CoP ASD
Parent Supports

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Support Groups, finding them, Resource booklet, Templated Resources
National ASA has resources mapping,
Parents connecting : county workers, schools, B-3, medical community.
**Bringing the silos together:**

How do we bridge the medical model with the educational model. Bridgin the people
together who are working within each of those models. How do we bring the
hom/school/community together.

**Where is the front door of what all the resources all?**

Transition issues, what is there to support families as they move through the service
structure system?
How do we support families who are NOT living in the resource rich communities?

Spouses and family members of adults with ASD. What are the resources for adultsk,
   Increased understanding of ADA and how it applies to adults on the spectrum.

**The adult services are inadequate for adults who are not in the lower IQ range who is not
eligible for disability supports (SSI).**

What are the supports that are available for children who do not fit easily into another
box.

How can we create community Task Forces that are braod spectrum; policy, education,
medical, line-therapists, related service providers.
   How do we keep those people together for the LONG TERM?
   How do we build in accountability for the work of the task force?
   How do we keep people invested?

How do we increase parent involvement?

Scheduling challenges.
Title I funds might be available from the schools to support families to attend,
supplement childcare services.
Increasing cultural-diversity within the CoP.
Increasing attendance of adults with ASD.

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How do we define “parent”? Do we mean

We need ONE point of contact to find resources once a parent gets a diagnosis (regional contacts).
  - Online resource list
  - Provider resources
  - Co-morbid diagnosis

How do we remove the silos? What infrastructure could get rid of the silos.

We need to include parents from the beginning of the process and not as an afterthought.

Reach out to child care programs, better training/support, better systems to support children in child care settings.
  - We need to support childcare facilities
  - Access to high quality childcare of children with all disabilities

Summer programs for children (especially teens)

Families having access to inclusive opportunities.
  - How do we remove the tendancy to self-isolate from community programs that are broadly available throughout the community.
    - Where are the places that a child can learn to deal with their

RESPITE:
FAMILY ADVOCACY

Representation from the Regional Groups