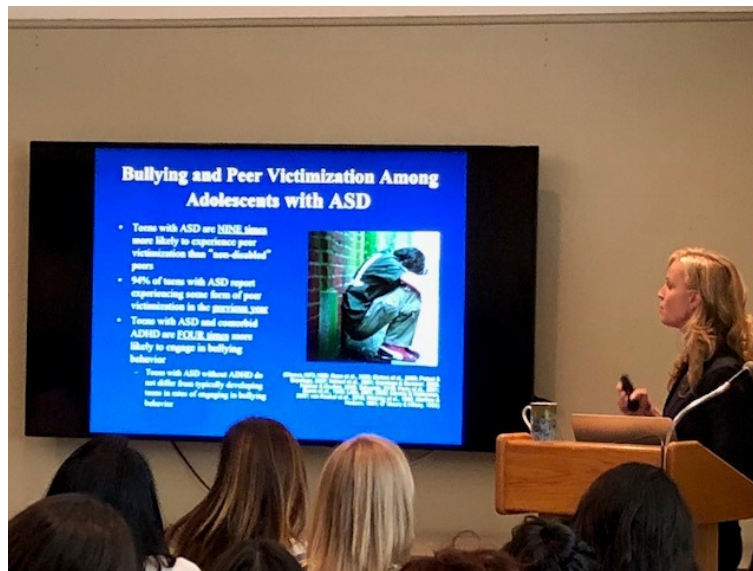


# 2017-2018 Tarjan Center Lecture Series Summary Report



*Dr. Laugeson presenting on Bullying at October 2017 lecture*

Prepared by: Katharine Hayward, PhD, MPH  
Tarjan Center at UCLA  
Semel Institute  
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## What topics were featured in the 2017-18 lectures series?

The 2017-2018 Tarjan Center lecture series delivered 8 lectures from October 2017 to June 2018. Lecture topics were related to behavioral and social strategies for individuals with autism spectrum disorders (ASD), identifying dyslexia, and transitioning into adulthood for individuals with fetal alcohol syndrome (FASD). A total of 345 professionals, students, and family members attended, ranging from 36 to 66 attendees per lecture ( $M = 43$ ). The number of evaluations completed ranged from 16 to 34 per lecture, with an overall response rate of 56%. See Table 1.

**Table 1. Attendance and evaluations completed by lecture**

Date	Topic	Number who attended	Number completing evaluations
<b>October 18</b>	Bully Proofing Strategies for Youth with Special Needs: Evidence-Based Skills for Handling Teasing, Physical Bullying, Cyber Bullying, and Rumors/Gossip”	66	34
<b>November 8</b>	Dyslexia 101: Identification and Treatment	38	23
<b>January 17</b>	Get Moving: The Importance of Motor Function in Autism Spectrum Disorder (ASD)	55	28
<b>February 22</b>	Resilient Parenting of Children at Developmental Risk	37	27
<b>March 28</b>	ThinkSmarter, Not Harder: Improving Executive Functioning in Youth with Developmental Disorders	37	16
<b>April 18</b>	Emotion & Self-Regulation in Parents of Children with Developmental Challenges	38	22
<b>May 23</b>	“What Happens Next? The Transition to Adulthood for Individuals with Fetal Alcohol Spectrum Disorders and Other Developmental Disabilities”	38	21
<b>June 13</b>	Dating 101: Teaching Ecologically Valid Strategies for Developing Romantic Relationships for Youth with Autism and Other Social Challenges	36	22
<b>Total</b>		<b>345</b>	<b>193</b>

This report summarizes feedback received through a paper evaluation given at the end of each lecture.

## What was the representation of attendees?



*Dr. Bhatt presenting in January 2018*

The Tarjan Center has incorporated an equity lens in all its projects, and revised the lecture evaluation to gather information about the gender, race, and ethnicity of those who attend its lectures in an effort to better identify outreach needs. The gender question was presented in several ways before finalizing options to include male, female, transgender male, transgender female, and non-binary. Lecture

attendees were primarily female (78%), and one individual did identify as non-binary. Across all lectures, 15% identified as Hispanic. Half of all attendees identified as White; 18% as Asian, and 12% as more than one race. See Table 2 for a full description of the gender, race, and ethnicity of attendees.

