

# Act Early State Team Meeting

Wednesday, October 27, 2021 | 9:30 am – 11:00 am



Welcome

# Today's Schedule

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- 9:00 am**      **Welcome & Introductions**
- 9:10 am**      **Lightning Round: Updates on work within the State Team**
- 9:30 am**      **Increasing Diagnostic Capacity – Vanderbilt Treatment & Research Institute for Autism Spectrum Disorders (TRIAD)**
- 10:00 am**      **Breakout Discussions**
- 10:25 am**      **Wrap-up and adjourn**

# Meeting Objectives

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- Highlight recent Act Early State Team member activities related to assessment, evaluation, & diagnosis (Goal 3 of the State Plan).
- Learn about an effective strategy for building community-based diagnostic capacity through provider training.
- Identify strategies the Team can use in Wisconsin to increase timely access to assessment, evaluation, and diagnostic services.

# Introductions

# Please introduce yourself...

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Share your name and the agency or group you represent in the chat

Lightning Round

# Bright Spots in Assessment, Evaluation, & Diagnosis



## Vanderbilt's Treatment & Research Institute for Autism Spectrum Disorders (TRIAD):

### Pivoting in the time of COVID

Amy Weitlauf, PhD

Jeffrey Hine, PhD, BCBA

Mary Fleck, MEd, BCBA

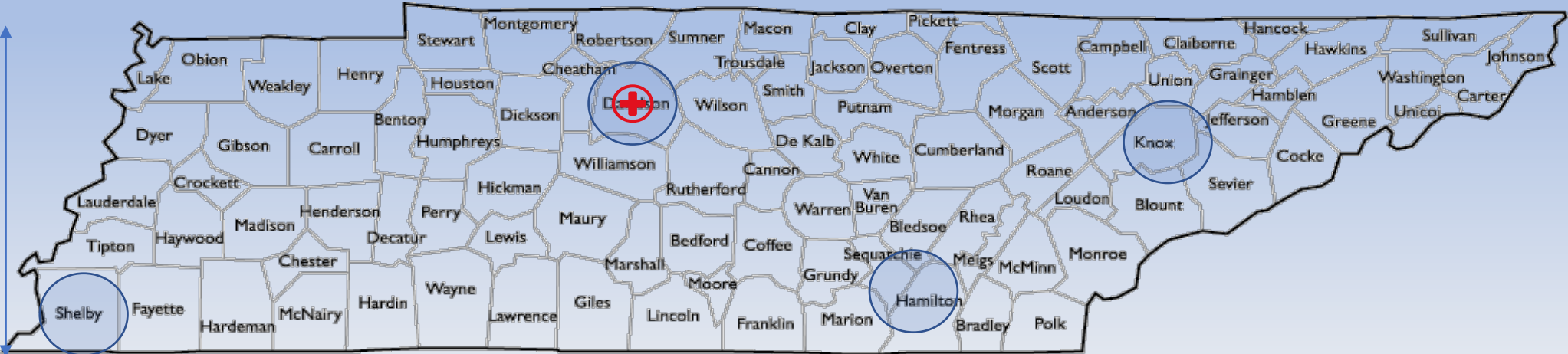
October 27, 2021

What (or who) is TRIAD?



440 miles

120 miles





Cue the pandemic!



Today, we want to focus on how we support two groups already embedded in communities:

