



VIRGINIA

Virginia is the birthplace of eight United States Presidents – more than any other state. Thomas Jefferson, James Madison, and James Monroe had homes in the Charlottesville area.



Technology-Enabled Collaborative Learning

Primary Care Provider

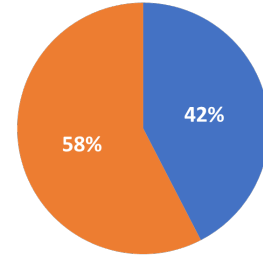
ECHO Autism

Bi-Monthly Tele-mentoring
Case-based Learning
Didactics
Learning Network
3 Cohorts & 52 Participants to Date



34 Cases Presented

Ages: 1 – 17 years (M = 4.4)



Evaluation

- Self-Efficacy
- Knowledge Gained
- Satisfaction Survey
- Session Feedback
- QI Chart Review

Didactic Curriculum

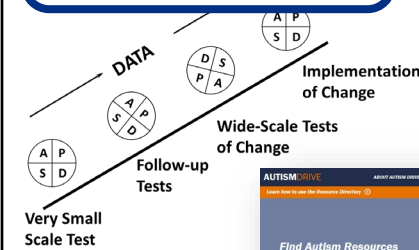
- | | |
|--------------------------|--------------------------|
| ASD Overview | Communication Strategies |
| Developmental Screening | Educational Supports |
| Autism Screening | Behavioral Strategies |
| Diagnostic Assessment | Managing ADHD |
| Early Intervention | Managing Irritability |
| Parent Support | Managing Anxiety |
| Community Resources | Feeding Concerns/GI |
| Financial Resources | Managing Sleep |
| Successful Clinic Visits | Transition to Adulthood |



Enhancing Participant Learning and Engagement

QI Learning Network

Smart Aims: Screening & Referral
Chart Reviews & Learning Sessions
CME and MOC Part 4 Credits



Resources & Toolkits

1-Page Roadmaps
Toolkits and Guides
Online Resources Directory

Tailoring Programming to Meet Audience Needs

Virtual Learning Community

Community-Identified Goals
Monthly Virtual Learning Sessions
> 100 Attendees



ECHO Networks

New Learning Objectives
Customized Curricula
Tailored Hub Team

- K-12 Education
- Early Intervention
- Mental Health
- Caregivers

Tennessee

Great Smokey National Park is the most visited national park in the country. In 2021, over 14.1 million people visited.



TN Early Assessment and Mentorship Opportunity (TEAM Opp)

Using technology-enabled collaborative learning to build capacity of early intervention providers to support families before, during and after an evaluation.

