Welcome to 2021 LEND Directors Meeting

November 3, 2021
2-5 PM ET

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

Housekeeping

- Ensure your name is displayed correctly in the participant list. You may also include program/org and preferred pronouns.
  - Hover over your name in the “Participants” box and select “More” → “Rename”
- Remain muted unless speaking
- State your name prior to speaking
- Live captioning and ASL is available
- Meeting is being recorded and will be archived
- Use chat box to introduce yourself!

Agenda

- Welcome from MCHB
- ITAC Updates — Telehealth Curriculum Development Project
- LEND Regional Consortia Updates
- LEND Workgroup Updates
- Welcome New LEND Programs — 5-minute program highlights; 15 minutes for Q&A
- Breakout Discussions: TA Needs
- Optional Happy Hour (virtually, of course!)

HRSA
Health Resources & Services Administration

Division of MCH Workforce Development Updates
LEND Directors Grantee Meeting
November 3, 2021

Lauren Raskin Ramos, MPH
Director, Division of MCH Workforce Development
Maternal and Child Health Bureau (MCHB)

Vision: Healthy Communities, Healthy People

Presentation Outline

- MCHB Strategic Plan Updates
- DMCHWD Activities
- Opportunities for Engagement
- Discussion

Welcome New LEND Programs!

- Children's National Research Institute
- Georgetown University
- State University of New York (SUNY) Downstate
- State University of New York (SUNY) Stony Brook
- University of California at San Diego
- University of Kentucky
- University of Virginia
- University of Texas at Austin

HRSA Maternal & Child Health

Welcome New LEND Project Directors!

- Emily Graybill, Georgia State University
- Miya Asato, Kennedy Krieger Institute
- Sarah O'Kelley, University of Alabama at Birmingham
- Amy Houtrow, University of Pittsburgh
- Matt Bogenschutz, Virginia Commonwealth University

Maternal and Child Health Bureau Strategic Plan

Anticipated DMCHWD Competitions

FY22

- Leadership Education in Adolescent Health (LEAH)
- Interdisciplinary Technical Assistance Center (Autism)
- Pediatric Mental Health Care Program – New Area Expansion

DMCHWD Activities and Opportunities for Engagement

- COVID-19 Prevention and Response
  - Innovation, Ongoing Needs, Telehealth Activities, Vaccination
- Child and Adolescent Health Care System Surge
  - Pediatric Behavioral Health
  - Respiratory Illnesses
  - COVID-19
- Supporting a Resilient MCH Workforce
- Diversity in the MCH Workforce
- Program Impact / Career Trajectories
- DMCHWD Strategic Plan Implementation Roadmap

LEND Reach Data Changes from FY19 – FY20

Increases

- Number of Trainees (+32,000)
- Number of CE Events (+70)
- Number of Training Events (+365)
- Number of Participants in Training Events (+28,600)

Decreases

- Number of CE Participants (-24,500)
- Number of Diagnostic Evaluations (-4,700)

Questions and Discussion

Connect with HRSA

Learn more about our agency at:

www.HRSA.gov

Sign up for the HRSA eNews

FOLLOW US:

ITAC Updates

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

Key ITAC Staff

Dawn Rudolph, MSEd
Sr. Director, TA & Network Engagement

Jackie Czyzia, MPH
Sr. Manager, MCH TA

Maureen Johnson
Program Specialist, MCH TA

Jeanette Cordova
Program Manager, MCH TA

Solomon Lissanu, MA
Data Support Manager

Danielle Webber, MSW
Sr. Manager, ACT Early

ITAC's Menu of TA Services

Universal	Targeted	Intensive
• Website • Newsletters • Webinars • Products • Publications	• Workgroups • FAST/GOAL Projects • Specialty Meetings • Communities of Practice • Trainee Leadership Opportunities • Coordination with External Partners	• Site Visits • Individualized Training or Seminars • Intensive Consultation • Collaboration on Funding Opportunities

….to name a few!

Top 5 Challenges

1. Supporting Self-Advocate Trainees
2. Recruiting Diverse Trainees
3. Faculty Diversity, Recruitment, and Retention
4. Impacts of COVID-19 Pandemic
   - Pivot to virtual learning
   - Lack of sufficient clinical/community experiences for trainees
5. Funding and budget issues

ITAC Highlights: Trainings and Events

Health Equity Trainings

- **Structural Competence and Cultural Humility to Address Disparities and Inequities: Foundational Health Equity Training** with Dr. Mercedes Avila
  - 7 trainings
  - More than 118+ LEND/DBP leadership attended
- Recommendation: Continue offerings (including more advanced topics) for the LEND/DBP network on health equity; specific trainings for trainees

Self-Advocacy Training Series

- Partnered with The Center for Leadership in Disability at Georgia State University for virtual series related to self-advocacy
    1. Creating Inclusive Interdisciplinary Training Programs
    2. Lessons Learned Along the Way
    3. Advocates as Trainees
- Over 160 participants
- Recordings and materials are available
- Series will continue in Spring 2022 in partnership with the PWD workgroup

2021 Family Discipline Summit

- Two-day summit hosted by the LFDN (LEND Family Discipline Network) in late September
- Facilitated workshops and conversations for leaders and trainees in the field of Family Support
- Over 200 LEND faculty, family leaders, and trainees across the nation participated
- Recommendation: Annual Event

ITAC Highlights: LEND Workgroups

LEND Pediatric Audiology Workgroup

- **Workgroup Activities:**
  - Quarterly Meetings
  - Annual workshop for LEND audiology trainees before the EHDI Conference
  - Leadership, training, and networking opportunities for LEND audiology trainees
  - ITAC scholarships for audiology trainees

- **Upcoming Opportunity:**
  - Planning committee for LEND audiology workshop; meetings bi-weekly until March
  - Opportunity is open to trainees

LEND Pediatric Audiology Competitive Supplement Awardees

- University of Utah
- The University of Colorado
- University of Washington
- Boston Children's Hospital
- Rose F. Kennedy Center, Albert Einstein College of Medicine
- Children's Hospital Los Angeles
- University of Pittsburgh
- University of North Carolina Chapel Hill
- University of Connecticut
- University of Miami
- Georgia State University
- Oregon Health and Science University

NEW: LEND Rural Workgroup

Serve as a forum for LEND leadership, faculty, and trainees to share and develop rural-specific strategies related to:

1. increasing access to evidence-based direct clinical care for ASD/DD
2. leveraging information technology for direct care, training, and continuing education
3. developing curriculum materials focused on cultural competence in working with rural populations
4. increasing the workforce of providers with training in ASD/DD in rural and underserved areas
5. leadership and advocacy across a wide range of community sectors

Get Involved!

- **LEND Rural Workgroup Steering Committee:**
  - Alaska LEND
  - Blue Ridge LEND
  - Missouri LEND
  - West Virginia LEND

- **Interested in joining?** Contact me (jczyzia@aucd.org)
- Contact Micah Mazurek (mm5gt@virginia.edu) with any questions about the workgroup

Save the Date(s)!

What’s Coming Up

2022 In-Person Meetings

- **August 8:** LEND Directors Meeting
- **August 9:** CARES Meeting
- **August 10**: CARES Meeting
- **August 10:** AIR-P Research Meeting

Where: Hyatt Regency in Bethesda, MD

Next Steps: Planning Committee in December

Emerging Leader Conference Events

- **Networking Session**
  - Thursday, December 2nd at 4pm ET

- **Post Conference Trainee Workshops**
  - Networking 101: December 1, 4pm ET
  - Storytelling 101: December 8, 4pm ET

Visit the AUCD Virtual Conference website for more information.

For questions, contact Maureen Johnson at mjohnson@aucd.org

Admin Essentials for LEND

- **Expressed TA Need:**
  - Administrative resources (job descriptions, sample contracts/letters, recruitment/promotional materials)
  - Programmatic resources (mentorship timelines, sample curriculum)
  - Highly requested from LEND Training Directors

- **Next Steps:**
  - ITAC is hosting a focus group on **Wednesday, December 15th at 4pm ET**; open to all LEND Leadership
  - Link to sign up available 11/5

NDD Core Curriculum Resources

AUCD SharePoint | Search this site

National NDD Curriculum Resources

Following | Share

Home

TOPIC LIBRARY

>Applying Research to I...

>Autism: Adolescent an...

>Autism: Early Identifica...

>Cerebral Palsy

>Difficult Discussions: S...

>Down Syndrome

>Early Brain and Child D...

>Early Intervention (Part...

>Epilepsy and Neurodev...

>Ethics in Neurodevelop...

>Faith-Based Perspecti...

New | Discard changes | Page details | Analytics | Draft saved 9/3/2021 | Edit | Republish

Welcome to the National NDD Curriculum Resources

Here you will find a wide variety of resources on 33 topics within the field of Neurodevelopmental Disabilities (NDD). These resources are divided into three categories across the topics:

- Preparation: These materials are designed for both novice and advanced trainees.. They include resources such as journal articles, websites, videos, and webinars.
- Additional Resources (included in most modules): Similar to Preparation, this section includes resources for trainees who already have a strong understanding of a topic or who would like to cover the topic in more depth.
- Assignments: These materials are designed to be used as written or modified to fit your program's needs. You will find a short description of each assignment on the topic's home page.

There are links to all resources within each section (with the exception of books and book chapters due to copyright protections) so that you can download or print material for your trainees if you would like.To the left is a list of all the topics included in these Resources. Clicking on the name of the topic will bring you to that topic's homepage, where you will find the Preparation and Additional Resources sections as well as the

Above: Trainee Liaisons (TLs) are trainees at AUCD member sites who volunteer to engage in information sharing on trainee-related matters between their Program or Center, other AUCD member sites, and the AUCD national office.

