

ROUGH EDITED COPY

AUCD
CURRICULUM DESIGN ASSISTANCE FOR AUCD NETWORK
MEMBERS: THE NEURODEVELOPMENTAL DISABILITIES (NDD)
CORE CURRICULUM RESOURCES
JULY 16, 2020

CART/CAPTIONING PROVIDED BY:
ALTERNATIVE COMMUNICATION SERVICES, LLC
WWW.CAPTIONFAMILY.COM

* * * * *

This is being provided in a rough-draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings

* * * *

All right. Welcome to the webinar for design assistance and LENDs for network resources at AUCD. I'm Emma Fox. I'm a program specialist here in the technical assistance department. We would really like to thank all of you for joining us today. And before we begin, I would like to address just a few simple details. First we'll provide brief introduction of our speakers today. Then following the speakers presentations, there will be sometime for questions. Because of the number of participants your audio will be muted throughout the call. However you can submit questions at any point during the presentation via the chatbox on your webinar? On your webinar consult and you may send a question to the whole audience or to the presenters. You can find the chat box at the bottom of your screen.

This entire webinar is being recorded, starting now. There will be a short evaluation survey. We invite you to provide feedback on the webinar and provide suggestions for your topics.

So just a quick note, we will have time at the end of our presentation for a live question and answer session with our speakers. Again if you have questions at any point during the presentation, feel free to type them into the chatbox.

So now to get to our speakers, our speakers today are Dr. Jennifer Smith, Dr. Steph Weber, and the psychologist and Cincinnati Children Medical Center. They currently serve as the lead director and training director respectively. The senior minor is in the department of pediatrics at Vanderbilt Medical Center. All three serve on the board for the curriculum and have put a tremendous amount of work into the project. We're very excited to have the opportunity to hear from the leaders today. Please join me in first welcoming Dr. Jennifer Smith.

>> Hi, everyone. We wanted to start out with the common acronyms. If we say an acronym and they don't understand, we want to start out with some of the everyone knows the technical and difference center. Everyone should know LEND and VUMC and MCHB. And we wanted to give a special thanks to Tyler Reimschisel who is very instrumental in the work. Many of you know Tyler. He was really the master mind

behind all of this work several years ago. And now he is at Case Western Reserve University here in Ohio as the associate provost. We wanted to give him a shout out. None of the work would have been possible without Tyler. This is what we're going to be talking about today. I'm going to be over at the background and future plans of the MDD curriculum and then the laities from AUCD are going to do more of a demonstration to walk you specifically through step by step of how you can access the curriculum and give you an idea of what the curriculum looks like now and then we have plenty of time for question and answer at the end and then also wanting to get some feedback from you all from an evaluation standpoint. Just to give you some background about the MDD curriculum resources, several years ago it was decided that we had so many experts from all of the LEND and AUCD programs. We wanted to be able to have a depository of the wonderful resources for all programs to be able to access. That was the aim of the curriculum resources. It is something that can be customizable based on your specific needs are. We also want to make sure that folks understand that it is not intended to be a stand alone curricula that would choose from one topic. You should be able to pick and choose. They were written by content networks across the country. There's currently 33 topics total and basically any content that you could ever want, you know, from the stand point of designing a lens curriculum and particular especially is incorporated into these modules. And I think they will be some discussion of some of the specifics later. But really anything that you could ever want to find and taken feedback from a lot of folks to get topics. The curricula used to be housed at Vanderbilt University medical Center. Now it is moved to AUCD. That's some of the information that's going to be covered in just a little bit with our partners from AUCD. What started out with the original modules in 2015 we had 43 LEND programs and eight UCEDDs that were using the resources. Now we have 46 centers and programs that are currently using the central resources. I'm going to pass it over to Stephanie Weber, our training director in Cincinnati. She's going to talk more about the editorial board as well as kind of the next steps in the process.