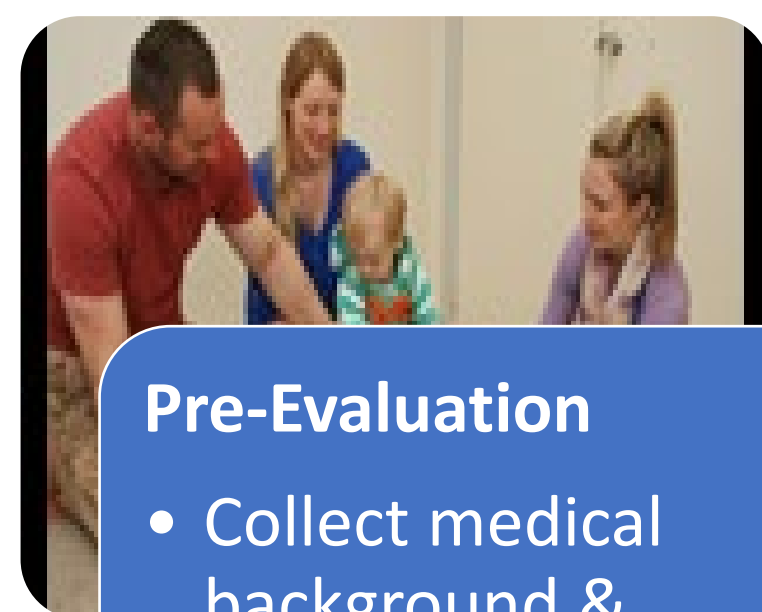


Capacity Building for Early Intervention Providers



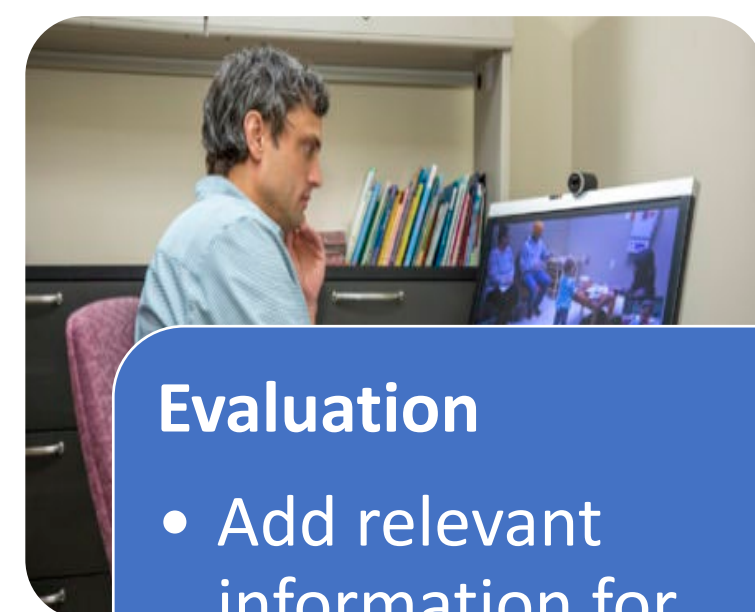
- 6 to 8-month virtual professional learning community (VPLC). Topics include:
- Characteristics of autism and screening
 - Supporting caregivers in the evaluation process
 - Evidence-based practices
 - Coaching caregivers and colleagues

Evaluation Support for Families via Early Intervention Providers



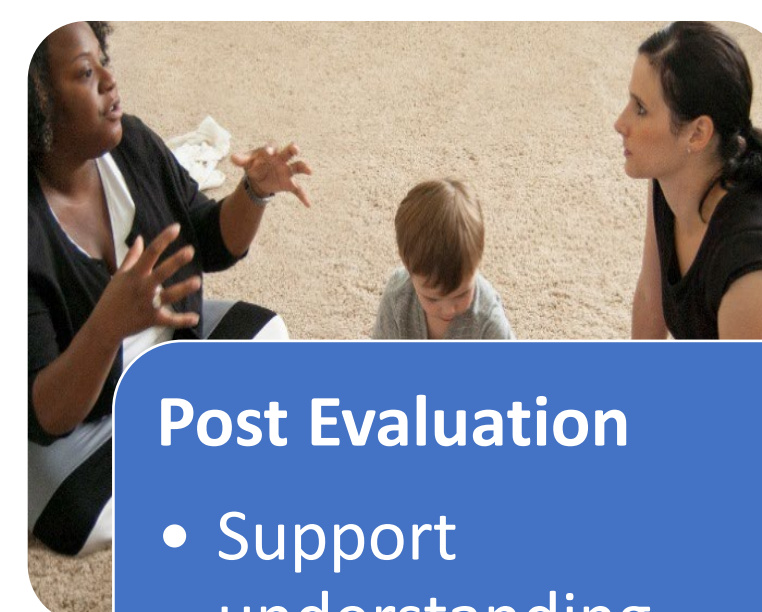
Pre-Evaluation

- Collect medical background & MCHAT
- Orient caregiver to process



Evaluation

- Add relevant information for psychologist
- Support caregiver



Post Evaluation

- Support understanding
- Connect to resources & next steps

Enhancing Participant Learning and Engagement within VPLCs

Interactive Training Sessions

- Icebreakers
- Video examples
- Embedded knowledge checks
- Tech tools like Padlet, Menti, etc.

