors to research what has been done in other states, beginning with a focus on other New England states and then broadening to other states as appropriate.
- Connect with national/local experts to research current trends and training needs for a System of Care Specialist.
- Research other State Plans for trends around how a similar position was created in other states.
- Discuss with AA and State of NH SMS Personnel and CYSHCN Director what steps needed to be completed to create position. Including funding, defining focus (family, systems, or both), creating a higher level job description, how they will access training and resources.

Success Criteria

A funded position staffed with a person who is an expert current on issues affecting this population across the life span and is able to provide information on the needs of the community and how to access the resources within the community. This person would have broad knowledge of national, state, and local issues. They would have knowledge of initiatives, access to information and resources and be able disseminate the information to families and professionals. There is a strong recommendation for this person to have knowledge of insurance, both public and private.



Recommendation: Create an integrated data system that has identified resources for ongoing monitoring and evaluation.

Key Participants: AA, Department of Education (DOE), Institute on Disabilities (IOD), SMS – Autism Registry, Vocational Rehab (VR), National data sets, Adult Services, Medical, Welligent for screening data, and any additional agencies that has data.

Resources Needed: Adequate funding to attract qualified personnel to look at, analyze, report, and manage shared data. A person with advertising/marketing background to share the information in a family friendly way.

access these data sets, and review the intent of these data systems.	n is created and housed and updated consistently with the most
 Identify information and resources to share with families. Identify who would be responsible for this (This may fall under the System of practitioner) 	n on research and practices is available to families, schools and
	n is widely available and easily accessed and the data is actually being
• Research ways to identify other data sets in the future. used (comm	nunications person is sharing the information).



Recommendation: Collaboration of provider network to develop a framework for cross system coordination with incorporation of Family Navigators.

NOTE: This coincides with the **Family Support** recommendation to support a statewide autism resource network to provide awareness, to improve family and youth supports, and to assist with navigating the system of care.

Key Participants: All Schools—Public, Private and Charter, Medical Community, Area Agencies, Family Support, State of NH DHHS, Speech Language Pathologist (SLP), Occupational Therapist (OT), Physical Therapist (PT), Counselors, Applied Behavioral Analysis (ABA) Providers, and other providers.

Resources Needed: Adequate funding, training, and access to resource information for the Family Navigators (FN).

Action Steps/ Tasks Success Criteria Provider networks will come together and develop a frame work and funding Local family navigators are funded and part of family resource centers and can strategies for Family Navigators. connect families to resources locally and support the families of a newly diagnosed child. • Provider networks will create training modules regarding HIPPA, working with families, managing difficult conversations, IEP/504 process, advocacy, eligibility There is integration between providers (cross collaboration). criteria and others as necessary. Family Navigators are trained and have access to community resources for ASD/DD • Families, Professionals, and Providers are made aware of the availability of families. Family Navigators. Families will know where to go/who to contact and providers know where to send Family Navigators build relationships in local community (schools and providers) families. to identify resources and needs in community. Family Navigators will in place across the state (In each determined region). Funding is maintained for family navigators, trainings and workshops and Family Navigators will survey local school districts for what is working well and creating the online modules for staff to include service coordinators/ transition recommendations of places to get information. coordinators/ care managers. • Family Navigators will survey families to assess the needs and gaps within Materials are culturally and linguistically appropriate. resources and supports.



Recommendation: Adopt and/or incorporate policy recommendations, at all levels, regarding a comprehensive coordinated system of care for ASD/DD.

Key Participants: School Districts, All Schools—Public, Private and Charter, Medical Community, Family Support Councils at Area Agencies and Partners in Health (PIH), SLPs, OTs, PTs, Counselors, ABA and other providers, Community Support Network Incorporated (CSNI), NH Council on ASD, Legislators, Lobbyist.

Resources Needed: Lobbyist with a legal understanding of policies: understanding of insurance and medical components; Understanding Area Agency system and rules they follow and the different components they adhere to.

Action Steps/ Tasks	Success Criteria
◆ Identify individuals with knowledge of current policies and the implication of proposed and new policies and how they affect the ASD/DD Population.	Families are actively engaged and understand legislative rules and policies.
• Investigate the possibility of creating a statewide policy committee that includes families, professionals, and other stakeholders. Including the review of existing committees that do policy work, such as SAC.	More fluid use/understanding of legislative rules and policies and their impact on families so they can access the system of care.
• Summarize what is currently in place at the State and Federal Levels and how it relates to a comprehensive coordinated system of care for ASD/DD.	Passing/implementation of new legislation to support the ASD/DD Community (Providers, Family, Child).
 Create info sheets on different policies, applications, and forms that families may encounter. 	
◆ Create or recommend appropriate policy changes within the system of care.	



Recommendation: Leverage agency, local, state, and national funding opportunities to adequately support the system of care for ASD/DD.

Key Participants: All Schools—Public, Private and Charter, Medical Community, Family Support Councils at AA and PIH, SLPs, OTs, PTs, Counselors, ABA and other providers, CSNI, NH Council on ASD. Stakeholders may vary depending on the funding source.

Resources Needed: Resources to build capacity in rural areas. A reliable mechanism to look for grant opportunities and other funding opportunities. Funding for staff to research grant opportunities and write for the grants.

Action Steps/ Tasks	Success Criteria
 Research what currently exists for funding opportunities in NH, New England, and nationally. 	Securing adequate funding with a plan for long term sustainability.
 Research other states funding mechanisms. Research foundations and organizations (NH, New England, and nationally) that may donate or allocate funds, and grant opportunities (e.g. Autism Speaks, Autism Society of America, Doug Flutie, DD Council, etc.). 	Continuing to look for other grant/funding opportunities.



Recommendation: Foster the development of training, employment opportunities, and conditions that increase the skills and satisfaction, along with recruitment and retention of the workforce.

NOTE: This coincides with the **Community Supports** recommendation that respite providers and direct support professionals (DSP) will be given access to training resources specific to supporting individuals with ASD/DD. It also coincides with the **Early Identification, Screening, Referral, and Diagnosis (EISRD)** recommendations to promote/create expert training for providers that is available in a variety of modalities including in person and self/directed learning that is easy to access, responsive to time constraints and the **EISRD** recommendation to support education and training for providers (school, health, mental health) regarding age appropriate comprehensive developmental screening at all ages. It also coincides with the **Family Support** recommendation to collaborate with partners to create training opportunities for families and individuals.

Key Participants: Marketing/communications person to get information out to the workforce about training from professional associations (NH ABA, ASHA,) surrounding states, IOD, Antioch, other universities and community colleges.

Resources Needed: Access to trainings in various locations, Funding – pay for trainings, and scholarships for attendees, tuition forgiveness.