Part C Birth-to-Three providers

Primary care providers



## Early Identification of ASD through Telemedicine: Potential Value for Underserved Populations

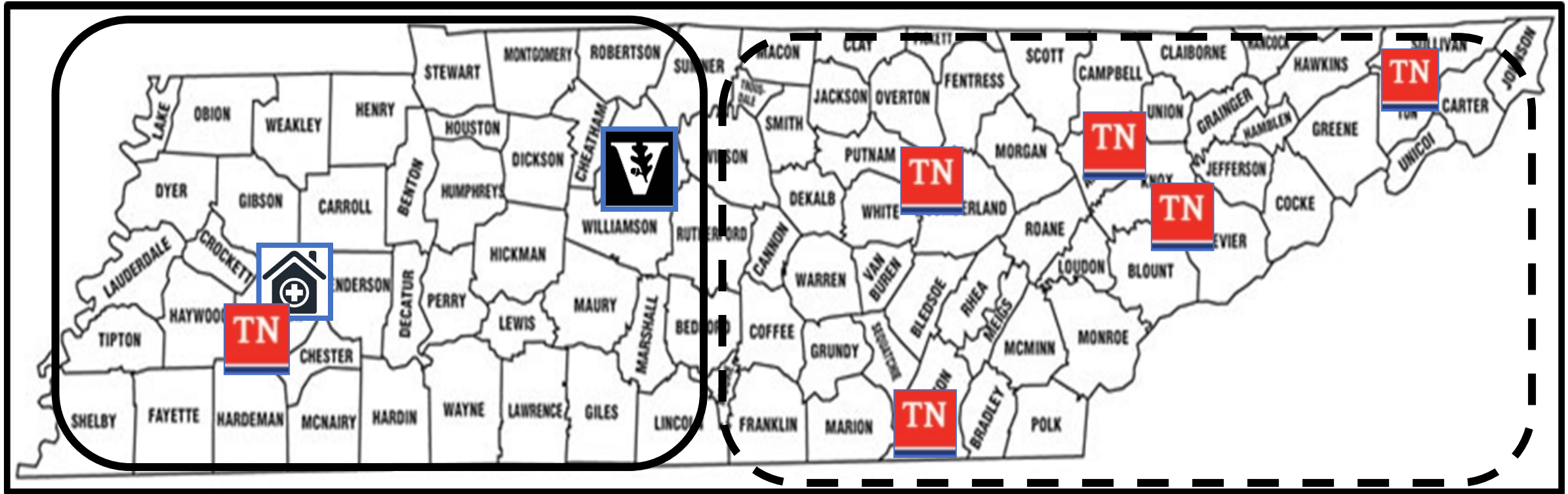
[A. Pablo Juárez](#), M.Ed. BCBA,<sup>1,2,3</sup> [Amy S. Weitlauf](#), Ph.D.,<sup>1,2</sup> [Amy Nicholson](#), M.A.,<sup>1,2</sup> [Anna Pasternak](#), B.A.Sc.,<sup>1,2</sup> [Neill Broderick](#), Ph.D.,<sup>1,2</sup> [Jeffrey Hine](#), Ph.D., BCBA-D,<sup>1,2</sup> [J. Alacia Stainbrook](#), Ph.D., BCBA-D,<sup>1,2</sup> and [Zachary Warren](#), Ph.D.<sup>1,2,3,4</sup>



## Measuring the service system impact of a novel teleradiologic service program for young children with autism spectrum disorder

[J Alacia Stainbrook](#)<sup>1</sup>, [Amy S Weitlauf](#)<sup>1</sup>, [A Pablo Juárez](#)<sup>1</sup>, [Julie Lounds Taylor](#)<sup>1</sup>, [Jeffrey Hine](#)<sup>1</sup>, [Neill Broderick](#)<sup>1</sup>, [Amy Nicholson](#)<sup>1</sup>, [Zachary Warren](#)<sup>1</sup>

# TRIAD's TN Early Assessment and Mentorship Opportunity (TEAM Opp)



Established Contracted Sites



TEAM Opp

# Max's sleep data Session 2

Sleep Data Sheet

	Date: <b>SUN</b>	Date: <b>MON</b>	Date: <b>TUE</b>	Date: <b>WED</b>	Date: <b>THU</b>	Date: <b>FRI</b>	Date: <b>SAT</b>
Daytime Habits	Minutes spent in: Exercise <u>90</u> Naps <u>4-5:30</u>	Minutes spent in: Exercise <u>120</u> Naps <u>12-3</u>	Minutes spent in: Exercise <u>90</u> Naps <u>3:30-5</u>	Minutes spent in: Exercise <u>60</u> Naps <u>12-3</u>	Minutes spent in: Exercise <u>120</u> Naps <u>4-5</u>	Minutes spent in: Exercise <u>90</u> Naps _____	Minutes spent in: Exercise <u>120</u> Naps <u>3-4</u>
	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>	Caffeine Amount (mg) <u>0</u>
	Morning light? <input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No	<input checked="" type="radio"/> Yes No
Evening Activities (stop time)	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm	Dinnertime _____pm Screen time _____pm Exercise _____pm
	Last 5 things you did before bedtime	Time started: _____pm	Time started: _____pm	Time started: _____pm	Time started: _____pm	Time started: _____pm	Time started: _____pm
	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Bedtime	_____pm	_____pm	_____pm	_____pm	_____pm	_____pm	_____pm
Minutes to fall asleep (circle one best guess)	Less than 30 min	Less than 30 min	Less than 30 min	Less than 30 min	Less than 30 min	Less than 30 min	Less than 30 min
	30-59 min	30-59 min	30-59 min	30-59 min	30-59 min	30-59 min	30-59 min
	1-2 hours	1-2 hours	1-2 hours	1-2 hours	1-2 hours	1-2 hours	1-2 hours
	More than 2 hours	More than 2 hours	More than 2 hours	More than 2 hours	More than 2 hours	More than 2 hours	More than 2 hours
Night Wakings	How many? _____	How many? _____	How many? _____	How many? _____	How many? _____	How many? _____	How many? _____
	How long? _____	How long? _____	How long? _____	How long? _____	How long? _____	How long? _____	How long? _____
	Child leave bed? _____	Child leave bed? _____	Child leave bed? _____	Child leave bed? _____	Child leave bed? _____	Child leave bed? _____	Child leave bed? _____
Parent Response?							
Wake Time	<u>11</u> am	<u>7</u> am	<u>10</u> am	<u>7</u> am	<u>11:30</u> am	<u>7</u> am	<u>10:30</u> am



