

THE THOMPSON POLICY INSTITUTE PRESENTS



THIRD ANNUAL  
**DISABILITY**  
SUMMIT

**2018 SUMMARY OF FINDINGS**

RESEARCH | ACTION | POLICY



CHAPMAN  
UNIVERSITY

**Attallah College of  
Educational Studies**

Thompson Policy Institute on Disability

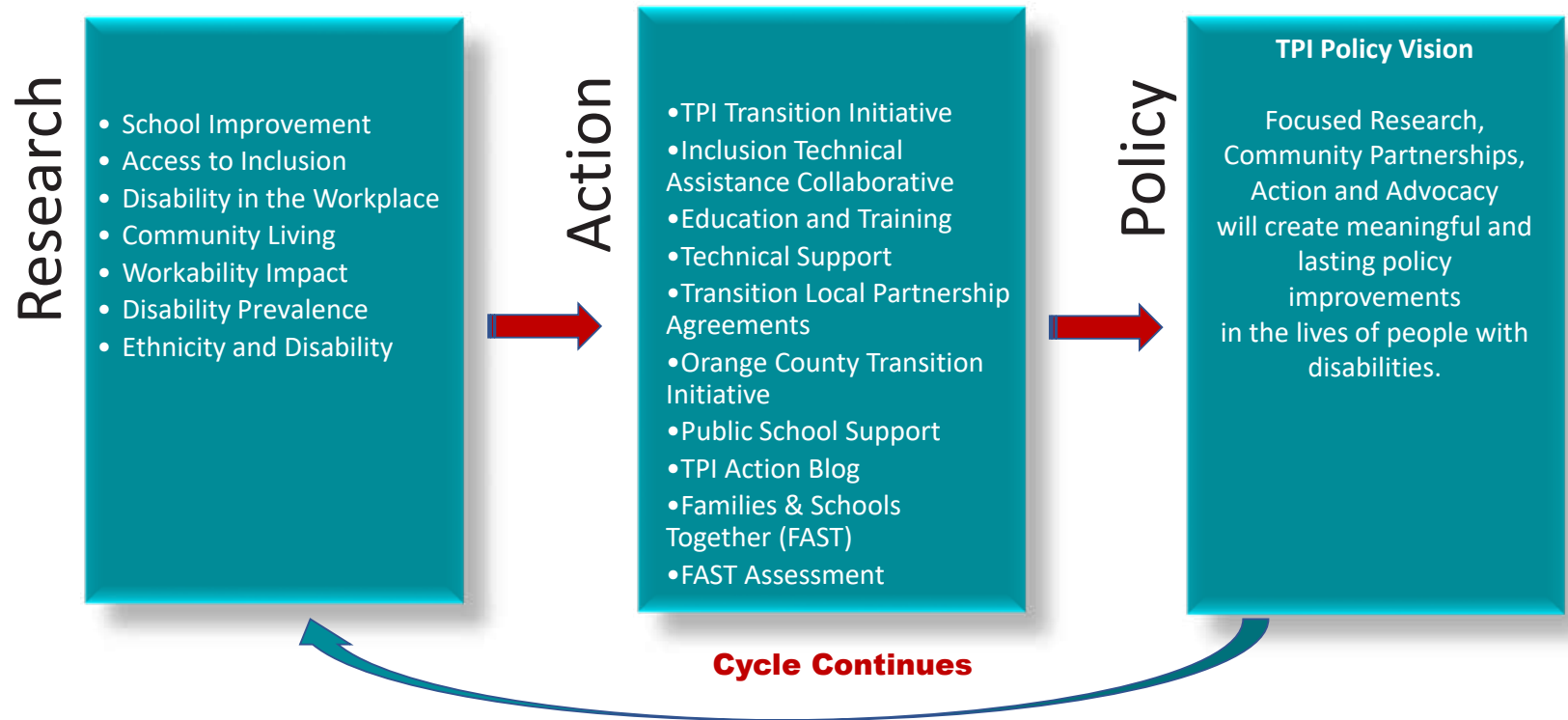
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Thompson Policy Institute on Disability and Autism  
Pathway to Progress



## EXCELLENCE IN DISABILITY AWARD

Project SEARCH is part of an internationally recognized program dedicated to building a workforce that includes people with disabilities – which benefits the individual, the community, and the workplace.

### Gillman Project SEARCH at CHOC Children's

In 2016, CHOC Children's implemented a Project SEARCH program in collaboration with the following partners:

- Regional Center of Orange County
- Integrated Resources Institute
- Department of Rehabilitation
- Grandparent Autism Network
- Santiago Canyon College
- University of California, Irvine/Technology in the Workplace Program

Each of the last 2 years, 10 young adults with significant disabilities were selected to participate in this 11-month work training program.



Michelle Katagiri-Mena  
CHOC Children's Employee



Bonnie Gillman, Executive Director  
Grandparent Autism Network



Tom Capizzi, Vice President  
Human Resources, CHOC Children's

We would also like to recognize the following staff members for their development, dedication, and commitment to the Gillman Project SEARCH program:

#### CHOC Children's:

- Donna Nam
- Mentors

#### Grandparent Autism Network

- Bonnie Gillman

#### Regional Center of Orange County

- Arturo Cazares

#### California Department of Rehabilitation

- Trinh van Erp

#### Integrated Resources Institute Representatives:

- Joseph Nacario
- Linda Seppala
- Gwen Marinwood

#### Santiago Canyon College

- Christine Gascon
- Angela Guevara

#### University of California, Irvine/Technology in the Workplace

- Gillian Hayes
- Steve Hosaflook

#### Thompson Policy Institute

- Janis White
- Linda O'Neal



## KEYNOTE ADDRESS

### Breaking the Cycle of Segregated Programs and Services for Children and Adults with Disabilities



**Mary Falvey, Ph.D.**

Emeriti Professor  
California State  
University, Los Angeles

Dr. Falvey is an Emeriti Professor and teaches part time in the Division of Special Education and Counseling at California State University, Los Angeles. She was the Dean of the Charter College of Education at California State University, Los Angeles (CSULA) from 2001 – 2013 where she was responsible for undergraduate, credential, master’s, and doctoral programs. Prior to serving as Dean of the College, she coordinated the credential and master’s degree programs in moderate/severe disabilities, as well as the master’s degree program in Inclusive Education at CSULA for over 25 years. She has lectured at over 300 international, national, state, and local conferences as well as taught courses at numerous universities throughout the United States, Thailand, Canada, Peru, and New Zealand. She has written, edited, and contributed chapters to over 18 books and has written 4 books, her most recent book: *Believe in My Child with Special Needs* was published by Paul Brookes Publishing Company. She consults with numerous schools and school districts as well as parent advocacy groups. She is the parent of an adult son with learning disabilities and the aunt of a young man with Down syndrome and autism. She advocates for students with disabilities to be fully included in general education classes with the appropriate supports and services and is currently serving as an Inclusion Facilitator for a kindergartener with Down syndrome.



