

Bridging the IDD-MH Training Gap: National Center for START Services' Innovative Virtual Professional Development Courses

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Scan the QR to learn more about NCSS PD courses



Mission: Increase the competence and confidence of professionals to provide effective services, support, and treatment to people with IDD-MH and their families through evidence-informed instruction and best practices.

Total

Trained

1,314

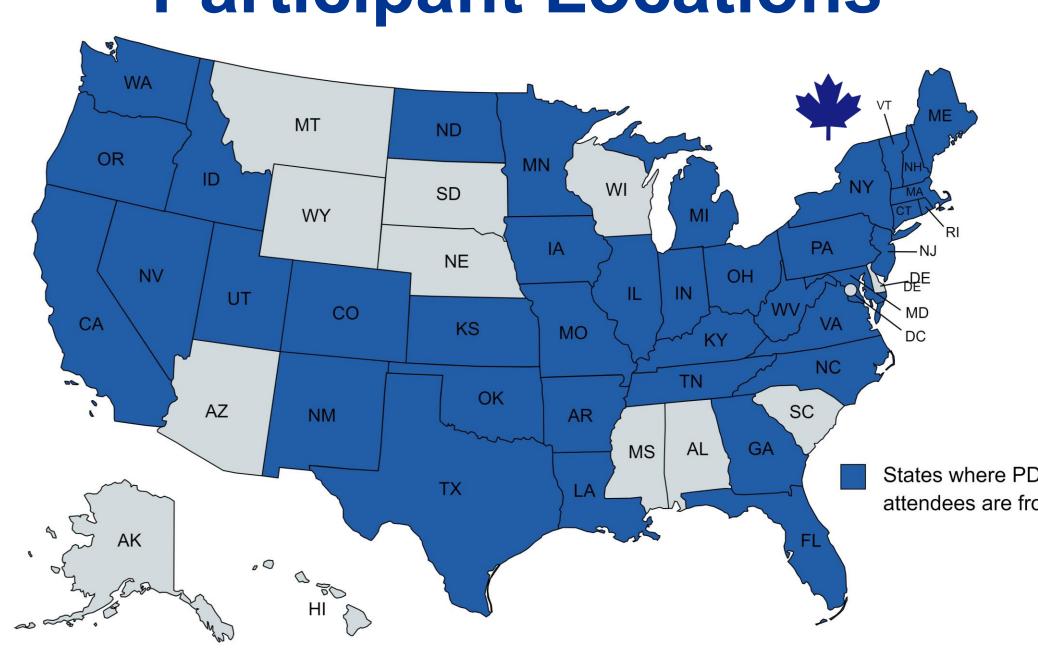
Poster Objectives

- Describe key information, characteristics and methodology associated with PD courses
- 2. Describe the prior experience related to IDD-MH of course participants
- 3. Quantify changes in perceived abilities after completion of the course
- 4. Identify additional training needs identified by PD course participants

Course Characteristics

- Six weekly live, virtual sessions
- 105 minutes
- Blend of direct instruction & interactive elements
- Sessions recorded
- Course materials + supplemental materials provided, updated regularly
- UNH CEUs
- Certificate of Completion