0:21:53

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0:40:35

# VKC-TRIAD Primary Care Outreach

## Provider Training & Supports

- Embedded/Tele-Consultation
- Targeted Trainings
- Learning Community/Didactics
- CME/MOC/QI

## Embedded Psych Services

- ASD Consultation
- Provider support/training

## Resident Training & Supports

- DBP Rotation Enhancements
- Embedded/Tele-Consultation
- Resources for Care Coordination



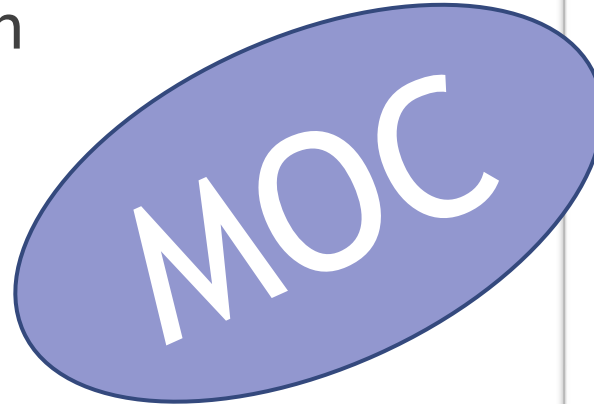
# Primary Care Learning Community

- ▶ Monthly Zoom calls for PCPs and other pediatric providers
- ▶ Led by VUMC faculty and/or experts and advocates from community
- ▶ Example topics include
  - ▶ Resources/Navigation
  - ▶ Psychotropic Meds
  - ▶ Post-diagnosis follow-up
  - ▶ COVID resources



# Improving screening and referral procedures within primary care

- ▶ Virtual training
- ▶ Tele-consultation/assessment
- ▶ Family/provider navigation
- ▶ Capacity building



## TENNESSEE CARES NETWORK at Vanderbilt University Medical Center

### MOC Part 4 Quality Improvement Program Improving Screening and Referral Procedures for Children At-Risk for Autism

This program helps physicians improve care coordination for young children at-risk for autism spectrum disorder (ASD) and other neurodevelopmental disabilities. Participation options can range from improving basic ASD screening practices to enhanced diagnostic consultation and follow-up within primary care settings.

#### Supports available to participating providers include:

- 1) Booster sessions and technical assistance for meeting AAP recommendations for screening and referral practices
- 2) Live consultation and "curbside consults" for high-risk patients
- 3) Virtual or in-person training in diagnostic assessment and follow-up
- 4) "Direct-to-patient" tele-diagnostics from TRIAD specialists
- 5) Access to family navigational supports
- 6) Participation in the VKC/TRIAD Primary Care Learning Collaborative CME events.



Meaningful participation requirements include participating in at least four PDSA data cycles (minimum 6 months), completing brief online modules related to QI and screening practices, participating in at least four learning collaboratives or TRIAD teleconsultation sessions, and entering monthly practice-level data.

