NTDC Presents:

Recruiting and Supporting Diverse Trainees

March 8th, 2024
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 “Rename”
- Please remain muted unless speaking and state your name prior to speaking.
- If you need tech or accommodation support, please email itac@aucd.org.
- Today’s session is being recorded and will be archived.
- Use chat box to introduce yourself (Name, Program, Role).
Welcome and Updates from NTDC Leadership
Utah Regional LEND
South Carolina LEND
Georgetown LEND
Breakout Room Discussions
Closing and Evaluation
Welcome and Updates from National Training Director’s Council (NTDC) Leadership

Jenean Castillo, PhD – Chair of NTDC
Laura Carpenter, PhD – Vice Chair of NTDC
Laura Rodríguez López, Ed.D. – Secretary
NTDC: Get Involved

• **2023 Accomplishments:**
  • Survey completion to identify priorities
  • Completed 3 workshop trainings:
    • Recruitment and role of Self-Advocate faculty in training programs
    • Incorporating Universal Design for Learning and Accessibility into training programs
    • Mentorship and engagement of emerging leaders
  • Recruitment and onboarding of our trainee council representative (CTR):
    • Carly Hyde, UCLEND
NTDC: Get Involved

• **2024 Priorities:**
  • Provide three workshop trainings:
    • March 2024 - Recruitment of Diverse Trainees
    • Jun 2024 – Topic, presenters TBD
    • August 2024 – Topic, presenters TBD
  • Update training directors' guide
    • Will identify a sub-committee
    • Will partner with ITAC
  • Ongoing support of CTR and identified project plan:
    • Survey on supporting non-traditional trainees, including those with limited time, from marginalized groups, family trainees, and undergraduate trainees.
NTDC: Get Involved

• **Who should join?**
  • Training directors and/or training coordinators across the network.

• **Why?**
  • Serve as a focus and forum for the identification and discussion of issues related to preservice and in-service interdisciplinary training
  • Function as a representative voice of preservice interdisciplinary training interests and concerns within the AUCD network
  • Influence the development and implementation of national training policies and initiatives
  • Share best practices and exemplary resources developed and used by UCEDDs and LENDs across the nation.

• **How?**
  • Contact: Jackie Czyzia; jczyzia@AUCD.ORG
Utah Regional LEND

Gretchen Peacock, PhD
URLEND Co-Director, Psychology Faculty
Structure of Program

• Didactic seminars
  • 100% Zoom
  • Allows attendance from anywhere in our partner states

• Clinical activities
  • Mix of telehealth and in-person
  • Travel funds provided for trainees from ID, MT, ND, and WY to visit clinics in UT

• Leadership activities
  • Primarily conducted via distance technology; some in-person

• Faculty in all states who can mentor trainees at local-level
Types of Long-Term trainees

• Graduate students at partner universities
• Professionals practicing in the local communities
• Parents / Self-Advocates in local communities and partner universities
• Interns / Residents in partner programs
• Special arrangements
  • University of Idaho PhD students
  • U of U Pediatric PT Resident
  • Primary Children’s Hospital Pediatric Dentistry residents
Who does recruitment?

- Core faculty / state liaison faculty
  - Each partner site has at least one core URLEND faculty member
  - Outreach to training programs, UCEDD employees, community members, etc.
  - Engagement with University disability resource offices
Challenges

• Limited graduate programs in some disciplines
  • e.g., U of U has only Genetic Counseling program

• Time / Workload
  • URLEND generally done “on top of” other program requirements or work duties

• Timely recruitment of trainees
  • Seems to happen at the last minute
South Carolina LEND

Laura Carpenter, PhD
Professor of Pediatrics and Psychiatry
SC LEND Training Director
SC LEND includes trainees and faculty from 3 sites across the state of SC
SC LEND includes trainees and faculty from 3 sites across the state of SC

- **MUSC located in Charleston**
  - Director, Training Director and Program Coordinator
  - **Faculty**: psychology, DBP, PT, OT, Nursing, Dentistry, Social work

- **USC located in Columbia**
  - Associate Director and Associate Training Director
  - **Faculty**: psychology, genetic counseling, Family, Speech Language Pathology, Social Work, ABA, Special Education

- **Prisma Upstate located in Greenville**
  - Associate Director and Associate Training Director
  - **Faculty**: psychology, DBP
Areas of success