>> Great. Thanks. I just want to shout out to Tyler who was so fantastic with the work and also it was always so funny because he always called me Jen and Jen Steph. And you all on the call today can see that we all actually two distinct people. Even though we're together in person at the meetings. We are two different individuals. We often times share a brain, we say. I do want to make a comment to thank the current editorial board, including Robin and Rita and Tara who will be speaking later, Michelle, and Richard from South Carolina. So we've been meeting as a group since the beginning. Our roles have changed over time. We started by reviewing and editing all of the curriculum that was sent in and submitted to really make sure that it reflected the most current knowledge and that it was encompassing enough that everybody could find different uses for each of the topic modules. We also have done things like this in the past where we've promoted the resources at AUCD network meetings and really have served as the gate keeper for new topics. For a while there was a conversation around do we expand MDD curriculum resources also to leadership topics. And we kind of held back on that in the past. And spend some time reevaluating what the process would look like especially with the exit of Tyler leaving Vanderbilt and moving

to case western. How are we going to use this? I think it was brilliant that Tara has worked with AUCD in getting those all moved over to the AUCD site that they'll share later. As Jen mentioned, the curriculum is really meant to be a starting point for you to either create your curriculum within your program or to supplement your current curriculum. I think now that I've been in the training director role for going on eight years, shocking how fast that's gone. But I've recognized how important that is to breathe new life into the activities that you provide to the Chinese even on a yearly basis. So this is an opportunity to provide some different resources, videos other types of online learning modules that can really help fill in existing needs for hot topics, especially those related to things that maternal and child health has asked us to focus in on. It is also an opportunity to flip the classroom, to be able to have your learners be exposed to the topic and the develop their own teaching approach to teach the other trainees in your program about that topic. It gives us an opportunity to also help our community partners prepare their presentations. So as an example, we have been able to share some of the early identification of autism resources with our early intervention program so we have an idea of the level of learning that's necessary for the Chinese. As well as those of our graduates that leave our programs that are now in leadership positions can access it and use it for their own ongoing professional development or to use in their new teams in their new thought career. You can change the format. You can make them asynchronous and online in the fashion. You can lend them to in-person or onlife. There's definitely like I mentioned the beginning were intermediate, and advanced level that those of us who have been in curriculum and know what we like to have our LEND trainees take away by the end. We can differentiate that. Again it is all been vetted with links to articles, web sites, resources, videos, webinars, that we check the links pretty frequently to make sure that they are all in working order and that if they are not, then our lovely Tara has updated those. That will move over to AUCD to make sure those all stay in working order for us. We have taken some time, many of us that are LEND directors on the call and heard from us as the editorial team a few years back. We wanted to know how you were using it and what we found helpful. We found the feedback in the central location was really wonderful. There are varied and annotated resouses. There's never types of assignments. There's individual assignments, small group, and large group that can be used in a variety of different ways. Then finally we have worked through our plans. There's going to be future set times. We'll work through them to make sure updates are made to existing curriculum. We'll also move along the leadership lines. We want to make sure to invite those of you on the call today that might be interested and started on the editorial board. We want to increase the number of folks as well as the diversity. Folks that aren't just necessarily in leadership positions or aren't only with LEND programs. We want to make sure we're capturing everything that we can for every level of learner and you said the network. At this point, it is time for Tara to make over and show off the brand new 2020.

>> Thank you. Thank you to those of you on the call. I recognize a hot of names from interacting with you over the years about the curricular resources. Before we get to the SharePoint site I'm going to touch base for those of you who are familiar with the models of what has changed and what hasn't? A quick update, what has changed? Now that the resources are at at the AUCD. It has been mentioning its a platform. It is