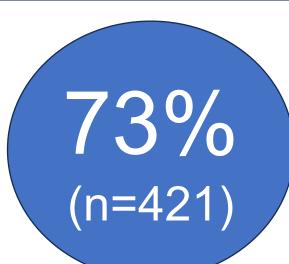
Participant Locations



Prior Experience with IDD-MH

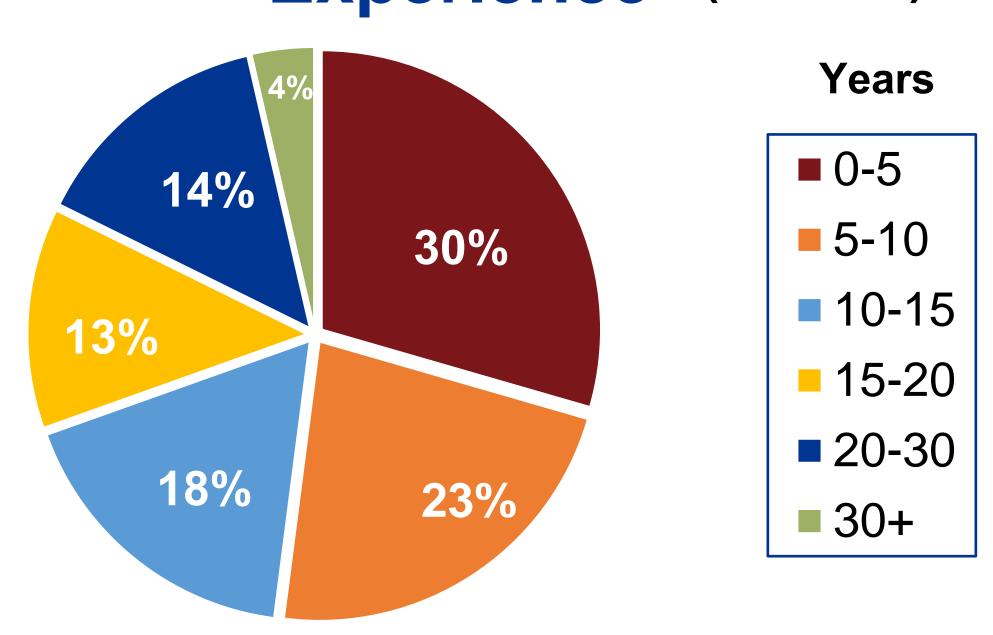


Mobile Crisis Course participants (n=280) who rated their familiarity with identifying & assessing IDD as very or moderately familiar.



Care Coordinator & DSP course participants (n=421) who rated their current level of knowledge of IDD-MH as **some but not all I** want/need.

Years of Participant Work Experience (n = 1028)



Mental Health Aspects of Intellectual and Developmental Disabilities Course for...

Mobile Crisis Responders (MCC)

Care Coordinators and Case Managers (CC)

Direct Support Professionals (DSP)

Launched January 2020 # of Cohorts: 10 Total # of people trained: 736

Launched March 2021 # of Cohorts: 5 Total # of people trained: 362

Launched March 2021 # of Cohorts: 4 Total # of people trained: 216

Course Development & Design

- Developed by IDD-MH subject matter experts
- Utilizes universal design for learning (UDL)
- Values humanistic andragogy (personcentered)
- Grounded in START principles and approaches including:

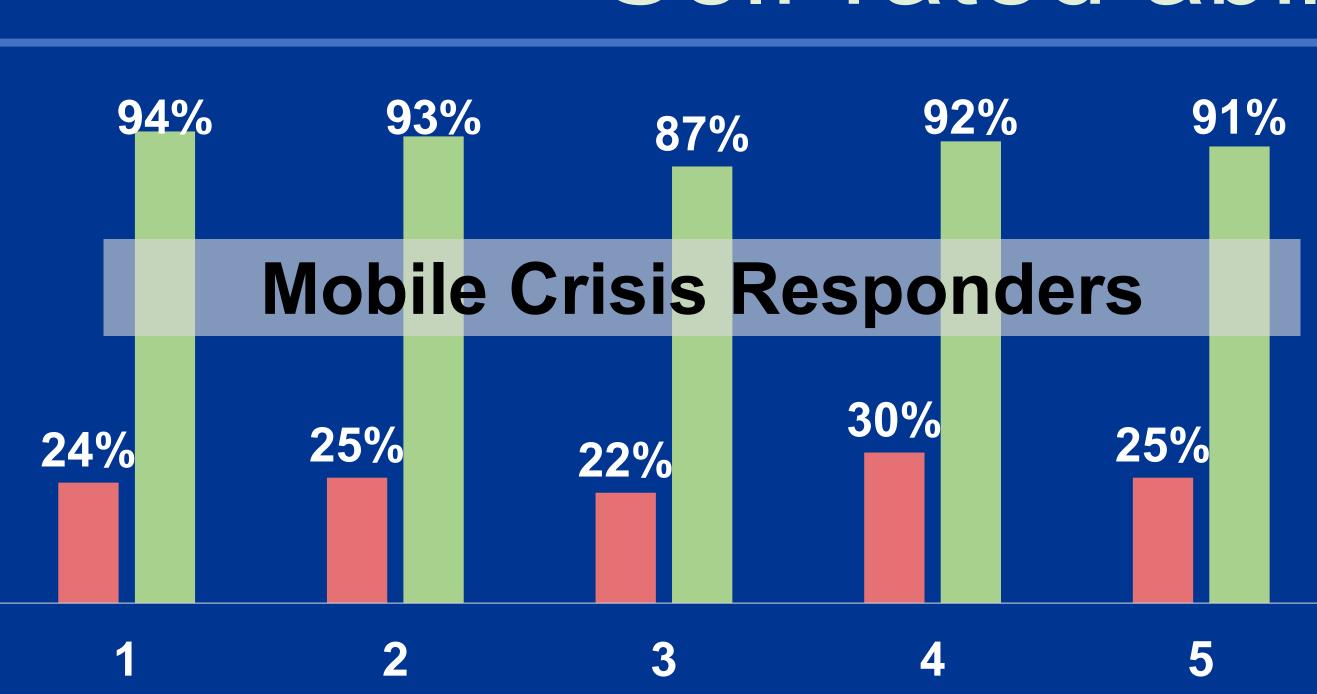
Biopsychosocial Wellness-Based Cultural Competency **Positive Psychology**

Strength-Based **Trauma-Informed**

Family and Person-Centered

Post-Survey

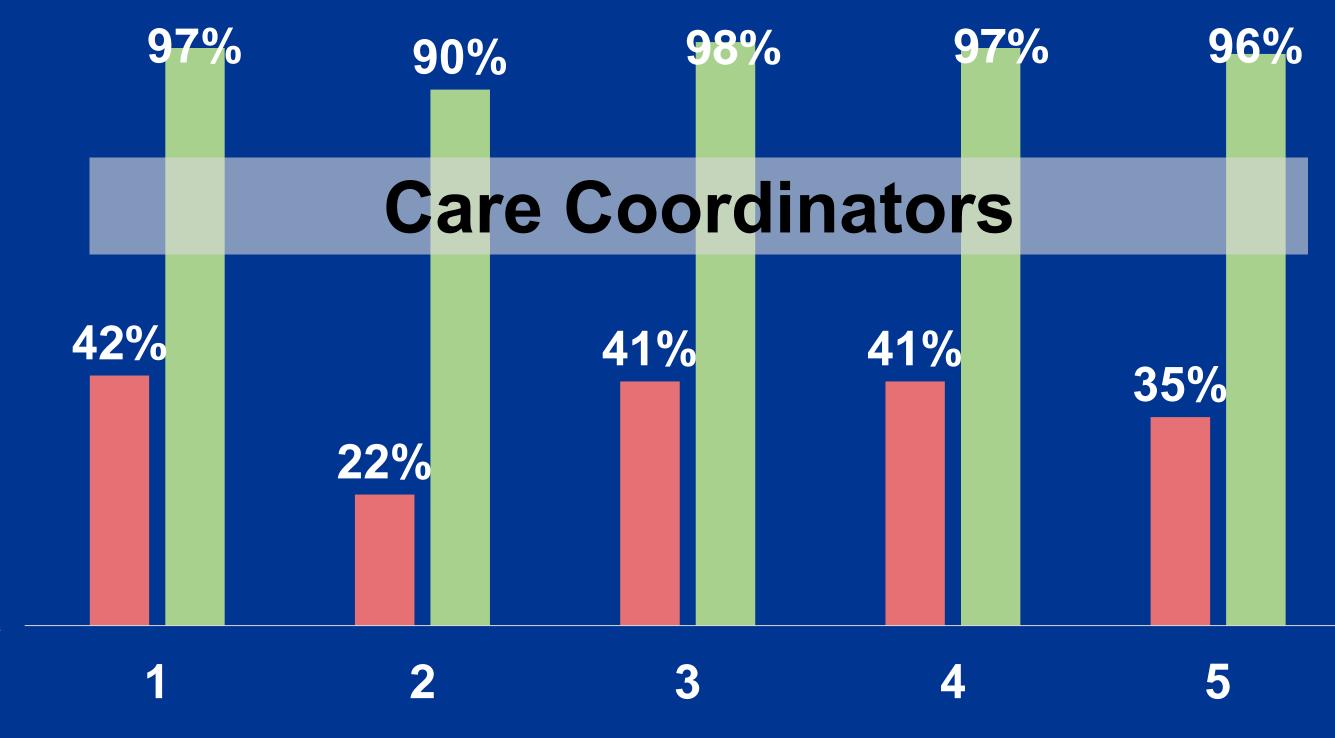
Self-rated abilities pre & post Pre-Survey

