Did you know...

- Autism now affects 1 in 68 children and 1 in 42 boys
- Autism prevalence figures are growing
- Autism is one of the fastest-growing developmental disorders in the U.S.
- Autism costs a family $60,000 a year on average
- Boys are nearly 5 times more likely than girls to have autism
- There is no medical detection or cure for autism
- Autism does not discriminate against races, ethnic groups, and socioeconomic status

https://www.autismspeaks.org/what-autism/facts-about-autism
# The Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Prevalence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980s</td>
<td>1 in 10,000</td>
</tr>
<tr>
<td>1990s</td>
<td>1 in 2,500</td>
</tr>
<tr>
<td></td>
<td>1 in 1,000</td>
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<tr>
<td></td>
<td>1 in 500</td>
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<tr>
<td>2000</td>
<td>1 in 250</td>
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<td>2002</td>
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<td>2004</td>
<td>1 in 125</td>
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<td>2006</td>
<td>1 in 110</td>
</tr>
<tr>
<td>2008</td>
<td>1 in 88</td>
</tr>
<tr>
<td>2010</td>
<td>1 in 68</td>
</tr>
</tbody>
</table>
What is Autism Spectrum Disorder (ASD)?

- **History of ASD**
  - Leo Kanner & Hans Asperger – 1940s
    - thought it was linked to schizophrenia until 1960s
  - Treatment was focused on medications and institutionalization through 1970s
  - Behavioral therapy treatment became more commonplace in 1980s-1990s
  - 1987 – autism first recognized in DSM

- **TODAY**
  - Community and home based treatments that include behavioral, speech, and occupational therapy are standard recommendations.
What is Autism Spectrum Disorder (ASD)?

**Diagnostic Criteria (DSM 5):**

- Deficits in social communication and social interaction
  - Reciprocity
  - Nonverbal communicative behaviors
  - Relationships

- Restricted, repetitive behaviors
  - Motor movements
  - Routines
  - Fixated interests
  - Sensory
What is Autism Spectrum Disorder (ASD)?

Who can diagnose?
- Psychologist, psychiatrist – team approach is best (include Occupational Therapist, Speech/Language Pathologist, and others)

What is the typical Recommended Treatment?
- Behavioral Therapy (particularly Applied Behavior Analysis – ABA)
- Speech Therapy
- Occupational Therapy
- Others as needed
What does ASD Look Like in Everyday Life?
What does ASD look like in Alabama?

- Lack of payers/insurance coverage
- Lack of trained and experienced providers
- Loss of jobs/work
- Isolation
- Limited accessibility
Autism Council’s Charge

The Alabama Interagency Autism Coordinating Council was created to meet the urgent and substantial need to develop and implement a statewide comprehensive, coordinated, multidisciplinary, interagency system of care for individuals with ASD and their families.
The Alabama Interagency Autism Coordinating Council guides a collaborative effort to facilitate a lifelong system of care and support for persons with Autism Spectrum Disorder or associated conditions and their families, so that they may enjoy a meaningful and successful life.
MCH Pyramid

Direct Health Care Services
(gap filling)
Basic health services and health services for Children with Special Health Care Needs (CSHCN).

Enabling Services
Transportation, translations, outreach, respite care, health education, family support services, purchase of health insurance, case management coordination with Medicaid, WIC, and Education.

Population-based Services
Newborn screening, lead screening, immunization, sudden infant death syndrome counseling, oral health, injury prevention, nutrition, and outreach/public education.

Infrastructure-building Services
Needs assessment, evaluation, planning, policy development, coordination, quality assurance, standards development, monitoring, training, applied research, systems of care, and information systems.
MCH Pyramid – ASD

Direct Services
- Speech, OT, Behavior Therapies

Enabling Services
- Insurance Coverage
- Respite, Living Supports, Employment Supports, Transportation, Care Coordination

Population Based Services
- Developmental Surveillance, Screening, Oral Health, Early Intervention Systems, Navigation Guides, Regional Autism Centers

Infrastructure Building Services
Barriers to Services

- **Lack of Insurance Coverage, both public and private.** Coverage is either not adequate or not existent (ABA therapy).