Video message by Kristin Wright  
Director of Special Education  
California Department of Education



## RESEARCH: MAPPING ACCESS TO GENERAL EDUCATION:

The landscape in California and Orange County

*Meghan Cosier, Ph.D., Audri Gomez, Ph.D., Don Cardinal, Ph.D.*

### BACKGROUND

Nationally, districts and states vary widely in placement practices for students with disabilities. This is particularly true for students with intellectual disability and autism who historically have been educated primarily outside of general education settings (Kleinert et al., 2015). For example, in California, approximately 6% of students with intellectual disability spend 80% or more of the day in a general education classroom (U.S. Department of Education, 2014). This is in sharp contrast to Iowa where approximately 64% of students with intellectual disability spend 80% or more of the day in general education classrooms. Similarly, in California, approximately 33% of students with autism spend 80% or more of the day in general education settings, whereas rates in Nebraska and Iowa stand at approximately 60% and 66%, respectively. This same variability is evident among different districts within states (Kurth, Morningstar, & Kozleski, 2014). Despite this significant variability, very little existing research outlines the current state of placements and access to general education contexts for students with intellectual disability and autism across California.

Exploring the current landscape of access is critical in the movement toward increasing such access for the most marginalized students with disabilities.

A number of recent efforts in California reflect calls at the national level for recognizing the continued segregation of students with disabilities and making concerted efforts to increase their access to general education (National Council on Disability, 2018). In California, this includes the effort to establish a “common trunk” in teacher credentialing regulations, requiring all credential candidates to receive common training so all teachers, regardless of certification area, are prepared to teach students with disabilities in the general education classroom (Hatrack & Colombini, 2017).

This study explored the current landscape of placement for students with intellectual disability and autism and the perceptions of district-level administrators related to these placements to identify possible factors associated with trends in access in California and more specifically, Orange County.

While the complete results of this study are being prepared for publication, we summarize important elements of our findings below.

### STATEMENT OF THE PURPOSE

Establishing a baseline as we move toward increasing access to general education for students with intellectual disability and autism will allow us to examine current practices and set goals to increase access to general education, specifically for students who are often educated in settings outside general education. The purpose of this study was to investigate the variability in educational environments across districts in California, focusing on students with intellectual disability and autism, and to identify perceptions of district leadership. In identifying such trends, districts may then be able to make changes in policy and practice that support increased access to general education in systemic and meaningful ways.

### RESEARCH QUESTIONS

- In what educational placements are students with intellectual disability and autism educated in districts across California and in Orange County?
- What are the trends in placement of students with intellectual disability and autism in California and in Orange County?
- What are the perceptions of district-level administrators of the placement of students with intellectual disability and autism?



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### MEASURING PLACEMENT

As a measure of the Least Restrictive Environment (LRE) principle outlined in the Individuals with Disabilities Education Improvement Act (2004), states are required to report to the U.S. Department of Education's Office of Special Education Programs a detailed school- and district-level breakdown on the educational placement of students, indicating the number of students with disabilities (SWD) educated in general education classrooms for (a) greater than or equal to 80% of the school day, (b) more than 40% but less than 80% of the school day, (c) less than 40% of the school day, or (d) in a separate school or setting.

All public schools, districts, and states are expected to adhere to the LRE principle of IDEA (2004) to provide SWD access to general education peers, curriculum, and contexts to the maximum extent ap-

propriate. Specifically, IDEA articulates the principle of LRE, stating that SWD should be included with their nondisabled peers in the general education classroom "to the maximum extent appropriate," and that they should be removed from the regular education environment only when this education, even with "the use of supplementary aids and services[,] cannot be achieved satisfactorily" (20 U.S.C. 1412 §612 [a][5][A]). It is this principle of IDEA that created a presumption of access to general education; however, it did not create formal rights to access to general education, nor did it institute mandates (Yell, 2015). Thus, states and districts are left to interpret the LRE principle as they see fit. This has resulted in significant differences in access to general education contexts among states and districts (Kurth et al., 2014).

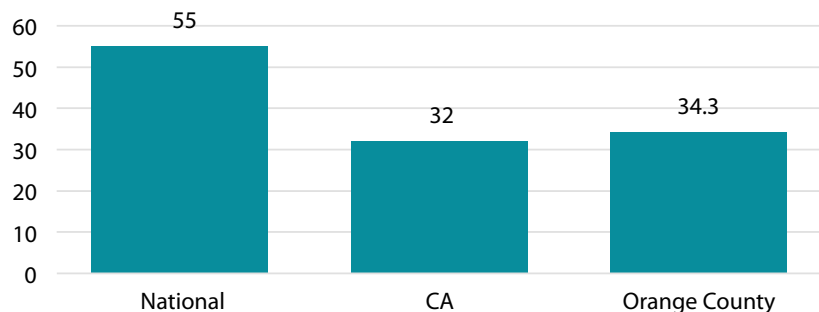
### METHOD

This study explored the variability in placement of students with intellectual disability and autism across 746 school districts in California. Within this report we focus specifically on Orange County. We used geographic mapping analysis to identify any geographically related trends in access to general education contexts across the state.

In addition, of the 746 district-level administrators surveyed, 241 responded (32%) about their perceptions associated with the policies and practices regarding placement of students with intellectual disability and autism.

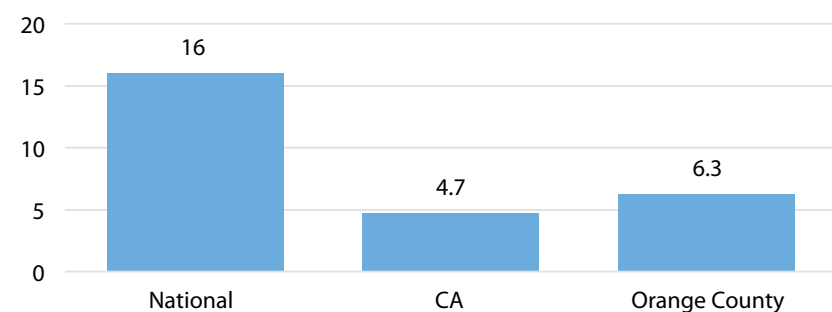
**Graph 1a**

Percentage of Students with Autism in General Education 80% of the Day or More



**Graph 1b**

Percentage of Students with Intellectual Disability in General Education 80% of the Day or More