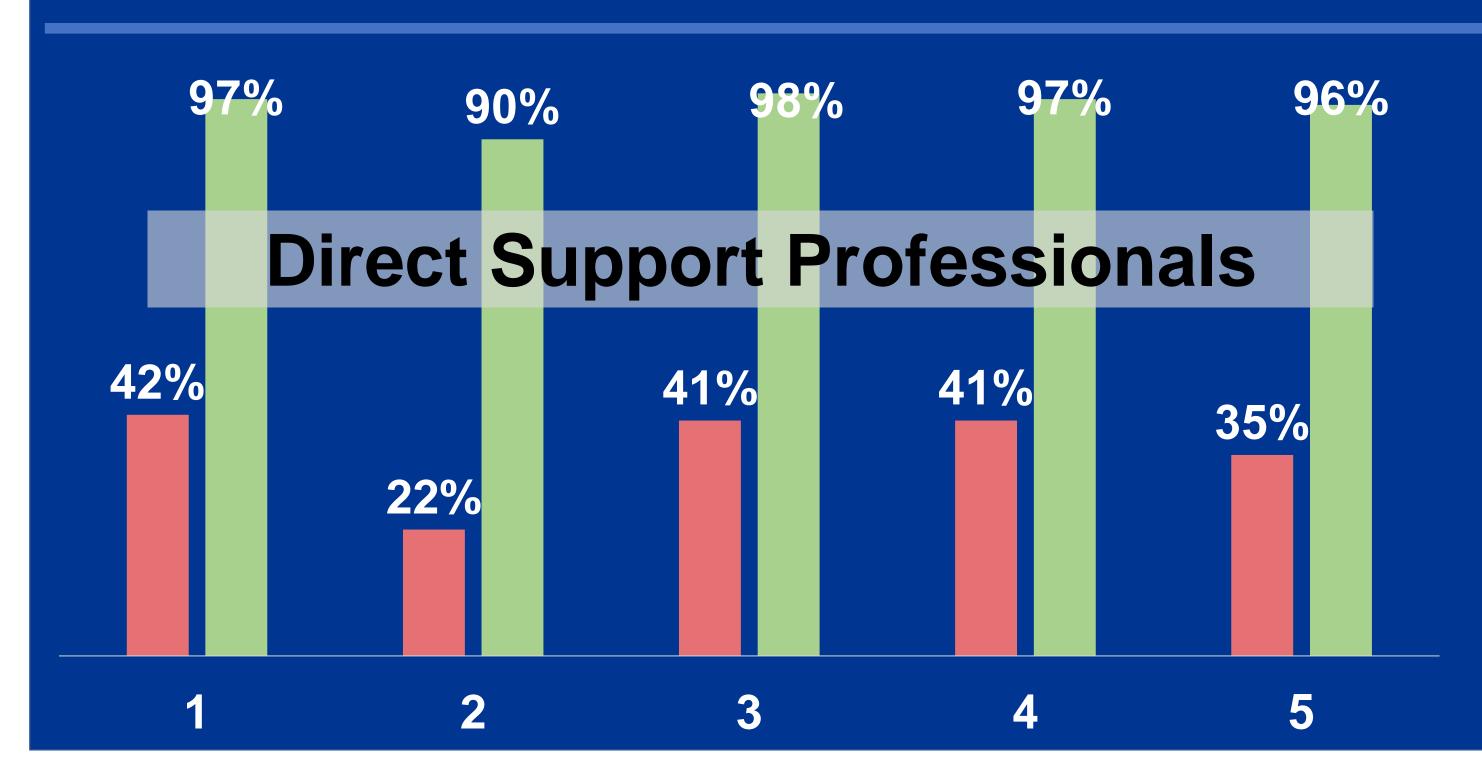


- 1. Identify how common mental health conditions present in persons with IDD.
- 2. Identify the most common mental health conditions within the IDD population.
- 3. Clarify difference between presentation and diagnosis.
- 4. Apply skills and approaches to crisis assessments.
- 5. Integrate information into disposition recommendations.

1. Identify how common mental health conditions present in persons with IDD.

- 2. Describe strategies to improve systemic engagement and linkages.
- 3. List ways to include the perspective of the service recipient and their families
- 4. Explain the differences between leadership and advocacy.
- 5. Apply skills and approaches to the supports and services delivered to individuals with MH/IDD and their families.





- 1. Demonstrate an understanding of IDD and the presentation of mental health conditions.
- 2. Demonstrate a biopsychosocial understanding of strengths and vulnerabilities.
- 3. Apply strengths-based therapeutic practices, interventions, and skills.
- 4. Effectively facilitate therapeutic activities.
- 5. Engage in positive and wellness-focused interactions.

Enrollment

Methods

- Shared with START Network via NCSS newsletters; open to all
- Group enrollment process for organizations

Session Facilitation

- Leveraging technology to promote engagement and collaborative learning
- Diverse facilitator pairings including people with lived experience of IDD-MH
- Weekly intersession meetings to review session surveys with facilitators; build the "You Spoke We Listened" slide based on session survey feedback

Evaluation Measures

- Pre survey: Demographics, prior experience/background, knowledge-based questions
- Post survey: Self-assessment, overall evaluation, knowledge-based questions (same as pre)
- Session survey: Overall satisfaction & room for comments/questions