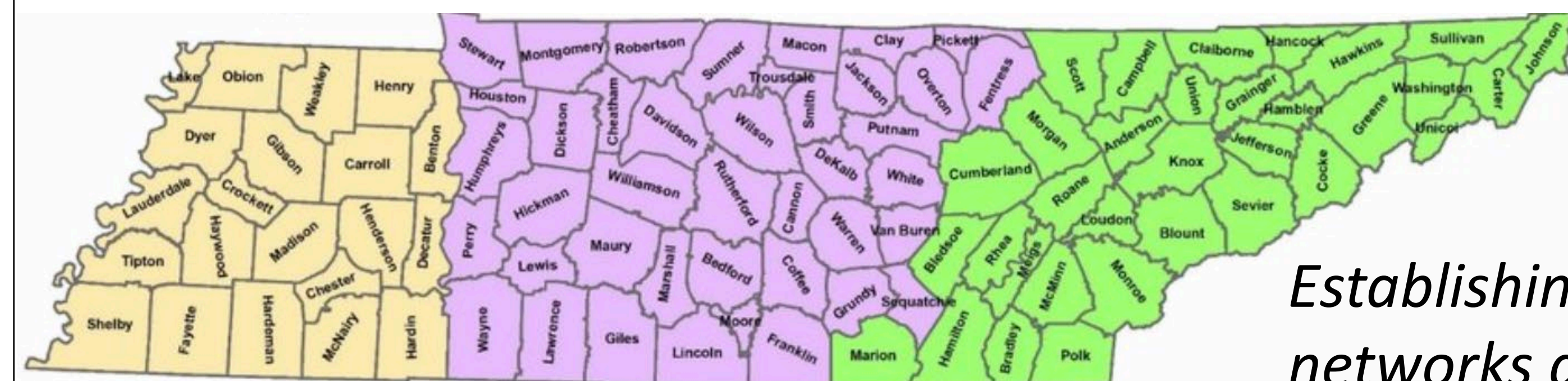
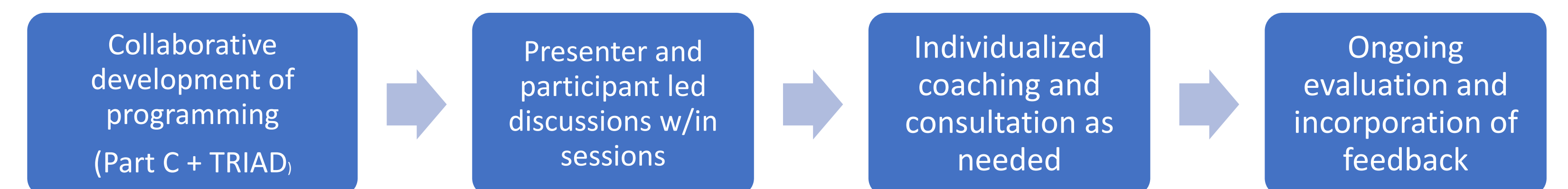
Access to Resources to Online & Print Resources