The majority of respondents identified as UCLA staff (30%) or a student/trainee (23%). Participant disciplines tended to be in psychology or psychiatry. Based on evaluations, family members of people with disabilities were also in attendance and individuals with disabilities were at the first two lectures. Table 3 displays the roles identified by respondents by lecture topic.



*May 2018 Lecturer, Dr. Glass*

**Table 2. Gender, race, and Ethnicity of Lecture Attendees (2017-18)**

	Oct 2017	Nov 2017	Jan 2018	Feb 2018	March 2018	April 2018	May 2018	June 2018	Total
<b>Gender</b>									
Male	4	5	3	3	3	5	3	5	<b>31 (16%)</b>
Female	30	17	25	22	12	15	16	16	<b>153 (78%)</b>
Non-binary						1			<b>1 (0.01%)</b>
No answer		1		2	1	1	2	1	<b>8 (5%)</b>
	34	23	28	27	16	22	21	22	<b>193</b>
<b>Race</b>									
Asian	7	3	5	2	5	5	3	5	<b>35 (18%)</b>
Black/African- American	1	1	1			3	1		<b>7 (4%)</b>
White	16	12	15	12	5	9	14	13	<b>96 (50%)</b>
Two or more races	3	6	2	6	3	1	1	1	<b>23 (12%)</b>
Prefer not to answer	2	1	2	4	1	2	2	1	<b>15 (8%)</b>
Other	5		3	3	2	2		2	<b>17 (9%)</b>
	34	23	28	27	16	22	21	22	<b>193</b>
<b>Hispanic</b>									
Yes	7	6	2	4	5	1	1	2	<b>28 (15%)</b>
No	26	15	24	21	10	16	18	18	<b>148 (77%)</b>
Prefer not to answer	1	2	2	2	1	5	2	2	<b>17 (9%)</b>
									<b>193</b>

**Table 3. Roles of Attendees by Lecture**

	Student/ trainee	Mental health/ Medical professional	Faculty	UCLA staff	Family member of PWD	Other	More than one role	Total
<b>October 2017</b>	7	3	2	6		3	13	<b>34</b>
<b>November 2017</b>	4	4	3	10		2		<b>23</b>
<b>January 2018</b>	7	3	3	10		1	4	<b>28</b>
<b>February 2018</b>	9	2	2	8	3	1	1	<b>26</b>
<b>March 2018</b>	6	1		2	2	4	1	<b>16</b>
<b>April 2018</b>	3	1	3	7	1	2	5	<b>22</b>
<b>May 2018</b>	6	1		8	2	1	3	<b>21</b>
<b>June 2018</b>	3	1	3	6	4	2	3	<b>22</b>
<b>Total</b>	<b>45</b>	<b>16</b>	<b>16</b>	<b>57</b>	<b>12</b>	<b>14</b>	<b>30</b>	<b>192</b>

The *Other* category includes those who indicated they were an educator, adult with disabilities/self-advocate.

## Who were the presenters?

The Tarjan Center lecture series highlighted the work and expertise of several campus and community members including:

- **Elizabeth Laugeson, Psy.D.**, Training Director, *Tarjan Center*, Assistant Clinical Professor, *UCLA Semel Institute*, Director, *UCLA PEERS Clinic*. (October 2017 and June 2018)

**Vindia G. Fernandez, Ph.D.**, Director, *Center for Pediatric Neuropsychology* Faculty Member, *UCLA Semel Institute Division of Child and Adolescent Psychiatry* (November 2017)