a centralized location. Those of you who are familiar with the resolution and that's how we ended up with 46 copies around the country. There won't be the copies of the resources. There will be one repository in one central location at the shared site. The good news about this is that it will help us ensure that it is kept up to date. There's only one repository. The AUCD will taking that over. As has been mentioned, there's now a mechanism for people to make suggestions to current topics or suggest new topics. And I'll be touching base on that shortly as well as how you get access. Everything that was on the Mood the is packed up and shipped over. So as of yet, no new topics has been added and no new resources has been added. It was just a simple cut and paste job from one location to the other. If there's information on there that you are used to seeing and using, it is still there. And the last element that hasn't changed has been ready, but will be reiterated a few more times. This was one of the biggest points of confusion about the NDD core curricular resources. That's is they are not designed to be a required curriculum. They are not designed to be stand-alone modules. They are a repository to build curriculum at your home institutions. You'll hear me say that probably three more times, because there was a lot of confusion about are we -- we got a lot of questions about what do I have to use these? Does this have to be in the curriculum? The answer is no. They are meant to be helpful. That hasn't changed. Okay. For those of you -- 43 or 46 programs out there that currently have your own BUMC posted models, that will be going away. We are turning those off on August 1st. They will no longer be supported. So this includes both central tissue what we used to call the central Mood the and all of the copies that we made for programs. If you are unsure and if your Mood the is one of the VUMC-hosted core curriculum Models, the web address has the format will. The LEND Models. And some version of your name at the program and might be UT Lend or Lend SC. Whatever the name is. If it has that address, wave good-bye to it. It is leaving August 1st. Some programs have used their posted Models as their learning management system for the training. It is not a lot. But a few. If you are one of those programs and you have documented that your program has put on that Mood the, please make sure you remove them or have copies of them by August 1st. After August 1st, you won't be able to retrieve them. Like I said, everything that the editorial board put on there and all of our resources, shared resources will still be accessible. Anything that you personally uploaded will be going away. Make sure that you have copies. All right. This is the part that everybody has been waiting for. What does the curriculum look like now and how do I access it? All right. Access to the new resources home can be gained through the ITAC Landing Page. You'll notice on the lefthand side, you see the green resources. That's the dropdown menu. When you go to the ITAC page, you are not going to see the three bullet points immediately. You have to dropdown the menu. This is just an overview. This is how you can use the resources. This is what they are. And the next slide please. If you go to the very bottom of the page, this is the same page that we just scroll to the bottom. Request access. This is how you request access. So if you are faculty, staff, and I'll just CARES Act or DD Act, then you can have access to the resources. All you do is really easy. You just e-mail Emma Fox. There's the e-mail right there. Hey, this is who I am. This is the program that I'm with. I would love access to the resources. She will send you an invitation. You'll get an invitation that says something along the lines you have been invited to the AUCD share point site and

the corporate resources. You click on that. Wala, you are in. You will need the Microsoft to count to view the SharePoint site. It is easy to sign up for the free one. It is just like the Google Account or Gmail. It is Yahoo! and free. If you do run into problems though, just e-mail Emma Fox again. Hey, I can't get in. We'll get all of that fixed. It should not be a problem. Okay. Next slide? All right. We're going to walk through live version of the web page in just a minute. This is a still shot of what the home page for the national LEND land page looks like. Once you have permission and dog in, this is your landing page. If you see this page, you know you are at the right place. All right. Give me just a moment to switch screens. We are going to -- that's not the one. This is.

Okay. So this isn't my version now of the home page of the national LEND NDD curriculum e resources. I'm going to walk through some of the key points. Both on the home page and then we're going to walk through one of the actual topics. One of the things -- one of the points of confusion over the last few years has been the use of the word modules to describe these -- the content. Because module has the connotation of being an off-the-shelf curriculum kit. We know we have a module and you get a certificate. You finish a module and you take a test or something. That's not what these are. We have changed them. We've called them topics now. You'll see in just a moment a topic library. Those of us who have been around from the beginning sometimes used the words interchangeably. Which I know confuses things even more. They are not modules there. They are topics with curricular resources within them. If you are used to hearing them called modules, that's why they are now called topics. You use them. It is not a module topic. So this is again our home page and welcome to the NDD resources. You'll see that this is mentioned -- Steph mentioned this as she was talking about the format of each topic. And it is delineated here for you. There's a preparation section which our design for novice and advance attendees. These are resources on the web sites, videos, and webinars. At the additional resources. This is designed for advance preparation. And you have trainees who are already well versed in the topic or perhaps the more in-depth information because they are doing the research project or something like that. This is a good place to look for the information. And lastly the assignments. And we'll talk about those. I'll show you some examples of what those look like.