- Recruitment of trainees from diverse disciplines and locations
- Recruitment of advanced long-term trainees
Successful Recruitment of Trainees from Diverse Disciplines using Dedicated Trainee Spots

<table>
<thead>
<tr>
<th>Type of Trainee Spot</th>
<th>Discipline</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed</td>
<td>Psychology Post Doc (2)</td>
<td>MUSC/Prisma</td>
</tr>
<tr>
<td></td>
<td>DBP Fellow (2)</td>
<td>MUSC/Prisma</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>MUSC</td>
</tr>
<tr>
<td></td>
<td>Speech Language Pathology (2)</td>
<td>USC</td>
</tr>
<tr>
<td>Flexible within discipline (application required)</td>
<td>Occupational Therapy (2)</td>
<td>MUSC</td>
</tr>
<tr>
<td></td>
<td>Physical Therapy (2)</td>
<td>MUSC</td>
</tr>
<tr>
<td></td>
<td>Psychology (2)</td>
<td>MUSC/USC</td>
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<tr>
<td></td>
<td>Nursing</td>
<td>MUSC</td>
</tr>
<tr>
<td></td>
<td>Genetic Counseling (3)</td>
<td>USC</td>
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<tr>
<td></td>
<td>Social Work</td>
<td>USC</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>USC</td>
</tr>
<tr>
<td></td>
<td>Family</td>
<td>Any site</td>
</tr>
<tr>
<td></td>
<td>Self-Advocate</td>
<td>Any site</td>
</tr>
<tr>
<td>Open</td>
<td>Any discipline (7)</td>
<td>Any Site</td>
</tr>
</tbody>
</table>
Successful Recruitment of Trainees from Diverse Disciplines

*Only required a dedicated FM/SA trainee in past two years; all prior years had dual discipline trainees (e.g. MD & Self-Advocate)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>All Years</th>
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<tbody>
<tr>
<td>Psychology</td>
<td>29 (17%)</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>23 (13%)</td>
</tr>
<tr>
<td>Other</td>
<td>22 (13%)</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Social Work</td>
<td>18 (10%)</td>
</tr>
<tr>
<td>Genetic Counseling</td>
<td>15 (9%)</td>
</tr>
<tr>
<td>MD Pediatrics</td>
<td>14 (8%)</td>
</tr>
<tr>
<td>SLP</td>
<td>11 (6%)</td>
</tr>
<tr>
<td>Nursing</td>
<td>9 (5%)</td>
</tr>
<tr>
<td>Education/ Special Ed</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Health Administration</td>
<td>4 (2%)</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3 (2%)</td>
</tr>
<tr>
<td>Family Member*</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Self-Advocate*</td>
<td>2 (1%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
</tr>
</tbody>
</table>
Advanced Long-Term Trainees

Outstanding trainees from our own program (3)

LEND graduates from other programs who are admitted to one of our fixed trainee spots (1)
Advanced LTT Training Plan (1)

**Required:**
- ☐ Three Mentor Meetings
- ☐ Two LPQI Trainee Surveys (T1 & T3) & SC LEND Competencies (Pre- and Post-LEND)

**Basic SC LEND Activity options:** (for trainees coming from other LEND programs only)
- ☐ Online E-Orientation Modules
- ☐ SC LEND Orientation (in person).
- ☐ Interprofessional Study of ASD/DD 1 & 2 (online 2 semester course)
- ☐ Clinical Observations: Minimum of 5 (virtual and live options)
- ☐ Community networking: Attend at least 2 community network meetings
- ☐ Family Mentorship Project
- ☐ SC LEND Leadership Seminars (October, January, and February)
Advanced LTT Training Plan (2)

☐ Leadership/Research/ Advocacy Project with presentation at SC LEND Year-End Leadership Conference

☐ Attend *Nurturing Developing Minds* Conference (full day LEND-sponsored conference)

☐ Attend an AUCD-sponsored meeting or training

☐ Teaching Assistant for Interprofessional Study of ASD/DD 1 & 2

☐ Teaching Assistant for Orientation and Leadership

☐ Develop and record an AHEC outreach lecture.

☐ Participate/Observe in an interdisciplinary clinic. This must be a clinical experience that would not otherwise be part of your training program if it were not for support from SC LEND.