*The American Academy of Pediatrics (AAP) Quality Cabinet and the Tennessee Chapter of the AAP have reviewed and approved this project. This activity is eligible for 25 Maintenance of Certification (MOC) Part 4 points from the American Board of Pediatrics (ABP) given "active role" status for at least 6 months.*

#### Interested?

Contact Jeffrey Hine, PhD, BCBA, at [jeffrey.hine@vumc.org](mailto:jeffrey.hine@vumc.org) or call (615) 875-9515



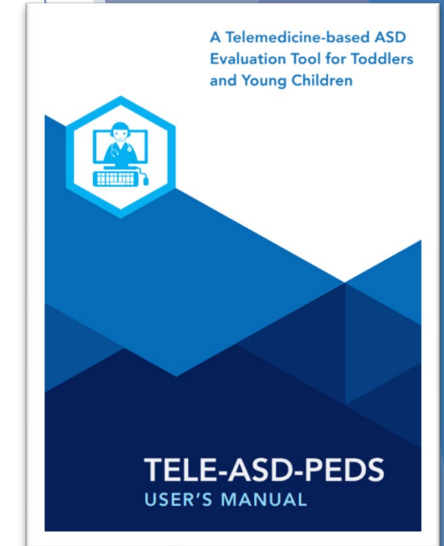
**Enhancing developmental-behavioral  
pediatric rotations by teaching  
residents how to evaluate  
autism in primary care**

Jeffrey F Hine , Liliana Wagner, Rachel Goode,  
Verity Rodrigues, Julie Lounds Taylor ,  
Amy Weitlauf and Zachary E Warren

# DBP Rotation Enhancements

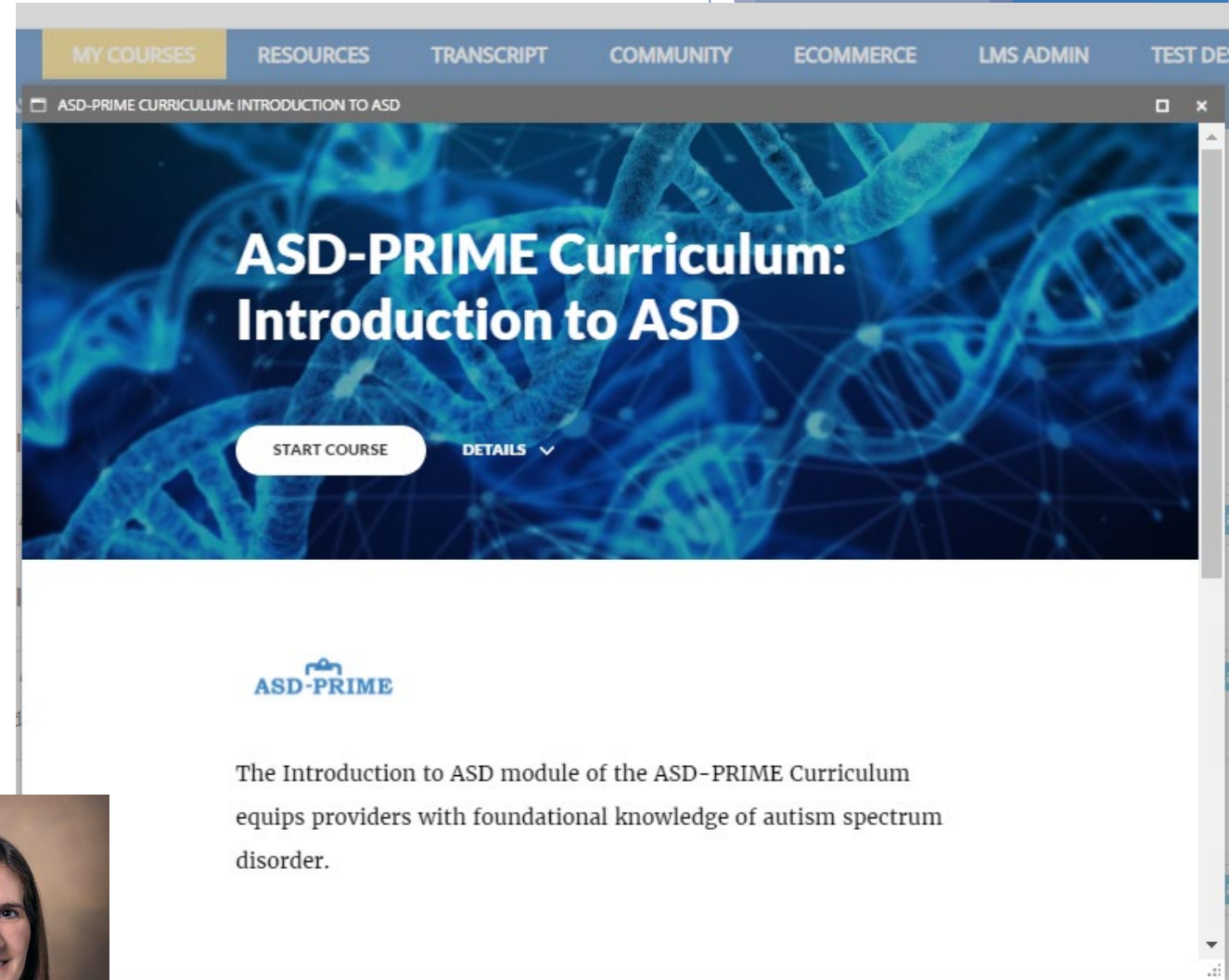
## *ASD in Primary Care Education: ASD-PRIME*

