If we had an ideal resource and referral systems for children and youth with ASD and other developmental disabilities within our region, what do you expect the outcomes to be for children and youth and their families?

Children and youth with ASD or other developmental disability and their families will experience:

- Families will know what is available
- Access will be early, best-fitting, easy to use, timely, simple, seamless coordinated
- Children will respond to interventions and if they don’t then innovative practices will be tried with a data-based decision making toll in place to gauge effectiveness.
- Parents know how to make their ideas known because they have access to information and the same training/knowledge professionals get.
- Families with lower income will have access to the same resources to improve early identification and treatment.
- Resource will be listed alphabetically with contact name and phone number.
- Parents would be empowered and informed to take matters into their hands; i.e. self-directed supports and will be supported.
- Peer friendships
- Support throughout the process that makes the families feel respect for their knowledge, day to day struggles and commitment to their child. Parents will find understanding, comfort, stress relief. Have someone to talk to. Reassured and supported when diagnosed.
- Families will have an easy to navigate one-step system.
- Professionals will know where to refer parents.
- Emotional & physical comfort in school environments so that they can learn.
- Kids will get services based on their unique challenges (EBP and RBP)
- Early screening of all children
- Able to reach full success/reach potential
- Caregivers are supported
- Access to respite and emergency care when caregiver is ill
- Assistance with service planning and coordination
- Intervention will be early with a minimal wait for services.
- Ability to access natural supports and communities that get the concept of natural supports. Improve self-esteem; peer supports; activities etc. Naturally move toward competency goals for adulthood.
- On line map linked to resources; peer education; dev. Steps; how to access resources and adult with ASD would get information they need.

Community service providers will:

- Have a better communication system to collaborate and expand for trainings, events, social groups, skills groups, etc., keep it updated
- Know area resources, be able to refer to others appropriately, and have access to resources; i.e. job developers—do what do best
- Access training, coaching, consultation, natural supports
- Better payment and access to funding
- View parents as partners and listen to them
- Involved Univ. students, work to reduce line therapist turn over
- Be culturally competent
- Funding, reporting, Q & A will be organized to maximize county resources, reduce bureaucracy and maximize flexibility.
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Educators will:
- Have one place to go to for answers when they have questions
- Trained in evidence based interventions/best practices/basic knowledge/early signs/certified in ASD
- Partner with the family and student
- System will be flexible
- Set up meaningful social connections

Primary and Health Care Providers will:
- Know and easily access resources to support parents
- Be adequately reimbursed by insurers
- Partner with parents/communicate/listen
- Screen early at appropriate times
- Access to experts
- Be a family-centered medical home

Wisconsin will have:
- Culturally competent and appropriate materials
- A place to post questions, concerns, events, connect with others, be interactive, easy to use, learn of diagnosticians and providers, kept up to date, access by rural and underserved populations
- School system that provides supports up through age 21
- Funding flexibility
- “Nothing about us, without us”
- Universal service access

Communities will have:
- Accepting/supportive peers
- Better quality of life
- Benefit from everyone’s contributions
- Reduced maltreatment
- Parents will be more productive
- Authentic cross cultural/cross ability relationships

Key themes brought out:
- Partner with people with ASD/DD
- Training/TA/Pro. Dev.
- Knowledge
- FAQ website
- Systems Coordination
- Compensation/Reimbursement/Funding
- Access to resources and services would be immediate and over the lifespan
- Parent voices in leadership and partnership
- Simple-straightforward
- Culturally competent
- Supportive
- Enough capacity
- Easy navigation
Visioning Exercise
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- Collaboration
- Inclusive communities
- Giving parents skill sets
- Natural supports
- Evidence Based Practices
- Parent Involvement
- Earlier Intervention
- Parent involvement
- Know how to ID red flags
- Know how to talk to parents
- Family well-being
- Mentoring/life coaching
- Sustainable resource info
- Medical Home
- Mechanism for providers to share info/models/update info
- Less duplication of efforts
- Look to what’s already out there—across systems
- Equal resources to all school systems
- Flexibility of options/interventions/ supports
- Efficient use of money and resources
- Practice/certification standards
- Promote friendship and inclusion
- Assistants in school
- Learning communities
- Frequent and adequate planning time
- Universal design
- Listserve to share info.
- Caregiver/family emotional/mental health knowledge/support
- Utilize natural supports
- Reduce surprises in system
- Lifespan perspective
- Innovative use of technology

Vision
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. We will try to make those resources accessible and easy to use by all members of our society. We will collaborate among ourselves to improve our region.