

Presentation to the

## Board of Directors Orange County Regional Center

Thompson Policy Institute on Disability and Autism

September 1, 2016

Presentation by

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#### Our Central Topics

- Four stages of TPI purpose
  - An example using the community action plan
- Our research on autism prevalence
- Why community partnerships are important

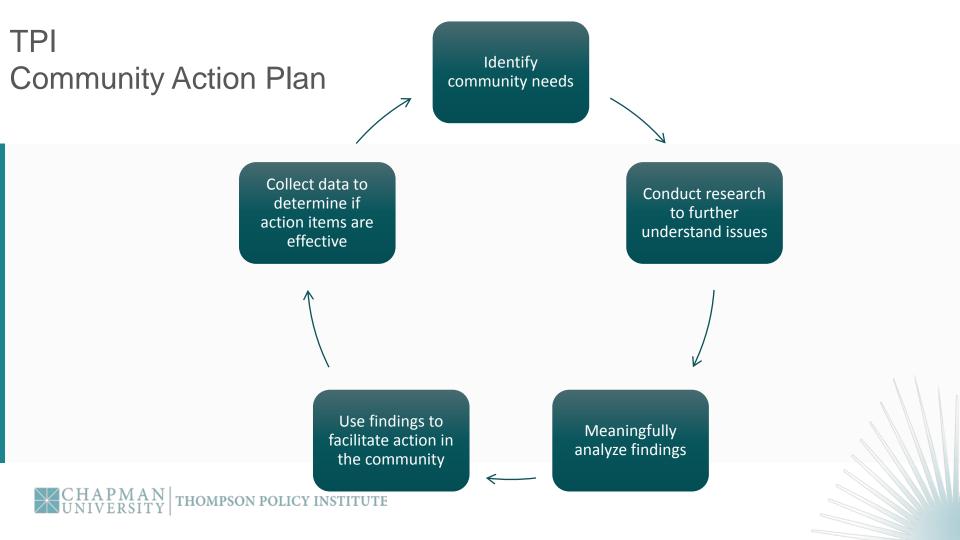


#### TPI's Purpose

- 1. Assess Need
  - What is important to <u>everyone</u> in our community?
- 2. Gather Information and meaningfully analyze it
  - Gather & interpret data that already exists
  - Do our own research when information is not available
- 3. Share this information with all relevant stakeholders
  - In an accessible way
- 4. Facilitate and support action
  - Convene community leaders to drive action on specific areas of need
  - Provide an environment designed for these leaders to collaborate, connect and implement actionable goals



# TPI's Community Action Plan





#### The Orange County Transition Initiative

Sample TPI Action Project

#### **Identified Community Needs**

#### Initial needs assessment:

- Issues related to transition of youth with disabilities
  - Employment of young adults with disabilities
  - Post-secondary education
  - Independent living issues
- Further research identified specific concerns



### Specific Community Needs (based on survey and focus group data)

- Job development
  - Employee and employer support to develop jobs and maintain employment
- Track outcomes across services
- Share data and expertise across agencies
- Shared programming

- Training improvements
  - Preparation starting early
  - Work-based learning- learn in setting
- Accessible information for parents
- Collaboration and Integration

- Better understanding/research:
  - Career pathways and trajectories
  - How we prevent disconnection?
  - Impact of co-occurring dx
  - Safety issues- understand the risks



### Facilitating Action: OCTI Leadership Group

TPI, with our community partners, facilitate a group to develop hands-on solutions

- Includes all relevant stakeholders
- Working to mobilize community partnerships and establish better support
- Developing forum to provide information and access to already available services
- Early Progress—developed sub-committees in:
  - Employment
  - Training and education



## Determining our Impact: OCTI Leadership Group

- Collecting data on the process of developing a community action model
- Tracking outcomes of our efforts
- Using data to inform next steps
  AND lead the community and
  nation in addressing these needs

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# Why is autism prevalence important?