Share Feedback and Recommendations for New Content

NDD Core Curriculum Resources

- ITAC is hosting a focus group on **November 12th at 4 pm ET**
  - Sign up will be available by Friday (11/5)
- Limited to 12 participants and must be:
  - Affiliated with LEND
  - Have interacted with the NDD Curriculum

- **What's coming up:**
  - NDD Editorial Board Applications (December)
  - Proposal Forms:
    - Suggested edits to current resources
    - Suggesting a new topic
    - Submitting a curriculum

Telehealth and Distant Health Services for Pediatric Care

Jane Turner, MD, FAAP

MI DDI

Michigan Developmental Disabilities Institute

Community Service

Education

Research

Dissemination

WAYNE STATE UNIVERSITY

How do we promote telehealth for children and youth with disabilities?

- Identify best practices
  - Think broadly – multiple modalities for many disciplines
- Establish a clearinghouse for resources
- Support professionals in the field
- Support families
- Include families at every step
- Train future leaders in the world of developmental disabilities.

Curriculum Development Project

- *Supporting Providers and Families to Access Telehealth and Distant Care Services for Pediatric Care*
  - HRSA MCHB – American Academy of Pediatrics
  - American Academy of Pediatrics – 5 subgroups
  - Children and youth with disabilities: AUCD
  - AUCD collaborated with MI-LEND to develop curriculum
  - Available on the National LEND NDD Core Curriculum Resources sharepoint site
  - Available on the AAP Telehealth Playbook

HRSA grant #H7AMC37566

Inputs

- LEND Directors' meeting 2020 – comments
- Survey of LEND faculty, trainees, families and young adult self advocates
- Environmental scan by Altarum
- Literature search
- Webinars (i.e. HHS TMHACK)

Learning Objectives

1. Define key terms related to telehealth (i.e. telehealth, telemedicine, synchronous, asynchronous, mobile health, remote patient monitoring).
2. Describe the potential advantages of using telehealth in the delivery of services to children and youth with NDD and give examples where telehealth may be preferred over in-person encounters.
3. Describe the potential impact of telehealth on health care disparities and health equity and identify at least one strategy/policy to promote equity through telehealth.
4. Demonstrate skills to communicate effectively using distance technology, including in situations when there are linguistic or cultural differences between the provider and the recipient.
5. Identify at least three strategies to ensure that telehealth services provided by LEND trainees/disciplines are family and person-centered, including examples of interdisciplinary care.
6. Design a sample workflow for using telehealth in specific LEND disciplines (e.g. OT, PT, ABA, SLP).
7. Describe how telehealth can promote the medical home model of care (family and person-centered, compassionate, culturally effective, coordinated, accessible, and team-based).
8. Identify and discuss two ethical, legal, and/or policy issues that are pertinent to telehealth.

Resources and Assignments

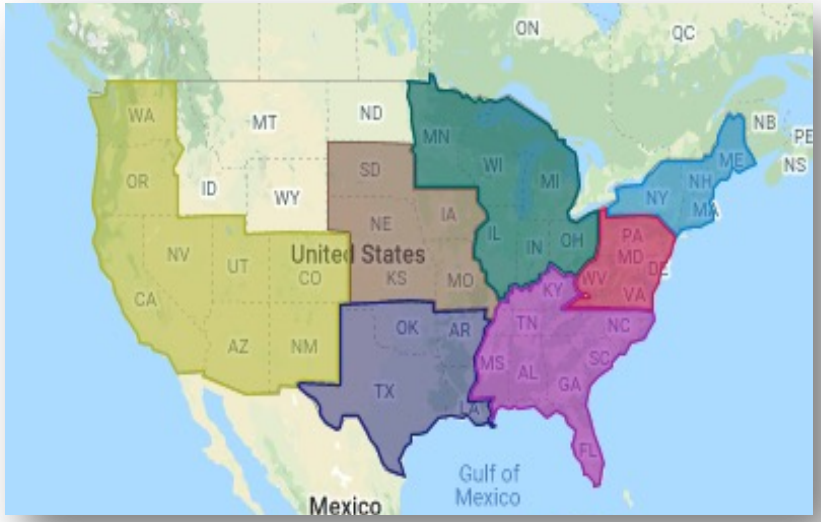
- Websites, journal articles, videos, best practices
- Assignments:
  - Open ended questions
    - Small or large group discussion
    - Reflection paper
    - On line discussion board
  - Design a work flow
  - Interdisciplinary practice exercise
  - Clinical scenario and discussion questions

How to use it

- National NDD Curriculum
- May be adopted in full or Ala Carte
  - Pick and choose what works in your program

QUESTIONS or COMMENTS?

LEND Regional Consortia Updates



INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

Great Lakes Regional Consortium

Michael Bray, MA, EdS

Training Director, MI LEND

Get in touch: mikebray@wayne.edu

Northeast Regional Consortium

David Helm, PhD

LEND Director, LEND Boston

Get in touch: david.helm@childrens.harvard.edu

Southern Regional Consortium

Elizabeth Cleveland, PhD, CCC-SLP
Director of Training, AR LEND

Get in touch: ecleveland@uca.edu

- Oklahoma LEND (Megan Peters, Regional Chair)
- Arkansas LEND
- Texas: Lonestar LEND and Autism Consortium of Texas (ACT) LEND
- Louisiana LEND
- Two consortium events: Fall and Spring

THE
BALANCE
& THE Bridge
SOUTHERN REGIONAL
LEND EXCHANGE
TRAINEE PROGRAM
2021
INKYBRITTANY.COM

- Southern Regional Exchange Trainee Program (ITAC GOAL Project)
  - 5 trainees
  - Networking
  - Clinical experiences
  - Alumni newsletter
  - Family event: The Balance and the Bridge: Enhancing Family and Professional Partnerships Collaborating with with Djenne Amal-Morris

PacWest Regional Consortium

Kathleen Lehman, PhD
Associate Director, UW LEND

Dina Johnson, MA
Training Co-Director, CO LEND

Get in touch: lehmank@uw.edu & dina.johnson@cuanschutz.edu

5 Minute Break

Take a few minutes to breathe, stretch, and hydrate!

LEND Workgroup Updates

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

LEND Program Quality Improvement (LPQI) Network

Jeff Brosco, MD, PhD

LEND Director, Mailman Center LEND

To join the workgroup listserv, email: jczyzia@aucd.org

Goal of LPQI Network

- Helps individual programs improve the quality of LEND training in core competencies
- Can complement other QI efforts
- Participating LEND Programs (32) use two common tools:
  - Trainee Self-Report (CCM)
  - Faculty Observation (I-FOR)
- **TOP 7 Reasons to join LPQI**

Learn More (Scan Me)

#1 Improve LEND Training

Allows programs to measure outcomes compared to national benchmarks

(Raises bar for entire network!)

#2 Faculty Development

I-FOR helps all faculty better understand the core concepts/goals of LEND

#3 Trainee Expectations

Sharing I-FOR with trainees makes it clear what they are supposed to learn

#5 ALL Trainees

It is not just for clinical trainees – the measures work all trainees

#5 Are Our Assessment Tools Working?

Are we sure that trainees have acheived LEND core competencies?

- **Family-professional partnerships**
- **Interdisc/Interprof Teaming**
- **Policy/Leadership**

#6 Are Our LEND Activities OK?

Are we sure that our clinics/research/policy efforts are consistent with LEND core concepts?

- Family-professional partnerships
- Interdisc/Interprof Teaming
- Policy/Leadership

#7 Best of All

Monthly LPQI meetings are FUN! (and short)

(Second Tuesdays of each Month at 11 AM ET)

LEND Purposeful Inclusion of People with Disabilities (PWD) Workgroup

Kruti Acharya, MD
LEND Director, IL LEND

To join the workgroup listserv, email: jcordova@aucd.org

Goal of PWD Workgroup

- Share best practices and create tools to advance Self-advocacy discipline within individual programs and across the network
- Offer TA about questions from individual programs
- Provide space for peer support for current and former self-advocacy discipline trainees

Monthly PWD meetings are also FUN!

(First Wednesday of each *odd* Month at 3 PM ET)

PWD Subcommittees

- Mission/Vision Strategic Planning
- Self Advocacy Discipline Competencies
- Technical Assistance Information sheets
- Peer Support
  - Current and former LEND trainees
  - First Wednesday of each *even* Month at 3pm ET

LEND Family Discipline Network (LFDN)

Fran Goldfarb, MA, MCHES, CPSP
Family Support Discipline Director, CA LEND

To join the workgroup listserv, email: jcordova@aucd.org

Welcome to the LFDN

- The LEND Family Discipline Network is an AUCD workgroup and includes
  - LEND Family Faculty
  - LEND Family Fellows
  - LEND Directors
  - Family Faculty from other programs
- And exists to provide mentorship regarding the Family Discipline and to work on group projects.

2021 Activities

- Fabric Not Fringe Webinar Series (May 2021)
  - A 4-session webinar series covering information in the Fabric Not Fringe White Paper LEND Family Involvement Survey (2021)
- LEND Virtual Family Summit (September 27/28, 2021)
- Life After LEND (ongoing)

2021 Activities

- Family Mentorship Guide (coming soon)
- Beginners' Guide to the LFDN (coming soon)
- 2021 AUCD Annual Meeting Presentation - *How Families Add Value to the Delivery and Education for Health Professionals: What the LEND Family Discipline Network's Research Shows -*

LFDN Leadership

- Fran Goldfarb, Chair – fgoldfarb@chla.usc.edu
- Stephanie Coleman- scoleman3@kumc.edu
- Cristy James- crijames@iu.edu
- Dori Ortman- dori.ortman@chp.edu
- Linda Russo - lvrusso@uab.edu

Welcome New LEND Programs

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

Children's National Research Institute

Andrea Gropman, MD

LEND Director

Get in touch: agropman@childrensnational.org

LEND CN (LEND Children's National)

Andrea Gropman, M.D.

