



State of Illinois
Department of Human Services



THE AUTISM REPORT

State Efforts to Improve Services
for Persons with Autism
Spectrum Disorder



As Required by PA93-773

STATE OF ILLINOIS

DEPARTMENT OF
HUMAN SERVICES



ANNUAL PROGRESS REPORT

*State Efforts to Improve Services
for Persons with Autism Spectrum Disorder*

As required by PA93-773



JB Pritzker, Governor

Grace B. Hou, Secretary

100 South Grand Avenue, East • Springfield, Illinois 62762
401 South Clinton Street • Chicago, Illinois 60607

February 14, 2022

Dear Honorable Governor JB Pritzker and Honorable Members of the General Assembly:

Consistent with PA 93-773, I am pleased to submit to you the seventeenth annual progress report on efforts to improve services for persons with Autism Spectrum Disorder (ASD) and their families.

The Illinois Autism Task Force (IATF) and its working committees have continued to work this year on behalf of persons with ASD and their families, providing valuable input and guidance to the Illinois Department of Human Services (IDHS), the Illinois Department of Healthcare and Family Services (HFS), and the Illinois State Board of Education (ISBE).

This report details progress made in several areas:

- Addressing Early Intervention services for children with autism
- Enhancing family support mechanisms to enable persons with autism to remain in their homes and communities
- Transition services from public school services; and
- The Section 1915c waiver for persons with autism

By supporting the work of this Task Force, supporting the Children's Waivers and the use of federal reimbursement for the growth of services, and supporting crucial legislative changes, you have demonstrated your interest in and continued support of this important work. We look forward to continuing to partner with you and the IATF in the future.

Sincerely,

Grace B. Hou
Secretary

Overview

On July 21, 2004, Public Act 093-0773, "An Act in Relations to Persons with Disabilities", was signed into law. PA 093-0773 directed IDHS to convene a special task force, to "study and assess the service needs of persons with ASD".

This report, as required by Public Act 93-773, focuses on this year's progress relative to four specific areas:

1. Addressing Early Intervention services for children with autism
2. Enhancing family support mechanisms to enable persons with autism to remain in their homes and communities
3. Transition services from public school services; and
4. The Section 1915c waiver for persons with autism

PROGRESS IN ADDRESSING FOUR AREAS REQUIRED BY PA93-773

1. Early Intervention Services for Children with Autism

Board Certified Behavior Analysts

In response to a request from the Illinois Autism Task Force, the Early Intervention (EI) program included Board Certified Behavior Analysts (BCBAs) as credentialed/enrolled providers in the system. Revisions to the Early Intervention Program rule (89 ILL. Adm. Code 500) went into effect on January 23, 2008. As of January 2021, (13) BCBAs hold Full Credentials and 7 hold Temporary Credentials while they work towards obtaining a Full Early Intervention credential and 1 is in-process of enrolling.

Transition from Early Intervention to Early Childhood

Several recommendations from the Early Intervention to Early Childhood section of this report involve improving this transition process. Continuing efforts in this area are directed toward ensuring successful transition and effective family support. In addition, an Early Intervention to Early Childhood Transition Guidance Committee continues to meet quarterly. Recent work of this committee includes:

- Continued joint transition training sponsored by STAR NET and the Early Intervention Training Program (EITP). It is titled, "Transition from Early Intervention to Early Childhood Services: Roles and Responsibilities" and includes a component discussing the importance of Least Restrictive Environment (LRE) in placement decisions. The training was held throughout the state and in a webinar format due to the global pandemic.

- Conference presentations of a modified “Transition from Early Intervention to Early Childhood Services: Roles and Responsibilities” to school district personnel and families at the Biannual Sharing a Vision conference.
- Refinement of the 25-month list (children transitioning from EI) to increase accuracy of data.
- Added LRE information to transition packets every family exiting early intervention receives.