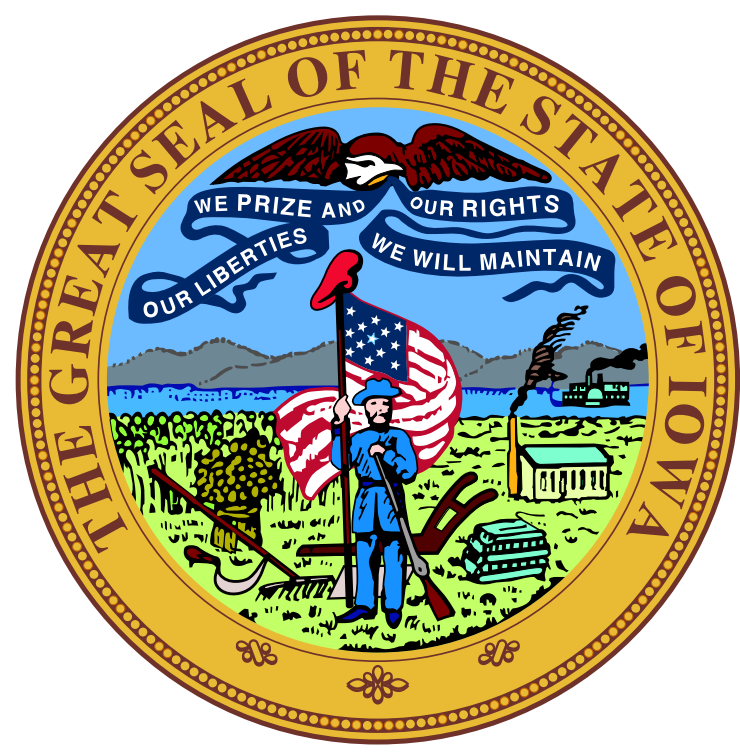
- Behavior challenges
- Communication
- Social play

- Toilet training
- Sleep
- Transition to PreK

Tailoring Programming to Meet the Needs of the Intended Audience



Establishing regional networks and local expertise



IOWA (meaning is beautiful)

Iowa, the Hawkeye State, is the home to many inventions, including the first digital electronic computer, the first sliced bread machine, the trampoline, the first gas tractor (John Deere), and Blue Bunny Ice Cream, to name a few!



Using Technology-Enabled Collaborative Learning for Training

Iowa Autism Learning Community

- Utilize GoToWebinar platform for bi-monthly Autism Learning Community webinars.*
- Established a committee to select webinar topics /speakers to meet project objectives.*
- Seek participant feedback and suggestions for future topics/speakers.*
- Focus on Iowa Autism Learning Community members presenting and leaning from each other.*
- Develop a list serve of targeted audience members statewide (Physicians, nurse practitioners, nurses, physician assistants, social workers, family navigators, parents/caregivers and others.*
- Promote cross-sector collaboration and expand the reach of the Iowa Autism Learning Community beyond the identified primary care sites.*
- Market actively using social media, email, flyers, and leverage partnerships/stakeholders to do the same.*
- Provide an interactive forum for sharing knowledge, best practices, and workflow through ample Q & A time.*
- Provide Continuing Medical Education Credit and other CE for participants.*
- Build on and nourish collaborative learning/training and strengthen the infrastructure in order to sustain the learning community beyond the grant period.*

Enhancing Participant Learning and Engagement

On-going Education

- Preparing and supporting practices in the integration of Family Navigators into their culture and workflow.*
- Providing training and support for Family Navigators that are integrated into practices*
- Advance the implementation of evidence-based interventions for children with ASD/DD.*
- Share current strategies with Primary Care Providers for identifying, diagnosing, and managing children with/at risk for ASD/DD*
- Family perspectives on challenges faced in daily life, the health care system, and transition to adulthood.*

Tailoring Programming to Meet the Needs of the Intended Audience

Iowa's Objectives

- Increase the capacity of primary care providers in medically underserved areas to screen for ASD/DD, manage care, support families in shared decision-making, and provide family-centered care.*
- Increase the number of Iowa families of children with/at risk for ASD/DD in medically underserved areas who have access to high quality care coordination and family support through Family Navigators integrated into primary care sites.*
- Increase the capacity of families of children with/at risk for ASD/DD to develop family-professional partnerships at the local, state, and/or policy or systems level.*



Technology-Enabled Collaborative Learning

Wisconsin Care Integration Initiative (WiCII)–Supported Efforts

Care Integration Learning Community (CILC)

- **2019** launched as part of WiCII 2019-2023 workplan
- **Audience:** Primary care professionals and community-based family navigators
- **Format:** learning community model; monthly drop-in

