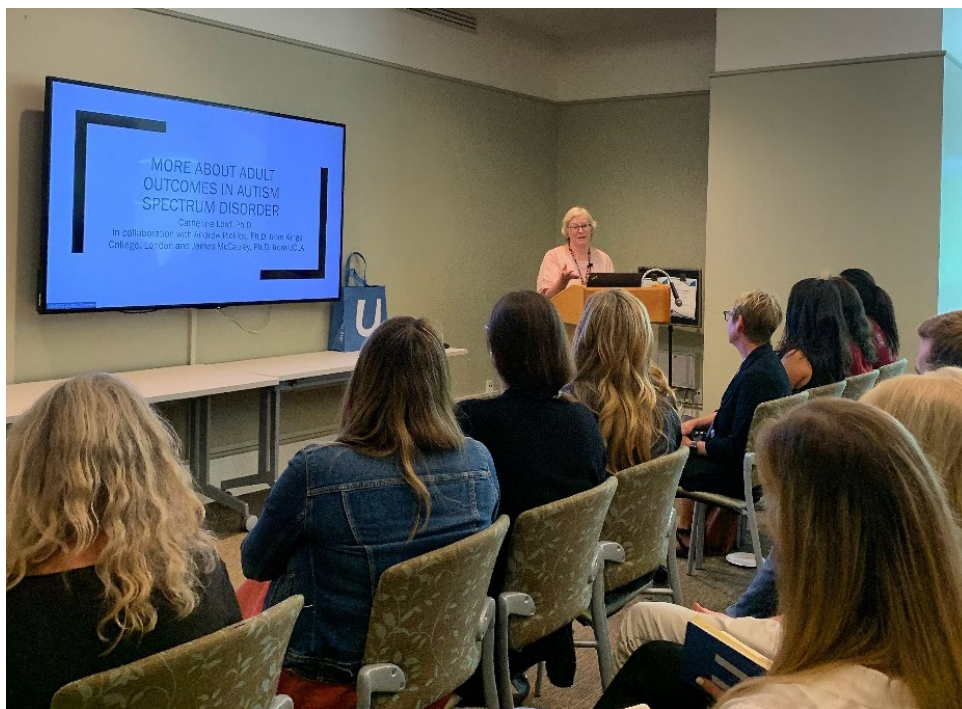




## Addressing Key Issues across the Lifespan for Individuals with Intellectual and Developmental Disabilities: The 2019-2020 Tarjan Center Lecture Series



Dr. Lord presenting to a room full of attendees, September 2019

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## What was the 2019-2020 lecture series like?

The 2019-2020 Tarjan Center delivered eight lectures from September 2019 to May 2020. The first five lectures were delivered in-person, and the last three were virtual as we adapted to shelter-in-place orders in the wake of the COVID-19 pandemic. A total of 343 professionals, students, and family members attended, ranging from 12 to 95 attendees per lecture ( $M = 43$ ). The number of evaluations completed ranged from 5 to 49 per lecture, with an overall response rate of 47%. See Table 1. This report summarizes feedback received through evaluations given at the end of each lecture; paper evaluations at the in-person lectures and an online survey link disseminated after the virtual lectures.

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

Lecture Date	Title	Speaker	Number of Attendants	Number of Evaluations (Response rate)
<b>09/16/19</b>	More about Adult Outcomes & Childhood Trajectories in Autism from 2 to 26	Catherine Lord, Ph.D.	95	49 (52%)
<b>10/14/19</b>	Increasing Supports for Transition Aged Youth with ASD: The College to Career Program	Amanda Gulsrud, Ph.D.	40	22 (55%)
<b>11/04/19</b>	Friendship 101: How to Make and Keep Friends for Youth with Special Needs	Elizabeth Laugeson, Psy.D	40	26 (65%)
<b>01/27/20</b>	Skilled Motor Development in Children with Spastic Cerebral Palsy	Eileen Fowler, PhD, PT	12	10 (83%)
<b>02/24/20</b>	Autism in Early Childhood: Early Signs and First Diagnosis	Nicole McDonald, PhD	36	21 (58%)
<b>3/23/20</b>	Implementing Evidence-Based Interventions for ASD in Community settings	Jasper Estabillo, PhD	50	11 (22%)
<b>4/27/20</b>	Clinical Trial Readiness for Syndromic Neurodevelopmental Disorders	Shafali Jeste, MD	43	16 (37%)
<b>5/18//20</b>	How Nurses Can Support Self-Determination for People with DD	Lauren Clark, RN, PhD, FAAN	27	5 (19%)
<b>Total</b>			<b>343</b>	<b>160 (47%)</b>

## Who was represented in the lecture audience?

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 ethnic identity of those who attend its lectures in an effort to better identify outreach needs. See Table 2.

