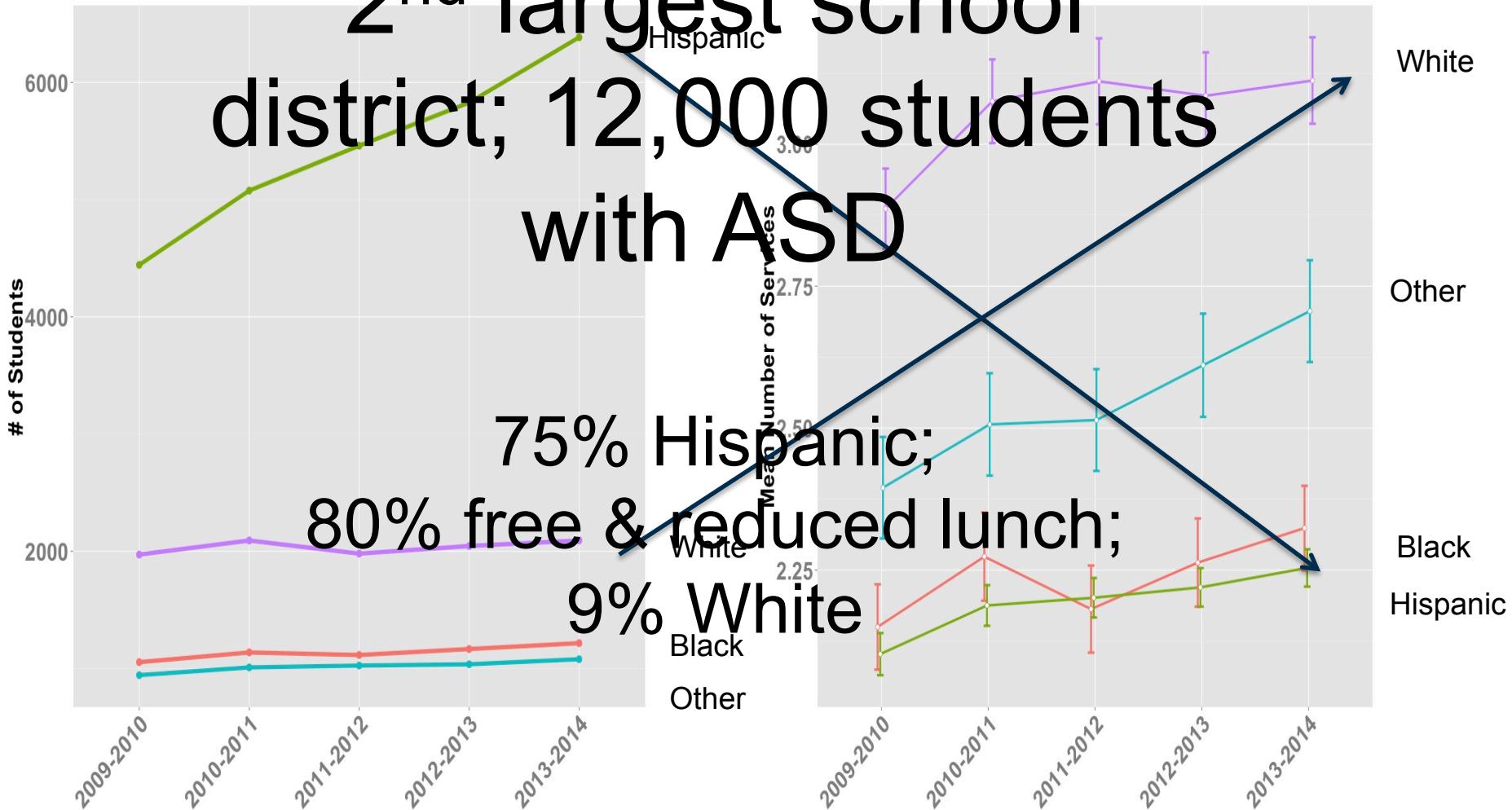


Academic-Community Partnerships: What can we learn?

Connie Kasari
December 8, 2015

LAUSD...

2nd largest school
district; 12,000 students
with ASD



Disparities are real.....