- https://cms.childrensnational.org/departments/neurodevelopmental-pediatrics/lendcn

Leadership Education in Neurodevelopmental and Related Disabilities at Children's National

Share:

Preparing to Meet Kids' Developmental Needs Today and in the Future

Children's National experts in pediatric neurodevelopment, psychology and related disciplines guide participants in the LEND CN Program as they prepare to care for children throughout their careers.

Meet our team

Leadership

Andrea Gropman, MD

Division Chief,
Neurodevelopmental Pediatrics
and Neurogenetics

Quick Summary | Full Profile

Mark Batshaw, MD

Developmental Pediatrician

Senior Investigator in the Center
for Genetic Medicine Research

Quick Summary | Full Profile

Anne Inge, PhD

Clinical Director, Center for
Autism Spectrum Disorders

Psychologist

Quick Summary | Full Profile

Allison Jackson, MD, MPH

Division Chief, Child and Adolescent Protection Center

Pediatrician

Quick Summary | Full Profile

Lauren Kenworthy, PhD

Director, Center for Autism Spectrum Disorders

Neuropsychologist

Quick Summary | Full Profile

Simmy King, DNP, MS, MBA, RN-BC, NE-BC

Nursing Director, Clinical Information Systems and Professional Development

Quick Summary

Debra Regier, MD

Medical Director, Rare Disease Institute

Medical Geneticist

★★★★★

4.9 / 5

Based on 40 Patient/Family Ratings (?)

Quick Summary | Full Profile

Kelly Register-Brown, MD

Medical Director, Center for Autism Spectrum Disorders

Child and Adolescent Psychiatrist

Quick Summary | Full Profile

Tommie L. Robinson Jr., PhD, CCC-SLP

Division Chief, Hearing and Speech

Quick Summary | Full Profile

Rhonda Schonberg, MS, CGC

Genetic Counselor

Quick Summary | Full Profile

Nathan Smith, M.S., Ph.D.

Director of Basic Neuroscience Research, Center for Neuroscience Research

Principal Investigator, Center for Neuroscience Research

Full Profile

Desiree de la Torre

Director, Community Affairs & Population Health Improvement

Quick Summary

Sinan Turnacioglu, MD

Neurodevelopmental Specialist

Pediatrician

Quick Summary | Full Profile

Ryan Uy, MD, MPH

Developmental and Behavioral Pediatrician

Medical Director, Fragile X Clinic

★★★★☆

4.0 / 5

Based on 36 Patient/Family Ratings (?)

Quick Summary | Full Profile

Children's National

Michaela L. Zajicek-Farber, PhD, MSW, BCD, LCSW-C

Professor, The Catholic University of America and National Catholic School of Social Service

Quick Summary

Anupama Tate, DMD

Director, Research and Advocacy

Dentist

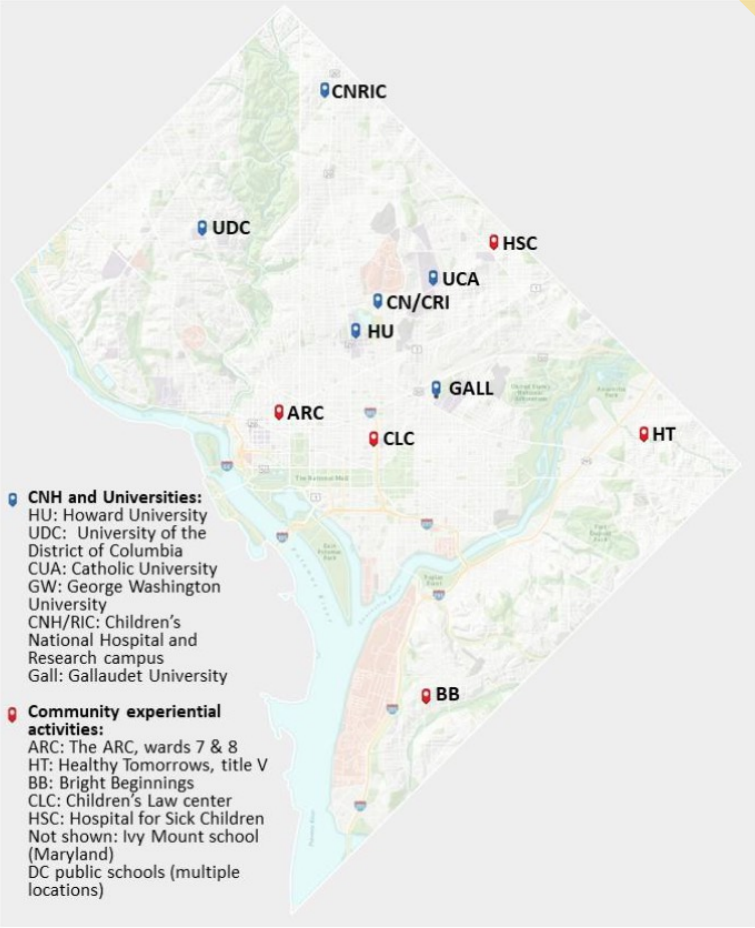
Quick Summary | Full Profile

The LEND CN Program serves the Washington, D.C., region in collaboration with:

- American University
- Bright Beginnings, Inc.
- The Catholic University of America
- Gallaudet University
- George Mason University
- George Washington University
- Georgetown University
- Howard University
- Ivymount School
- National Institute of Mental Health (NIMH)
- University of the District of Columbia
- University of Maryland-College Park

LEND Goals and partners

- The goal of this project is to strengthen public health systems by
  - Increasing the number of practitioners and policy makers with leadership skills necessary to deliver comprehensive, family-centered, community-based and culturally competent services to children with, or at risk for, ASD/DD and related disorders and their families
  - Increase involvement in activities to promote skills in assessment, intervention, management, decision-making, planning, service coordination and advocacy, and research strategies to populations with NDD/ ASD



LEND: *Leadership and education in neurodevelopmental disabilities*

- Training grant for care and leadership in developmental disabilities and ASD
- The proposed project will build the capacity of interdisciplinary team members in the delivery of services and supports to children with autism spectrum disorders and other neurodevelopmental disabilities (ASD/DD)
- Trainees include allied health professionals, parent advocates and patients
- Areas of Synergy
  - Clinical departments
  - DC academic and community partners
  - CN RIC, CRI (IDDRC, T32 grant)

LEND goals

Train and graduate	Train and graduate diverse interdisciplinary professionals with the knowledge, skills and attitudes to recognize, diagnose, intervene with, advocate on behalf of, and develop policies in support of children with ASD/DD
Develop and implement	Develop and implement an interdisciplinary curriculum addressing the needs of LEND trainees, incorporating evidence-based, contemporary adult learning methodologies
Serve	Serve as a “hub” for inter-institutional activities for the DC region establishing networks of learners, practitioners, and institutional leaders who interact with each other and the community
Develop and manage	Develop and manage a multilevel integrated evaluation system to ensure that the trainees and programmatic elements are monitored, objectives are met, and the program evolves over time
Affect	Affect health outcomes by generating, translating, and integrating knowledge about the needsof children with ASD/DD and their families in partnerships with the community
Provide	Provide technology assistance and continuing education to community agencies and regional universitiesin the area of ASD/DD.

LEND-CN Applicant Measurement Criteria

Mechanism	Measurement	Scoring
Letters of Ref.	Professional assessment of applicant's aptitude and professional history by supervisors and other support's assessment.	15%
Ref. Eval Forms	Survey of scholar and leadership potential using MCHB core competencies as a measure.	15%
Admissions Questionnaire	Applicant completed questionnaire delineating understanding of the LEND program and their short- and long-term professional and career goals that are consistent with the tenets of the LEND training program.	25%
Writing Sample	Measurement of critical thinking and written communication skills	15%
Resume/CV	Review of professional and educational history and its congruency with leadership in ASD and other developmental disabilities	20%
Transcripts	A review of knowledge aptitude, strengths, and weaknesses	10%

- Short term trainee — up to 40 hours — no stipend
- Medium term trainee — 40-149 hours — no stipend
- Long term trainee — 300+ hours — $25,320

- 5 years of funding
  - 9 long term trainees per year (300 hours/year)
  - Up to 15 short term (<149 hours) and medium term (150-300 hours/year) trainees
    - Ideal for fellows, residents, NPs, PAs
- Stipends for long term trainees

LEND-CN Project Directors/PI
Andrea Gropman, M.D.:
Mark L. Batshaw, M.D.

LEND Training Director: Anne Pradella Inge, Ph.D.

Leadership Program Coordinator: Ellen Goldman, Ed.D.

ASD Content Expert: Lauren Kenworthy, PhD.

Recruitment and Diversity Officer: Denice Cora Bramble, M.D.

Other members of executive committee

Community Affairs/Population Health Improvement Program Coordinator: Desiree de la Torre

Scholarship and Research Coordinator: Nathan Smith, Ph.D.

