Connections Initiative

Wisconsin Resource Mapping Plan

August 11, 2009
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The three objectives of Community Resource Mapping (CRM)

1. Through resource mapping, we aim to identify resources in Wisconsin that support children with an Autism Spectrum Disorder or other Developmental Disabilities (ASD/DD) and their families.
   a. The Regional Core Team (RCT) will identify and review all available resource directories.
   b. The RCT will look to see if there are gaps in the resource directories and will make new resources available to the organizations who maintain the directories.
   c. The RCT will look for resource materials that may be useful to families but are not typically included in directories (e.g., a fact sheet on: While you are waiting for a diagnosis)
   d. This process will strengthen Wisconsin’s infrastructure

2. Through the CRM process, new connections and opportunities will occur that address the needs of children with ASD/DD and their families.
   a. Staff will listen for and document new connections.
   b. Staff will look for and facilitate collaborative opportunities between RCT participants and other regional partners.
   c. RCT participants will bring information to the resource mapping process and take information with them, in a representative approach whereby the process of gathering and sharing information goes beyond one representative.

3. Through the CRM process, key information access points for families with children with ASD/DD will be identified and shared with stakeholders.
   a. The RCT will identify the questions families have and where they get information about these questions.
   b. A review of whether the key potential information access points actually have information for families.
   c. A plan (including and implementation timeline) will be developed to improve the information available at access points so providers and parents will receive the right information at the right time.
Goals for Year Two of the Connections Grant

- As an outcome of the Community Resource Mapping, First Step and Autism Society of Wisconsin (ASW) state and regional chapters will have updated information. This will increase the capacity of the Wisconsin’s Information & Referral system, autism groups and Regional Centers for Children and Youth with Special Health Care Needs (CYSHCN)
  - Liaisons will receive updated information from Regional Core Teams (RCT) and convey the information to First Step, ASW chapters and CYSHCN.
- Recommendations about resource guides will be collected and conveyed to appropriate parties.
- Main access points (how people find out about resources) will be identified in each region. This could lead to the development of handouts for specific access points or concerning specific situations. For example, physician may receive one page with the main resources available to parents depending on if their child has been diagnosed or is waiting to be diagnosed. Regional Centers for CYSHCN could receive intervention referral resources based on whether a child has not been diagnosed or has been diagnosed but is too old for intensive therapy, etc. Community Conversations will be held throughout Wisconsin to identify hidden resources and gaps.
- Maps will be developed for each region to identify resources and gaps.
- CYSHCN will have a list of known diagnosticians per region.
- A collaboration will be formed with Autism Society Wisconsin’s resource group to understand how we can partner around statewide resource mapping.
- A feedback loop/flowchart will be developed to aid in the gathering and reporting of new resources.
- We will report on how many and what type of new resources have been identified by the work of Connections.
Overview of Community Resource Mapping

PURPOSE OF COMMUNITY RESOURCE MAPPING

There are three main objectives in Community Resource Mapping:

1. Through resource mapping, we aim to identify resources in Wisconsin that support children with an Autism Spectrum Disorder or other Developmental Disabilities (ASD/DD) and their families.
2. Through the CRM process, new connections and opportunities will occur that address the needs of children with ASD/DD and their families.
3. Through the CRM process, key information access points for families with children with ASD/DD will be identified and shared with stakeholders.

POSSIBLE PEOPLE TO INVOLVE IN EACH REGION

The following organizations and groups may be represented on a Regional Core Team:

- Regional Autism Society
- UW Extension
- Therapy Providers
- Higher Education Representative
- Birth-3
- County Representative
- CESA Representative
- First Responder Representative
- Parents
- CYSHCN Partners
- Self-advocates
- Reaching Your Potential
- Family members
- Underserved Populations Representative
- Regional Center for Children and Youth with Special Health Care Needs

