



CAPTAIN Showcase

North Summit

Pecha Kucha (Japanese: ペチャクチャ)

The Rules

- 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total)
- First slide is not timed
 - Transition
 - Introduce presenters
- Click to begin presentation
 - Slides are timed
 - Slides will automatically advance every 20 seconds



CAPTAIN Showcase

North Summit

- CAPTAIN Hook
- CAPTAIN Hook #2
- CAPTAIN of the East Bay
- CAPTAIN 007
- CAPTAIN 101 North





SJCOE

Evidence Based Practice's

Samantha Bustamante
Early Childhood Education Specialist
Masters in Special Education
&
Cassandra Peltier
Special Education Teacher



EBP's in the classroom: Staff Training

- All staff working in our Autism classrooms receive routine training on EBP's
 - Intensive 2 day foundations training
 - Monthly minimum day trainings
 - Receive coaching



Foundations Training

- 6-hour Two Day Training
- Teachers and staff working in Autism and SH preschool and primary classes
- Covers 12 Evidence Based Practices
- Day 1:
 - Applied Behavior Analysis (BIS)
 - Basic Behavior Management (BIS)
 - Promoting language opportunities using EBPs (SLP)
 - Incorporating exercise to increase learning rates (OT)
- Day 2:
 - Discrete Trial Training (BIS)



CONNECTIONS MCFALL!

- School: McFall
- Student Population: 3-5 years
- SJCOE Classroom Population: Autism preschool
- Focus: Comprehensive ABA program designed to address individualized student needs in a highly structured setting. Staff utilize Evidence Based Practices to increase learning rates and reduce maladaptive behavior. Goal is to move students into lesser restrictive educational environments.



Wanda Hirsch Elementary

- School Type: Public Elementary School
- Student Population: K-5
- SJCOE Classroom Population: Autism K-3
- Focus: Evidence Based Practices are used to target individualized students needs in the areas of independence, academics, social, motor development, speech development, communication, behavior, and self-help skills, within the least restrictive environment.



Discrete Trial Training (DTT)

- **WHO:** Trained staff teach required students
- **WHAT:** Breaking down targets into repetitive smaller components.
- **WHERE:** In secluded area with minimal distractions or embedded
 - Maintenance (teachers have specific days, times)
 - Generalize into naturalistic settings





Prompting and Time Delay



- **WHO:** Teachers and staff target increased independence.
- **WHAT:** Classified as most to least intrusive
 - Start where the students need prompting
 - Using time delay (starting 0-5 seconds) to increase independence and fade to least intrusive
- **WHERE:** DTT or other teachable moments where student requires support
 - **PROMPTING BENEFITS:** SOCIAL, COMMUNICATION, JOINT ATTENTION, SCHOOL READINESS, PLAY, MOTOR ADAPTIVE
 - **TIME DELAY BENEFITS:** ABOVE PLUS, BEHAVIOR COGNITIVE AND ACADEMICS



Levels of Prompts

- **Full Physical Assistance (FPA):** Hand-over-hand.
 - Ex. How to use appropriate grasp on a pair of scissors to cut a straight line.
- **Partial Physical Assistance (PPA):** Less intrusive, partial physical touching.
 - Ex. Touching the students hand to initiate the response/ partial hand-over-hand guidance through task.
- **Modeling (M):** Showing, without physically touching.
 - Ex. Student will copy a shape from a teacher written model.
- **Gesturing (G):** Pointing, facial expression, mouthing words.
 - Ex. Using eye gaze to indicate what item you want the student to get.
- **Verbal Prompt (V):** 1. Direct Statement 2. Indirect Statement
 - Ex. 1. "Come here." 2. "What's next?"
- **Independent (I):** The student performs task alone. GOAL!

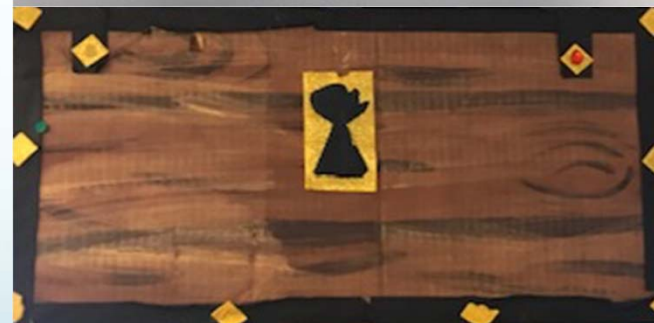
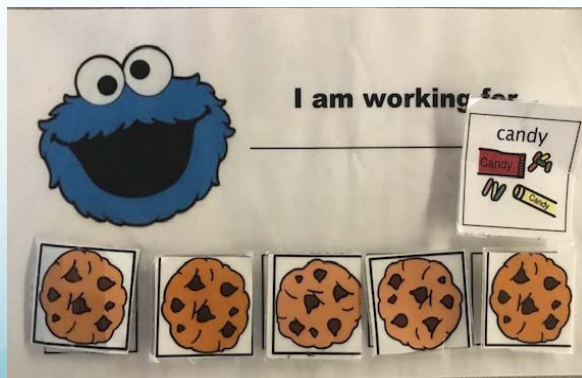


Reinforcement

- Reinforcement is individualized for every student
- **Reinforcement Sample:** reassess-satiation and motivation may change
- **Goal:** Fade to social reinforcement
- Examples
 - Token board
 - First/Then
 - Behavior chart/ Treasure chest

Name	Date	Reinforcer	Comments	Effectiveness

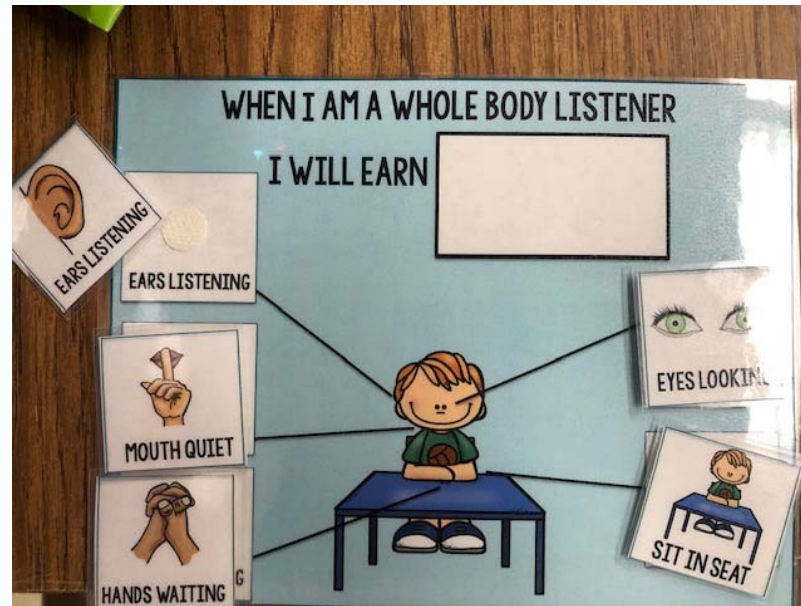
*For effectiveness, write a number between 1 - 5 (5 being highly reinforcing)



BENEFITS: SOCIAL, COMMUNICATION, JOINT ATTENTION, BEHAVIOR, SCHOOL READINESS, PLAY, MOTOR, ADAPTIVE AND ACADEMIC.



Reinforcement



- Class wide positive reinforcement
 - Ex. Clip up chart, sticker chart
- Individualized token boards
- Reinforcement menus
- Choice boards
- Free play/activity/choice



Exercise

- Motor breaks
- Musical chairs
- Dance freeze songs
- Outside play
- Obstacle courses
- Yoga



BENEFITS: BEHAVIOR, SCHOOL-READINESS AND ACADEMICS



Exercise

Brain Breaks are an important part of the day for everyone, especially students with ASD! It is a simple way to implement physical activity and help students focus on the next learning activity or transition to a new task.

REGROUP

DECOMPRESS

PREPARE





Functional Behavior Assessment (FBA)

- Behavior impedes student learning; collaborate with team.
- ABC data
- BCBA will complete an FBA
- Target the antecedents, behaviors and function
- Train teacher and staff, post plan
- Teach proactive strategies and functional behavior replacement
- Review and revise as needed



Date:	Time:	Duration:	Staff:
<input type="checkbox"/> Unusual behavior alert	<input type="checkbox"/> Crying	<input type="checkbox"/> Escape attention	
<input type="checkbox"/> Access denied, unacceptable	<input type="checkbox"/> Screaming	<input type="checkbox"/> Other people's work	
<input type="checkbox"/> Transition presented	<input type="checkbox"/> Whining	<input type="checkbox"/> Calling with unrelated prompt(s), e.g., "helping"	
<input type="checkbox"/> Visually indicated	<input type="checkbox"/> Kicking	<input type="checkbox"/> Physical aggression	
<input type="checkbox"/> Other	<input type="checkbox"/> Dropping	<input type="checkbox"/> Alternative activity offered	
LOCATION/ACTIVITY	<input type="checkbox"/> Pushing	<input type="checkbox"/> Stand out	
<input type="checkbox"/> Group activity	<input type="checkbox"/> Searching	<input type="checkbox"/> Block access to reinforcement	
<input type="checkbox"/> Individual activity	<input type="checkbox"/> Sitting	<input type="checkbox"/> Challenging work	
<input type="checkbox"/> Lunch	<input type="checkbox"/> Engaging	<input type="checkbox"/> Prompt FBA	
<input type="checkbox"/> Recess	<input type="checkbox"/> Writing	<input type="checkbox"/> Environmental modification	
<input type="checkbox"/> Other	<input type="checkbox"/> Drawing	<input type="checkbox"/> Other	

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BENEFITS: BEHAVIOR, SCHOOL READINESS AND ACADEMICS.



Functional Behavior Assessment (FBA)



- TEAM CONSISTENCY!
- Collaborate
- Take ABC data!!!!
 - Antecedent
 - Behavior
 - Consequence
- Use coping strategies
- Deescalate the behavior
- Give options! Break, walk, water, etc.

