There are new ways to think about:
- behavioral intervention research
- constantly emerging findings
- limited resources to prepare professionals and paraprofessionals
- pressures upon providers (scarce resources, wait lists, reimbursement).

Similarly, it is important to find new ways to break down the silos between researchers, educators and providers to ensure accurate communication.

Accurate communication about:
- emerging science (e.g., genetics)
- the development, delivery, testing of evidence-based interventions
- their implementation and outcomes in the practice world

Accurate communication to:
- identify new or more effective collaborative solutions to singular or shared problems; and,
- maximize the resources to educate and update professionals.

What we are proposing to foster this improved communication and sharing of resources is the development of a Colorado community of practice focused on ASD/ND.

Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

Author: Etienne Wenger
Communities of Practice

The domain: A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest.

The community: In pursuing their interest in their domain, members engage in joint activities and discussions, help each other.

The practice: Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice.

Communities of Practice

Balance of the afternoon divide into three groups to discuss interest in forming a Community of Practice directed at: definition, refinement, and implementation of interventions for people with neurodevelopmental disabilities including Autism Spectrum Disorders.

Groups defined by age level:
- Early intervention and preschool – stay here
- School age – room 2306 (across the hall)
- Transition and adolescent – room 2201 (toward elevator)

Communities of Practice

What are the implications of the concept of intensity of treatment for children in this age group who have ASD/ND?

What can you offer to and expect from a community of practice?

What would a workable community of practice look like in Colorado?