Representation of attendees who self-identified as White Caucasian (52%) and Black/African-American (5%) was roughly the same as the previous year. Slight decreases were observed among those who identified as Asian (17%, down from 25% in 2018-2019) and those who identified with two or more races (6% down from 9% in 2018-2019). It is hard to know if this is a true decline as there was an increase in the number who did not want to or did not disclose a racial identity (15%, up from 6% the previous year). Similarly, there was a decrease in percentage of participants who identified as Hispanic this year (13%, down from 21% in 2018-2019). However, the percentage of those who did not answer this question was up to 14% in 2019-2020, nearly triple that of last year (4% in 2018-2019).



Dr. Laugeson presenting, November 2019

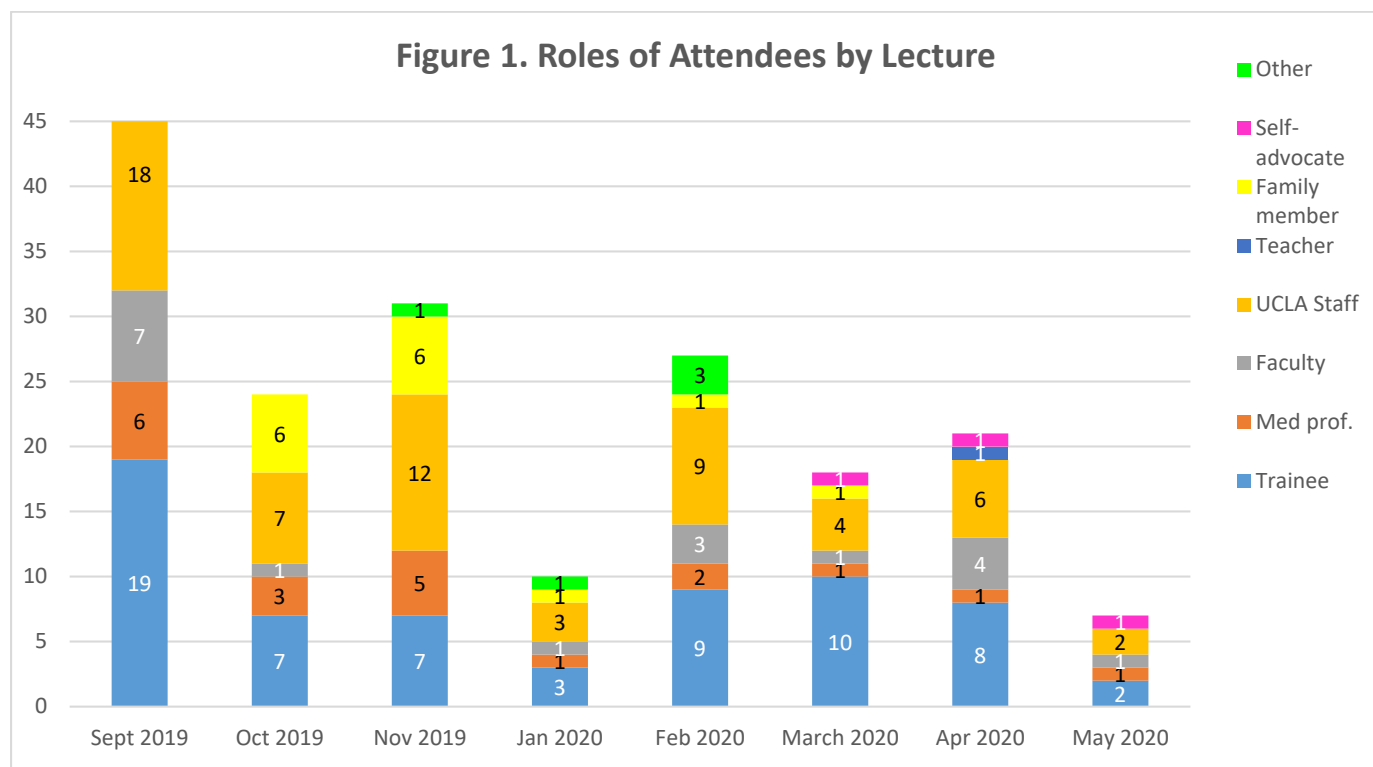


Dr. McDonald presenting, February 2020

**Table 2. Gender, Race, and Ethnicity of Lecture Attendees (2019-2020)**

	Sept 2019	Oct 2019	Nov 2019	Jan 2020	Feb 2020	March 2020	April 2020	May 2020	Total
<b>Gender</b>									
Male	3	3	1	1	1		5		<b>14 (8%)</b>
Female	38	17	23	8	18	9	10	4	<b>127 (80%)</b>
Prefer not to answer	8	2	2	1	2	2	1	1	<b>19 (12%)</b>
									<b>160</b>
<b>Race</b>									
American Indian/ Alaskan Native	1								<b>1 (0.6%)</b>
Asian	8	3	4	3	6		2	1	<b>27 (17%)</b>
Black/African- American	3	1	1						<b>5 (3%)</b>
White	23	13	11	6	6	8	12	3	<b>82 (52%)</b>
Two or more races	1		2		5	1	1		<b>10 (6%)</b>
Prefer not to answer	10	2	5	1	2	2	1	1	<b>24 (15%)</b>
Other	3	3	3		2				<b>11 (6%)</b>
									<b>160</b>
<b>Hispanic</b>									
Yes	4	4	6	1	5	1			<b>21 (13%)</b>
No	36	15	17	8	14	8	15	4	<b>117 (73%)</b>
Prefer not to answer	9	3	3	1	2	2	1	1	<b>22 (14%)</b>
									<b>160</b>

Figure 1 displays the roles identified by respondents by lecture topic. Respondents could select more than role. Lectures were primarily attended by UCLA staff and trainees.



### What did attendees learn?

Respondents reported increased knowledge, learning, and understanding related to the lecture topic areas. The following lists the specific types of knowledge gained through the lectures.

Lecture participants **strongly agreed they increased their knowledge of:**

#### September 2019

- three common trajectories of development in ASD from early preschool into adulthood (69%, 34)
