

Arizona Developmental Disabilities Planning Council
Grant Renewal Application

Rural Arizona Autism Project (RAzAP)
Institute for Human Development, Northern Arizona University

Table of Contents

Item	Page No.
Narrative Proposal	2
Attachment 1: Implementation Plan	9
Attachment 2: Budget and Budget Justification	11
Attachment 3: List of Key Staff	16

Renewal Request: Rural Arizona Autism Project (RAzAP)

Organization: Institute for Human Development, Northern Arizona University

Date: October 21, 2019

1. Describe the overall purpose of your program and how it aligns with the ADDPC Goal of Self-Advocacy, Integrated Employment or Inclusion. Explain why the ADDPC should continue funding your program for a second year.

The purpose of our program, the “Rural Arizona Autism Project,” is to implement an evidence-based intervention called Teaching PLAY (Play and Language for Autistic Youngsters) for children diagnosed with Autism Spectrum Disorder (ASD) in two schools on the Navajo Nation. Teaching PLAY fills a need for efficient and cost-effective services for children with ASD who live in rural communities.

Teaching PLAY aligns with the ADDPC goal of Inclusion. PLAY is a social-pragmatic approach with an emphasis on increasing social participation for children with ASD (Solomon, Necheles, Ferch, & Bruckman, 2007). As in other social pragmatic models, parent and teacher sensitivity is promoted, and adults are coached to correctly read the child’s gestural cues and respond to the child’s cues, lead, and intentions. The coaching model is used to provide adults with activities and techniques that will assist them in playing with a child at the just-right level or the level where they are following the child’s lead but also giving the child an appropriate challenge. In following the child’s lead, parents and teachers help to increase the number of contingent reciprocal social exchanges referred to as circles of communication (Solomon, 2012). Through this intervention, the child begins to develop the skills and the desire to create more complex circles of communication. The child may begin to generalize these social communication skills to their peers, to assist the child in being more fully included in their schools and communities. We are requesting renewal of funding for Year 2 of the “Rural Arizona Autism Project.” Through regular contact with teachers and teaching assistants, we are modeling a different way of engaging students with ASD that promotes social engagement, communication, and problem-solving. Foundational skills to promote social-communication were established in both students and staff in Year 1. We have facilitated greater impact by promoting inclusion of students with ASD in the two targeted school districts. One of our targeted students has moved onto Kindergarten, and one has moved to 1st grade. With the advancement to elementary school there have been changes for these students in routines, staff interactions, and expectations. We are coaching Elementary School staff in Teaching PLAY to build on the progress that these students made in preschool. Furthermore, we support a culture at the Elementary School that encourages social communication in children with ASD and helps to facilitate inclusion with students in regular education.

2. Provide a summary of the program achievements for the current year of funding. Include all key activities that have been undertaken based on the current implementation plan. Describe key barriers that were overcome, and what activities are being undertaken in the last quarter.

Key Activities Undertaken January 2019-October 2019		
Date Completed	Activities	Personnel
January-February 2019	Developed Memorandums of Understanding (MOUs) with school districts	M. Russell, NAU and school administrators
February 2019	Hired Lorrinda Tom as the Community Liaison	PLAY Project Consultants (PCs)with IHD Administrators
February 2019 & August 2019	Met with school staff to determine scheduling and procedures	PCs
March 2019	Contacted families and provided information about the PLAY Project	PCs & Preschool teachers
March 2019	Completed necessary paperwork (permissions, changes to IEPs) with parents and school staff	PCs
March 2019 & September 2019	Presented Teaching PLAY Workshop for school staff of the targeted students	PCs
April 2019	Completed pre-tests with students in the intervention.	PCs
April 2019	Began Teaching PLAY intervention	PCs
June-October 2019	Contacted families, completed family needs survey, and set goals	Community Liaison
April-May 2019 & August-October 2019	Continued Teaching PLAY intervention	PCs
June-July 2019	Met with families of preschool students in their homes	PCs
June 2019-October 2019	Met with family regularly and assisted in meeting goals	Community Liaison

