Reference Information:

ITAC's Menu of TA Services

Universal	Targeted	Intensive
- Website - Newsletter - Webinars - Products - Publications	- Workgroups - FAST Projects - Specialty Meetings - Communities of Practice - Trainee Leadership Opportunities - Coordination with External Partners - New Directors Orientation	- Site Visits - Individualized Training or Seminars - Collaboration on Funding Opportunities - Intensive Consultation

TA Program Offerings & Expertise

Name	LEND	Offering/Expertise
Pauline Filipek	Texas LoneStar	Recruitment of Self-Advocate training; Transition Fellowship for adult practitioners
Angie Tomlin	Indiana RCDC	Family leadership development; Title V partnerships; relationship-based/reflective supervision and intervention approaches; faculty development and mentoring
Megan Peters/Ami Bax	Oklahoma	Distance learning technology; full and equal involvement of self-advocates and Parent-Family faculty & trainees; collaborating with state agencies and local community partners

Betsy Humphreys	NH-ME	Distance learning; cultural competency training; evaluation; leadership curricula
Leolinda Iokepa	Hawaii	Connecting social determinants of health and health equity for trainees via gamification
Toni Whitaker	Tennessee	Mini-fellowships
Erika Ryst	Nevada	Disability and mental health; positive behavioral interventions; telehealth
David Helm	Boston Children's	Fellows' participation with community-based organizations; creating strong Family Faculty; advocacy and policy training
Dianne McBrien	Iowa	Poverty Simulation; Puerto Rico partnership; employment and transition with self-advocacy trainees
Becky Pretzel, Rob Christian, & Jean Mankowski	North Carolina	Behavior and medical management for individuals with IDD/MH conditions; clinical and research issues in Angelman Syndrome
Laura Silverman	Roch	Leadership transition
Paula Rabidoux	Ohio State	Dual diagnosis; developing Mental Health Competencies
Dan Crimmins	Georgia	Leadership training; equity, diversity, and inclusion initiatives; universal design for learning; developmental and mental health screening

Breakout #1: Evaluation and Quality Improvement

List your major or emerging TA needs:

- Don't have a lot of evaluation of online learning and distance courses - Angie
- Ways other programs in having faculty enter data in NIRS - they have lost lots of data due to depending on faculty to enter the data
- Trainees do a research placement and they are a research or QI project. Having the trainees be involved could help with a QI effort and we could imbed trainees as a learning experience - Gail Chodron
- They work closely with their QI program Title V or DD Agency - then they have their trainees help. Especially with the 5-year needs assessment. Leolinda Iokepa
- First year they are using a portfolio with their evaluation. Any TA would be helpful. What do they do next with these portfolios? Rene Jamison has someone she can connect with Leolinda.
- Leolinda - What is this portfolio? Is this a place where the trainees are collecting to track their activities and progress? Susan: It is online and they also have reflections research. Susan is going to share with Leolinda
- Gail following up with grads about to keep in LEND, what to get rid of in LEND. They ask the grads a few years out of the program. What did LEND contribute that was valuable to you? What did you wish LEND had provided? She wants to do focus groups.
- Dan Crimmins: They used portfolios for 8 years and stopped this year. Now they use LINKEDIN as a platform that will stay with them. 50% compliance - had to nag to comply with the portfolio compliance. The portfolio platform did not have much use outside of LEND, so they wanted to use a platform they could use after LEND and use within the outside world. Leolinda wants

to know if they have a mockup she can view for an example. Mark - they get peer feedback from each other for their LinkedIn profiles. Stephen has it been a good move to use LinkedIn? Mark – Yes, they had 100% compliance and it helps with tracking down trainees to do follow up surveys; can be used for multiple resources.

- Specific assignments to reach out to other trainees and AUCD to learn more about the network - Mark Crenshaw
- Find a way to imbed QI within the process. Anything that helps make this better and help not spin wheels and not waste time and resources.
- The more you can apply LEND to a trainee in regards to where they will live, their career or their interests the better - Rene
- You can get multiple levels of engagement when asking what does this mean to you? Mark

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- How do we know if are meeting goals and expectations from AUCD and MCH in regards to ITAC? Rene
- Gail uses lots of QI products. Other folks might not have access to ready to use toolkits - might be helpful for others especially for QI for LEND training programs. Dan thinks this is a good point.