## RESULTS

### California and Orange County Placement Data

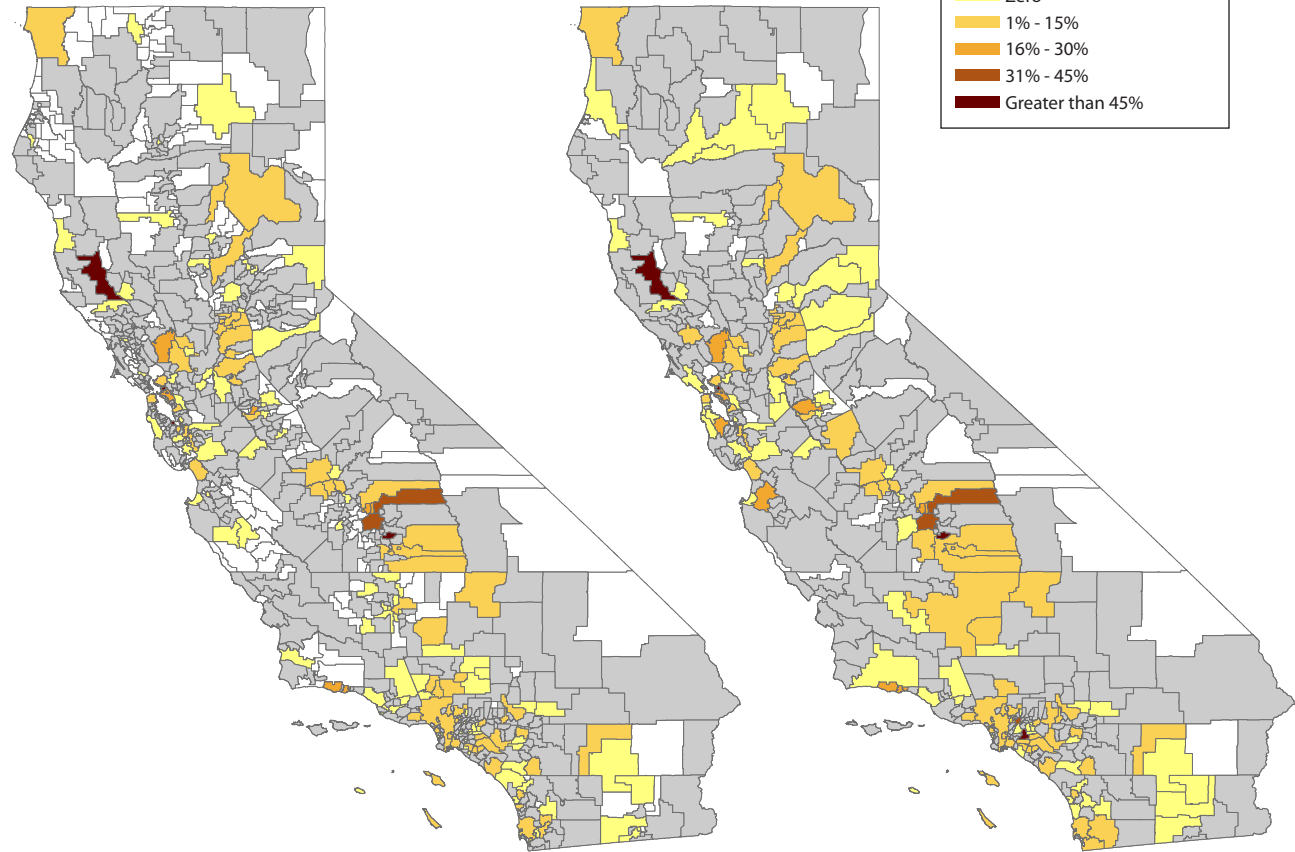
Results suggest notable variability in placement of students with intellectual disability and autism across California and in Orange County. The percentage of students with autism in Orange County who spend the day primarily in general education settings falls well below the national average of 55%, at 34.3%. This is comparable to placement rates across California that stand at 32% (see Graph 1a). Similarly, the percentage of students with intellectual disability who learn primarily in general education settings is 6.3%, slightly above the state average of 4.7%, which falls well below the national average of 16% (see Graph 1b).

Figures 1a and 1b show the variability of educational placements for students with intellectual disabilities who are educated 80% or more of the day in general education within elementary and secondary districts, respectively. Figures 2a and 2b show the variability of educational placements for students with autism who are educated 80% or more of the day in general education within elementary and secondary districts, respectively. The color-coded legends indicate the percentage of students in each school district. Figures 3a through 3d identify the same levels of variability within Orange County. In all cases, districts vary greatly in terms of their level of

## Intellectual Disability - California

**Figure 1a**  
California Unified/  
Elementary School Districts

**Figure 1b**  
California Unified/  
High School Districts



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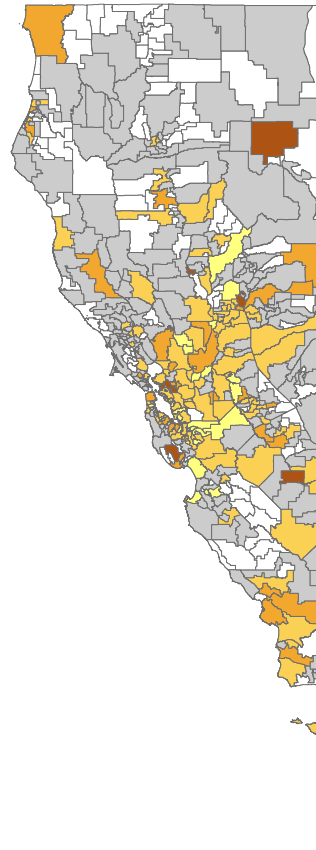
inclusion. The patterns of inclusion do not appear related to their geography. Additional findings suggest that in Orange County high rates of students with autism (51%) and intellectual disability (79.2%) are educated in a separate classroom or separate school. These rates are analogous to the state averages and much higher than the national averages of 22.6% for students with autism and 51.5% for students with intellectual disability.

### School District Administrator Survey

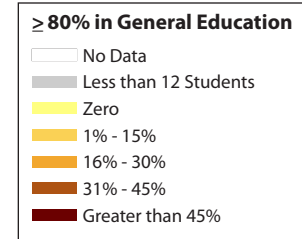
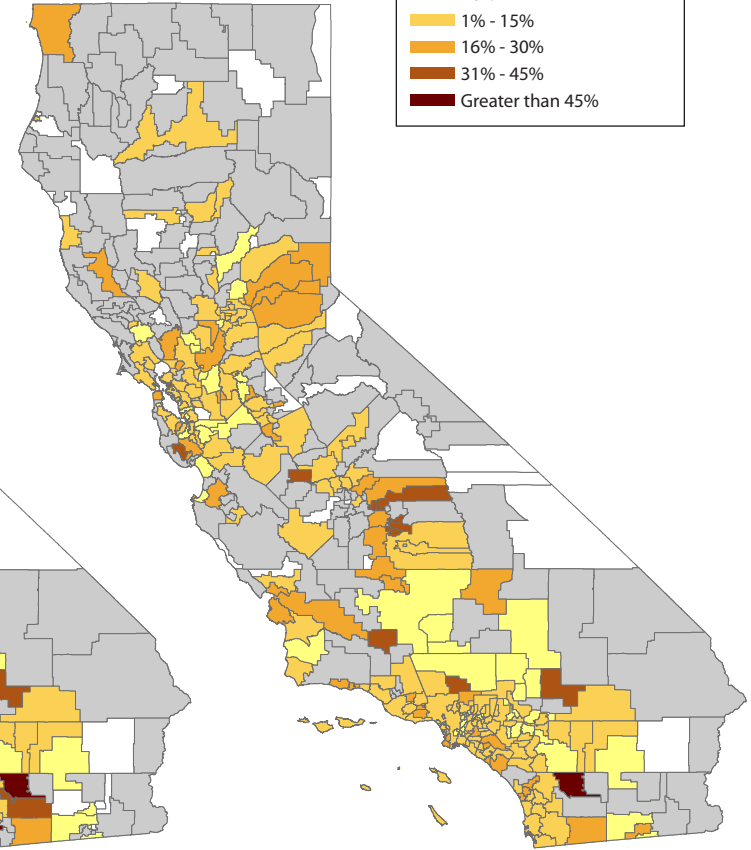
Survey results showed that of the 241 district-level administrators, 75% were female and 25% were male. Race/ethnicity was 79% White, with 11% Hispanic or Latino, 2% American Indian or Alaskan Native, 2% Asian, and 1% Black or African American. This is in stark contrast to the student population across California which is 23% White, 54% Hispanic or Latino, 9% Asian, 5.6% African American, and .5% American Indian or Alaskan Native. In terms of district-level administrators' preparation for the position, approximately 23% had never been certified in special education. Initial findings indicate that one-third of district-level administrators often or frequently engage in due process and litigation activities. Two-thirds of the respondents stated that their district's mission statement does not specifically address inclusion.