Action Steps/ Tasks	Success Criteria
• Research training opportunities in other states that could be replicated in NH.	Increased number of trained workforce members.
Identify current training opportunities available.	
• Identify ways to ensure and implement adequate training.	Sustainable workforce.
• Research ways to provide trainings across the state.	Workforce identifies enhanced knowledge, competence and satisfaction.
• Develop ways to provide training in a way that is accessible geographically and	workforce facilities chilaneca knowledge, competence and satisfaction.
time wise; i.e. 40 hour training done over weeks vs one week).	
• Research ways to use technology and various training methods (online and other	
resources) for wider access to trainings.	
Research tuition forgiveness opportunities.	



Recommendation: Emphasize the benefit of parent partnership as a component of Medical Homes.

Recommendation: Expand stakeholder involvement to ensure that culturally diverse populations are better represented in system design.

Recommendation: Facilitate stronger family involvement in the statewide developmental screening system, Watch Me Grow (WMG).

Recommendation: Develop a framework to provide educational opportunities to strengthen family knowledge, skills and confidence to collaborate with their family partners.

Key Participants: NHFV Medical Home Project coordinator, Watch Me Grow (WMG), SMS.

Resources Needed: Funding, People, Office space, time etc., MCH title V block grant, Parents, Participation from NHFV or a parent organization.

Action Steps/ Tasks	Success Criteria
 Support healthcare practices and efforts that engage families and patients as advisors to include operational and quality improvement efforts. Involvement is encouraged from family organizations such as NHFV at the WMG stakeholder meetings. A subgroup is created to identify/create an appropriate online module to educate families around various topics to increase knowledge, skills, and confidence to work with their family partners. 	Families of Children with Special Health Care needs who report their child's care is provided in a medical home will increase to: 2017 - 49% 2018 - 50% 2019 - 55% 2020 - 60% 2021 - 65% As indicated by the National Child Health Survey (NCHS). There is an increased number of family members on the WMG stakeholder committee and attending the annual stakeholder meeting. Online module housed on NHFV website to address family knowledge, confidence to work with their health care partners. Healthcare partners will receive feedback from families that have participated in WMG via a survey.



Recommendation: Promote/create expert training for providers that is available in a variety of modalities including in person and self/directed learning that is easy to access, responsive to time constraints.

Recommendation: Support education and training for providers (school, health, mental health) regarding age appropriate comprehensive developmental screening at all ages.

NOTE: This coincides with the **Infrastructure** recommendation to **f**oster the development of training, employment opportunities, and conditions that increase the skills and satisfaction, along with recruitment and retention of the workforce. This also coincides with the **Community Supports** recommendation that respite providers and direct support professionals (DSP) will be given access to training resources specific to supporting individuals with ASD/DD. This also coincides with the **Community Supports** recommendation to create a database of trained providers will be created.

Key Participants: SMS, Child Care Aware, NHPIP, Center for Disease Control (CDC), Watch Me Grow, NH Infant Mental Health.

Resources Needed: Maternal Child Health (MCH) Title V Block Grant, The ability to create online webinars and have a location they are housed.

	Action Steps/ Tasks	Success Criteria
	 Professional development training is provided on ASQ3 and ASQ SE 2. 	More child care providers will be trained and will be utilizing the ASQ3
	 Develop a data collection process regarding the training of NH 	and ASQ SE2 resulting in an increase of the number of children receiving
A	professionals.	developmental screening.
	• A subcommittee is established to create online modules available to	WMG will house the online module for providers on the resource link.
7	providers and families at the WMG website with trainings that are culturally and linguistically appropriately.	WMG will house the online module for families at the WMG website.



Recommendation: Develop and disseminate tools related to screening and diagnosis as well as state specific resources.

Recommendation: Support a variety of formats and approaches for public awareness regarding developmental milestones throughout childhood, including CDC's Learn the Signs, Act Early Materials.

Recommendation: Develop educational resources that are culturally respectful and available in families' primary languages.

Key Participants: NHFV, SMS, WMG, NH PIP, Office of Health Equity.

Resources Needed: Learn the Signs Act Early Milestone moments brochure and booklet, Birth to Five Watch Me Thrive passport, other resources from the CDC, WMG brochure, Title V block grant, Other funding sources to have materials printed. Milestone moment handbooks and brochures in a variety of languages, WMG data from Welligent that reflects race/ethnicity of those screened.

Action Steps/ Tasks

- NHFV will track dissemination of materials including for LTSAE, Birth to 5 passports, and the WMG Brochure.
- Outreach via a PR plan through WMG incorporating information from the Blueprint for Change.
- Printed materials will be made available in requested languages and there will be access to translation of materials online at the WMG website.
- Interpreters will be provided as needed to help the families understand and navigate the developmental screening system.
- There will be recruitment of parents from a variety of cultures and ethnicities for the stakeholder group.

Success Criteria

There is an increase in the utilization of the ASQ and ASQ SE by providers from 30.6% (2011-2012 FAD baseline) to 45.0%, the percent of children, ages 10 months to 71 months, who receive a developmental screening using a parent-completed screening tool, by 2020, as indicated in the NSCH.

WMG has a comprehensive public relations plan with action steps.

Developmental screening of children of diverse cultures and ethnicities has increased.

There will be culturally and linguistically diverse representation at the WMG annual stakeholder meeting and participation in the monthly meetings.



Recommendation: Explore emerging practices that improve quality and efficiency of diagnostic services for developmental concerns.

Recommendation: Expand and improve access to team based diagnosis services for school aged youth.

Recommendation: Support the incorporation of evidence based developmental screening for children beyond early childhood.

Note: The recommendations coincides with the **Healthcare** recommendation that the system of care will embrace a commitment to evidence informed practices and ongoing review of emerging and best practices.

Key Participants: NHPIP, CDC, AMCHP, AAP SMS, WMG.

Resources Needed: Funding, staff to gather the information and disseminate it to the appropriate partners, funding for additional materials, training, and data collection, materials from CDC, AMCHP, APA, AAP.

Action Steps/ Tasks	Success Criteria
 Information will be gathered and shared from NHPIP project. 	Healthcare practices will be able to use QI process to improve the
 Review of diagnostic services as a topic that occurs at annual WMG 	efficiency of diagnostic services.
stakeholders meeting to share ideas and information.	
• Research emerging best practices for diagnostic services at local and	Number of children diagnosed with ASD remains consistent with the
federal level as well as from national partnership organizations. Share	national numbers.
with partners and PCP's.	Primary care physicians will feel more confident in making diagnoses
• State contracts are created to develop diagnostic teams for school	themselves. The autism registry will reflect this change.
aged children.	
 Create a survey of what other professionals (MDs, Schools, mental 	Funding for and capacity of child developmental clinics will expand to
health and others) are using for developmental screening tools.	reach elementary and middle school years with best practices and tools
Administer the survey and analyze the results.	identified.
• Review the gap analysis being conducted through SMS . Utilize this to	
review best practices and identify tools.	