ECHO Autism WI

- **2020-present:** 2 sessions each year; 61 participants trained
- **Audience:** Pediatric primary care providers
- **Format:** Cohort model; meets every other week for 6 months



History, Expansion and Sustainability

History

- **2009:** Community of Practice-ASD (CoP-ASD) statewide learning community launched as part of 2008-2011 HRSA-funded state autism grant
- **2009-present:** CoP-ASD sustained with in-person and technology-enabled participation
- **2019:** WI team received ECHO training during 2016-2019 WiCII grant

ECHO Expansion

- ECHO AAC: education cohort model for interdisciplinary teams including family
- ECHO AAC Evaluation: education cohort model for speech-language pathologists
- ECHO AAC Families: education drop-in model for AAC users and their families
- Exploring ECHOs related to family navigation, transition, and genetics

Sustainability

- 18 Waisman Center staff trained in ECHO model
- Building cross-ECHO coordination capacity
- Integrating ECHO support into multiple funding sources

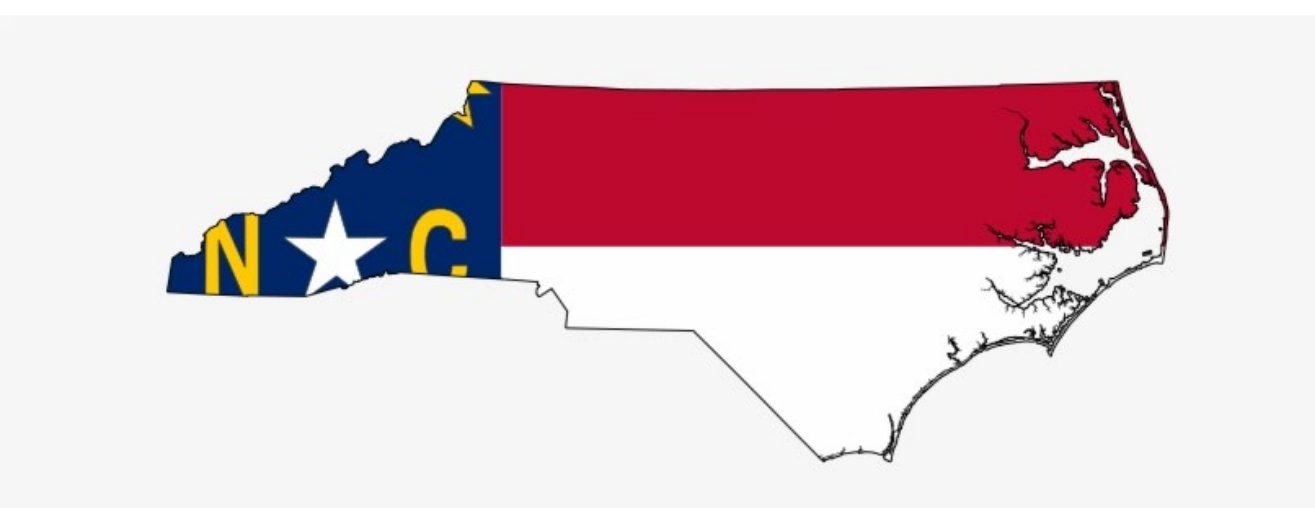
Enhancing Participant Learning and Engagement

- Use **all-teach-all-learn** and **case-based discussion** strategies in learning communities.
- Invest time to **involve family members impacted by inequity** in all stages of training and program development to ensure that what is offered to professionals will meet the real needs of medically underserved families.
- Prioritize **building ongoing trusting relationships** with community partners.
- Launched **family leader learning community** to support leadership development for socially and economically marginalized parents of children with ASD/DD.

