



LSUHSC Human Development Center Activities Report, 3rd Quarter for April - June 2023

The Human Development Center (HDC) is part of a nationwide network of University Centers of Excellence in Developmental Disabilities (UCEDD) and serves as a resource for Louisiana in the areas of education, research, and service relative to the needs of people with developmental disabilities. Below are highlights of the activities that took place last quarter (April - June 2023) in HDC's four initiative areas according to the three main goals for this grant cycle: Enhance Collaboration, Increase Access to Quality Services, and Promote Use of Evidence Based Practice.

Early Childhood Initiatives

Early Childhood Initiatives target children between the ages of 1 and 5 years and include the **Early Head Start Childcare Partnership (EHS-CCP)**, **Inclusive Practices in Early Childhood (IPEC)**, and the **LSU Health Sciences Early Learning Center**. These programs provide training, technical assistance, and resources to increase access and equity to quality inclusive early learning environments.

○ Enhance Collaboration

- HDC IPEC continues their collaboration with the New Orleans Early Education Network (NOEEN) to increase the capacity of the City Seats program to effectively serve children with disabilities in inclusive childcare settings by:
 - Supporting developmental screening and providing referral/case coordination to over 400 children across 22 centers;
 - Providing technical assistance to EC programs in collaboration with Tulane Infant Mental Health and Early Steps, to promote effective inclusion.
- HDC IPEC is collaborating with the Archdiocese of New Orleans to implement quality disability services.
- HDC EHS-CCP is collaborating with TrainingGrounds, a local non-profit organization to support school to home collaboration and parenting education for 105 families in the EHS program.

○ Increase Access to Quality Services

- HDC EHS-CCP is serving 190 children in eight childcare centers, 23 of whom currently have IFSP/IEPs. All children received developmental screening and sensory screens (hearing and vision). Nine additional children are in referral for services.
- HDC IPEC completed developmental screening for over 400 children in the NOEEN City Seats program:
 - 97 children received follow-up classroom observation;
 - 110 referrals were made for Part C or Part B services;
 - 11 children were referred for ASD evaluation.
- HDC IPEC provided 170 disability/inclusion technical assistance visits in early childhood classrooms.

○ Promote Use of Evidence Based Practice

- HDC hosts monthly professional development for 80 early childhood educators and administrators.
- HDC's Inclusive Practices in Early Childhood (IPEC) presented 8 sessions at the Early Childhood Conference hosted by the Department of Education.
- HDC's early childhood staff provided training about disability and inclusive practices in 6 different new programs serving children birth to 5.

- HDC is working with the Department of Education to develop language and recommendations that would support centers to implement effective inclusion strategies and reduce inappropriate discipline, suspension, and expulsion.

K-12 Initiatives

HDC's K-12 Education Initiatives provide continuing education and technical assistance to families, educators, administrators, and policymakers regarding best practices for evidence-based and inclusive education. These programs include **Louisiana Autism Spectrum and Related Disabilities project (LASARD)** and the **Louisiana DeafBlind Project for Children and Youth (LADBP)**.

○ Enhance Collaboration

- HDC LASARD staff presented an overview of autism spectrum disorders to the St. James Parish Schools Special Education Advisory Panel.
- HDC LASARD staff presented to NOLA-PS administrators and educators for four full-day training sessions on Behavior Support and Instructional Strategies.
- HDC LADBP staff increased collaboration with NOLA Public Schools by presenting at their special education resource fair as well as their special education advisory council.
- HDC LADBP staff met with the new superintendent of the special school district to plan increased collaboration.
- HDC LADBP staff provided training to audiology graduate students and to early intervention providers.
- HDC LADBP staff collaborated with LASARD facilitators to provide TA and coaching together.
- HDC LADBP staff participated in the Louisiana Special Education Administrators conference.
- HDC staff, including representatives from LASARD, Paycheck, WSC WIPA, and LADBP staff, met to discuss future collaborative efforts.