Family Support

Recommendation: Support a statewide autism resource network to provide awareness, to improve family and youth supports, and to assist with navigating the system of care.

NOTE: This coincides with the **Infrastructure** recommendation for **collaboration** of provider network to develop a framework for cross system coordination with incorporation of Family Navigators.

Key Participants: Community Agencies – to get information for the resources they provide. These can include AA, Statewide agencies such as NHFV, PIC, IOD, Parent to Parent Networks, Medical community including ASD Diagnostic/ Child Development Clinics, Schools and Professional Associations – ASHA, ABA, OT, PT, etc. Family Centered Early Supports and Services (FCESS), Preschool Technical Assistance Network (PTAN), Watch Me Grow (WMG), and the Early Education and Intervention Network (EEIN), NH Council on Autism Spectrum Disorders.

Resources Needed: Funding source (s) for a paid staff member that could support the resource network. It is recommended this person have marketing background to support getting this information out. Funding support to house and run the website for resources and ensuring it is accessible.

Action Steps/Tasks Success Criteria Identify a statewide agency (such as NHFV/PIC) to be the clearing-A state agency is identified and a clearinghouse for information, house for information. support, resources has been created. Research what is currently available to share resources to prevent duplication. Identify information that is research based and vetted. Support Groups are available and facilitated by staff. Identify/Establish Support Groups including Sibling Support and Family Counseling with an aim at supporting the entire family. A calendar of events will be established and maintained as part of the Identify strategies and events for families to connect with each other resource website A moderated FB group is created and moderated to (outside of support groups). Include a calendar of events (for awareallow families to connect with each other, recommend providers, and ness and to connect families). A moderated Facebook group that will support each other in navigating the system of care. allow for families recommend providers. Identify funding sources/grants. Identifying awareness opportunities.

Current Status/Comments:

Understanding/researching resources available of where families are

currently being sent. Including researching resources for older individuals (assessments, social, school, and outside of school).

Family Support

Recommendation: Collaborate with partners to create training opportunities for families and individuals.

Note: This coincides with the Infrastructure recommendation to foster the development of training, employment opportunities, and conditions that increase the skills and satisfaction, along with recruitment and retention of the workforce. This also coincides with the Community Supports recommendation that respite providers and direct support professionals (DSP) will be given access to training resources specific to supporting individuals with ASD/DD. It also coincides with the Early Identification, Screening, Referral, and Diagnosis (EISRD) recommendations to promote/ create expert training for providers that is available in a variety of modalities including in person and self/directed learning that is easy to access, responsive to time constraints and the EISRD recommendation to support education and training for providers (school, health, mental health) regarding age appropriate comprehensive developmental screening at all ages.

Key Participants: IOD – NH Leadership Series, UNH LEND Training, CAPS - Certified Autism Parent Supports, PIC Volunteer Advocates, Direct Support Professional Training, Area Agencies events, trainings, and Autism Centers, NH Council on ASD.

Resources Needed: Funding to provide trainings and scholarships for families and professionals to attend the trainings. Access to information about trainings (to get info out or create NH and/or ASD Specific), Coordinate with those already doing trainings to include ASD specific information within training. Ways to Identify what trainings are wanted/needed, someone to disseminate and advertise the trainings and information.

Action Steps/Tasks

- Survey families to find out what trainings families/individuals want and the support required to implement. Coordinate with key participants regarding training opportunities.
- Utilize the Needs Assessment and ASD State plan responses to determine training needs.
- Identify training platforms (e.g. in person, web). Research national experts to bring in to train and/or develop trainings.
- Research Family based trainings available (state and nationally). Research if Certificate Training programs at universities have family trainings as well.
- Look for funding opportunities. (DD Council, FS Councils, school systems or grant opportunities).
- Create or locate workshops and trainings across the age range at transition points – from ESS into pre, elementary, middle, and high school.

Success Criteria

Trainings are provided based on identified needs and are well attended at locations accessible by families and professionals.

Trainings are offered in varied modalities and are culturally and linguistically appropriate.

adult life. format.

Family Support

Recommendation: Create a system map for transition to be used by young adults, families, and stakeholders to support the transition into

NOTE: This recommendation coincides with the Transition recommendation to create a no wrong door approach with staff that is informed and knowledgeable about services and supports including education around roles and responsibilities of professionals and agencies to support system collaborations. Include training on eligibility requirements for services.

Key Participants: PIC, Medical Community, Transition community of practice, NHFV, PTAN, School districts, Developmental Services, Community Mental Health Centers, Area Agency, ESS, Adult Services.

Resources Needed: Information on Transition trainings across the state. A mechanism to get the information out to families in a family friendly

Action Steps/Tasks	Success Criteria
 Create information packets for transition. 	
 Create a system map for teachers as early as elementary school. 	Comprehensive system maps are created that address life span. System
 Focus on self-advocacy and independence starting younger. 	maps are accessible and utilized in schools, area agencies, and medical
 Create a system map with a focus on self-advocacy for young adults 	homes.
endorsed by schools and families.	
 Create a system map that that can be used at different ages and 	
useful across the age span.	
 Develop training on when to start and proceed with transition into 	
adult life (See transition no wrong door).	
 Develop training on transition steps – guardianship, eligibility 	
requirements, education into adult services.	



Recommendation: Early intervention systems incorporate family and stakeholder input regarding potential design changes to improve consistency of efforts.

Key Participants: Families with children who have ASD, stakeholders who are impacted by ASD or who serve those impacted by ASD, Special Medical Services, Part C office, Early Supports and Services directors and staff, ABA therapists, School District personnel and Autism specialists in the region, Primary Care coordinators/ Dr.'s, Child Development clinics, SMS, Allied Health Professional association to increase therapists in the area, Behavioral health to increase specialists in ASD behavior, NH Council on ASD.

Resources Needed: Social media presence to gather the info from parent groups, SMS/ Partners in health bi-annual survey to include pertinent questions. Information is culturally and linguistically relevant and appropriate.

Action Steps/ Tasks	Success Criteria
 Create a list of priorities from the autism forums and surveys that occurred throughout the State of New Hampshire in 2015/16. Assure families the opportunity for ongoing review the State ASD EI 	A list of family priorities is created and distributed to stakeholders.
 action plan and have opportunities for input (ex: community forum or via online option). Create a workgroup to review the proposed design changes and research ability of these design changes to be incorporated or added into existing system (s). 	An ASD Council workgroup is created to review how the priorities can be incorporated/added into the existing system depending on funding.
Current Status/Comments:	



Recommendation: Establishment of an accessible statewide information/resource repository.

