

Organization, Design, Methodology, and Outcomes

Please identify all the members of the research team and the role each played in the study. Similarly, please identify any universities, medical centers, schools, or other facilities involved in the research and briefly describe their collaborative or supporting roles.

Research Team Members

- Olivia Lindly, Ph.D., MPH, Principal Investigator, Northern Arizona University (NAU)
- David Henderson, Ph.D., CCC-SLP, Co-Investigator, NAU
- Kristina Lopez, Ph.D., MSW, Co-Investigator, Arizona State University
- Candi Running Bear, Ph.D., Project Coordinator, NAU/Western New Mexico University
- Vernyllia Begay, Family Advisor (Community Health Worker who delivered the program)
- Shannon Bia, MPH, Family Advisor (Community Health Worker who delivered the program)
- Arlis Wilson, Family Advisor (Community Health Worker who delivered the program)
- Anna Leaf, Undergraduate Research Assistant (NAU Interns to Scholars Recipient)
- Erin Hill, Undergraduate Research Assistant, NAU
- Brianna Rae Kirby, Research Assistant, NAU

Project Community Advisory Board (CAB)

To support this project, we established a community advisory board. Each CAB meeting was co-facilitated by Dr. Lindly, Dr. Henderson, and/or Dr. Running Bear. The CAB was comprised of the following members including four parent advisors who identify as Navajo and as having one or more autistic child(ren):

1. Vernyllia Begay (parent advisor)
2. Shannon Bia (parent advisor)
3. Rachel Homer (parent advisor)
4. Summer Weeks (parent advisor)
5. Trudy Billy (tribal program manager at Raising Special Kids)
6. Sara Clancey (NAU occupational therapist and assistant professor)
7. Joe Donaldson (school psychologist and director of special education in Yavapai County)
8. Holly Figueroa (tribal liaison for Health Choice)
9. Kelly Lalan (LCSW and clinical care coordinator at Health Choice Arizona)
10. Sara Nozadi (University of New Mexico Assistant Research Professor and Navajo Birth Cohort Study team member)
11. Maureen Russell (NAU occupational therapist and assistant research professor)
12. Brian Van Meerten (behavioral analyst at The Guidance Center)
13. Lizette Melis (HealthSteps Specialist, North Country Healthcare – member for year 1)
14. Christine Vining (director of clinical education for the speech and language pathology program at A.T. Still University)

Organizations Involved with this Research Project

- Navajo Head Start, aided in family advisor and participant recruitment
- North Country Healthcare, Federally Qualified Health Center based in Flagstaff, aided in participant recruitment
- The Guidance Center, Federally Qualified Behavioral Health Center based in Flagstaff, aided in participant recruitment
- NAU, Institute for Human Development, aided in family advisor and participant recruitment
- NAU, Southwest Health Equity Research Collaborative, covered open-access publication costs for manuscripts published on Aims 1a and 1b.

- Health Choice (Blue Cross Blue Shield Plan in Arizona), aided in family advisor and participant recruitment
- Raising Special Kids, Family Voices in Arizona, aided with recruitment efforts
- University of New Mexico, Navajo Birth Cohort Study Team, aided with participant recruitment

Briefly state the primary research question(s), summarize the methodology, and describe the actual outcomes. Our project had the following three aims:

Aim 1a. Conduct focus groups or interviews with Diné parents/guardians of children with autism to generate new knowledge on their experiences raising children with autism.

Aim 1b. Adapt Parents Taking Action (PTA), an evidence-based intervention employing a community health worker delivery model, for Diné families of children with autism.

Aim 2. Conduct a pilot trial of the adapted intervention to determine its feasibility and acceptability with Diné parents of children with autism ages 2-12 years.

Methodology Summary

Aims 1a and 2, Sampling and Recruitment: For Aims 1a and 2, our study had the following inclusion and exclusion criteria for parent participants:

- **Inclusion criteria** = Individuals must be 18 years or older, identify as the parent or guardian of at least one child with autism who is age 2-12 years, identify as Diné, and live on or off the reservation.
- **Exclusion criteria** = Individual is younger than 18 years of age, child(ren)with autism is/are 13 years or older, do not report their child has autism, and/or do not identify as Diné.

