



**A Message from Dr. Munger**

**Dear ECHO Family,**

As you know, ECHO serves children and youth aged 0 to 20, with a special focus on children with developmental disabilities. This week's bulletin will share some of **ECHO's work with children with developmental disabilities and their families.**

To this end, we have built **partnerships** with several organizations, such as the Children's Hospital Los Angeles -USC University Center for Excellence in Developmental Disabilities (UCEDD); groups for parents of children with developmental disabilities, including the Chinese Parents Association for the Disabled, Fiesta Educativa, Japanese Speaking Parents Association of Children with Challenges, and Vietnamese Parents with Disabled Children Association; Special Needs Network; The Down Syndrome Association of Los Angeles; and the San Gabriel Pomona Regional Center.

We've also engaged in several **activities**, including but not limited to:

- working with Dr. Barbara Wheeler and Dr. Sonia Trejo from UCEDD to develop and conduct ***training*** for ECHO Health Educators and interns about intellectual and developmental disabilities and the social service landscape;
- presenting at Fiesta Educativa's annual ***conference***;
- having Health Educators – Wendy and Dalila (now Team Leads) – participate in the California Leadership Education in Neurodevelopmental Disabilities (***CA-LEND***) Training;
- developing a ***needs assessment*** to distribute to parents;
- conducting ***multi-lingual virtual oral health education workshops*** for parents and self-advocates in partnership with parent groups; and
- convening an ECHO ***student Developmental Disabilities Team***.

Below, you'll hear a bit more about this work from members of the ECHO Team. First, **Team Leads Wendy and Dalila** share thoughts about their work:



In March of 2019, Dr. Ledesma and Dr. Munger asked if I can be part of a team of two Health Educators that would focus on the Special Population part of the grant that focuses on Developmental and Intellectual Disabilities. Since then, it has been an amazing journey working alongside Dalila, Dr. Munger, and our previous and current consultants Dr. Wheeler and Dr. Sonia Trejo.

This journey has allowed me to gain knowledge and experience working with families of children and youth with Developmental Disabilities (DD) and Intellectual Disabilities (ID). Through this special assignment, I was able to interact with these families by attending parent group meetings, presenting for them, providing resources at resources fairs, visiting dental clinics such as CHLA Dental Clinic, and so much more.

Additionally, recently I was able to receive a certificate by completing the California Leadership Education in Neurodevelopmental Disabilities (CA-LEND) Training, delivered through the Children's Hospital of Los Angeles and the University of Southern California. Through this interdisciplinary program, I was able to gain different perspectives from the different disciplines who were here to learn more about working with and supporting families of children with DD/ID. I also was able to listen to many young people who have DD/ID share their experiences growing up with a Developmental Disability. I have learned that it is not possible to be an expert when it comes to working with children with DD/ID because they are all unique like any one of us but they do require a special type of support to meet their needs, including oral health.

ECHO has been able to provide support, education, and resources for these families. I am thankful for the DD team who has been able to assist in putting together our Materials for Developmental Disabilities Folder which now has materials that have been translated and presented in 4 different languages. This would not have



been possible without collaboration and team work. Listening to the parents' and caregivers' positive feedback after each presentation makes this work all worthwhile.

- **Wendy Avila**

Being part of the Developmental Disabilities (DD) team is rewarding! Leading the DD team with Wendy Avila is amazing because each of us gets to show our expertise to other health educators, student assistants, and student interns about the DD community. I was so happy to share my experience with the team about delivering presentations to agencies that provide DD services and training and supporting students interested in delivering the Oral Health for Children with Developmental Disabilities: Parent Training Series.

- **Dalila Georgetone**



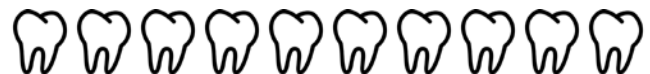
Brush (with Standard Toothbrush and Surround Toothbrush), How to Floss (with Floss Pick), and How to Brush the Tongue (with Tongue Scarper and Standard Toothbrush) flyers that illustrate each oral health activity in a simplified manner. Additionally, I was able to partake in multiple Oral Health Education presentations with Fiesta Educativa and present to parents with children with developmental disabilities. It was a wonderful experience, and I will be walking away as a more confident presenter and educator for the developmental disabilities community.

With gratitude,

**Ms. Jessly Guadalupe Rosales**

Being part of the Developmental Disabilities Team has been such an amazing experience. I have been able to learn so many new things! I have been able to work closely with Fidel and Jessly to modify multiple flyers on dental health such as "How to Brush" & "How to Floss" for the DD population. I am extremely grateful to have been part of this team and look forward to our last couple of months together.

**Brianna Inda**



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Next, members of the **ECHO student Developmental Disabilities Team** discuss what they learned from their experiences:

It has been a great experience working with the Developmental Disabilities Team, I was able to collaborate with Jessly and Brianna on updating flyers that suited the community. A challenge we would face would be how to word the material, but with a lot of thinking and communication, we would get it done. In the end, I know the material will help someone, which makes the work worth it.