Autism Training

The Early Intervention Training Program has coordinated several autism-specific training activities including the following:

- The Early Intervention Training Program (EITP) provided early intervention credit for professional development opportunities offered by sponsoring organizations related to autism and topics related to supporting young children and families with autism during FY21. Early intervention credit is awarded for professional development opportunities that meet Early Intervention continuing professional educational standards with content reflecting birth to 3 and alignment with the Illinois Early Intervention principles. Information about the workshops is included in the training calendar, which is posted on the Early Intervention Training Program website.
- EITP sponsored the following professional development opportunities:
 - Guiding Families Through Understanding Autism
 - What Do We Know: Autism Screening, Diagnosis, & Supporting Your Children and Families?
 - YUCK! I Don't Eat That - Nutrition & Selective Eating in Young Children with Autism
 - An Introduction to the DIR®-FCD Model: Growing Development Through Relationships
 - Autism Review: Co-occurring Physical, Medical, and Mental Health Conditions in Young Children with ASD
 - Welcome to the Group: Inclusion for Young Children with Autism
 - Engaged and Extraordinary: Supporting Young Children with Autism and Other Developmental Disabilities
 - The PLAY Project's Two-Day Autism Intensive Workshop
 - Stepping Out: Family Outings with Young Children with Autism
- STAR NET and the Early Intervention Training Program continue to provide statewide training regarding the transition of children from early intervention services into early childhood special educational services. This is 5-hour training by a panel that includes trainers from STAR NET and the Early Intervention Training Program, a representative from the local school district, and a parent liaison. This training was further revised this year to accommodate a virtual format and is called “Transition from Early Intervention to Early Childhood Services: Roles and Responsibilities.”
- EITP offers an online module entitled: Transition: Partnering with Families as they Leave Early Intervention”.
- Early CHOICES and EITP collaborated to revise the original online module entitled “Transition: Understanding Least Restrictive Environment”. It is now entitled “Understanding Inclusion” and is available in English and Spanish for families and early intervention/early childhood personnel.

- STAR NET provided a variety of other webinars specific to autism, including communication strategies, STEM learning, mental health, receptive communication strategies, and strategies to support children with ASD after a meltdown. Additional webinars were provided regarding teaching diverse learners. Since all offerings were webinars, they were available statewide.
- Autism Resources: The EI Training Program continues to expand the resources on its website. A specific resource page for autism, which includes access to many autism-related resources including a webcast on screening using the M-CHAT, can be found at: <http://illinois.edu/blog/view/6039/114621> .
- The Early Intervention Clearinghouse now has more than 1,400 loanable resources related to Autism Spectrum Disorders. These resources are available to borrow in a variety of formats including books, eBooks, audiobooks, CDs, DVDs, and journals. The Autism Spectrum Disorder collection includes information for parents, professionals, and educators from the initial onset of symptoms throughout the lifespan, including childhood, adolescence, and adulthood. Clearinghouse materials are available to all Illinois residents and the collection is accessible through their website (www.eiclearinghouse.org). Materials are regularly added, and new items become available on an ongoing basis. Beginning in March of 2020, the Clearinghouse developed a tech loan program that allows families to borrow iPads with or without cellular data plans and Hotspots with cellular data plans for accessing telehealth services. In addition, the Clearinghouse established a Parent Advisory Council which has many families of children with autism on it. Together, we are trying to create parent-friendly resources about autism awareness for EI families.

The Act Early Committee:

The Act Early Committee reconvened in July 2020 and has since been meeting monthly. The Committee determined key goals for focus in 2021:

- Understand challenges in providing autism specific interventions in Early Intervention and identify solutions to support suitable interventions for children at risk of ASD, including behavior therapy.
 - Early Intervention, before age three, is especially beneficial to improve long term outcomes.
 - The group will work to identify opportunities to deliver ASD specific interventions to children at risk of ASD during the time period from EI enrollment to the receipt of formal medical diagnosis, as medical diagnosis wait-lists are long and medical diagnosis often occurs close to the 3rd birthday.
 - Currently, the Act Early Committee is working with Illinois Early Intervention to determine what other states' Early Intervention programs offer once a child is identified as being at risk for an autism diagnosis or is diagnosed with autism as a first step to provide autism specific therapies in Early Intervention.
 - Identified opportunity: Many children are recognized as being at risk for autism diagnosis months before they receive the actual diagnosis. Target this interim period for interventions as noted above.
- Investigate opportunities for additional ASD/universal screening when a child is referred to Early Intervention and make recommendations to Early Intervention for implementation of screening process.