We primarily recruited Diné parents and guardians for Aims 1a and 2 through our CAB members and faculty running the developmental and behavioral clinic for families on Medicaid through the Institute for Human Development, A.T. Still University, and Yavapai County School District. In addition, we have received approval to recruit through the Flagstaff Unified School District's parent listserv and individual schools if the principal grants approval. We distributed flyers to these individuals/organizations to distribute to potentially eligible individuals. After we received Navajo Nation Human Research Review Board (NNHRRB) approval (original approval granted in November 2020) we additionally emailed chapter officials and schools/districts, in the Navajo Nation, information about our project to share with community members. We also received approval to recruit through Navajo Nation Head Start. Potentially eligible individuals were additionally e-mailed via our CAB members.

Aims 1a & 2, Enrollment: We enrolled and interviewed 15 Diné parents of autistic children (Aim 1a). Thirteen parents were enrolled to participate in the pilot trial (Aim 2).

Aim 1a, Data Collection and Analysis: Fifteen Diné parents were surveyed and interviewed for Aim 1a by Dr. Candi Running Bear from June 2021 to June 2022. The surveys were verbally administered via telephone or Zoom, as were the interviews. Survey data were primarily on participant demographic characteristics and were entered into REDCap. Interview data were audio recorded and transcribed. Data were analyzed in NVivo by Drs. Lindly and Running Bear using a directed content analysis approach in which the interview guide and conceptual framework were used to generate initial structural codes for the coding scheme. Each transcript was independently coded by both researchers and discrepancies in coding were resolved through discussion and consensus. The themes and subthemes that were identified through this coding process were presented back to the CAB for feedback.

Aim 2, Data Collection and Analysis: Among the 13 Diné parents enrolled for the pilot trial of the adapted Parents Taking Action program, all completed the Modified Checklist for Autism in Toddlers, Revised Form (M-CHAT-RF) and the baseline evaluation survey, which includes measures of service use, as well as child social communication and behavior. Eleven of these participants additionally underwent the Child Autism Rating Scale, Second Edition (CARS-2) assessment with an observation of their autistic child completed by a study team member and the parent questionnaire. To date, seven Diné parents completed all three surveys, and two participants completed two surveys. Three participants who enrolled in the program were unable to begin the Parents Taking Action lessons for the following reasons: loss of spouse ($n = 1$) and needing to prioritize multiple jobs to financially support their family ($n = 2$). These pilot trial's mixed methods evaluation data are currently being analyzed by the research team using descriptive statistics and visualization. Qualitative and fidelity data will be used to help explain quantitative data.

Aim 1b, Methods: Grounded in the eight dimensions of the Ecological Validity Framework (i.e., language, persons, metaphors, content, concepts, goals, methods, context), which is often used for the cultural adaptation of health-oriented programming, three members of the research team sought overarching feedback from the full CAB during regular meetings on broader adaptations to the program such as the project's logo and commonly used terminology throughout the program materials. This input was recorded in meeting notes taken by the project's coordinator or another member of the research team. In addition, we sought to obtain more detailed feedback from the CAB on adaptations needed for the PTA manuals, which include lessons on the program's content. To obtain this feedback, we distributed copies of PTA manuals including program visuals from the original PTA program and subsequent adaptations from its developers and collaborators to the CAB members. We then formed smaller workgroups of volunteers from our CAB that were composed of two to four individuals to review and provide feedback on the adaptations needed for one or two lessons at a time. We additionally used information on parent preferences for the program that were gathered through the parent interviews as part of Aim 1a to help shape program adaptations.

Project Outcomes

For Aim 1a (interviews): Following Aim 1a data collection and analysis, we prepared multiple presentations (please see the attached list and supplemental table of presentations at the end of this report) and a manuscript on these findings. The manuscript, titled "Know Your Children, Who They Are, Their Weakness, and Their Strongest Point: A Qualitative Study on Diné Parent Experiences Accessing Autism Services for Their Children," was approved by the NNHRRB and has been published in the *International Journal of Environmental Research and Public Health*, Special Issue Proceedings of the 2022 Research Centers in Minority Institutions (RCMI) Consortium National Conference and is available as an open-access publication online at: <https://www.mdpi.com/1660-4601/20/8/5523>.