## Autism - California

**Figure 2a**  
California Unified/  
Elementary School Districts



**Figure 2b**  
California Unified/  
High School Districts



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### CONCLUSIONS

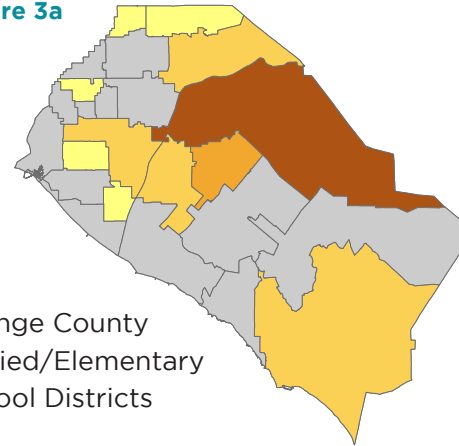
California and Orange County are well below the national average in relation to placement of students with intellectual disability and autism in general education settings and wide variability in placement exists across school districts in California. Interestingly, even though each district is governed by the same federal and state regulations, the study found that districts vary greatly in their level of inclusion. Specifically, a significant number of students with intellectual disability and autism who are placed in general education are adjacent to districts that include nearly no students with the same disabilities.

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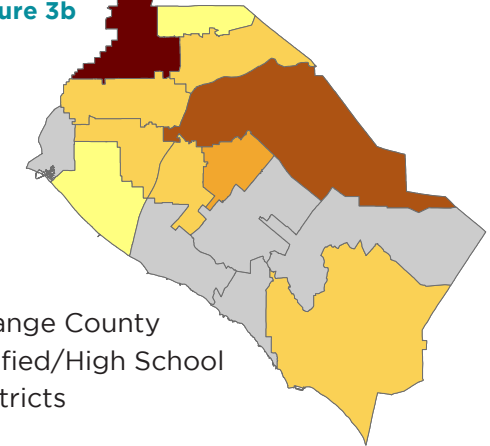
## Intellectual Disability - Orange County

Figure 3a



Orange County  
Unified/Elementary  
School Districts

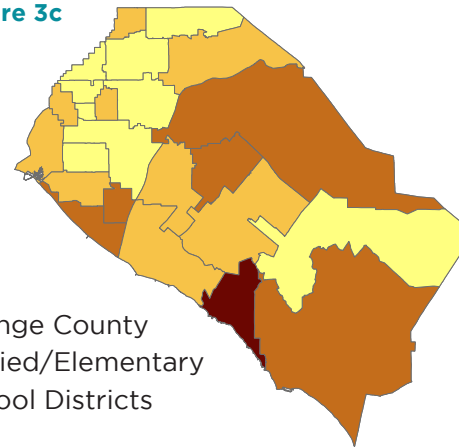
Figure 3b



Orange County  
Unified/High School  
Districts

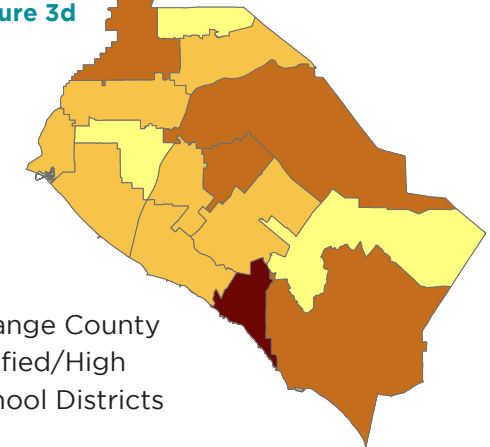
## Autism - Orange County

Figure 3c

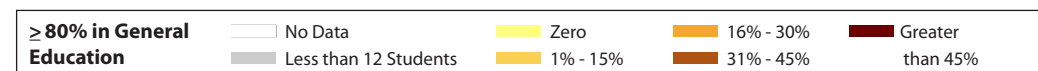


Orange County  
Unified/Elementary  
School Districts

Figure 3d



Orange County  
Unified/High  
School Districts



\*Note: The Orange County legend varies from the legends on previous California maps.





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## RESEARCH: CONNECTION, COLLABORATION, AND CO-CREATION:

Developing meaningful employment opportunities for youth with diverse needs

*Amy-Jane Griffiths, Ph.D., Amy Hurley-Hanson, Ph.D., Cristina Giannantonio, Ph.D.*

Over the next decade, about a half million people with Autism Spectrum Disorders (ASD) will reach adulthood. Many of these youth will be exiting their high schools and enrolling in post-secondary education, while others will be looking to enter the workforce. Most will continue to require some type of support to make progress and reach their goals (Griffiths, Giannantonio, Hurley-Hanson, & Cardinal, 2016).

Although many people with disabilities struggle to gain meaningful employment, recent research indicates that youth with ASD are experiencing increased difficulty in successfully transitioning to employment (Roux, Shattuck, Rast, Rava, & Anderson, 2015). The World Health Organization (2013) describes ASD as “neurodevelopmental impairments in communication and social interaction and unusual ways of perceiving and processing information” (p. 7). As such, individuals with ASD often have difficulty understanding the thoughts, intentions, and emotions of others (Bruggink, Huisman, Vuijk, Kraaij, & Garnefski, 2016) and regulating their own emotions. These challenges may create significant transition and employment issues for young adults with ASD (Samson, Huber, & Gross, 2012).

To further complicate this issue, although research exists in the area of employment of individuals with disabilities, there is little information regarding individuals who may be considered “high functioning.”

Specifically, these individuals may have approximately average intellectual ability, and therefore not qualify for many services, but still require significant supports in the areas required for job success (e.g., interpersonal skills, flexibility, etc.). In addition to the challenges faced by these youth and their families, the impact on our society as a whole is significant.

Currently, the cost of autism services in the United States exceeds \$236 billion annually (Buescher, Cidav, Knapp, & Mandell, 2014), and this number is predicted to rise to \$1 trillion by 2025 (Leigh & Du, 2015). Further, supporting an individual with ASD may exceed \$2 million over his or her lifetime (Buescher et al., 2014). Even when individuals with ASD do work, employment outcomes for adults with ASD have been found to be lower than those for the general population (Jennes-Coussens, Magill-Evans, & Koning, 2006; Taylor, Henninger, & Mailick, 2015). To properly address these pressing issues related to employment, one must consider the value of connection.

