



MI-DDI/ MI-LEND NIRS Data Entry Forms FY 2017

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Activity Core Function Table

Required Field. **Only one category may be selected per Activity record.** In contrast, multiple core functions may be selected for Project records.

1. Interdisciplinary Pre-Service Preparation (Training Trainees)

UCEDDs: Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.

It may: (1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.

Pre-service preparation training(s) may be conducted outside the UCEDD, when UCEDD faculty teaching guest lecture(s) and course(s) of study in academic programs outside of the UCEDD training programs with the purpose of providing disability-related content.

Some of the new output measures in the 2012 UCEDD Logic Model are Number of UCEDD interdisciplinary training programs and Number of UCEDD discipline specific training programs. The Interdisciplinary pre-service preparation activities will be designated as interdisciplinary or discipline-specific based on the selection made for the field Discipline of Course or Class. UCEDD discipline specific training is defined as instructional program offered by the UCEDD that: (1) focuses on a particular professional discipline or distinct field of study; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.

LENDs, LEAHs, PPCs, DBPs: You may use this to track training activities for long, medium or short-term trainees.

2. Continuing Education/Community Training

UCEDDs:

- Continuing Education: Seminar(s) or courses of instruction offered by a UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; and (3) offer certificates of completion or CEUs (or their equivalents).
- Community Training: Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community).



Activities will be categorized as Continuing Education or Community Training based on the response to the question "Are continuing education credits offered? " , which already exists in NIRS:

- Yes = Continuing Education
 - No = Community Training
 - LENDs, LEAHs, PPCs, DBPs: Use this for tracking CE activities needed to complete the Continuing Education Form and PM #59. Continuing Education is defined as continuing education programs or trainings that serve to enhance the knowledge and/or maintain the credentials and licensure of professional providers. Training may also serve to enhance the knowledge base of community outreach workers, families, and other members who directly serve the community.
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3. **Technical Assistance**

UCEDDs: Direct problem-solving services provided by UCEDD faculty/staff to assist programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes TA provided to self-advocacy organizations, family support groups, and other organizations. Examples of improvements include, but are not limited to:

- Enhanced resources
- Enhanced services
- Strengthened networking of public and private entities across communities
- Increased awareness of evidence-based practices
- Enhanced capacity to assess current practices in relation to evidence-based approaches
- Identification of policy changes needed within the area of emphasis

LENDs, LEAHs, PPCs, DBPs: use this for tracking TA activities needed to complete the Technical Assistance/Collaboration Form and PM #59. Technical Assistance/Collaboration refers to mutual problem solving and collaboration on a range of issues, which may include program development, clinical services, collaboration, program evaluation, needs assessment, and policy & guidelines formulation. It may include administrative services, site visitation and review/advisory functions. Collaborative partners might include State or local health agencies, and education or social service agencies. Faculty may serve on advisory boards to develop &/or review policies at the local, State, regional, national or international levels. The technical assistance (TA) effort may be a one-time or on-going activity of brief or extended frequency.

4. **Direct Clinical Services/Model Services**

UCEDDs: Specialized clinical services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions. Includes direct problem-solving services provided to assist individuals with developmental and other disabilities and their families. Examples may include, but are not limited to: an autism screening and diagnostic clinic, or direct clinical services such as PT, OT, or SLT.

LENDs, LEAHs, PPCs, DBPs: may be used for tracking Direct Health Care Services.



Note: When the Core Function is Direct Clinical Services/Model Services, Direct Service will automatically be selected in the Type of Activity field instead of one of the three standard options (Advocacy, Capacity Building, or Systemic Change).

The Direct Clinical Services/Model participant demographics form collects aggregate information on the total number of unduplicated individuals served. It is intended for those individuals (a) who receive direct clinical services from the center faculty, staff, or trainees; (b) over whose individual treatment charts the center has control; and (c) for whose chart the center is legally responsible for maintaining information.

Centers should complete one record in the Activity Dataset for each clinic. If it has more than one clinic, a center may have multiple Direct Clinical Services/Model Services activity records each reporting year. It is understood that within one physical location, there could be multiple individual clinics that provide different services that are funded through different sources, in which case the Center would need to determine how it is going to define "clinic" for the purposes of entering data (i.e., one clinic per record or multiple activity records for multiple clinics) and how the Clinic Name field is completed.