For Aim 1b (program adaptation): Following completion of the program's initial adaptation, we prepared a manuscript on this process and the resulting adapted materials. The manuscript team met three times to develop the manuscript. We submitted a full draft of this manuscript, titled "Adaptation of the Parents Taking Action program for Diné (Navajo) parents of children with autism," to the NNHRRB for review in January 2023, which was approved by them in March 2023. We subsequently submitted the manuscript to a special issue/research topic on educational approaches for promoting neurodivergent health, well-being, and thriving across the life course in *Frontiers in Education (Special Education Section)*. After several rounds of revision, this manuscript was accepted for publication and is available as an open-access

publication online at: <https://www.frontiersin.org/articles/10.3389/feduc.2023.1197197/full>. We have also included information available in this paper in multiple presentations on the project. Dr. Lindly and Dr. Running Bear have also been working with Dr. Lopez (lead author) to co-author a manuscript more focused on the community engagement piece of this project, which was approved by the NNHRRB in January 2024 and will soon be submitted to a journal.

For Aim 2 (pilot trial): By the end of October 2023, 13 participants were enrolled in the program. Although we trained five Diné parents/guardians of autistic children to serve as family advisors delivering the adapted program to other Diné parents/guardians of autistic children in July/August 2022, only three were able to deliver the program after this training. Of these three, one family advisor had to cease his involvement with the project in the spring of 2023 because he had a newborn child with medical complexity. Two family advisors have continued to work with the participants delivering the Diné Parents Taking Action program. Of the 13 participants: 3 participants withdrew (reasons stated previously), 7 participants completed all 12 lessons; 1 participant has completed 7 lessons; 2 have completed 8 lessons; and 1 has completed 5 lessons. Project staff contact the family advisors weekly to check on their progress, this has been continuous since the pilot began. Evaluation data including parent surveys, fidelity checklists, and qualitative data gathered from the family advisors and parent participants are beginning to be analyzed to prepare another manuscript on this aim, with planned manuscript submission in summer 2024. Two inspiring quotes from parents who have completed the program are as follows:

[Diné Parents Taking Action] helped me learn a lot. [...] One of the workers at the school his caseworker, she was there at his old school/resource teacher. She talked to us about what the school was not doing right. She would mention somethings. It was not until this project that I understood what she was talking about. I learned more about [functional behavioral assessments] and so forth. I think [Diné Parents Taking Action] would help a lot of people. People who do not know about autism might be scared. I was one. I was that parent. [My child with autism] was scared, and I was crying. So, knowing what I know now, this person has given me. I am more confident now."

"Yes, I would [recommend Diné Parents Taking Action]. Why is because I learned a lot about autism. I was a parent of an autism child that I had no idea how to have a relationship with. [...] I always thought it was a big, like a condition of disability to where I had to see him different than the rest of my kids. But I want to love my son to where we have that communication and that relationship. And this class really helped. And, also, me working full time, I don't get to spend time with my child like I used to, and that it just makes me makes me know I'm going for the benefit of my child. Because I'm so getting that relationship with him and being there for him. And it's not just him. I know there's a lot of people that are struggling. The fact that they don't know what autism is [...] this class really helps, and especially I have family that are thinking their child's autistic. And they question me. And it's okay. There's questions, all the questions, the book that you gave me, the pamphlet, all that I pick it up, and I share those tools that you gave me to others."

In what way did the project vary from your initial plan? Describe how/why and discuss to what degree the changes affected your intended methodology. Recruitment took longer than expected given this project's overlap with the COVID-19 pandemic and the negative impacts the pandemic had in and around the Navajo Nation – particularly on families of children with special health care needs such as autism. We therefore had to take a more geographically expansive and community-engaged approach to our project to enroll 15 parents in Aim 1a, train 3 family advisors for Aim 2, and enroll 13 parents for Aim 2.

Compare the outcomes predicted in your original proposal to the actual outcomes, identify any variances, and discuss the most significant findings (Refer to your Interim

Report as necessary.) The outcomes projected in our original proposal are similar to the project's actual outcomes. Because we are still analyzing the pilot trial data from Aim 2, we do not yet know how discrepant the findings will be from what was proposed.

Describe any unexpected outcomes either favorable or unfavorable. None noted.

To what extent does this research advance the state of our knowledge regarding autism intervention?

No prior autism intervention work has focused on Diné (Navajo) families. This project helps to advance the evidence base by describing Diné parents' lived experiences and preferences for autism intervention, in addition to adapting and piloting the Diné Parents Taking Action program. Although small in scale, this project generated useful information that can be used to inform and shape similar parent education and training programs on Navajo and in other tribal communities.