○ Increase Access to Quality Services

- HDC LASARD and DBP staff provided information about services at the New Orleans Public School Resource Fair and Louisiana Special Education Administrators Association meeting.
- HDC LASARD provided information to parents and stakeholders at the St. Bernard Autism Awareness Krewe, Autism Society of Greater New Orleans, and St. Tammany Autism Awareness Day (sponsored by the town of Abita Springs).
- HDC LASARD send a monthly newsletter to highlight practices and distribute new free resources. From April to June, the monthly newsletter was opened by 185 individuals, and over 300 clicks to download the resources.
- HDC LADBP staff provided intensive TA to ten families and information and referral to dozens more.
- HDC LADBP provided stipends to three families to attend the CHARGE foundation conference this summer.
- HDC LADBP staff provided TA to families and healthcare professionals at seven clinics.
- HDC LADBP staff submitted the 2022 child count to the National Center on DeafBlindness, representing a 24% increase in identification of children and youth who are DeafBlind in Louisiana.

○ Promote Use of Evidence Based Practice

- HDC LASARD staff presented two presentations at the Louisiana Teacher Leader Summit: *Connecting the Connectors*, which focused on inclusion research and supporting students academically in the inclusive classroom and *Supporting Engagement of Students with Significant Cognitive Disabilities in All Educational Settings*.
- HDC LASARD staff presented at the FASD Summit on *Building Collaborative Home-School Environments*.

- HDC LASARD hosted monthly “Lunch and Learn” webinars, open to families and educators on topics related to evidence-based practices for individuals with disabilities. Topics this quarter included:
 - April 2023 – Sensory Supports
 - May 2023 – Summer Transition Supports
- HDC LADBP staff presented at the Teacher Leader Summit to about 100 educators regarding evidence-based practices in working with students who are DeafBlind.
- HDC LADBP staff provided TA and training to twelve school teams or administrators.
- HDC LADBP staff recruited a new participant in the intervener pilot program.

Transition, Employment, and Careers (TEC) Initiatives

HDC’s TEC initiatives support agencies, programs, service providers and job seekers with disabilities to obtain and maintain community employment outcomes that are competitive and integrated by building knowledge and capacity of secondary and post-secondary educators, community providers, employers, and self-advocates/advocates. Programs include West South Central Work Incentives Planning Assistance (WSC-WIPA), Computing for Youth with Autism (CYA) with FHF NOLA, Employment First Core Training, Customized Employment Training and Postsecondary Apprenticeship for Youth (PAY Check).

o Enhance Collaboration

- Louisiana Rehabilitation Services (LRS) and Jefferson Parish Public School System (JPPSS) continue to collaborate with HDC to implement the Postsecondary Apprenticeship for Youth (PAY Check) program. Other school systems are referring exiting students for PAY Check services through their LRS counselor.
- For Computing for Youth with Autism (CYA), HDC TEC works in partnership with FHF NOLA, LRS, Delgado and Operation SPARK to expand and refine the talent pipeline to technology careers.
- HDC TEC staff is active on the national APSE Public Policy committee and is also working with the SSA policy updates, national ethical guidelines, and the national job coach certification council for Certified Employment Support Professional (CESP).
- HDC TEC continues to collaborate with St. Paul’s Catholic High School to provide PAY Check services on the north shore and is collaborating with Florida Parish Human Services Authority, Families Helping Families Northshore, and the NS LRS office.
- HDC TEC Sue Killam has been named to the NEON (National Employment Opportunities Network) as a Subject Matter Expert (SME) to help states work towards the goals and outcomes identified in the Home and Community Based Services (HCBS). Sue is currently working with Tennessee and the New York Alliance on assistance with increasing and enhancing access to Competitive Integrated Employment (CIE).
- HDC is working with various school parishes who have expressed interest in establishing transition services and supports like the PAY Check program in their parish. HDC TEC conducted two sessions on this at the Teacher Leader Summit on how to expand transition career pathway services and supports in their district with the support and TA from HDC PAY Check.
- HDC recently completed a CYA Program Satisfaction & Evaluation and provided CYA with a detailed narrative report and analysis of the results.

o Increase Access to Quality Services

- For 2023-2024 there are twenty-six (26) students enrolling in HDC’s PAY Check programs in PAY Check NOLA and PAY Check North Shore.
- Enrollment of 2023-2024 students is on-going in preparation for services to begin July 2023 will begin July 17 and classes start at the Community College August 15.
- Jefferson Parish Human Services Authority, Metropolitan Human Services District and Florida Parish Human Services District are now collaborating to ensure the individuals who have left high school that are within the age range, have access to transition and employment opportunities with PAY Check by funding the PAY Check enrollment fee.