### CONNECTION

Finding and maintaining employment is an important part of being meaningfully connected and integrated into our community. The communities we live in, the people we socialize with, and our places of education and employment are all related.

Understanding the issue of employment from multiple perspectives and stakeholders allows us to gain a greater sense of these needs and how connections may be better established.

In recent years, we have shared data on employment perspectives from caregivers and individuals with ASD and identified the need to understand employers’ perspectives. We have now addressed this need by gaining the perspective from employers across the United States.

### UNDERSTANDING THE EMPLOYERS’ PERSPECTIVE

#### **Purpose of the Study**

Research suggests that young adults with high functioning ASD (HFASD) experience significant difficulty in transitioning to work, but little research has examined attitudes, experiences, and needs from the viewpoint of the employer. Thus, the purpose of this study was to assess the perceptions of employers, including potential barriers and facilitators, current practices, and needed supports to facilitate employment of youth with ASD. This study focuses on the current state of understanding of employers in hiring individuals with ASD, as well as potential supports required to enhance employment outcomes. Data were collected across four themes, as outlined by our research questions.



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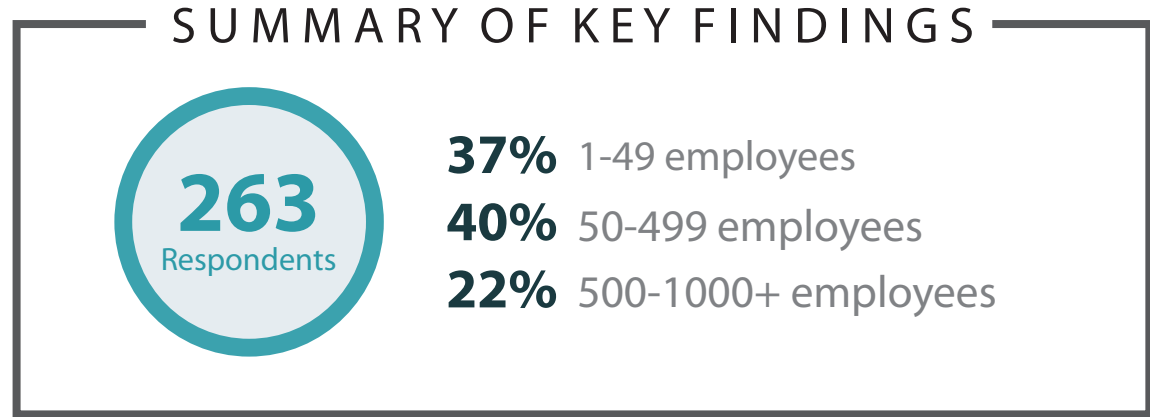
**Research Questions**

To understand their perspective, we surveyed employers across the nation. Our survey addressed the following core questions:

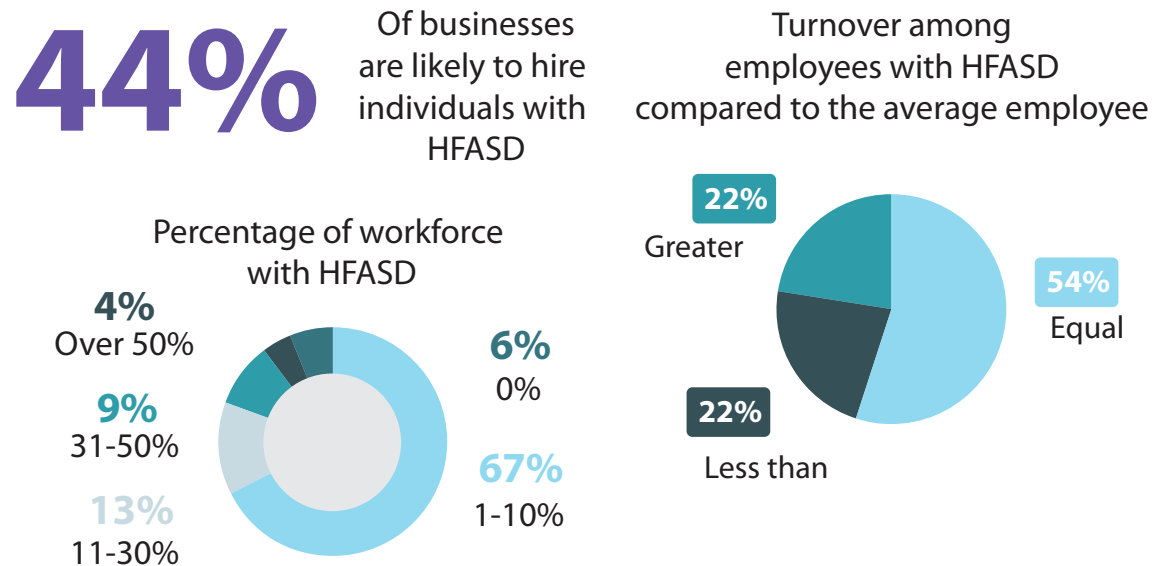
1. What are the attitudes and perceptions of employers regarding people with HFASD?
2. What are employers doing now to support people with HFASD?
3. What are the barriers and facilitators to hiring people with HFASD?
4. What do employers need to successfully employ people with HFASD?

**Survey**

We designed our survey instrument to assess employers' perspectives based on our previous studies and those conducted in disability employment research. Face validity of the survey was improved through a systematic review by administrators from local employers and faculty in the business field. The instrument consisted of 50-80 questions with the number varying depending on participants' experiences with hiring individuals with ASD. For example, if respondents indicated that they had hired someone with ASD, they were presented with slightly different questions than if they reported never having hired an individual with ASD. Standard automatic branch logic was used to allow for consistency among respondent groups. The average time to complete the survey was 20 minutes.

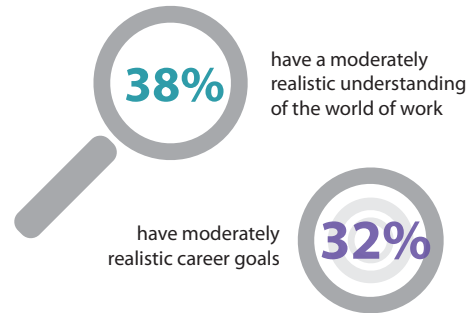
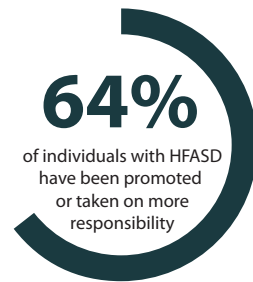
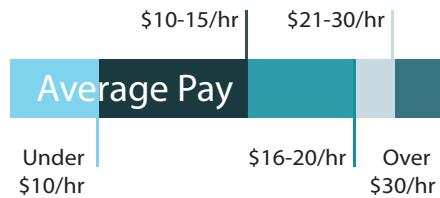


## ATTITUDES, PERCEPTIONS, & EXPERIENCES OF EMPLOYERS

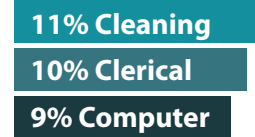


RESULTS

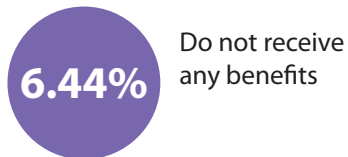
# EMPLOYERS' EXPERIENCES WORKING WITH INDIVIDUALS WITH ASD



### Top 3 Jobs held by employees with HFASD



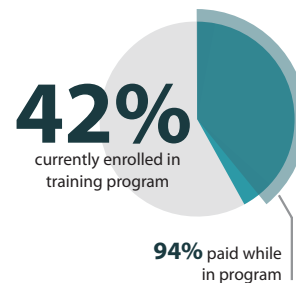
### Paid more now?