PROCESS TO DEVELOP A COMMUNITY RESOURCE MAP

Stakeholders, including parents, professionals and self-advocates, from various disciplines, organizations and backgrounds, will meet together at least quarterly over the next three years as a Regional Core Team. In the Regional Core Team, resources will be identified and discussed. The stakeholders will keep each other informed of emerging resources in their region and opportunities to work together. The Regional Core Team will design the best way to map every resource available in their region. The Regional Core Team will follow a six step process of Community Resource Mapping. The steps are: Visioning; Gathering; Sifting; Adding; Filling; Recommending. The Core Team will also have the chance to report to the statewide Community of Practice on Autism Spectrum Disorder and other Developmental Disabilities. The Core Team will ensure the resources gathered are available to the parents, health care providers and community agencies that serve families.

TIMELINE

The Regional Core Team will plan to meet around every 4 months through August of 2011. They will present findings to the Community of Practice in 2010 and/or 2011. They will communicate in-between meetings to ensure the mapping process moves forward. The Regional Core Team will be responsible for determining where Community Conversations may need to take place to insure a comprehensive map.
Process of Community Resource Mapping

We have implemented a flexible, six step process to community resource mapping. The six steps are: visioning, gathering, sifting, adding, filling and recommending. All regions are at various points in these steps. Here is a description of each step.

Visioning--Each region will have a working vision that will guide its work. Vision statements will be put together by regional liaisons and state personnel based on the resource mapping process. This process is completed by the end of year one.

Gathering and Adding—In each region, members of the Regional Core Team (RCT) have received at least two different resource guides that are currently available. Each team has a copy of a regional guide to autism resources from First Step and a guide to autism resources from a local autism chapter (parent support group, task force, ASW chapter, etc.) The RCTs have been asked to compare the resource directories. They will then identify if there are:
  1) Resources in one guide that are not in the other
  2) Resources that are outdated or incorrect
  3) Resources that are not listed.
They have been asked to report any of that information to their Regional Center Liaison. If the resource is missing from First Step database, the liaison will fill out a request form and send it to Tim Markle and First Step. The RCT will be informed of all new resources.

Sifting-- Based on the first discussion, small groups will meet and work on answer to the following questions:
  a. What is in the guides that all parents/family members NEED to know?
  b. What is in the guides that physicians NEED to know?
  c. What is in the guides that educators NEED to know?
  d. What is in the guides that ___________ NEED to know?

Recommending—We don’t have control over anyone’s directory, but we can make recommendations to the producers of the resource guides and others. In small groups, based on the discussion about the resource guides, are there any friendly recommendations we can pass on to primary care trainers, DPI trainers, First Step, guide developers, resource centers concerning resource guides? (Categorization, sorting, more information, less information, etc.)

Adding—How are resources utilized?
  a. Utilize a visual map with “parent” in the center—walk through how a parent would access different resources.
  b. From that map determine how a physician might access resources.
  c. From that map determine how a school might access resources.
  d. From that map determine how ___________ might access resources.
**Adding**—Are there geographical locations in the region where a Community Conversation needs to occur around the following questions:

1. What resources are available in the ____________ area for families and children affected by or having a concern about Autism Spectrum Disorder and other Developmental Disabilities?
2. How do people access ASD/DD resources in the ___________ area?

Would there be anyone on the RCT who would be willing to help host a Community Conversation?

**Gathering**—Utilizing a large map, resources would be color coded and put on the map for the region. This will give the RCT a visual of where resources are and what is available. This will then help inform the Adding and Filling questions and help to identify gaps. This work would be done by a subgroup of the RCT and the Regional Liaison.

**Filling**—Based on the above work, the Filling step begins with the question: *In our region, what do you see as challenges or gaps to children and youth with an autism spectrum disorder or other developmental disability, or suspected of having and ASD/DD, and their families receiving the best care possible?*

**Categories to consider:**
A. Awareness/Understanding/Attitudes
B. Family Support
C. Early Identification/Intervention
D. Training
E. Coordination
F. School and others partnerships
G. Evidence-Based Practices
H. Transitions
I. Access to Services
J. Financial Resources

(These categories are based on the work done by the Wisconsin Intra-Agency Planning Group-WIAPG).