☐ Serve as a mentor in the SC LEND Undergraduate Pipeline program

☐ Other: _____________________________
Advanced Long Term Trainee Logistics

- Approx. 1 every 2 years (FY18, FY21, FY22, FY24)
- Receive the same stipend as our other LTTs
- Reporting
  - Report activities in NIRS throughout their training and beyond
  - Prior SC LTTs
    - Do count in our narrative, but not towards total # required for funding level
    - Participate in the post-LEND survey from their first LEND year
  - LTTs from other LENDs DO count as SC LTTs
Recruiting and Supporting LEND Trainees with Diverse Lived Experiences

GU LEND

&

Creating a Diverse and Inclusive Learning Community

Georgetown University LEND

Ellen Nedrow Sullivan

March 8, 2024
GULEND & Creating a Diverse and Inclusive Learning Community

How we started:

Diverse staff, faculty, and speakers

- By valuing, respecting, and supporting professionals and experts who bring a diversity of experiences, identities, and disciplines to our LEND; we began to create and support a diverse and inclusive learning community

- This can only come from genuine, long term relationships with community members and people involved in “on the ground” efforts (ex. different community groups in DC such as the Ethiopian and Eritrean communities and the deaf community at Gallaudet University)
GULEND & Creating a Diverse and Inclusive Learning Community

Where we are now:

Strengthening our Learning Community through Recruiting and Supporting Trainees with Diverse Lived Experiences - Foundation

- Four class sessions of orientation focused on disability history and policy; our LEND and UCEDD values, foundations, and history; and our academic year curriculum and class practices
  - Equal value of all the seats at the table - importance of valuing those who have felt unvalued or who have not realized their value in other spaces
  - Intentional setting of Learning Community Communication Norms and Expectations and circling back to them throughout the year or as needed
  - Listening sessions with affinity pairings and with mixed pairings to facilitate learning and processing, while not expecting individuals to be “representatives” who will process with or for you
Strengthening our Learning Community through Recruiting and Supporting Trainees with Diverse Lived Experiences - Curriculum

- Focus throughout the academic year on how the contexts and history of disability, Cultural and Linguistic competence, and learning to recognize and grow our leadership will guide us as we learn about disability; services, systems, & supports; and all of the individuals and groups involved in the disability community
  - Share and value our stories and experiences - find your “why” and your strengths
  - Include and promote the expertise of our greater communities by valuing the many “hats” that our community members and professional experts wear

- Do this learning together and from a shared starting point with guided readings and discussions
  - Provide “plain-er language + greater context” materials to increase shared knowledge

- Welcome and prepare for hard discussions by introducing listening sessions and learning community communication expectations and norms early and using them regularly
  - View disagreements as inflection points and take the time to reflect and process
  - Our trainees will encounter difficult situations and disagreements out in the world both personally and professionally; LEND can help trainees become more comfortable with navigating them especially in interdisciplinary situations
Examples from GULEND
GULEND embraces these conceptual frameworks, practices, and values as fundamental to all its activities.

<table>
<thead>
<tr>
<th>Our Foundation</th>
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<tbody>
<tr>
<td>cultural competence</td>
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<tr>
<td>linguistic competence</td>
</tr>
<tr>
<td>life course</td>
</tr>
<tr>
<td>self-determination</td>
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<tr>
<td>person-centered</td>
</tr>
<tr>
<td>family-centered</td>
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<tr>
<td>inclusion</td>
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<tr>
<td>GULEND Learning Objectives &amp; Approaches</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Embedding Cultural &amp; Linguistic competence in work</td>
</tr>
<tr>
<td>Advancing Equity &amp; Inclusion</td>
</tr>
<tr>
<td>Learning how to lead from where you are in our local systems of care for persons with disabilities and their families</td>
</tr>
<tr>
<td>Strengthening comprehensive services and supports across the lifespan</td>
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<tr>
<td>Increasing capacities to function on interdisciplinary teams that meet the interests and complex needs of persons with autism and related disabilities, their families &amp; providers who care for them</td>
</tr>
<tr>
<td>Promoting Person-, family-centered &amp; trauma-informed care</td>
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<tr>
<td>Understanding how to build the foundation for self determination and supported decision-making from the earliest years</td>
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<tr>
<td>Meaningfully incorporating lived experiences of disabilities</td>
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<tr>
<td>Building &amp; sustaining a vibrant learning community grounded in psychological safety</td>
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# GULEND Key Components