>> Can you make this full screen please?

>> I'm sorry. Yes. Of course. Sorry about that.

>> Thank you.

>> There. Does that matter? Okay. Again you'll see our message here. These are not meant to be a prescriptive or all-inclusive program. These are just resources. There's the brand information there. Just sort of an overview of what the resources are. Over here on the righthand side this is what I mentioned -- this is what I was talking about when I mentioned we have a mechanism for recommendations new content or updated content or really feedback of any kind that you have for us. And you can see there's a description of how you give us that feedback here. If you are going to suggest a new topic, the information that we ask you include and it won't surprise you to learn that e-mail goes also to Emma Fox. Who will then pass it on to the editorial board and as Steph mentioned, we welcome your suggestions year around. There's no sort of closing date for these. They will be reviewed as yet to be

determined to schedule. We don't have the man power to review them as they come in. Once that schedule is set, we will publish that, so you have the sense of if you submit something in August, how long is it going to be before the board looked at it? Then you have a sense of what the calendar is? We welcome those at any point. All right. Here again you have our potential ways to use the resources. We've covered that several times. You have a health contact list up here. So if something doesn't seem to be working or, you know, hey, these links appear to be broken or whatever it is here again, Emma Fox. So thank you, Emma, for all of your support. Of the curriculum. And we have some quick links here. This will probably continue to grow as we come up with other pages that would be appropriate to place here. We have the ITAC landing page. There's also putting together the nice NDD SharePoint manual for us. It is a very brief and easy to follow manual of the share point. If you are brand new and don't feel comfortable with it, you have the manual here that you can download. So that's -- those are the main features there. You'll see over on the lefthand side you are on the home page. This will be called landing in the home page. We have a topic library. I'm going to show you in just a moment. All the way down the lefthand side are the 33 topics that are included in the curricular resources. You can get a sense just of scrolling down if you haven't already seen these the breath of the topics. We have a huge selection of materials here. If you -- you could access these by clicking on them directly. I'll just show you very quickly and go back. You click on this and get to the topic. Let's say you are new to these. And this is a bit overwhelming and you think to yourself, you know, I would really like kind of a high-level view. What -- this is such a big, long, list. What is in the library? Well, ta-da. That's what the topic library does. So here are all of the same list of topics, but they are annotated. You have a sense if the material is contained in the page what you are looking for. The topics are broad. You are looking at material, that can be a lot of stuff. There's a huge topic. This particular module covered a multidimensional understanding and its originings for the stations and treatments across the life span. That sounds like what you are looking for, then you know that's a good place to look for resources. If not, then you can move on to the next thing. But you can see that we have all 33 topics have a description of what they can take. So you can access these topics again either from clicking on the name here, or the link here, for the human resources. So we're going to go to awetism early identification and treatment of ASD. You decide this is the topic that I want to look at. You need to put a curriculum together for my trainees. I'm going to look at this. All right. You click on the page and you gate wonderful picture of selection. Absolutely fantastic job selecting pictures for these banners. So you get the picture and you get -- you see the topic description. You see the original author. They've gone through a couple of updates. These are the people that wrote the original. We give a shout out to them as having done the hard work of starting the module. Following the description, every topic, you get the potential learning objectives for the topic. The keyword here as you've said now 15 times is potential. These do not have to be the learning objectives. You'll see in a moment there's a lot of material here. There can be any number of learning objectives. These are potential ones that you might be interested in. So those are there. And then you see the sections preparation, additional resources, and assignments that we talked about. So under preparation and under each topic, what you'll find is that the annotated list of resources that the experts