If you were to conduct this study again, what modifications, if any, would you make to your design to enhance the outcomes and strengthen the results? Given the scope and timing of this project, I believe that it would have been best to complete Aim 2 as a separate project and with a comparison group. Although we also had support from another pilot grant, given the highly community-engaged nature of this project along with the tribal research processes required, I believe that its scope was overly ambitious.

Practical Findings

Describe the most relevant finding(s) of this study for (1) a person with autism, (2) a parent of a person with autism, and (3) a teacher or caregiver.

- (1) Children with autism living in or around the Navajo Nation may have difficulty accessing timely autism diagnostic and therapy services due to the intersections between culture, poverty, and ruralness. The Diné Parents Taking Action program demonstrated some promising results for young Diné children and their families who were involved with this project.
- (2) Being a parent of an autistic child in or around the Navajo Nation can be a challenging and sometimes isolating experience. The Diné Parents Taking Action program helped families to feel more connected to other parents with similar lived experiences and to learn about strategies and resources to optimize health and functioning for their autistic child.
- (3) No parent education and training programs for autistic children have previously been adapted specifically for Diné families. The Diné Parents Taking Action program may be useful for families who are undergoing the diagnostic process or who have a child diagnosed with autism in addition to school supports.

Next Steps/Implications for Future Research

Do you intend to submit a report on this study to any professional journals? If so, which publications? Yes, we have submitted/published or plan to submit as follows:

1. Lindly, O., Henderson, D. E., Vining, C., Nozadi, S. S., & Bia, S. (2023). "Know your children, who they are, their weakness, and their strongest point": A qualitative study on Diné parent experiences accessing autism services for their children. *International Journal of Environmental Research and Public Health*, 20(8), 5523. <http://dx.doi.org/10.3390/ijerph20085523>
2. Lindly, O. J., Running Bear, C., Henderson, D. E., Lopez, K, Nozadi, S. S., Vining, C., Bia, S., Hill, E., & Leaf, A. (2023). Adaptation of the Parents Taking Action program for Diné

(Navajo) families of children with autism. *Frontiers in Education, Special Educational Needs Section*, 8. <https://doi.org/10.3389/feduc.2023.1197197>

3. Lopez, K., Lindly, O., Running Bear, C., Xu, Y., & Dueñas, A. (In preparation). Community partnerships and autism intervention studies with underserved children throughout COVID-19. Planned submission to *Children and Youth Services Review*.
4. Lindly, O. J., Running Bear, C., Henderson, D. E., Lopez, K., Nozadi, S. S., Vining, C., Bia, S., Kirby, B., Leaf, A., Lalan, K., Dababanah, S., & Magaña, S. (In preparation) A Mixed Methods Evaluation of the Diné Parents Taking Action Pilot Trial. Planned submission to *Autism* or the *Journal of Autism and Developmental Disorders*.

What do the findings of this study suggest in terms of future research? Briefly describe the rationale for continued funding, expansion, replication, or termination.

More rigorous research with a comparison group or waitlist control group and with a larger number of participants is required to establish that this program is effective at improving service use, parent knowledge/self-efficacy related to their child's autism, and child social communication and possibly other behavior. As we detail below, we are pursuing and have had some promising leads to support work along these lines.

If, in your professional judgment, additional research is indicated, what level of funding is required, and whom do you plan to approach for funding?

We have approached Mercy Care, which is an Arizona-based Medicaid plan, that has a tribally focused reinvestment initiative for additional funding to support the group-based delivery of Diné Parents Taking Action in partnership with the only autism clinic in the Navajo Nation at Tuba City Regional Health Care. The funds we have requested are ~\$225,000 for one year, with no indirect costs.

We have additionally submitted/resubmitted three federal grant applications to support extensions of this work. A resubmission of an R21 grant (direct costs of ~\$275,000 per year for two years) received a strong impact score of 21 and is likely to be funded in the spring (2024); however, this proposal is more focused on the cultural responsiveness of autism assessment for Diné families of young children ages 2-5 years old.

I would like to submit a three year R34 or 4-5 year R01 proposal in the next year, to sustain and spread the hospital based extension/expansion of Diné Parents Taking Action using more rigorous methodology to establish the program's effectiveness.

