

Purpose

This poster focuses on the necessary didactic and hands-on experiences needed to prepare professionals for working with children who are multiply involved and their families. The following topic areas will be discussed: education and training, multi- and interdisciplinary participation, cultural competence, and legal and ethical issues.

Education and Training

Didactic education

- Incorporate classes and lectures on disabilities, disability rights, and educational accommodations that are both general and specific to a single discipline

Problem-based learning

- A student-centered learning approach in which students work in small groups to explore learning materials based on real life problems or case studies
- Places responsibility of learning on the student's shoulders and promotes collaboration

Hands-on experience

- Shadowing practicing professionals, using a team of clinicians, slowly increase amount of responsibility in evaluation and intervention sessions

Conferences and networking

- Promote attendance at local, regional and national conferences on disability
- Provide online webinars and e-Learning opportunities

Experiential learning modules (Sharma, Lalinde, & Brosco, 2006)

- Students learn directly from parents of individuals with disabilities through in-home visits

Use of standardized patient exercises (Long-Bellil et al., 2011)

- Clinical training exercise where volunteers (either individuals with disabilities or individuals who are trained to act out specific disabilities) are seen by healthcare professionals
- Educate students about how to interact, practice skills, gain confidence allows volunteers with disabilities to gain more positive interactions with healthcare providers

Cultural Competence

- According to the U.S. Office of Minority Health, cultural (and linguistic) competence is "a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.

➤ Things to consider:

- Family values and roles
- View of disability within a culture
- Timing, personal space, eye contact
- Social interactions (female vs. male clinicians)
- CLAS Standards (Culturally and Linguistically Appropriate Services)

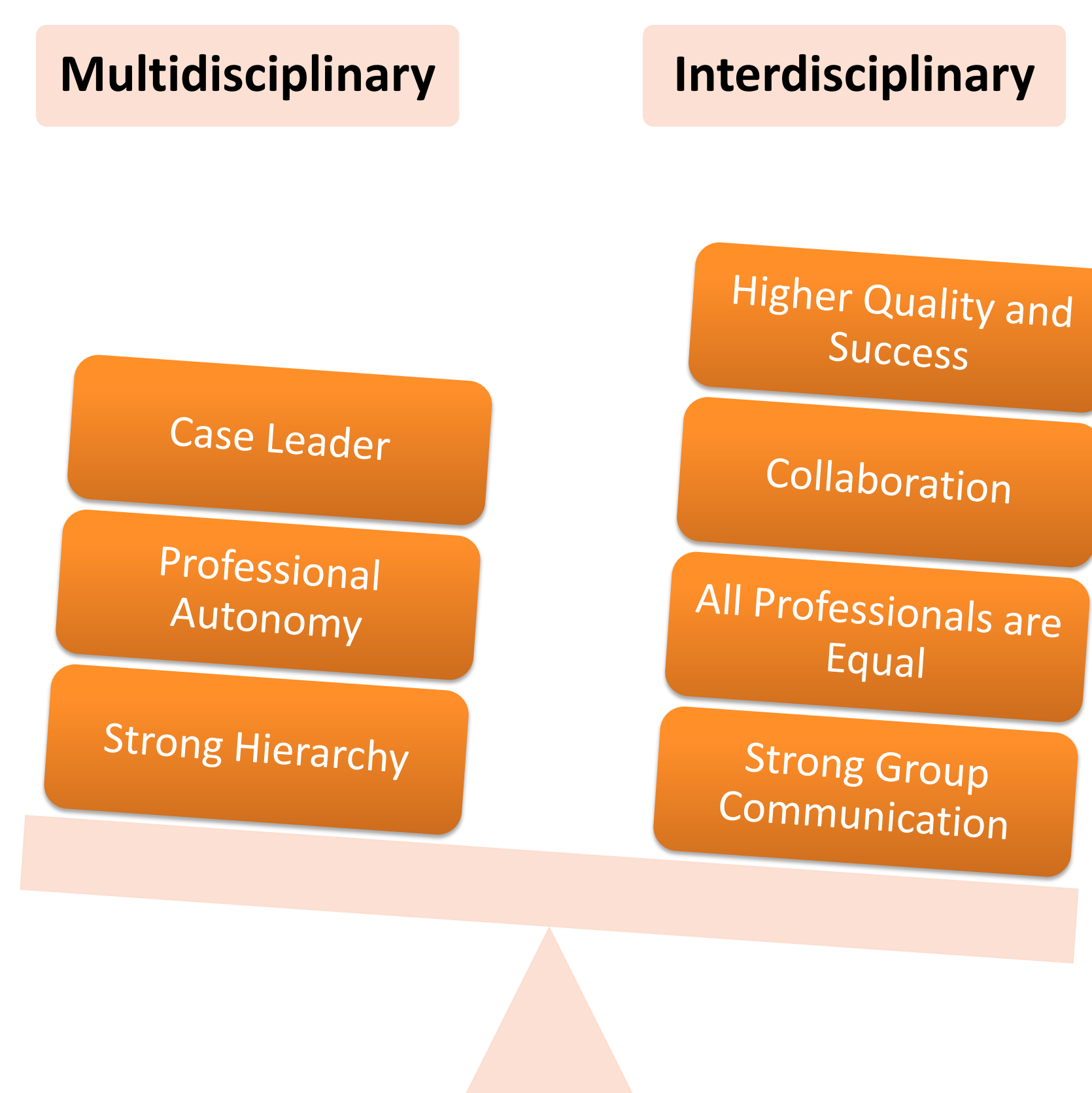
➤ Why does this matter?