who wrote them who did it topics the authors who wrote the topics put together for us. And a brief annotation. So milestone moments that lead to the overview of the development in children. You'll see this is a mix of documents and web sites. There are probably some videos in here. This particular page is organized by topics. Here's the diagnostic literature. The great thing about this is all of these link to the material. Even the PDFs. So the milestone booklet is a PDF. Which is contained within the SharePoint site. You'll notice it is within. Here's the PDF. You can print it and download it if it is something that you want to hand out to your trainees, you have access to it right now. You don't have to go out on to the web and locate it. Same thing with journaler effort 8:00s and web sites. Everything links. There are the videos for early childhood education and training programs. The only exception to this -- I'm not sure there are any on this page. There are some in the next module. They are books and book chapters. Because of copyright issues, we did not feel right photocopying the entire books or book chapters and putting them online. But the entire web site. You see this is a wide range of webinars and preparation material. When you are in the preparation pages, you'll notice the navigate bar. You don't have to go back to the home page and back and forth and back and forth. I'm going to show you the resources page. You'll see it is almost identical. It is identical. At the difference is the level of information contained in the resources. It is the same thing. It is the resource, link, and a brief annotation for the resource.

The assignments then, these are all listed. Each has its own page and the description of what the assignment is. Again these are meant to be modified. So if it is designed for a small group discussion and you are all online this fall, you can adapt it that way. You can change and use the materials and change the questions. All sorts of things you can do. You can look at one example here. It might be a good web site or trainees with advanced knowledge. You can have the guyed to review and tell you what to read and watch the videos and then have the trainees develop a case scenario. And then work through that case scenario with their peers. These assignments vary widely from topic to topic. And they really run the gamut from their multiple choice questions with answers and explanations of the answers, there are games, there are case studies, there are book and movie discussions, small group projects, research projects, letter writing assignments, reflective essays, it really runs the gamut. The people were incredibly creative in putting together these assignments. And all of the topics have a set of assignments like that. The last thing that I want to point out on the home page for the topic is over here on the lefthand side you'll see a list of files. All of these files are the ones that have links in the preparation and additional resources, and assignments. Nothing is over here. That is not over here. We put them here for easy downloading in case you know what you are looking for or in case you have a weekend free and you say, hey, I want to see everything on autism and rather than go through and look at one thing individually after another, you want to download the whole thing, you want to do that here. Right now we don't have a conventional naming system. So the naming system differing from topic to topic. That's on the to-do list. These are a little bit easier to find as you are moving between topics. For right now, they are all there. If you don't know what you are looking for, you might be able to search for the article there. This is the topic. Just to demonstrate that, look at another topic to show you. There's a topic description. And the potential

learning objectives to preparation and looks identical. It has links and additional preparation looks identical. And here's an example of a case study. There's a question for the genetic testing for the 4 year old and for the trainees to condition and a resource that your trainees can use in having that discussion. What I like about this is a good example of something that can be modified. There's all sorts of ways that you could adapt this particular case study for the group that you are working with. All of the stuff is set up exactly the same way the files are for whatever reason trouble loading today. They are over there. That's it. That's what they look like. We'll go back to the home page here. That's pretty much it. That's the overview of the modules.

I can go back to the screen share. I'll go back to the slide show. All right.

You know we have questions and we have answers. They were monitoring the chatbox. We can look at it. Let us know what we forget to tell people and what you have questions about.

>> Feel free to unmute yourself and identify yourself by name and feel free to voice your questions. If you feel more comfortable typing in the chatbox, I will read them aloud and voice them to the speakers. There were some wonderful questions earlier about getting in the chatbox about getting access and each faculty and the program for access. I have responded that as long as they were CARES or DD funded programs, yes, they could. Other questions they got resolved were, you know, if I already have a Microsoft account will that work? Yes, as soon as you e-mail my e-mail for access. So there's other questions. Any other questions? Feel free to type them in. All right.

