

UCEDD Tip Sheets



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ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK



A project of AUCD, in partnership with ACL, to strengthen the network of UCEDDs

Community Services - Training

What is Addressed in this Tip Sheet?

This tip sheet will provide guidance on designing and implementing training programs that enhance the knowledge of a variety of community members, including individuals with developmental and other disabilities, their families, professionals, policymakers, students and others in the community. According to the UCEDD logic model, training is “provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policymakers, students or others in the community).

Why is this Important?

Each application for core funding must describe a five-year plan for meeting the purpose of the DD Act of 2000. The five-year plan must describe how the applicant will carry out each of the following four UCEDD core functions:

- Interdisciplinary Pre-service Preparation and Continuing Education
- **Community Services**
- Research
- Information Dissemination

Section 153

(B) Provision of community services

(i) That provide training or technical assistance for individuals with developmental disabilities, their families, professionals, paraprofessionals, policymakers, students, and other members of the community.

o. The UCEDD must integrate the mandated core functions into its activities and programs and must have a written plan for each core function area. 45 C.F.R § 1388.6 2015

How have other UCEDDs structured their TA programs?

Community Training at The Wyoming Institute for Disabilities



Project Echo was developed at the University of New Mexico (UNM) by Dr. Sanjeev Arora, a hepatologist at the UNM medical center, to address the high rates of people with Hepatitis C. The standard treatment was an anti-viral medication, alpha-interferon, administered in an injection

over several months. At that time, interferon was a treatment that many physicians did not feel comfortable using, because it required a high level of patient engagement to manage side effects. There was a long waiting list to see Dr. Arora, and many patients were required to travel perhaps 250 miles or more in order to receive care. ECHO, a capacity-building model, delivered mentored specialty care through weekly video-conferences and casebased discussions. It addressed knowledge gaps among primary care physicians and provided interprofessional learning, development, and coaching opportunities with the help of an interdisciplinary group of highly skilled educators.

Today, ECHO builds capacity in the application of effective practices supporting classroom, school, district, and student outcomes. The ECHO model is an innovative, disruptive model for health care capacity building to treat common and complex diseases. The Wyoming Institute for Disabilities (WIND) launched ECHO activities about 3 years ago, a site visit to UNM bringing Dr. Sanjeev Arora to launch the first UW ECHO pilot in assistive technology. Most professional development is offered as short-duration workshops that are not effective in changing and sustaining practice.

The Wyoming Telehealth Network (WyTN) leverages telecommunication technology to link patients, providers and specialists through Project Echo to deliver positive healthcare outcomes for Wyoming residents. The WyTN brings professional development opportunities to healthcare professionals in their home communities. Their programs include:

The ECHO model is an innovative, disruptive model for health care capacity building to treat common and complex diseases.

- Sexual and Reproductive Health
- Healthy relationships (Friendship and Dating Program)
- Direct service providers
- Support Children Impacted by the Opioid Epidemic ((ECHO-SCOPE)
- Telehealth – Wyoming Telehealth Network
- Family to Family Health Information Center
- Early Childhood Vision Screening
- Veterans Adaptive Sports- Mission Redefined

WIND and the Department of Vocational Rehabilitation (DVR) have formed a strategic partnership to increase the number of students receiving Pre-employment Transition Services (Pre-ETS). Pre-ETS services are activities required by the Workforce Innovation and Opportunity Act (WIOA) of 2014, bringing together schools, vocational rehabilitation, businesses and families to prepare for successful employment opportunities for students.

Community Training at the Institute for Person-Centered Practices (Texas)



Texas is home to two UCEDDs: the Texas Center for Disability Studies at the University of Texas at Austin, and the Center on Disability and Development at Texas A&M university. In 2010, the two UCEDDS came together to establish the Institute for Person-Centered Practices, which is one of the biggest sources of community

education for both UCEDDs. As a large and incredibly diverse state, Texas faces a unique set of challenges. Traveling from one side of the state to the other requires considerable time and resources. In larger cities, over 1/3 of the population speaks Spanish. Other languages commonly found in Texas include Vietnamese, Chinese, Arabic, and Erdu. The challenge for the Institute was finding a way to provide education to such a large and diverse state without enough material resources or language capacity. Through trial and error, the Institute found that the best way to do so was to partner with other organizations and share resources, meeting spaces and language assistance whenever possible. The Institute collaborates with family groups, local non-profits, and state-wide non-profit organizations to train mentors to provide services in remote areas of the state.

Partly as a result of the involvement of so many different advocates and entities, Texas has become more invested in person-centered practices. The Institute and its partners have been able to affect systems change within the state. Some of the state forums for home and community-based waiver services today reflect the influence of the UCEDDs' community training curriculum. Most of the Institute's work is accomplished through contracts with state agencies, such as the state Health and Human Services Agency, adult protective services, and the Texas Education Agency, but it continues to implement projects through state and community conferences, and peer advocacy training opportunities.

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What are the Relevant resources?

- [UCEDD Logic Model](#)
- [Institute for Person-Centered Practices](#)
- [Texas Center for Disability Studies](#)
- [Wyoming Telehealth Network](#)
- [Wyoming Institute for Disability Studies](#)

For More Information

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