

Coffee and TA Series: Core Function Basics

Interdisciplinary Preservice Prep for UCEDDs without a LEND or training grant

June 14, 2018

3:00 – 4:30 pm EST

PRESENTERS

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- Welcome and introductions
- Federal guidance
- Jolenea Ferro, University of South Florida
- Karen Applequist, Northern Arizona University
- Next steps, where to find resources
- End

- 1) Interdisciplinary Pre-service Preparation**
- 2) Continuing Education/Community Training
- 3) Technical Assistance
- 4) Direct Clinical Services
- 5) Other Direct/Model Services
- 6) Demonstration Services
- 7) Research
- 8) Product Development and Information Dissemination

H.R. 4920 — 106th Congress: Developmental Disabilities Assistance and Bill of Rights Act of 2000.

www.GovTrack.us. 2000. June 12, 2018

<https://www.govtrack.us/congress/bills/106/hr4920>

- (A) to provide interdisciplinary pre-service preparation and continuing education of students and fellows, which may include the preparation and continuing education of leadership, direct service, clinical, or other personnel to strengthen and increase the capacity of States and communities to achieve the purpose of this title;

Instructional program offered by the UCEDD that

- 1) integrates knowledge and methods from two or more distinct disciplines
- 2) integrates direct contributions to the field made by people with disabilities and family members
- 3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental disabilities and their families;
- 4) is designed to advance an individual's academic or professional credentials; and
- 5) takes place in an academic setting or program.

It may:

- 1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and
- 2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.

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Preservice Programs

- 2005 – Center begins
- 2010 - Graduate Certificate in Positive Behavior Support (PBS)
- 2010 - Interdisciplinary Center for Evaluation and Intervention - Clinical Practicum
- 2015 - MS in Child and Adolescent Behavioral Health, Concentration in Developmental Disabilities
- 2017 – Interdisciplinary PhD in Behavioral & Community Sciences (College PhD)

- Funding –
 - 2 UCEDD faculty
 - 1 Recruited faculty from PBS Training and Technical Assistance Grant
 - 1 adjunct faculty position supported by department
- Online
- Students (20-30/year):

Applied Behavior Analysis	School Psychology
Public Health	Early Childhood Education (Minor)
Child and Adolescent Behavioral Health	Social Work
Non-degree-seeking	

PBS Certificate Program

- 12 credit hours (4 core courses)

School-wide PBS	Consultation & Collaboration
Addressing Challenging Behavior in Young Children	Intensive Individualized Interventions in PBS

- 3 Core courses required + 1 elective
- 1 each Fall and Spring; 2 Summer
- Elective choice:
 - Must be approved
 - Different discipline perspective
 - More on DD

- PBS & MTSS have a focus on interdisciplinary collaboration
- Interdisciplinary collaboration instruction embedded in all courses
- Focus of Consultation & Collaboration course
- Student projects
 - School
 - Community
 - EC settings

MS in Child and Adolescent Behavioral Health Concentration in DD

- Department master's program (Spring 2015)
 - 4 concentrations - Youth and Behavioral Health, Leadership, Developmental Disabilities, and Translational Research
- Address youth with a developmental disability and behavioral health disorder
- Funding
 - 3 UCED Faculty; Department Faculty (Child and Family Studies); Other FCIC Faculty advisors funded .08 FTE for field experience supervision
- 5 students per year enrolled
- 7 FCIC Faculty Advisors

- Online
- 39 credit hours
- 4 core courses for department (12 credit hours in behavioral health)
- 4 required courses for concentration in DD (12 credit hours – developmental disabilities and behavioral health)
- 3 electives (9 credit hours)
 - Must be approved
- Applied Field Experience (6 credit hours)

- Department core
- Electives
- Applied Field Experience
 - Designed to blend coursework and interests
 - Student & advisor identify project idea addressing issue in developmental disabilities
 - Student identifies an organization and site supervisor
 - 2 semesters
 - Work with site supervisor and agency team to develop and complete project

Field Experiences

- After school – improve reading skills for children at risk or identified with ID
- Learning Academy – teach young adults with Autism skills for college
- Public Elementary School – School-wide bully prevention program
- Head Start (2) – program for families of children with a disability; intervention program for children
- Center for independent living – program addressing community and competitive employment for person's with a developmental disability
- Center for Autism & Related Disabilities – recruit organizations statewide to replicate employment training program for young adults with Autism

- College-wide program
- Cohort model – Research and evaluation focus
 - Students – interdisciplinary background
 - Psychology, Behavioral Health, Rehabilitation, Linguistics, Epidemiology, Law and Mental Health, Applied Behavior Analysis
- Funding
 - Assistantships and/or department funding for students
 - .1 FTE for faculty advisors (2)

