

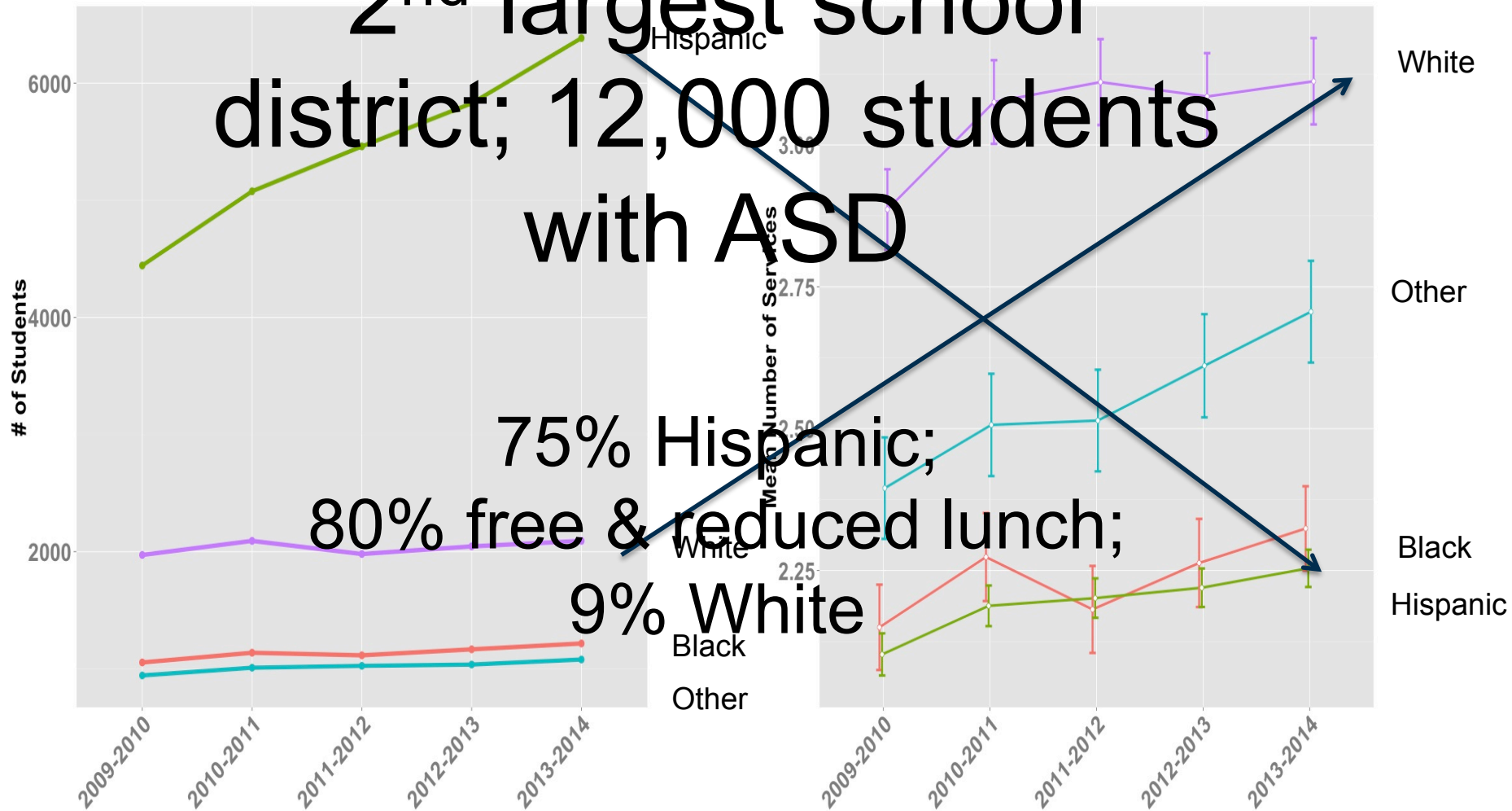
Academic-Community Partnerships: What can we learn?

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LAUSD...

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

75% Hispanic;
80% free & reduced lunch;
9% White



Disparities are real.....