- **Rujuta Bhatt, M.D.**, Assistant Professor *in Pediatric Neurology and Psychiatry*, Associate Program Director, *Pediatric Neurology, UCLA Center for Autism Research and Treatment* (January 2018)
- **Ruth Ellingsen, Ph.D.**, Postdoctoral Scholar and Clinical Instructor, Nathanson Family Resilience Center UCLA, Semel Institute for Neuroscience and Human Behavior (February 2018)
- **Alissa Ellis, Ph.D.**, Clinical Neuropsychologist, Health Sciences Assistant Professor, *Department of Psychiatry, UCLA* (March 2018)
- **Nastassia Hajal, Ph.D.**, Clinical Researcher, *Nathanson Family Resilience Center*, Attending Psychologist, *Family STAR Clinic and PEERS for Preschoolers Program* (April 2018)
- **Leila Glass, Ph.D.**, Neuropsychology Postdoctoral Fellow, *Semel Institute for Neuroscience & Human Behavior* (May 2018)



*Dr. Ellingsen presenting at February 2018 lecture*



*Dr. Ellis presenting at March 2018 lecture*

## What did attendees learn?

“Great talk! Nice interpretation of science and tools. I can’t wait to share what I learned.

“- October 2017 attendee

Respondents reported increased knowledge, learning, and understanding related to the lecture topic areas. The following lists the specific types of knowledge gained, learning, and understanding that occurred as a result of the training

Lecture participants increased their knowledge of:

- different forms of bullying. (Oct; 100%)
- learning difficulties and cognitive patterns of children with dyslexia. (Nov 2017; 96%)

- evidence-based interventions and where to find them. (Nov; 91%)
- common motor and movement difficulties in ASD. (Jan; 100%)
- new tools used to identify more specific motor difficulties in ASD. (Jan; 100%)
- risk factors that challenge positive parenting of children at developmental risk. (Feb; 96%)
- what is meant by executive functioning. (March; 94%)
- strategies to improve executive functioning. (March; 100%)
- how parental emotions influence parent-child interactions and/or response to treatment. (April; 95%)
- specific causes of stress in parents of children with developmental challenges. (April; 95%)
- the neurodevelopmental trajectory of cognitive and behavioral challenges from childhood to young adulthood. (May; 100%)
- evidence-based strategies and resources available to help with transition to adulthood. (May; 100%)
- the unique challenges around dating for youth with ASD. (June; 100%)
- evidence-based methods for teaching dating etiquette. (June; 100%)
- ecologically valid strategies to promote successful dating for youth with social challenges. (June; 100%)

As a result of the training, respondents understood:

- the prevalence rates of bullying. (Oct; 100%)
- the key differences between assessment strategies for educational professionals versus clinical professionals. (Nov; 87%)
- the effect of motor difficulties on social communication, peer relationships and overall health in individuals with ASD. (Jan; 100%)

More specifically, respondents felt they could identify:

- concrete strategies for handling bullying. (Oct; 100%)

- identify at least 1 protective factor that leads to positive parenting in the face of developmental risk. (Feb; 100%)

## How did attendees feel about the trainings?

“Excellent and informative talk! Having a bilingual neuropsychologist present this topic was key.” - November 2017 attendee

“Well researched and presented. Would love collaborations with Resnick [Semel Institute].”

–January 2018 attendee

“Excellent presentation. The examples were really useful.”

– April 2018 attendee

All respondents across all lecture topics found the information presented useful. Likewise, respondents were satisfied with the training (range = 91%-100%). The large majority of respondents agreed or strongly agreed that they would apply the information/skills learned to their professional/daily activities (range = 88%-100%).

## What are the suggestions for future trainings?

The Tarjan Center lecture series is well attended and well received. Comments from the evaluations provide input into future trainings. Recommendations included:

- Greater focus on interventions and less time on anatomy or biological origins
- Focus on interventions with a strong cultural and linguistic emphasis given demographics of Los Angeles
- Provide handouts

As the Tarjan Center moves into the 2018-2019 lecture series, it will use this year's evaluations to determine progress in reaching goals around equity and any changes in its programming.