ABC Data		Student:			
Name / Staff	Antecedent	Behavior	Date: _____ Time: _____		
<input type="checkbox"/>	Transition to different activity	<input type="checkbox"/>	Crying	<input type="checkbox"/>	Physically guide to comply/Prompt
<input type="checkbox"/>	Access Denied/ Told "no"	<input type="checkbox"/>	Whining	<input type="checkbox"/>	Ignored problem behavior / wait out
<input type="checkbox"/>	Wants something	<input type="checkbox"/>	Screaming	<input type="checkbox"/>	Count and mand procedure
<input type="checkbox"/>	Alone /No Attention	<input type="checkbox"/>	Flopping / Dropping	<input type="checkbox"/>	Block access to reinforcement
<input type="checkbox"/>	Demand	<input type="checkbox"/>	Grabbing	<input type="checkbox"/>	Deny access to reinforcer and physically guide to comply with demand
<input type="checkbox"/>	Gave Attention	<input type="checkbox"/>	Boiling	<input type="checkbox"/>	Given Break / Time away
<input type="checkbox"/>	Unclear:	<input type="checkbox"/>	Biting	<input type="checkbox"/>	Other
		<input type="checkbox"/>	Hitting		
		<input type="checkbox"/>	Kicking		
		<input type="checkbox"/>	Other		
		Duration: _____			

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		<input type="checkbox"/>	Hitting		
		<input type="checkbox"/>	Kicking		
		<input type="checkbox"/>	Other		
		Duration: _____			



Picture Exchange Communication System (PECS)

WHAT: Systematic, repetitive building block, teaching functional communication utilizing pictures to assist not replace.

- Phases 1-6 (not black and white)

WHY: Student generalizes and increases independence while functionally communicating wants and needs. Fade visual supports as needed.



BENEFITS: SOCIAL AND COMMUNICATION.

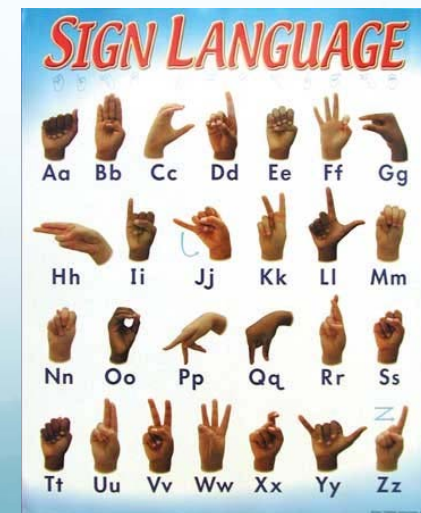
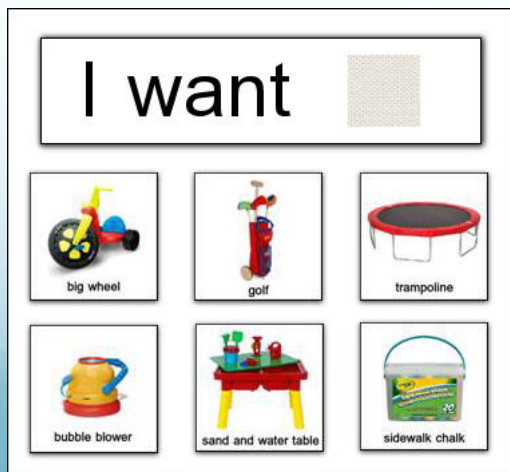


Communication Systems



A Few Forms of Communication

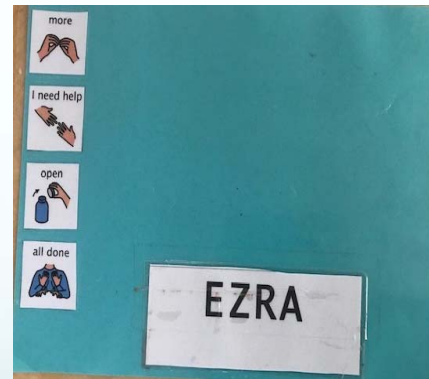
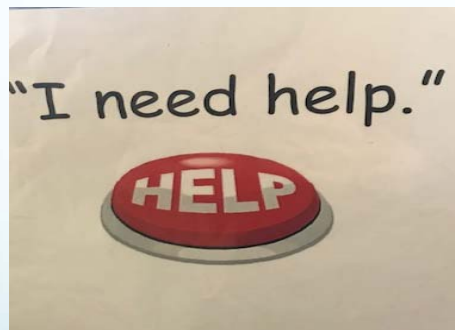
- *Verbal
- *Non-Verbal
- *Augmentative and Alternative Communication (AAC)





Visual Supports

BENEFITS: SOCIAL, COMMUNICATION, BEHAVIOR, SCHOOL READINESS, PLAY, COGNITIVE AND ACADEMICS.





James M. R. has allergies to OYSTER, SHRIMP, COD FISH, SALMON, TUNA and TROUT (also, trees, weeds, grass, dust, cats, dogs, and mice)

- James should not eat foods that contain these items.
- James has allergy testing done which showed these allergies.
- James has developed a whole body rash and eye swelling after eating fish in the past.
- HAS ORDER FOR EPS-PEN

o = other data (Sp. Lang)

Monday	Tuesday	Wednesday	Thursday	Friday
C.P. 7:30	7:30	7:30	7:30	7:30
M.F.S. 8:15	8:15	8:15	8:15	8:15
W.M. 8:45	8:45	8:45	8:45	8:45
V.S. 9:15	9:15	9:15	9:15	9:15
L.P. 9:45	9:45	9:45	9:45	9:45
R.T. 10:15	10:15	10:15	10:15	10:15
C.N. 10:45	10:45	10:45	10:45	10:45
L.S. 11:15	11:15	11:15	11:15	11:15
T.A. 11:45	11:45	11:45	11:45	11:45
E.S. 12:15	12:15	12:15	12:15	12:15
R.S. 12:45	12:45	12:45	12:45	12:45

Monday	Tuesday	Wednesday	Thursday	Friday
C.P. 1:30	1:30	1:30	1:30	1:30
M.F.S. 2:15	2:15	2:15	2:15	2:15
W.M. 2:45	2:45	2:45	2:45	2:45
V.S. 3:15	3:15	3:15	3:15	3:15
L.P. 3:45	3:45	3:45	3:45	3:45
R.T. 4:15	4:15	4:15	4:15	4:15
C.N. 4:45	4:45	4:45	4:45	4:45
L.S. 5:15	5:15	5:15	5:15	5:15
T.A. 5:45	5:45	5:45	5:45	5:45
E.S. 6:15	6:15	6:15	6:15	6:15
R.S. 6:45	6:45	6:45	6:45	6:45

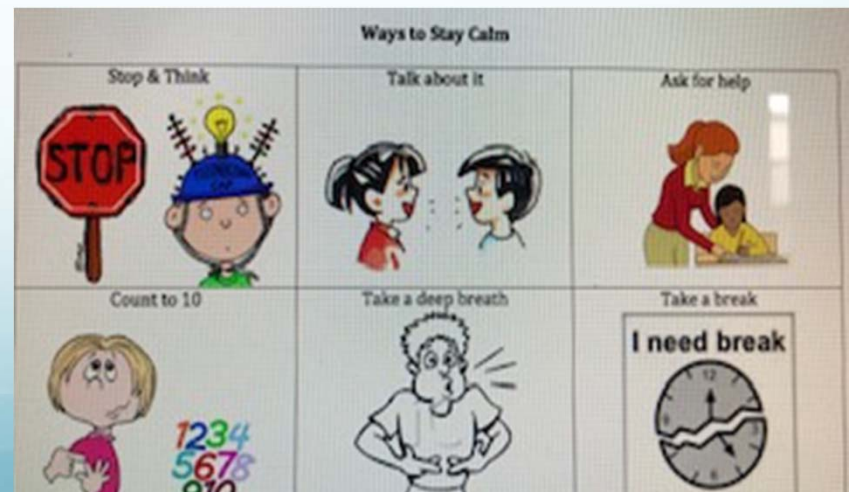
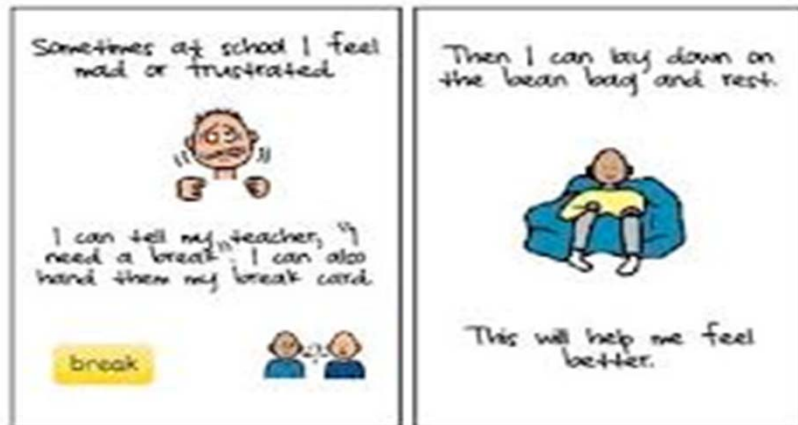
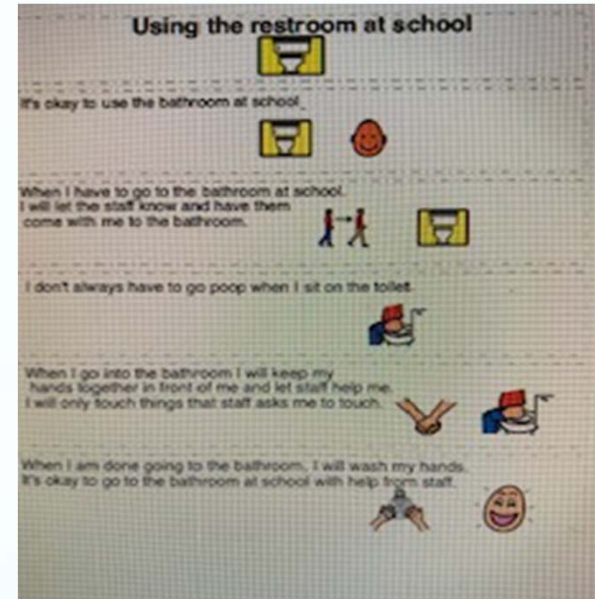
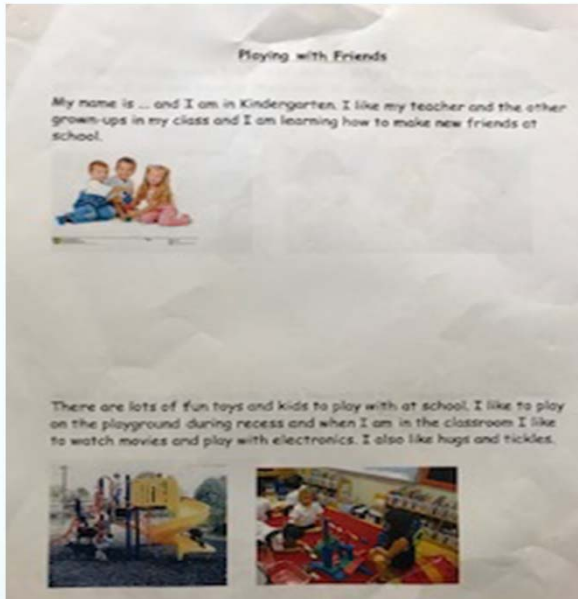