- Good patient repertoire and communication increase likelihood of a more positive outcome
- Family centered care
- Closing the disparities gap in health care
- Equal access and equal quality of care across patients of different cultures

Team Approach

Children who are multiply involved have a plethora of professionals that they interact with. This creates the need for a team approach. Two interprofessional teamwork models are multidisciplinary and interdisciplinary teams.

- A *multidisciplinary* approach involves several professionals working parallel to one another with specified roles and a specified hierarchy.
- An *interdisciplinary* approach involves professionals actively collaborating to define abilities and needs and to create treatment plans and goals.
 - Research shows that these types of teams have a higher quality and greater rate of success (Korner & Mirjam 2010).



How to Navigate a Team Approach

- Communication
- Report writing considerations
- Respect hierarchy of the team
- Keep family centered care in the forefront

Legal/Ethics

Over the last several decades, numerous federal laws have been passed to help protect the civil and educational rights of children with disabilities. In order to provide optimal care to patients, it's vital that clinicians be familiar with the legal landscape of disability care and the potential effects of each law on their profession and the patients they see.

- The **Americans with Disabilities Act (ADA)** gives civil rights protections and guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, State and local government services, and telecommunications.

- The **Individuals with Disabilities Education Act (IDEA)** is the nation's federal special education law that ensures public schools serve the special educational and related service programming needs of students with disabilities.

- An **Individual Family Service Plan (IFSP)** is a written outline that lists early intervention services and supports for young children with developmental delays and their families. An IFSP applies to infants and toddlers from birth to three years of age.

- An **Individualized Education Plan (IEP)** is a written plan that defines the specialized program designed to meet a child's individual educational needs. An IEP lists specific learning goals for the child and states all services the child will be receiving.

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Components of UM LEND

The LEND training program is designed to prepare future leaders to apply advanced clinical knowledge and skills to maternal and child populations with or at risk for developmental disabilities including autism spectrum disorders (DD/ASD).

Curriculum Components:

- **Structured Didactics**
 - *Online Core Concepts Course*
 - *Interdisciplinary Leadership Seminar Series*
 - *Ethics, Family Perspective, and Cultural Competency*
 - Dialogues in Research Ethics
 - Florida Bioethics Network/UM Annual Clinical Ethics Conference
 - Cultural Awareness Seminars
 - Understanding the Family Perspective
 - *Other Didactic Experiences*
 - UM Dept. of Pediatric Grand Rounds
 - Clinical Translational Research Seminars
 - Pediatric Clinical Research Forum
- **Clinical Experiences**
 - *The LEND program offers interdisciplinary clinical training in a variety of clinical settings, including hospital, clinic, school, mobile van, community, court, and home.*
- **Leadership Training**
 - *Individual Advocacy Project*
 - *Other Leadership Activities*
- **Research Training**



Testing Changes and Special Accommodations

- Parental report and case history are **ESSENTIAL**.
 - Need to rely more on a thorough case history, parental and teacher report than in other cases to help supplement behavioral information
- Behavioral responses may not be as clear as in other children, need to be especially observant, always use cross-check principle
- Alter the environment based upon what parents report that child can tolerate
- Be respectful of the family's time, many of them are going to several appointments, don't take it personally if they are late
- Write down recommendations, as they probably have a lot of things to remember
- Assess individuals in interdisciplinary teams to help integrate recommendations from multiple professionals
- If possible include more than one professional – the extra person can help out with assessment, or they can help keep the siblings occupied so the parents can focus on the child

Resources

Interprofessional teamwork in medical rehabilitation: a comparison of multidisciplinary and interdisciplinary team approach. Mirjam Körner. Clin Rehabil. 2010 August; 24(8): 745-755.

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