

Interagency Outreach Training Initiative (IOTI)

2018-19 Annual Report

# GUARDIANSHIP AND PRO SE TRAINING – Guardianship Associates of Utah

## TRAINING DESCRIPTION

The Guardianship training helped over 813 families and professionals better understand guardianship issues in the state of Utah and how to act Pro Se when petitioning the courts for guardianship. The families come from various demographics across the state. During the grant year, GAU created a way to track those who requested the petition to file for guardianship through their new Pro Se Portal on the website. They were also able to track the use of online training videos to help those who are not able to attend in-person training. With the addition of the Pro Se Portal, they were able to track trainees that have completed the Pro Se process by requesting the tailored documents for their families.

## TRAINING POPULATION

A total of 813 individuals were trained during the grant period through workshops provided through school districts across the state including Weber, Alpine, Canyon District, Cache County, Vernal, Nebo, Davis County, Granite, and Washington County. In addition, trainings were provided in collaboration with the Utah Parent Center and Orem DCFS offices.

* 109 professionals and paraprofessionals
* 704 Consumers and Families

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

A total of 47 hours of face-to-face training workshops were delivered during the course of the grant in urban and rural locations of the state. Training participants received printed Powerpoint outlines of the training presentations, and Pro Se petition materials were sent by email for those requesting them. Seven videos are available to view on the website.

## TRAINING OUTCOMES

A combined 409 families completed the Pro Se process this year and plan to use the information provided in these trainings to petition for guardianship of their children with disabilities. The GAU website received 1,345 views of the training videos posted to their website. Post test results indicate

* An increased understanding of guardianship procedures (4.8 out 5).
* Ability to identify at least 2 new services or supports at the end of training (4.5 out 5).

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* GAU will continue to provide the Guardianship and Pro Se trainings privately and through established relationships with other agencies. Information for ongoing trainings is available on their website.

# BEHAVIORAL SUPPORTS IN HOMES AND COMMUNITIES – TKJ

## TRAINING DESCRIPTION

Training offered to parents, parent trainers, consumers, and paraprofessionals focused on successful behavior approaches. Training topics were chosen from a developed menu of options by partnering agencies as per participant request. Technical support is available to individuals and agencies through personal contact and existing web-based resources. Participating families and care providers have increased success in managing stress and supporting individuals with difficult behaviors. Training materials included an extensive training manual and workbook with grant training modules, copies of PowerPoint presentations and notes pages, and web training videos. Most of the training materials can be accessed from the TKJ Services Website.

## TRAINING POPULATION

A total of 467 individuals participated in the training workshops conducted in 12 locations statewide. Training participants represented a variety of backgrounds and experience levels, including self-advocates, direct service staff, therapists, early intervention, special education staff, parent groups, and professionals and paraprofessionals supporting children and adults with disabilities. Families and paraprofessionals continue to be the largest training audiences

* 79 Professionals
* 276 Paraprofessionals
* 112 Self Advocates, parents, and families

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

A total of 137 hours of training was delivered during the course of the grant period in statewide face-to-face workshops delivered in the Greater Salt Lake Valley, Utah County, Carbon and Emery Counties, Duchesne County, and Washington County.

## TRAINING OUTCOMES

Methods of collecting trainee satisfaction data included written evaluations, a SurveyMonkey tool, and information relayed via phone, email, and face-to-face discussions with grant trainers. Combining the results from the survey tools, over 90% felt the training was useful, and 80% left with an intervention they could implement with a person they supported. 60-day follow-up indicates that participants were using interventions developed during training. Other written feedback included:

* Participants of the smaller trainings were grateful for time to ask specific questions about the people they supported
* Many participants in the rural trainings were glad to have no-cost, face-to-face trainings made available to them.
* Many were appreciative of the information on new teaching skills, simple interventions, and creating reinforcement plans.
* Some participants requested further training for their agencies.
* Participants in family education groups liked the practical interventions that could be replicated by their families.
* Self advocates indicated they are using some of the skills taught in the training to self-manage and problem solve.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

Collaborations were made with a variety of training groups including Utah NASW, The Utah Parent Center, University of Utah Neuropsychiatric Institute, several school districts, community-based disability service providers, mental health agencies and family groups.

# DUAL DIAGNOSIS - TKJ

## TRAINING DESCRIPTION

The primary curricula used for the training was developed by NADD and relevant handouts were provided to participants onsite. Participants were also directed to visit the NADD website for additional resources, including diagnostic manuals and other publications ([www.thenadd.org](http://www.thenadd.org)). Powerpoint presentations guided the interactive discussions.

## TRAINING POPULATION

Training was provided to participants from a variety of county mental health authority agencies and disability provider agencies. Additionally, training was provided for the Utah Chapter of the National Association of Social Workers in two locations, and to the Independent Support Coordinators Association of Utah.