- Identify and implement strategies to improve the referral process to Early Intervention by primary care providers, including examining communication between primary care providers and early intervention providers. The Illinois Chapter of American Association of Pediatricians has formed a task force to promote collaboration and communication between primary care physicians and Early Intervention providers. The Act Early Committee is collaborating with ICAAP to promote quality referrals to Early Intervention and Special Education services.
 - Determine how to best support primary care and EI providers to have difficult conversations with parents and caregivers to avoid “wait and see approach” and deploy identified support strategies.
 - Identify and deploy strategies to increase primary care and Early Intervention provider knowledge about ABA scope and indications to improve service referral and delivery.
 - Investigate and implement ways to support transition from EI to Early Childhood Education programming.
- The Act Early Committee’s next steps for 2022:
 1. Proceed with needs assessments, data collection, and solution identification for the identified 2021 goals.
 2. The Act Early Task Force is partnering with the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) for information gathering towards the main goals:
 - a. LEND scholars will survey credentialed Board-Certified Behavior Analysts (BCBAs) in EI and a those that are not to determine how to engage more BCBAs in Early Intervention system. Anticipated completion: Summer 2021.
 - b. LEND scholars will investigate other states’ processes and protocols to identify children at risk of ASD Early Intervention (Part C) programs and identify barriers and opportunities other stated have addressed. Anticipated completion: May 2022.
 3. Partner with Illinois Chapter of the American Academy of Pediatrics and the Illinois Academy of Family Physicians to re-invigorate screening for developmental delays, especially in context of COVID-19 to help identify children at risk of developmental delay.
 4. Partner with Illinois Chapter of the American Academy of Pediatrics and the Illinois Academy of Family Physicians to re-invigorate referrals to home visiting programs and Early Intervention, especially in context of COVID-19 to help identify children at risk of developmental delay.
 5. Partner with the CDC’s *Learn the Signs. Act Early* (LTSAE) Ambassadors for the state of Illinois to help facilitate COVID-19 pandemic specific grant projects to improve early identification efforts in 2022 and the future.
 - a. Support LTSAE efforts to distribute the CDC’s LTSAE milestone tracking materials to families across Illinois via educational materials distribution and training programs for home visitors to help identify children at risk of developmental delays, including autism.
 - b. Support the LTSAE sponsored project, Extension of Community Health Outcomes (ECHO) Autism in Primary Care, which seeks to improve primary care providers’ self-efficacy in early identification of children at risk of developmental delays, including autism, and appropriate care coordination for those children to promote best health outcomes.

- c. Support the LTSAE sponsored project, ECHO Autism Early Years, seeking to improve care delivery of needed intervention services to children at risk of developmental delays, including autism, and appropriate care coordination by interventionists working with children ages 0-5.

2. Enhancing Family Support Mechanisms to Enable Persons with Autism to Remain in Home-based or Community Environment.

- Updates on the Support Service Teams (SST's) and related information can be found on the DHS website <http://www.dhs.state.il.us/page.aspx?item=50861> or <http://www.dhs.state.il.us> under the Division of Developmental Disabilities' link.
- In FY 2019, three previous PUNS categories were consolidated into two: Seeking Services and Planning for Services. IDHS DDD has created a definition of "Reasonable Pace" that will actively move individuals on the Seeking Services category from the PUNS list over the next five years. From FY 2020 to FY 2024, PUNS selections will be conducted annually, as appropriations allow. Selections will be based on a person's cumulative length of time in the Seeking Services category after their 18th birthday (i.e., those with the most months accumulated are selected first). IDHS DDD will continue to handle all situations that rise to the crisis level as it currently does, whether an individual is enrolled in PUNS or not.
- For FY 2020, the Division agreed to serve a minimum of 600 individuals selected from the PUNS list. In FY 2021 through FY 2025, the Division will serve a minimum of 630 individuals from the PUNS list each year. Following FY 2025, no individual on the PUNS list in the seeking services category should be waiting for more than 60 months. ISCs will submit funding requests for eligible individuals who are determined to be in crisis, these individuals will not wait for PUNS selection.

3. Adequate Transition Services for People with Autism from Public School Programs to Adult Services.

The Autism Task Force Transition Subcommittee

Transition Planning is an important process that is a part of every student's IEP starting at age 14½. The format and information that is provided to parents and students regarding transition varies greatly across the state. Parents and Professionals who attend IATF meetings have voiced concerns that the information provided to parents and students across the state is inconsistent and lacking in some areas. Therefore, parents and students are not getting all the information needed to plan and may be missing opportunities that otherwise would be available to them if they were better informed.

