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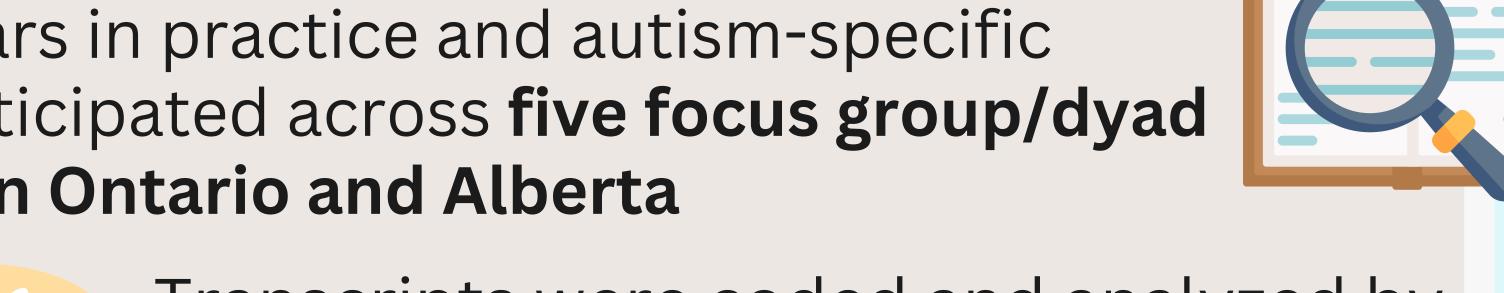
Applying an implementation science framework to understand autism assessment: Facilitators and barriers in Ontario and Alberta

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- developmental condition and early diagnosis is key
- community pediatricians
- science framework allows for a more systematic understanding of barriers & facilitators

Method

Nine pediatricians (eight women; one man) with a range of years in practice and autism-specific training participated across five focus group/dyad interviews in Ontario and Alberta





Transcripts were coded and analyzed by 1) identifying facilitators and barriers, 2) identifying the relevant Theoretical Domains Framework (TDF) domains for each facilitator and barrier, and 3) summarizing using belief statements

Preliminary Results

Category	TDF Domain	Belief Statement
Facilitator	Skills	Having a range of exposure can serve as an important skill base in better understanding autism and assessment (e.g. "You need to be able to see the variation of the language, of what social communication, what is eye contact look like, what is joint attention, and you need to be able to see it in different settings to recognize it so I think volume is critical." [Site 1, Transcript 1, Participant 1])
Facilitator	Knowledge	General pediatric skills and interpersonal skills help create a strong foundation (e.g. "Like the basics that any general should have of just like taking a really full like a complete history and asking about specifically all of the different diagnostic criteria and then having some sort of mechanism set up where you can get the feedback from like the school, the family, and then, you know, having the administrative support." [Site 2, Transcript 4, Participant 8))
Barrier	Environmental Context and Resources	Supports like social workers, interpreters, and a multi-disciplinary team can help address current barriers faced by families and clinicians (e.g. "The educational level and the academic abilities of the parents when it comes to filling the forms. That's huge too because some of those forms can be really complicated. [] So it's not accessible for those who aren't technologically aware and comfortable." [Site 1, Transcript 2, Participant 4])
Barrier	Environmental Context and Resources	There's a lack of publicly-funded supports available in Alberta, no matter how much a child may need it after a certain age (e.g. "Most of our local elementary schools will provide speech pathology in kindergarten. Very rare to get it beyond kindergarten, regardless of how much a child might need speech pathology." [Site 2, Transcript 5, Participant 9]).

Conclusion

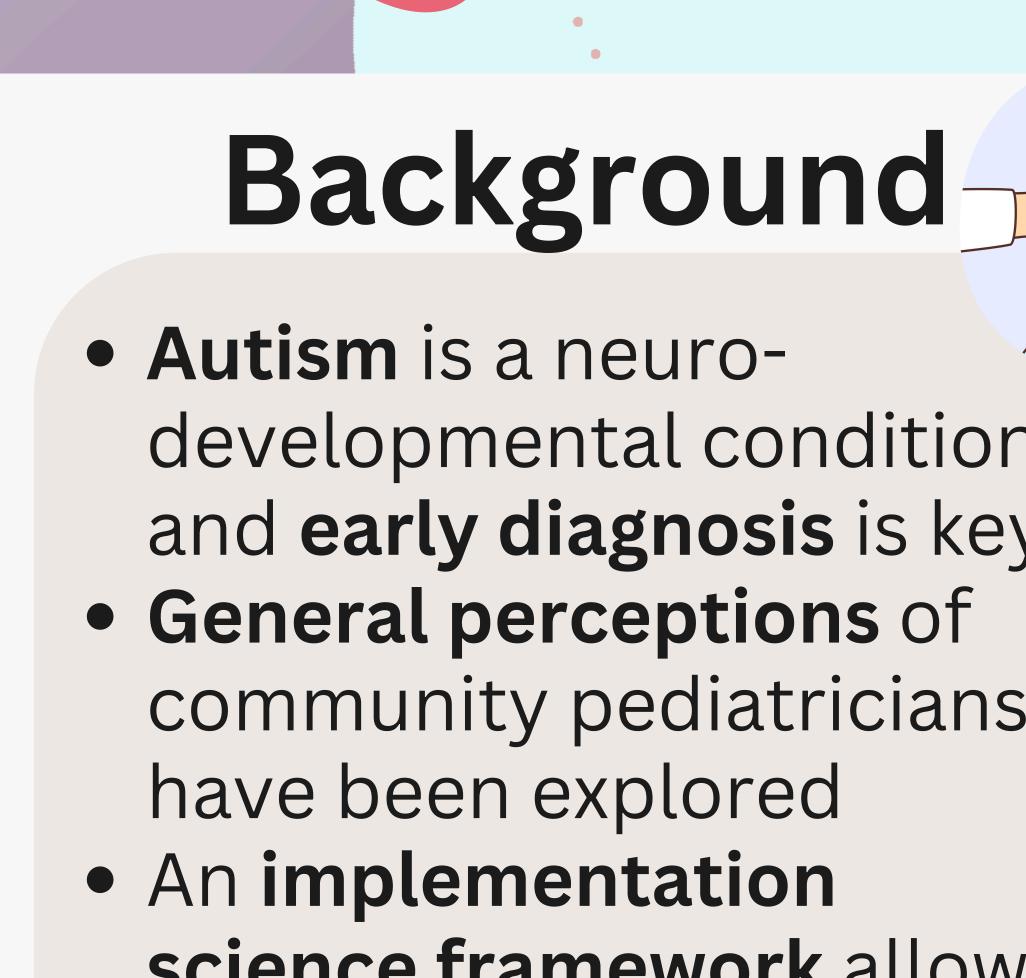
Remaining analysis underway; final results to include multi-provincial data for diagnostic barriers and facilitators (Ontario, Alberta, Nova Scotia, British Columbia)

Toolkits will help support clinicians; influence policy change; ultimately improve early diagnosis and resource access for families and autistic youth

Acknowledgements

ECHO AuDIO; EDI and Self-Advocate Councils; Project ECHO AuDIO Team; Ward Family Summer Student Program; BRI; THINC CIHR; Dr. Melanie Penner





Objective

Apply an implementation science framework to assess diagnostic facilitators and barriers faced by pediatricians across Ontario and Alberta to help facilitate appropriate toolkits and strategies