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- None listed

Breakout #2: Cultural & Linguistic Competence, Diversity, and Health Equity

List your major or emerging TA needs:

- Access to communities in pandemic, implicit bias test can be difficult to discuss - research shows that implicit biases can be unlearned by slowing down, interrupting our own reactions, case study & role play
- Muhammad Khalifa who is a, anti-racist expert for school leaders to talk about what anti-racist leaders do each day (he just left for OSU)
- Spanish Caucus collaboration - duplicate for other languages - might help increase medium-term trainee involvement. Have leaders in state who can lead them. Invite alumni across network to join
- UW, former IA LEND trainee Yaniz Padilla

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- None listed.

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- 5 films MN produced: https://addm.umn.edu/resources/dhs-videos
- NJ: enlist past fellows from underrepresented cultures to share with current cohort
- MA: CBOs come in to discuss & share experience accessing services (or not), trainees help problem-solve
- MN - Incorporate cultural responsiveness throughout training by bringing in community partner and alumni to discuss unique challenges.

Opportunity for panels bringing varied perspectives is easier with distance learning.

- OK - ask trainees to share what they are comfortable sharing about their own culture, helps build connection and understanding between cultures.
- NJ - use holidays and food as opportunities to share. Discuss how illness/sickness get managed within culture.
- AL - NDD curriculum module on cultural diversity
- IA - partnership with Puerto Rico (University of San Juan) for training and cultural exchange to build capacity on island in ABA, trainees participate in seminar via zoom and clinical rotation via robot. IA trainees visit and tour facilities in San Juan (when not interrupted by hurricanes, earthquakes, pandemics)
- MN - Harvard Implicit Association Test:
- Before the session on Implicit Bias, all Fellows take 3 Implicit Association Tests: 1) Disability IAT, 2) Skin-tone or race-related IAT, and 3) then select at least one more IAT of your own choosing: https://implicit.harvard.edu/implicit/takeatest.html. The IAT demonstrates what's in your sub-conscience from cultural conditioning. Implicit Biases come from a part of your mind you cannot control. FAQs at https://implicit.harvard.edu/implicit/faqs.html.
- Each IAT takes about 10 minutes. [Save your results].
- We all have implicit biases. We can, however, teach ourselves to slow down and interrupt the shortcuts implicit biases make when they surface in our behaviors and thoughts, but it's a long process to undo them. Implicit biases usually affect us more when we are rushed, under stress, feeling exhausted or fearful, or when we feel a need to control a situation. Disability, Skin tone or any race related, plus one of their choosing. https://www.cehd.umn.edu/olpd/people/khalifam/
- AL - addressing stigma, acculturation, and impact in parents seeking services (Fred has contact info)

Breakout #3: Family and Self-Advocate Involvement

List your major or emerging TA needs:

- What are the appropriate modifications/adaptations for each individual?
- Having staff available to support needs/accommodations
- Challenges of shared supports (sharing one faculty or staff)
- Paying for support persons (former trainees??)
- Family Faculty not full time
- What are career paths for family trainees and self-advocate?
    - Does LEND have a frame/expectations for this?
    - Is individual ok?
    - How does networking impact this?
- Funding and including self-advocate faculty (supporting this position)
- New resources to offer supports and accommodations in virtual environment (captions/ASL)

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- Peer support for self-advocates/mentorship
    - Matched based on learning style BARK- learn.com (learning style)
    - Does peer support cross disciplines?
- How to create clear expectations for what outcomes can be expected for non-clinical trainees including families/self-advocates
- Suggested ways to use application and interviews to create match with expectations
- Will manual provide use and structure-connections to self-advocates trainee
- Remember and provide history; connection to competencies

- Compile family resources and tools in one place; "tool kit" include history - all staff and faculty know
    - Competencies
    - White paper
- Where are they now- snapshot of alumni (connect to EL map?)

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- LFDN- family discipline competencies, fabric to fringe white paper- Fran Goldfarb
- PwD workgroup- self-advocacy competencies and one-pagers- Kruthi Acharya
- PwD peer mentorship subcommittee- Jairo Arana and Michael Bray
- State DD Councils- committee meetings, mentors, self-advocacy projects (pull faculty members??)