The Autism Task Force Transition subcommittee in 2021 focused on developing a method to assess parent/family knowledge when it comes to understanding services available for the autism population during their high school transition years. By gaining understanding of this, the IATF, as well as autism-based services entities and schools can target their messaging and parent education to better guide parents and families with the goal of improving student success post high school.

The ATF Transition sub-committee is in the process of developing a parent/guardian survey to assess knowledge of the transition process as well as all the services and supports involved to ensure post high school success. The transition sub-committee expects to have the survey published electronically for distribution by Spring 2022.

Employment First

The Co-chairs of the IATF Transition subcommittee remain active members of the Employment and Economic Opportunity for People with Disabilities (EEOPD) Transition Workgroup.

Adult Services Subcommittee

The Adult Services Subcommittee was formed in 2021 and began work in March 2021. The IATF formed the Adult Services Sub-committee with the intent to focus more attention on the needs of individuals post high school and beyond who continue to experience barriers to services and supports. Early sub-committee meetings were structured around education of the group with special focus on the funding of services for adults.

The Adult Services Subcommittee prioritized areas of focus to two primary topics:

- **Community Day Services:** expanding the options for people with autism on either end of the spectrum. Individuals with autism who have been diagnosed with a developmental disability, but not an intellectual disability requiring institutional level of care, are not eligible for services under the HCBS Waiver. CILA residents can only direct their waiver funding to state-licensed programs, limiting the ability of those with high support needs to be active and engaged in the community. There are barriers for meeting employment needs for these individuals and utilizing their skills. Frequently, this is a consequence of not being able to adequately support individuals whether it be transportation or staffing. The goal is to make sure the individual has the supports over the long term to engage in the community and offer flexibility in how individuals can structure their own day, whether it be for work or leisure.
- **Employer Engagement:** attracting more employers to hire people on the Autism Spectrum. Researching how we can better engage employers, create more opportunities, and build employer relationships.

The Subcommittee is researching best practices in other states as we move forward to develop our own recommendations to produce change.

Insurance Subcommittee

The Illinois Autism Insurance sub-committee continues to advocate for support of Illinois Medicaid recipients with Autism Spectrum Disorder (ASD) to receive Applied Behavioral Therapy (ABA). Despite the efforts made by the Autism Task Force in collaboration with other autism advocacy groups for needed changes, very minimal change (October 1, 2021) was made to the approved State Plan Amendment (SPA) originally approved by CMS in January 2020.

Currently Illinois does not require licensure of BCBAs. The approved SPA as written specifies that Board Certified Behavior Analysts (BCBAs) work under the supervision of an HFS enrolled/approved licensed professional, the language recognizes a Licensed Clinical Social

Workers (LCSWs) or Licensed Clinical Psychologists (LCPs) enrolled with the department. This additional layer of supervision requirement will result in barriers to access to the Early Periodic Screening, Diagnostic and Treatment (EPSDT) benefit. The required supervision is an exception to the standard for the implementation of the ABA benefit under Medicaid State Plans nationwide.

Over the past number of years, the IATF Insurance Sub-committee was focused on ABA therapy and we are still deeply committed to this evidence-based practice being accessible to Medicaid recipients with autism. We will continue to support this and collaborate with autism advocates to pursue this goal. Autism advocates are continuing the work to promote this through legislative channels.

In 2021 the Autism task force Insurance Sub-Committee expanded their scope of work to include a focus on several existing barriers experienced by families in Illinois. We are continuing to prioritize but there are many issues that demand attention:

- Equity of care for private insurance
- 3-year rule for re-evaluations
- Transition point when school starts – less time for therapy
- Coverage for Mental health
- Finding providers-Mental Health
- Psychology tests billed under Medicaid
- Access to therapies while on wait lists
- Access to therapies while waiting for diagnosis
- Insurance companies making decisions on what therapies are allowed
- Pediatricians having the ability to offer alternatives (therapies) while families are waiting
- Getting other titles/credentials to provide ABA therapies
- Work with coders to find out what fits for reimbursement
- Assess the current waiver process
- Fragmented system for individuals with autism as opposed to other diagnosis

The IATF Insurance sub-committee also conducted a separate targeted meeting on insurance barriers to children's services. Children are receiving late diagnosis, the average age for diagnosis is 7 years old. Without the diagnosis children are unable to get appropriate therapies hence lose valuable time during a critical period of their life span.