Social Narratives

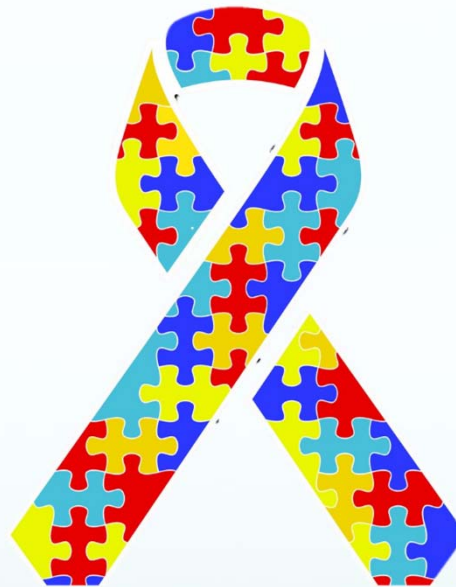
BENEFITS: SOCIAL, COMMUNICATION, JOINT ATTENTION, BEHAVIOR, PLAY, ADAPTIVE AND ACADEMICS

A strategy to address a variety of skills such as...





Thank You



The End

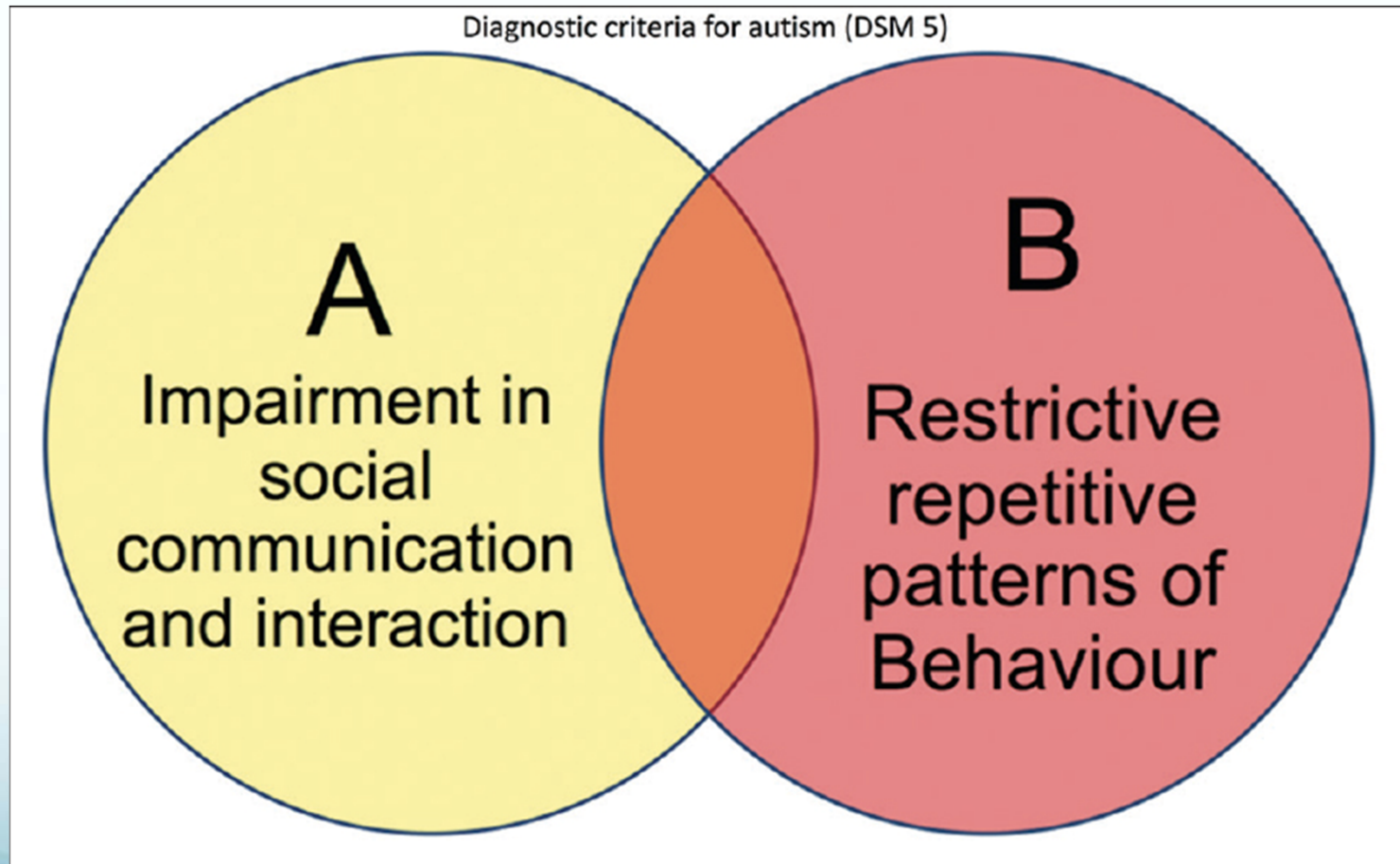


EBPs to Support Listening Comprehension in Students with ASD

Alyssa Henry, PhD Candidate
University of California, Davis



Autism Spectrum Disorder





What tools do we have in our classroom?



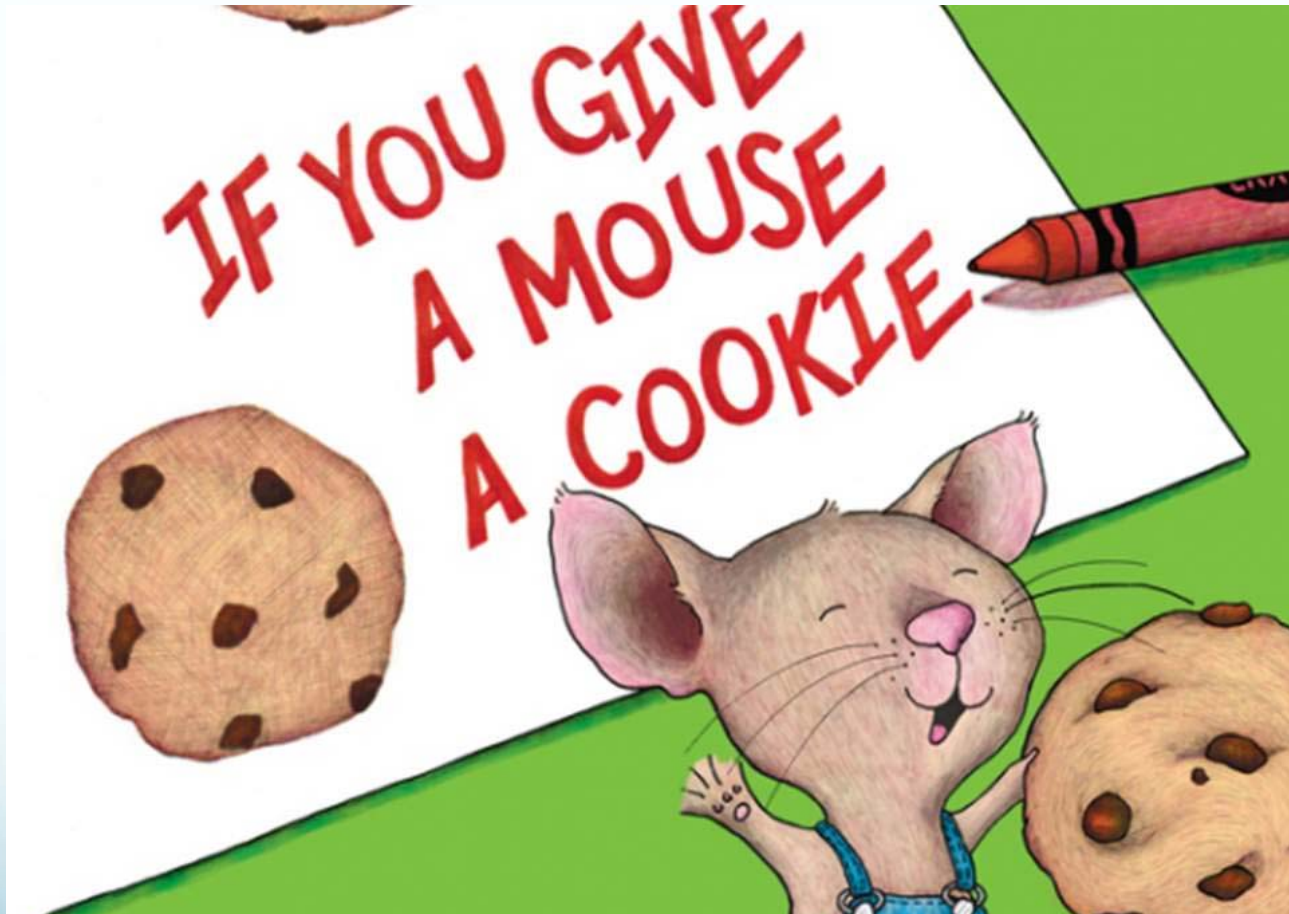


How to leverage?



