

Lifting Up Voices in Education: Wyoming's Adaptation of the ECHO Model for Use Beyond Health

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UW ECHO in Education delivers virtual professional development to support community conversations around best practice in education, health, and disability services. The goal of these networks is to increase the implementation of best practice to improve student, classroom, school, and district outcomes.

PURPOSE

This poster describes how the Wyoming Institute for Disabilities, a University Center of Excellence in Developmental Disabilities successfully adapted the ECHO model for use in education.

This model offers a unique approach to delivering and create high-quality, professional development and learning networks to increase the capacity of educators, agencies and other organizations to improve outcomes for all students, in all schools and districts, especially those with disabilities.

THE ECHO MODEL

Project ECHO™ (Extension for Community Healthcare Outcomes) is a movement to demonopolize knowledge and amplify the capacity to provide best practice care for underserved people all over the world. Project ECHO started as a way to meet local healthcare needs. (Arora, 2004)

ADAPTED CORE COMPONENTS

MODEL FIDELITY MEASURES

Technology:

100% of sessions occurred via videoconference technology

Professional Learning:

100% of sessions included at least one topic of professional learning, 3% had two topics

Case Presentations:

56% (171) of sessions had a case presentation

Outcome Measurements:

weekly knowledge, satisfaction and intent to apply practice pre-test, retrospective post then pre in each network

UW ECHO IN EDUCATION NETWORKS

UW ECHO

	Total	AT	ASD	BS	CD	EC	EL	SL	ST	SH
Sessions	306	102	41	43	12	8	54	11	25	10
Participants	5,833	1,365	843	832	211	446	1,360	220	315	241
Distinct Participants	1,334	450	193	254	60	182	290	108	145	72
PD Presentations	315	101	43	48	12	8	56	11	26	10
Case Presentations	171	65	23	30	7	2	32	1	8	3
Hours of PD	421	153	53	57	15	10	77	14	33	10

PARTICIPANTS

Interdisciplinary teams members

29%, 387 School and district leaders, including principals, special education directors, curriculum and instruction staff, and superintendents

19%, 254 Special education teachers and support staff

7%, 93 general education teachers

21%, 280 Related services providers (SLP, OT, PT), case managers assistive technology teams

10% , 134 University faculty, staff and students

14%, 186 Other which include families and community agency staff

Geographic Locations

48/48 Wyoming School Districts

23 States

3 Countries



2016-2017 OUTCOMES

Weekly Session Evaluations

Educator Impact

96% satisfaction, 81% intent to apply knowledge

Knowledge Change

Pre: M=3.06 (.91); post: M=3.63 (.78), t(932) =27.01, p<.0001

Skill Change

Pre: M=2.97 (.92); post: M=3.45 (.81), t(932) =25.25, p<.0001

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PD was useful	933	1	5	4.29	.703
Case was useful	933	1.0	5.0	3.980	.8028
PD was relevant	933	1.0	5.0	4.342	.7146
Valid N (listwise)	933	1.0	5.0	4.014	.9175

KNOWLEDGE (PRE-RETRO POST THEN PRE)

Baseline knowledge deficit:

Pre: M=3.2(1.0), Ideal: M=4.3(1.2), t(556) = 24.0, p<.0001

Retrospective:

Retro Pre: M=3.0(1.2), Post: M=3.5(1.0), t(114) = 8.52, p<.0001

Pre/post:

Pre: M=3.4(1.1), Post: M=3.8(8.6), t(71) = 4.76, p<.0001

NEXT STEPS

Educator Impact

Implementation of practices and recommendations

Impact on classrooms

Student Level

Academic outcomes

Least restrictive environment

Graduation rates and secondary transition outcomes

Disruptive behaviors and office referrals

UW ECHO SUPERHUB

Continue to adjust model to meet needs of education and disability support systems

Train and mentor new sites interested in using the ECHO Model in education and disability supports

Support monthly ECHO in Education virtual collaborations

Contact UW ECHO at

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