A factor in this barrier is that insurance companies will only accept diagnosis from a Medical Physician or a Psychologist. Diagnosis requires time and intensive testing which is not sustainable for the physician to complete. Another issue is the requirement that children must be recertified after 3 years with the diagnosis to continue ABA therapy; this is creating another bottleneck in the system.

Solutions suggested to the subcommittee is to explore with pediatricians the possibility of diagnosing children on their own using required assessments, financial reimbursement, and offer training in this area. Another solution the Subcommittee is researching is a model of forming teams of trained clinicians (LCSW's, LCPC's, SLP's and OTR's) to partner with physicians to perform the required testing for the physician to review, make a diagnosis, and sign off. Lastly, to outline a process for children to get the services they need before they are formally diagnosed so as not to lose valuable time without needed therapies.

Partner Accomplishments- Calendar Year 2021

- For 2021 The Autism Program of Illinois (TAP), along with its partners produced the following deliverables: TAP continued to build capacity for future clinicians by conducting 2 (two-day) virtual Autism Diagnostic Observation Schedule (ADOS-2) Clinical Training workshops for professionals in the field this quarter. One hundred thirty-seven (137) clinicians were trained in the ADOS-2 throughout the fiscal year, which remains the gold standard instrument in the diagnosis of ASD.
- TAP completed 510 ASD-specific screenings and 389 ASD-specific diagnostic evaluations in fiscal year 2021.
- Sixteen expert-led trainings were conducted by TAP during fiscal year 2021. Trainings continued virtually as a means to safely connect participants across the state due to the lingering pandemic and safety concerns impacting large gatherings.
- TAP conducted the first all-day virtual Autism Symposium featuring state and national autism experts. Keynote speaker, Dr. Catherine Lord (who developed the ADOS diagnostic instrument) presented her findings from a 30-year observational study providing an outlook of factors that may have affected the life trajectories of participants diagnosed with autism spectrum disorder. Additionally, TAP university partners, Southern Illinois University Carbondale, Illinois State University, and the University of Illinois Chicago provided educational sessions on their research and pilot programs adding to the body of knowledge in the field of autism.
- TAP conducted 370 trainings for professionals serving 6,890 participants comprised of educators, early intervention providers, behavioral health providers, first responders, and pre-professionals working in the field. Topics included: overview of autism diagnosis, trauma informed practices, how to respond to crisis situations, and direct training with individuals on the spectrum. Most notable were five Crisis Intervention Trainings conducted for Homeland Security, educating 250 first responders.
- TAP conducted 129 trainings for parents, families, caregivers, and individuals on the autism spectrum, serving a total of 1,700 individuals. Topics covered included: new diagnosis training, reducing challenging behaviors, toilet training, visual supports for social emotional learning, and training for students with autism and their families to prepare for the transition to post-secondary education. Many trainings were conducted in both Spanish and English to reach a broader demographic throughout the state. TAP's ability to connect to more diverse participants from all parts of Illinois was expanded exponentially as TAP pivoted to providing virtual training due to the COVID pandemic during FY2021.
- A total of 942 groups were conducted serving 3,693 individuals across the state. Many group sessions conducted, including virtual groups, provided individuals with autism the opportunity to practice social skills and provided much needed information and support to their families. Many youths benefited from the evidence-based PEERS and Social Thinking groups provided by TAP partners to increase social skills among children and young adults with ASD. In addition, groups were offered to teach skill building in executive functioning domains, teach skills to prepare for post-secondary education, provide sibling support and provide an array of

support for parents and caregivers. Finally, several virtual groups were conducted in Spanish for families to learn about autism and the many services and supports provided across the state.