Tailoring Programming to Meet the Needs of the Intended Audience

- Design meetings and communication to be **inclusive for community and family** participants, to ensure equitable access to participation.
- Gather data from target audience to **determine learner needs prior to launching** ECHOs and other learning communities.
- **Adapt topics and methods** of CILC over time to meet needs of active participants.
- Help **community-based providers determine what they can do themselves** and when to refer for specialty care/further evaluation to better meet local needs.
- Work with Latinx, Black, and other community family leaders to **develop culturally and linguistically responsive** training and programming.
- **Support culturally and linguistically congruence** by supporting family leaders to be the trainer/co-trainer for their own communities to meet community learner needs.

North Carolina



What is one interesting thing about your state?

Asheville has the most breweries per capita in the US!



Using Technology-Enabled Collaborative Learning for Training

- Due to Covid, needed to shift to online sessions.
- Collaborated with community partners to offer targeted online sessions (ASNC, FSN, TEACCH).
- Gained ECHO training for project staff.
- Collaborated with TEACCH & ASNC to join their ECHO trainings focused on PCPs, and family navigation.

Enhancing Participant Learning and Engagement

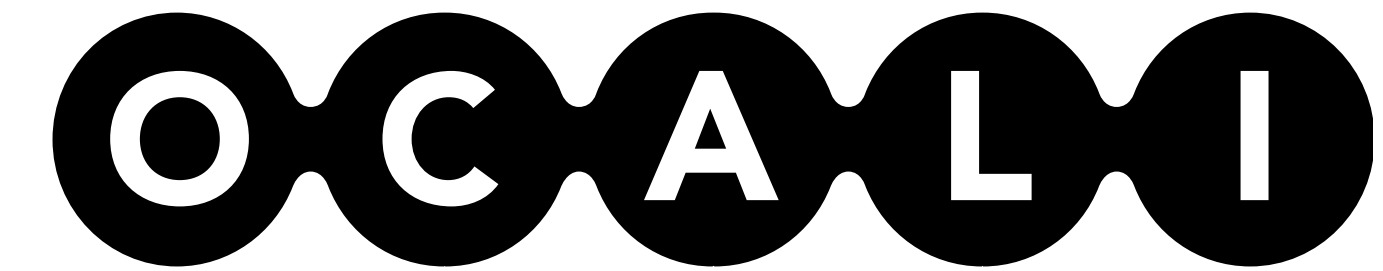
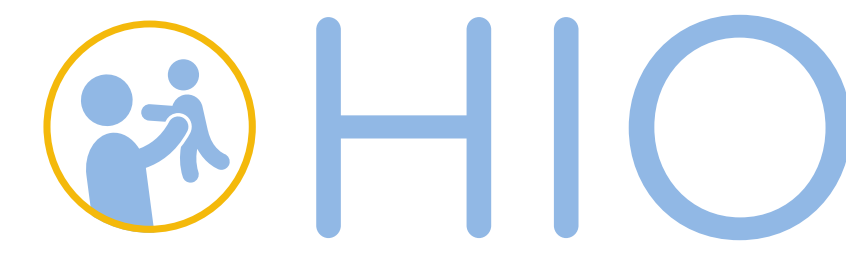
- Used videos of children with/without ASD.
- Engaged participants in breakout rooms using discussion questions during webinars.
- Provided handouts ahead of sessions to elicit questions and discussion.
- Used case studies to enhance learning.

Tailoring Programming to Meet the Needs of the Intended Audience

- With PCPs, gained background info before sessions and planned with directors.
- With parents, collaborated with community partners to reach and engage them.
- Directed content to identified needs of participants.