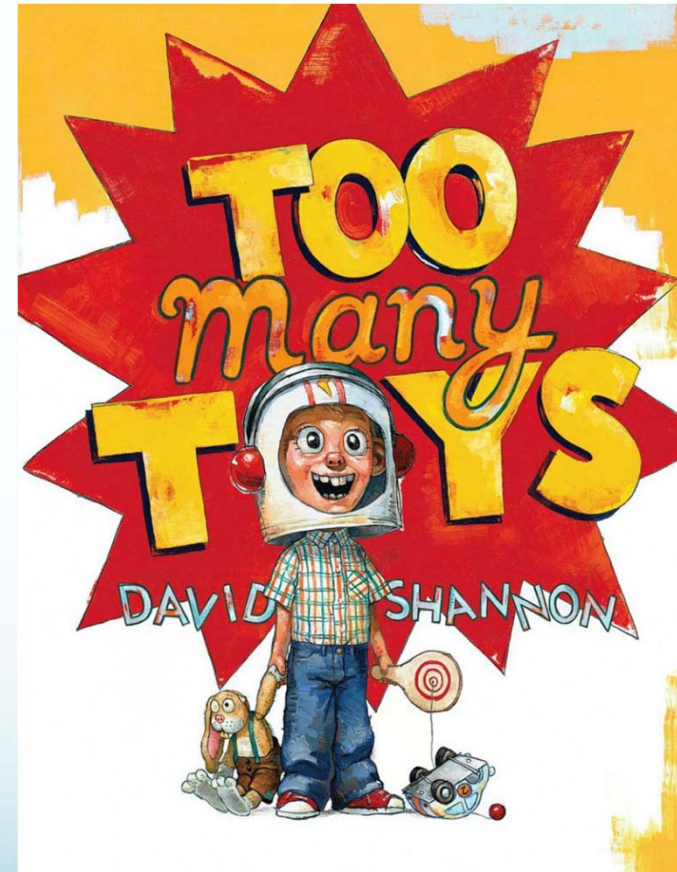
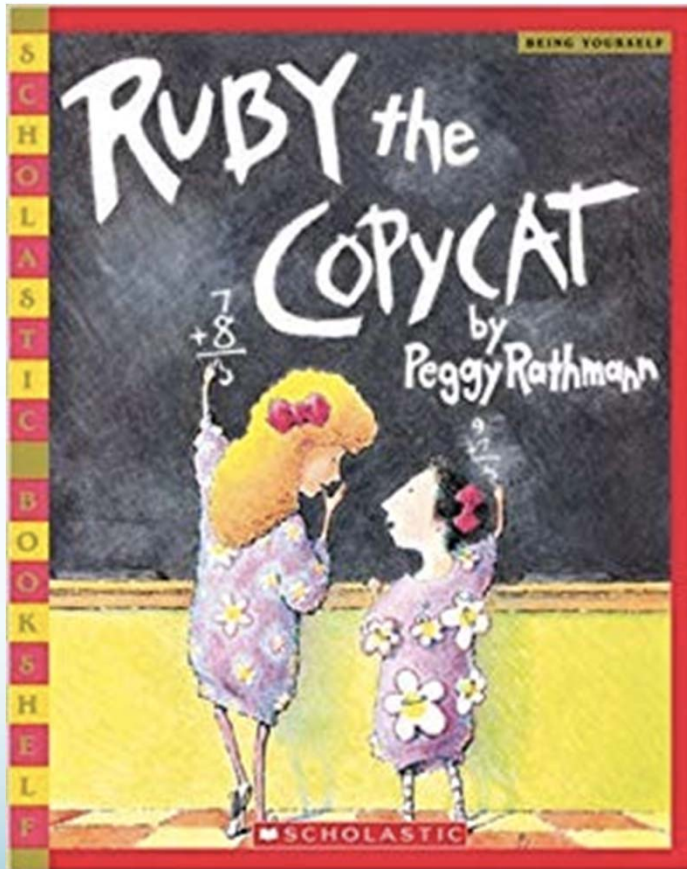


What's so difficult?



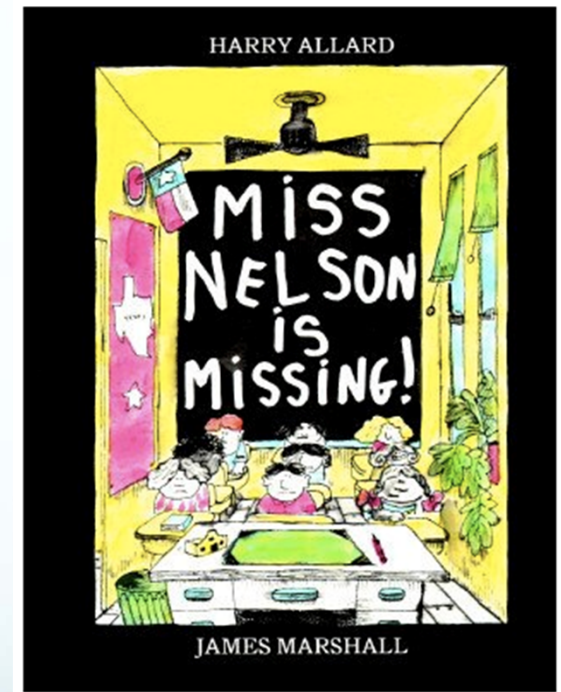
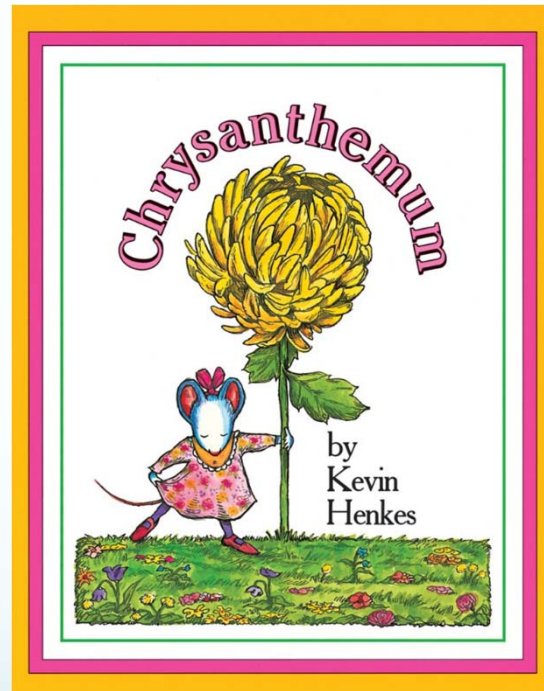
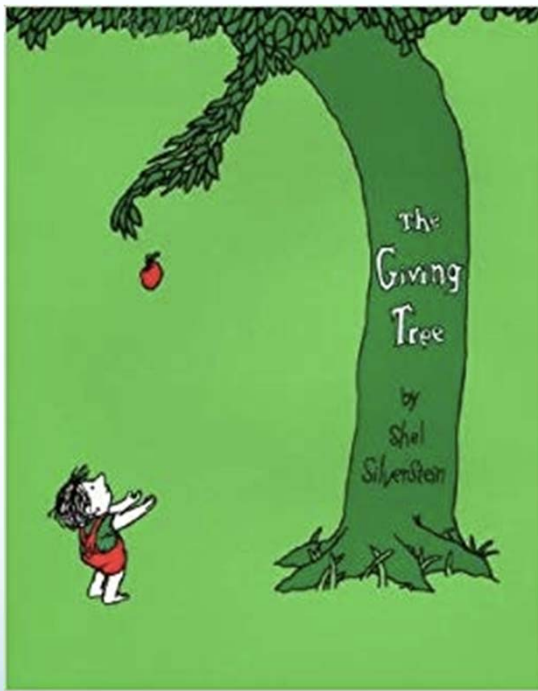


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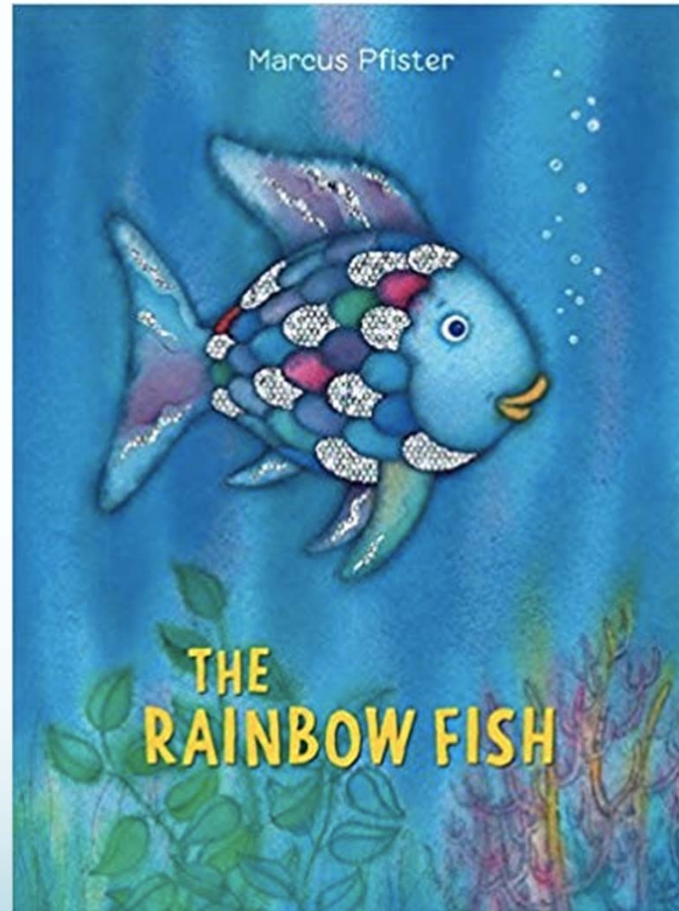


What's so difficult?