"I cannot tell you how much I am enjoying this series. Having served this population for years it feels like a breath of fresh air to discuss these services with such compassion and hope!" -PD Course Participant

Participant-Identified **Training Needs**

Systemic collaboration Suicide & IDD Leadership/advocacy/management **Sensory-based considerations**

Linguistic competency (esp. disability terms) Character strengths/PERMA

Therapy Adaptations for People with IDD Psychopharmacology

Looking Ahead

- Addition of Applied Positive Psychology course (October 2023)
- Developing a course for counselors/therapists
- Designing "Level II" options for those who wish to continue their learning
- Adjusted outreach schedule to raise postsurvey completion

What do you think?

The University of New Hampshire (UNH) recognizes the decades-long contributions of Dr. Joan Beasley, to the field of therapeutic interventions for individuals with intellectual and developmental disabilities and mental health needs. Beginning 1992, Dr. Beasley and co-authors published a series of papers describing protocols that would ultimately become the Systemi Assessment, Resources, and Treatment (START)/Sovner Center Model. The National Center for START Services™ (NCSS) was founded in 2011 at the University of New Hampshire's Institute on Disability. Through the efforts and dedication of Dr. Beasley and her colleagues, the National Center for START Services™, provides technical assistance, training evaluation, and certification to START programs and resource centers in more than 15 states, serving the mental health needs of thousands of individuals with intellectual disabilities. Today, START is an evidence-informed and evidence-based model which strives to build capacity across systems to meet the needs of individuals with IDD-MH.