For the Number of unduplicated individuals served, record the total number of individuals who receive direct clinical services at a particular clinic for a full reporting period. For UCEDDs, this is the Initial Outcome Measure: Number of individuals who receive specialized services from the UCEDD to enhance the well-being and status of the recipient.

For the Race/Ethnicity fields, provide information related to the total number of individuals who received direct clinic-based services from the faculty/staff of a center clinic for a full reporting period.

For the Age fields, provide age range information related to the total number of individuals who receive direct clinical services from a particular clinic for a full reporting period.

5. Other Direct/Model Services

All Programs: Specialized non-clinical services delivered with the intention to enhance the well-being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions.

Other Direct/Model Services may include direct activities related to quality assurance, education and early intervention, child care, health, employment, housing, transportation, recreation, or any other care, services or supports provided directly to individuals with developmental disabilities and/or their family members. Examples include:

- Training or educating individuals with developmental disabilities and their family members.
- Providing therapeutic child care, or other direct services to individuals with a developmental disability and their family members.
- Providing technical assistance directly to individuals with developmental disabilities and their family.
- Conducting research that includes a direct service component or intervention with individuals with developmental disabilities and their family members as subjects.
- Supervising professionals, para-professionals, or students who are providing direct services to individuals with developmental disabilities and their family members.



Note: When the Core Function is Other Direct/Model Services, Direct Service will automatically be selected in the Type of Activity field instead of one of the three standard options (Advocacy, Capacity Building, or Systemic Change).

Note: For UCEDDs, the Number of unduplicated individuals served is the Initial Outcome Measure: Number of individuals who receive specialized services from the UCEDD to enhance the well-being and status of the recipient.

6. Demonstration Services

All Programs: Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.

A field test is defined as a test to examine a promising or exemplary service technique or method using the conditions under which it is designed to operate (can be thought of as applied research).

Demonstration Services may include a variety of services, supports, and assistance for individuals with disabilities or special health care needs, their families, professionals, paraprofessionals, policy-makers, students, and other members of the community. These services could be related to a wide array of areas, such as education, child care, health, employment, housing, transportation, recreation, and other areas.

The Demonstration Services (including consults) participant demographics form collects aggregate information on total services, consults/contacts conducted by Center personnel outside of their own clinics.

- For the Number of Services, Consults, or Contacts field, record the total number of community-based services, consults, or contacts provided Center faculty/staff for a full reporting period.
- For the Race/Ethnicity fields, provide information related to the total number of consults/contacts made in the community by faculty/staff of a Center for a full reporting period. This means that, if one individual who is Asian is seen four times, four should factor into the total number of Asian individual consults/contacts, not one.
- For the Age fields, provide age range information related to the total number of consults/contacts made in the community by faculty/staff of a Center for a full reporting period. Again, that means that, if a individual who is over 55 years old is seen six times, six should factor into the total number of 55+ individual consults/contacts, not one.

Note: Since the Demonstration Services (including consults) participant demographics form counts the total number of services, consults, or contacts (versus the total number of individuals, as the Direct Clinical Services/Model Services form does), the number supplied may exceed the total number of individuals actually seen. For example, one individual may be seen 10 times out in the community, which would make the total number of consults/contacts that is supplied in the data form higher than the total number of individuals actually seen.

Beginning in FY07, you may also provide an unduplicated count of individuals who received consult services.



7. Performing Research or Evaluation

All Programs: Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities.

Basic Research is defined as research with the purpose to extend knowledge by adding to the existing body of knowledge in the discipline. Such research has a more general orientation.

Applied research is defined as research with the purpose to solve an immediate, practical problem. Such research is oriented to a particular problem.

Evaluation is utilized to assess the merits of a product, program, or practice. The application of results is at a given site or sites and this is the primary focus of the evaluation. Evaluation results aid in decision making in a specific situation.

The analysis of public policy is a process that usually begins with problem definition, yields alternatives, and makes recommendations.

Research may entail functions such as proposal development, report writing, experimental/quasi-experimental design projects, interviews, focus groups, surveys, data entry, data analysis, and other types of functions. Research and evaluation functions may support measurement of progress, in areas such as consumer satisfaction, collaboration, and improvement.

8. Information Dissemination

All Programs: Distribution of knowledge-based information through UCEDD developed products and activities.

Information development and dissemination equip Centers to serve as a resource to various constituents on a local, regional, state, national, and international scope, through the provision of specific substantive areas of expertise that may be accessed and applied in diverse settings and circumstances. Information development and dissemination might include product dissemination, public awareness projects, and other types of initiatives.