Comments/Suggestions

Please feel free to provide any constructive comments or suggestions on the Organization for Autism Research's applied research program including: the Request for Proposals, submission timelines, review process, and grant administration.

None noted.

Financials (attachments)

Please provide an itemized budget that compares the project budget with actual expenses to date. Please comment on any significant variances (all variances \pm 25 percent and \pm 10 percent for any line item \geq \$2,500.00) and report the amount of unused funds, if any. Include a detailed, complete accounting of grant monies provided by the Organization for Autism Research.

Please see the attached itemized budget from NAU's Office of Sponsored Projects showing the itemized costs from this OAR grant. Please contact Douglas Murphy (Douglas.Murphy@nau.edu), this grant's sponsored projects fund manager, for any additional information needed on this.

Unused funds for this grant were approximately \$2,158.96

List any other funding sources for this project and their level of support.

As indicated in our original proposal, we received an additional \$59,978 of funding from the NAU Southwest Health Equity Research Collaborative Pilot Project Program at NAU (2 years, with 1-year no-cost extension – 2021-2023) to help support this work.

Research Summary – Due three months after study is completed

Please provide a research summary suitable for use by the Organization for Autism Research on its website, publications, and other written materials. This should be written in laymen's terms for the primary target audience, parents of children with autism. An article between 1,200 to 2,500 words with relevant graphics, charts, notes, and references will suffice.

Because we are still analyzing data from Aim 2, we would like to request an extension for this additional requirement until Friday, May 24, 2024. Thank you for considering this request.

Attachments

Separate files include two publications on Aims 1a and 1b, as well as itemized project costs.

Below, please find a list of dissemination activities on this work.

Manuscript/Papers

1. Lindly, O., Henderson, D. E., Vining, C., Nozadi, S. S., & Bia, S. (2023). "Know your children, who they are, their weakness, and their strongest point": A qualitative study on Diné parent experiences accessing autism services for their children. *International Journal of Environmental Research and Public Health*, 20(8), 5523. <http://dx.doi.org/10.3390/ijerph20085523>
2. Lindly, O. J., Running Bear, C., Henderson, D. E., Lopez, K., Nozadi, S. S., Vining, C., Bia, S., Hill, E., & Leaf, A. (2023). Adaptation of the Parents Taking Action program for Diné (Navajo) families of children with autism. *Frontiers in Education, Special Educational Needs Section*, 8. <https://doi.org/10.3389/feduc.2023.1197197>
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Press/Media Coverage

- NAU News: "Diné Parents Taking Action: NAU research program supporting autism awareness and acceptance among underserved communities."
 - <https://news.nau.edu/dine-parents-autism-acceptance/#:~:text=Through%20their%20work%2C%20the%20Diné,the%20needs%20of%20underserved%20communities>
- "Telehealth offers boost to children with developmental needs" – *Indian Country Today*
 - <https://ictnews.org/news/telehealth-offers-boost-to-children-with-developmental-needs?fbclid=IwAR0QbnmnNFKv-XrBQk4mY9JpZ5qj69G0lYXiwrO5WaZNZoKuKcMK91TXs90>
- NAU Health Equity Research Fairness First Blog & Podcast
 - <https://nau.edu/sherc/fairness-first-blog-olivia-lindly/>
 - <https://nau.edu/sherc/fairness-first-podcast/>

Refereed Presentations

1. Lindly, O., Henderson, D., Running Bear, C., Kirby, R., & Leaf, A. (2023, October 19). *Diné Parents Taking Action for autism: preliminary program adaptation and pilot trial results*. Bi-annual Navajo Research Conference, Twin Arrows, AZ.
2. Running Bear, C., Lindly, O., & Henderson. (2023, October 7). *Diné Parents Taking Action: Program adaptation and pilot project status*. 2023 Diné Early Childhood Summit, Twin Arrows, AZ.