- three factors (including characteristics internal to the people with ASD) that predict adult outcomes (63%, 31)
- different ways (subjective and objective) of defining adult outcomes for individuals with ASD (65%, 32)

#### October 2019

- common obstacles experienced by young adults with ASD as they transition into college and careers (73%, 16)
- PEERS for Careers program and pilot study outcomes (82%, 18)
- additional services that could increase success for individuals on the spectrum in post-secondary education and the work force (73%,16)

#### November 2019

- social challenges faced by youth with special needs (57%, 15)
- how to identify evidence-based methods for teaching social skills (77%, 20)
- strategies for making and keeping friends (65%, 17)

#### January 2020

- features of motor impairment in spastic cerebral palsy (70%, 7)
- altered neural pathways associated with spastic CP (70%, 7)
- interventions that promote skilled lower limb movement in spastic CP (70%, 7)

#### February 2020

- literature on high-risk infants (57%, 12)
- emergence of autism in relation to typical developmental expectations (76%, 16)
- ASD evaluation process for very young children (76%, 16)

#### March 2020

- need for scaling up evidence-based interventions (EBI) for ASD (82%, 9)
- outer (e.g., system, policy) and inner (e.g., organization, provider, client) context factors that influence community EBI use (55%, 6)
- implementation of EBI across two service systems: AIM HI in community mental health and CPRT in educational settings (82%, 9)

#### April 2020

- distinct features of syndromic neurodevelopmental disorders (69%, 11)
- major challenges in clinical trial design in neurodevelopmental disorders, especially those that involve more severe intellectual disability and other comorbidities (69%, 11)

- "precision therapies" in syndromic neurodevelopmental disorders (69%, 11)

May 2020

- current events that challenge nurses' decision- making about care for people with developmental disability (50%, 2)
- how nurses implement health policies that affect people with developmental disabilities (60%, 3)



Dr. Gulsrud presenting, October 2019

### What did attendees have to say about the lecture series?

Super informative. - February 2020 attendee

Loved Dr. Fowler's presentation! So exciting. – January 2020 attendee

Dr. Estabillo gave an excellent talk, super engaging. Thank you! – March 2020 attendee