Key Participants: Families with children who have ASD, Stakeholders who are impacted by ASD or who serve those impacted by ASD, Part C office, Special Medical Services, Early Support and services directors and staff, ABA therapist, School District personnel and Autism specialists in the region, Child care providers, Primary Care coordinators/MD.'s, Child Development clinics.

Resources Needed: Staff to maintain updated resources to website and other repositories to create a primary resource. Ensure the information is included with 211 resources, and this information is linked websites of AA's, PIC, NHFV, and DHHS.

Action Steps/ Tasks

- Secure funding Create a list of resources and information. Identify a staff person/organization to responsible to update quarterly.
- Share and sync the information with 211 and other stakeholders including State Plan and action plans and be updated on a consistent basis. Area Agencies, Schools, Primary Care Providers, and others that utilize ASD Information.
- Translate materials and information as requested.

Success Criteria

An updated website will be completed at NHFV to replicate/replace the Virtual resource center. The site will have information on the Autism

Information will be shared about where resources are located.

Families and stakeholders are aware of how to find and utilize the resource.

Website will be fully accessible.



Recommendation: Develop a statewide system to provide supports and navigations across the various sectors that impact children and families with ASD/DD.

Key Participants: Families with children who have ASD, stakeholders who are impacted by ASD or who serve those impacted by ASD, part C office, special Medical Services, Early Support and services directors and staff, ABA therapist, School District personnel and autism specialists in the region, Primary Care coordinators/ Dr.'s, Child Development clinics, Family Navigators, NH Family Voices / PIC, Area agency resource coordinators, Home visitors or nurse care coordinators.

Resources Needed: Adequate Medicaid State Plan Funding.

Action Steps/ Tasks

Assure that funding is in place specifically identified for direct therapy hours.

- Create a list of colleges that are already providing Autism related certifications.
- Work with the colleges to add autism intervention classes to the education tracks.
- Share and utilize the free online resources that are available such as the AIM modules.
- Request that the FCESS state office work on creating an online module or access to ongoing training for ESS providers to address training needs specific to NH.

Success Criteria

Adequate funding will be available.

Information regarding autism certification programs will be readily available. Staff will receive continuing ED hours toward their certification licensure.

List of free online resources for instruction that can be utilized by ESS and provided to family members.

Online or in person workshop are offered annually to ESS providers on current evidence based practices for ASD. Also invited are DCYF, Nurse Care Coordinators, home visitors, and others .

Ongoing and consistent training for ESS providers in a variety of evidence based Autism Strategies and interventions, ABA therapists and BCBA's to help support the staff. Trainings and workshops for parents (could be online).



Recommendation: Develop a statewide system to provide supports and navigations across the various sectors that impact children and families with ASD/DD.

Key Participants: Families with children who have ASD, stakeholders who are impacted by ASD or who serve those impacted by ASD, part C office, special Medical Services, Early Support and services directors and staff, ABA therapist, School District personnel and autism specialists in the region, Primary Care coordinators/ Dr.'s, Child Development clinics, Family Navigators, NH Family Voices / PIC, Area agency resource coordinators, Home visitors or nurse care coordinators.

Resources Needed: Adequate Medicaid State Plan Funding.

Action Steps/ Tasks

- Utilize FCESS mentorship funding opportunities to cross train FCESS providers with Autism Specialists in their own communities and/or create an autism specific training for all providers.
- Utilize mentorship funding to assist new Autism providers in partnering with other providers across the state.
- Research opportunities with NHPIP project/grants/ local chambers of commerce and economic development councils are available to support the new businesses around Autism related therapies and services.

Success Criteria

NH Family Voices ASD Information Website will have specific training modules for families and professionals to address evidence based interventions for families / home visitors/ care coordinators/ DCYF/ respite providers. Information on the PIC/ NH Family Voices and 211 sites.

Mentorship is available, with new funding, to partner programs and their staff to enhance learning and cross train for consistency of children and families.



Recommendation: Increase awareness about individual rights regarding service delivery options for providers and families.

Key Participants: Families with children who have ASD, Stakeholders who are impacted by ASD or who serve those impacted by ASD, FCESS state office, Children's Behavioral Health Bureau, NH Family voices/ PIC, Special Medical Services, FCESS directors and staff, ABA therapist, School District personnel, Autism specialists, Primary Care coordinators/ MD.'s, Child Development clinics.

Resources Needed: Brochure for families, primary care, child development clinics that is culturally and linguistically appropriate social media presence.

Action Steps/ Tasks

- Develop consistent language for families and professionals with links available to local family resource center pages and used within the systems maps and across systems.
- Develop materials provided to home visitors to share with Families, including a brochure with information about service delivery options and autism protocol funds.
- Have a consistent brochure/website for families that explains funding for autism services. Create and distribute a brochure for families that explain the autism protocol and the options covered.
- Develop and Translate written materials into needed languages.

Success Criteria

Families and individuals will understand the service delivery options in their area including how they will be paid, which may include Medicaid, FCESS, Autism Proposals, In Home Supports Waiver, Private Insurance, and Private Pay.

Create and distribute a brochure for families that explain the autism protocol and the options that it covers, as well as other funding options. Autism protocol through FCESS are intended to enhance the FCESS services. This is not a stand alone funding source that can be used by families. The funds are allocated to the program, for a specific child, not the family directly.

Create and distribute to families a brochure explaining Autism treatment and services and how they can be funded, including a brochure or link on website about autism specific services offered in ESS including protocol information.



Recommendation: Maximizing the utilization of financial resources available in order to cover Autism treatments and services in the children's Individual Service Plan.

Key Participants: Insurance companies, Legislators, FCESS directors, BDS, Children's Behavioral Health Bureau, Autism Specialists, Primary Care Provider/MD's, Care coordinators, Child Dev Clinics.

Resources Needed: Funding for autism treatment and services, Insurance industry coverage, Care coordinators.

Action Steps/ Tasks	Success Criteria
• Research options for legislation that would require no insurance copays	Legislation to require ASD services be covered by private insurance
or service limits for autism services and no limits and funding is	companies to meet the needs of the system including covering services
available.	from educators not just BCBA's.
 Research Educate families about IHS eligibility and utilization. 	
	Links or online modules to help families make decisions about IHS
	Budgets make choices that meet their family's needs.



Recommendation: Establish a process for ongoing exploration of emerging practices, best practices, and evidence based practices for incorporation into the system of care.

Key Participants: Families with children who have ASD, Stakeholders who are impacted by ASD or who serve those impacted by ASD, Special Medical Services, FCESS directors and staff, ABA therapists, School District personnel and child care providers, autism specialists, Primary Care coordinators/ MD.'s, Child Development, College/University staff, technical assistance Part C experts like ECTAC and others.

Resources Needed: Funding for personnel.

