

**ATTACHMENT C:
DBP SEMI-STRUCTURED INTERVIEW PROTOCOL**

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SEMI-STRUCTURED INTERVIEW GUIDE

DBP INTERVIEW PROTOCOL

The purpose of this interview is to obtain some descriptive data about your DBP program's activities and outcomes for the evaluation of MCHB's Combating Autism Act Initiative (CAAI). Towards that end, we will be asking you questions about your activities and accomplishments related to the goals and objectives of the Combating Autism Act Initiative. We'll focus on 4 main topic areas: 1) training; 2) research; 3) awareness-building; and, 4) improving systems of care. We have already collected some quantitative and qualitative data on your program from other sources, such as the electronic handbook and your summary progress reports. The information we collect today is intended to supplement the data we have already collected.

This evaluation builds on the previous evaluation, which covered CAAI activities and accomplishments through the summer of 2011. As such, for each set of questions, we'd like you to report on activities or outcomes that have occurred since approximately fall 2011. Also, unless otherwise indicated, please report on activities pertaining to both Autism Spectrum Disorders (ASD) and other Developmental Disabilities (DD).

Do you have any questions before we begin? Do you mind if I record our conversation for transcription purposes?

Training of Professionals

For this first set of questions, we'd like to talk about some of the ways the CAAI grant has impacted the training your program provides, particularly with respect to screening and diagnosis of ASD and other DD.

For continuing grantees:

You are a continuing CAAI DBP grantee. For the purposes of the current evaluation, we are interested in how the grants have influenced your program since 2011.

- How has the continued CAAI funding influenced the training offered through your program? For example, has the funding enabled you to support a larger number of trainees, or has it opened up new clinical opportunities for trainees?
 - What specific enhancements have been implemented since 2011?
 - To what extent do you think you could have implemented these changes or enhancements if you did not have CAAI funding?
- Has the number of long, medium, or short term trainees changed?
 - Who are the trainees and what disciplines do they come from?

- Has the didactic curriculum changed?
 - Has it been modified to include any new content, especially content specific to ASD?
 - Probe: Valid and reliable screening and diagnostic tools?
 - Interventions?
 - Transition to adulthood?

- Have you incorporated any new training opportunities that focus specifically on screening tools, diagnostic instruments, or interventions, particularly for ASD?
 - Probe: Instruments covered?
 - Type of training?
 - Audience?

- [If not already discussed]: Have the clinical opportunities for trainees changed as a result of the CAAI funding?
 - Any new clinical opportunities, either in hospital-based settings, schools, or other community settings?

- When describing some of the important elements of the DBP training program, previous grantees discussed the program's emphasis on training professionals to provide advocacy, counseling and coordination of care. To what extent does your program emphasize these aspects of training?
 - How does the program prepare trainees to provide advocacy, counseling, and coordination of care?
 - Probe: How do trainees learn about this aspect of DBP?
 - How have the CAAI grants impacted this component of training?
 - To what extent has your DBP program engaged family members in the care process?
 - Have any assessments been made with respect to the effectiveness of those efforts?

- What training activities have been particularly effective in building trainees' expertise in screening and diagnosis of ASD/DD?
- Thinking about the training offered through your DBP program, and more specifically, the training related to identification of ASD in children, what would you say is the program's most important contribution to reaching the goal of early identification and intervention for ASD?
 - What role has the CAAI funding played in those changes?

For new grantees:

- How has the CAAI grant influenced the training of professionals at your institution?
 - For example, what specific changes or enhancements were implemented with the CAAI funding?

- o To what extent do you think you could have implemented these changes or enhancements if you did not have CAAI funding?

Contributing to Increased Awareness

[If not already discussed:] We've already discussed the DBP program's formal training of professionals to provide screening and assessment for ASD/DD. In addition to this training, we understand that the DBP programs are committed to educating a broad range of MCH professionals and others about ASD and other developmental disabilities.

- One of the objectives of the CAAI is to increase awareness of ASD and other DD among professionals, parents, and others. Can you tell me a little bit about your program's efforts in this area?
 - o How has the CAAI funding impacted these activities?
- What types of awareness-building activities has your program undertaken?
 - o What types of audiences have been targeted in these awareness building efforts (e.g., practicing pediatricians aiming to get the latest information on screening, rural health care providers, social workers, educators)?
 - o Approximately how many professionals have been reached?
- What topics/content areas did these efforts focus on (e.g., early signs and symptoms, evidence based screening tools, DSM 5 changes)?
 - o Any efforts developed and targeted to underserved populations?
- What are some of the challenges to increasing awareness among health and other professionals?
 - o What strategies have been devised to overcome these challenges?
- In general, where do you think your awareness-building efforts have had the most impact?
- What more remains to be done in order to promote more widespread understanding of ASD and the importance of early detection, evaluation and intervention?
 - o Probe: With families?
 - o With the underserved?