Summary of Program Achievements:

Following school board approvals, the preschool and Kindergarten teachers identified students who had a diagnosis of ASD, meeting the criteria for inclusion in the Teaching PLAY intervention. Chinle Unified School District (CUSD) identified one preschool student and one Kindergarten student. Tuba City Unified School District (TCUSD) identified four preschool students. The teachers contacted the parents of these students and provided information on the Teaching PLAY intervention. Parents also signed permission for videotaping of their child for training purposes. The initial assessments were completed on the targeted students, and the Teaching PLAY intervention began.

A primary goal of Teaching PLAY is to train classroom staff in the implementation of the principles, methods, and activities that are part of this intervention. In the spring of 2019, the PCs presented the Teaching PLAY Introductory Workshops to elementary school staff that included the preschool teachers, kindergarten teachers, teaching assistants, a speech-language pathologist, and a student-teacher. These trainings were approximately 1½ hours and provided foundational information about the Teaching PLAY model and implementation in the classroom setting. The national Play Project Organization provided materials for the Introductory

Workshop. The Introductory Workshop was repeated in August 2019 for five staff members (one teacher, four teaching assistants) in the TCUSD Kindergarten classroom and 14 staff members (six teachers, seven teaching assistants, one academic coach) at the CUSD Elementary School. Additionally, Lorrinda Tom, a member of the Navajo community who lives in Pinon, Arizona, was hired as the Community Liaison. She completed training in HIPAA and compiled information on services and supports that are available to families who have children with ASD. Summer visits were completed with five of the six parents of children participating in Teaching PLAY by the PCs and Community Liaison. Ms. Tom has assisted two of the families in completing the paperwork and arranging meetings for eligibility for Social Security Insurance (SSI).

Overcoming barriers:

Delayed Start-up. The largest barrier was the initial delay of the start-up of the Teaching PLAY program. TCUSD sought legal counsel to develop the Memorandum of Understanding (MOU) with NAU, and this delayed school board approval at TCUSD until February. The start-up of Teaching PLAY at CUSD was delayed due to difficulty in contacting the parents of the two students. Communication between schools and families on the Navajo Nation can be challenging as the rural location of some of the families causes phone service to be inconsistent. The initial data collection was completed in March and April 2019; however only one intervention visit was able to be scheduled. The end of the school year was very busy for the school staff, and it was not possible to schedule two more intervention visits in late April or early May. We adjusted our fall schedule with the two school districts, and we are scheduled to complete all proposed intervention visits for Year 1 by December 2019.

Opposition to being videotaped. Another barrier has been the reluctance of some of the teacher assistants to be videotaped during their interactions with the students. This hesitancy is due to their traditional Navajo beliefs regarding photography. Although we believe that videotaping is a powerful teaching tool, we also respect their decision. We are accommodating these staff members and coaching them without the use of video.

Attrition. One of the preschool students from CUSD moved to another school in August 2019 and, therefore, was unable to continue receiving the Teaching PLAY intervention. Another preschool student from CUSD was identified to participate in the Teaching PLAY intervention.

Readiness for the Teaching PLAY intervention. One of the targeted students graduated from preschool and now attends Kindergarten at TCUSD. The Kindergarten staff in this classroom did not have the background knowledge to understand the core deficits of ASD and how these deficits were addressed through Teaching PLAY. As a result, the PC has provided additional training to the staff to provide them with foundational information about ASD that is important to the implementation of Teaching PLAY. Although this has delayed the start-up of Teaching PLAY in this classroom, the staff are demonstrating a greater understanding of the core deficits of ASD and the benefits of a social-pragmatic approach. The PC will continue to provide additional training as needed and as scheduling permits.