- **Lack of accessible, trained providers.** We train providers in AL, but they are not reimbursed, so they leave to work in other states.

- **Autism Spectrum Disorder is not a qualifying condition for many state agency programs (except EI, VR, and ALSDE).** Unless there are other co-existing conditions, services are unavailable.
Advocacy

- Insurance Reform
  - 2012, 2016, 2017 – Bills to mandate private insurance companies (and possibly others) to include ABA therapy in plans. 2012 was a mandated offering.

- Behavior Analyst Licensing Board
  - 2013, 2016

- Regional Autism Centers
  - 2009, 2016
Accessing Publicly Funded Services in Alabama

Alabama Department of Education

Alabama Department of Rehabilitation Services

Alabama Department of Mental Health

Your Personal Funds

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
The Education for All Handicapped Children Act was passed in 1975 mandating a free and appropriate education for children with disabilities (I.D.E.A.).
Education can provide:

- **Child Find:**
  - LEA’s serving children with disabilities must develop and implement procedures that ensure that all children within their jurisdiction, birth to 21, regardless of the severity of their disability, and who need special education and related services are identified, located and evaluated.
  - **Child Find (Birth through 2):** 1-800-543-3098
  - **Child Find (3 through 21):** 1-800-392-8020
Education can provide:

- **Evaluations**

  Public agencies must develop and implement procedures to evaluate those children suspected of having a disability that adversely affects their educational performance and who may need special education (specially designed instruction) and related services.
Education can provide:

- **Early Intervening Services**
  - An LEA may provide early intervening services to students from kindergarten through 12th grade (with particular emphasis on students in kindergarten through 3rd grade) who need an additional academic and behavioral support to be successful in the regular education environment prior to referral for special education.

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Special Education

Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.
Related Services

Generally, related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with the disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic and evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.
Education can provide:

- **Transition Services**
  - Focus on improving the academic and functional achievement of a child with disabilities to facilitate movement from school to post-school activities.
How is eligibility for Early Intervention determined?

- Every child/family is assigned a service coordinator. A service coordinator’s job is to help the family understand EI. She will assure the family’s rights are protected. 45 calendar days from the date of referral, the evaluation process must be completed, unless the family is unable to meet this timeline.

- To be eligible for services, the child must have at least a 25% delay in one developmental area or have a diagnosed condition that will result in developmental delay.
An **Individualized Family Service Plan (IFSP)** is a document that is developed with the parents’ participation and input. Outcomes (goals) that are functional and age appropriate are developed and the supports/services that are necessary to assist the child and family in meeting these outcomes are included. This document tells the family the frequency and intensity of the supports. The caregiver for the child should always be present when services and supports are being provided under Early Intervention. The early intervention provider’s role is to provide the caregiver with the abilities to assist the child in achieving the IFSP outcomes.

Service and supports provided under Early Intervention are **designed to assist the child and family achieve the IFSP outcomes**. Our services are **NOT** meant to replace services that are similar but are medical in nature.
This network provides specialty clinic and other services by physicians, nurses, social workers, physical therapists, speech-language pathologists, audiologists, occupational therapists, registered dietitians, secretaries, and administrators.

CRS staff members also work closely with local school systems to enable children with special health care needs to participate fully in school. Through services such as counseling, specialized therapy, and assistive technology for children and families, as well as disability training for teachers and other school staff, CRS offers the support vital to classroom success.
Are CRS services just for low-income families?

- CRS serves any child in Alabama between the ages of birth and 21 years of age with a special health care need. Children and youth of all income levels may receive services. Families who are able to do so are asked to participate financially in their child’s care. The amount of their participation is based on a sliding fee schedule.
How to Apply for CRS services

Complete these forms on the ADRS website.