An example



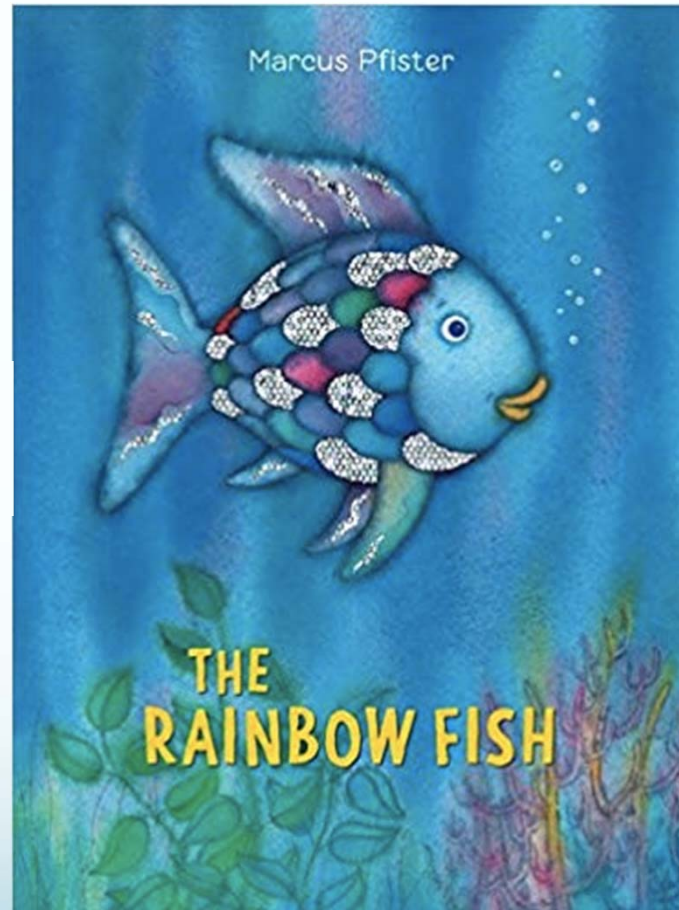


An example

Fairness

Selfishness

Equity



Vanity

Friendship

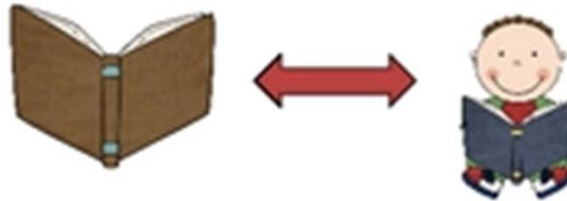
Values



What can we do?

Making Connections

Text to Self



Text to World



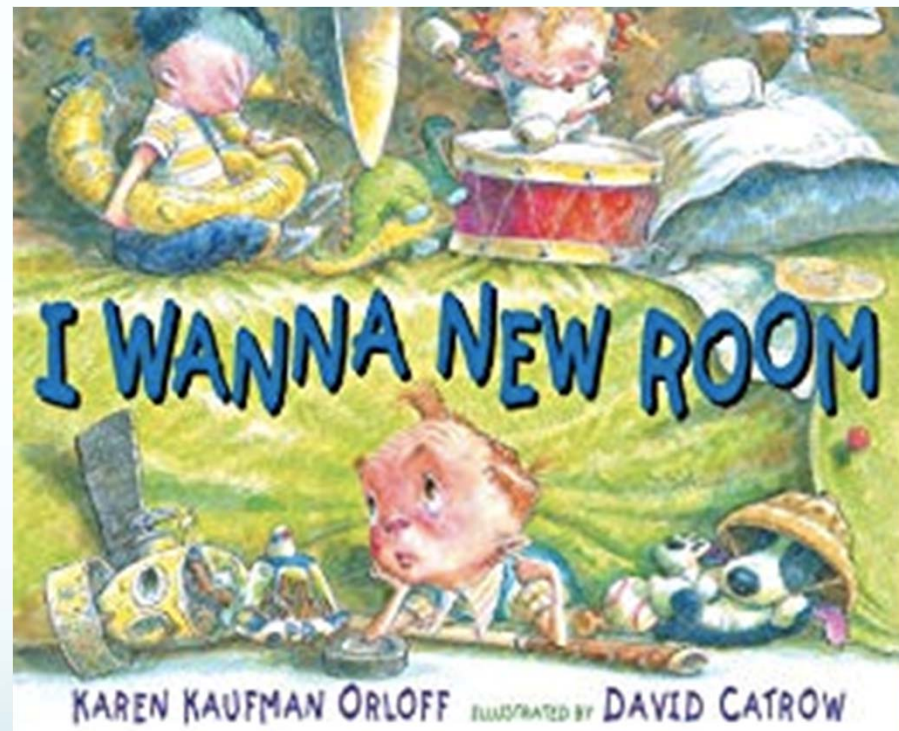
Text to Text





Making Connections

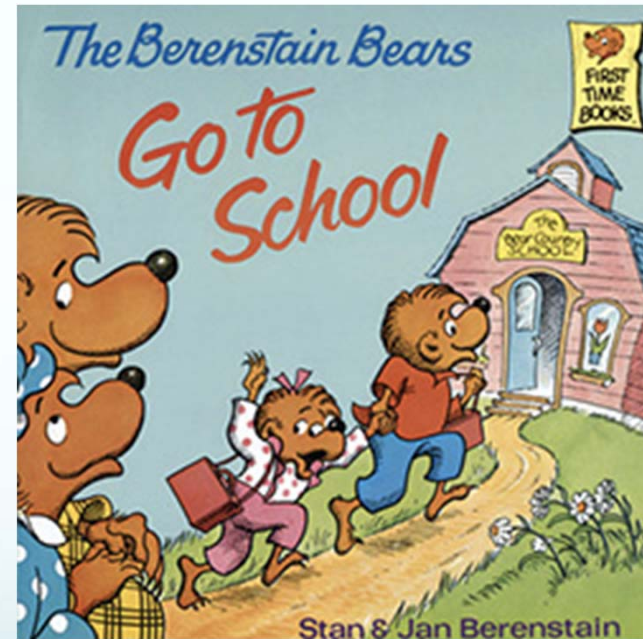
- What is the same?





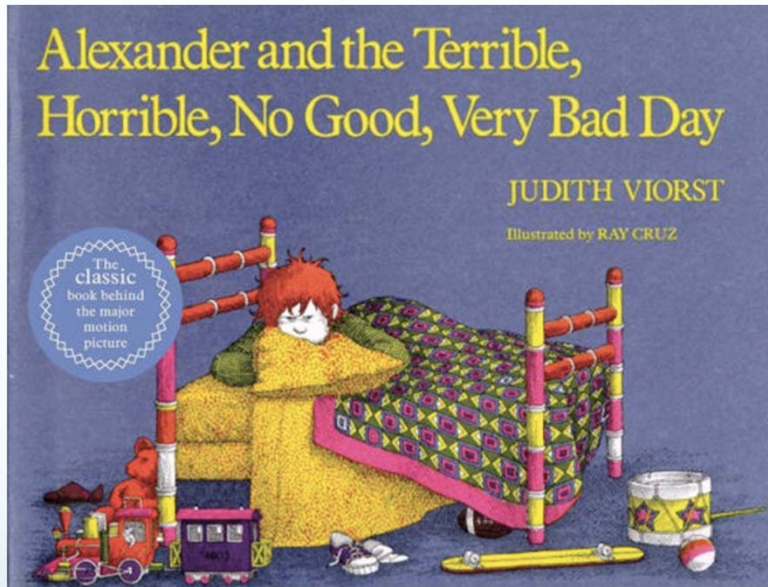
Making Connections

- What is different?

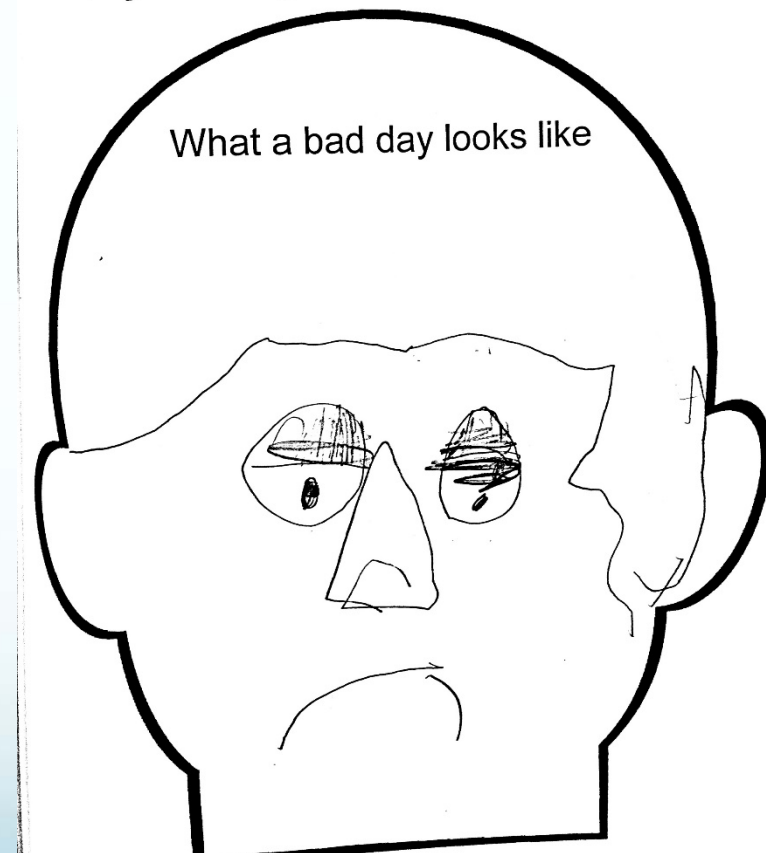




Activation



My Background Knowledge





Discussion

There were two cupcakes in Philip Parker's lunch bag and Albert got a Hershey bar with almonds and Paul's mother gave him a piece of jelly roll that had little coconut sprinkles on the top. Guess whose mother forgot to put in dessert?





Discussion

What happened that made Alexander's day so bad?