Activities to be undertaken in the last quarter:

Key Activities to be Undertaken October 2019-December 2019		
Date to be Completed	Activities	Personnel
October-December 2019	Continue Teaching PLAY intervention	PCs
October-December 2019	Meet with family regularly and assist in meeting goals	Community Liaison
December 2019	Complete post-tests with students in the intervention.	PCs
December 2019	Complete post-tests of knowledge with staff	PCs
December 2019	Review of child outcomes & progress. Program evaluation-satisfaction surveys school and families. Final report to ADDPC.	Community Liaison, PCs
December 2019	If renewal granted, develop Memorandums of Understanding (MOUs) with school districts	M. Russell, NAU and school administrators

3. Describe the role of community partners that are part of the project and the role they are in charge of doing to support the project.

Before the implementation of Teaching PLAY, administrators at Northern Arizona University (NAU) and the two school districts developed MOUs. CUSD approved the MOU on 12/10/2018, and TCUSD approved the MOU on 2/13/2019. Preschool and Kindergarten teachers have assisted PCs in identifying appropriate students, contacting parents, and setting up space and time for trainings. Elementary school staff at both sites received the initial training, and many have demonstrated enthusiasm in learning Teaching PLAY techniques. Staff continue to support this program, attending training sessions to review videos of students, and following up with creative and appropriate activities to engage students with ASD.

4. Summarize feedback from participants, professionals, and other stakeholders during the current funded period. Explain how this feedback will be integrated in program design for year 2, and part of the overall evaluation process.

We have received very positive feedback from staff at both preschool sites concerning this intervention. Preschool students are demonstrating more focused behavior and are taking more interest in activities such as circle time. Staff report that some of the children have become easier to engage in interactions and activities throughout the school day. Some of the staff have told us that they feel that they have new tools to help them interact with their students with ASD. Staff at the TCUSD preschool report that one of the students is vocalizing more and spontaneously using language. PCs have noticed that preschool staff are more verbal with their students: narrating, repeating the students' vocalizations, and using salient language features to encourage engagement and imitation. Many staff members are consciously creating opportunities for students to open and close circles of communication.

In Year 2, we will continue to train staff to implement Teaching PLAY. We have found that regular meetings with staff after the school day have promoted discussion and have helped to problem-solve challenges. Parents have expressed appreciation for our Community Liaison's assistance in helping them through the process of applying for SSI. We realize that receiving SSI payments can have a significant impact on families who have children with ASD. In Year 2, our Community Liaison will make efforts to find additional resources that benefit our families. Our Community Liaison is also exploring the development of support networks for families that might, through the Internet or in-person, provide a venue for families who have children with ASD to connect. In pursuing these opportunities for support networks, we will be mindful of the need to preserve confidentiality and adhere to HIPAA and FERPA regulations.

5. Describe efforts to work in or promote the program in underserved or unserved areas of the state or with certain populations that are often overlooked.

We have implemented Teaching PLAY in two school districts on the Navajo Nation. The Navajo Nation is a rural reservation that spans Arizona, New Mexico, and Utah with a population density of 6.33 people per square mile compared to the average population density in the U.S. of 345 people per square mile (Arizona Rural Policy Institute, 2010). The median household income is \$25,963, with 41% living below the federal poverty level (Arizona Department of Health Services, 2018). Many participants live in very isolated locations with substandard housing (RPI Consulting, 2011) and limited access to healthcare, transportation, and nutritious food (Bowie, Brown, Clark, Sawyer, & Worden, 2018). The options for available evidence-based treatments for native families on the Navajo Nation and reservations throughout the state of Arizona are lacking. Teaching PLAY is an efficient and cost-effective intervention that is flexible enough to accommodate cultural differences in native communities.

6. Summarize evaluation findings to date, including the number of participants served, and their level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Include other data/performance measures you are tracking.