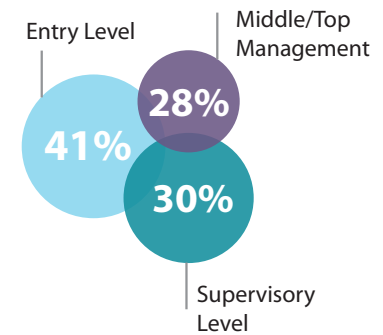
### Support Required



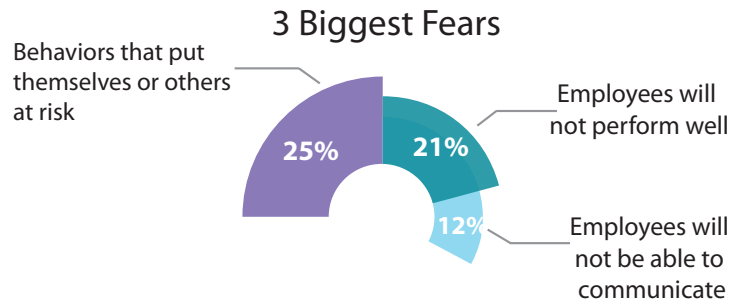
- 46%** Very Substantial
- 26%** Substantial
- 17%** Some
- 9%** No Support



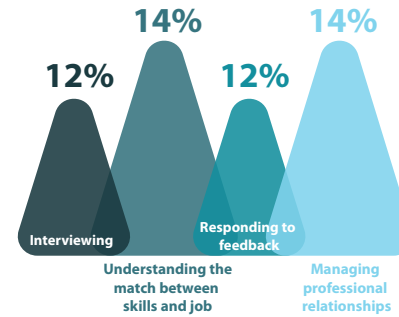
### Current Roles



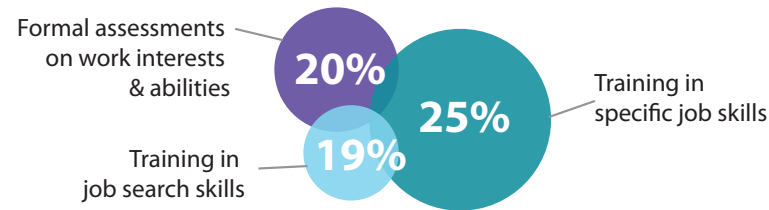
## BARRIERS AND FACILITATORS-FROM EMPLOYERS' PERSPECTIVE



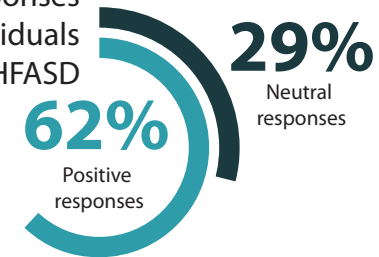
Most Challenging Skills for Employees with ASD (Top 4)



Top 3 Services Needed for a Meaningful Work Life

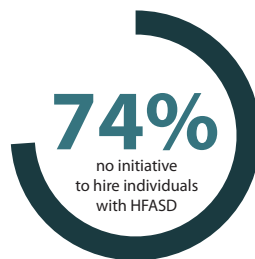
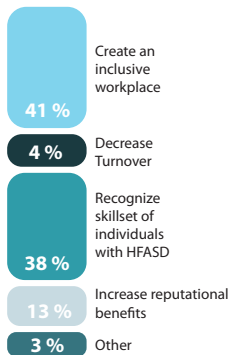


Other Employee responses to hiring individuals with HFASD

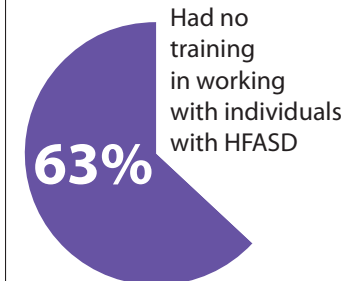
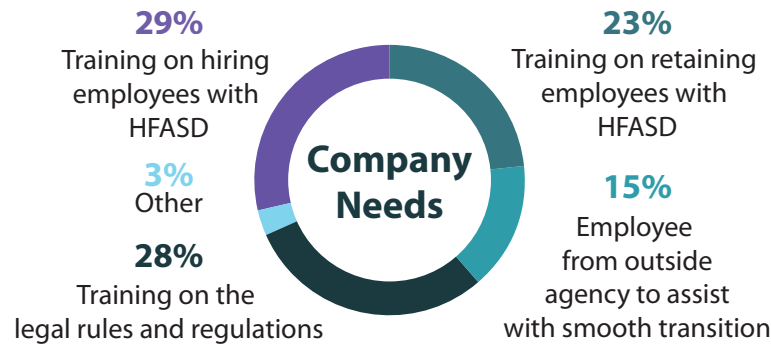


## SUPPORT

Primary Reasons for Initiative



What would your organization need?





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### COLLABORATION

With the aforementioned data in mind, we must consider collaboration strategies for improving employment outcomes. To be most effective, one might consider two levels of intervention—intervention at the system level and at the individual level.

Systems level intervention involves creating collaborative relationships with multiple stakeholders, including individuals with disabilities, families, educators, and employers. This may be done through creation of functional networks, such as the Orange County Transition Initiative housed in the Thompson Policy Institute (see [www.chapman.edu/transition](http://www.chapman.edu/transition) for more information).

Interventions must also take place at the individual level. Specific strategies could include improving early intervention in the school setting; enhancing employment searches through job match programs, pre-employment, and on-the-job coaching; coaching for employers, and using individualized employment strategies such as job carving. Furthermore, technology can be used to enhance individual employment outcomes (e.g., video resumés, business cards with QR codes, telecommuting, etc.).

Once these collaborative relationships are firmly established across various levels of intervention, it is crucial that stakeholders work together to improve employment outcomes.

### CO-CREATION

To co-create is to create something together that none of us could have created alone.

As a community, we need to create opportunities for training all stakeholders and developing employment opportunities through our collaborative networks. Considering perspectives from individuals, families, and employers is an important step in co-creating employment infrastructure and opportunities for youth with diverse needs.