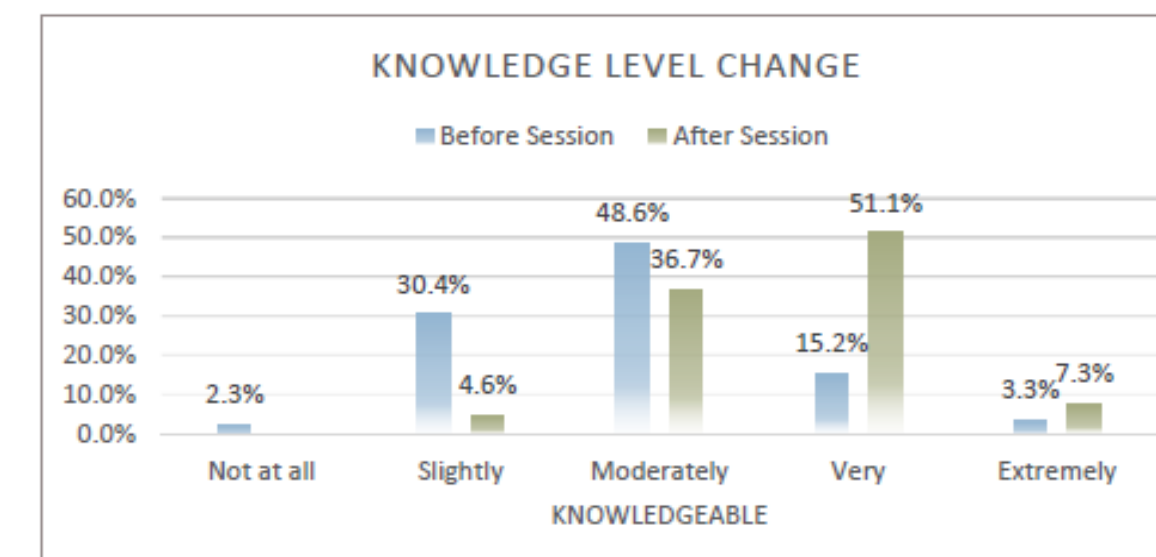
Ohio: First state to focus on promoting technology for people with disabilities through *Technology First Initiative* (2018)



Using Technology-Enabled Collaborative Learning for Training

ECHO in Ohio

- Act Early (over 100)
- Autism for Primary Care Physicians (24) & Autism for Allied Health Professionals (28)
- Project SCOPE (Supporting Children of the OPIoid Epidemic) (over 400)

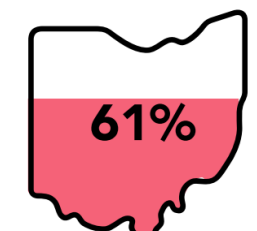


Ohio Department of Developmental Disabilities

- Principles of Service Coordination-271 completions
- Developmental Specialist Evidence Based Coaching-212 completions
- Evidence-Based Coaching- implemented for first year Developmental Specialists, 36 Coaches available to mentor across the state

Ohio Department of Education: OSEP Inclusive Leadership Fellowship

OCALI

- Effective Transitions for Young Children and Families: IDEA Part C Early Intervention to Part B Early Childhood Services Training- Over  61%
- Pivotal Response Treatment (PRT) Training for Early Intervention-Over 400 attended introductory training

Ohio Developmental Disabilities Council: Use of Technology with Evidence Based Early Intervention video series

Enhancing Participant Learning and Engagement

Ages and Stages Questionnaire (ASQ): Available online

Technical Assistance: Adapting & adjusting in Early Intervention



TELE-ASD-PEDS training: partnership with Vanderbilt TRIAD staff

Ohio Department of Jobs & Family Services: adding required online trainings for childcare providers, www.cycsuite.org



This Child, Each Child Will Grow and Learn



We Can Do This, Right Where We Are



Responding to Trauma and Supporting Resilience

Tailoring Programming to Meet the Needs of the Intended Audience

Collaborative Agencies & streamlined messaging in Early Childhood

Minnesota comes from a Sioux word which means “sky-tinted water.” Minnesota has earned many nicknames over its history. In addition to being known as the “Gopher State”, Minnesota is also called the “North Star State” and the “Land of 10,000 Lakes”. Prince, Bob Dylan and Judy Garland are some of the most famous musical acts that come from Minnesota.