Core Discipline Coordinators

LEND Discipline	Name and Position
Speech Language Pathology/ Audiology	Tommie Robinson, Jr., PhD, Chief of the Division of Hearing and Speech Pathology
Genetic Counselling	Rhonda Schonberg, MS is an ABMG certified
Nutrition	Erin MacLeod, PhD, Director of Metabolic Nutrition and Research Nutritionist

Family faculty

Occupational Therapy	Felecia Moore Banks, PhD, M.Ed, OT/
Social Work	Michaela Zajicek-Farber, PhD Associate Professor in the School of Social Work-
Psychology	Serene Habayeb, Ph.D is a psychologist specializing in ASD
Nursing	Simmy King, DNP, Nursing director
Pediatric Dentistry	Anupama Rao Tate, DMD is the Director of Oral Health Advocacy
Developmental Pediatrics	Ryan Uy, MD. Developmental pediatrician Sinan Turnaciglou, M.D. Neurodevelopmental pediatrician,
Physical Medicine and Rehabilitation	Justin Burton, M.D. Chief of the Division of Physical Medicine and Rehabilitation

Leadership Development Activities

Activity	Focus
One full-day Leadership Training Workshop will take place each semester focusing on the specific values, attitudes, and behaviors that are successful for moving systems to be supportive for the populations they serve.	System Change Management v. Leadership Adaptive v. Technical Leadership Mental Models Leading by example
ITLP will be developed with each trainee. The Plan will be based on a variety of career and leadership planning tools such as MCH Leadership Competencies Self-Assessment, Strength-Finder 2.0, Leadership Practices Inventory, Thomas-Kilman Conflict Management Survey, and the AUCD Early Professionals Self-Assessment Tool	Leadership Styles Personal vision Personal needs and challenges Values clarification
We will provid 2 hours of Individualized Leadership Coaching to each trainee to identify barriers and facilitators to accomplish their ITLP	Personalized mentoring and action plan development
Advocacy Participation through outreach to professional organizations, Congress, advocacy and policy organizations. Each trainee will have a list of potential advocacy opportunities. Trainees will have the opportunity to work with Dr. Karen Summar in Congress on health care for children and William Quirk and the CHAI team	Involvement with professional organizations Involvement with policy development
Community Organization Participation by attending advisory group meetings for the DC Early Intervention ICC, DCPS Special Education Advisory Council, etc.	Provide technical assistance to Title V programs in DC advisory panels and advocacy organizations

- **Table 7 : Curricular Content Domains for LEND CN that address ASD DD**
  - 1 Overview of Neurodevelopmental and Related Disabilities
  - 2 Interdisciplinary Team Dynamics: Fundamental Principles and Procedures
  - 3 Interdisciplinary Frameworks and Methods for Cross-Cultural Competence
  - 4 Interdisciplinary Strategies for the Child within the Family System
  - 5 Coordination of Services through Interdisciplinary Care Management
  - 6 Public Policy and Contemporary Ethical Issues Influencing Services to CND
  - 7 Leadership Training for Administration of Health Services for Persons with SHCN
  - 8 Research in Neurodevelopmental and Related Disabilities
  - 9 Enhancing Teaching Skills
  - 10 Special Topics in Developmental Disabilities

Mental Health

CN's Beyond the Spectrum	Hospital-based program facilitating access to medical care/procedures with emphasis on DD/ASD/ID populations Work to develop an autism friendly hospital
DC Autism Clinic	Provides multidisciplinary autism services to DC Medicaid recipients
The DC Collaborative for Mental Health in Pediatric Primary Care	Public-private coalition focused on mental health integration in primary care; Technology assistance for families with ASD/DD
DC MAP (Mental Health Access in Pediatrics)	City-wide child mental health access program (www.dcmap.org)
Federal Government	
Maternal and Child Health Bureau	*LEND-CN* has a long history of collaborating with area LENDs (KKI, VA-Lend) as part of the mid-Atlantic LEND collaborative IDDRC

Cross Sector Collaborations

Program	**Role**
DC Department of Health	MIECHV Professional Development MIECHV Program Evaluation CYSHCN Advisory Panel Project LAUNCH
DC Promising Neighborhood Initiative	Family Training
Thrive by Five	Mayor's initiative (https://thrivebyfive.dc.gov/)
DC home visitation counsel	Provides child and family supports offered in the District; together, these services, including home visiting,
DC EIP/Strong Start	Service Coordinator Mentoring

Early Childhood

Citywide

DC Autism Collaborative (DC-AC)	collaboration of community autism providers, educators, parents, and administrators; potential opportunity to participate in project focused on barriers/access issues for ASD patients in the district
Vocational Settings	
Project Search through Ivymount	Project SEARCH is a unique one-year school-to-work program to help young adults with significant disabilities make successful transitions from school to a productive adult life.
Sunflower Bakery	Sunflower Bakery is dedicated to providing skilled job training and employment opportunities in the baking and hospitality industries for adults 18+ with learning differences.
Community Support Services	Community Support Services, Inc. is a non-profit charitable organization under Maryland law and Section 501(c)(3) of the Internal Revenue Code. Established in 1994 committed to providing quality, community-based service to children and adults with autism and other severe developmental disabilities.

Schools	
Early Stages; and/or PGCPS	observational opportunities though access can depend on schools; sitting in on IEP meetings? potentially following the same family through clinical, medical, to school settings
Private Practices	
Little Leaves	Little Buds ABA classroom; in-home treatment providers
University of MD	PEERS provider
One World Autism Center	Access to care, transition to adults; barriers to access to care
Global Center Autism Services	private practice - teachers ABA and is on the DC-AC
Professional Organizations	
AUCD	LEND-CN will join AUCD.
Advocacy/Disparities Work	
CHAI	Advocacy educational initiates: https://childrensnational.org/advocacy-and-outreach/child-health-advocacy-institute/advocacy-education/initiatives

University of Virginia

Micah Mazurek, PhD, MA
LEND Director

Get in touch: mm5gt@virginia@edu

UNIVERSITY of VIRGINIA

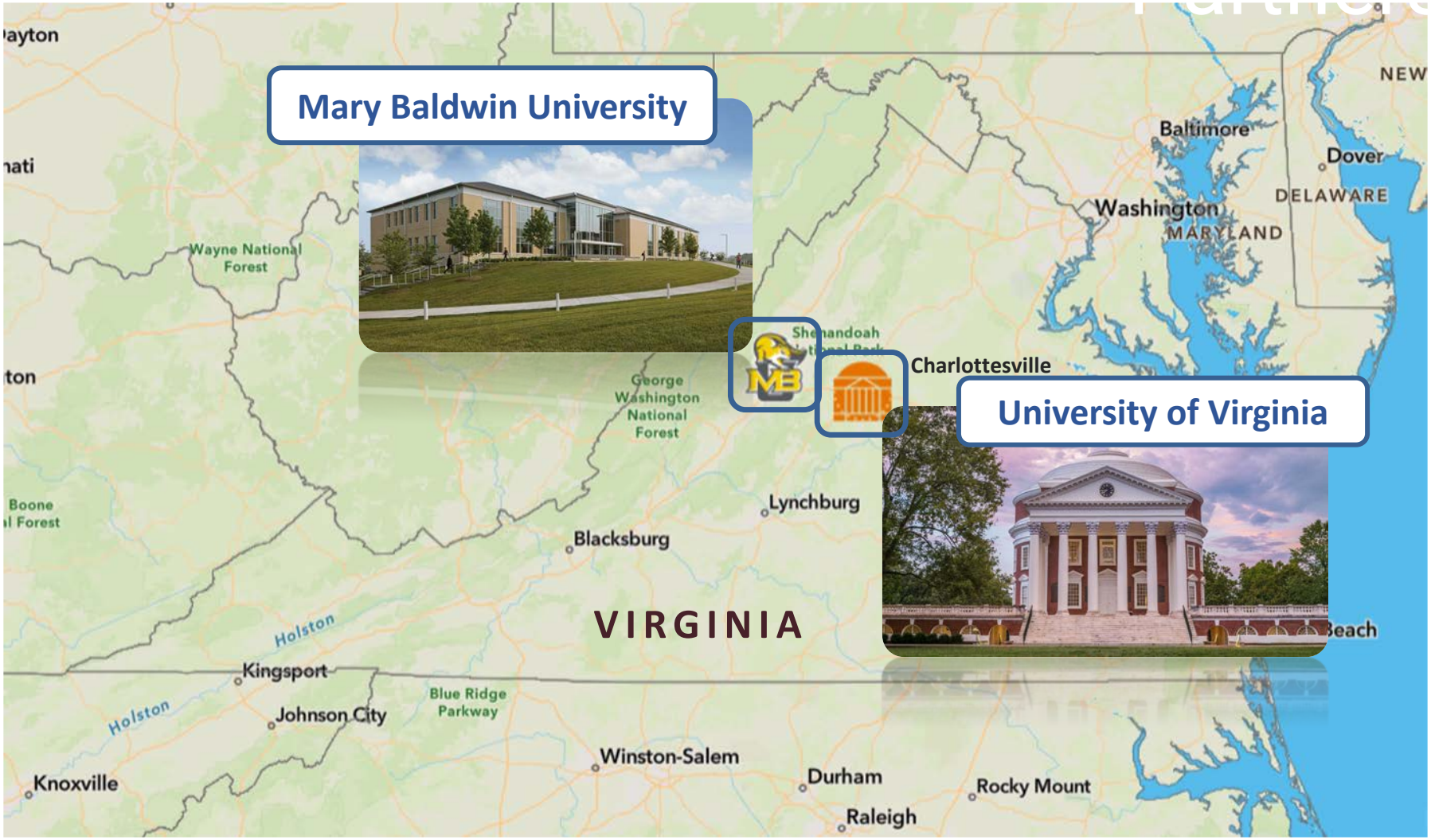
MARY BALDWIN UNIVERSITY

BLUE RIDGE
— LEND —

Blue Ridge LEND Mission

- To improve the health and well-being of individuals with autism and other developmental disabilities through:
  - Interdisciplinary Training
  - Technical Assistance
  - Knowledge Generation
  - Dissemination
- Special focus on reducing disparities & building capacity in **rural, Appalachian,** and **underserved** areas