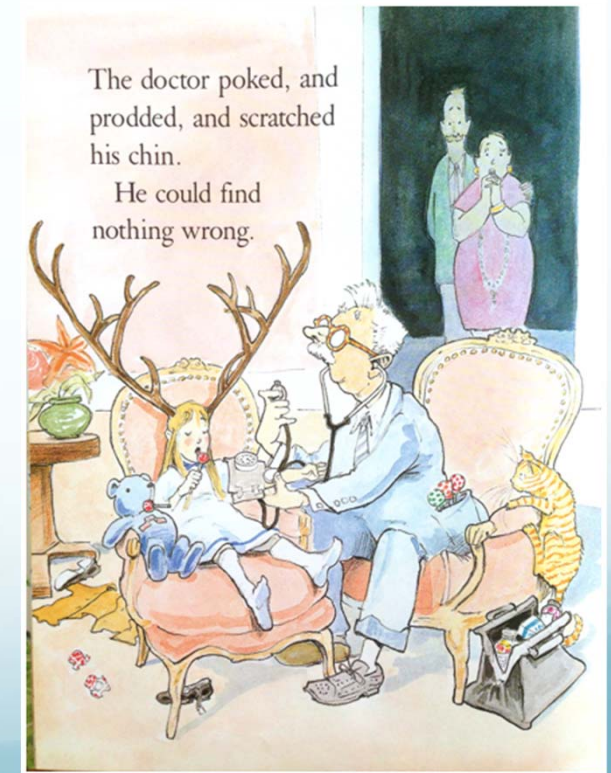
What happened on my bad day?





Social Inferences

- How did Imogene feel about her antlers?
- **Clues from the book + background knowledge...**

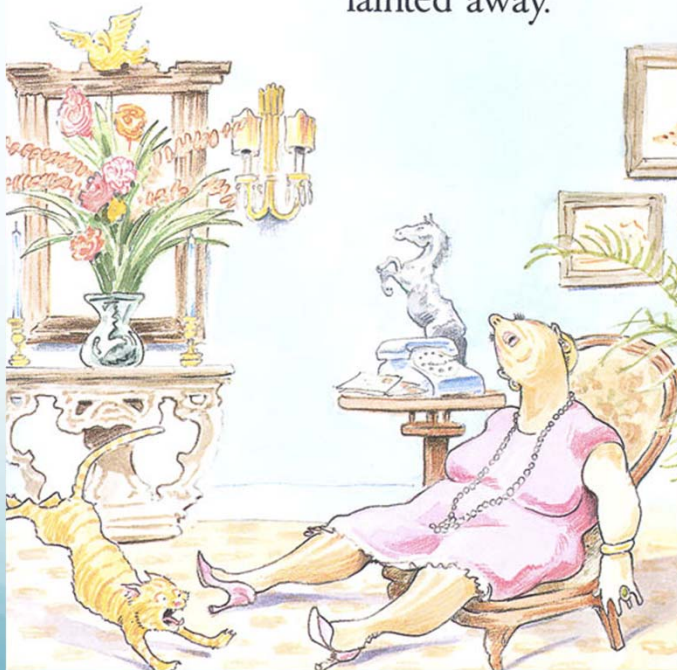




Social Inferences

How does her mother feel?

“OH!!”
Imogene’s mother
fainted away.





Teacher-Friendly Tools

When Wendell's mother came to look at his room, the pig was hiding, but the mess was still there. She threw up her hands.

"Okay, Wendell," she said. "If you want to live in a pigsty, that's up to you."



The pig was **hiding** under the bed. When you **hide** something, you put it where you cannot see it.



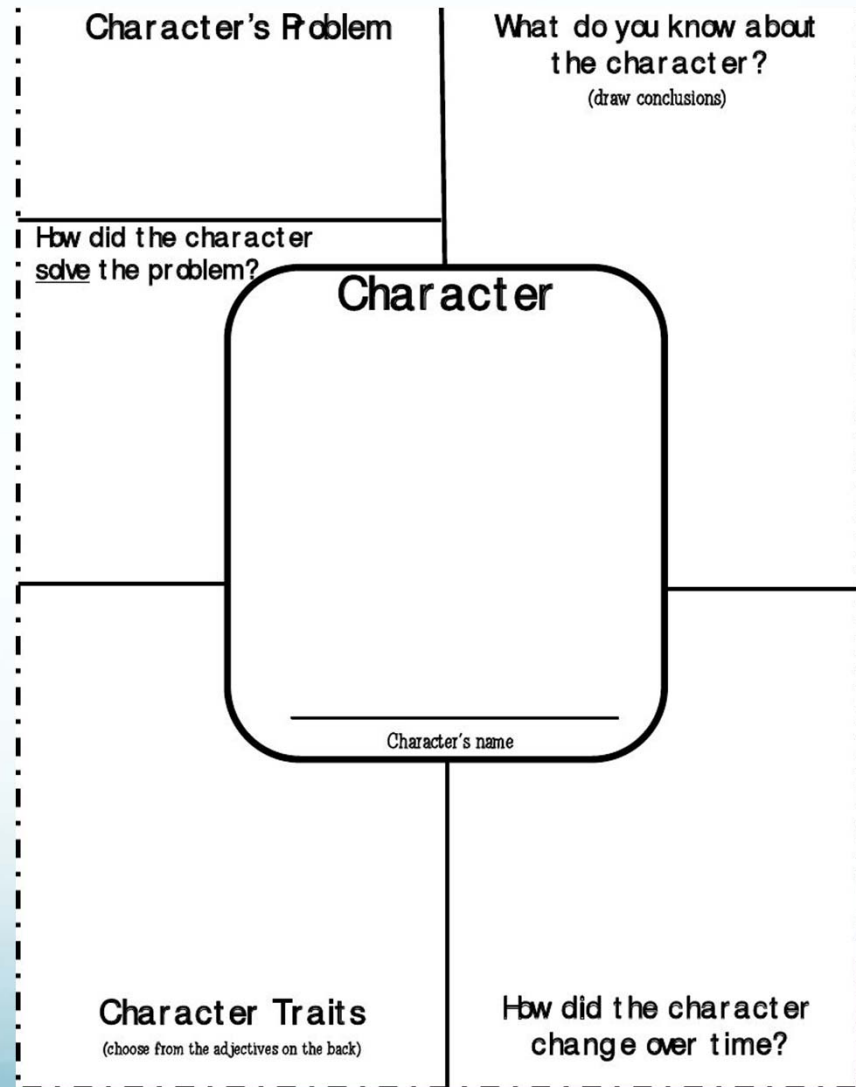
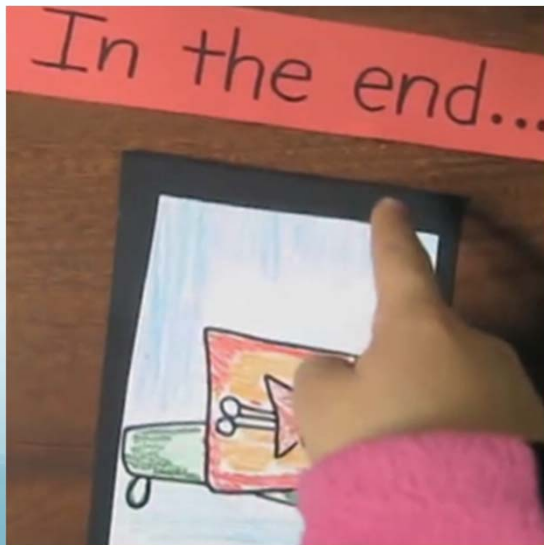
Does this remind you of anything? Hand signal. Can you think of a time when you had to hide something so that no one else could see it? Discuss.



Does this remind you of anything? Hand signal. When has your mom been upset because you didn't do something the way you were supposed to do it? Discuss.



Visual Supports





What are teachers saying?

“I was really surprised by his engagement in the story...”

“The kids are using the hand signal even outside the group!”

“He didn’t like Alexander because he said he would never be rude like that and his mom would make him say sorry”



Thank you!

arhenry@ucdavis.edu



Scaling Up Success

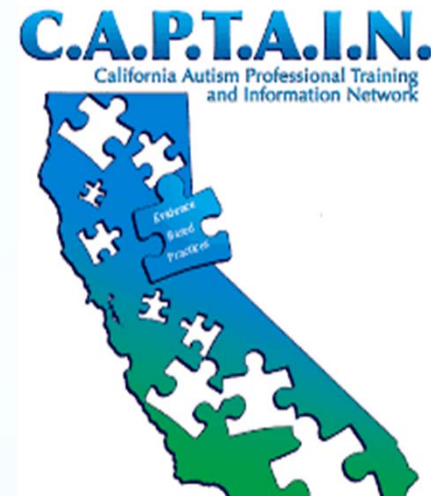
Getting Out of the MUD & Building New Haven's Capacity!!!

Dana Loeffler, LCSW, BCBA
Mission Valley SELPA
New Haven Unified School District
CAPTAINs OF THE EAST BAY





A Little About New Haven



Six years and counting!!!!



WhooHoo 2013-2014!!!!!!

What Did We Have to Start:



Pilot Year:

2013-2014- 5 participants (3 teachers & 2 psychologists)



Game Planning & Training Year

Targeted: What is CAPTAIN?, What are EBPs? & Why NHUSD?





What We Were Met With...

"I don't get it..."

"Wait, what?!"

"I don't know how!"

"Can you do it for me??"

"Do I have to Do This?"

"Can I just ask the principal not to do it?"

"Is this necessary?"

"I really don't have time!"

"On second thought, I'll just deal with it."

"101 Ways to Say I Can't/I won't!"

"Maybe the issue isn't as bad as I thought." **"It's not on the IEP though, right?!"**

The One Who Said YES!!!

"I love this stuff!"

"Thanks for including me!"

"I could have used this last year!"

"Will other teachers get this?"

"Do I have to use it on just one student?"

Can I look at some other EBPs?"

"No seriously, this is good stuff!"

"Can I participate next year too?"



Praise to the Patty Schetter Who Once Said...

“Get out of the mud!”

