

# Building Community Capacity for Early Childhood Providers: Growing LEND Leaders & Driving Change in the Community

Leadership Education in Neurodevelopmental and related Disabilities (LEND) Program

The Division of Developmental and Behavioral Pediatrics , Cincinnati Children's Hospital Medical Center

The University of Cincinnati University Center for Excellence in Developmental Disabilities

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# LEND



## RESEARCH GOAL

To improve leadership skills of LEND trainees and enhance trainees ability to build community connections in order to have an impact within the greater Cincinnati area. To provide training to early childhood/daycare providers on basic knowledge and skill development of evidence-based practices for working with young children with behavioral concerns and developmental delays/disabilities, including autism spectrum disorders (ASDs).

## PROJECT AIMS

- Aim #1:** Increase **knowledge** of developmental concerns and positive behavior supports (PBS) and strategies for both LEND trainees and community providers
- Aim #2:** Increase community provider **skills** for using PBS with young children
- Aim #3:** Increase community provider **confidence** for using PBS with children with and at-risk for developmental concerns
- Aim #4:** Develop leadership skills of LEND trainees and enhance LEND trainee confidence in their ability to have an **impact on the community**

## TRAINING

**SEMESTER 1:** Train-the-Trainer

**SEMESTER 2:** LEND Trainee-led Community Training Series

### MODULE I: Knowledge Building

Psychoeducation regarding developmental disabilities, including ASDs, Applied Behavior Analysis (ABA), and strategies for challenging behavior

### MODULE II: Skill Building

Practice skills with the training team using skill stations

### MODULE III: Classroom Participation

In-vivo training in classroom with children

## MEASURES

- Demographics/registration questionnaire
- Behavioral Knowledge Questionnaire
- Bandura Teacher Self-Efficacy Scale Competency Checklists
- Post-training qualitative interview

## PARTICIPANTS

LEND TRAINEE PARTICIPANTS:

N= 4

EARLY CHILDHOOD CARE PROVIDER PARTICIPANTS

N=22

\*Complete data on 17 participants

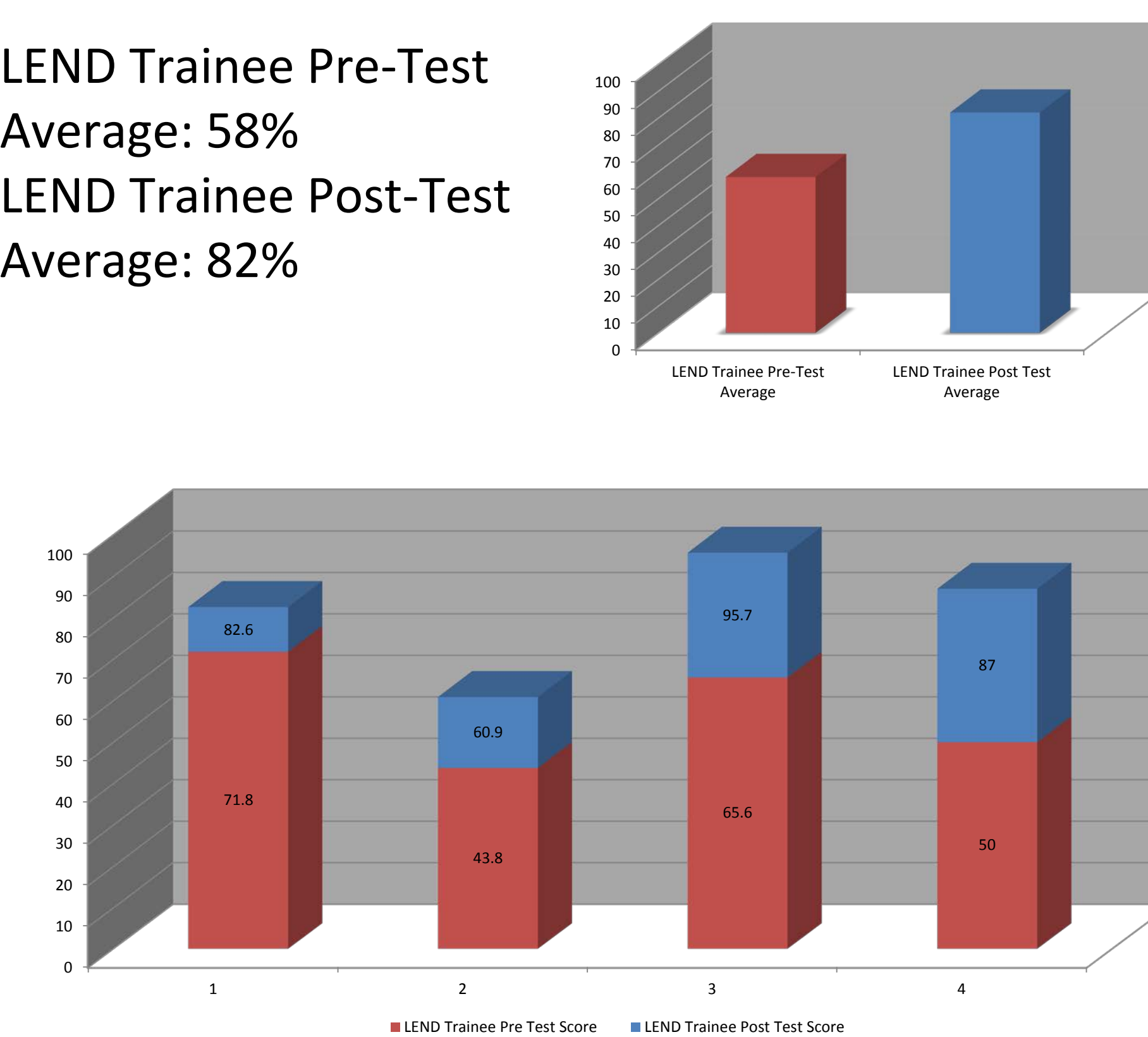
## LEND TRAINEE RESULTS

LEND Trainee Pre-Test

Average: 58%

LEND Trainee Post-Test

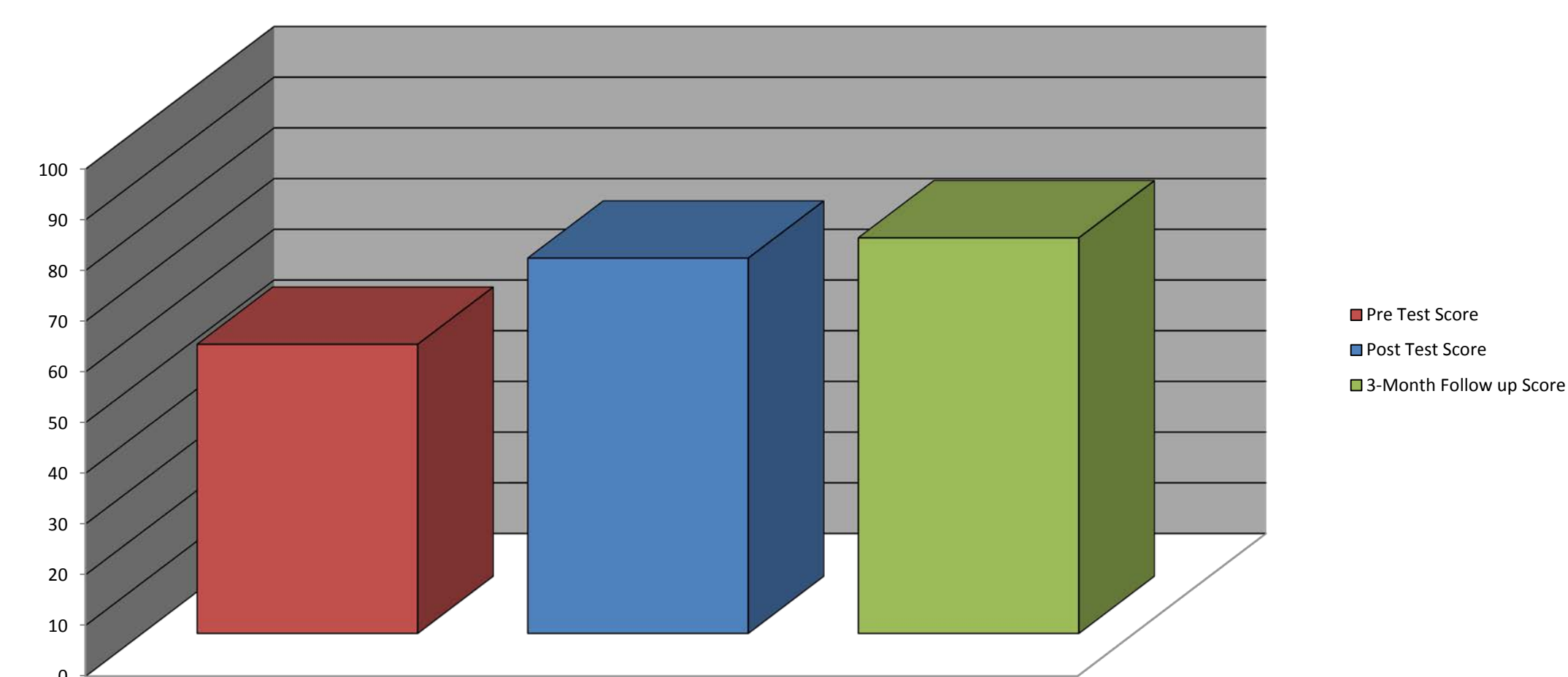
Average: 82%



## QUALITATIVE FEEDBACK

- "This project was a wonderful opportunity for me to gain confidence as a researcher and as a public speaker. Having the opportunity to write a proposal taught me to never be afraid of research."
- "This project has provided me with more confidence in myself as a leader in the field. I feel more connected with the community and feel this project has had a significant impact on children and families with developmental disabilities."
- "I feel I am better able to manage difficult behavior in my clinical experiences due to this project. I also feel as though I can work better with families and providers to enhance my recommendations for the strategies that can be used in community settings."