Blue Ridge LEND Partners



Core Disciplines

1. Medicine
2. Psychology
3. Speech-Language Pathology
4. Nurse Practitioner
5. Special Education
6. Family
7. Self-Advocacy
8. Occupational Therapy
9. Physical Therapy

≥ 9 Long-Term Trainees (Core Disciplines; 300+ hours)
≥ 30 Medium-Term Trainees (All Disciplines; 40-299 hours)
≥ 100 Short-Term Trainees (All Disciplines; 1-39 hours)

Academic & Training Partners

Interdisciplinary Curriculum

- Seminars, Lectures, Continuing Education
  - Core Content Areas:
    - Neurodevelopmental Disabilities
    - Leadership & Interdisciplinary Skills
    - Family-Centered & Culturally Competent Care
    - Community, Systems & Policy
- Leadership Training
- Clinical Training

>30 Clinical & Community Settings

Friday LEND Sessions

- **Lunch & Learn Lecture Series**
  - Fridays from 12:00-1:00 PM
    - Special topics related to ASD/DD and addressing needs of rural, Appalachian, and underserved families
  - *Hybrid Format*
    - *In-person:* Faculty and long-term trainees
    - *Virtual:* Short- and medium-term trainees

- **LEND Seminars**
  - Fridays from 1:00-3:00 PM
    - Interactive sessions: lecture, demonstration, videos, role-play, skills training/practice, discussion, and problem-based learning activities
  - *In-Person Format*
    - Faculty and long-term trainees

Clinical Experiences

- **LEND Flagship Clinics** (≥ 2 required)

Early Development Clinic

CARE Autism Clinic

Neurodevelopmental Disabilities Rural Outreach Clinics

Clinical Experiences

- **LEND Affiliated Clinics** (≥ 2 required)
  - Select from > 20 UVA clinics
  - Multi- or interdisciplinary care for children with developmental disabilities

- **LEND Community Experiences** (≥ required)
  - Select from >10 community clinics or agencies
  - Multi- or interdisciplinary services for individuals with developmental disabilities

Leadership & Assignments

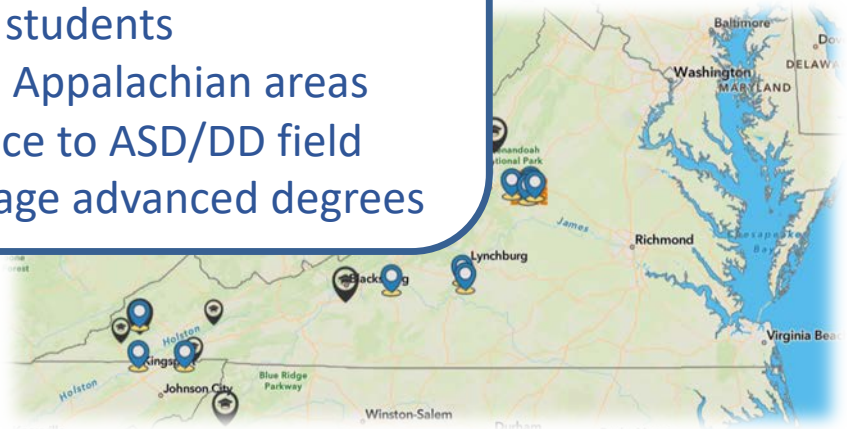
- Individualized Leadership Training Plan (ILTP)
- LEND Leadership Project
- ECHO Observation
- Family as Mentor
- Community Agency Project
- Legislative Tracking
- Policy/Advocacy Observation
- Disability Policy Seminar

Building Capacity

- Continuing Education
- Technical Assistance
- Knowledge Generation
- Dissemination

Rural Professional Pipeline

- Undergraduate & community college students
- Rural & Appalachian areas
- Introduce to ASD/DD field
- Encourage advanced degrees



Georgetown University

Toby Long, PhD, PT, FAPTA
LEND Director

Get in touch: longt@georgetown.edu

GULEND

GEORGETOWN UNIVERSITY

November, 2021

UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

Values

- Cultural competence
- Linguistic competence
- Life course
- Person centered
- Self determination
- Inclusion
- Equity

7/16

Organization

Administrative

Leadership

Curriculum and Training

Clinical and Experiential

GU LEND Disciplines and Faculty

Faculty	Title	Discipline	
Leadership			
Toby Long	Project Director		
Tawara Goode	Director of Equity & Cultural and Linguistic Competence		
Rachel Brady	Director of Training and Clinical Services		
Sharonlynn Harrison	Evaluator		
Discipline Coordinators			
Libbie Rifkin	Family	Lisa Brace	Nursing
Lydia Brown	Self-Advocate	Jodi Baily	Speech-Language Pathology
Kim Bullock	Medicine	Tammie Perez	Social Work
Robin Shaffert	Policy	Diane Jacobstein	Psychology
Ellen Kagen	Leadership	Rachel Brady	Physical Therapy

GU LEND Key Elements

1. Didactic and Applied Practices
2. Experiential Activities
3. Clinical Services
4. Mentorship
5. Scholarship

Training Program (400 hours+ for LTT)

Didactic and Applied Components

DSBT##: 2-semester

Didactic: 2-hour lecture/week

Applied: Panels, problem-solving, leadership 2-3 hours/week

Clinical

NCC: Monthly: ~8:30-3 @ NCC

Supplemental: 1 other clinical program/year

Experiential Component

5/year: 1 from each of 5 groups: **C**ommunity-based programs, **P**olicy/Advocacy, **P**rofessional development and networking, **I**nnovative practices, **S**ervice systems

Training Program (400 hours+ for LTT)

Leadership

START Services monthly online training

5-Minute MCH

Mentorship for Equity: Cultural and Linguistic Competence for Career and Life Goals

Scholarship

Project, poster

Other LEND Related Activities (Annually)

Sponsor	3 continuing education activities • GUCEI Webinar • UCEDD/GUCEI annual conference
Provide	at least 1 regional and 1 national CE activity • Regional: CNMC, VCU, KKI • National: Cross-country LEND; UCONN on Early Childhood
Offer	Offer 2 seminars/year in collaboration with GU Disability Studies
Host	The LEND Collective: Quarterly forums on innovative practices/ideas

Hoya Saxa!

University of Kentucky

Kathy Sheppard-Jones, PhD
LEND Director

Caroline Gooden, PhD
LEND Co-Director

Get in touch: kjone@uky.edu & caroline.gooden@uky.edu

Kentucky LEND

Caroline Gooden
cjgood2@uky.edu
KY LEND Project Director

Kathy Sheppard-Jones
kjone@uky.edu
HDI Executive Director

Human Development Institute

Kentucky LEND

- Provide a unique training experience, including pathway to academic Certificate in Developmental Disabilities

- Increase the clinical expertise and leadership skills of practicing Kentucky professionals and families

- Increase collaboration across the Commonwealth

- Improve outcomes for children with disabilities and their families

Human Development Institute

Kentucky LEND Partners

State Partnerships

- University of KY, University of Louisville, Eastern Kentucky University
- KY Cabinet for Health and Family Services: Department for Behavioral Health, Developmental and Intellectual Disabilities
- KY Office of Autism
- Innovative Supports for Autistic Workers

National Partnerships

- National Center for Prenatal and Postnatal Resources
- National Training Center on Mental Health and Developmental Disabilities
- Center for Dignity in Healthcare
- Learn the Signs, Act Early

Human Development Institute

Kaitlin O'Neill: Doctoral student in special education leadership personnel preparation, moderate and severe disabilities and communication science, completing requirements for board certified behavior analyst

Shelby Johnson: Second year graduate student in Communication Sciences and Disorders; gaining rich clinical experience working with clients with ASD/DD

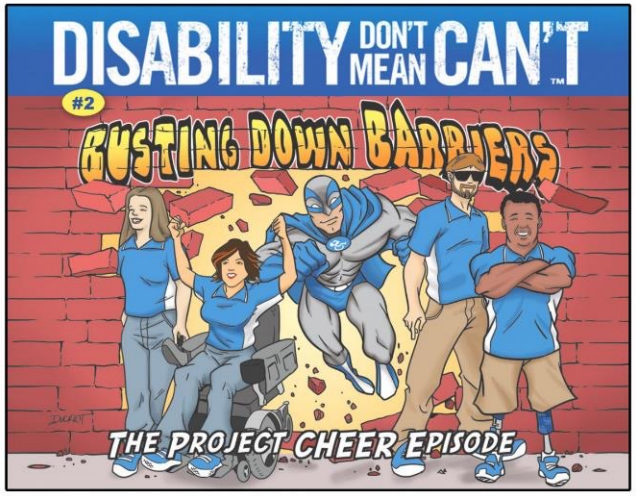
Human Development Institute

Gabrielle Martin: Doctoral student in school psych with clinical experience in diagnosis and treatment of ASD/DD, including telehealth delivery of services

Tanya Torp: family member, self-advocate, social justice champion, Disability Inclusion Navigator, ECHO SCOPE facilitator

Human Development Institute

Morgan Turner: Program Education Assistant, self-advocate, influential leader, comic book star; hosts video series dedicated to empowering other self-advocates



Human Development Institute

Hannah Mitchell: third year graduate student, Doctorate of PT; years of experience with peds and children with ASD/DD; desires to improve healthcare for this group; natural leader

August Tuggle: Master's student in music therapy, desires to work with adolescents and adults with DD and implement best music practice for persons with ASD

Human Development Institute

Nathan French: Master's student in social work, self-advocate, interested in civil rights of persons with disabilities and changing social policy

Dr. Stephanie Battistini: third year developmental behavioral pediatrics fellow at University of Louisville; research focus to improve general pediatricians' knowledge about risks of elopement for children with ASD

Human Development Institute

Kentucky LEND Long-Term Trainees

9 graduate student trainees disciplines

- medicine
- physical therapy
- social work and self-advocate
- school psychology
- self-advocacy
- music therapy and self-advocate
- speech language
- family and self-advocate
- special education

Human Development Institute

KY LEND Faculty Disciplines

- medicine (pediatrics and neurology)
- physical therapy
- occupational therapy
- speech language
- school and educational psychology
- special education
- early childhood special education
- rehabilitation science
- self-advocacy
- family
- rehabilitation counseling

Human Development Institute

Kentucky LEND Training Program

- Core courses
- Family and self-advocacy mentorship
- Clinical program through extensive placement options
- Research leadership program

Learn more at **hdi.uky.edu/kylend**

Human Development Institute

Human Development Institute

hdi.uky.edu

University of California San Diego

Lauren Brookman-Frazee, PhD
LEND Director, UC San Diego

Jessica Suhrheinrich, PhD
LEND Co-Director, San Diego State University

Get in touch: sandiegolend@health.ucsd.edu

SAN DIEGO LEND

Leadership Education in Neurodevelopmental and Related Disabilities

- Multi-institutional collaboration:
  - UC San Diego ACTRI Dissemination and Implementation Science Center & Altman Clinical Translational Research Institute
  - San Diego State University
  - Rady Children's Hospital-San Diego
- Focused on applying implementation science approaches to promote equity in access to evidence-based services for individuals with ASD/DD.
- Builds on local expertise in dissemination and implementation science, evidence-based practices, community-academic partnerships, and culturally responsive care models.

