Lifting Up Voices in Education: Wyoming's Adaptation of the ECHO Model for Use Beyond Health Root-Elledge, S. MS, Hardesty, C. MS, Warren, W. and Moody, E.J., Ph.D. 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 ECHOTM (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

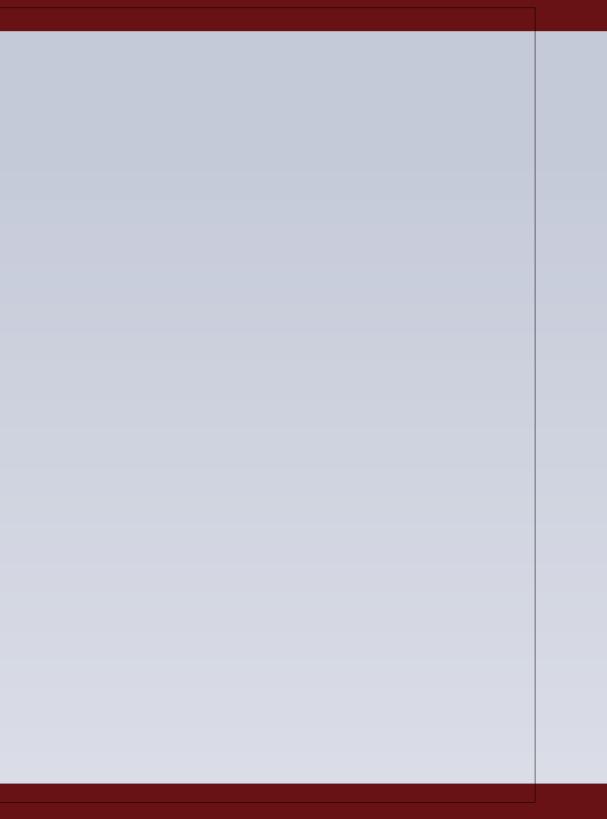
UW ECHO IN EDUCATION NETWORKS

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

Interdisciplina	ary tean
29%, 387 School and district l	eaders,
education directors, curri	culum a
super	rintende
19%, 254 Special educat	tion tead
7%, 93 genera	l educat
21%, 280 Related services pro	oviders (
assistive te	echnolog
10% , 134 University	faculty,
4%, 186 Other which include	families
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ms members

including principals, special and instruction staff, and

- ents
- achers and support staff
- tion teachers
- (SLP, OT, PT), case managers bgy teams
- staff and students
- and community agency staff ations
- ool Districts

2016-2017 OUTCOMES

Weekly Session Evaluations

Educator Impact 96% satisfaction, 81% intent to apply knowledge

Descriptive Statistics								
	Ν	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)

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

NEXT STEPS

Implementation of practices and recommendations Impact on classrooms

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 projectecho@uwyo.edu phone: 307-766-5003 Website: http://www.uwyo.edu/wind/echo

- **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

Baseline knowledge deficit:

- Retro Pre: M=3.0(1.2), Post: M=3.5(1.0), t(114) = 8.52, p<.0001Pre/post:
 - Pre: M=3.4(1.1), Post: M=3.8(8.6), t(71) = 4.76, p<.0001

Educator Impact

Student Level

Academic outcomes