Oregon Commission on Autism Spectrum Disorder

STRATEGIC PLAN IMPLEMENTATION PROJECTS 2014 REQUEST FOR PROPOSAL

OCASD RFP #62014

Introduction: The Oregon Commission on Autism Spectrum Disorders (OCASD) requests proposals from qualified individuals or entities to implement projects that further the achievement of Goals and Recommendations set forth in the 2010 OCASD Report to the Governor. OCASD expects to award a number of small grants in 2014.

Timeline: The RFP will become active on **September 15, 2014**. Proposals must be received by **October 15, 2014**. Project work is expected to begin in **November 2014** with deliverables for each Implementation Grant Project to be completed by the end of **May 2015**.

To be considered for grant funding, a written Proposal Submission must include the following information as outlined below:

A. Name of Primary Contact Person
B. Name of Organization, if applicable
C. Contact Email Address | Phone Number | Mailing Address
D. Outline expertise and experience as it relates to the proposed project work.
E. Provide a detailed description of the proposed project, including expected outcomes.
F. Provide an outline detailing how the designated OCASD Subcommittee(s) will be involved in the Proposed Grant Project.
G. Provide a list of anticipated partnerships /collaborations and a description of how each partner will be engaged with the proposed project.
H. Identify the stakeholders groups this proposed project is expected to reach, and describe the impact project achievement would have on each of these groups.
I. Provide a list of proposed deliverables and action timeline.
J. Amount of Grant Funding Requested
K. Provide a detailed budget, including any additional resources, including in-kind support available
L. Describe how the project outcomes will be sustained after the grant funds have been expended.

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Expectations

The person(s) and/or organization(s) selected must work collaboratively with the designated subcommittee of the Commission. Projects resulting from this solicitation are expected to demonstrate progress toward outcomes identified in the 2010 OCASD Report to the Governor and report this progress to the Commission on a quarterly basis in the form of one page written report outlining actions taken on promised deliverables and progress toward intended outcomes achieved. Please note that all resulting products must be approved by the Commission prior to distribution. All resulting projects must be branded for the Oregon Commission on Autism Spectrum Disorders. All resulting work products become property of the Oregon Commission on Autism Spectrum Disorders, and are not intended for profit.

Exclusions

Current members of the Oregon Commission on Autism Spectrum Disorders and Subcommittee Chairpersons may not receive grant funds; however OCASD Subcommittee Members who are not OCASD Commissioners may submit a Proposal.

Primary Point of Contact

All Proposal submissions and communications with OCASD concerning this RFP must be directed via email to staff@orcommissionasd.org

Evaluation

OCASD will evaluate the overall quality of content and responsiveness of Proposals to the purpose and specifications of this RFP. OCASD will conduct a comprehensive and impartial evaluation of the Proposals received. Proposals may be evaluated by a Review Panel selected by OCASD. Proposals will be evaluated based on Commission priorities, alignment with the OCASD 10 Year Plan, statewide impact, feasibility, and sustainability.

Reservation of OCASD Rights

OCASD reserves all rights regarding this RFP including the right to: Amend or cancel this RFP; Reject any and all Proposals received; Seek clarification of each Proposal; negotiate the statement of work within the scope of work described in this RFP and to negotiate the grant/contract award amount.

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Proposals will be considered for projects that further the achievement of Goals and Recommendations set forth in the 2010 OCASD Report to the Governor, available online at www.orcommissionasd.org. OCASD has identified the following focus areas for this RFP:

Designated Subcommittee:
Health Care

Desired Project Outcomes:
Develop, distribute and analyze statewide survey to ascertain current practices of community Speech & Language Pathologists (SLPs) in Oregon serving individuals with ASD. Identify training needs of community SLPs in Oregon related to providing services to individuals with ASD. Widely disseminate results of SLP survey, analysis and determination of training needs.

Related Goals and Recommendations set forth in the 2010 OCASD Report to the Governor
AQ 2.1: Review current system delivery infrastructures for opportunities to enhance efficiencies in services. (Page 19) **AQ 4.5:** Health care professional organizations will incorporate best practices in initial and continuing professional education offerings. This is intended to mean the use of best available evidence combined with expert guidance in designing individual-based care plans for individuals with ASD. (Page 21) **HE 2.1 B:** High quality health care to include use of strategies to address the special sensory, behavioral and communication needs. (Page 37)

Potential Implementation Project Allocation:
Up to $3,000

Purpose:
The purpose of this funding opportunity is the completion of a survey assessing the clinical practices of speech-language pathologists (SLPs) in Oregon to determine their level of pre and post education training specific to ASD; their comfort level in providing services to this population; the type of clinical practices/methods they employ; how these methods are chosen; what factors influence their clinical decision-making; and their attitude toward evidence-based practices. It will also be beneficial to learn the degree of comfort and confidence community SLPs have in serving individuals with ASD, and how they communicate with families about how they match interventions to specific clients.

Background:
Research evaluating the practices of SLPs working with individuals with autism spectrum disorder (ASD) in a clinical setting has been limited. As families of children with ASD report that SLP services are the most frequently used (Green et al, 2006), investigation of autism-specific SLP practices is warranted. Recent studies have examined the pre- and post-professional training of SLPs specific to serving individuals with ASD. In a survey study, SLPs reported mixed results in terms of their understanding of ASD and their confidence in providing effective services (Schwartz & Drager, 2008). In addition, there was a strong consensus that more training in serving individuals with ASD and their families would be beneficial (Schwartz & Drager, 2008). Plumb & Plexico (2013) also completed a survey; they found that SLPs reported limited availability of training and mixed results in terms of their perceived competency to provide services to families with ASD.

As the majority of the responders were school-based SLPs, it is difficult to determine if the above concerns are shared by SLPs serving individuals with ASD within the clinical settings. Additionally, as SLPs often draw on multiple evidence-based practices, it is unclear what intervention methods, or combination of methods, are being offered to the families of children ASD in private practices and medical facilities. Investigation of current SLP practices, their decision-making around selection of practices, and their autism-specific training may benefit both clinicians and community members alike in their decision-making.

This survey will provide pertinent information to clinicians, other service providers, and families/community members. Clinicians can benefit from identifying strengths and challenges to current clinical practice that can inform their future training. Other service providers and families can benefit from identification of practices used by SLPs, which can assist other providers in making appropriate referrals and can assist families in finding an SLP who is a "good match" for their priorities and needs. Finally, the community can benefit by identifying pre- and post-professional training needs. Increased understanding of training needs may support programming decision, both within the university graduate curriculum, as well as those opportunities offered to current professionals through continuing education.

References

- Green, V. A., Pituch, K. A., Itchon, J., Choi, A., O'Reilly, M., & Sigafoos, J. (2006). Internet survey of treatments used by parents of children with autism. *Research in Developmental Disabilities, 27,* 70-84.
- Plumb, A. M., & Plexico, L. W. (2013). Autism spectrum disorders: Experience, training, and confidence levels of school-based speech-language pathologists. *Language, Speech, and Hearing Services in Schools, 44(1)*, 89-104.
- Schwartz, H., & Drager, K. D. (2008). Training and knowledge in autism among speech-language pathologists: A survey. *Language, Speech, and Hearing Services in Schools, 39(1),* 66-77.