- Billing Information form
- Client and Family Rights form
- Client-family Information form
- Consent form
- Medical History Information form
- Medical-dental Provider Information form
- Declaration of Citizenship and Lawful Presence
Vocational Rehabilitation Service (VRS) places substantial emphasis on assisting youth with disabilities in the transition from school to post school activities. **Transition services are a coordinated set of activities that lead to employment.** A vocational rehabilitation counselor works with youth and their families to assess their needs and plan individualized services to meet their chosen vocational goal. **Every public high school in Alabama has a vocational rehabilitation counselor assigned to provide transition services.**

For more information about transition services, contact Karen Jenkins at 1-800-441-7607 or (TTY) 800-499-1816.

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
ADRS—Vocational Rehabilitation (VR)—Transition Services

- Assistive technology/accommodations
- Career exploration
- College preparation
- Financial assistance
- Job coaching
- Job placement and retention
- Job readiness training
- Personal work adjustment
- Post-employment services
- Social skills training
- Vocational guidance and counseling
- Vocational needs assessments
- Other rehabilitation services based on individual need

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
ADRS— Vocational Rehabilitation (VR)— Transition Services

- Alabama Governor's Youth Leadership Forum (YLF)
- Disability Mentoring Day
- Learning Disabilities Project
- Project Search
- Prison Transition Initiative
- School-based Jointly Funded Job
- Summer Employment Program
- Supported Employment
- Teen Transition
- Transition Day

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Eligibility:

- Documentation of Developmental Disability completed in past 3 years

How to access:

- Contact local office (on website)
- Counselor assigned by zip code
- Consumer choice
The types of services available through VRS are as varied as the people it serves and are designed specifically to meet the needs of each individual. Available through any of the 20 VRS offices statewide, services can include educational services; vocational assessment, evaluation and counseling; job training; assistive technology; orientation and mobility training; and job placement. To be eligible for VRS services, individuals must have a physical or mental impairment that is a substantial impediment to employment and must be able to benefit from services in terms of going to work.
STEPS

- Person does not qualify for “supported employment”
- Person will not receive job coaching or long term support

Milestones

- ADRS’ Supported Employment Program
- Person must qualify
- Job Coaching included
- Long term support included for the life of the job

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Mental Health – DD Community Services

- **Region I Community Services**
  - Pat Caldwell, Director
  - Phone: (256) 552-3720

- **Counties:**
  - Cullman
  - Dekalb
  - Etowah
  - Madison
  - Marshall
  - Jackson
  - Morgan
  - Lawrence
  - Limestone
  - Lauderdale
  - Franklin
  - Colbert
  - Cherokee

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Mental Health – DD Community Services

- **Region II Community Services**
  - Barbara Huguley, Director
  - Phone: (205) 247-3156

- **Counties:**
  - Marion
  - Winston
  - Walker
  - Lamar
  - Fayette
  - Tuscaloosa
  - Pickens
  - Greene
  - Hale
  - Sumter
  - Marengo
  - Choctaw
  - Bibb

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Mental Health – DD Community Services

- **Region III Community Services**
  - Eleanor Tolbert, Director
  - Phone: (251) 478-2760

- **Counties:**
  - Perry  Dallas  Wilcox
  - Clarke  Monroe  Conecuh
  - Washington  Mobile  Escambia
  - Baldwin
Mental Health – DD Community Services

- **Region IV Community Services**
  - Beverly Hudson, Interim Director
  - Phone: (334) 514-4300

- **Counties:**
  - Autauga
  - Elmore
  - Tallapoosa
  - Chambers
  - Lee
  - Houston
  - Lowndes
  - Montgomery
  - Macon
  - Russell
  - Bullock
  - Barbour
  - Butler
  - Crenshaw
  - Pike
  - Covington
  - Coffee
  - Dale
  - Henry
  - Geneva

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Mental Health – DD Community Services

- **Region V Community Services**
  - Ziva Hatcher, Director
  - Phone: (205) 916-0400

- **Counties:**
  - Blount
  - Calhoun
  - Claiborne
  - Chilton
  - Jefferson
  - Talladega
  - Randolph
  - Coosa
  - St. Clair
  - Clay
  - Shelby
Mental Health

• The prevalence of autism is increasing

• For adults with developmental disabilities, services are funded mainly through Medicaid- Home and Community Based Waiver program.