Public schools should be place
without disparities in services

3 Issues to consider.....

There is a **HUGE** research to
practice GAP

Most children with ASD have never been in a research study

AND MOST INTERVENTIONS have never been tested in any controlled study;

The 'evidence-base' does not reflect *most children in the community* (Weisz, 2004)

Deployment focused models may help

Intervention development and testing with participants within context (e.g., homes/schools) for which intervention is intended and by people intended to deliver the intervention (e.g., parents, teachers)

Interventions tested against usual care

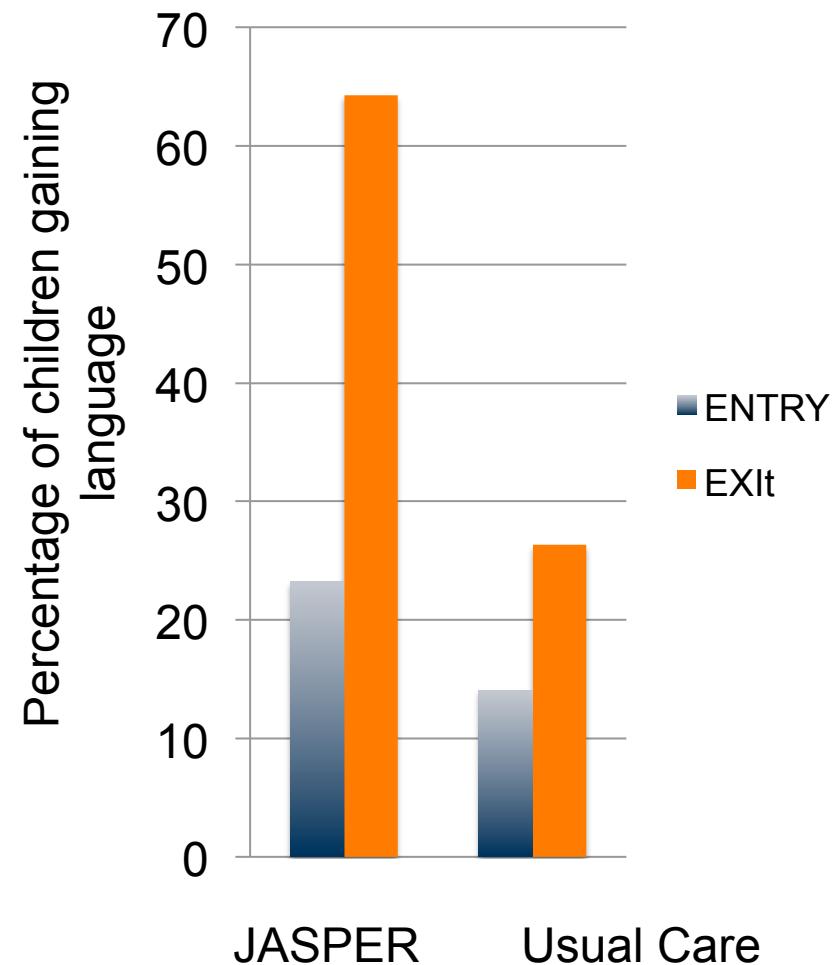
Clear that services are variable
across the US

Models need to address this disparity

Difference in children who get early evidence-based social-communication interventions (n=115)