San Diego State University

UC San Diego
ACTRI Dissemination and Implementation Science Center

Rady Children's Hospital San Diego

San Diego LEND Administrative Leadership Team

- Program Director, Lauren Brookman-Frazee (UCSD/Rady)
- Co-Director, Jessica Suhrheinrich (SDSU)
- Training and Evaluation Director, Colby Chlebowski (UCSD)
- Program Coordinator, Maia Feliu (UCSD)

Faculty Coordinators

- **Clinical Training/ Rady Children's Coordinator**
  - Themba Carr
- **Community Training Coordinators**
  - Mary Baker-Ericzén & Kelsey Dickson
- **Equity Implementation Research & Practice Coordinators** (Community Action Projects)
  - Paul Luelmo & Nicole Stadnick

LEND Discipline Leads

- **Family:** Rachel Haine-Schlagel
- **Genetics/Genetic Counseling:** Kristen Wigby
- **Adult Medicine:** Mary Baker-Ericzén
- **Pediatric Medicine:** Lauren Gist
- **Psychology:** Lauren Brookman-Frazee
- **Public Health Policy:** Nicole Stadnick
- **Self-Advocacy:** Mary Baker-Ericzén
- **Special Education/ Education:** Jessica Suhrheinrich
- **Speech Language Pathology:** Sonja Pruitt-Lord

2021-2022 Trainees (not mutually Exclusive)

	LTTs	AdvMTT	TOTAL (%)
Academic Trainees			
Grad students	2	1	3 (23%)
Postdocs	1	0	1 (8%)
Practicing Professionals	3	1	4 (31%)
Family Members	4	1	5 (39%)
Self-Advocates	1	1	2 (15%)

Disciplines represented:

ABA
Disability Studies
Family
Occupational Therapy
Psychology
Self Advocacy
Special Education/Education

University of Texas at Austin

Sandy Magaña, PhD, MSW
LEND Director

Get in touch: smagana@austin.utexas.edu

AUTISM CONSORTIUM OF TEXAS LEND (ACT LEND)

https://disabilitystudies.utexas.edu/

https://disabilitystudies.utexas.edu/act-lend

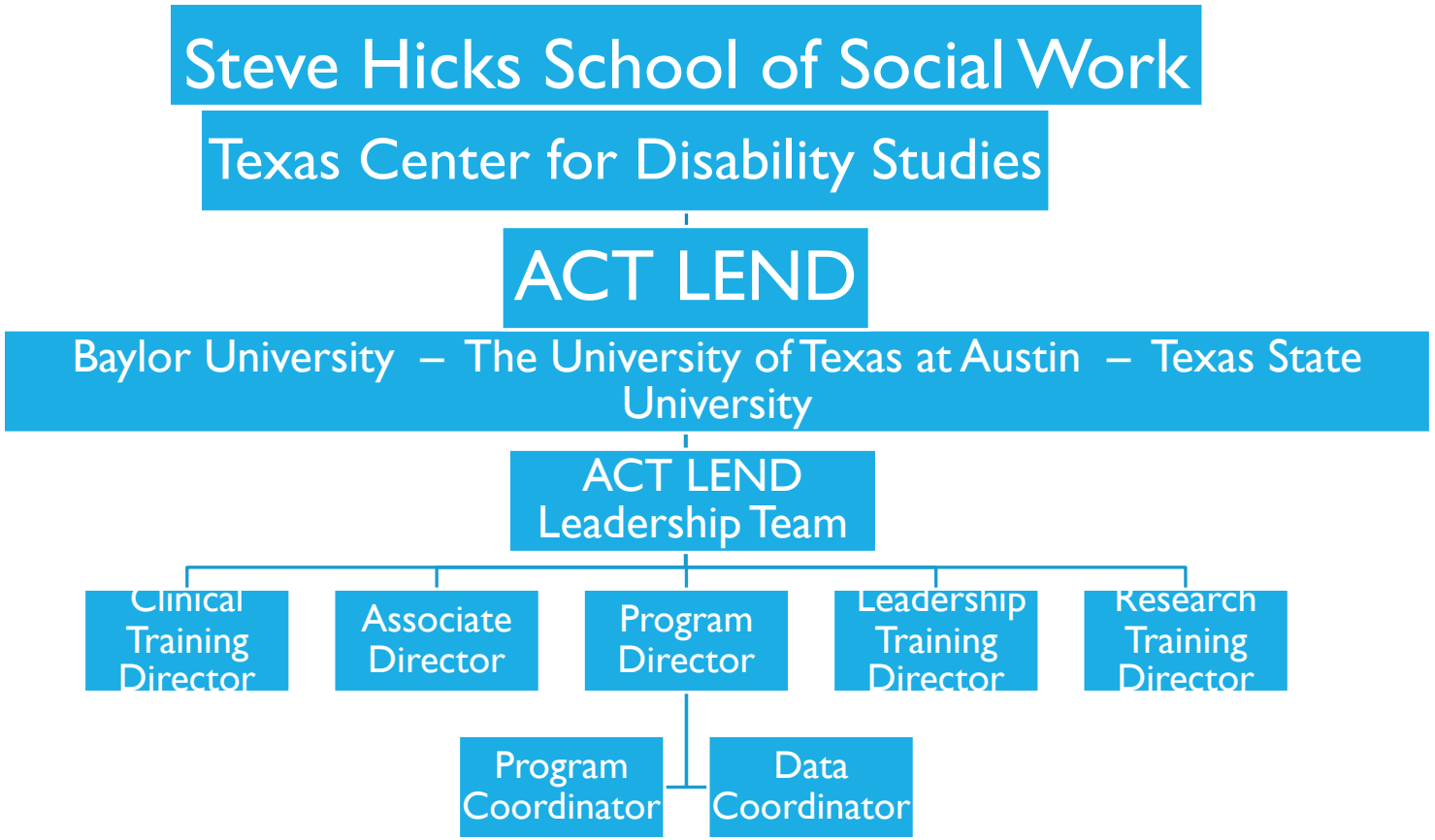
TEXAS
The University of Texas at Austin

TEXAS STATE UNIVERSITY

Baylor University

ACT LEND Overview

- Our Leadership Team & Organizational Chart
- Core Discipline Faculty/Coordinators
- ACT LEND Curriculum & Activities


Steve Hicks School of Social Work
Texas Center for Disability Studies
ACT LEND
Baylor University – The University of Texas at Austin – Texas State University
ACT LEND Leadership Team
Clinical Training Director
Associate Director
Program Director
Leadership Training Director
Research Training Director
Program Coordinator
Data Coordinator

Leadership Team

Sandy Magaña, Director

Nina Zuna, Associate Director

Kate Thompson, Project Coordinator

Javier Sanchez, NIRS Coordinator

Sandra Vanegas, Clinical & Texas State Training Director

Kristin Padilla, Leadership & Baylor Training Director

Lauren Hampton, Research Director

Core Disciplines and Coordinators

Core Disciplines	Discipline Coordinator	Training Coordinator
Audiology	Julia Campbell	Julia Campbell
Speech & Language Pathology	Jesse Franco	Jesse Franco
Family	Nick Winges-Yanez	Nick Winges-Yanez
Medicine	Sheri Ravenscroft	Audrey Brumback
Psychology	Rebecca Neal-Beevers	Rebecca Neal-Beevers
Social Work	Sandy Magaña	Sandy Magaña
Special Education	Tina Fragale	Tina Fragale
Nursing	Heather Becker	Heather Becker
Physical Therapy	Jason Cook	Kristen Padilla
Applied Behavioral Analysis	Kristen Padilla	Kristen Padilla
Self-Advocate	Sal Silinonte	Sal Silinonte
Other Disciplines		
Law	Lucy Woods	Lucy Woods

Act Lend curriculum/activities

Activity	When	Hours
Didactic Activities		
Class: Leadership in Autism	Fall	45
Weekly spring seminars	Spring	45
Clinical workshops	F/S	40
Leadership workshops	Spring	30
Experiential Activities		
Clinical or community practicum	F/S	100
Family mentorship program	F/S	15
Research/evaluation project	F/S	35
Total Hours		310

Faculty Discipline Trainer/Trainee Relationship

Trainees meet with discipline trainer once a month

- In September to establish an Individualized learning plan (ILP)
  - Review competencies and how to meet them in addition to fulfilling hours
- Subsequent meetings will be to
  - check in about the progress on learning plan
  - Receive mentorship and guidance on any learning or career goals