• The waiver is funded for only a limited number of eligible individuals. States have long waiting lists of those needing services.

• There is a need for specifically trained staff, experienced in autism.

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The designated 310 Agency for each county/area shall serve as the point of entry for waiver applications.

The designated 310 Agency will collect the necessary documentation and file the application with the Regional Community service Office.

The Community Service Office will determine eligibility and process the waiver application.
How to Complete an Application

Those seeking services for persons with intellectual disabilities through the Alabama Department of Mental Health should:

- Contact the Division of Developmental Disabilities Call Center at 1-800-361-4491.
- Within the next business day, an initial contact form will be faxed to the local designated 310 agency (case management agency) or other designated point of entry.
- Once contacted by the 310 agency, you will need to do the following:
  - Describe the needs and preferences of the applicant (person for whom services are being requested).
  - Provide information on the applicant’s current situation, personal and family history, and Medicaid eligibility status.
  - Additional information to be completed by the designated 310 agency:
    - Criticality summary completed within 90 days of application;

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A psychological evaluation with the IQ range of the applicant (IQ score below 70 documented by a standardized intelligence test) including a review of all past intellectual assessments and IQ scores;

Documentation that the applicant has challenges with adaptive functioning (significant limitations in the applicant’s effectiveness in meeting the standards of maturation, learning, personal independence, and/or social responsibility that are expected for his/her age level and cultural group, as determined by clinical assessment, and usually, standardized scales) such as the ICAP (Inventory for Client and Agency Planning);

When there is cause to question the ICAP score, an additional clinical adaptive functioning assessment and other documentation may be requested;

Documentation that the applicant’s level of adaptive and intellectual functioning occurred prior to the age of 18 (developmental history).

The 310 agency will submit the completed informational packet for review to the regional community services office that serves the applicant’s county and, if approved, the applicant’s name will be placed on the waiting list. ADMH will make a determination of eligibility within 30 days of the receipt of the completed application. Note: the date of application, is the day a completed packet is received at the regional community services office.
Mental Health - Definitions

- **Designated 310 Agency**: The agency designated by DMH/DD in each county or group of counties responsible for submitting applications and information regarding individuals waiting for services.

- **ICAP (Inventory for Client and Agency Planning)**: The standard functional assessment instrument for determining eligibility for the waiver programs. This commercial product will produce a three-page summary report known as the Compuscore.

- **Criticality Summary**: The assessment tool created by the Department to evaluate the criticality of a person’s need for services. The assessment is to be conducted by case managers with the designated 310 Agency, then submitted to the Department for scoring.
Mental Health – DD Statewide Waiting List

- Applicants contact the designated 310.
- The 310 case manager administers an ICAP and completes a Criticality Summary, and provides other information if needed.
- The 310 Agency submits the application to the community service office.
- The community service office determines eligibility.
- All eligible applicants for the Waiver are added to the statewide waiting list.
The waiting list is sorted by criticality summary score and length of time on the waiting list, and a rank (1-10) is established for each person, with 1 being the highest need.

Rank is reassessed weekly for changing conditions and new applicants.

New funding for the waiting list is allocated to the highest priority needs, statewide.

Funded vacancies are filled with applicants with the highest priority need.

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Once the 310 agency has provided a complete application to the regional community services office, the division will make a determination of eligibility no later than 30 business days after receipt. Note: if the application has to be sent back to the 310 agency for more information, it is not considered complete.

If the applicant is determined eligible, his/her name will be added to the waiting list. The applicant will receive a memorandum (an Initial Notification of Preliminary Determination of Eligibility) from the division stating they have been added to the waiting list indicating the service groups for which the applicant is shown to be waiting. This notification will also explain how the waiting list works.
Mental Health – DD Statewide
Waiting List

- The Alabama Department of Mental Health at: www.mh.alabama.gov

- “The easiest way to find the services you need in the Alabama Mental Health system is to call our 24-hour referral line at 1-800-367-0955.”