-10/9/14 @ 2nd Annual CAPTAIN Summit

GRAVEL



MUD



ASPHALT



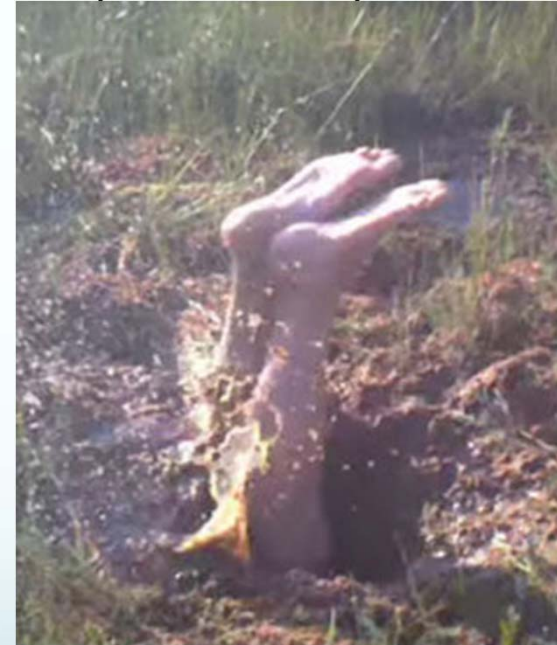


OH the *PAIN, the HORROR!*

2013-2014- 5 participants (3 teachers & 2 psychologists)

EQUALED

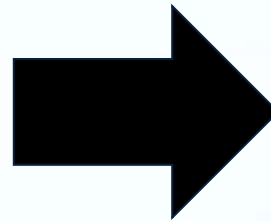
Barriers: 2 MUD, 1 ASPHALT (teachers)





More Words of Wisdom from 2014-2015

Coaching Steps and Cycle : Ann England said, “Start with the most willing participants-early adopters”



2014-2015- 8 participants (5 teachers & 3 psychologists)
4 ASPHALT & 1 GRAVEL (1 MUD moved, 1 MUD granted break)



And So We Moved Forward



2015-2016- **11** participants (**8** teachers & 3 psychologists)

5 ASPHALT, **2** GRAVEL, **1** MUD



2016-2017- **19** participants (**16** teachers & 3 psychologists)

9 ASPHALT, **5** GRAVEL, **2** MUD



and THEN... 2017-2018...

19 to 36 participants (27 teachers, 5 psycs, 1 principal & 2 inc. specialists)

AND.....



© Can Stock Photo - csp27634439





OY!!!



CAPTAIN.
California State Parliament of Learning
All Inclusion Always



WHAT do you do? What did WE DO?!?!





2018-2019 *WITH* Budget Cuts!



36 to 30 participants (**25** teachers & 5 psychologists)
*Includes entire Mod-Sev strand from Pre-K to High School

FULL *Mix* of ASPHAI T GRAVFI *and* MUD

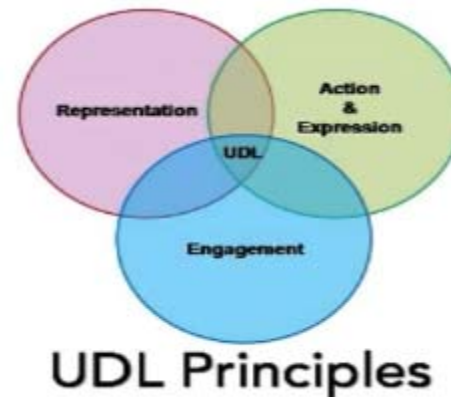




What's This Look Like?!

Staff Perspective, Student Needs & District Goals

“Scaling Up” = To BUILD CAPACITY, be EFFECTIVE *and* “Get/Stay Out of the Mud”, CAPTAIN has to WORK for EVERYONE!





NHUSD LCAP Goals/MTSS

Addressing OUR LCAP Goals =
Multi-Tiered Systems of Support (MTSS) /
Response to Intervention (RTI)

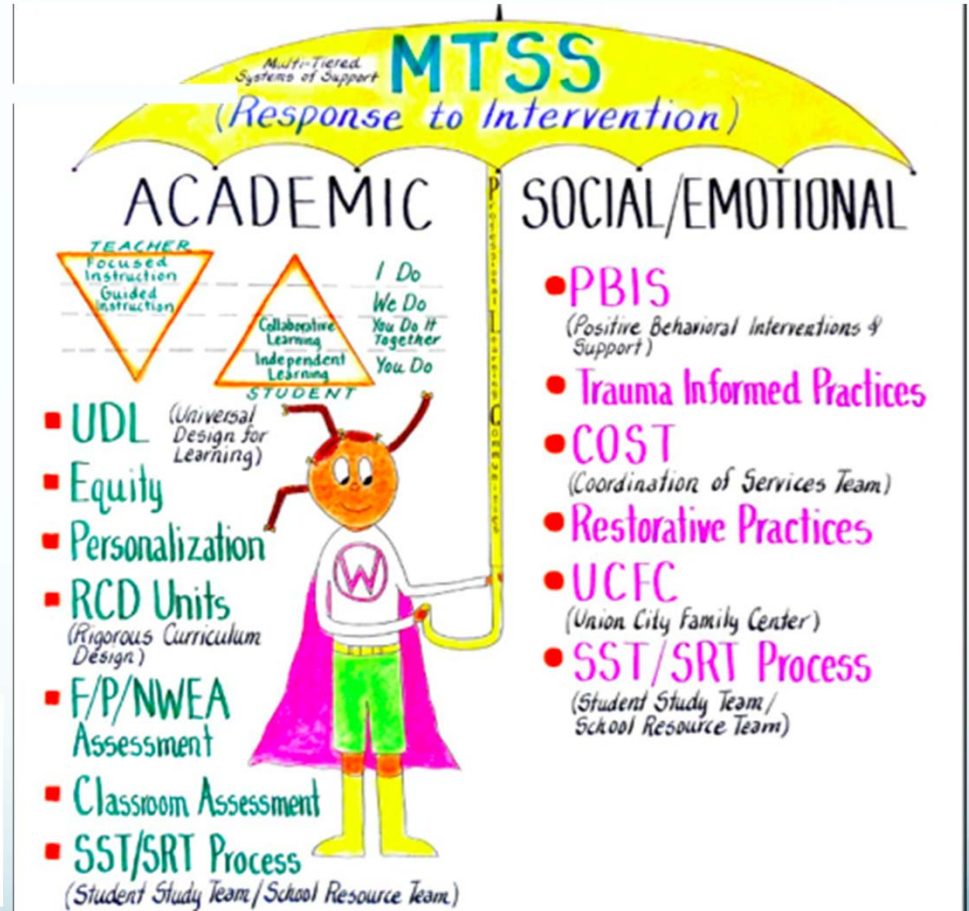
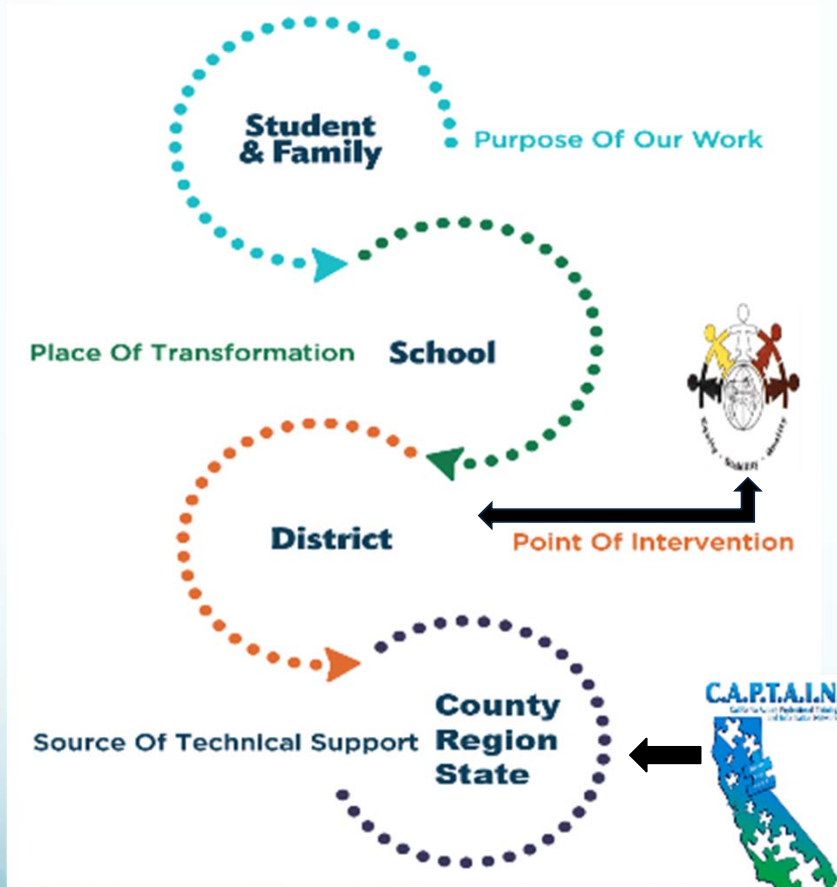
Areas of:

1. **building capacity within our teachers/leaders** (building evidenced-based practices, facilitating increased intervention use in public education settings, etc.)
2. **providing safe and supportive learning environments** (ensuring current ethical responsibilities, practical procedures for the treatment of problem behavior, etc.)

C.A.P.T.A.I.N.
 California's Statewide Partnership for Improving All Students' Lives

