

Transitioning Together Research (TT)

- * **Goal:** To address gap in research surrounding support for teenagers with ASD who are transitioning out of high school and their parents
- * Joining Session; 8 weekly education and support group sessions for parents; 8 weekly social skill groups for teens with ASD
- * Research on the impact of parental stress and well-being, family empowerment and expressed emotion, and adolescent behavior and community involvement on adolescent transition outcomes

Objectives for TT Effectiveness Study

- * To document the processes and challenges required to implement TT as a clinical intervention
- * To determine if positive outcomes for youth and parent participants are replicated when the TT program is implemented in clinical practice

Translational Research Background

- * Goal of translational research: to study processes that will lead to effective clinical intervention (Lerman, 2003)
- * Large disparity between evidence for efficacy vs. effectiveness. (Glasgow et al., 2003)
 - o **Efficacy:** the capacity of an intervention to produce an effect under ideal/controlled conditions (in research)
 - o **Effectiveness:** the capacity of an intervention to produce an effect in a clinical setting
- * Trend in increased funding for translational research in ASD since 2005 (Singh et al., 2009)
- * 3 levels of implementation from research to clinic (Clarke, 1995):
 - o **Rigorous therapist training with structured program manual with minimal protocol deviation***
 - o Similar therapist training, structured manual, minor/moderate deviation
 - o General therapist training, same theoretical approach, but not structured.

*TT is being implemented in the clinic at this level

Acknowledgements

This research project was supported by WI LEND. Special thanks to all of the other LEND trainees for their assistance in developing and implementing the TT program and effectiveness study.

“Transitioning Together” Translational Research: From Research To Practice



A PROGRAM FOR FAMILIES WITH ADOLESCENTS & YOUNG ADULTS WITH ASD

AGES 15 to 22

Tuesdays, 6:00 to 7:30 pm

XXX Insurance Accepted

Self-Pay Options Available

TRANSITIONING TOGETHER

Families with Adolescents or Young Adults with Autism Spectrum Disorder!

Please join us for an education and support program for adolescents and young adults with ASD between the ages of 15 and 22 and their families. Teens and young adults participate in a weekly social group with others on the spectrum. At the same time, family members attend weekly group meetings with other families to receive information on transition planning and other topics and to problem-solve specific concerns. The program consists of 3 individual family sessions for family members and teens or young adults with ASD and 8 weekly group sessions. Call us at 608-263-3301 for more information!

 **WAISMAN CENTER**
UNIVERSITY OF WISCONSIN-MADISON
University Center for Excellence in Developmental Disabilities

WAISMAN CENTER
1500 Highland Ave
Madison, WI 53705
608-263-3301

Wisconsin Leadership Education in Neurodevelopmental Disabilities (LEND) Program:

Stacy McCarthy, LEND Social Work Trainee (and other trainees Spring 2014: Michi Gerdts (SLP), Sarah Nelson (SLP), Claire DuCharme (Rehabilitation Psychology))
Anne Bradford Harris, PhD, MPH, Director
Leann Smith, PhD, Research Coordinator
Megan Farley, PhD, Psychology Training Coordinator



TT Implementation in the Clinic

- * **Challenging aspects**
 - o Intervention proposal clinical review and approval
 - Addressed billing codes, confidentiality, etc.
 - o Process of obtaining prior authorization for treatment services
 - o Development of new clinic procedures
- * **Easier aspects**
 - o Identifying/training lead clinician, other group leaders
 - o Scheduling sessions, identifying available clinic space
 - o Recruiting interested families

Lessons Learned

- * Multiple barriers to implementing research intervention in a clinical setting
- * Translating research program to a clinical setting can take more time than anticipated
- * Some research measures have to be adapted or removed for a clinical setting

Next Steps

- * Incorporate additional interdisciplinary sub-project
- * Finalize IRB approval and research protocol
- * Evaluate effectiveness of Transitioning Together in clinic

References

- Clarke, G. N. (1995). Improving the transition from basic efficacy research to effectiveness studies: Methodological issues and procedures. *Journal of Consulting and Clinical Psychology, 63*(5), 718–25.
- Glasgow, R. E., Lichtenstein, E., & Marcus, A. C. (2003). Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition. *American Journal of Public Health, 93*(8), 1261–7.
- Lerman, D. C. (2003). From the laboratory to community application: Translational research in behavior analysis. *Journal of Applied Behavior Analysis, 36*(4), 415–9.
- Singh, J., Illes, J., Lazzeroni, L., Hallmayer, J. (2009). Trends in US autism research funding. *Journal of Autism and Developmental Disorders, 39*, 788-795.
- Smith, L.E., Greenberg, J.S., Mailick, M.R. (2012). Adults with Augism: Outcomes, Family Effects, and the Multi-Family Group Psychoeducation Model. *Current Psychiatry Reports, 14*(6), 732-8.