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| **WORK GROUPS** | **STAGES** | | | | | | | | | | | |
|  | **1. Identify the problem/issue to be addressed** | **2. Determine necessary membership and ADHOC membership as required** | **3. Establish agreement on desired outcome** | **4. Reach consensus and articulate phases of a change plan** | **5. Identify impact/implications for other Working Groups and member organizations** | **PRESENT AT SYSTEMS CHANGE WORK GROUP** | **6. Align draft plan with all systems** | **7. Revisit membership – are all necessary partners related to implementation included?** | **8. Identify communication needs related to draft plan** | **9. Finesse draft plan based on feedback and Draft Implementation Plan** | **PRESENT AT SYSTEMS CHANGE WORK GROUP** | **10. Present plan to Partnership** |
| **Professional Development** | Intake / Support Staff Training | Partnership/Intake Network/Adult and Child Planning Tables and any other Non ASD specific Social Service Agencies (211 | 8-10 Modules, Curriculum to be developed, RFP out, approval of each mod. By prof dev committee, evaluation of each module (pre/post measures) All modules completed by December 2012 , Certificates of completion will be given to participants | 2 sessions per module, 1st session in June/Sept 2012. With other modules starting sept-Dec | Mapping and Pathways, for funnel and pathways  Other partners/agencies will have expertise that will be required to help create curriculum for specific modules, for example CTN for Electronic Record  Ensuring that the appropriate staff are freed up to attend the appropriate modules that will enhance their ability to support or get support for children/adults with ASD,  For trained employees to have the ability to bring the knowledge back to their agencies, and families they support |  |  |  |  |  |
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| **Mapping and Pathways** | 1.Access points identified and communicated to referral agents  2. “Gateway” agencies identified and roles defined.  3. Service system “funnel” updated (add adult) and disseminated so that it is accessible(on line data base)  4. 211 is knowledgeable about the ASD service system and disseminate s information to callers  5.Mechanisms for integrated services identified (single plans of care/electronic records ) | Caroline Johnson – CCC; Cindy Hartman – parent ; Debra Kennedy – YRDSB; Dixie Howie- KAPAS; Elaine Goldbach – Reena;  Janice Fletcher  Janis Timbrell – Kinark;  Margo Allen- EIS;  Mary Garofalo- YCDSB; Michelle Biehler-CTN; Neil Walker PC Roxanne Christie – parent ;  Vicky Merrilees- Catulpa – Co chair ;  Chris Simmons- Physick – Kinark Co-chair | Done – Terms of Reference completed and outcomes identified | 1. Update Funnel  2. Identify Access points and Gateway agencies  3. develop flow chart  4. engage 211 in data base development and disseminate service system information  5. Confirm participation of gateway agencies and define roles  6. Identify and implement mechanisms that support integration ie .single plans of care | - Important that process flow is integrated with screening and assessment tools  - this work informs professional development content and audiences – Intake workers, physicians, 211  - Need to work closely with designated “Gateway agencies”  Need all working groups to participate in data base development to ensure appropriate language and content | -Presented access flow chart to systems group  -present access chart to Partnership  - work with Gateway agencies to clarify roles (March 28) | Added MB from CTN | Access flow chart and services funnel integrated into training and disseminated top stakeholders  Funnel available on Sharepoint  Meeting with 211, Mapping and Pathways group and intake workers re database needs. |  |  |
| **Transition Planning** | Consistent best practice transition planning for people of all ages with an ASD | Kim Thorn (YSSN) Co Chair, Lynda Beedham, (Parent Rep) Co Chair, Micole Ongman (Parent), Bryan Ashby (YRDSB), Zoie Williamson, (YRDSB), Shana Gibson (KPAS), Jodi Sherman, (TREADD), Anna Loi (Kinark), Sara Koke (CTN), John Kosmopolous, (York Central Hospital Beh Mangt Simcoe York), Claudine Burrell (EIS) Carol Hacker (JVS),  Neil Walker( PM) | 1. Identify current best practices in use in York Region.  2. Identify and recommend best practice protocols that would be beneficial to adopt  3. Consolidate various transition planning resources into a repository  4. Recommend relevant training focused on transition for families, individuals with an ASD and service providers | Collect and document current practice and any mandatory tools.  Document a best practice protocol for planning for transitions for both people with an ASD and the people supporting them.  Make repository of tools available publicly  Align children’s planning tools with Adult planning tools  Recommend necessary training to PD Group | Still in process |  |  |  |  |  |
| **Communications** | Need to raise awareness about ASD and the York ASD Partnership | Jodi Echakowitz, Parent and Communications Professional, Cenza Newton, Parent, Sarah Dougald, Autism Ontario  Mandy Klein, parent, Facebook adminstrator | Establish awareness of the York ASD Partnership  With partners  With funders  With government (MPPs, ministries, etc)  With parents  With healthcare providers  With individuals diagnosed with ASD  With third party associations  Increase the distribution of the Partnership’s eNews distribution | Partnership branding (Logo, letterhead,  Website  Facebook  Media coverage  Regular communiqués  Presentations and exhibits at conferences and events  Official Launch | Internal Communications re Partnership work and system plans  Availability of Partnership documents & information via partner organizations  Link from organizations website to York ASD Partnership Website  Autism Awareness Series with York News Group for October, 2012 | Each work group needs to consider what information is ready to be communicated broadly via the Communications WG. |  |  |  |  |
| **Physician Support** |  |  |  |  |  |  |  |  |  |  |
| **Screening & Assessment** | Need to develop “Red Flags” Screening document for school-age children/youth | Multi-disciplinary representation from School Boards and EIS – Psychologist  Occupational Therapist  Speech-Language Pathologist  Early Interventionist  Educator | Completion of draft “red Flags” document – April 23, 2012 | Next Steps -   1. Vet document for format 2. Develop plan for distribution to board staff Identify others who would benefit from document and distribute accordingly e.g. physicians | Physicians’ Working Group may consider distribution of document  PD Group – ensure that that the content reflects training messages  Align “Red Flags” with Assessment messages |  |  |  |  |  |  |  |