- 18 hours core in behavioral and community sciences (e.g. systems, evidence-based practices, biological basis of behavior, community-based research)
 - Interdisciplinary perspective built into core (e.g., systems course)
 - Research and dissertation – in community working with other disciplines (e.g., schools, community child care, mental/behavioral health, substance abuse programs)
 - 1 UCEDD faculty teaching 1 core course
- Specialization
 - Developmental Disabilities
 - Early Childhood
 - Positive Behavior Support

- A specialized multi-disciplinary clinic
- One of five in Florida
 - UF-Gainesville
 - UF-Jacksonville
 - FSU
 - UM
- Funded by the Florida Legislature
- Coordinated by the Florida Dept. of Education-
Bureau of Exceptional Student Education
- Under the Florida Diagnostic Learning Resource
Systems (FDLRS)

Interdisciplinary

- Empirically supported evaluation procedures, methods, and instruments
- Structured interdisciplinary process
 - Other disciplines (Pediatrics, Social Work, Psychiatry, Speech) through faculty and graduate student participation)
 - Review referrals, evaluation/consultation plans
 - Interdisciplinary process summarizing evaluation results and developing plan of support
- Structured supervision of graduate students
 - Scaffolded supervision process
 - Weekly interdisciplinary group supervision-case reviews
 - Weekly individual, face-to-face supervision-goals & objectives

- Preservice Students
 - Two paid research assistant positions
 - Two second year ABA students-competitive application process
 - Two first-year ABA students (practicum, volunteer)
 - Advanced practicum site for graduate school psychology and psychology students
 - Student interns within other disciplines (e.g., social work, speech/language)
 - Student theses/dissertations

Strengths

- MS and PhD embedded in Department and College respectively
- Faculty teaching and advising
- Some department support for faculty (e.g., grant to develop courses; field experience FTE for advisors) and marketing
- Some college support for program development
- Some college and department support for PBS Grad Certificate and Ph.D. students
- Coordinator for interdisciplinary training

Challenges

- Faculty supported by grants, not teaching
- Course development unpaid
- Sustainability
 - Balancing need for students and faculty load
 - Need for continuous marketing
 - Funding for student interns or graduate assistants
- Maintaining interdisciplinary nature of courses and integrity of program

**Karen Applequist, Ph.D., Training
Director
Northern Arizona University**

Historical Perspective Formal Training

- 1991 – Our Center entered the network (initially UAP, later AUCD)
- 1995 – Began my role as Training Director
- 1998 – First formal program - Graduate Certificate in Disability Policy and Practice (12 credits) approved (discontinued in 2016)
- 2003 – Graduate Certificate in Assistive Technology (14 credits) approved
- 2006 – Certificate in Positive Behavior Support approved (15) (now part of the curriculum in the College of Education)
- 2010 – Minor in Disability Studies (18 credits) approved
- 2017 – Emphasis in Disability approved as part of a new Ph.D. in Interdisciplinary Health

Historical Perspectives Other Training

- Interdisciplinary Training Clinic
- Participating in the Arizona LEND (U of A)
- Hosting students completing practica, internships, etc.
- Course infusions

Addressing the Pre-Service Core Function

- Training must be interdisciplinary
- Formal programs must extend or enrich the existing university curriculum and not supplant it.
- Preservice training must be sustainable

Successes

- Our Minor in Disability Studies has strong enrollments and students are satisfied with the curriculum.
- Infusion of content across the university curriculum introduces key content to students not enrolled in our formal programs
- Successfully creating opportunities for interdisciplinary experiences

Challenges and Evolving Solutions

- Sustainability of our programs
 - Center is not recognized as an academic department
 - Center was freestanding, but is now under a college that has 14 departments (creating a situation where we are competing for limited funding).
 - Core funding can be used, but must address a broader scope of activities across core functions

Addressing Sustainability Issues

- Educating upper administration about the importance of our programs to the broader curriculum
- Continuous marketing to increase enrollments
- Delivering courses through distance formats
Instructors were supported through the distance education arm of the university (funding of instructors)
- Cross-listing courses in our programs to increase enrollments
- Reducing the number of core courses in the minor and increasing courses offered through other departments

Challenges and Evolving Solutions

- **Interdisciplinarity**
 - Educating others (faculty, administrators and students) about the importance of interdisciplinary practice
 - Creating training experiences that authentically represent interdisciplinary practice
- **Addressing Interdisciplinarity**
 - Conscious effort to thread interdisciplinary perspectives through all efforts
 - Marketing to students across disciplines
 - Interdisciplinary Training Clinic

Recommendations to Network Partners without LEND Programs

- Get to know your university to understand opportunities and potential barriers
- Build relationships across the university to promote a broader understanding of what AUCDs are about and the range of benefits of having one on campus
- Study academic degrees and certificates to determine how your content may be merged to benefit students
- Collaborate with faculty who may have expertise in developing courses, or training experiences

Questions?

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