Evaluation findings to data:

We are delivering Teaching PLAY to six children with a diagnosis of ASD, our targeted number. Additionally, a total of 29 staff members from CUSD and TCUSD received the Teaching PLAY Introductory Workshop and are participating in regular coaching. The number of staff trained is greater than the number of staff we anticipated. The greater number of staff is due to our presence in preschool, Kindergarten, and first-grade classrooms. Staff and families will be surveyed for their level of satisfaction in December 2019.

Staff Pretests of Knowledge. A measure of pre-knowledge was completed by school staff before the introductory workshop in the spring and fall regarding ASD behaviors, functional developmental levels, sensory-motor profiles, and the basic premise of social pragmatic approaches. Correct responses from the staff in the knowledge pretest ranged from 34% to 79%, with a mean of 54.5%. We will post-test knowledge of the Teaching PLAY concepts in December 2019.

Functional Emotional Assessment Scale (FEAS). Social functioning for each of the six children participating in this intervention was assessed using videotapes from the initial visit. The FEAS determined the starting point for this intervention. The FEAS has six functional developmental levels (FDLS). These levels progress from FDL 1 or basic attention, FDL 2 or engagement, FDL 3 or 2-way purposeful exchanges, FDL 4 or problem solving, FDL 5 or consistent use of words, FDL 6 or pretend play, emotional thinking, and complex interaction. All six students showed social functioning that was primarily in FDL 1 or basic attention and FDL 2 or engagement and suggested that FDL 3 (2-way purposeful engagement) or developing more circles of communication is a general goal for all six students. We will repeat this measure in December 2019.

PLAY School Environment Assessment (PLAY SEA). The PCs completed the PLAY SEA before beginning the intervention through classroom observations. This tool describes the key outcomes to be achieved in the classroom as a result of the Teaching PLAY intervention program. The seven identified domains are 1) sensory environment, 2) sensitivity or reading children's cues, 3) responsiveness of following the children's lead, 4) effectiveness or getting reciprocal interactions, 5) interacting at the right functional developmental levels, 6) peer-to-peer interaction, and 7) fun in the classroom. Each domain is rated based on classroom observation on a scale of 1, observed less than 10% of the time to 5, observed greater than 75% of the time. In all domains, the five classrooms (two preschools, two kindergartens, one first grade) achieved ratings between 1 and 2, suggesting that the key outcomes occurred between 10% and 30% of the time in the classrooms. We will repeat PLAY SEA in December 2019 and expect this percentage to increase.

7. Describe any changes that will be planned for the second year, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

During Year 2, many of our preschool students will move to Kindergarten, and, if funded, we will request that these students continue in the Teaching PLAY program. A disadvantage to the preschool programs is that there are very few typical peers in these classrooms and limited opportunities for inclusion. For the students in Kindergarten and first grade, there are more opportunities for student participation with same-aged peers. We anticipate that a portion of the coaching and modeling will occur in the regular classrooms or on the playground in the presence of typical peers. In this way, we will build a foundation for more opportunities for inclusion for children with ASD. We plan to include regular education teachers and teaching assistants as collaborators and continue to involve them in our trainings and video review sessions. Program evaluation will include feedback from regular education as well as special education staff.

8. Elaborate on sustainability efforts that show commitment from other sources of funds to fund the program post ADDPC funding.

Ideally, we would like to implement both the PLAY Project, the home-based program, and Teaching PLAY, the school-based program, on the Navajo Nation. We have submitted a proposal to the Division of Developmental Disabilities to request funding to implement the PLAY Project with families in home settings on the Navajo Nation. Additionally, we are

seeking grant opportunities from a variety of funding sources to help develop and support the PLAY Project and Teaching PLAY on the Navajo Nation.