Fall Course

Attendees- all LTT, MTT and other UT students

Course is a hybrid model

- In person for all UT students
- Remote for Baylor, Texas State, and community members (can attend in person at anytime as well)
- Special "studio" classroom created for us at Burdine Hall
- Some assignments overlap with LEND activities such as clinical trainings

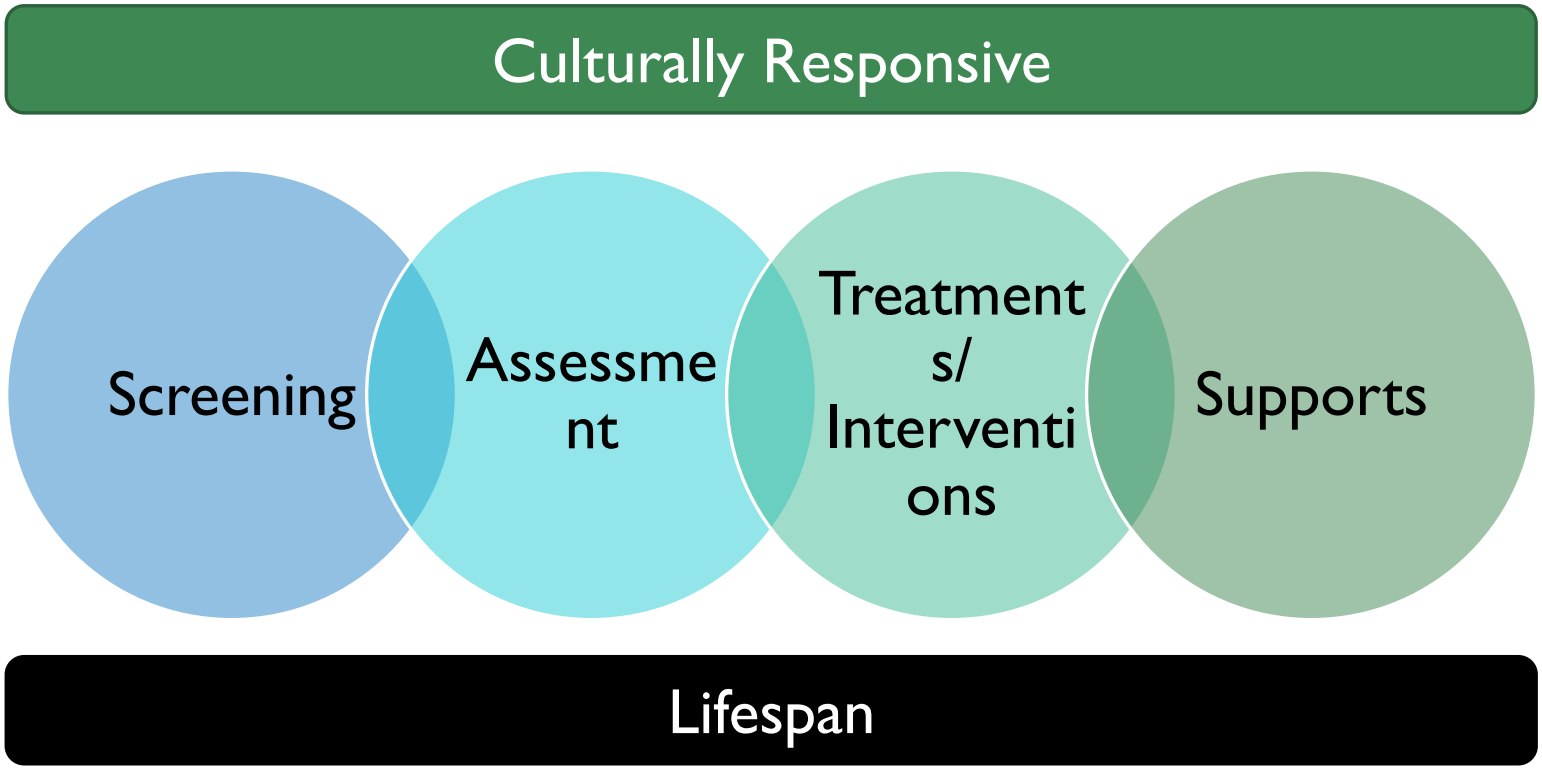
Practicum

100-hour practicum required

12 agencies to choose from, some more clinical and others more community based

Practicum can be Fall and Spring, or can be concentrated over Fall or Spring- depending on student and site needs

Clinical Workshops



Interdisciplinary Leadership Training

Leadership Weekend

- Collaboration with LoneStar LEND in Houston Texas
- Topics include: strength-based leadership, self-reflection and more

Leadership Workshop Series Spring

- Promoting Policy that Influence Inclusive Practices
  - LoneStar LEND will be invited to joint ACT LEND for all day workshop including Capitol visits
- Advocacy, Agency, and Self-Determination
- Using Technology to Reach and Teach Others

Research

Minimum 30 hours of active research engagement

- In any discipline!

Opportunities may turn into research position

Research project can be used for the final poster presentation in May 2022

- Opportunities for national/international presentations or publications

Family Mentorship

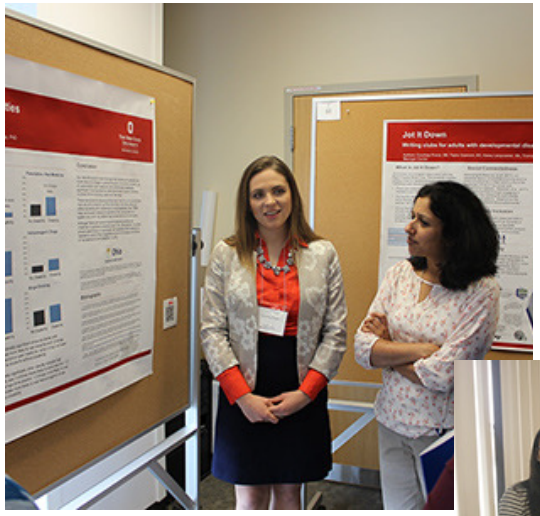
Families and self-advocates are important teachers and mentors for pre-professionals

- Trainees are matched with a family member of a person with disability or a self-advocate
- Trainees meet with mentors at least twice each semester (total of 4 meetings of any length)
  - Meetings can be face to face, virtual, attending activities with family, spending time with family, etc.

ACT LEND poster presentation

End of year Poster Session in May

- Each Trainee will create poster of a research or practicum project
- Celebration of our accomplishments during the year
- All partners, faculty, trainees and those interested will be invited
- Will include refreshments



SUNY Downstate

Harris Huberman, MD, MPH
LEND Director

Allen Lewis, PhD, CRC
LEND Co-Director

Get in touch: harris.huberman2@downstate.edu & allen.lewis@downstate.edu

SUNY Downstate LEND team

- Harris Huberman MD, MPH – PD
- Allen Lewis, PhD, CRC – Co-PD
- Jennifer Morrison-Diallo, PhD – Coordinator of Behavioral Health and Community Services
- Ivana Krstovska, PhD – Behavioral Psychologist
- Kristena Newman, abd-PhD – Program Coordinator

SUNY Downstate Health Sciences University

ASD and treatment in Brooklyn

- In Brooklyn accessing evaluation and treatment services is extremely challenging for children and adults with Autism Spectrum Disorder (ASD) and other neurodevelopmental disabilities (ND).

- There are significant health disparities both in the timing and quality of initial diagnostic evaluation and in the availability of evidence-based treatments for poor families and families of color.

- Significant factors include limited community awareness and shortage of qualified and culturally responsive providers to evaluate and provide critical evidence-based treatments.

Goal 1. *Improving and expanding capacity for* ***early and accurate diagnosis*** *and* ***effective treatment*** *of ASD and ND's starting in* ***early childhood*** *and* ***extending through adulthood.***

Goal 2. ***Build a cadre of neurodevelopmental providers*** *who are* ***culturally responsive*** and fully understand the larger family, social and community context of children, youth and adults with ASD and ND's.

Goal 3. ***Increase community awareness*** *and* ***strengthen connections*** between evaluation, treatment and training programs and the community – families, schools, faith-based centers and community organizations.

Training approach

- **Training providers in ASD diagnostic tools** to increase ASD evaluation / diagnostic capacity
- **Interprofessional training** and **ongoing team meetings** to promote collaboration among therapists, physicians, social service providers and families
- **Dialogue between providers, families and self-advocates** to improve quality of treatment and family-centered care
- **Masters level (BCBA) training** as well as **entry-level ABA practitioner training** including trainees from the community to increase ABA availability
- **Continuing Education** for pediatric providers to improve early identification of ASD
- **Community Outreach events** to improve family and community awareness of ASD
- **Empower providers**' and **families'** and **self-advocate's** ability to be strong advocates for optimal care and services at an individual level through education and leadership training -
- Strengthen all stakeholders' capacity to be **advocates for systems / community level change** through **leadership training** and **capstone experiences**