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## ENGAGEMENT

### TPI TRANSITION INITIATIVE

The Orange County Transition Initiative (OCTI) is a collaboration among the Thompson Policy Institute (TPI) on Disability and Autism, the Orange County Department of Education, the Regional Center of Orange County (RCOC), and the Center for Autism and Neurodevelopmental Disorders. Through OCTI, we strive to improve transition outcomes (e.g., employment, housing, goals) for people with disabilities; supporting these individuals in leading happy, healthy, and meaningful lives. The current focus of the TPI Transition Initiative is enhancing partnerships that promote preparation for and achievement and retention of competitive integrated employment (CIE) for youth/adults with disabilities and related “at risk” populations. This includes individuals with Autism Spectrum Disorder (ASD) and those with intellectual and developmental disabilities.

### ORANGE COUNTY LOCAL PARTNERSHIP AGREEMENT

The TPI, in coordination with the Regional Center of Orange County (RCOC) and Department of Rehabilitation formed the leadership team needed to develop and implement the Orange County Local Partnership Agreement (OCLPA). The OCLPA involves multi-agency planning in coordinating referral, intake, and enrollment processes. This planning

ensures identified individuals have access to programs that prepare them for career pathway employment and post-secondary education leading to long-term careers. Programming efforts include identification of resources, tools, services, and career development educational options for youth and adults with a wide range of disabilities, including those with Autism Spectrum Disorder, as well as individuals with Intellectual and Developmental Disorders (IDD).

### EDUCATION AND TRAINING

The TPI and Attallah College at Chapman University, in partnership with the Regional Center of Orange County (RCOC) and State Council on Developmental Disabilities (SCDD), provides high quality education and training for families, caregivers, and professionals in the field. This education and training focuses on disability, educational policy, and inclusive practices in schools.

### FAMILIES AND SCHOOLS TOGETHER

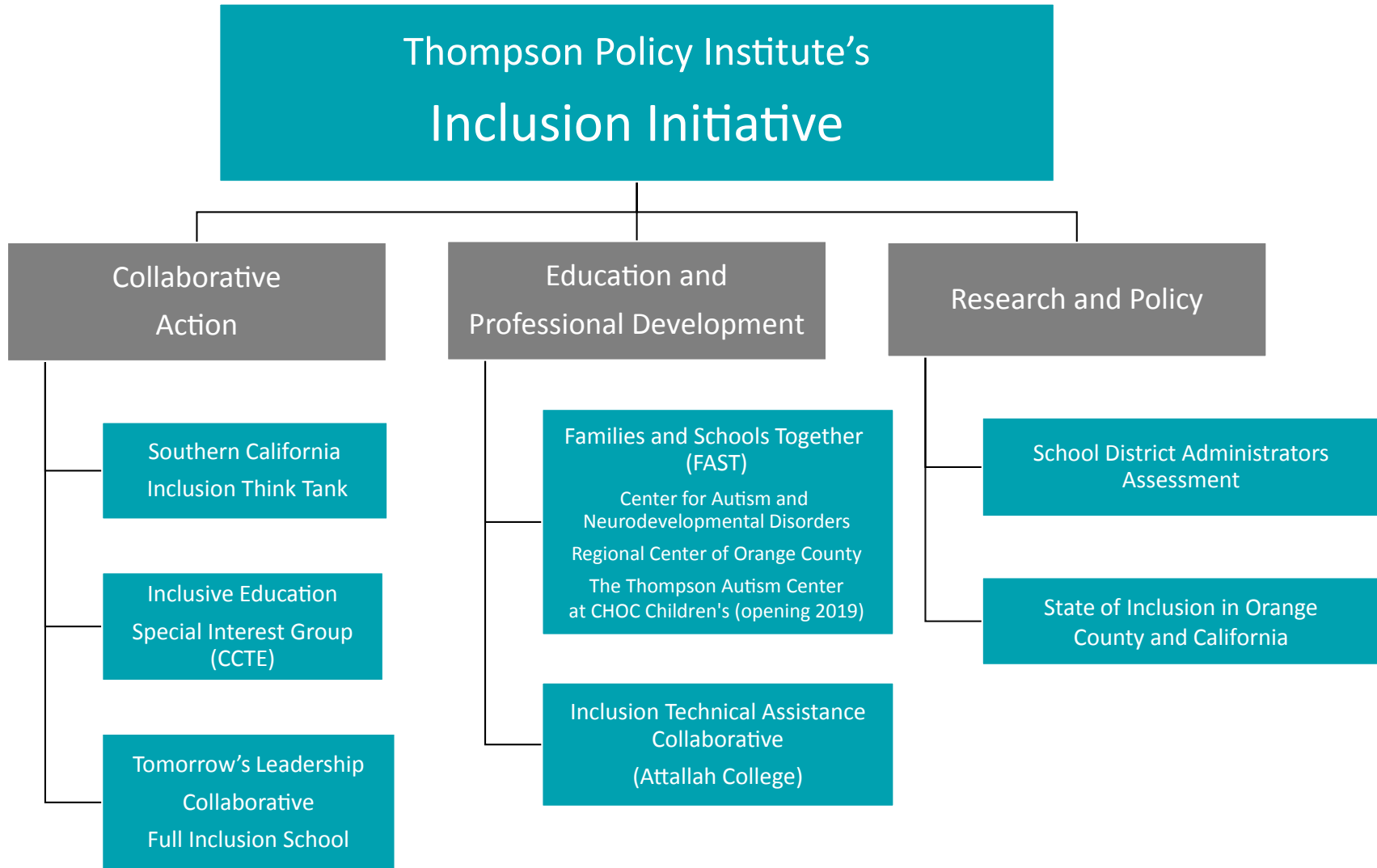
The Families and Schools Together (FAST) program offers multi-tiered levels of support to families in working collaboratively with their children’s Individualized Education Plan (IEP) school team. Currently, FAST is based out of the Center for Autism and Neurodevelopmental Disorders (CAND). The FAST Educational Assessment Team offers direct

assessment for CAND families and includes a team of neurologists, developmental behavioral pediatricians, clinical psychologists, and service providers. The TPI plans to expand the FAST model; we hope to announce new partnerships shortly.

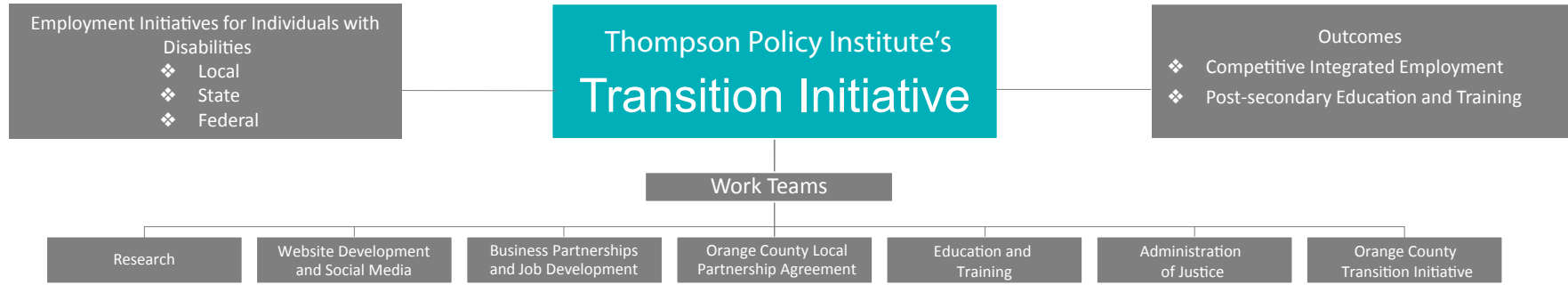
### SOCIAL MEDIA

Social media plays a critical role in how the TPI disseminates information. We use a variety of social media platforms to connect to our audience, disseminate research, network with key stakeholders, spark interest in our work, and create a dialogue in our community. This media content ranges from feature pieces with television stars to interviews and compelling discussions with authors, scholars, and researchers. Through our blog, Facebook and Twitter accounts, we connect with all levels of our constituency and bring critical and relatable information to individuals, educators, families, service providers, and allied supporters.