- Office of Rights Protection & Advocacy Call Center 1-800-361-4491 8:00 a.m. – 5:00 p.m., Monday - Friday

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Alabama Family Trust

- We are a non-profit, 501 (c) (3) special needs trust serving children and adults with disabilities. Our organization was created in 1994 by an act of the Alabama Legislature to encourage, enhance and foster the provisions of medical, social or other supplemental services for persons with a mental or physical impairment.

alabamafamilytrust.com

Special Needs Trust

- A special needs trust is a trust designed for beneficiaries who have a disability. It is written so the beneficiary can enjoy the use of property that is held in the trust for his or her benefit, while at the same time allowing the beneficiary to receive essential needs-based government benefits. Special needs trusts are sometimes known as supplemental needs trusts in the United States.

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
ABLE Act

- Under current rules, many individuals with disabilities can have no more than $2,000 in assets in order to qualify for needed government benefits. The ABLE Act would dramatically alter that scenario, allowing people with disabilities to establish special accounts at any financial institution where they could save up to $14,000 annually under current gift-tax limitations.

- The accounts could accrue $100,000 without jeopardizing eligibility for Social Security and other government programs. Meanwhile, the legislation ensures that those with disabilities can retain Medicaid coverage no matter their ABLE account balance.

- Funds deposited in the proposed accounts could be used to pay for education, health care, transportation, housing and other expenses. Much like 529 college savings plans, interest earned on savings in the accounts would be tax-free.

- Contact Katherine Barr, kbarr@sirote.com, 205-930-5147

- ABLE National Resource Center, www.ablenrc.org

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Considerations for Transition: Areas in Which Individuals May Need Support

- Personal care
- Cleaning and laundry
- Grocery shopping
- Nutrition and cooking skills
- Transportation
- Housing/living arrangements
- Money management/ Budgeting
- Medication management
- Socialization
- Relationships / Social cues
- Community Membership
- Hobbies and recreation
- Addressing health needs
- Advocacy
- Oversight/coordination/long term planning
- Guardianship

“Accessibility in Alabama” – by Brooke Bowles (Triumph Services) and Joe Carter (Glenwood Autism & Behavioral Health Center)
Alabama Department of Public Health

- Autism ID Card
- Emergency Preparedness Training
- On-Demand training
- Participation in Alabama Interagency Autism Coordinating Council and other partnerships
I Have Autism Spectrum Disorder:

I have been medically diagnosed with autism spectrum disorder. My medical condition impairs my ability to communicate with others. As a result, I may have difficulty understanding your directions, and I may not be able to respond to your questions. I may also become physically agitated if you touch me or move too close to me.

Please do not interpret my behavior as refusal to cooperate. I am not intentionally defying your instructions.

(Please see reverse side for additional information)
If I exhibit any of these behaviors, I request that you contact the person noted below on my behalf; s/he will confirm my diagnosis and provide information you may need about my identity.

My Printed Name ___________________________ Card Number ___________________________

Contact Printed Name ___________________________ Contact Printed Number ___________________________

This certification has been issued by the Alabama Department of Public Health in accordance with Code of Ala. 1975, § 32-6-6.2

For more information, visit adph.org

VOID VOID VOID VOID
What do services look like in other states?

- Insurance
- Agency support and services
- Service providers
- In home support
- ADPH – registry; bureau, etc.

http://www.amchp.org/programsandtopics/CYSHCN/projects/spharc/Pages/default.aspx
Getting Autism Services - Recap

- 0-2 years of age – Early Intervention
  - 1-800-543-3098

- 3-21 years of age – Educational Services
  - 1-800-392-8020
  - IEP & 504 Plan

- Transition services – should begin by 16 years of age

- 21+ years of age - Vocational Rehabilitation
Looking Forward: Autism Initiatives in Alabama
1. **Accountability**
   - Promote evidence-based, high quality, cost effective models and best practices that provide supports to persons with ASD and their families.
     - National Standards Report – Phase 2 (what interventions have most evidence and for what ages are most appropriate), Research review

2. **Public Awareness**
   - Raise public awareness of issues affecting persons with ASD and their families.