A total of 241 individuals were trained across the state, exceeding the originally proposed 150.

* 30 paraprofessionals
* 222 professionals
* 9 other

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

Master’s level trainers provided a total of 29 hours of training in nine separate face-to-face workshops within the state, including Provo, West Jordan, Salt Lake City, Salt Lake County, Layton, and Roosevelt.

## TRAINING OUTCOMES

* Based on reports from post training surveys, 97% of participants reported their knowledge of disability and mental illness improved; 89% reported they were better prepared to recognize the signs and symptoms of mental health and intellectual disability; and 95% felt they had an opportunity to participate in the training by asking questions and providing insight.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* + - * Collaborations and new relationships were built with a wide variety of agencies, including
        + Utah Chapter of the Natl Assoc of Social Workers.
        + Utah Chapter of NASW
        + Utah Independent Support Coordinators Association
        + The Utah Parent Center
        + Allies with Families
        + Division of Services for People with Disabilities
      * TKJ applied and has received funding through IOTI for the upcoming 3-year grant period to continue Dual Diagnosis training.

# EMPLOYMENT AND DISABILITY: YOUR RIGHTS – Disability Law Center

## TRAINING DESCRIPTION

The Disability Law Center (DLC) developed a training targeted for transition youth and their families, providing information on rights and resources for people with disabilities who want to work. The 2-hour training includes several topics related to disability and employment. Training topics include 1) Employment Rights, 2) Social Security and work. Other discussions include the role of the Disability Law Center Vocational Rehabilitation, ABLE accounts.

## TRAINING POPULATION

A total of 213 individuals participated in the training in the following categories.

* 49 Self Advocates
* 36 Parents/Family
* 10 Paraprofessionals and 5 professionals
* 113 Other

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

A total of 19 hours of training was provided in 11 locations. Additionally, a webinar was made available on the DLC website that provides an accessible, remote option for participants to learn more about the rights of people with disabilities in employment. The technical assistance follow-up email is also included in the recorded webinar version so the DLC can continue to answer questions on training content and provide referrals.

## TRAINING OUTCOMES

* The DLC produced resource binders for training participants that included a copy of the Power Point training slides and guided notes, DLC factsheets on employment discrimination and requesting reasonable accommodation, Vocational Rehabilitation application, Utah Work Incentive Planning Services self-referral form, Social Security work Incentives information, contact information for local employment networks and information on ABLE accounts. The DLC offers follow-up technical assistance to participants via a specialized email address monitored by trainers. The DLC has provided TA and referrals to 7 individuals as a result of the trainings.
* Following training, 91 of 94 survey respondents reported an increased understanding of what rights people with disabilities have in employment. Participant comprehension in this outcome remained high.
* Participants’ understanding of Social Security benefits for transition-aged youth increased throughout the grant year as DLC trainers learned how to best explain complex Social Security rules.
* 91 out of 94 survey respondents reported a better understanding of the DLC’s role post training.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* The DLC partnered with seven agencies that provide services to transition-aged youth and their families to organize, advertise and hold 11 in-person trainings across the Wasatch Front and in St. George. Six of the project’s partners provide Pre-employment Transition Services (PRE-ETS), under contracts with Vocational Rehabilitation. The Parent Center provides training and information to parents of children with disabilities in Utah.
* The DLC receives an annual grant from Social Security called Protection and Advocacy for Beneficiaries of Social Security (PABSS). The goal of the grant is to provide advocacy to help Social Security beneficiaries overcome barriers to work. One of the systemic activities is education on work-related topics to transition-aged youth. As part of the DLC’s efforts to continue this training, the project coordinator sent training slides to Social Security for approval. Social Security provided feedback and approved the use of PABSS funding to continue to partner with other agencies and share this training content with transition-age youth and their families.

# SHIFT TRANSITION TRNG: Life Launch and Take Charge – Utah Parent Center

## TRAINING DESCRIPTION

The Life Launch and the Take Charge training curriculum was developed by the PEAK Parent Center. The UPC provided the trainings to youth of transition age and their parents/mentors. Life Launch is a 3-part monthly series: 1) The Road to a Good Life focuses on other’s transition stories, tips for transition planning, life after high school, and meaningful ways to use adult supports; 2) The Road to Employment focused on possibilities of employment and the process for applying for Voc Rehab; and 3) The Road to Independence session stimulates thinking of what independence means to the youth and identifying future goals, and learning about disability rights. A unique part of this training was physically splitting mentors/parents from their youth during some sessions which was an impactful symbol of their youth becoming adults and learning to do things independently. The Life Launch series was presented in Spanish at an all-day conference that was well attended. Another second all-day training was held at the annual Spanish Family Links conference in a collaborative effort with a Spanish-speaking Voc Rehab counselor.