Public schools should be place
without disparities in services

3 Issues to consider.....

1

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

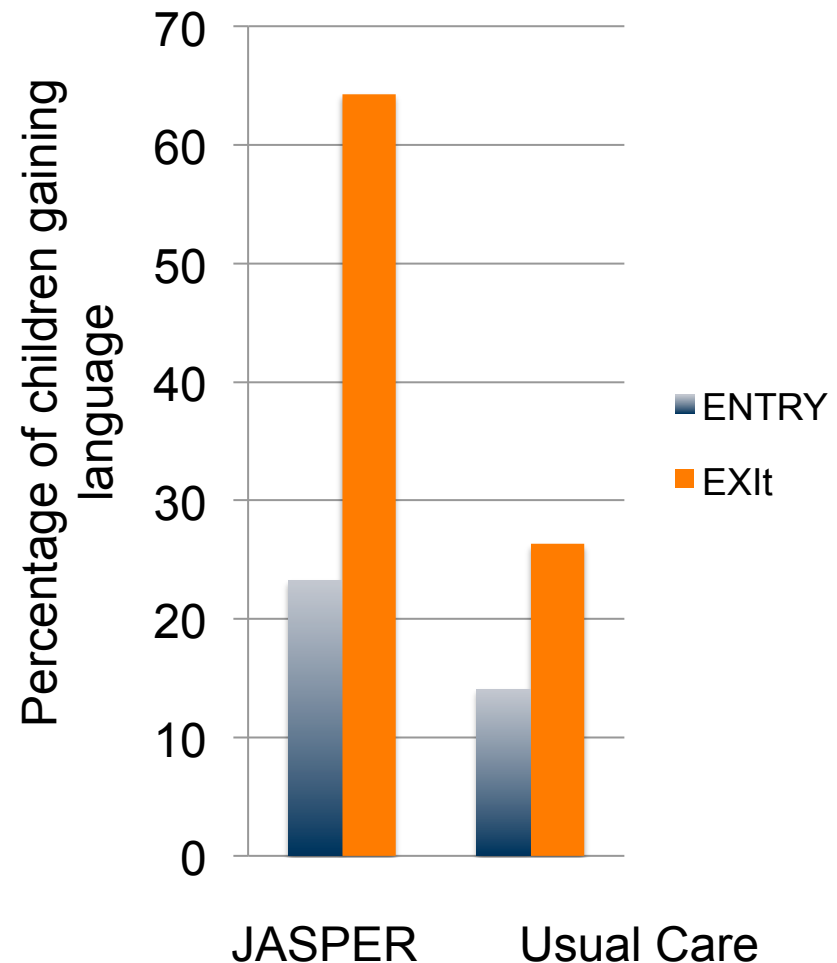
Clear that services are variable
across the US