3. **Funding**
   - Identify and promote opportunities for diversified public and private partnerships that expand needed funding.
     - Regional Autism Centers, Insurance, Medicaid Reform, EPSDT
Goals/Committees

4. **Accessibility**
   - Advocate for increased choice among and access to quality services and supports for people with ASD and their families.
     - Trained person at VR who knows ASD, training NG leaders on resources to share with others

5. **Regional Networks**
   - Develop and coordinate necessary resources that allow for the creation of Regional Autism Networks.
     - Needs funding, Regional Autism Assessments in process
Proposed Regional Autism Centers

Uses proposed regions in Regional Care Organization Map from AL Medicaid.

Region A – University of Alabama in Huntsville
Region B – University of Alabama at Birmingham
Region C – University of Alabama
Region D – Auburn University
Region E – University of South Alabama
(d) Each center shall provide the following:

(1) A staff that has expertise in autism and related disabilities.

(2) Individual and direct family assistance in the home, community, and school. A center's assistance may not supplant other responsibilities of state and local agencies, and each school district shall be responsible for providing an appropriate education program for clients of a center who are school age, inclusive of preschool special education.

(3) Technical assistance and consultation services, including specific intervention and assistance for a client of the center, the family of the client, and the school district, and any other services that are appropriate.

(4) Professional training programs that include developing, providing, and evaluating preservice and inservice training in state-of-the-art practices for personnel who work with the populations served by the centers and their families.

(5) Public education programs to increase awareness of the public about autism and autistic-related disabilities.

(Act 2009-592)
Your ASD students/families have a Large Community. They Are Not Alone!

1 in 68 are affected.
There are as many as 45,000 individuals affected by ASD in Alabama.
Looking Forward: Autism Initiatives in Alabama

www.autism-alabama.org
1-877-4AUTISM

Jerry ASA / Autism Society of Alabama
@AutismSocietyAL
Where do families go for help?

Autism Society of Alabama

- First Responder Trainings throughout Alabama
- Safety Net Campaign. ASA assists counties in availability of Project Lifesaver for kids and adults with ASD who wander from safety
- Annual Camps for families who have a child/adult with ASD
- Alabama Autism Identification Card.—First ID Card for ASD in the US
- Autism Friendly Campaign
- Sensory Movies throughout Alabama
- Annual Autism Day at the Barons—had 700 attendees this spring
- Alabama ABLE Act Implementation—state savings plan for ASD adult needs
- Conferences for teachers, parents, therapy providers and adults living with Autism Spectrum Disorder (ASD).
- 33 ASA Network Support Groups throughout Alabama led by local parent volunteers
- Respite Program—a break for caretakers/parents
- Alabama Interagency Autism Coordinating Council member
- ASA works with several state agencies
- Annual Legislative Day in Montgomery
- Library Resources in AL Public Libraries
Networking Groups

Areas Represented:

- Alexander City
- Auburn
- Birmingham
- Blount County
- Calhoun County
- Centerpoint
- Chilton County
- Clarke/Washington Counties
- Cullman County
- Decatur/Hartselle
- DeKalb County
- Demopolis
- Dothan
- Florence
- Gadsden/Etowah County
- Gulf Shores
- Hamilton
- Huntsville
- Limestone County
- Lineville
- Mobile
- Montgomery/Tri-County
- Selma/Dallas County
- St. Clair County
- Sumter County
- Troy
- Tuscaloosa
- Walker County
- Winfield
What can you do to help?

- Refer!
  - To ASA, AIACC, and other service providers previously discussed

- Remember!
  - OK To Approach a Family Having a Hard Time
  - Safe quiet space in office for Melt Downs
  - Speak in clear unrushed manner
  - Convey that you are sensory friendly or available to help families that have challenges
  - Fidget toys are nice if available
Contact

State Autism Coordinator
Anna McConnell
Anna.McConnell@mh.alabama.gov
www.autism.alabama.gov
205-478-3402
Questions?