

Support and Services for Prospective Parents & Parents with Disabilities

One-year grants to the following, total award for all three is \$178,969.

Arizona State University; Requesting \$35,604

ASU, School of Social Work will carry out a best practice model in three phases, targeting four groups for each phase. The groups are parents with disabilities and their family members; social service organizations; policy advocates and policy makers; and social workers who work with parents with disabilities.

Phase 1 is to develop a user-friendly guide of best practices and models of support. The guide will be developed by an expert in accessible design and distributed freely online. The guide will include case studies outlining at least 6 different models for services or supports for parents with disabilities, sections on relevant policies affecting services and supports for parents with disabilities, and links to state and national resources.

Phase 2 will be to develop an interactive training curriculum on best practices and models of support and services for parents with disabilities. The general theme of both the guide and the development of the training curriculum is the notion of supported parenting, meaning that parents with all types of disabilities can parent with appropriate accommodations and supports.

In Phase 3, ASU will conduct four training courses - in Phoenix, Tucson, Yuma and Flagstaff. One training will be virtual and recorded and participants will be recruited by their networks of social service providers and the larger disability advocacy groups. The expected number to be trained is 125 individuals; a pre & post-test will be conducted, and a 3-month post-test will also be conducted to provide data on how effective the training and materials are.

ASU also plans to submit at least one peer reviewed journal article to gain awareness and learn from others in the field how this issue is being addressed and by what promising and/or best practices.

Also, important to note is that ASU School of Social Work will work with a culturally diverse expert panel that will provide feedback on the guide and training curriculum to ensure cultural appropriateness is imbedded in both products. The guide will also be developed in Spanish and in plain language; Interpreters will be provided for the trainings, if requested. Other accommodation costs will be covered by ASU if requested.

Northern Arizona University; Requesting \$75,046

NAU/Institute for Human Development proposal is to help improve access to high-quality parenting support for Arizona parents with I/DD who have infants or young children (age focus is 0-5 years of age).

This is a statewide project, and rather than creating a new parenting program specific to parents with I/DD, IHD will build capacity within the existing Arizona evidence-based home visiting (EBHV) parenting programs to serve parents with I/DD. Because this focus will improve the capacity of EBHV's programs, there is the potential for future funding to continue researching and enhance implementation. Also,

the national network of EBHV parenting programs, funded through the Maternal, Infant, and Early Childhood Home Visiting program has shown an interest in research for those families that experience the greatest needs. Working with Arizona's national network partners, IHD will be able to create an innovative project and draw on the support of what is already existing and how it can be applied to Arizona parents with I/DD raising young children.

The project will conduct research for the first four months to gather essential information for informing the development of the training and program materials. Key research components will include a literature review of published programmatic materials used by AZ home visiting programs, what is done in other states, and other parenting programs for diverse parents with I/DD.

IHD will also convene a project advisory research team that will comprise parents with I/DD and home visitors. Their review of the information and training materials will be incorporated, and the advisory team will be involved across phases of the project. Home visitors will provide both quantitative (survey) and qualitative feedback. Parents with I/DD will provide qualitative feedback.

IHD will also interview five program leaders of AZ's home visiting programs that are part of the national Maternal, Infant, and Early Childhood Home Visiting Program. The interviewees will be selected through targeted recruiting occurring in Maricopa, Coconino, Yuma and Pima counties.

Based on this research and survey collection, IHD will draft materials and training in the remaining months of the project period. Assessment of the training and materials will still be gathered, even after each training, for review and IHD will adjust as necessary.

Project materials will include 1. Materials used by the home visitor to improve the delivery of home visiting services and the home visiting program; and 2. Materials will be developed for the parents with I/DD. Materials will be in multiple formats, adherence to universal principles and fully accessible – such as online, downloadable, and range of text to low text to pictorial versions, and narrated versions.

Three training courses will be done online for the home visiting program leaders and home visitors. As a benchmark, IHD will aim for five supervisors of each of the named five AZ home visiting programs (N=25), and 10 home visitors representing the named home visiting programs (N=50) to complete the 3 part training series.

The training courses are 1. Increase awareness and basic knowledge; 2. Increase knowledge of integrating materials into home visiting practices; and 3. Increasing implementation knowledge essential for sustaining the use of materials in home visiting practices. The training will use the Extension of Community Health Outcomes or ECHO model, an evidenced based platform that provides quality educational opportunities to professionals who work in rural communities in an inclusive and sustainable manner.

Three additional training courses will be conducted at statewide events/conferences: the Early Childhood Home Visitors and for the disability professional/providers.

To promote sustainability, one additional webinar for home visiting program supervisors on how to utilize the materials and training with all of the home visitors in their program. The learning outcome for the supervisor session is to increase the knowledge of strategies for conducting within-program

training with and support for home visitors in order to promote positive parenting outcomes for parents with I/DD.

The University of Arizona; Requesting \$68,319

In collaboration with Ability 360, Raising Special Kids, DDD, the Arizona Spinal Cord Injury Association and United Healthcare, the Sonoran UCEDD will build upon what has already been done by the collaborative team for the past two years that they have been addressing this topic. Funding supports additional research into the topic by gathering surveys, conducting interviews and holding focus groups. Other research data on what is currently being done on a national level or assessing what best practices are in place will be gathered and summarized. Results will be shared with the collaborative group and feedback will be used to guide the development of resources and materials and community training will take place.

Resource materials will be developed and targeted to three sets of groups: The first group are individuals and parents with disabilities to support them in their decision-making, access to quality medical care, and support to assist them during their pregnancy and parenting.

The second group targeted with resources is the medical community to increase their awareness and improve service delivery practices that are accessible and available to individuals with a disability to address their pregnancy and parenting questions, needs, and care.

A third set of resources will focus on the developmental disability community of individuals, family members, and professionals to increase the choices available, support for individual decision-making, and the medical care and assistance during pregnancy and parenting a child.

Each of the partners mentioned will have active roles in recruitment for the surveys, focus groups and interviews. They will also analyze the information and determine the best ways to create resources, how information will be disseminated through multiple formats; and the group will also be tasked to evaluate the effectiveness of their approach and make any adjustments to their project as needed.

Other specifics to mention:

- The targeted number for research data includes 30 survey respondents and 25 interview, focus group, and content expert participants (N=55). Individuals with I/DD, parents and professionals will be targeted for this activity.
- A total of 13 products and resources will be developed to include 2 webinars, 5 infographics, 3 presentations, 1 Ob Gyn resource list, 1 adaptive equipment resource list, and 1 resource flyer.
- A total of 8 training products and resources will be developed to include 1 self-paced module, 1 CME course, 1 recorded zoom training, and 5 training powerpoints and handouts, and attendance at 2 family informational events.
- Recruitment materials will be developed and designed to be culturally responsive and disseminated through their listserve, newsletters, website, the UA Native webinar series, and through the project collaborative team.
- In-person training will be developed and delivered on site around the state to include Tucson, Yuma, Flagstaff, Phoenix, and a tribal community.

- The evaluation process will include survey responses collected from participants to know training satisfaction, knowledge gains and impact. User satisfaction and feedback data will be requested from those who receive products and resources. Partner organizations who interface with people with I/DD, family members, and disability and health care professionals will do field checks on a regular basis to gain anecdotal insights to learn how the information shared is being received and used. And two stories will be written and disseminated that highlight the experiences and journeys of one person with I/DD and one healthcare professional because of the information and skills they gained from the project resources and training.