- HDC’s PAY Check program continues to focus on providing participants with in-person, one-on-one pre-ETS units/sessions, two paid internships, Job Shadowing (2) and Work Site Visits (2), and Job Placement as the individual progresses along their 12-month career pathway.
 - PAY Check is expanding the career pathway transition model to other interested parishes through contracts with the school system to create a Transition to Employment Community of Practice including: LRS Regional Office, Regional Human Services District, local Families Helping Families, and the participating school district.
 - HDC West South Central Work Incentives Planning Assistance (WSC-WIPA) continues to receive between 40+ referrals each month. Lighthouse for the Blind provides WIPA services for the other half of the state. HDC WIPA includes twenty-one Texas counties and thirty-three Louisiana parishes.
- **Promote Use of Evidence Based Practice**
 - HDC TEC is promoting professional development, planning, and mentoring and TA to school districts interested in expanding and enhancing their transition services and supports for students in transition. TEC initiatives will engage with interested school districts to plan for targeted activities. HDC TEC would work in concert with school district personnel to plan and implement expansion of best practice models for schools and their communities.
 - HDC TEC provided Customized Employment training sessions beginning in April to 11 LRS Supported Employment vendors.

Interdisciplinary Training Initiatives

HDC’s Interdisciplinary Training Initiatives provides training opportunities to graduate students, professionals, families, and self-advocates. HDC’s Interdisciplinary Training programs include **Leadership Education in Neurodevelopmental and related Disabilities (Louisiana LEND)** (funded by US Department of Health and Human Services- Maternal Child Health Bureau) and **Interprofessional Preparation for Related Services Personnel Serving Children with Disabilities Who Have High Intensity Needs (known as IPP)** (funded by US Office of Special Education Programs) grants. The HDC LEND program is designed to prepare students for future roles as leaders in supporting families and individuals with developmental delays/disabilities and special health care needs. HDC LEND promotes principles of family and person-centered care (and thinking) as well as interdisciplinary and transdisciplinary collaboration. The IPP program is designed to foster collaboration between the related services professionals and special education educators in providing comprehensive services to students receiving special education services as mandated by IDEA. Both programs provide training as well as clinical and field experiences to graduate students and professionals working in a variety of disciplines (e.g., Occupational and Speech Therapy, Psychology, Audiology), as well as self-advocates and parents. HDC’s Interdisciplinary Training Initiatives also include the Autism Spectrum Disorder Interdisciplinary Diagnostic Clinic (ASDID) and the Early Learning Center (ELC), which provide opportunities for interdisciplinary experiential learning.

- **Promote Use of Evidence Based Practice**
 - HDC’s LEND program provided training, clinical and field experiences to 10 graduate students, self-advocates, parents and working professionals who completed their program in 2022-2023.
- **Increase Access to Quality Services**
 - HDC IPP program is funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) as part of their efforts to increase the number of educators and related services professionals sufficient to assure trained personnel to work with children and youth who qualify for special education in the nation’s schools. At the close of this year’s cohort (August 2, 2023) the program will have trained thirty-one individual graduate students.
 - The twelve 2022-23 Cohort 3 scholars representing occupational therapy, speech-language pathology, special education – deaf/hard or hearing, audiology, counseling, special education – blind/visually impaired, and physical therapy continue through August 2, 2023.

- The six summer entry 2023-24 Cohort 4 scholars representing physical therapy, speech-language pathology, and occupational therapy will continue through May 31, 2024.
- Six additional fall entry scholars will be admitted in the 2023-24 Cohort 4. The applicant pool represents student in psychology/ABA, audiology, physical therapy, and special education – deaf/hard of hearing,
- The HDC LEND program admitted 14 long-term trainees to the 2023-2024 HDC LEND program representing speech-language pathology, mental health counseling, neuroscience, occupational therapy, self-advocacy, physical therapy, dentistry, nursing, and audiology.