2-3 year olds with ASD

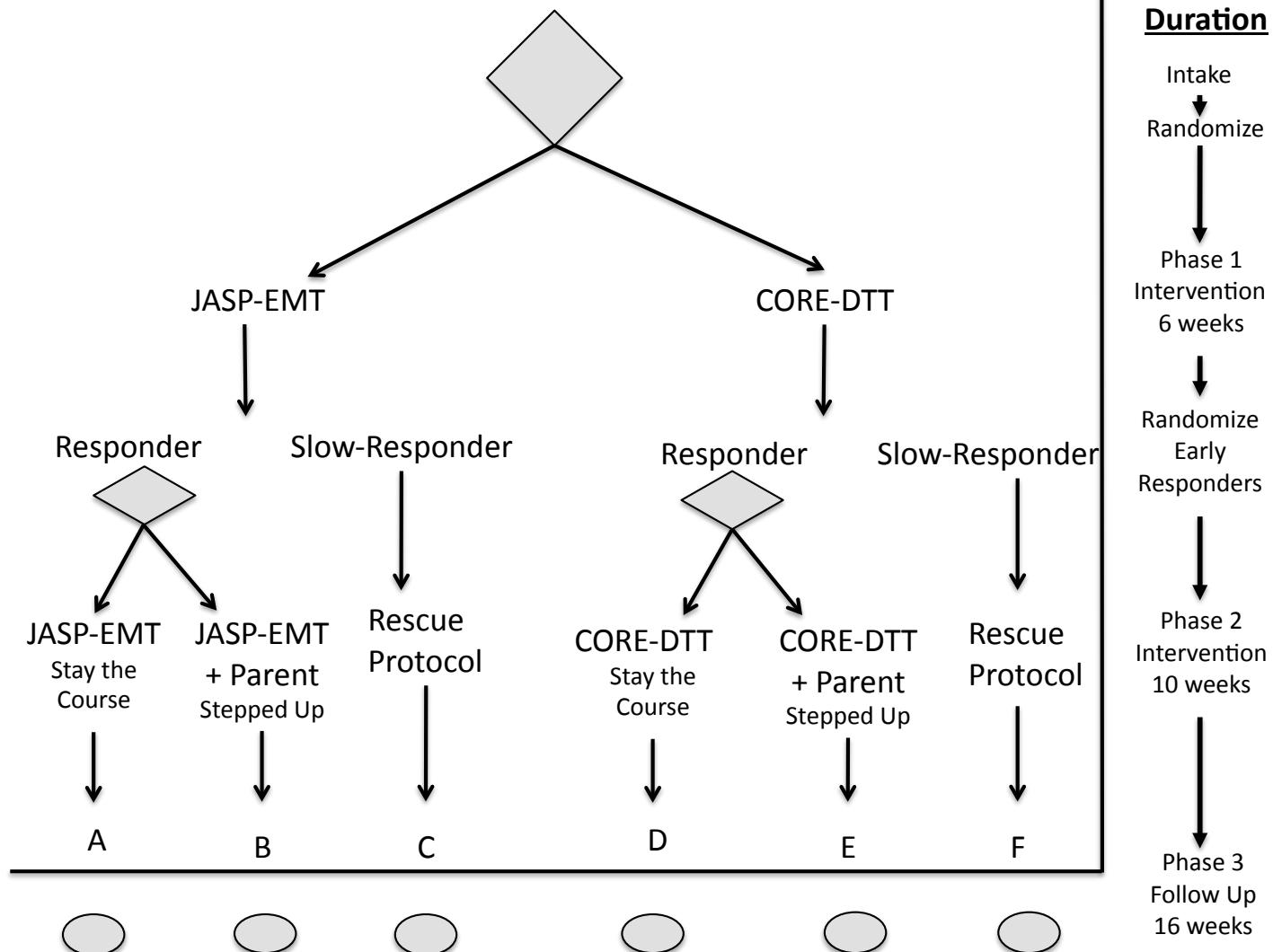


A single treatment is
not effective for all!

Methodologies are needed to
personalize, tailor interventions

Address for whom the intervention works,
and why.....

Figure 3: SMART Design



3

Sustainability is often poor

Training models and implementation fidelity
difficult

'active ingredients' of effective treatments

Modules or targeted treatment strategies can be applied more flexibly and are more effective, sustainable than comprehensive treatments (Chorpita et al, 2005; Weisz et al, 2012)