	Action Steps/ Tasks	Success Criteria
	Research upcoming and emerging ASD practices though the Frank Porter	A workgroup is created to be responsible for the occurrence of annual
	Graham Child Development Institute of University of North Carolina and	survey. This workgroup would be responsible for annual survey content
	the National Professional Development Center on ASD.	and dissemination of results.
	(http://autismpdc.fpg.unc.edu)	
	 An annual survey of families is completed around what best practices 	List of emerging best practices and evidence based practices both
	services they are utilizing within the state and from whom they are	in NH and nationally.
	receiving these services.	
	 Review of FCESS Autism Proposals to see what therapies are being 	
	sought by families and evaluate for evidence of best practices.	
L		



Recommendation: Training is available for families and providers around evidence based and best practices that can be incorporated into their service plans.

Key Participants: Families with children who have ASD, Stakeholders who are impacted by ASD or who serve those impacted by ASD, , Special Medical Services / MCH Block grant, FCESS directors and staff, ABA therapists, School District personnel and Autism specialists, Primary Care coordinators/ MD's, Child Development Clinics, College and University staff, Family Navigators, NH Council on ASD.

Resources Needed: Look at other states to see what they are utilizing for training, Provide training modules for service providers to have the discussion with family members to add specific services to their child's IFSP, Recruit behavior specialists in the area of ASD to support the individual and family.

Action Steps/ Tasks	Success Criteria
Review other states training for ESS providers/ Service Coordinators	List of what other states are utilizing is created as reference for training
around ASD.	modules to be provided.
 Training modules for all AA Service Coordinators around: 	
 Creating effective service plans. 	Online or in person workshop offered annually to FCESS providers on
 How to discuss with family members ASD specific services. 	current evidence based practices for ASD include DCFY, Nurse Care
• Research offering CEUs as the training will hold more value for providers.	Coordinators, and home visitors are invited to participate .
• Recruit behavioral health experts to support individuals with ASD and	
their families.	Staff will receive continuing education hours toward their
	certifications/licensure.
	I .



Recommendation: Ensure schools are utilizing curriculum, materials and methodologies that are research based and proven effective for students with autism and other developmental disabilities.

Key Participants: Schools - at all levels including: administration, special education, specialty teachers, regular ed, and Para-educators, Department of Education, administrators that approve school curriculum, Curriculum developers/reviewers.

Resources Needed: Groups/individuals that can give information on curriculum (including implementation).

Action Steps/ Tasks	Success Criteria
Complete a review of current research based curriculum.	Schools will have access to multiple methodologies and /or curriculum.
 Determine appropriate providers for training on these methodologies or 	
materials to the school at all levels.	Schools will have access to training for new methodologies and/or
 Ensure training of the school staff including para-educators, teachers, 	curriculum.
individual students, and parents, to support carry over and consistency	
across the day.	Mentors and supports will be in place for school staff across the state.
 Research and Identify schools willing to pilot programs. 	
 Identify programs that already exist. 	Schools implement the methodologies and/or Curriculum. Individual
 Support collaboration between schools to implement training 	plans display various methods to meet students needs.
(shadowing other schools or partnering programs between schools) and	
research ways to provide stipends to allow teachers to participate in	
shadowing.	
• Disseminate information on the curriculum and resources related to the	
curriculum.	



Recommendation: Ensure schools are providing adequate programming and supports to provide students with an appropriate education that is based on their individualized needs.

Recommendation: Provide parents with information and resources relative to best practices in educating children with ASD/DD.

Key Participants: Schools – at all levels including: administration, special education, specialty teachers, regular ED, and Para-educators, Department of Education, administrators that approve school curriculum, Curriculum developers/reviewers.

Resources Needed: Understanding of model programs/methodology and have access to training. Access and understanding of the nuances of the resources available to them.

Action Steps/ Tasks	Success Criteria
 Design an if/then type of flow chart or road map for curriculum to 	Training and follow up training is sustained and ongoing.
identifying types of curriculum that may work to be used as general	
guidelines to be adjusted for each individual.	Training is available in various methods, including in-person, online,
Offer trainings and follow up support /technical assistance to promote	and video footage.
sustainability.	
 Provide training for parents/families regarding the methodologies and/or 	Training is done to support families in a way that is individualized for
curriculum. Give information on how families can support the curriculum	the family.
at home.	
 Disseminate information to parents and families regarding the 	
methodology/curriculum and training.	



Recommendation: Parents and family members have access to training regarding navigation of the special education process.

Key Participants: Parent Information Center, NH Family Voices, Area Agencies, Area Agency Family Support Councils, Parent-Teacher Organizations/Associations, School Districts.

Resources Needed: Funding to support training across the state and across all levels/grades of school. Trained staff to provide child care so parents/families can access these trainings. Resources to pay for trained staff for childcare.

Action Steps/ Tasks	Success Criteria
 Create and disseminate training opportunities to parents (Face to face, 	Increase in family engagement in trainings.
webinars and training modules).	
• Research and obtain funding for childcare to support parents attendance	Trainings are well attended.
at trainings.	
 Create materials to navigate the system specific to ASD. 	Families report increased confidence in navigating the special education
 Work with Area Agency Family Support councils to bring trainings locally 	process.
(funding and getting info out to participants).	



Recommendation: Provide educators, support personnel and related service providers with the opportunity to acquire expertise relative to best practices that allow them to obtain a certification/endorsement in ASD/DD.

Key Participants: NHHEAF Network - forgiveness programs, School Districts.

Resources Needed: Funding – to support access to certification courses (In NH there is only certificate program not endorsement). Funding to support access to training for ABA/BCBA training.

Action Steps/ Tasks

- Research other new England states with certificate and ABA courses and the cost.
- Research scholarships and tuition forgiveness programs and discount possibilities with information to be provided to potential students.
- Create materials and disseminate information on programs and funding opportunities to potential participants.

Success Criteria

Potential participants are aware of certificate programs. Relationships are built with local programs to promote funding/forgiveness opportunities.

Increase in completion rates in the area of ASD certificate programs with access to funding/forgiveness opportunities.

Materials are created and disseminated around funding and forgiveness opportunities.



Recommendation: All opportunities for inclusion within the school environment will be explored and utilized where appropriate.

Key Participants: Department of Education, School Administration and staff (at all levels), ATECH, IOD, LEND, NH Leadership Series, PIC.

Resources Needed: Training to support all levels of school personnel to best support individuals.

Action Steps/ Tasks

- Research training opportunities from the DOE and other resources, including Universal design – Department of Education Training.
- Research opportunities for schools to have access to supports needed (BCBA to do functional assessments, etc.) and opportunities to allow students access to communication supports. Supports will include opportunities for schools and families to support individuals with challenging behaviors.
- Disseminate information on trainings available.