## COMMUNITY PROVIDER RESULTS

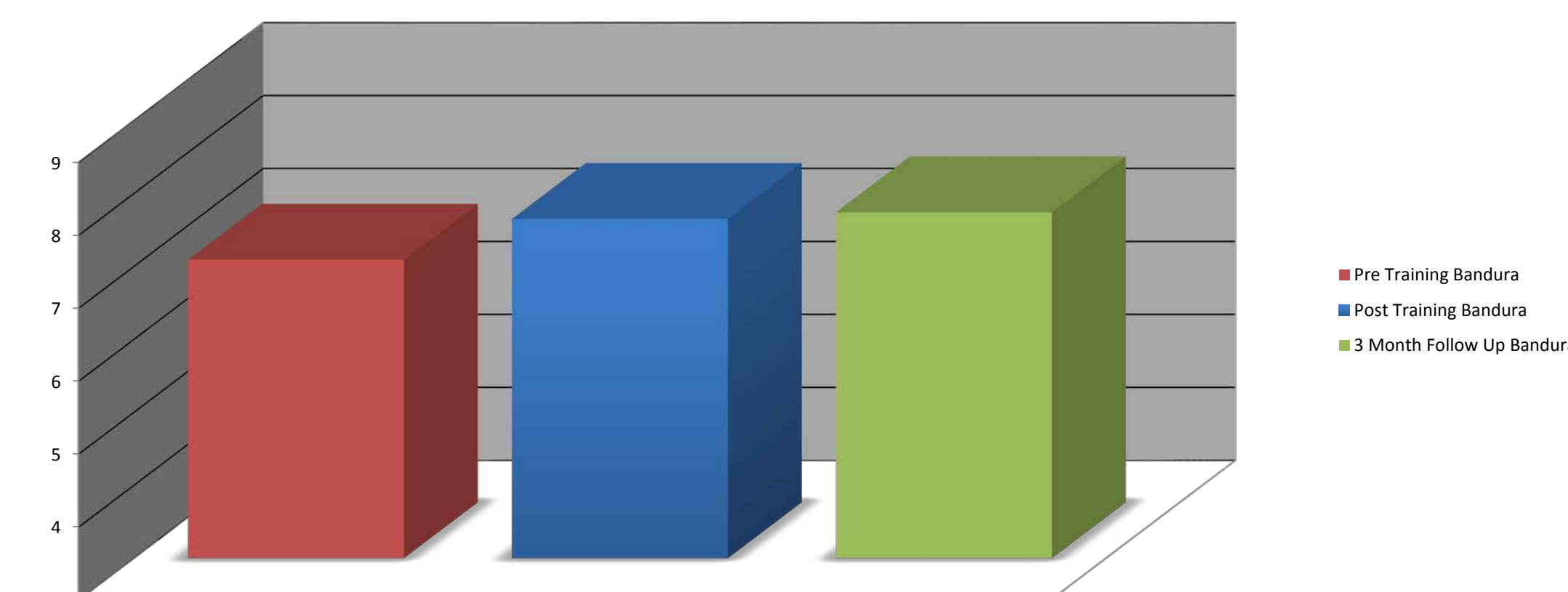


### KNOWLEDGE PRE, POST, THREE-MONTH FOLLOW UP:

Pre-Test Average: 57%, Min: 35%, Max: 96

Post-Test Average: 74%, Min: 52%, Max: 96%

Three-Month Follow Up Average: 78%, Min: 52%, Max: 100%



### BANDURA PRE, POST, THREE-MONTH FOLLOW UP:

Pre-Training Average: 7.09, Min: 5.54, Max: 8.67

Post-Training Average: 7.65, Min: 5.54, Max: 8.55

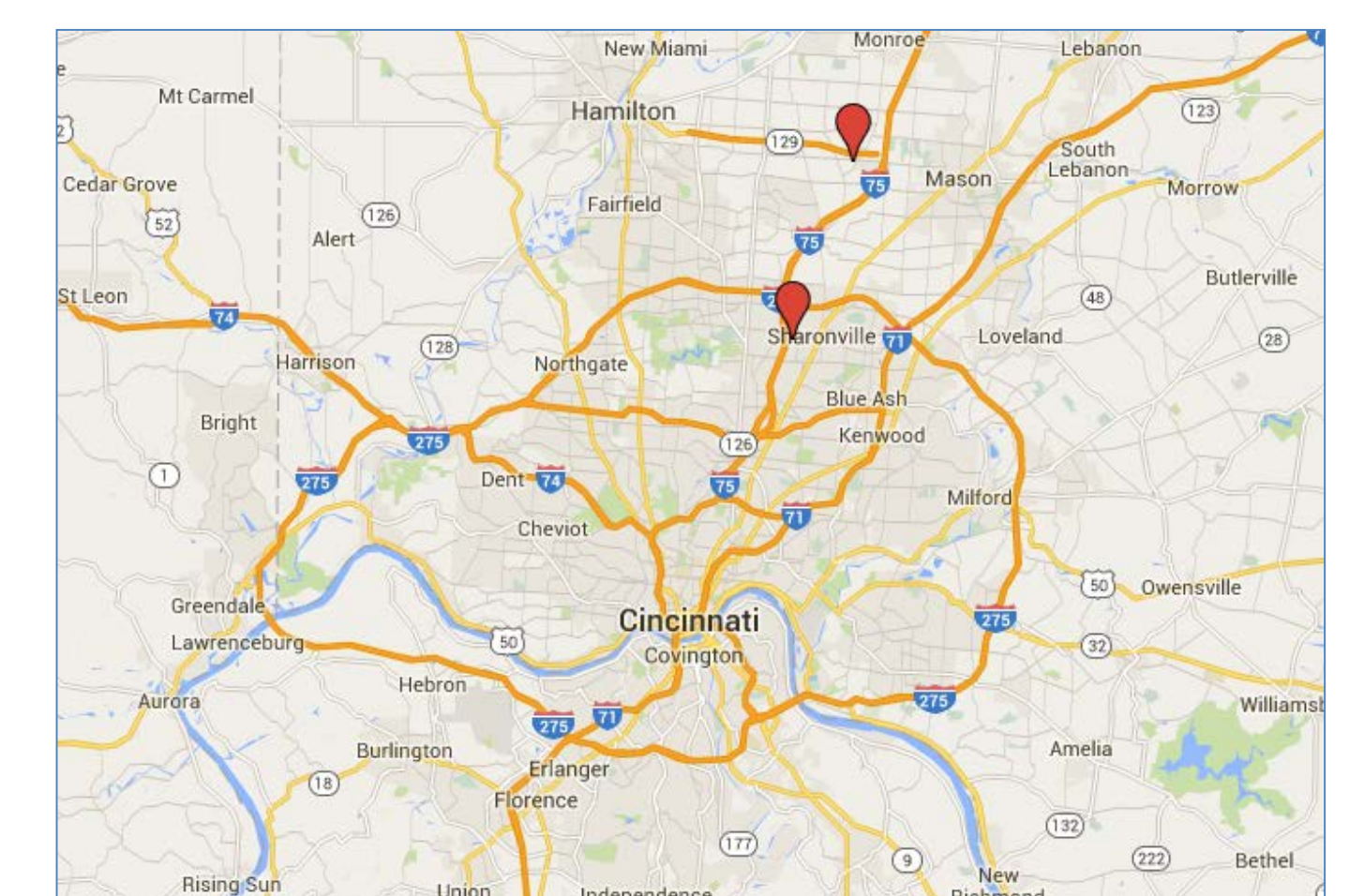
Three-Month Follow Up Average: 7.74, Min: 6.62, Max: 8.77