We can consider this from some different points of view:

1) You are a parent of child who has been diagnosed as having an Autism Spectrum Disorder, what do you need that is not currently available?
2) You are a medical practitioner and you have seen a child who has raised a concern they need to be diagnosed further, what do you need that is not currently available?
3) You are a community provider receiving calls from parents, what do you need that is not currently available?
# Connections Gems Form

(to report on connections made because of the Connections Initiative)

<table>
<thead>
<tr>
<th>Name and contact information of person filling out the form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

Date the connection was made

What connection was made?

What follow-up will occur by whom?

What happened as a result of the connection?

---

Date connection was made?

What connection was made?

What follow-up will occur by whom?

What happened as a result of the connection?

---

Date connection was made?

What connection was made?

What follow-up will occur by whom?

What happened as a result of the connection?

---

Date connection was made?

What connection was made?

What follow-up will occur by whom?

What happened as a result of the connection?
# New Resource Reporting Form

<table>
<thead>
<tr>
<th>Name of Resource</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>County:</th>
<th>Region:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Category of Resource</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Advocacy</td>
<td></td>
</tr>
<tr>
<td>☐ Assistive Technology</td>
<td></td>
</tr>
<tr>
<td>☐ CYSCHN Champion Physician</td>
<td></td>
</tr>
<tr>
<td>☐ Diagnostician</td>
<td></td>
</tr>
<tr>
<td>☐ Event</td>
<td></td>
</tr>
<tr>
<td>☐ Financial Help</td>
<td></td>
</tr>
<tr>
<td>☐ Government Agency</td>
<td></td>
</tr>
<tr>
<td>☐ Higher Education Contact</td>
<td></td>
</tr>
<tr>
<td>☐ Medical Contact</td>
<td></td>
</tr>
<tr>
<td>☐ Publication</td>
<td></td>
</tr>
<tr>
<td>☐ School Contact</td>
<td></td>
</tr>
<tr>
<td>☐ Social Group</td>
<td></td>
</tr>
<tr>
<td>☐ Summer Camp</td>
<td></td>
</tr>
<tr>
<td>☐ Support Group</td>
<td></td>
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<tr>
<td>☐ Therapy</td>
<td></td>
</tr>
<tr>
<td>☐ Training</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information given to</th>
<th>Your Name and Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Wisconsin 1st Step</td>
<td></td>
</tr>
<tr>
<td>☐ Connections Initiative</td>
<td></td>
</tr>
<tr>
<td>☐ Regional Center (s)</td>
<td></td>
</tr>
</tbody>
</table>

| Date: | |
|-------| |

This form should be turned into your Regional Center Liaison or to Tim Markle. See Connections Liaison contact sheet for information.
SOUTHERN WISCONSIN

Gail Chodron  
Phone: 608-890-0145; Fax: 608-265-3441  
Email: chodron@waisman.wisc.edu  
Southern Regional Center for CYSHCN (serving Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Juneau, Lafayette, Richland, Rock, Sauk and Vernon counties)

SOUTHEASTERN & NORTHEASTERN WISCONSIN

Kirsten Cooper  
Phone: 920-969-5326; Fax: 920-969-7975  
Email: kcooper@chw.org  
Southeast Regional Center for CYSHCN (serving Jefferson, Kenosha, Milwaukee, Ozaukee, Racine, Walworth, Washington, and Waukesha counties)  
Northeast Regional Center for CYSHCN (serving Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menominee, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Waushara, Winnebago)

NORTHERN WISCONSIN

Julia Stavran  
Phone: 715-261-1906; Fax: 715-261-1901  
Email: jmstavran@mail.co.marathon.wi.us  
Northern Regional Center for CYSHCN (serving Ashland, Bayfield, Florence, Forest, Iron, Langlade, Lincoln, Marathon, Oneida, Price, Portage, Sawyer, Taylor, Wood, and Vilas counties)