Breakout #4: Curriculum and Didactic Education

List your major or emerging TA needs:

- Convert in person activities to virtual (eg. virtual Life Course game?)
- Ideas to build group cohesion among group starting virtually
    - Shift from in person to zoom was really seamless since they already built relationships, but what about starting virtually
    - Relationships is one of the most valuable parts of LEND
- Ideas for cohesion:
    - keep zoom on during lunches
    - trainee-led circle time (more unstructured time, possibly led by second-year trainee)
    - small groups that meet weekly

- o smaller group book-clubs
- o reflections after seminar that eventually became fellow-led
- Faculty working with distance folk to make sure they are included
  - o Note: be careful about having activities without faculty because it could be an issue if you don't have faculty present to help moderate
- "Mural" tool good for breakout rooms, allows to see graphic and add stickies
- Kahoot- online tool for trivia quizzes via people's mobile devices (fun to pair with prizes) or Poll Everywhere which is free and zoom also has some polling options
- Video interview bio, post video for people to review before we meet
- "Flip Grid": user friendly tool to upload videos of themselves and people can leave response videos to different posts
- "Voice thread" similar to flip grid but with audio instead of video
  - o Alternatives for submitting assignments using flip grid and voice thread
- Zoom privacy issues, do we have privacy issues with these other tools?
  - o HIPAA compliant zoom account
  - o Passwords required
  - o Zoom holds meetings about security and how to use their stuff
- After COVID, we need to reflect on what did work or didn't for future beyond COVID

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- Pull together repository of tools, activities, ideas that people are using to switch to virtual LEND on ITAC's website (eg. Kahoot, zoom tools, ideas for setting ground rules virtually) and lessons people have learned from trying those tools
  - o Applied to orientations
  - o Group cohesion

- Zoom demonstration by ITAC to see how to use all the great teaching/learning tools
- Tailored towards LEND specifics, not just a generalized TA about all these tools
- ITAC support unique tool in the webinars they do- webinar isn't just great content but is mirroring more creative practices
- Examples of leadership curricula people have developed

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- AK LEND and UT LEND have done distance learning before COVID

Breakout #5: Alumni Outreach Engagement

List your major or emerging TA needs:

- Resources related to mental health concerns as a result of COVID (burn-out, anxiety, job insecurity)
- Alumni looking for post - LEND positions
- Inventory/directory of alumni outreach initiatives
- How to maintain contact/keep it fresh (i.e. social media)
- Active list of what alumni are doing
    - o Some programs recruit alumni to present to current trainees

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- Panel/webinar of alumni trainees and mental health professionals sharing their tips/resources with current trainees
    - o Circulate past webinars

- Recruit Mental Health SIG for resources targeted to alumni mental health
- Bridge connections with what UCEDDs are doing for alumni engagement
- Expand features of ELC map to highlight trainees across the network categorized by discipline
- Develop a place on the ITAC website for directors to discuss and review ideas of how to keep alumni engagement
- Directory/database of bios/activities/recent publications of alumni trainees
  - Tool that is searchable

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- Steph Weber

Breakout #6: Virtual Clinical Engagement

List your major or emerging TA needs:

- Assessment tools via telehealth with kids with ASD; what are other programs using? How are clinicians making a diagnosis given available tools and their specifications?
- How do we incorporate learners into clinical settings? How are programs using virtual activities in conjunction with in-person assessment and other learning?
- How do you make electronic settings not overwhelming to families when we have multiple trainees participating?
- Collective efforts for electronic successes - demonstrate & advocate for (could this be a funded research project?). How can we advocate at

state and federal level? Connect with other organizations to impact policy?

- Hear trainee experiences - get trainees more involved
- Ways to make telehealth visits incorporate interdisciplinary approaches; team collaboration. Should we develop simulations (video) to demonstrate and practice interdisciplinary team meetings or assessment to help trainees know what to expect?
- How are teams doing feedback sessions with families?

How can ITAC best fill this need? *Please refer to ITAC's menu of TA services.*

- Funded research projects to demonstrate the effectiveness of virtual clinical sessions with children and families?
- Coaching/simulations - videos?
- Coordinate an advocacy approach to highlight positive impact of telehealth activities
- FAST funding theme here??
- Facilitate a task group on these topics so programs can participate and keep sharing/learning? Virtual Assessment/Evaluation approaches? Virtual Intervention/Tx approaches?

List person(s) and/or LEND program(s) whose TA offerings/expertise you are interested in:

- Angie Tomlin, Indiana LEND on clinical approaches to assessment