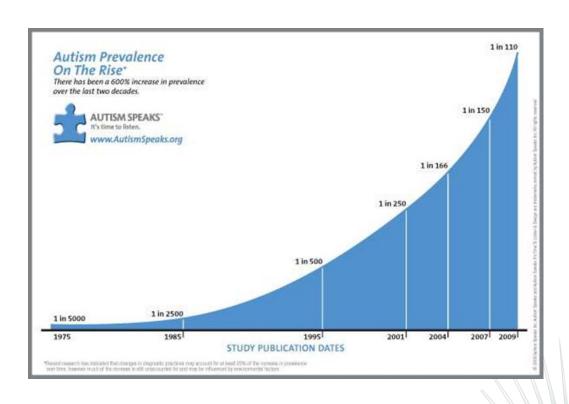
#### Let's take a look!



# "What's behind the dramatic rise in autism cases?"



"Autism prevalence as reported in the scientific literature has increased by more than 600%."

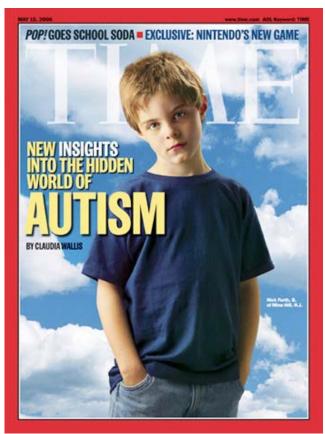


#### Autism Cases on the Rise; Reason for Increase a Mystery



Scientists are scouring genetic and environmental data to find a <u>cause for the rise</u> in autism.





With Current Rise in
Autism Rates "Should
All Babies Be Screened
for Autism?"





- Thirty-six states established a task force or commission on autism.
- Twenty-seven states have an active legislative standing committee to address autism needs and policies.
- Thirteen states created a bureau or agency to administer or coordinate autism services.
- Some states have developed registries to track diagnoses and treatment.
- Hundreds of millions of dollars are being spent to understand the autism increase.



# Let's learn the facts. Is there really an alarming increase in autism?

#### **Identified Prevalence of Autism Spectrum Disorder**

ADDM Network 2000 – 2012 Combing Data from All Sites

Surveillance Year	Birth Year	Number of ADDM Sites Reporting	Prevalence per 1,000 Children (Range)	This is about 1 in X children
2000	1992	6	6.7 (4.5 – 9.9)	1 in 150
2002	1994	14	6.6 (3.3-10.6)	1 in 150
2004	1996	8	8.0 (4.6 – 9.8)	1 in 125
2006	1998	11	9.0 (4.2-12.1)	1 in 110
2008	2000	14	11.3 (4.8 – 21.2)	1 in 88
2010	2002	11	14.7 (5.7 – 21.9)	1 in 68
2012	2004	11	14.6 (8.2 – 24.6)	1 in 68

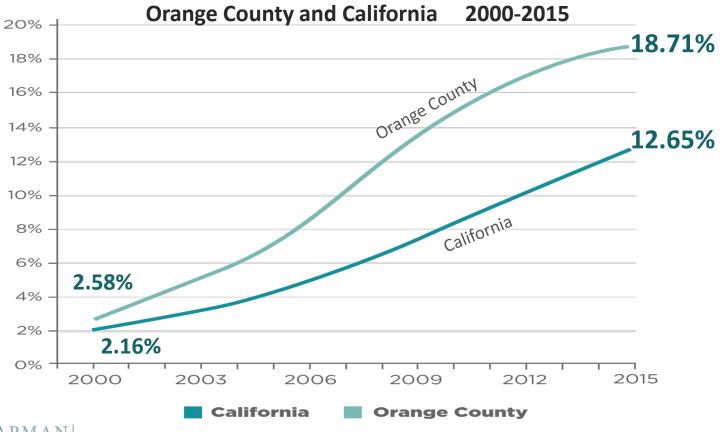
2000: 1 in 150

2010: 1 in 68







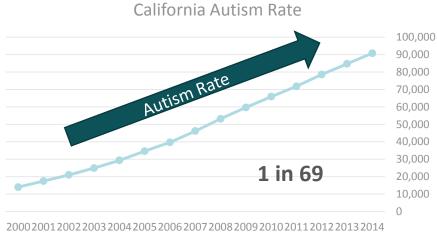




#### Autism as a total of special education enrollment 2000 - 2015

In 15 years, Autism has increased from 2.16% of all special education in California to 12.65%. (+76,755)

584% over 2000 rate!