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



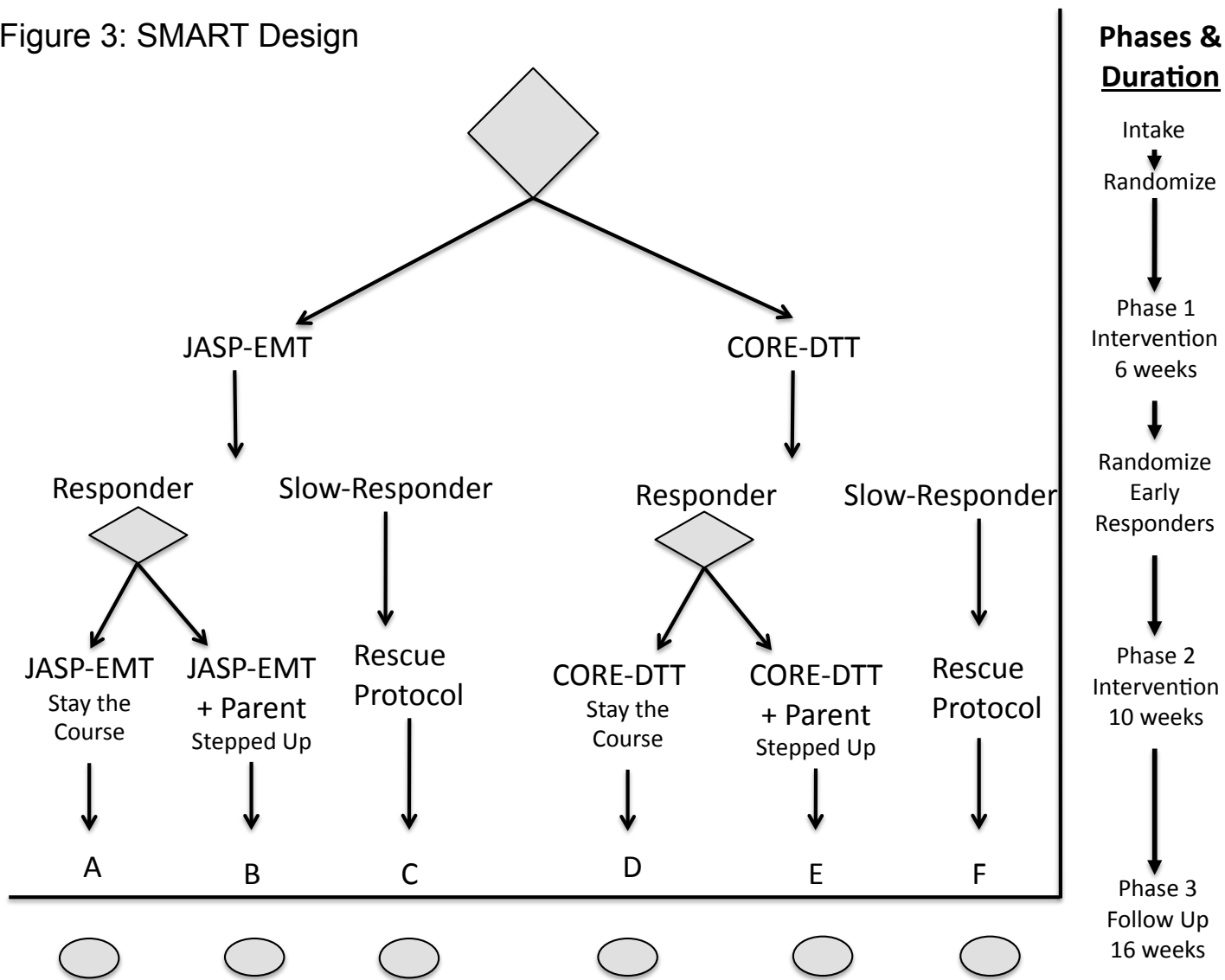
2

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)

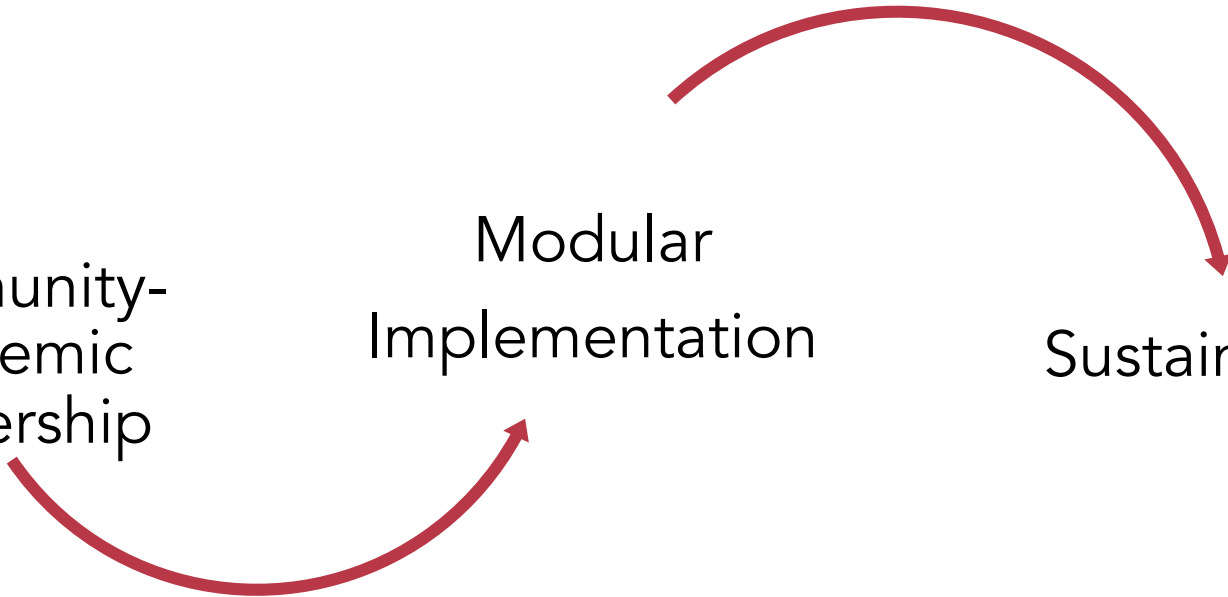
Academic-community partnerships

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!