Robert says I'm a training coordinator. For the center of development at the University of Alaska at Anchorage. We are a university Center for excellent and our director is Karen. Do I have access? Yes, Tom, you do. Some of our trainees have proceeded modules. Will the work be transferred?

>> No. The only stuff that has been transferred are the resources themselves. We have not transferred any individual work from individual programs.

>> Do you need help with the Models?

>> If you need help with that and you are not sure how to get the stuff out of your Mood the, let me know. I have access and can help.

>> Tom just to follow up to you, make sure you use my e-mail to request that access. But you do have access to it based on your position. At the University of Alaska. Any other lasting questions for folks.

>> I don't know if we answered Mary Alices the clarifying question can each faculty in the program ask for access? I believe the answer is yes and anybody can ask for access.

>> As long as they are funded through the CARers S or DD act.

>> I co-authored the module. Who should you contact? Wonderful, Jack. You should contact me. I'll push that through to the editorial board. Thank you so much for bringing that to our attention. My e-mail has been thrown out there several times. I'll do it one more time. EFOX@AUDC.org. It is also on the ITAC landing page that we showed you earlier. And the whole webinar with all of the slides will be posted to the event webinar page that you all, you know, clicked on to register for the webinar. Thank you. For posting it in there in the chat box. So you'll have access to it. Thanks for bringing that to our attention, Jack.

>> Hi. Jack.

>> All righty. Last calls for questions. You can e-mail us. We're always here.
>> I think we wanted to put in a last-minute plug for anybody that would like to participate on the editorial board. Please contact Emma and let her know. Come work with us.

>> But if you have questions about your home Moodle, my e-mail is at the end of the slide show.

>> All right. Awesome.

>> Yeah.

>> Okay.

One more question. What are the requirements for the editorial board? That's a wonderful question, Sandra. I think the editorial board, we're still kind of envisions for what we would like our members to bring to the editorial board, I think we're really envisioning an expansion of some of the content expertise that we're looking for for people to bring in different wealth of knowledge amongst the specific topic modules within the NDD core curriculum. I think we're looking for a wide diversity of lived experience. You know, within the world of disability and within race and ethnicity and within cultural and linguistic competence. What were some of the other things that we're looking for?

>> I think diversity across programs as well. Many of us are either from AUCD and MCHB or a lending program.

>> I hope that is kind of speaking to your question, Sandra. Do we have any lasting questions, feel free to send them our way. I see some interests. From other members. That are responding to me privately in the group. We would love to hear from you. Again send them to my e-mail. Everything is going in my e-mail. Happy to hear from you all. Yup. Thank you. That's great. Now to everyone's most favorite part, the evaluation of the webinar. So I'm not sure this is how AUCD usually does it. I've created the poll that's going to show up within the webinar slides. We're going to do this together. We're going to see how it goes. I'm going to make the poll go live. Of course I'm getting a message that says the polling session is enactive.

>> We have a host and co-host.

>> Emma is the co-host. We can launch it.

>> We ran into this earlier. What is that working. If everyone can just respond to the questions. I think there are just six questions for you all today.

>> It's been fun.

>> That's the goal for every evaluation is someone to say it's been fun.

>> Is the poll still up?

>> I think it is still loading.

>> I'm sorry. We're at 30.

If folks have finish the evaluation and you need to hop off the call, thank you for joining. Thank you to the wonderful speakers, Dr. Smith, Dr. Weber, and Tara Minor. It's been a wonderful opportunity to work from them and showcase the wonderful work in the project and force to Tyler Reimschisel. We all joked before the call that we have a hard time pronouncing his last time. Thank you so much for everyone joining the call.

I hope you have a wonderful time. I learned something. Hopefully you'll be incorporated this into your programs. Have a great day.
Everyone.

>> Thank you, all.

>> Everyone has voted. 100 Hundred percent has voted.

>> Okay. It is closed now? Great. Great. Great.