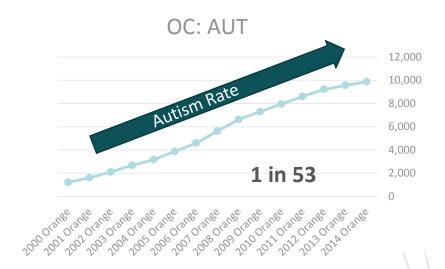




#### Autism as a total of special education enrollment

In 15 years in the OC, Autism has <u>increased</u> from 2.58% of all special education to 18.71%. (+8,653)

812% over 2000 rate!





#### What's going on?

- The environment?
- Childhood vaccinations?
- An epidemic?
- An awakening of perceptions by the public? (it has been there, we just didn't see it)
- Diagnostic definition changes
- Parental age?
- Connected to ethnicity? Bias? Genetic drift?

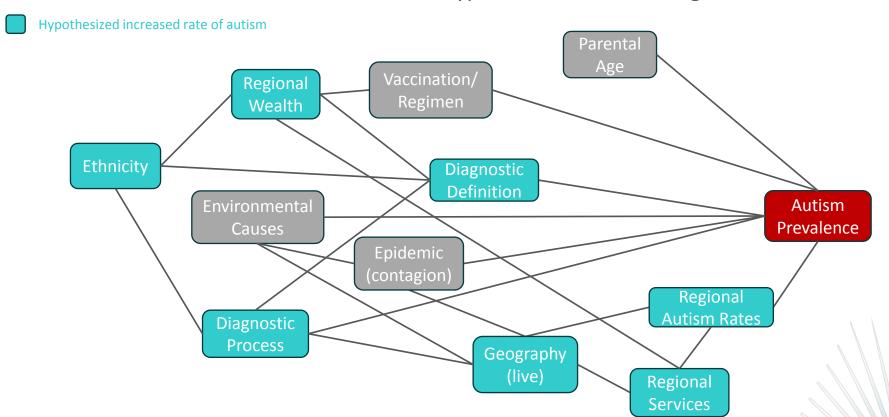




# The initial ADDAP's Model



#### Model of Hypothesized Contributing Factors

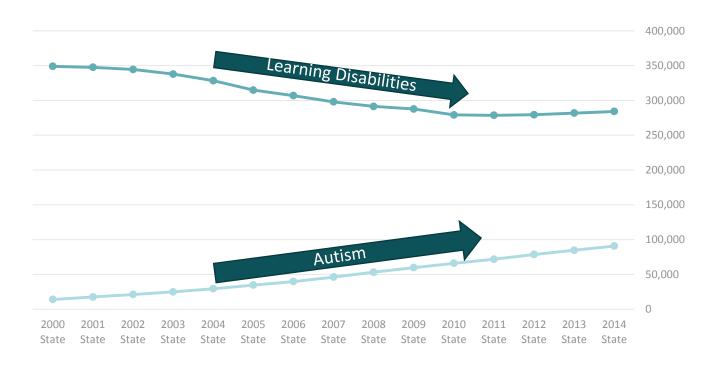




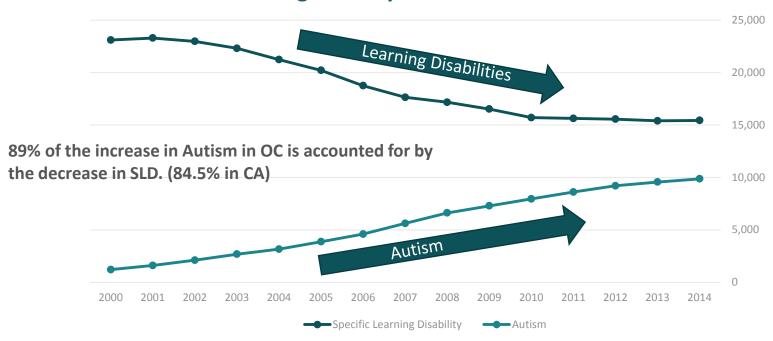
Our findings identify a process variable, <u>Diagnostic Migration</u>, as a strong explanation of the increase of autism rates.