WESTERN WISCONSIN

Wynne Cook  
Phone: 715-726-7908 ext 2131; Fax: 715-726-7910  
Email: wcook@co.chippewa.wi.us  
Western Regional Center for CYSHCN (serving Barron, Buffalo, Burnett, Chippewa, Clark, Douglas, Dunn, Eau Claire, Jackson, La Crosse, Monroe, Pepin, Pierce, Polk, Rusk, St.Croix, Trempealeau, and Washburn counties)

STATE CONTACT

Tim Markle  
Phone: 608-261-6879; Fax: 608-267-3824  
Email: Timothy.Markle@dhs.wisconsin.gov
Stakeholder (RCT member of CoP member) identifies a new resource. 

Stakeholder fills out a New Resource Form. 

Stakeholder sends New Resource Form to Liaison. 

Liaison fills out New Resource Form to Liaison. 

Liaison sends New Resource Form to Tim. 

Tim enters information into Table. 

If applicable, Tim sends information to First Step. 

Tim shares information with Liaisons and Staff. 

Information is shared with Regional Core Teams and the Community of Practice. 

Stakeholders are encouraged to report more resources.
Working vision statements for the Regional Core Teams

**Northeast:** The Northeast Region envisions a unified & caring community dedicated to identifying those affected by autism and similar disorders in a timely manner to provide a broad & user friendly array of available resources and services from multiple disciplines.

**Southeast:** The vision of the Southeast Core Autism Team is to be an inclusive and supportive network of partners who will work to identify current information and quality services available to families affected by ASD and to improve accessibility to these resources.

**Southern:** The Southern Regional Core Team, including self-advocates and parents, will work together to identify resources that are available to parents, self-advocates, educators, health care providers, service providers and community members. Through collaboration, we will try to make those resources accessible and easy to use by all members of our society.

**Northern:** The Northern Region will bring partners together to strengthen the quality of care for children affected by autism spectrum disorders and other developmental disabilities through identification of resources, improved access to services, increased public awareness of the condition and education on treatment interventions.

**Western:** The Western Region will build on the strengths of existing ASD resources, connect interested families and individuals to a spectrum of resources and work together as providers and consumers to improve access and quality of care throughout our region.
Community Conversation Overview

We will be utilizing Community Conversations throughout Wisconsin in addition to a more formal Regional Core Team. Community Conversations are designed to be held in areas that contain “hubs” of autism/development disability activity. We have held one Community Conversation in the La Crosse area and have another one in the planning stages in the Eau Claire area. Other areas will be identified by the various Regional Core Teams. The Community Conversation model involves bringing together a number of stakeholders in a café style environment. Participants rotate tables at least three times to increase the cross-pollination of ideas. For more information about this model, please see www.theworldcafe.com.

Below is a sample agenda used at the La Crosse Community Conversation.

5:45pm Facilitators arrive and set up room.
- Rounds tables 4-5 chairs each
- Tables have white paper on them (covering as much as possible)
- Each table has markers/crayons/pens
- Each table has sticky notes
- Each table has snacks
- 3 large post it sheets hung up
- Beverages and snacks set up
- Sign in table with name tags
- Each table has guideline on it and questions—table tent?
- Sounds system/CD player

6:15-6:30pm Welcome people, give them a binder and a nametag. Check off people as they pick up their nametag; add them to the list if they did not get registered. Encourage them to get some pie and have a seat.

6:30pm People are encouraged to have a seat.

6:35pm Welcome and thank you—Tim
Larger picture of Connections project—Amy—3 minutes
Regional Center—Wynne—3 minutes

6:45pm Community Conversation introduced--Wynne
Acknowledge the task force and the working together that has already taken place. We are here to build on what has been accomplished and to learn from each other. Thank you for coming and sharing your expertise. A Community Conversation is a way
of learning together. It is also a way of finding connections that may not be obvious without involving different people.