“Take Charge” is a 5-session training with 10 youth and their mentors committing to attend all 5 sessions. An important tool of this training is the microphone to help participants “find their voice.” Microphone use was part of each session for youth to report on homework and progress. Session 1: Take Charge! Get a Life! focused on self introductions, increasing knowledge, advocacy skills, and creating a Vision Board; Session 2: Speak Up for Yourself featured two presenters with disabilities who shared their own triumphs and ways they overcame their barriers. Session 3: Get a Job! included presentations and individualized meetings with collaborative partners from Voc Rehab, DSPD, SLCC Disability Resource Center, and a private employer. Session 4 was spent in preparations for developing a video resume. Session 5: Youth shared their video resumes and successes with the group, followed by a graduation celebration.

## TRAINING POPULATION

A total of 78 individuals participated in the training workshops.

* 41 self advocates and family mentors
* 37 Other

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

A total of 28 hours of training were delivered during the course of the grant.

## TRAINING OUTCOMES

* Each self advocate walked away with their own Vision Poster and a portfolio that included a hard copy resume, business cards, and a thumb drive with their video resume.
* 100% of all participating youth felt they were treated with respect and happy with their final product. All reported the training as high quality and useful.
* The number of youth that felt confident in their vision for their future and in their ability to speak to others about their strengths and interests went from 60% in the pre-assessment to 100% in post assessment.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* The Utah Parent Center participated in monthly Community of Practice meeting with the PEAK Parent Center and other states participating in the training series. UPC consulted with collaborative partners from VR, DSPD, ILC and self advocates to enhance training content and materials. UPC met with two self advocates from the Speakers Advocacy Network every two months in a train-the-trainers session.
* The 1st round of the training series had to be conducted with fidelity, as written by the PEAK Center. In the future the Utah Parent Center will adjust the training to the needs of the families they serve and begin to provide the training statewide. They hope to make the training accessible through the UPC website in the future.

# TRANSITION: PARENT CONNECTIONS – Easter Seals ESGW

## TRAINING DESCRIPTION

Discussions encouraged parents to pursue a broader outlook on the student’s abilities. Parents have the opportunity to share their networks and prompt ideas. Sharing successes and challenges with the group provides a supportive environment.

## TRAINING POPULATION

A total of 25 individuals participated in the training. The small groups in attendance each month built a supportive relationship, sharing information on their experiences in conducting informational interviews and brainstorming with each other on vocational themes and how they match with local businesses. “Go to Meeting” options were offered and used on two occasions during the year. In the future a platform such as FaceTime or Skype might be more accessible. Although participation was lower than expected, the monthly discussions were rich and supportive.

* 4 self advocates
* 20 parents/family members
* 2 paraprofessionals
* 3 professionals

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

A total of 18 hours of training were delivered during the course of the grant. The training offered a forum for parents to discuss and share their own experiences as they work through the Self-Guided Discovery process with their student. Each session consisted of an overview and explanation of the topic for the month. Training discussions covered the following topics: *Why Work?*; Discovery activities; vocational themes; information interviews; development of a vocational profile, business plan development; and job interviews.

Sharing of resources was another important part of the trainings. A vocational rehabilitation counselor attended two sessions and was a great help in explaining VR services. In addition, the sessions provided the VR counselor with an understanding of the Discovering Personal Genius model of transition services and the depth that parents and staff work to explore the strengths of the student to learn about vocational themes.

## TRAINING OUTCOMES

* Survey respondents consistently scored the training high - 4 and 5 on a Likert scale. All comments and feedback were positive.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* Results of the training made it very clear how much the group process is needed, even though it is difficult for parents to participate at night after a busy day. ESGW will be actively finding information on parent schedules and the best mode of offering training.

# OPENING DOORS TO INCLUSION – CPD/EC-APT

## TRAINING DESCRIPTION

Curriculum for the training was developed by RP2 – Reaching Potential through Recommended Practices funded by the Early Childhood Technical Assistance Center. Project staff provided training to private day care providers, using evidence-based information on inclusion of young children with disabilities. An action plan for change was developed based on the Preschool Inclusion Toolbox. Initially four community day care programs enrolled; only two of the day care programs completed the training.

## TRAINING POPULATION

A total of 69 paraprofessionals participated in the trainings; 11 were regular attendees.

## METHODS OF TRAINING/ TOTAL TRAINING HOURS

32 hours of training was provided onsite and via ZOOM technology. Regular check-ins and classroom observation for evaluating child engagement were provided. Some of the training discussions included

* Overview of inclusion
* Setting up the environment and classroom routines,
* Child engagement strategies
* Adult and peer support
* Social/Emotional Development
* Preschool skills levels
* Tips for supporting appropriate behavior
* Infant/Toddler Behavior and Language Skills

## TRAINING OUTCOMES

Trainee satisfaction was collected on four questions and points assigned as follows (-2 strongly disagree; -1 disagree; 0 neutral; 1 agree; 2 strongly agree). Only 14 training satisfaction surveys were returned.