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Classroom Experiences</td>
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<tr>
<td>Experiential Learning</td>
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<tr>
<td>Interdisciplinary Teaming Experiences</td>
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<tr>
<td>Advising</td>
</tr>
<tr>
<td>Applied Research</td>
</tr>
<tr>
<td>Mentorship for Equity*</td>
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<tr>
<td>Partnership with Children's National LEND &amp; Shared Experiences</td>
</tr>
<tr>
<td>Early Childhood Partnership Shared Learning Opportunities*</td>
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</tbody>
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*Optional program components that are strongly encouraged*
2024 LEND Lived Experience Summit
Navigating Dynamics Between Self-Advocates and Non-Disabled Family Members: Research and Curricular Innovation

Tuesday March 5, 2024
4:25-5:05 PM Eastern US Time

Andy Lopez Arias, Maya B. Coleman, Libbie S. Rifkin, & Pamala A. Trivedi
and collaborating faculty: Lydia X. Z. Brown
Community Building & Norms

- Intentional, research-informed structure for learning that anticipates and is responsive to the potential conflicts between members of our community
- Informed by a systemic understanding of differential effects of ableism
- Committed to disability justice principles of intersectionality and “leadership of those most impacted.”
- Incorporates wisdom from neurodivergent community practices
- Employs multiple self-reflective practice tools: “Listening Exchanges*” "River of Life" & Leadership Modules

*developed by Hand in Hand Parenting (also known as Listening Partnerships).
Reflective Practice Opportunity

Listening Exchanges

1) Split time equally, use a timer
2) Take turns listening and being listened to
3) Simply listen and communicate warmth mostly non-verbally
4) Avoid interrupting, asking questions, giving advice, sharing own thoughts, reflecting
5) Can talk about anything; encouraged to notice/have/express emotions
6) Everything shared is confidential and not referred to, even to the person who shared
Progression of "Topics"

1) Access Practice – diverse communication channels; equal time
2) Trauma-Informed Practice
3) Self-Reflective Practice
4) Equity Practice – within/across affinity groups; heal from the impact of systemic oppression
5) Leadership Practice - telling your story
Reflective Practice Opportunity

River of Life
Exercise in the context of GULEND
Leadership for Cultural and Linguistic Competence
Our Foundation:
Conceptual Frameworks, Practices, and Values that Underpin ...
**Culture** is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed on the other side that it is possible to see ourselves and others clearly—but getting to the other side of the glass presents many challenges.

(Lynch & Hanson 1992 Developing Cross Cultural Competence)
INCLUSION: THREE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

DIVERSITY LITERATURE

Inclusion is the degree to which employees perceive that they are esteemed members of the work group through experiencing treatment that satisfies their needs for belongingness and uniqueness.


Inclusion is the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organization’s success.

INCLUSION: THERE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

LGBTQIA+ LITERATURE

Inclusion means that every person has access to opportunities (including the capabilities to do and be as one chooses) and is able to make choices that lead to outcomes consistent with human dignity. LGBTQIA+ inclusion is created by the degree to which all of a given individual’s identities are welcomed and respected.

INCLUSION: THREE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

DISABILITY LITERATURE

▪ Getting fair treatment from others (nondiscrimination);

▪ Making products, communications, and the physical environment more usable by as many people as possible (universal design);

▪ Modifying items, procedures, or systems to enable a person with a disability to use them to the maximum extent possible (reasonable accommodations); and

▪ Eliminating the belief that people with disabilities are unhealthy or less capable of doing things (stigma, stereotypes).

Inclusion typically means inviting those who have been historically locked out to "come in."

- Who has the authority or right to "invite" others in?
- How did the "inviters" get in?
- Who is doing the excluding?

It is our responsibility as a society to remove all barriers which uphold exclusion since none of us have the authority to "invite" others "in."

Inclusion is recognizing our universal "oneness" and interdependence. Inclusion is recognizing that we are "one" even though we are not the "same."

Data source: Adapted from http://www.inclusion.com/inclusion.html
GULEND & Creating a Diverse and Inclusive Learning Community

Work to be done:

Strengthening our Learning Community through Recruiting and Supporting Trainees with Diverse Lived Experiences - Greater Accessibility, Diversity, and Inclusion

- Identify, plan and budget for, and do:
  - Training, material creation, and community guided systemic change to support greater diversity in our staff, faculty, speakers, and trainees
  - Expand recruitment through using a greater variety of communication mediums and social media platforms
  - Increase direct outreach to potential trainees through our long term community partners and the lived experiences of our own LEND community members
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https://www.surveymonkey.com/r/ITACEvents

Full Team Email: itac@aucd.org