

THE LEND OUTCOMES FOLLOW-UP SURVEY: DEVELOPMENT AND PRELIMINARY FINDINGS

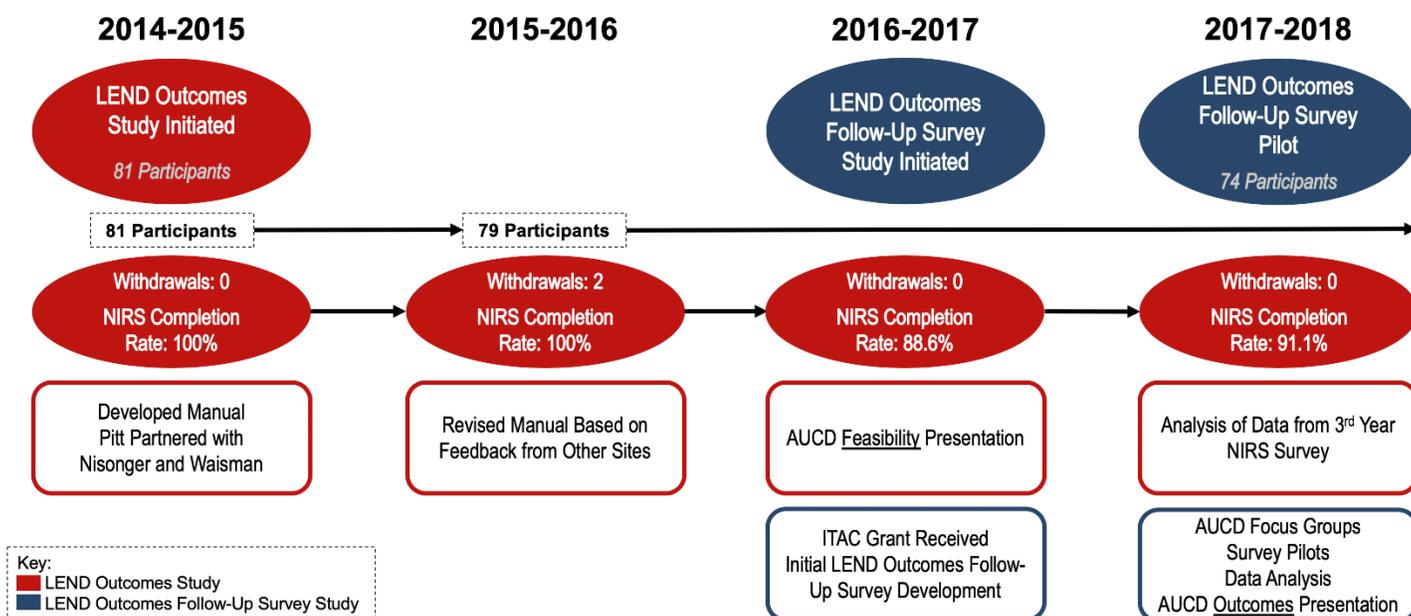
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LEND OUTCOMES STUDY GOALS

Although evidence from completion of the NIRS Graduate Survey shows that professionals and advocates who have completed LEND training are engaged in interdisciplinary leadership activities aimed at improving the health and wellbeing of individuals with developmental disabilities, the network currently has limited evidence to demonstrate whether LEND graduates are *more engaged or successful* than peers with the same professional training. We began the LEND Outcomes Study in 2014 to test the feasibility of collecting follow-up data from LEND trainees and a comparison group using a case control design. Over the past four years, we demonstrated that it is feasible to recruit, retain, and collect data from three separate annual cohorts of LEND trainees and comparison peers across three program sites. This presentation represents the pioneering efforts of three LEND programs (Nisonger Center LEND, Wisconsin LEND, LEND of Pittsburgh) to establish a robust measure (LEND Outcomes Follow-Up Survey) that will demonstrate the power of LEND training.

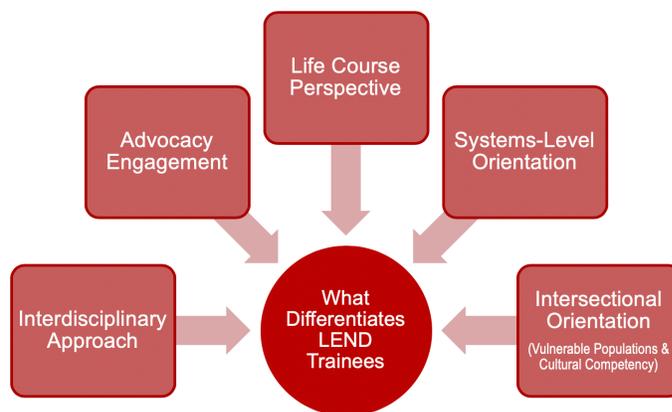
LEND OUTCOMES STUDY TIMELINE



CREATION OF LEND OUTCOMES FOLLOW-UP SURVEY

The creation and piloting of the LEND Outcomes Follow-Up Survey was a multi-step process that incorporated feedback from multiple stakeholder groups:

- Initial Pilot (Summer 2017)
- Received ITAC Grant (Summer 2017)
- AUCD Focus Groups (Fall 2017)
- Revision of Questions (Spring 2018)
- Faculty and Family Stakeholder Pilot (Spring 2018)
- Technical Assistance from AUCD (Spring 2018)
- Creation of Final Version of LEND Outcomes Follow-Up Survey (Spring 2018)
- Trainee Pilot of LEND Outcomes Follow-Up Survey (Summer 2018)
 - Recruited 93.7% of eligible participants (74/79)
 - Took, on average, 24:45 to complete the survey
 - Cost: \$25 compensation per completed survey



The “active ingredients” of LEND Training;
 May also include: leadership; engagement with disabilities/special healthcare needs; research experience

STUDY FINDINGS

We successfully recruited 93.7% of eligible participants for the survey pilot. Trainees (T) and Controls (C) were 88.4% and 96.7% female, respectively. Many trainees and comparison peers either had a family member with a disability or a special healthcare need (T: 55.8%; C: 43.3%) or themselves had a disability or a special healthcare need (T: 34.9%; C: 26.7%). The most common disciplines were psychology (T: 16.3%; C: 20.0%), speech-language pathology (T: 16.3%; C: 16.7%), and audiology (T: 14.0; C: 16.7%). We compared trainees and controls in their responses of the 2017-2018 NIRS Survey and LEND Outcomes Follow-Up Survey.