Scoring indicated that all respondents agreed or strongly agreed that the information presented was clear and what they were expecting in all of the following categories: training information; the environment and classroom routines; observing and evaluating engagement; child engagement strategies; adult and peer support training; embedded instruction; and tips for supporting appropriate behavior.

Even though there was a smaller training group than planned, those who participated discussed and commented during the training meetings and check-ins. Each teacher and center made changes in their classrooms to better engage children with different ability levels. The basic strategies shared seemed fairly easy for them to incorporate into their classrooms. In the final reflections, most of the teachers referred to something they tried that they will continue to use.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* Some of the participants are coaches for other teachers, so they plan to share the information with teachers at other sites for their agency. In their final reflections, two coaches explained what they planned to teach next year during professional development and how they would introduce the strategies. One center focused efforts on better integrating a child with autism into the classroom.
* A summary of this training was submitted to the Division for Early Childhood National Conference in October 2019, and staff were invited to share summary information as a poster at that conference.
* Two books with easy to incorporate strategies for including children with disabilities in classroom activities were supplied to the centers to use as future supports: Sandall, S. & Schwartz, l. (2008. *Building blocks for teaching preschoolers with special needs (2nd edition*), and Dunlap, G, Wilson, K., Strain, P., and Lee, J. (2013). *Prevent-teach-reinforce for young children.*

# TECHNOLOGY FOR THE BLIND AND LOW VISION - UATP

## TRAINING DESCRIPTION

Training workshops on Technology for individuals who are Blind/Low Vision were provided in ten locations across the state, including Salt Lake, Provo, Vernal Price, Logan, St. George, Richfield, and Cedar City.

## TRAINING POPULATION

Training participants included Individuals who are blind/low vision, as well as staff of Independent living facilities, USU Disability Resource Center, Ability First, the Utah Independent Living Centers, teachers, community members, as well as staff from 3 Utah museums.

* 56 Self Advocates
* 7 Parents/Family members
* 33 paraprofessionals
* 26 Community members

## METHODS OF TRAINING/TOTAL TRAINING HOURS

A total of 25 training hours was provided to groups in the demonstration of technologies and providing resource information to training participants. During this grant period, a group of trainees visited museums in Cedar City, the Fremont Indian State Park, and the Natural History Museum in Salt Lake City. During visits suggestions were made on how to make the visit more accessible for individuals who are blind or with low-vision that was well received by museum staff.

## TRAINING OUTCOMES

A resource guide for Blind and Low-Vision was developed that provides contact information and resources for technology for the blind and low-vision population, along with potential funding resources to acquire the technology. The guide will be made available on the Utah Assistive Technology Program website <http://www.uatpat.org/resources/>

Training staff set up a display table at the National Federation of the Blind Convention in Salt Lake City to disseminate the Resource Guide to attendees.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

Everette Bacon from the Utah Department of Workforce Services/Rehabilitation, Services for the Blind and Visually Impaired collaborated on the training project.

# ASSESSMENT/TREATMENT OF PROBLEM BEHAV – USU Behavior Support Clinic

## TRAINING DESCRIPTION

Project staff developed curriculum and content for the online modules, modifying the content as necessary to ensure accessibility. The project team developed and delivered a needs assessment to a number of parent agencies and school districts in order to better align the content with the needs of potential participants. The completed modules are self-paced and delivered across three different tracks: Supervisor, Professional, and Parent/Caregiver. Trainees were required to pass a pre-test in order to obtain access to the Supervisor module sequence.

## TRAINING POPULATION

A total of 140 individuals participated in the training: 48 % of participants were identified as teachers; 6% paraprofessionals; 44% other school professionals; and 2% parent/or family members of individuals with disabilities.

* Supervisor track: 8
* Professional Track: 126
* Parent/Caregiver Track: 6

## METHOD(S) OF TRAINING / TOTAL TRAINING HOURS

Approximately 200 hours of training was delivered via asynchronous online modules across the three different tracks.

## TRAINING OUTCOMES

* Competency checks were conducted throughout the online modules. Post testing scores were high, 91.5% to 96% for the Professional Track and 90-95% for the Supervisory Track groups across all of the goal areas: (1) Increased general knowledge of terminology and applications of applied behavior analysis; (2) Increased general understanding of environmental factors that contribute to problem behavior; (3) increased understanding of methods of assessing problem behavior; and (4) increased understanding how to implement environmental manipulations aimed at decreasing the likelihood of problem behavior in individuals with intellectual disabilities.

## COLLABORATIONS AND SUSTAINABILITY EFFORTS

* Although there will be no ongoing training associated with the UBSC, all content will be shared with the USU Sorenson Center for Clinical Excellence for their use. There is a possibility the modules created will be hosted on their website.