Thank you,  
**Fidel Valtierra**

My time with the Developmental Disabilities (DD) team has been rewarding! The Health Educator Team Leads granted me the opportunity to collaborate with Fidel and Brianna in the development of modified ADA material for the DD population. We created How to

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Next, **Yushan shares her reflections on cultural competence** during her work preparing for the parent group presentations:

I was preparing handout materials, including a PowerPoint that would be emailed to participants before a parent group event. This event was conducted in English and interpreted in other languages simultaneously such as Chinese, Spanish, Japanese, Vietnamese, and Korean. For this, I checked all documents. The first thing that popped to my brain was making sure that every language's PowerPoints was the same as the English version. However, I found the Spanish PowerPoint was different from the English version. Without thinking further and reaching out to the team who created this PowerPoint, the Spanish version's PowerPoint was different by mistake. Unexpectedly, the Spanish team leader told me that they preferred to not change their PowerPoint. She explained to me that they didn't make a mistake for failing to make the Spanish

version consistent with the English version, but they did it intentionally. The reason why the Spanish version had more slides was that the Spanish language needed more words to convey the same meaning as opposed to the English version. The reason why they changed a picture in the PowerPoint was that the picture's logo was in Spanish, which was easier for the Spanish participants to understand.

At the end of that day, I reflected on why I thought all PowerPoints should be exactly the same, while others believed that it was ok to have slight differences. I am curious about where the diverse thinking ways come from. The root cause of my thinking was due to Chinese collectivist culture, which encourages individuals to sacrifice their own benefits to achieve the group's benefits. In my culture, it is not encouraged to be different. I intuitively believed that other languages' PowerPoint should stick to the English version and make no change except the language part. This differs from Western's individualistic culture, which emphasizes the worth of individuals and individual freedom. The Spanish PowerPoint is appropriate to be slightly different from the English version, which can help Spanish participants better understand the content inside it. I hadn't realized how culture profoundly influences the way people think until this week. I know it from textbooks, but this was the first time I really experienced it. I am grateful that I had a chance to experience this, which built up my muscle of cultural competence. Thanks to the Spanish team leader's patience, her detailed explanation made me feel warm and less anxious. As a future researcher, being sensitive to different cultures is very important.

- **Yushan Zhao**



Last, we share **lessons learned from preparing for a multilingual virtual health education workshop for parents of children with developmental disabilities** on August 29<sup>th</sup>.

The presentation was delivered in English and simultaneously translated into five languages using interpretation lines on Zoom. Going through this process helped us to identify important considerations for successful implementation of multilingual virtual health education:

**1. Cultivate a Positive, Equitable, and Collaborative Approach to the Work**

**Develop a Team** representing a variety of stakeholders, including community partners, parents, content specialists, and health educators. The team should be inclusive of the voices of the target audience and cultural perspectives.

**Facilitate Authentic Collaboration** by creating check-in opportunities at regular intervals to promote comfort sharing ideas and feedback. When given, welcome, listen to, explicitly appreciate, and incorporate feedback. Create a culture of appreciation, both verbal and tangible, for all partners and their expertise.

**2. Prepare for the Event by Developing Content, Arranging Logistics, and Practicing the Presentation**

**Develop Content** that is:

- **Relevant and useable for the audience**, which can include using culturally resonant examples, having opportunities to elicit participants' experiences, and providing specific, concrete suggestions that can be tailored to participants' circumstances.
- **Strengths-focused**, which includes assuming positive intentions, capacities, and motivations and avoiding the use of fear as a motivator (which implicitly indicates a deficits-based lens).
- **Interactive and engaging**, which can include using polls, breakout rooms for small group discussions, short videos, and activities can help promote and maintain participant engagement. Grouping or

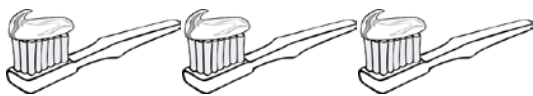


“chunking” material into themes or subtopics can help to organize content and crystalize messaging.

- **Vetted by key stakeholders**, including members of the target audience, community partners, and content specialist(s) can help to ensure the quality of the materials and resonance with the audience and can provide opportunities for further improvement or innovation.
- **Self-evident**. It is important to embed instructions about how to use the selected platform and how to participate in activities within the presentation.
- **Translated into relevant languages** for the participants and the interpreters. Translation includes materials associated with the presentation (e.g., slides, activities), as well as materials associated with event marketing and logistics (e.g., fliers, registration). When translating, make sure to consider not only written content but also verbal content.

**Determine Logistics.** To implement the event, you will also need to determine key event details, including the event name, date, duration, start time, languages needed (verbal and written), the type of online platform and tools that will be used, and the links for registering for and attending the presentation, and who will provide interpretation.

**Practice the Presentation.** Practicing multiple times before the event is crucial. Presenters, the person running the online platform during the event, and interpreters should practice alone and together. To help facilitate interpretation, presenters should create and stick to a script, speak slowly and clearly, and use animated facial and hand gestures to help facilitate understanding and engagement.



So many of our other ECHO Team members and partners have contributed to this important work as well, such as Luz Reyes, Michelle Ilan, ECHO consultant Vanda Yung, and many, many more!

**Thank you all so much for you work,  
ECHO Team Members and Partners!!!**

**Dr. Munger, Associate Director**



**Congratulations!**

Best wishes and deep gratitude to the Developmental Disabilities Team, and everyone involved in this important work! HURRAY for the Leadership of Dr. Munger! This is a terrific example of the ECHO-LDPP Caring Community. Amazing work! Thank you!  
Dr. Ledesma



**ECHO Wellness Activities on ZOOM:**

Movement & Exercise: MW @8:00 am  
Midday Meditation: T @12:00 pm and Thursday, October 8 @ 12:00pm; no Thursday call when MAPS II scheduled.

**Zoom Link:**

<https://calstatela.zoom.us/j/325327459>

**Meeting ID: 325 327 459**

UCLA MARC MAPS II class will be offered on each Friday, October 16 - November 20 from 1:00 – 3:00 pm. Contact Melissa to enroll.