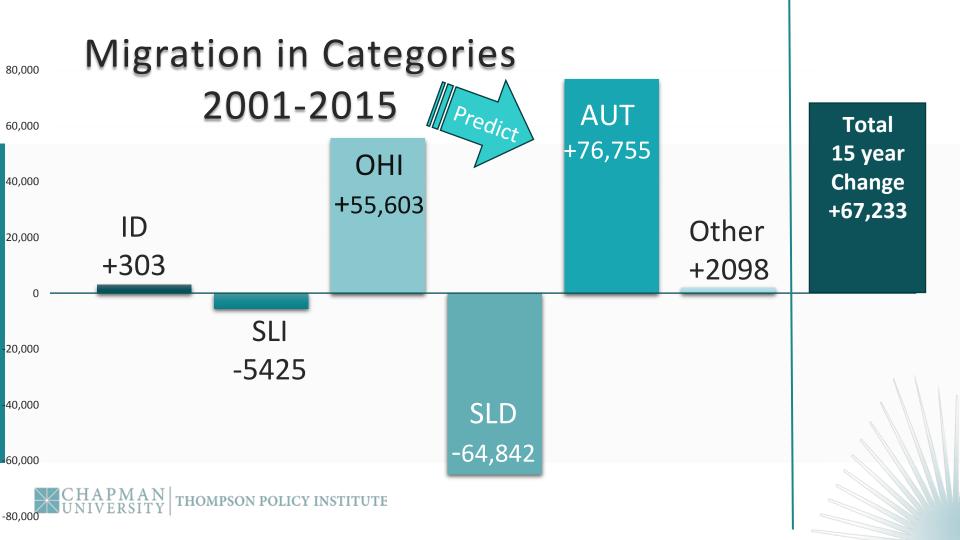
#### **California SLD and AUT Trends**



#### **Orange County SLD and AUT Trends**





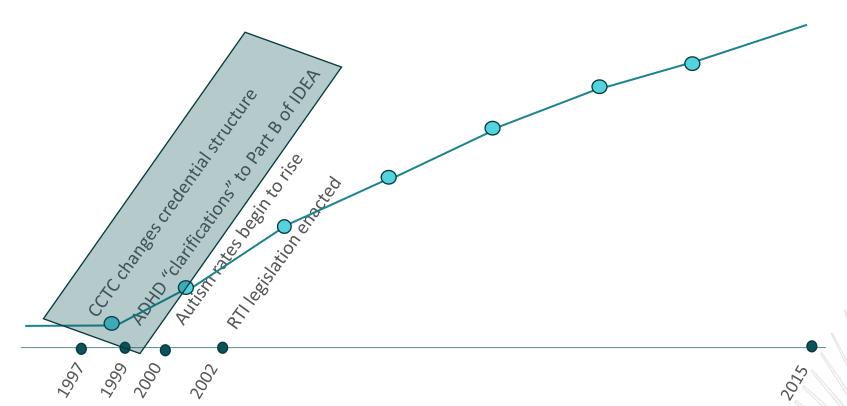


#### Summary of findings

- Contrary to media reports, the increase of autism is not adding kids to the number of children with disabilities.
- The increased rate of autism can be strongly explained by migration within disability categories. Diagnostic Migration.
- Environmental and human contributions likely do not account for an important increase in autism <u>rates</u>.
- Other disability categories are as important as autism to consider in policy.

# Policy matters

#### Diagnostic migration coincides with past policies





#### TPI research/action teams

- Autism prevalence
- Supported/independent living
- School and community inclusion
- Information clearing house



#### Importance of community partnerships

- Our transition study of family concerns has initiated meaningful community action.
- Without mailing lists from RCOC and other agencies, the study would not have been as effective.
- We are more credible and powerful together.
- Our work is not competitive, but collaborative. We are not teams, we are the team, together.

#### Thank You

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