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<b>Building Communities Together</b> Providing and Promoting Transition Related Services, Resources, and Supports	
Non-Profits and Foundations	Educators
Individuals with Disabilities	Employees and Business Partners
Families	Service Agencies and Providers

Cooperating Partners						
Department of Rehabilitation	North Orange Continuing Education	Orange County Development Board	Regional Center of Orange County	OC Local Partnership Agreement Committee	Santiago Canyon College	Orange County Department of Education
San Diego State University	Huntington Beach Union High School District	Accenture	California State University Los Angeles	University of California Irvine, Project Search	Newport Mesa Unified School District	Goodwill Industries of Orange County
Integrated Resources Institute	Easter Seals of Orange County	Center for Autism & Neurodevelopmental Disorders	Irvine Valley College	Get Safe	New Vista Career Academy	Anaheim Union High School District
My Day Counts	Dayle McIntosh Center	Disability Rights California	Port View Preparatory	Spirit League	OC Asperger's Support Group	OC Health Care Agency

## ADDITIONAL RESEARCH INITIATIVES

### ETHNICITY AND DISABILITY

Although recent research and attention has centered on the prevalence of Autism Spectrum Disorder (ASD) in school age students (1 in 68 identified), research addressing contributing variables such as socio-economic status, assessment, and eligibility policy and procedures has yet to be extensively undertaken. This research study focuses on the variability amongst minoritized students in the types of services, supports, and placements they receive across the United States. A 5-year multi-state analysis indicates that students of racially minoritized descent have higher rates of autism in relation to non-minority (i.e., White) groups (Mandell, Listerud, Levy, & Pinto-Martin, 2002; Mandel, Novak, & Zubritsky 2005; Tek & Landa, 2012; Williams, Matson, Beighley, & Konst, 2015).

This study examines multi-year data (2010-2015) on autism prevalence for each ethnic group (American Indian, Asian, Black/African American, Hispanic, Multi-ethnicities, Pacific Islander, and White) across five states representing the major geographical areas of the United States. State-level data on special education enrollment for autism eligibility were drawn from the following states' data reporting systems: California, Arizona, New York, Missouri,

Texas, and Florida. Relative risk indexes, risk ratios, and relative differences were calculated. Chi-square analysis was conducted to determine if minoritized students differed from non-minority students in enrollment. Preliminary outcomes indicate the following: (a) across the United States, students from Asian and Hispanic backgrounds have the highest rates of autism, (b) assessment procedures differ from state to state with preliminary data indicating that the discrepancies lead to a variance in autism reporting, and (c) discrepancies exist in placement in and out of general education for minority students identified with autism.

### COMMUNITY LIVING

One integral factor of a successful transition into adulthood is a positive community living experience (Gray et al., 2014). Whereas there is sufficient literature demonstrating the many benefits to community living for adults with disabilities, there is not adequate literature that has actually examined the outcomes and successful features of various living models. As well, very little research exists on the lived experiences of individuals in various community living options. The literature focuses more on positive aspects of encouraging community living over

institutionalization. For service providers, disability educators, and people with disabilities to have an informed discussion about improving current living options, it is important to first understand and define the services that providers offer, how they can improve these services, and the real-life opinions of those living in these community models. The long-term goal of this study is to survey and interview individuals with neurodevelopmental disorders, their family members, and agencies providing housing services for adults with neurodevelopmental disorders.

### AUTISM PREVALENCE

Explaining the rapid and dramatic increase of the number of children with autism has proven perplexing to the field (Kuhlen, 2012; Ozerk, 2016). In 2016, The Thompson Policy Institute (TPI) investigated the prevalence rates for autism in California public schools over a recent 15 year period. Our study confirmed an unexplained and significant increase in the number of children in the autism eligibility category within California public schools. Surprisingly, we also found that over this same time period, the change in population of special education overall was flat, growing even slower than the general population. Further investigation revealed that the



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large increase in autism prevalence was offset by a corresponding decrease in other disability categories, mainly specific learning disabilities (SLD). It was determined that significantly fewer students were being identified under the SLD category while more were made eligible for the autism category (Cardinal, D. N. & Fraumeni-McBride, J. 2017).

Wondering if these findings held true across the nation, the TPI selected six sample states across every region of the US (California, Colorado, Texas, Missouri, Pennsylvania, and New York) and compared their results to the nation as whole (National Center on Education Statistics, 2000-2015) over the same time period. While some state-to-state variations were found, the overall conclusions strongly supported the earlier California study. Again, we found that the increase in students within the autism eligibility category was completely offset by a corresponding decrease in the SLD category, resulting in near-zero growth in special education overall. Other disability categories, such as intellectual disability and other health impaired, were noteworthy in the migration effect.





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Assistant Professor



Dr. Meghan Cosier  
Assistant Professor



Dr. Don Cardinal  
Director



Moderator, Dr. Richard Rosenberg

# Speakers Panel







# TLC Public Charter School

LEADERSHIP • EQUITY • EVERYONE

The Thompson Policy Institute is excited to announce their partnership with Tomorrow's Leadership Collaborative (TLC), the first public fully included school in Orange County, California. TLC Public Charter School is a tuition-free public charter school opening in the 2018-2019 school year in the city of Orange, California. TLC will start by serving Grades TK – 4 with diverse and inclusive classrooms that are rich, challenging, and accessible to ALL students.

## **Inclusion Technical Assistance Collaborative (I-TAC)**

The Attallah College of Educational Studies and the Thompson Policy Institute on Disability are partners in the development of education, training, and technical support/assistance for Tomorrow's Leadership Collaborative (TLC). The education, training, and technical support will focus on inclusive education at TLC and in the surrounding schools in Orange County. I-TAC also includes research, which will be conducted by the Thompson Policy Institute.

**Congratulations, TLC!**





## COMMUNITY PARTNERS

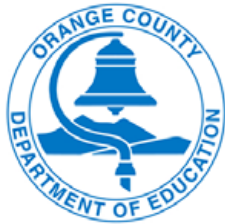
**William & Nancy Thompson**  
— Family Foundation —



Attallah College of  
Educational Studies



*Mary Rose Daniels*



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## Here to build a more equitable future

The Thompson Policy Institute on Disability and Autism assesses, researches, and acts on the critical issues facing people with disabilities, their families and supporting individuals, as well as community agencies as we strive together to build a more equitable future.

4TH ANNUAL  
**DISABILITY**  
**SUMMIT**  
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