We did PEERS for preschool, excellent! - November 2019 attendee

Great lecture! Loved Dr. Gulsrud's enthusiasm and clarity! - October 2019 attendee

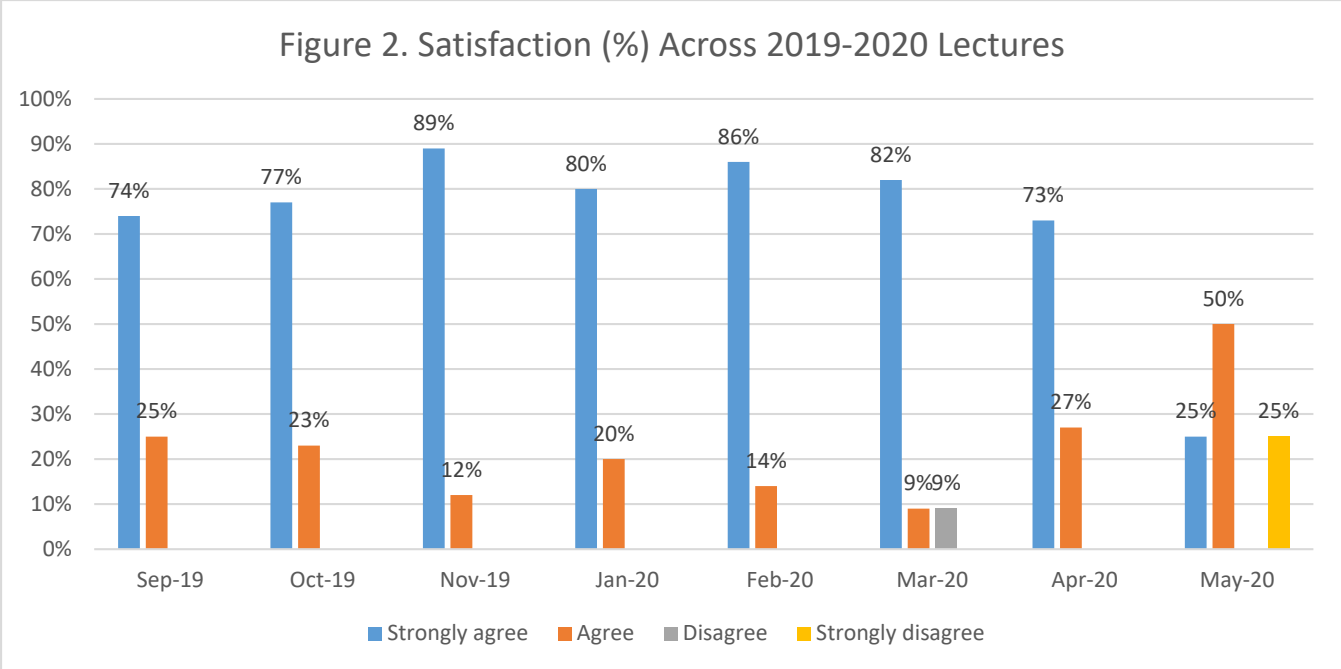
Grateful for all of Dr. Lord's contribution to the field! – September 2019 attendee

Attendees across all lecture topics found the information presented useful (agree/strongly agree range 75%-100%). Attendees across the lectures were satisfied (75%-100%). Figure 2 displays satisfaction ratings across all lectures. The applicability of information to the lecture series attendees' professional or daily activities varied (agree/strongly agree response range = 75%-100%). The lectures on "How to Make and Keep Friends for Youth with Special Needs" and "Autism in Early Childhood: Early Signs and First Diagnosis" had the strongest satisfaction ratings and were rated as having the information that was most applicable to one's professional or daily life. The lectures that received lower ratings on application of knowledge tended to be for lectures (January, May, and June 2020) that were more clinical in nature or that had a very specific focus. More targeted outreach may be beneficial for future lectures that may geared more towards professionals.



Screenshot from the May 2020 webinar, Dr. Clark presenting





**What topics are you interested in hearing more about in future lectures?**

Several themes emerged from feedback on what attendees would like to see presented on in the future including:

- Seeing culture incorporated into lecture topics
- Evidence based practices for people with developmental disabilities [who may not be on the autism spectrum]
- Addressing mental health needs, psychiatric comorbidities
- Telehealth and virtual interventions
- Involving family members in interventions