Using Technology-Enabled Collaborative Learning for Training

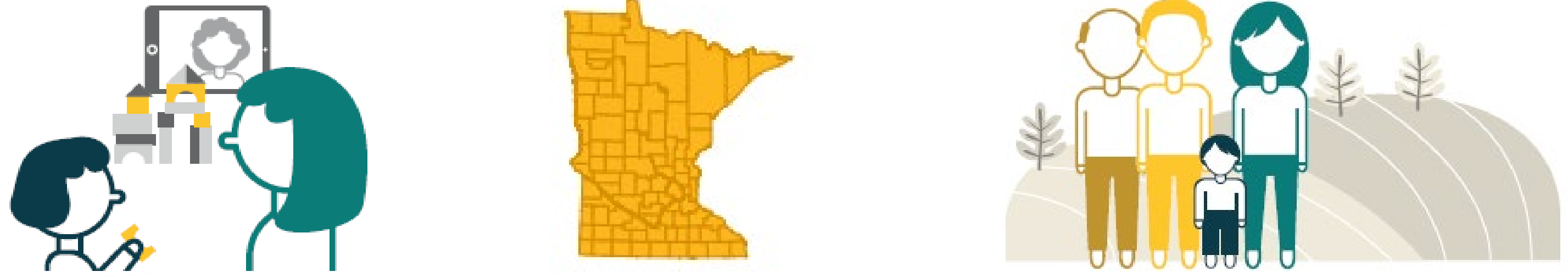
The Minnesota team supported several inter-agency initiatives. Examples include:

- Developed a **new online training for early intervention providers and families**, that describes the benefits and barriers to telehealth and outlines the set-up process for providers and families.
- **Creating policies for early intervention services that aim to address longstanding inequities in MN (e.g., geographically, racially, linguistically)**. Including allowing for Family/ Caregiver training to be provided via telehealth to rural parts of the state where the workforce shortage particularly impacts access to services.
- The **TeleOutreach Center at the Masonic Institute for the Developing Brain** brings together researchers, clinical pediatric providers, and developmental specialists to **use technology to understand and address barriers** (e.g., geographic, racial, linguistic) to assessment and intervention for children, youth, and adults with developmental and mental health needs, and their families.
- Researchers at the University of Minnesota embarking on a study on the use of **telehealth to support autistic children who are waitlisted** for either evaluation or intervention services. In order to recruit and disseminate this study, the team partners with community service providers, who are able to receive training in the tele-evaluation methods and dissemination opportunities across sites in the state.
- Hosting the first virtual **MN Autism Resource Symposium** that highlighted the work of the U of M Tele-Outreach team and early intervention providers in the state. Including examples of how providing training and supervision to staff has increased the fidelity and quality of treatment services and enhanced the competency and job satisfaction of staff from on-going support and training. The symposium also featured stories from:
 - autistic adults and family members
 - multi-disciplinary teams on collaboration
 - person-centered planners
 - transition and employment counselors.

1 in 36
 8-year-old children were identified with ASD in the MN ADDM Network

Enhancing Participant Learning and Engagement

- Invite provider organizations to actively co-develop and co-present what has been successful for their implementation of telehealth, what barriers have existed, and helpful examples of different services.
- Participants can also request events or trainings using a request form



Tailoring Programming to Meet the Needs of the Intended Audience

- Began virtual Community Conversation events centered on different topics, such as early intervention, transition services and community supports. These are opportunities for all community members to come together, offer encouragement and learn from one another.
- Offering trainings on-demand or at different times of the day depending on our target audience. Keeping sessions short and interactive to increase engagement. These training opportunities are featured on the MN Autism Resource Portal (mn.gov/autism)

mn MINNESOTA
 AUTISM RESOURCE PORTAL

INSTITUTE of COMMUNITY INTEGRATION
 UNIVERSITY OF MINNESOTA

ADDM
 Minnesota Autism Developmental Disabilities Monitoring Network

TELEOUTREACH CENTER