Success Criteria

School personnel and families have an understanding of the Education Rules and trainings available regarding giving access to all students to curriculum.

Data is collected on trainings provided, the number of personnel trained, satisfaction out comes, knowledge gained and changes in behavior.

Materials around Education Rules and trainings have been disseminated to school districts.

Therapeutic

Recommendation: Establish a process for ongoing exploration of emerging best practices and evidence based practices for incorporation into service delivery.

Key Participants: NH ABA, Special Educator Association, representation from other specialties.

Resources Needed: National Standards Project (http://www.nationalautismcenter.org/national-standards-project/) to use for guidance. Conferences where newest research is being presented, NH ABA Conference Annually. Someone to manage the online website and keep it updated.

Action Steps/ Tasks	Success Criteria
• Research if there is already a group doing this or a group that is	There is a website to access the information housed on the NHFV ASD
responsible for this, or if a group needs to be created. If there is	page.
something in existence, work to partner with the group.	
	Website analytics will show an increase in users accessing the website.
• Create and distribute a survey to identify best practices and disseminate	
results.	A survey is done on a consistent basis (yearly or as identified by a
• Create a vetting process for sharing information (to ensure it is current	workgroup). The survey is distributed at the NH ABA Conference or
best practice and research based).	other similar conference as well.
 Create a communications process to distribute. 	

Therapeutic

Recommendation: Trainings for families and providers regarding behavior health supports, juvenile justice programs, emerging and best practices, utilizing funding sources, habilitative and rehabilitative service options, ability to make referrals and eligibility to the various programs.

Key Participants: Children's Behavioral Health Bureau, Juvenile Justice/DCYF, Area Agencies, Medicaid, NH NAMI.

Resources Needed: Organizations, Committees/Groups, People that understand the whole system.

Action Steps/ Tasks	Success Criteria
• Identify families and providers that have interest in understanding, and	Families and providers will have access to training opportunities.
being trained at a higher level on systems. (Example CASA, PIC VA	
Training).	Training will result in advocates trained about the system design and
• Identify a group of stakeholders to identify and create trainings for	process.
families and providers. Including how to use trainings to support other	
families and professionals.	The number of interactions those trained advocates have with the
• Identify any trainings currently occurring in NH, and how to access these	general population increases over a set time period.
trainings.	
Access existing trainings, or create needed trainings and provide them to	There will be an increase in the number and type of trainings that are
interested families and providers.	offered (across the state).



Therapeutic

Recommendation: Incorporation of the Center for Medicaid and Medicare Services ASD/DD Guidance into the state Medicaid plan.

Key Participants: Medicaid, All provider organizations (Examples NH ABA, NH ASHA, Area Agencies), Autism Speaks, Legal Department, DRC, NH DHHS, Education/ Policy Liaison from CSNI and Area Agencies.

Resources Needed: A point person at Medicaid.

Action Steps/ Tasks	Success Criteria
Obtain or create summary of pertinent CMS guidelines.	The plans would be synchronous.
• Do a comparison to the Medicaid State plan to identify differences.	
• Identify a committee and create a process to align the summary and	Sufficiently funded programs with competition in the market place.
Medicaid State Plan.	
Collaborate with Medicaid.	



Healthcare

Recommendation: Assure training opportunities for providers (medical, oral health, and behavioral health) on how best to address the needs of individuals with autism and other related developmental disabilities.

Key Participants: Medical, Oral Health, and Behavioral health providers.

Resources Needed: Resources (funding and trainers) to provide trainings.

Action Steps/ Tasks	Success Criteria
 Survey providers on trainings that would be most useful. Identify and prioritize trainings. Identify existing or create new trainings to address needs identified by surveyed providers. Provide trainings—research options such as lunch and learn 	Survey is completed by providers. The results of the survey are used to inform a deep dive to identify and prioritize. Trainings are identified and created. Providers attend and have access
opportunities or at conferences for these professionals.	to trainings and when surveyed report satisfaction about trainings and resources .



Healthcare

Recommendation: Create a comprehensive, up to date, information sharing platform that is available in real time and informs the public and providers about resources available in their communities and statewide.

NOTE: This will coincide with the **Community Support and Services** recommendations for providers and professionals within the systems of care create systems map of resources available to families identifying who is responsible for providing supports, eligibility requirements, and resources to work with families as equal partners in the process and having a terminology guide will be created to support cross system collaboration.

Key Participants: NH Council on Autism Spectrum Disorders, NH Family Voices, Parent Information Center, Special Medical Services, DCYF Professionals with System knowledge.

Resources Needed: Resources (Funding and staff) to create an information sharing platform.

Action Steps/ Tasks Success Criteria

- Use the NH virtual autism website to inform an updated information platform within NH Family Voices website incorporating Autism Planning grant and action plans.
- Distribute information about the website update and completion to providers.

NHFV has the information on their website with resources to keep the information updated. Information is shared with families and professionals.

Families, Professionals, and Providers are aware of the resources available to them and how to access the information.

Website is updated to reflect progress on State Plan recommendations.



Recommendation: Integrate the work of diagnostic clinics with early intervention services to provide rapid access to diagnostic evaluations for very young children and early supports and services.

Key Participants: FCESS, Child Development Clinics, Child health Services.

Resources Needed: Information from the Pilot that was done at Child Health Services, referral forms, funding to hold dedicated times for rapid access appointments.

Action Steps/ Tasks	Success Criteria
 Child Development clinics have a policy and timeline for evaluating children currently receiving Family Centered Early Supports and Services 	Children between birth and age 3 are being diagnosed earlier.
 suspected of having ASD. Support diagnostic clinics to incorporate rapid assessments into the clinics as standard practice and measure success. 	Children have timely access to diagnostic clinics.



Recommendation: All service areas that support children and youth/young adults with ASD/DD and their families collaborate to design a framework for coordination across all areas with consideration given to utilizing and funding family navigators.

NOTE: This coincides with the **Infrastructure** recommendation for collaboration of provider networks to develop a framework for cross system coordination with consideration of incorporation of Family Navigators.

Key Participants: NH Collaborative Group and the NH Council on Autism Spectrum Disorders, School Districts, Medical Providers, Family Support Councils at Area Agencies and Partners in Health, SLP, OT, PT, ABA, Counselors, other providers.

Resources Needed: Funding, staff to facilitate, Funding for family navigators and someone to manage them.

Action Steps/ Tasks	Success Criteria
• Relationships are built between the ASD Council and other agencies,	ASD/DD service needs/recommendations are part of the systems and
councils, and key stakeholder groups. Autism and other developmental disabilities are placed on the agenda of stakeholder groups to discuss	included within the conversation.
these issues. • Funding secured to create and maintain family navigator positions.	Family Navigator positions are supported in regions across the state.