NIRS SURVEY RESULTS

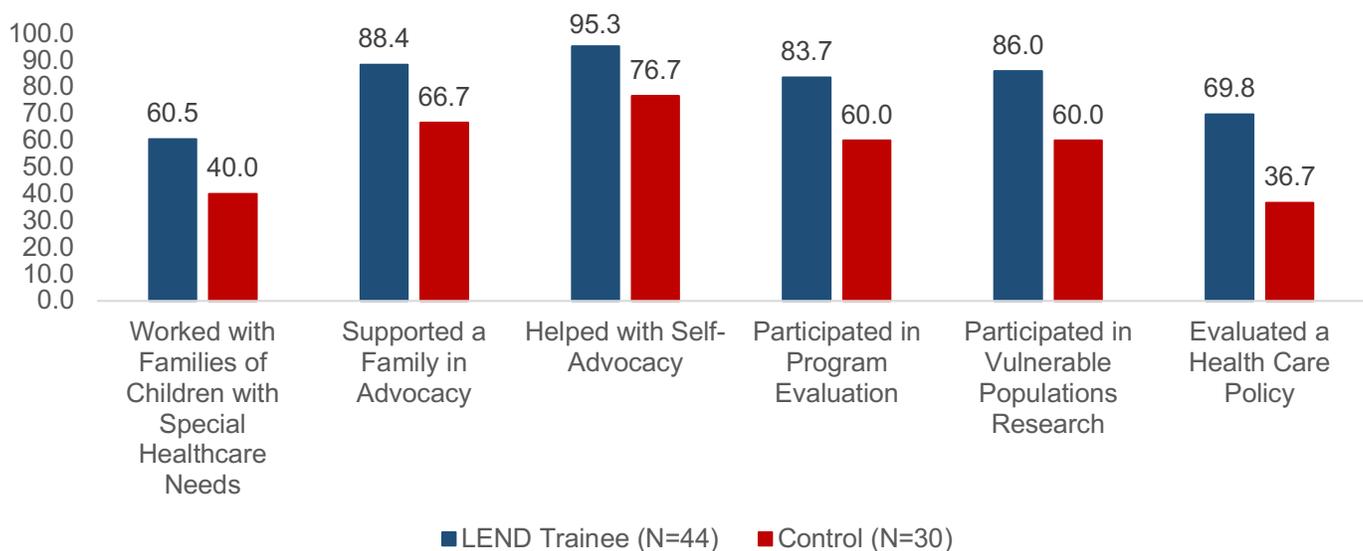
In their responses to the NIRS survey, LEND trainees were more likely to report that they **worked with MCH populations** (T: 85.7.9%; C: 48.0%) or underserved populations (T: 85.7%; C: 68.0%; part of an **intersectional orientation**). Trainees worked regularly with about two more disciplines than controls (T: 5.58 disciplines; C: 3.87 disciplines), thus demonstrating an **interdisciplinary approach** to their professional activities. Further, compared to controls, trainees engaged in general leadership activities and leadership activities focused on individuals with developmental disabilities.

There were no significant differences between trainees and controls in: (1) the proportion who work with individuals with disabilities; (2) the type of employment setting; or (3) the number of people served via direct services.

LEND OUTCOMES FOLLOW-UP SURVEY RESULTS

We asked trainees and comparison peers to choose the top three reasons why they accepted their current job. LEND trainees were significantly more likely to choose their current job because of organizational values (T: 23.3%; C: 4.7%), the opportunity to work with special needs populations (T: 48.8%; C: 20.0%), or a chance to do good (T: 27.9%; C: 6.7%). Controls were significantly more likely to choose their current job because of salary (T: 14.0%; C: 30.0%) or location (T: 27.9%; C: 50.0%).

Compared to controls, LEND trainees were significantly more likely to endorse experience with engaging in professional activities related to **advocacy**, **research**, or **systems-level** activities. Specific activities are detailed in the plot, below.



There were no significant differences between trainees and controls in: (1) workplace characteristics; (2) distribution of work time across activities; (3) perception of leadership in the workplace; (4) comfort with **MCH and LEND skills and competencies**; (5) agreement with **intersectional approach** and **life course perspective** concepts; (6) **interdisciplinary teaming**; or (7) job satisfaction.

SUMMARY OF FINDINGS FROM NIRS AND LEND OUTCOMES FOLLOW-UP SURVEY

We identified group differences in questions that tapped *activities* rather than *perspectives*. More specifically, both trainees and controls believe that they utilize MCH and LEND skills and competencies in their professional lives. On questions where trainees and controls had to report on actual professional activities, we found that LEND trainees were significantly more likely than comparison peers work with people with **disabilities** and to participate in **leadership** activities that demonstrated an **intersectional** orientation and **interdisciplinary** approach. LEND trainees were also more likely than controls to be oriented to the **systems level**, to engage in **advocacy**, and to conduct **research**. We did not find evidence that LEND trainees were more likely to demonstrate a life course perspective in their activities.