

# LEND Overview

AUCD

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# Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

- LEND training programs improve the health of infants, children, and adolescents with disabilities by preparing trainees from diverse professional disciplines to assume leadership roles in their respective fields and by insuring high levels of interdisciplinary clinical competence

# LEND History

- Origin in 1960's
  - 1960: Federal Children's Bureau began providing grants to institutions of higher learning to train interdisciplinary teams to serve children with mental retardation
  - 1963: President Kennedy established the first University Affiliated Facility (UAF) for research and treatment of MR, as well as training
  - 1969: Most training and core support of the UAFs provided by Children's Bureau

# About LEND

- 43 LENDs in 37 states
- Funded by the federal Maternal and Child Health Bureau (MCHB) within the Health Resources and Services Administration
- LENDs operate within a university system, many as part of a UCEDD
- Affiliated with local university hospitals and/or health care centers

# LEND Training

- Graduate level training - Master's, Doctoral, Post-doctoral
- Long-term training (300 or more hours)
  - Curriculum includes seminars, clinics, community outreach, research experience, individual or team projects
  - ~1400 trainees per year
- Medium-term training (40-299 hours)
  - ~2,600 trainees per year
- Short-term training (<40 hours)
  - ~9,500 trainees per year

# LEND Disciplines



- Pediatrics/Medicine
- Nursing
- Social Work
- Audiology
- Pediatric Dentistry
- Nutrition
- Psychology
- Genetics
- Speech & Language
- Health Administration
- Occupational Therapy
- Physical Therapy
- Special Education
- Parents and Consumers



# Areas of Emphasis in LEND Training

- Neurodevelopmental and related disabilities
- Interdisciplinary team approach
- Leadership development
- Family-centered care
- Diversity and cultural competence
- Policy and advocacy skills
- Community-based collaboration and outreach
- Research experiences
- Performance measurement

# Other LEND Activities

- Interdisciplinary services and care
- Continuing education
- Technical assistance
- Consultation
- Research



# LEND Accomplishments Under CAAI, 2008-2012

The Combating Autism Act Initiative (CAAI) was created by the Maternal and Child Health Bureau in 2008 to promote early screening, diagnostic evaluation, and intervention for children with autism spectrum disorders and other developmental disabilities (ASD/DD) through training, awareness building, research, and systems development.



## Training the Next Generation



**3,318 trainees,  
150-300+ training  
hours each  
per year**

LEND programs increased the capacity of the health workforce to provide early screening, diagnosis, and evidenced-based interventions for children with ASD/DD through expert didactic and clinical preparation of future interdisciplinary professionals.

## Training Current Professionals



**55,677 people  
trained at  
CE events  
per year**

LEND programs expanded the knowledge and expertise of practicing professionals to address the immediate demand for early identification, evaluation, and services for children with ASD/DD through the development of continuing education and training events.

## Screening and Diagnosis



**50,167 children  
screened,  
36,926 assessed  
per year**

LEND programs and affiliated clinics improved the rates of screening and assessment for families of children with ASD/DD by increasing both the numbers of children screened and children who received interdisciplinary diagnostic assessments for ASD/DD.

## Publications and Products



**404 publications,  
716 educational  
products  
per year**

LEND programs advanced public and scientific awareness and understanding of ASD/DD through the publication and dissemination of peer-reviewed research, educational products, conference presentations, and resources for families.

## LEND Programs

Nationwide, 43 Leadership Education in Neurodevelopmental Disabilities Programs (LENDs) work to improve the lives of children who have or are at risk for developing ASD/DD by preparing trainees from diverse professional disciplines to assume leadership roles in their fields and by insuring high levels of interdisciplinary clinical competence.



**43 LENDs  
37 States**

## Learn More

- [aucd.org/itac](http://aucd.org/itac)
- [mchb.hrsa.gov/programs/autism](http://mchb.hrsa.gov/programs/autism)



The development of this infographic was supported by AUCD through HRSA-MCHB cooperative agreement #U49MC11068. Data obtained by Program self-reports; all numbers are a calculated average per year.



# LEND Trainee Leadership Outcomes: THE DATA STORY



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## About LEND

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs, funded by HRSA's Maternal and Child Health Bureau (MCHB), provide long-term, graduate level interdisciplinary training as well as interdisciplinary services and care to children with special health care needs and their families. 43 LENDs in 37 states work to improve the health of infants, children, and adolescents with disabilities by preparing trainees from diverse professional disciplines to assume leadership roles in their respective fields and by insuring high levels of interdisciplinary clinical competence.