References

- Arizona Department of Health Services. Navajo Nation Primary Care Area, Statistical Profile 2018.; 2019. <https://www.azdhs.gov/prevention/womens-childrens-health/reports-fact-sheets/index.php>.
- Arizona Rural Policy Institute. Demographic Analysis of the Navajo Nation Using 2010 Census and 2010. American Community Survey Estimates. https://gotr.azgovernor.gov/sites/default/files/navajo_nation_0.pdf.
- Bowie, J.I., Brown, C., Clark, D., Sawyer, V., & Worden H. Coconino County Community Needs Assessment Report 2017.; 2018. <http://www.coconino.az.gov/DocumentCenter/View/7421/%0ACoconino-County-Community-Needs-Assessment-Report-2017%0A>.
- Greenspan, S., DeGangi, G., & Wieder, S. (2001). Functional Emotional Assessment Scale. Bethesda, MN: Interdisciplinary Council on Developmental and Learning Disorders.
- PLAY Project. (2019). About the PLAY Project. Retrieved from <http://www.playproject.org>
- RPI Consulting. (2011). Phase II Housing Needs Assessment and Demographic Analysis. http://www.navajohousingauthority.org/wpcontent/uploads/2015/08/Navajo_Nation_Housing_NeedsAssessment_091311-1PAGE-1-50.pdf
- Solomon, R., Necheles, J., Ferch, C., & Bruckman, D. (2007). Pilot study of a parent training program for young children with autism: The PLAY Project Home Consultation program. *Autism, 11(3)*, 205-224.
- Solomon, R. (2012). The PLAY project: A train-the-trainer model of early intervention for children with autism spectrum disorders. In L. Gallo-Lopez & L. Rubin (Eds.), *Play-based interventions for children and adolescents with autism spectrum disorders* (pp. 249-269). New York, NY: Routledge.

Attachment 1: Implementation Plan

Rural Arizona Autism Project - Request for Renewal
Implementation Plan - Year 2

Proposed Start/Completion Date	Activity	Personnel	Measurement Method
December 2019-January 2020	Meet with Administrators and School Boards to update on Teaching PLAY program and request a renewal of Memorandums of Understanding.	M. Russell	Signed MOUs
January-May 2020	Continue Teaching PLAY intervention with students	PLAY Project Consultants (PCs)	Teaching PLAY Plans for staff
January-December 2020	Continue contact with families and assist with needs and provide resources	Community Liaison	Log of contact with families
May 2020	End of school year meeting with school staff, participation in Individualized Education Plan (IEP) meetings with families	Community Liaison, PCs	Log of meeting attendance
June-July 2020	Meet with families of students in their homes to provide follow-up for the Teaching PLAY intervention.	PCs, Community Liaison	Log of contact with families
August 2020	Meet with school staff to determine scheduling and procedures	PCs	Log of contact with school staff
August 2020	Contact families and provide information about the Teaching PLAY project (updates for continuing students, initial information for new students).	PCs	Log of contact with families
August 2020	Complete necessary paperwork (permissions, changes to IEPs) with parents and school staff	PCs	Signed forms and documents
August 2020	Present Teaching PLAY Workshop for new staff and review for returning school staff	PCs	Pre-test of knowledge
August 2020	Complete pre-tests with new students in the intervention.	PCs	FEAS PLAY SEA
September-November 2020	Provide Teaching PLAY intervention in the schools	PCs	Teaching PLAY Plans for staff
December 2020	Complete post-tests for students in the intervention	PC	FEAS PLAY SEA
December 2020	Final visits with families	Community Liaison	Log of contact with families
December 2020	Meet with school staff, post-test of knowledge regarding Teaching PLAY	PCs	Post-test of knowledge
December 2020	Review of child outcomes & progress Program evaluation Final report to ADDPC	Community Liaison, PCs	Satisfaction surveys for parents and staff Final report

Attachment 2: Budget and Budget Justification

Budget Request Form

Contractor Name: ABOR for and on behalf of Northern Arizona University/Office of Sponsored Projects

Contractor Address: 1395 S. Knoles Drive, Ste 252 (ARD, bldg. 56) Flagstaff AZ 86011
Street Address City State Zip

Project Name: Rural Arizona Autism Project

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	24,518		4,692	29,210
Fringe Benefits	9,144		1,235	10,379
Supplies / Operating Expenses	700			700
Travel	6,986			6,986
Rent or Cost of Space				-
Contracted Services / Professional Services				-
Administrative / Indirect Costs	4,135		9,234	13,369
Total Costs	45,483	-	15,161	60,644

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.