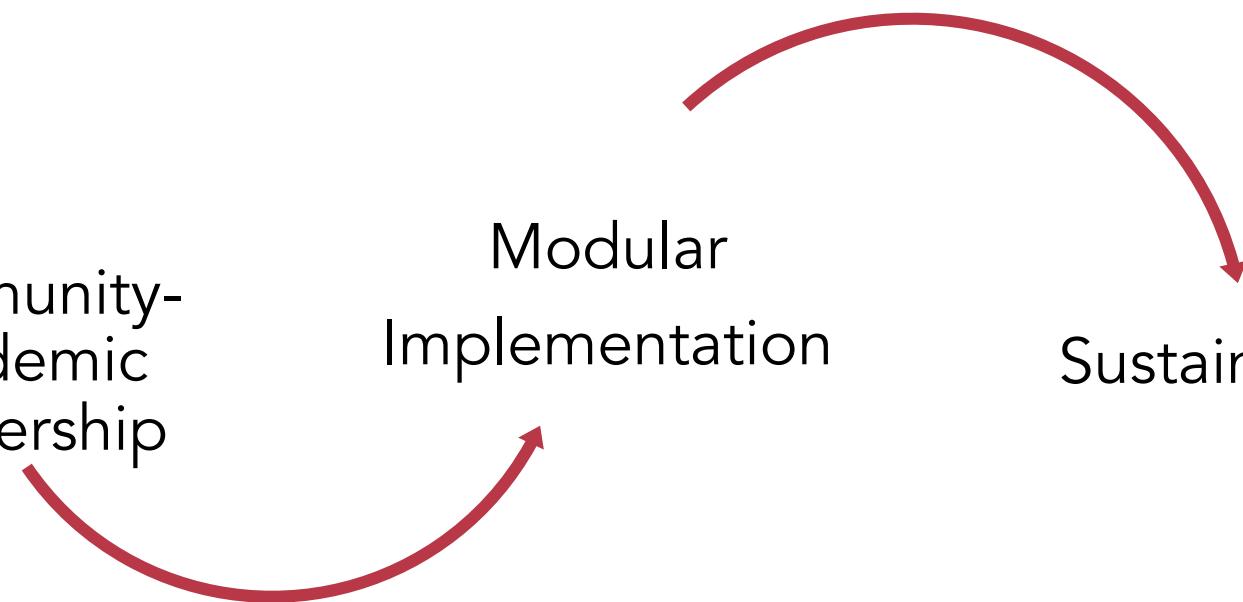
Academic-community partnerships

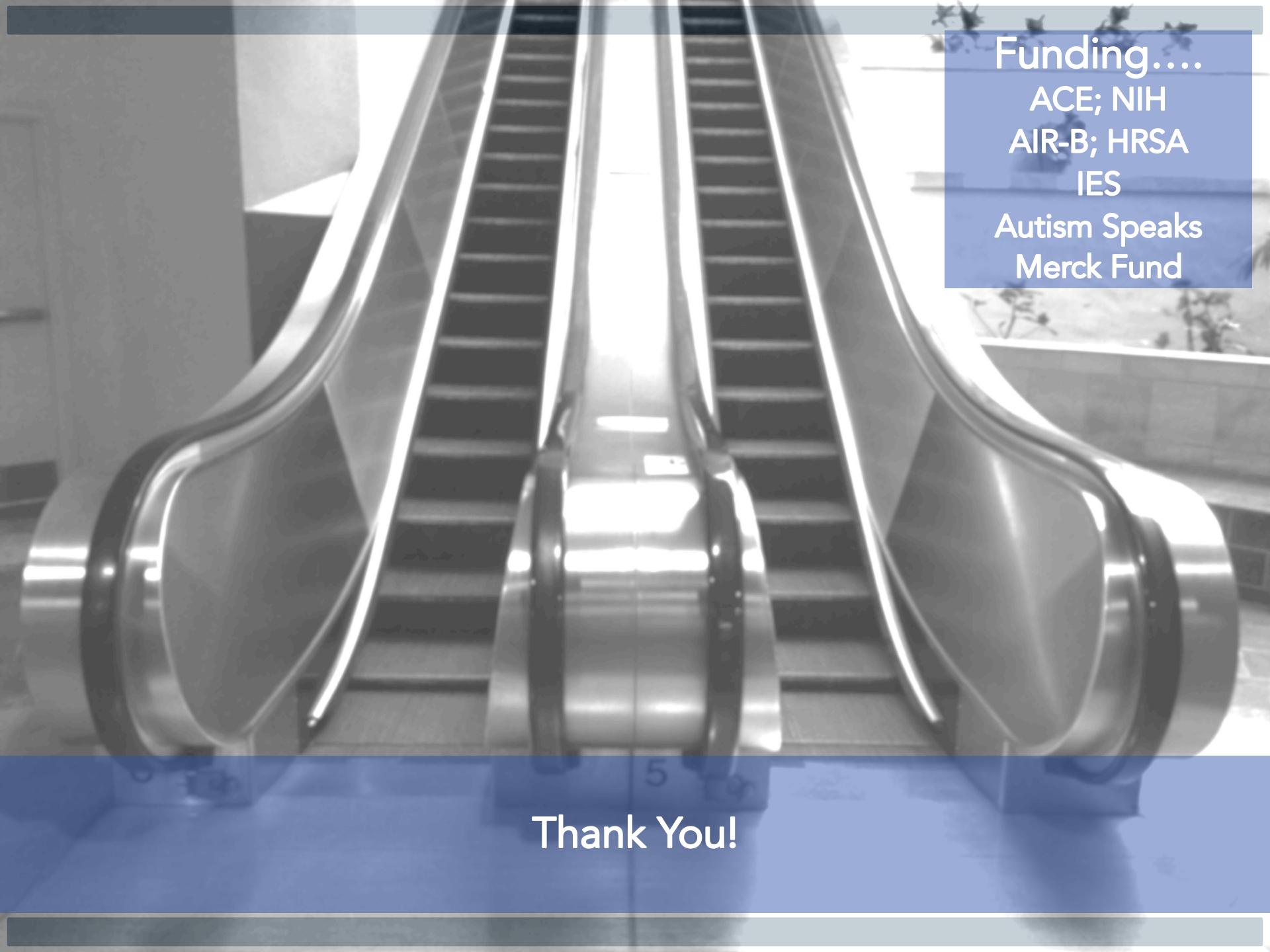
Acceptability, feasibility (buy-in) increased
for sustainable model

Community-
Academic
Partnership

Modular
Implementation

Sustainability





Funding....
ACE; NIH
AIR-B; HRSA
IES
Autism Speaks
Merck Fund

Thank You!