Recommendation: The system of care will embrace a commitment to evidence informed practices and ongoing review of emerging and best practices.

Note: this recommendation coincides with the **Early Identification, Screening, Referral and Diagnosis** goal to explore emerging practices that improve quality and efficiency for diagnostic services; the EISRD recommendation to expand and improve access to team based diagnosis services for school aged youth; the EISRD recommendation to support the incorporation of evidence based developmental screening for children beyond early childhood.

Key Participants: Pediatricians, NH Pediatric Society, Family Care Providers, other medical providers.

Resources Needed: Funding. Staff to gather the information and disseminate it to the appropriate partners, funding for additional materials, training, and data collection.

Action Steps/ Tasks	Success Criteria
 Work with Health Care providers to identify best practices currently being used. Share the information at NH Pediatric Society Annual 	Best practices are identified and shared with providers.
Conference and other conferences.	
 Create or identify an existing system to share information with health care providers regarding best practices. 	



Recommendation: Information from the MCHB National Center on Health Care Transition Improvement should be made available to families and providers.

Recommendation: : Ongoing assistance from the Youth for Education Advocacy and Health Care Advisory Council (YEAH) so youth will have access to information, education, and opportunities to enhance their independent health care decision making.

Key Participants: NHFV, PIC, Providers, Families, MCH Title V Block Grant, YEAH Council, other youth focused organizations (to support sharing of information).

Resources Needed: Funding and Staff.

Action Steps/ Tasks	Success Criteria	
• Support practices in development of transition policies in accordance	Families of children with Special Health Care needs that report the	
with Got Transition Recommendations.	child's care is provided a medical home will increase by:	
• Support practices and efforts to engage families and patients as advisors	2016 - 49%	
to include operational and quality improvement efforts. Engage the	2017 - 49%	
YEAH Council in these efforts.	2018 - 50%	
• Develop a deliberative process to assess, achieve and enhance transition	2019 - 55%	
readiness planning. There is a transfer of care into the adult system for	2020 - 60%	
youth receiving SMS coordination services.	2021 - 65%	
◆ Research http://www.gottransition.org/Support practices in	This is in line with the MCH Title V Block Grant Time line.	
development of transition policies in accordance with Got Transition	This is in time with the Well Fide V Block Graffe Filme line.	
recommendations.	Youth will successfully transfer their care to an adult provider.	
• Develop a deliberative process to assess, achieve and enhance transition	round will successfully transfer their care to air adult provider.	
readiness planning, to achieve transfer of care for youth receiving SMS		
coordination services.		



Community Supports and Services

Recommendation: Community Awareness Events are planned in partnership with community organizations and the NH Council on ASD across the state to promote awareness and education throughout the year, along with a yearly event in April for Autism Awareness Month. This includes training for families on how to increase awareness and how to educate community providers such as police, EMT, retail, childcare, and other professionals encountered in the community.

Key Participants: NH Council on ASD, Community Organizations, NHFV, Providers, Agencies and professionals providing services, Organizations that provide training.

Resources Needed: Staff/support for the ASD council coordination of activities. Support to provide training for families and community.

Action Steps/ Tasks	Success Criteria
Work with the ASD Council on creating an online event calendar.	There are trainings to educate community members about ASD
 Work with the ASD Council to plan an annual event during ASD 	annually.
Awareness Month.	
	There is a annual ASD Awareness Event.



Community Supports and Services

Current Status/Comments:

Recommendation: Respite providers and direct support professionals (DSP) will be given access to training resources specific to supporting individuals with ASD/DD.

Recommendation: A database of trained providers will be created.

NOTE: This coincides with the **Infrastructure** recommendation to foster the development of training, employment opportunities, and conditions that increase the skills and satisfaction, along with recruitment and retention of the workforce. It also coincides with the **Early Identification**, **Screening, Referral, and Diagnosis** recommendations to promote/create expert training for providers that is available in a variety of modalities including in person and self/directed learning that is easy to access, responsive to time constraints and the **Early Identification, Screening, Referral, and Diagnosis** recommendation to support education and training for providers (school, health, mental health) regarding age appropriate comprehensive developmental screening at all ages.

Key Participants: Community Colleges, Area Agencies, ABA Providers, DSPs, DSP Certificate Training Organizers, Lifetime Respite, vendors and other professionals to help with providing information for the database.

Resources Needed: Trainers, Information on Trainings wanted and available, Professionals that could create a training, Relias learning or similar platform, funding to create registry of trained providers.

Success Criteria
DSPs have access to training.
Families and individuals have access to trained DSP Staff.
DSPs have access to the DSP Certificate Training.
There is an increase in the number of hired DSPs who are trained.
A yearly calendar is created with training opportunities for DSPs and
other professionals.
A database is created and maintained.



Community Supports and Services

Recommendation: Providers and professionals within the systems of care create systems map of resources available to families identifying who is responsible for providing supports, eligibility requirements, and resources to work with families as equal partners in the process.

Recommendation: A terminology guide will be created to support cross system collaboration.

NOTE: This coincides with the **Healthcare Action Plan** recommendation to create a comprehensive up to date information sharing platform that is available in real time and in forms the public and providers understand about resources available in their communities and state wide.

Key Participants: NHFV, PIC, SMS, DCYF, Professionals with System knowledge.

Resources Needed: Resources and funding to update/maintain a systems map.

Action Steps/ Tasks	Success Criteria
 Form a workgroup to create the system map. Get feedback from stakeholders on the resource map. 	A system map is created and maintained.
 The ASD projects page of the NHFV website will provide a platform for the updated systems map. 	The information is updated and maintained on the NHFV website.



Recommendation: Ensure participation from students, parents, educators, and outside professionals in school transition meetings for students with ASD/DD aged 14 and older.

Key Participants: Community of Practice regarding Transition (state and local), Next Steps NH, Voc Rehab, GSIL, Strafford Learning, Plus Company, Department of Education, SAC, Council on Developmental Disabilities, NAMI, Families.

Resources Needed: DOE Data on Indicator 13 and 14, Training around measurable transition goals, training on ensuring the use of a person centered transition process.

Action Steps/ Tasks	Success Criteria
• Share and gather Information at and attend the annual Community of	Families and individuals report positive outcomes regarding transition,
Practice Transition Summit.	feeling involved, person centered, families allow/encourage youth
• Create a Toolkit/fact sheet around the transition process. Research and	participation.
Review existing tool kits or info sheets. Research best practices for	
involving youth in the transition process and create additional factsheets	There is consistency throughout the state on the transition process and
or include in toolkits.	supports available .
 Provide training opportunities for upper elementary and middle school 	
teachers, families, and youth around transition.	There will be a way to compare services and the outcomes and to make
• Research transition resources such as Pre-Employment Service training	it meaningful. This will include partnering with community agencies to
through VR Grants and the Special Education Indicators related to	look at outcomes.
Transition - Indicators 13 and 14. Include this information in the	
toolkit/fact sheet.	