Kerwin A. Lawrence

Name of Certifying Official

Sr. Sponsored Projects Officer

Title of Certifying Official

928-523-4880

Phone

nau-osp@nau.edu

Email

Rural Arizona Autism Project - Request for Renewal
Budget Narrative

PERSONNELSalaries

Maureen Russell will devote 8% effort (.7 academic year, .2 summer Person-Month) during the year to this project. She will assist the schools and PLAY Project Consultants (PCs) in coordinating this project. Maureen will also be a PC and deliver the Teaching PLAY intervention for 2 students with autism at Tuba City Unified School District and will be responsible for all activities related to the intervention.

Erika Palm will devote 11% effort (1.3 Person-Month) during the year to this project. She will deliver the Teaching PLAY intervention to 2 students with autism at the Chinle Unified School District and will be responsible for all activities related to the intervention. The Chinle preschool site is a greater distance from Flagstaff than the Tuba City site, therefore more time is needed for Erika to travel.

Yolanda Ramos-Edgerly will devote 8% effort (1.0 Person-Month) during the year to this project. She will deliver the Teaching PLAY intervention to 2 students at Tuba City Unified School District and will be responsible for all activities related to the intervention.

Lorrinda Tom will devote 11% effort (1.3 Person-Month) to this project. As the Community Liaison, she will visit families who have children participating in this project in both the Tuba City and Chinle areas. The Community Liaison will assist families with acquiring other health, social service, and educational resources. This is a part-time position with limited fringe benefits.

Fringe Benefits

Employee-Related Expenses (ERE) are estimated and are calculated by dividing the employee's salary by the total cost of their benefit package. Benefits include health (\$19,851 per family), dental (\$173 per family), life (\$17.94 annually), disability (.12%), FICA (6.2%), Medicare (1.45%), and retirement benefits (7%). ERE is relative to the employee's salary, FTE, and election of benefits.

Name	Role	% Effort	Person Months	Requested Salary	Fringe Benefits		Total
					%	Amount	
Maureen Russell	PI, PC	8.00	0.7	4,721	46.4	2,191	6,912
Maureen Russell	PI, PC	8.00	0.2	1,574	17.1	269	1,843
Erika Palm	PC	11.00	1.3	7,179	50.36	3,615	10,794
Yolanda Ramos-Edgerly	PC	8.00	1.0	5,324	48.83	2,600	7,924
Lorrinda Tom	Community Liaison	11.00	1.3	5,720	8.2	469	6,189
TOTAL PERSONNEL				24,518		9,144	33,662

SUPPLIES

Funds are requested to support the PCs in videotaping students and staff for the Teaching PLAY intervention. Videotaping is used for coaching school staff in the principles, techniques, and activities of the Teaching PLAY intervention. Two I-Pads are requested at \$350 each and the total for supplies is **\$700**.

TRAVEL

Travel to communities on the Navajo Nation. The 3 PCs and the Community Liaison will travel to Tuba City and to Chinle on the Navajo Nation to deliver this intervention. A mileage rate of .445 was used to calculate travel costs. Tuba City is 160 miles roundtrip from Flagstaff and Chinle is 350 miles roundtrip from Flagstaff. Funding is requested for 8 visits per student or 16 visits for each PC for 2 students each. A total of 13,975 miles will be traveled to deliver this intervention. Mileage for meetings with preschool staff and parents will be combined with and will be funded by the intervention visits. A meal reimbursement of \$12.00 per travel day is requested for all personnel involved in this project. Total travel costs are **\$6,986**.