## Tracking Trainees

Using data collected between FY 2003-2012 in AUCD's National Information Reporting System (NIRS) database from the follow-up surveys returned by former long-term LEND trainees (300+ contact hours) at one, five, and ten years post-training, the extent to which trainees achieve three outcomes central to the LEND programs and MCHB was examined: becoming leaders in the field, working in an interdisciplinary manner, and working with underserved populations.

## Conclusions & Implications

With over 1,200 long-term trainees per year, LEND training programs have an unparalleled opportunity to impact future health and public health professionals. The vast majority (90-94%) of former LEND trainees surveyed at 1, 5, and 10 years post-training demonstrate leadership in their respective fields. Clinical and academic leadership are seen most often, with the greatest increase over time in the domain of clinical leadership. Close to 80% of LEND trainees are working in an interdisciplinary manner post-training and approximately 80% also report working with underserved populations across 52 US states and territories and internationally in 14 countries. Based on this data, former LEND trainees overall report high and sustained levels of leadership, interdisciplinary practice, and work with underserved populations. LEND training programs can serve as models for successful MCH workforce development.

Some areas for additional consideration highlighted by this examination of former LEND trainee survey data are as follows:

- Participation in public health and policy/advocacy leadership activities was reported less frequently than leadership in the clinical and academic domains. Given MCHB's interest in strengthening the public health workforce and the emerging changes in the US health care system, greater emphasis might be placed on helping future trainees develop additional skills and an understanding of potential opportunities to demonstrate leadership in public health and policy/advocacy areas.
- Variability is reported among the core disciplines in the extent to which working in an interdisciplinary manner is reported by former trainees. There may be a need for increased emphasis on interdisciplinary collaboration in the training and practice of some professional disciplines to meet the present and emerging needs of the MCH population.
- While former LEND trainees are working in underserved locations across the US, there is clearly a maldistribution of these MCH professionals. Strategies to increase recruitment and retention of former LEND trainees in underserved areas should be a priority.
- Characteristics of those former trainees who do not go on to achieve long-term outcomes of importance to MCHB and LEND may be a topic for further study.



### Former LEND Trainees are Leaders in the Field

1 year	90% (n=3,561)
5 years	92% (n=2,101)
10 years	94% (n=1,113)



### Former LEND Trainees Engage in Interdisciplinary Practice

1 year	77% (n=2,705)
5 years	79% (n=1,676)
10 years	79% (n=900)



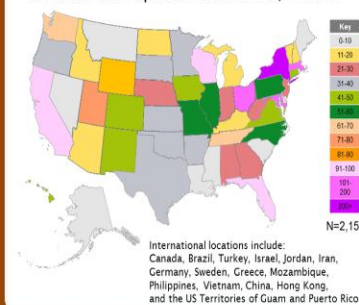
### Former LEND Trainees Reach Underserved Populations Across the Country and World

1 year	81% (n=1,378)
5 years	81% (n=838)
10 years	80% (n=482)

	% of former LEND trainees reporting participation in various leadership domains		Examples of leadership activities include:
	1 year	10 years	
Academic	75	78	Taught/mentored in my discipline or other MCH related field
Clinical	75	86	Served in a clinical position of influence
Public Health	56	56	Conducted strategic planning or program evaluation
Policy/Advocacy	65	66	Participated in public policy development activities



### Number of Former LEND Trainees Working with Underserved Populations in the US, FY2012



# AUCD Support to LEND Network

- Assessing needs
- Developing and disseminating resources and information
- Facilitating sharing of program activities and results
- Providing opportunities for collaborative problem-solving and quality improvement
- Providing education and training to meet identified needs
- Engaging in strategic partnerships and systems development efforts
- Providing national leadership opportunities for trainees
- Supporting data collection and reporting



# Example: Quality Improvement

- Interprofessional Leadership Learning Collaborative
  - Year-long quality improvement effort for LEND and other MCHB-funded training programs
  - Purpose: Improve trainee interprofessional leadership development through incorporation of components of an evidence-based leadership training model
  - 6 state teams receiving training, technical assistance and expert consultation





# Example: Sharing Program Activities

- Training Toolbox
  - Contains both innovative and time-tested training strategies and tools
  - 12 topic areas
  - Users can save and share favorites



# Questions?