- TAP provided evidence based ASD interventions to a total of 727 individuals in fiscal year 2021 for a total of 15,703.84 hours of individual services.
- During fiscal year 2021, TAP provided a total of 4,008.78 hours of consultation through the Family and Community Resource Rooms (FCRRs) to 1,064 individuals comprised of family members, educators, and various professionals throughout the state. Nearly 750 additional consultation hours were provided across the TAP network providers to meet the varying needs of families and service providers. Additional support was needed to help individuals navigate the challenges related to receiving services and support that were impacted heavily by the pandemic.
- The Signify health portal on the TAP website launched in quarter three. This portal is an extension of the FCRRs in order to connect individuals seeking autism services with TAP service providers throughout the state. Since the launch of the portal, a total of 503 inquiries for services have been received. TAP partners are continually following up with caregivers, completing the workflow in the Signify platform, and creating referrals to other TAP network providers within Signify to meet the diverse service needs of Illinoisans. TAP envisions the Signify health portal as a continued area of growth in the upcoming fiscal year. Additionally, this system has provided us with data that highlights areas of high need for autism services in the state especially in areas where there are service gaps with little to no resources. The data gleaned from the Signify health platform will continue to inform the future direction of the TAP service network.
- The TAP network participated in a total of 259 collaborations with state and national level agencies and organizations during FY2021. TAP continues to collaborate with The Arc of Illinois, participate in the Illinois Autism Task Force and participate in state and federal work groups. A number of collaborations with various medical and behavioral health providers throughout the state continues to streamline autism service delivery for children and individuals up to age 22 diagnosed with or suspected of having ASD. TAP collaborated with the Illinois LEND training program to continue to offer LEND trainees clinical experience at network sites. Continued collaboration with the University of Illinois with the ASSIST project has led to adapting a transition training for Latinx families of transition-aged youth with ASD. Previous collaborations included participation in a randomized control trial study among several universities across the nation. Overall, collaborations have resulted in greater opportunities for transition age youth to transition to higher education, expansion of autism services, and programming to increase ASD acceptance across the state.

4. Feasibility of obtaining federal financial participation and obtaining a Section 1915c waiver for persons with autism.

The Division of Developmental Disabilities' continues to operate and receive federal financial participation on three 1915c Medicaid Home and Community-Based Services (HCBS) Waivers for children and young adults with developmental disabilities (including children with autism). The Children's Support Waiver, the Children's Residential Waiver and the DD Adult Waiver were all approved with an effective date of July 1, 2017.

The Illinois Department of Healthcare and Family Services has posted the **Home and Community Based Waiver - Adults with Developmental Disabilities** waiver for 30-day public comment. You may view the new Notice at the following link:

<https://www2.illinois.gov/hfs/info/legal/PublicNotices/Pages/default.aspx>

In addition to the specific service options outlined below, each individual in a DD Waiver program receives case management from an Independent Service Coordination (ISC) Agency. ISC agencies serve as the front line for information and assistance to help individuals and families navigate the DD system and to ensure individual's health, safety, welfare, well-being, and satisfaction with services funded by DDD.

Children's Support Waiver

The Children's Support Waiver serves children and young adults (age 3 through 21) with developmental disabilities (including children with autism) who live at home with their families. Families are given a monthly allotment to purchase needed services.

Available service options:

- Personal Support (includes in-home respite in definition)
- Self-Directed Assistance (assist the family in arranging for, directing, and managing services)
- Temporary Assistance
- Behavior Intervention and Treatment
- Training and Counseling for Unpaid Caregivers
- Home/Vehicle Modifications

The maximum unduplicated number of participants for the Children's Support Waiver was 955 at the end of FY21. New enrollees will be selected from the PUNS database when there are appropriations in the state budget or enter service as a crisis (homeless, abuse or neglected). The Children's Support Waiver is designed to be similar to the adult Home-Based Support Services DD waiver. This facilitates a seamless transition to adult Home-Based Supports, should these services be needed for young adults between the ages of 18 and 21. Services are specified in each individual's Personal Plan and HBS Service Agreement. Services are limited each month to not exceed the monthly allotment which is two hundred percent (200%) of the monthly federal Supplemental Security Income (SSI) rate. The Waiver cost limit is adjusted annually at the start of each calendar year based on cost of living changes in the federal SSI payment levels.

Children's Residential Waiver

The Children's Residential Waiver provides residential habilitation in a licensed child group home for children and young adults (ages 3 through 21) with developmental disabilities (including children with autism) that require this service. Child Group Homes are licensed by the Illinois Dept. of Children & Family Services (DCFS).

Covered Services include:

- Residential habilitation

- Behavior Intervention and Treatment

The maximum unduplicated number of individuals served in the Children's Residential Waiver was -166 FY21.

Services are designed to be very similar to the current adult DD waiver to facilitate a seamless transition to adult waiver services for individuals between the ages of 18 and 21, should these services be needed.

Overview of 2021 Waiver Activities

Annually, IDHS reviews a variety of waiver quality assurance performance measures. Results are shared with the HFS and the federal CMS. The compliance results are posted on the Division's website at: [IDHS: Developmental Disabilities Reports \(state.il.us\)](https://www.idhs.gov/developmental-disabilities-reports)

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