Personnel Travel	Erika Palm Chinle 350 miles RT X 16 visits	Maureen Russell Tuba City 160 miles RT X 16 visits	Yolanda Ramos Edgerly Tuba City 160 miles RT X 16 visits	Lorrinda Tom Navajo Nation Various locations home visits
In-state mileage	5600 miles	2560 miles	2560 miles	3255 miles
Mileage cost (.445)	\$2,492.	\$1,139.	\$1,139.	\$1,448.
Meal reimbursement \$12. Per day for 16 days each	\$192.	\$192.	\$192.	\$192.
Travel costs	\$2,684.	\$1331.	\$1,331.	\$1,640.
TOTAL TRAVEL	\$6,986.			

INDIRECT COSTS

Normally, Indirect costs would be requested for MTDC 30.9% rate for Other Sponsored On Campus activity in accordance with Northern Arizona University’s approved Colleges and Universities Rate Agreement (March 16, 2017) (Cognizant Agency: Department of Health and Human Services). However, the funder has capped indirect rates at MDTC 10%, so indirect rates are claimed at that restricted rate.

TOTAL SPONSORED COSTS REQUESTED \$45,483

COST SHARE

NAU/IHD commits cost share totaling \$15,161. This amount reflects \$4,692 in Salary and \$1,235 in Fringe for 3.5% time of Dr. Kelly Roberts, IHD's Executive Director. The applicable 10% indirect cost on cost shared salary and ERE is \$593. The total cost share also includes \$8,642 as unrecovered indirect, the difference between NAU's federally negotiated rate and the indirect rate dictated by the sponsor (see Indirect Costs section for more information).

For this project, Dr. Roberts will provide executive leadership to ensure project objectives are met and sponsor reporting is timely. Dr. Roberts will work closely with the Principal Investigator and project staff to give insight and advice for project activities. Dr. Roberts is familiar with this project, as she worked closely with the Principal Investigator during the first contract year.

Please note, a primarily NAU-funded IHD Associate Director position is pending and is forecasted to be hired before the end of the proposed budget period. IHD anticipates that the cost share portion of this proposal may be shifted to the Associate Director, as needed and dictated by project needs, after the position is filled.

TOTAL COST SHARE COMMITMENT \$15,161

Attachment 3: List of Key Staff

Rural Arizona Autism Project - Request for Renewal

Key Staff

Maureen Russell is a Registered Occupational Therapist, early interventionist, and researcher. Her research has focused on families who have children with autism, on sleep health in caregivers and children with developmental disabilities, and on health disparities. Maureen will have primary responsibility for the coordination of project activities. Through this project, she will deliver the intervention as a PLAY Project Consultant (PC) to one student in the preschool and one student in the Kindergarten program at Tuba City Unified School District. She will complete her certification as a PLAY Project Consultant in summer of 2020.

Erika Palm is a Speech-Language Pathologist and an early interventionist in a Part C program that provides services to children with developmental disabilities aged birth to three on the Navajo Nation. She has extensive experience with children with autism in home and school settings. Erika will deliver this intervention to one student in preschool and one student in first grade at the Chinle Unified School District. She will complete her certification as a PLAY Project Consultant in summer of 2020.

Yolanda Ramos-Edgerly is a Speech-Language Pathologist and an early interventionist in a Part C program that provides services to children with developmental disabilities aged birth to three on the Navajo Nation. She has worked as a school-based Speech-Language Pathologist, and she has extensive experience with children with autism and developmental disabilities. Yolanda will deliver the intervention for this project to two students in the preschool program at Tuba City Unified School District. She will complete her certification as a PLAY Project Consultant in summer of 2020.

Lorrinda Tom is the Community Liaison and a member of the Navajo Nation who lives in Pinon, Arizona. She collaborated with the PCs during the summer of 2019 to visit families of children receiving the Teaching PLAY intervention. Lorrinda has been able to offer support to families, particularly in completing applications for Social Security Disability. Lorrinda continues to build her knowledge of local and state resources for families of children with Autism Spectrum Disorder. She also has directed families to available online resources that offer information and support.