Recommendation: Ensure all student transition plans meet guidelines for use of multiple assessments and include direct student input.

Recommendation: Provide access for families and providers to support person centered planning for individuals with ASD/DD. This includes estate planning, housing, and services as an adult.

Key Participants: Community of Practice regarding Transition (state and local), Next Steps NH, VR, GSIL, Strafford Learning, Plus Company, DOE, SAC, Council on Developmental Disabilities, NAMI, RENEW Facilitators. DD Council of NH, IOD Person centered planning training facilitators, Governors Commission on Disabilities, NH Family Voices, Parent Information Center, YEAH Council, Youth Move, Special Medical Services.

Resources Needed: Knowledge of age appropriate assessments including: Vocational Assessments, Communication Assessments including assistive tech or AAC, Objective Transition assessments. Council on Developmental Disabilities Five Year Plan, Information on housing resources, Family Centered Transition Project - IOD and Strafford Learning Center.

Action Steps/ Tasks	Success Criteria
 Transition Coordinators and Case managers in schools have access to 	Individuals with ASD have person centered planning as part of their
Person Centered Planning Training.	transition planning.
 Collaborate with Project RENEW to ensure that students are provided 	
person centered transition coordination.	There is an understanding of eligibility for funding (Medicaid/
 Research current best practices around person centered planning. 	Medicare, SSI etc.) and programs.
 Research supports available from BDS. 	
 Create a plan to disseminate the information. 	



Recommendation: Ensure all student have facilitated opportunities to practice educational, vocational, domestic, and leisure skills in community/real life locations with the supports necessary to be successful.

Key Participants: VR, schools, Board of Labor, employers, non profits that help with employment, Northeast Passage (adaptive recreation), transportation.

Resources Needed: Support for individuals who are diagnosed with ASD/DD including those that may not be eligible for the DD services. Recognition that some youth may only need limited supports (i.e. social supports such as support with interview to access employment opportunities. Support for schools (especially larger schools) to be able to individualize opportunities.

Action Steps/ Tasks Success Criteria

- Supports will be provided for students to practice interviewing skills.
- Students will be taught to advocate and are given opportunities to practice in a variety of settings.
- Supports are identified and provided for student opportunities outside of college. Identify hands on experiences, ensure the experiences are person centered.
- Include within the supports offered opportunities to enhance stamina and to improve ability to function in varying settings that improve generalization of skills in order to enhance to ability to function in a variety of settings.
- Recognize the benefit of addressing stamina of skills to assist individuals in situations with limited structure.
- Research supports for individuals who are diagnosed with ASD/DD including those that may not be eligible for the DD services.

Data is available on student success after transition.

Transitioning youth report increased ability to advocate for themselves throughout the transition process.

Information on employment is recorded and available for analysis through an AA. Additional data is available to measure success.

Individual supports meet the needs for successful independence.

Success of trainings and how many professionals attend the trainings is measured.



Recommendation: Create a no wrong door approach with staff that is informed and knowledgeable about services and supports including education around roles and responsibilities of professionals and agencies to support system collaborations. Include training on eligibility requirements for services.

NOTE: This recommendation coincides with the **Family Support** recommendation to create a system map for transition to be used by young adults, families, and stakeholders to support the transition into adult life.

Key Participants: NH 211, NHFV, AA, VR, Community Mental Health Centers, Community of Practices, Next Steps NH, ASAN, Partners in Health, Families, Vendors, Stafford Learning Center Autism Task Force, and other allies.

Resources Needed: Support and training opportunities for professionals to provide family centered supports, including having understanding of resources across the state.

Action Steps/ Tasks	Success Criteria
Support and training of Family Navigators is done in the area of	Families are accessing supports.
transition.	
• Support is identified to create a coordinated system. Information is	Systems are working outside of silos.
shared with 211—including access to the Autism Resource Page.	
• Research the National Certification from the Division on Career	There is a coordinated set of activities around transition and Family
Development and Transition (DCDT) and other transition supports	Navigators are aware of and sharing information about these activities.
including Community of Practices for current best practices.	
	Community Practices are identified and developed that foster to create
	a shared approach across the state.

Glossary of Abbreviations



AA	Area Agency	FN Family Navigator		
AAC	Augmentative and Alternative Communication	FS Family Support		
ABA	Applied Behavioral Analysis	FSC	Family Support Councils	
AMCHP	Association of Maternal Child Health Programs	FCESS Family Centered Early Supports and Services		
APA	American Pediatric Association	GSIL Granite State Independent Living		
ASD	Autism Spectrum Disorder	IEP Individual Education Plan/Program		

ASAN Autistic Self Advocacy Network	IMH	Infant Mental Health
--------------------------------------------	-----	----------------------

ASHA	American Speech-Language-Hearing Association	IHS	In Home Supports Waiver
ASQ-SE	Ages Stages Questionnaire – Social Emotional	IOD	Institute On Disability
ATECH	Assistive Technology, Education, and Community Health	ISP	Individual Service Plan
BCBA	Board Certified Behavior Analyst	LEND	Leadership In Education and Neurodevelopmental Disabilities
BDS	Bureau of Developmental Services	LTSAE	Learn the Signs Act Early
СВНВ	Children's Behavioral Health Bureau	MCH	Maternal Child Health
CASA	Court Appointment Special Advocates	NAMI	National Alliance on Mental Illness
CAPS	Certified Autism Parent Supporters	NHFV	New Hampshire Family Voices
CDC	Center for Disease Control	NCHS	National Child Health Survey
CDD	Council on Developmental Disabilities	NHPIP	NH Pediatric Improvement Partnership
CMHC	Community Mental Health Centers	ОТ	Occupational Therapist
CSNI	Community Support Network Incorporated	PCP	Primary Care Providers
CYSHCN	Children Youth Special Health Care Needs	PIC	Parent Information Center
DCDT	Division of Career Development and Transition	PIC VA	Parent Information Center Volunteer Advocate
DCYF	Division of Children Youth Families	PIH	Partners In Health
DHHS	Department of Health and Human Services	PT	Physical Therapist
DD	Developmental Disability	PTAN	Preschool Technical Assistance Network
DOE	Department of Education	SMS	Special Medical Services
DSP	Direct Support Professionals	SAC	State Advisory Committee
DRC	Disabilities Rights Center	SLP	Speech Language Pathologist
EEIN	Early Education and Intervention Network	VR	Vocational Rehabilitation
ESS	Early Supports and Services	WMG	Watch Me Grow
EPSDT	Early and Periodic, Screening, Diagnostic, and Treatment	YEAH	Youth for Education Advocacy and Health Care Advisory Council