Guidelines reviewed (these are on the table tents)--Wynne

- Focus on what matters—We are here to talk about the resources in the La Crosse area concerning Autism Spectrum Disorder and other Developmental Disabilities and to learn how these resources are accessed.
- Contribute your thinking—No-one else has your knowledge and your experience.
- Speak your mind and heart
- Listen to understand—Focus on what others are saying before talking yourself
- Link and connect ideas
- Listen together for insights and deeper questions—tonight is a stepping stone. Small steps can lead to change.

Because of the intimate sized group we have, we want to give you a chance to at least know each others names. If you could each stand up and briefly introduce yourself, this will help the evening more along.

Process we will use--Tim

- We will be holding 3-25 minutes conversations. Each conversation will be started with a question. Each table will be answering the same question at the same time. At the end of each round, you will move to a different table for a different conversation. At the end of the 3 rounds of conversation, we will join back together as a large group and pull out connections and insights from the evening. You are encouraged to draw, doodle, write on the white paper as well as on the post it notes. Each table has a host who is responsible for keeping the group memory. The table host will remain at the same table and summarize the previous conversation. Would our wonderful table hosts please raise your hands? Five minutes before the end of the round you will hear music begin to play. Begin to wrap up your discussion. At one minute to go, the music will get louder. When the music stops the conversation is over and you should listen for the next instructions. Any questions?

Okay then. You are at your first table and we are ready to start the first conversation. The first question is:

- What resources are available in the La Crosse area for families and children affected by or having a concern about Autism Spectrum Disorder and other Developmental Disabilities?

The question is on your table as well. Go ahead and get started and listen for the music in 20 minutes.
6:55pm  Round one begins

7:15pm  Music begins

7:19pm  Music is turned up.

7:20pm  Round one ends
Thank you for that conversation and your excellent listening. When I am done talking, you will move to a new table (except for the table hosts). Please do not move as a group, but mix it up a little. The table host will then summarize the key points from the first conversation. You will have 10 minutes to add to the first conversation. The music will play in 10 minutes and you will then shift the conversation to question two which is:
  o  How do people access ASD/DD resources in the La Crosse area?

You can find this question on your table tents as well. 15 minutes into that conversation I will again begin playing music and then the volume will go up with one minute to go and when the music stops, the conversation is over and we will go on to round three. Any questions—switch tables.

7:25pm  Tables are switched and round two begins.

7:35pm  Music is played and people are encouraged to switch to the new question.

7:50pm  Music begins

7:54pm  Music is turned up

7:55pm  Round two ends
Thank you again for your excellent listening skills. Round three will be slightly quicker. You will move to a new table, the host will summarize the table’s previous conversation around the new question and then you will add to the conversation. Again, the question is:
  o  How do people access ASD/DD resources in the La Crosse area?

Change tables, mix it up and remember to listen for the music.

8:00pm  Round three begins

8:15pm  Music begins

8:19pm  Music is turned up

8:20pm  Round three ends
Wrap up begins with connections and new ideas—Tim
Let’s take some time now to hear from each other.
Remember this time was about La Crosse area ASD/DD resources and how they are accessed. Did anyone note any common themes? Did anyone make a connection here that would not have been made if this meeting didn’t occur? Any new ideas emerge because of this conversation? I will capture thoughts up here. (Amy and Wynne please capture thoughts on your paper as well.)

Thank you again for your time and I just want to close with a couple of things. As I explained in the beginning we will be forming a Regional Core Team for the Western Region to guide the Resource Mapping process. If you want be a part of the resource mapping process—fill out the information card in the back of your binder. You can also fill out the information card if you would like to be invited to the state wide Communities of Practice. Finally, we are holding more Community Conversations around Wisconsin so please take a moment and fill out a feedback form in the back of your binder. You may leave both the information cards and the feedback forms on the welcome table. Thank you very much and have a great evening.