Long-Term Trainee LEND Program Requirements and Schedule

Type of Training/Didactic	Hours Required	Time/Day	Dates	Topics Covered
Core Curriculum	100 hours	Tuesday 7-8:30 pm **Via Zoom**	Weekly from October-March	See Appendix A (for topics and dates)
Clinical Rotations	150 hours	Wednesday 9-1 pm **In person**	October-May	See all sites, pick one to do majority of clinical hours
Clinical Case Discussions (e.g., Project ECHO)	8 hours	Thursdays 12-1 pm **Via Zoom**	October-May 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5	Topic will match topics covered in core curriculum till 3/3 4/7- Leadership 5/5- Family/Systems work
Capstone Project	30-100 hours	Flexible, some hours can count toward practicum + clinical rotations work **In person/office**	October-May	Student will choose their topic based on interest, must be finished with project and ready to present by 6/1/2022
Weekly Supervision	30 hours	Wednesday 2-3 pm **Via Zoom**	October-June	LTTs/MTTs will meet virtually with Jen/Ivana to discuss projects, sites, etc..
Continuing Education	10 hours	4 times a year, 2 sessions, one day/one evening **In person + via zoom**	Nov 16/18 Jan 18/20 March 15/17 May 17/19	TBD (need to discuss topics below): Families and Caregivers-ASD along the continuum- early, young adults/adults, behavioral difficulties First responders and other community members- ABCs of ASD and behavioral difficulties, advocacy Nurses, ERs. Doctor offices etc- ABCs of ASD, behavioral challenges, and advocacy Panel workshop- my family or myself have autism---this is what you can do to help me
TOTAL	300 + hours			

Downstate LEND Distinctive features - 1

Strong network of community providers and training sites

- Downstate's ASD-focused Child Development Clinic
- Kings County - Intellectual Disabilities and Mental Health Unit inpatient psychiatric unit
- AHRC of NYC - day programs, pre-school, respite, outpatient clinics
- Brooklyn Autism Center- age 5-21 school and transitional services
- JobPath – Employment support and life coaching for young adults w ASD
- Office of People with Developmental Disabilities (OPWDD) – exposure to Systems and Family Work

Downstate LEND Distinctive features - 2

A strong Applied Behavioral Analysis (ABA) component

- Strong representation of behavioral psychology amongst faculty and LTT's
- A BCBA Master's training program within Downstate SOHP (*pending budgetary approval*)
- BCBA trainees would work as ABA providers to fulfill their practicum hours, while providing ABA services to individuals in the community – a financially sustainable model – and provide LEND trainees with a strong ABA exposure
- Entry-level ABA practitioner training including trainees from the community

Downstate LEND Distinctive features - 3

A strong Family Member and Self-Advocate component

- Strong representation of Family Members and a Self-Advocate with ASD in our first LTT cohort
- Lively and illuminating didactic discussions
- A Family Support group providing both didactic training and emotional support to families with children newly diagnosed with ASD

Downstate LEND Distinctive features - 4

A Neuroscience / Research component

- An LTT who is a genetics / neuroscience graduate student
- Didactics including basic neuroscience / genetics of ASD
- Opportunities for all LTT's to observe / experience ongoing ASD research at Downstate
- Patient-Centered Outcomes Research - linkages (and being a voice) to other ASD grant-supported research trials

Our first LTT cohort

- Family member
- Family member
- OT
- Pediatrician
- Early Childhood Educator
- Social Worker
- PT
- Self-advocate
- Child Psychiatrist
- Genetics/Neuroscience grad student
- ABA student
- Music / Creative Arts therapist
- Parent Advocate / Family member
- School Counselor
- Respite / Crisis Center worker
- Family Member / Family advocate

Year 1 – we're up and running

Already begun:

- First four (virtual) didactic sessions
- First case presentation
- First two Family Support meetings
- Just beginning core rotations

(Individual care training – starting)

- Continuing Education – planned
- Community Outreach – planned
- Exposure to systems issues – planned
- Capstone projects – being discussed

(Leadership training and advocates for systems / community level change – looking ahead)

SUNY Stony Brook

Michelle Ballan, PhD
LEND Director

Get in touch: michelle.ballan@stonybrook.edu

Stony Brook University

Stony Brook University LEND

Virtual LEND Director's Meeting

Michelle Ballan, Program and Center Director

Matthew Lerner, Center Co-Director

November 3, 2021

FAR BEYOND

Stony Brook University

Stony Brook University LEND

► **Core Faculty represent 11 disciplines**

Adult Medicine	Pediatric and Adult Dentistry	Public Health
Disability Studies	Pediatric Medicine	Self-Advocates*
Family Leadership	Physical Therapy	Social Work
Nursing	Psychology	

► More than **50 Supporting Faculty** from Stony Brook and several other universities

► **55** agencies, universities and hospitals comprise clinical rotation sites

* Year 2 of the Grant

Stony Brook University

Long-Term Trainee Inaugural Cohort

- **12 Long-Term Trainees (LTTs)**
  - 10 with stipends, 2 without stipends
  - All disciplines represented, 2 Pediatric Medicine, 2 Psychology
  - 6 practicing professionals (1 social worker, 1 Pediatric Medicine resident, 1 Pediatric Medicine fellow, 1 Emergency Room RN, 1 Family Support Specialist and 1 President/CEO)
  - 6 graduate students (2 psychology doctoral students, 1 public health doctoral student, 1 physical therapy doctoral student, 1 medical student, and 1 dental student)
  - 50% of LTT cohort identify as diverse and 1 individual identifies as having a disability

Stony Brook University

LTT Program Structure

Orientation

Didactics

○ Led by Core Faculty, the first 15 week seminar emphasize services and screening, diagnosis and treatment for individuals with ASD/ND and their families, advocacy and research through an interdisciplinary lens. The second 15 week seminar focuses on individuals with ASD/ND over the life course and is taught by both Core and Supporting Faculty. LTTs participate in seminars in-person on Monday evenings from 5:30-8:30p.m.

Coffee with Experts from the Novel Disciplines (CEND) Series

○ Introduce trainees to faculty from outside the core LEND disciplines and discuss emerging issues, cutting–edge research and technology. Each year, 6 novel disciplines are highlighted and offered as a “flipped classroom,” with recorded lectures for LTTs to view on their own schedules and then have coffee virtually with the expert to ask questions. For 2021-2022, the disciplines are dance, economics, linguistics, computational approaches, brain imaging and neurobiology.

Stony Brook University

LTT Program Structure

Clinical Training Friday Series

○ Online 2-3 hour clinical trainings are held on the third Friday of each month and led by our Director of ASD Clinical Training in concert with Core Faculty. Clinical trainings for 2021-2022 include *Understanding Autism Symptoms*, *Understanding Autism Screenings and Assessments*, *The Art of Giving the ASD Diagnosis*, *Differential Diagnosis, Comorbidity and Medication Management*, *Typical vs. Atypical Early Development and ASD*, *Parenting and Child Development*, *Family Lifecycle*, *CBT for ASD*, and *Behavior Management*.

Clinical Rotations

○ Each LTT completes an *in-discipline clinical rotation* for 80-100 hours.

○ 11 o*ut-of-discipline clinical rotations* are available from November 2021 through May 2022 for each LTT to participate in *1-2 rotations* (8-16 hours).

Stony Brook University

LTT Program Structure

Family Interview

○ Each LTT is assigned a family to witness the "lived experience" of families with children with ASD/ND. Families mentor their trainees by answering questions about their lives, discussing the challenges and triumphs of being a family of a person with a disability, and providing insight into how clinical recommendations are executed in the real-life home environment. Trainees meet with families *in person for a 1-2 hour interview*, and present the interview results during the seminar.

Cultural Responsiveness Training Seminar

○ This 4 hour training is led by a team of experts to investigate and disseminate best practices in the delivery of culturally responsive services to the ASD/ND population impacted by cultural and linguistic barriers with a focus on intersectionality of identities.

Stony Brook University

LTT Program Structure

Alan Alda Center for Communicating Science Training

- This 8 hour training provides strategies for effective interdisciplinary communication to increase the reach, sensitivity, and cultural responsiveness of the ASD/ND services they provide, and of their broader engagement with various stakeholders in the community.

Disability Leadership Institute

- LTTs participate in an 8 hour institute given by the National Leadership Consortium on Developmental Disabilities focused on best practices in service delivery, policy, and advocacy for people with ASD/ND and their families. Trainees engage in interactive activities, discussions, exercises, and assessments that inform personal leadership, organization, and change goals in concert with Maternal Child Health core competencies.

Mentor Meetings

- LTTs meet *1 or 2 times per month with their Faculty Mentor* to check on progress with their clinical and didactic work, and to develop and implement an individualized training plan.

Stony Brook University

LTT Program Structure

Research

- LTTs conduct *a substantive research or quality improvement* project under the guidance of their Faculty Mentor.

Research Exposition

- LTTs present their research or quality improvement project to other trainees and faculty.

Graduation

- A ceremony honoring the LTTs for their accomplishments will be held in *May 2022*.

*10 Advanced MTTs complete the same program as LTTs without receiving a stipend nor completing an in-discipline clinical rotation. Our inaugural cohort includes 4 self-advocates, 1 speech-language pathologist, 1 family member, 1 social worker, 1 Developmental Behavioral Pediatrician fellow, 1 physical therapy doctoral student and 1 psychology graduate student.

Q&A

Any questions?

5 Minute Break

Take a few minutes to breathe, stretch, and hydrate!

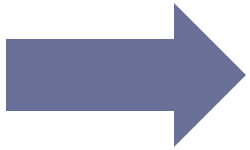
Closing & Breakout Discussions

INTERDISCIPLINARY TECHNICAL ASSISTANCE CENTER
ON AUTISM AND DEVELOPMENTAL DISABILITIES

Thank You and Evaluation Survey

- Please complete the following evaluation survey:https://www.surveymonkey.com/r/P3RMWRD

or scan the QR Code



- The recording, resources, and slides will be available within one week of today's meeting

Self-Select Breakout Discussions

- **Breakout Room A:**
  - Supporting Self-Advocate Trainees
- **Breakout Room B:**
  - Trainee Diversity and Recruitment
- **Breakout Room C:**
  - Faculty Diversity and Recruitment
- **Breakout Room D:**
  - COVID-19 Impact
- **Breakout Room E:**
  - Funding and Budget Concerns