3. Running Bear, C., Lindly, O., Henderson, &, Kirby, R. (2023, September 15). *The adaptation of the Parents Taking Action Program for Diné families of children with autism and pilot project progress*. Native Children's Research Exchange, Aurora, CO.
4. Lindly, O., Henderson, D., Running Bear, C., Leaf, A., Kirby, R., & Hill, E. (2023, June 8). *Diné Parents Taking Action for Autism: Preliminary program adaptation and pilot results*. CPCHP Research Symposium (North Country Health Care), Flagstaff, AZ.
5. Leaf, A., Hill, E., Lindly, O., & Running Bear, C. (2023, April 28). *Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings*. Northern Arizona University Undergraduate Expo & Symposium, Flagstaff, AZ.
**Best student poster award from the NAU Interns to Scholars Program.
6. Lindly, O., & Running Bear, C. (2023, May 6). A qualitative study on factors influencing access to autism services for Diné (Navajo) parents. In A. Angell (Chair), *Access to autism diagnosis, services, and knowledge in diverse settings: Using qualitative and participatory research to understand the experiences of under-represented and under-served families*. International Society for Autism Research, Stockholm, Sweden.
7. Henderson, D., Lindly, O., Running Bear, C., Leaf, A., & Hill, E. (2023, May 1). *Diné Parents Taking Action project: Findings from the qualitative study & program adaptation* [Conference session – poster]. Southwest Health Equity Research Collaborative Conference, Flagstaff, AZ.
8. Running Bear, C., Lindly, O., & Henderson, D. (2023, March 2). *Diné Parents Taking Action: Diné parents of children with autism* [Conference session – poster]. Council for Exceptional Children annual conference, Louisville, KY.
9. Lopez, C., Lindly, O., Xu, Y., Duenas, A., & Running Bear, C. (2023, January). *Community Engagement in Autism Research during Covid-19* [Conference session]. The 27th Annual Conference of the Society for Social Work and Research, Phoenix, AZ.
10. Running Bear, C., Lindly, O., & Henderson, D. (2022, October 6-8). *Diné Parents Taking Action pilot project: Initial findings* [Conference session]. National Indian Education Association 53rd Annual Convention and Trade Show, Oklahoma City, OK.
11. Lindly, O., Running Bear, C., & Henderson, D. (2022, June 21). *Lessons learned and initial findings from the Diné Parents Taking Action pilot project* [Conference session]. Institute for Human Development, Northern Arizona University, Evidence for Success Hybrid Disability conference, Phoenix, AZ.
12. Lindly, O., Henderson, D., & Running Bear, C. (2022, March). *Parents Taking Action to Improve autism services access for Navajo families in Northern Arizona: Preliminary qualitative findings* [Conference session – poster]. RCMI Consortium National Conference, Virtual.
13. Lindly, O., Henderson, D., & Running Bear, C. (2021, December). *Parents Taking Action to improve autism services access for Navajo families in Northern Arizona* [Conference session – poster]. Southwest Health Equity Research Collaborative, Research Poster Presentation and Reception, Flagstaff, AZ.

Community Presentations (2022-2023 Only)

Name of Community Organization or Group	Presentation Title or Content	Presenters/Authors	Date	Location	Type
Navajo Nation Human Research Review Board	Amendment/Addendum	Olivia Lindly, PhD	September 2022	Window Rock, AZ & Virtual	Tribal Ethics Committee meeting
Promoting Indigenous Research Leadership Workshop	SHERC Pilot Project	Olivia Lindly, PhD	October 2022	Grand Forks, ND	Workshop
Navajo Nation Human Research Review Board	Continuing Review	Olivia Lindly, PhD	November 2022	Window Rock, AZ & Virtual	Tribal Ethics Committee meeting
Eastern Navajo Nation Agency Council Meeting	Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings	Olivia Lindly, PhD	December 2022	Virtual	Regional Government Agency Council Meeting
Central Navajo Nation Agency Council Meeting	Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings	Olivia Lindly, PhD	January 2023	Chinle, AZ & Virtual	Regional Government Agency Meeting
Western Navajo Nation Agency Council Meeting	Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings	Olivia Lindly, PhD	March 2023	Virtual	Regional Government Agency Council Meeting
American Indian Disability Conference	Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings	Olivia Lindly & Candi Running Bear*	March 2023	Phoenix, AZ	Conference
Navajo Nation Human Research Review Board	Amendment/Addendum	Olivia Lindly, PhD	May 2023	Window Rock, AZ & Virtual	Tribal Ethics Committee meeting

Name of Community Organization or Group	Presentation Title or Content	Presenters/Authors	Date	Location	Type
Diné Department of Education Meeting	Parents Taking Action program for Diné families of children with autism: Qualitative study & program adaptation findings	Candi Running Bear, PhD*	June 2023	Virtual	Government Education Agency Meeting