Reducing Barriers and Improving Systems of Care

Next I'd like to talk about activities related to reducing barriers and improving systems of care.

- What are the most significant barriers to screening, diagnosis and intervention in your area or region?

- Which of these barriers, if any, has your DBP program been working to address since receiving the CAAI grant?
- Have there been any efforts to track changes in access to screening and diagnostic services?
- To what extent has your DBP program reached children from underserved populations with respect to (a) screening, (b) diagnostic, and (c) intervention services (or referral to intervention)?
 - Have you developed or carried out any specific plans to reduce barriers to early intervention among underserved children?
 - Probe: Any preliminary results you may have observed from these activities?
- Has your DBP program formed any partnerships or collaborations with State Title V or other agencies to build awareness or provide ASD-related technical assistance and training?
 - Probe: Types of activities? Who's involved? Any outcomes of these activities?
 - How has the CAAI funding impacted these activities?
 - How can MCHB facilitate partnerships or collaborations with State Title V or other agencies?
- [If not already discussed:] Does your program work with other LEND programs? Other CAAI grantees, such as State Implementation Grantees or Research Networks?
- I understand that the DBP programs aim to prepare trainees to take on leadership roles following their training. What are some of the ways your program prepares trainees to become leaders in their field?
 - Has this component of the program changed at all since you first received the CAAI funding?
- What (other) efforts has your program undertaken to build systems of care that improve capacity, are coordinated, comprehensive, and community-based?
- [If not already discussed:] Are there any success stories or lessons learned, regarding improving systems of care, which you'd like to share?

Contributions to Research on Evidence Based Practices

Next I'd like to talk about your program's research activities, particularly any activities related to ASD and evidence-based practices.

- Are any of your faculty members or trainees currently involved in planning or conducting any research studies relating to ASD/DD? If yes, please describe the study or studies.

- What is the anticipated impact of the results/how might they be used (e.g., will they provide evidence about an intervention's effectiveness)?
- How might they contribute to evidence-based practices or guidelines?
- How is the research being funded?
- Any leveraging of funds?
- [If not already discussed:] Are trainees involved in research? In what capacity? What sort of training do they receive in the research process?
- With whom do you collaborate on research projects? (Probe: Other departments in the university? Local hospitals? Schools?)

We're also interested in activities related to translating research into practice.

- [If not already discussed:] Are faculty or trainees in your program engaged in any translational research related to ASD/DD?
 - How has the CAAI funding impacted these activities?
- To what extent have the results of these research activities been disseminated?
 - Any partnerships or collaborations that contributed to these activities? Funding source? Any leveraged funding?
 - To what extent has this research been translated into policy or practice at the local, regional, or federal level?
- Has your DBP program undertaken or planned to undertake any other research activities focused on translating research into practice, such as research guidelines or case studies?

AUCD Technical Assistance

As part of this evaluation, we are also evaluating the CAAI resource centers, so I'd like to ask you a couple of quick questions about the technical assistance you've received from AUCD.

- What kind of technical assistance has AUCD provided to your DBP program to support your activities under the CAAI?
 - Probe: Examples? How was it provided?
 - What are some specific examples of how this TA helped you to meet your objectives?
- How did AUCD facilitate collaboration with other grantees, organizations, or entities focused on children with ASD/DD and their families?
 - What activities did AUCD host with the intention of facilitating collaboration among grantees and other entities?
 - To what extent were these efforts successful in promoting collaboration and helping your DBP program meet its goals?

- What information or resources has AUCD produced and/or disseminated that have contributed to the success of your DBP?

Meeting MCHB's Objectives and Wrap-Up

Finally, I have just a few last questions to wrap up our interview.

- What would you say is the most important thing your program has accomplished with the support of the CAAI grant?
 - What has it allowed you to do that you could not have done otherwise?
- Are there any areas where you fell short of your goals? If so, what challenges prevented you from meeting the goal or goals?
 - What do you think it would take for you to meet those goals in the future?

Is there anything else you would like to share about your program at this time?

Thank you for your time. We greatly appreciate your assistance.