## QUALITATIVE FEEDBACK

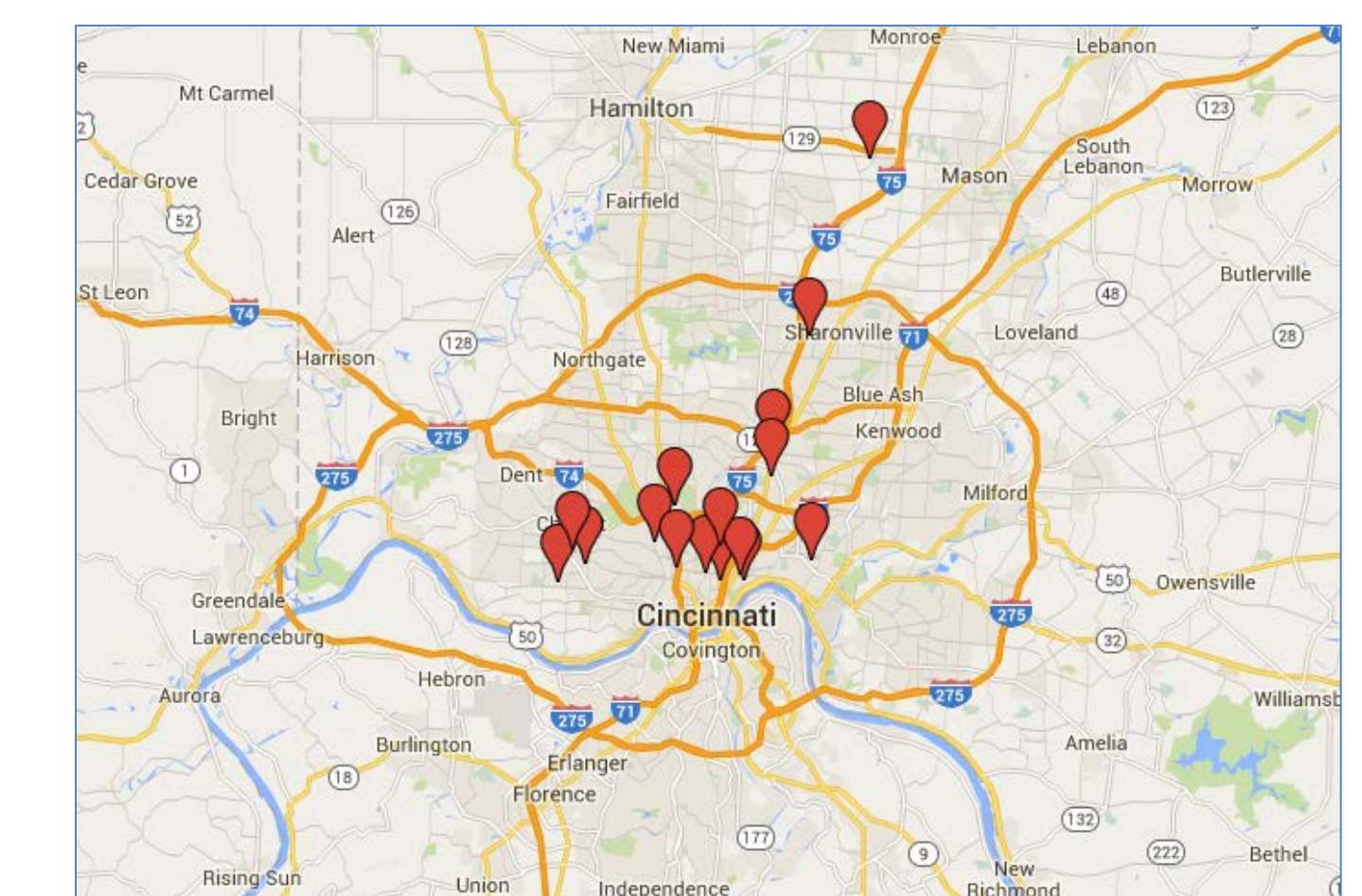
- "I've begun to apply the knowledge and skill sets that I've gained from the training currently in my daily activities with the children in my classroom."
- "It was helpful to learn what behaviors can be red flags and how to help parents get help."
- "I like the hands on training, strategies to use in the classroom, and resources."
- "I liked that there we perspectives from many team leaders (LEND trainees) and not just one person teaching the whole class."
- "I liked getting actual tools to use and practice with, hearing so many perspectives, and most of all, I liked that there was a parent perspective shared often"

## REACH OF TRAINING SERIES

Daycare/Preschool Settings reporting to be able to work with children with developmental delays and behavioral challenges **BEFORE** training



Daycare/Preschool Settings reporting to be able to work with children with developmental delays and behavioral challenges **AFTER** training



## NEXT STEPS

- Use participant feedback to create *Autism Speaks' Early Childhood Care Provider Toolkit*
- Complete Fall 2015 Training and continue data collection and evaluation for 2015 Spring and Fall training groups
- Continue to offer training series for community providers
- Explore options for ongoing financial support for training series