- ▶ Explicit training in:
  - ▶ Clinical interviewing
  - ▶ Observational assessment tools
  - ▶ Diagnostic decision making
  - ▶ Providing results and care coordination
- ▶ Hands-on learning opportunities
  - ▶ 2-3 half-day clinics with a psychologist or DBP
  - ▶ Part of a streamlined and/or comprehensive ASD evaluation



# ASD in Primary Care Education: *ASD-PRIME*

- ▶ ASD Fundamentals
- ▶ Developmental Screening/Monitoring
- ▶ Diagnostic formulation/feedback
- ▶ Recommendations/post-diagnosis
- ▶ Supporting IEP Process



MY COURSES RESOURCES TRANSCRIPT COMMUNITY ECOMMERCE LMS ADMIN TEST DE

ASD-PRIME CURRICULUM: INTRODUCTION TO ASD

## ASD-PRIME Curriculum: Introduction to ASD

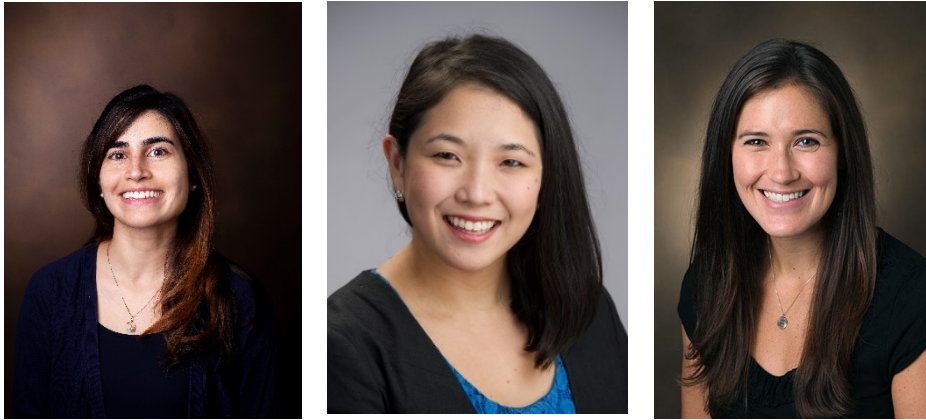
START COURSE DETAILS ▾

**ASD-PRIME**

The Introduction to ASD module of the ASD-PRIME Curriculum equips providers with foundational knowledge of autism spectrum disorder.



# Connecting self-efficacy to practice: Post-Diagnosis Follow-up QI Program:



- ▶ Increase PCP follow up post-ASD diagnosis
- ▶ Increase in PCPs completing EPIC note/best-practice checks
- ▶ EHR-supported decision-making tools



# Contact information (we love questions!)

- Amy Weitlauf: [amy.s.weitlauf@vumc.org](mailto:amy.s.weitlauf@vumc.org)
- Jeff Hine: [jeffrey.hine@vumc.org](mailto:jeffrey.hine@vumc.org)
- Mary Fleck: [mary.a.fleck.1@vumc.org](mailto:mary.a.fleck.1@vumc.org)

# Wrap-Up

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- Evaluation Poll
- Next meeting: Wednesday, January 27, 2022, 1:30 – 2:30p – Goal #4: Intervention and Coordinated Community Supports

THANK YOU!