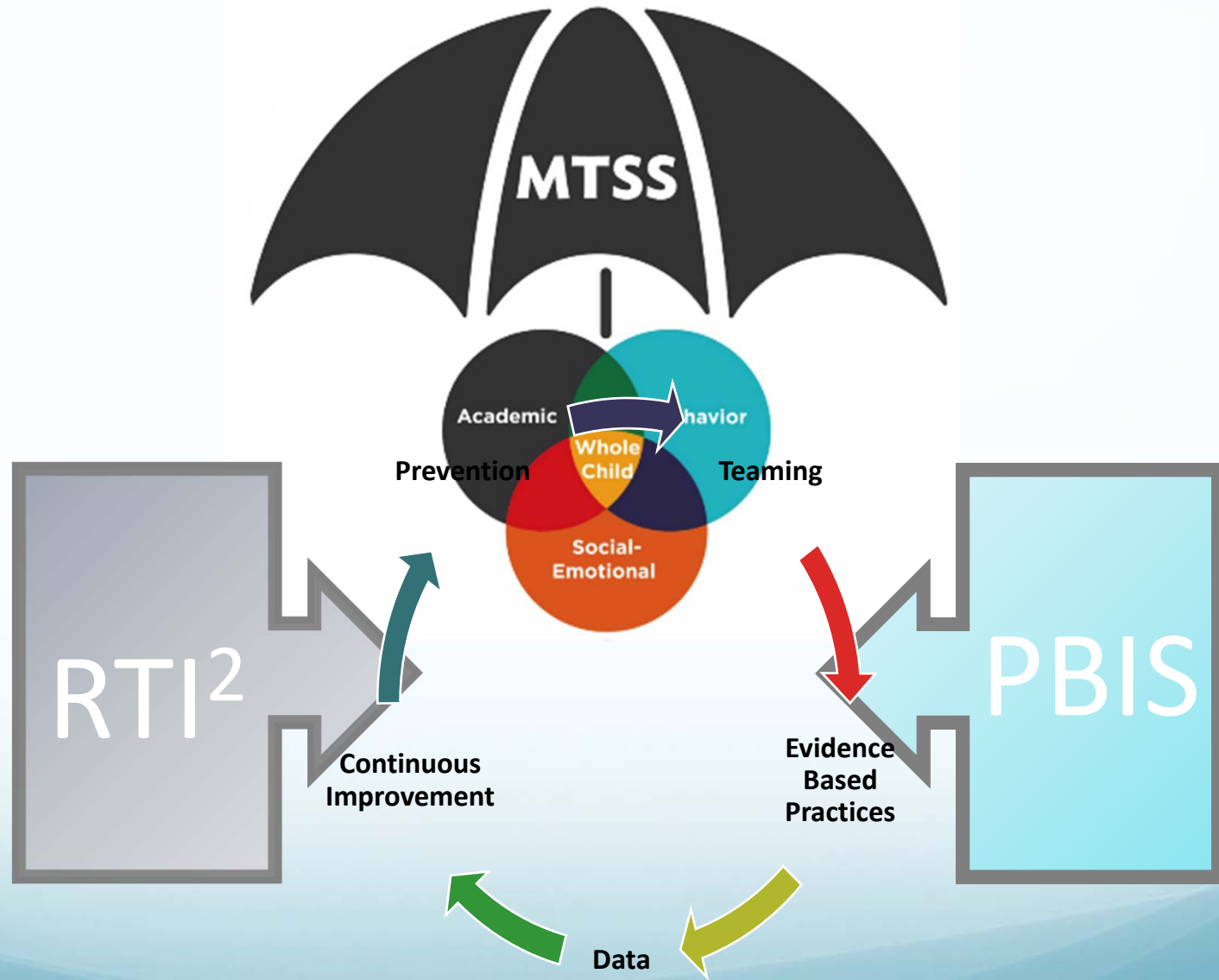


New Haven & MTSS





Focus Areas Come Together Under CA MTSS





Resource Inventory

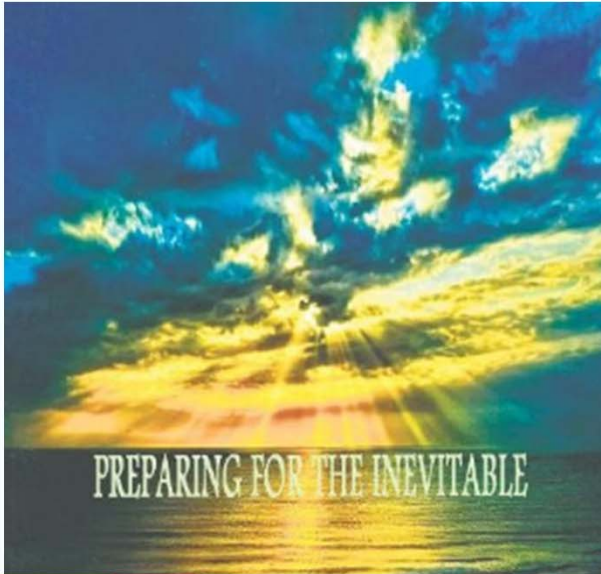
Formula For Success



Evidence-based programs are most beneficial when implemented with fidelity to improve student outcomes.



My Words of “Wisdom”





Our Automatic Mindset with staff...

It's all about being in the right mind set.



2019-2020... Where do we go?

CAPTAIN.
California State Personnel to Stay
and Inclusion Network



We SuperHero ON!





Scaling Up and Out

Scaling Up a Successful Evidence Based Practice within and outside the San Benito County SELPA





Gwen Baquiran
SELPA Program Specialist

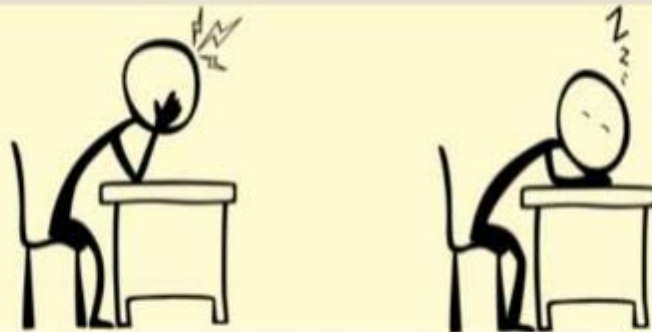


Cassandra Guerrero
SBHS Program Specialist



Expanding the Use of EBP

“Students can’t benefit from interventions that they don’t experience.”



SCHOOL IMPROVEMENT FOR STUDENT SUCCESS CONFERENCE

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction





EBP in the LRE Project

2018

Evidenced Based Practices in the Least Restrictive Environment

EBP in the LRE SERIES

01.04.18
Visual Support

02.16.18
Reinforcement

04.12.18
Social Skills Training
Peer Mediated Instruction

Learn the following:

- Autism and EBP Overview
- LRE
- Key components of an EBP including the various approaches that can be used with learners with Autism
- A step-by-step process for applying the practice to support learning and engagement in the LRE

12:30-3:30pm
San Andreas High School
191 Alvarado St
Hollister, CA
Room 7

Registration through OMS is required:
<https://sanbenito.k12oms.org>
Questions: glaquiran@sbcs.k12.ca.us

CAPTAIN
California Autism Professional Training and Information Network

SAN BENITO COUNTY SELPA



Regional Workshop


Partnership with MCOE SELPA Cadre

CAPTAIN (California Autism Professional Training and Information Network) is dedicated to ensuring that classrooms throughout the state of California are incorporating the use of evidenced based practices into instructional practices.

FEATURED PRESENTATIONS BY:





CAPTAIN Representatives from:
 San Benito County SELPA
 Monterey County SELPA

AUTISM AND EVIDENCED BASED PRACTICES






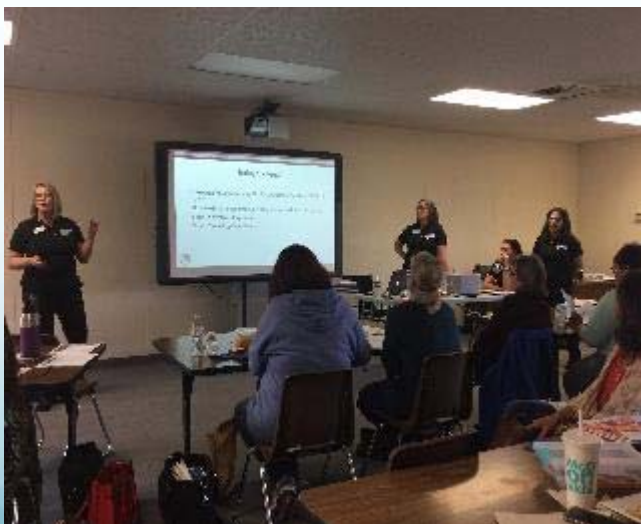
DATE: 04.11.2018, **TIME:** 12:00-3:00
VENUE: SAN ANDREAS HIGH SCHOOL ROOM 7,
 191 ALVARADO ST., HOLLISTER, CA

LEARN HOW TO:

-  **UNDERSTAND AUTISM (OVERVIEW)**
-  **IDENTIFY EVIDENCED BASED PRACTICES (EBP)**
-  **EBP FOCUS: VIDEO MODELING, SOCIAL NARRATIVES, SOCIAL SKILLS AND PEER MEDIATE INSTRUCTIONS**
-  **ALIGN - USE OF EVIDENCED BASED PRACTICES TO STATE, LOCAL AND ASSOCIATION-WIDE ACTIVITIES**

Intended audience are staff who are supporting students with Autism: Special Ed Teachers, Gen. Ed Teachers, Direct Service Providers, Speech Therapists and Paraprofessionals





SELPA Workshops

<p>2018 - 2019</p>	
<p>Evidenced Based Practices</p> <p>EBP</p>	<p>in the Least Restrictive Environment</p> <p>in the LRE</p>
<p>10.30.18 Autism Basics 11.28.18 Use of Visual Support and Task Analysis in the LRE, Accommodation and Modification: Make and Take 02.13.19 Social Skills Peer Mediated Instruction</p>	<p>Learn the following:</p> <ul style="list-style-type: none"> Autism and EBP Overview LRE Key components of an EBP including the various approaches that can be used with learners with Autism A step-by-step process for applying the practice to support learning and engagement in the LRE
<p>11:30-3:30pm San Benito County of Education, Board Room</p> <p>Registration through OMS is required: https://sanbenito.k12oms.org Questions: ghaquiran@sbcoe.k12.ca.us</p>	





Building Districts and Staff Capacity



CAPTAIN District Commitment Form San Diego County EOP/EA

The _____ School District agrees to commit to the CAPTAIN program for the 2018-2019. It will also agree to create the School Site Team to implement the EEPs as recommended by the CAPTAIN Cadre coach. The district commits to providing the necessary support for collaboration, professional development and learning. The CADRE Coach will be meeting and working at the site working with the site team on the action plan. The CAPTAIN team will review the commitment form and case details and determine if CADRE support is appropriate and available based on district availability.

The Site team will be expected to be a committed team who is willing to implement strategies and recommendations made by the CAPTAIN coach. They will be expected to try forward to other teams within the District/County in future years and support future teams in implementing evidence based practices.

Site Team Requirements:

1. Attend all required EEP workshops.
2. Watch AFRM modules recommended by CADRE coach.
3. District will be notified by implementation checklist.
4. Attend monthly collaboration meetings.

Date	Workshop/Topic
October 20, 2018	EEPs in the ERE - Series 1
November 28, 2018	EEPs in the ERE - Series 1
TBD	Circle of Friends Workshop (Peer Mediated Instruction optional)
January 14, 2019	EEPs in the ERE - Series 2

Adapted from CAPTAIN Workshop Series SE/EA





Implementation Award



San Benito High School SBHS



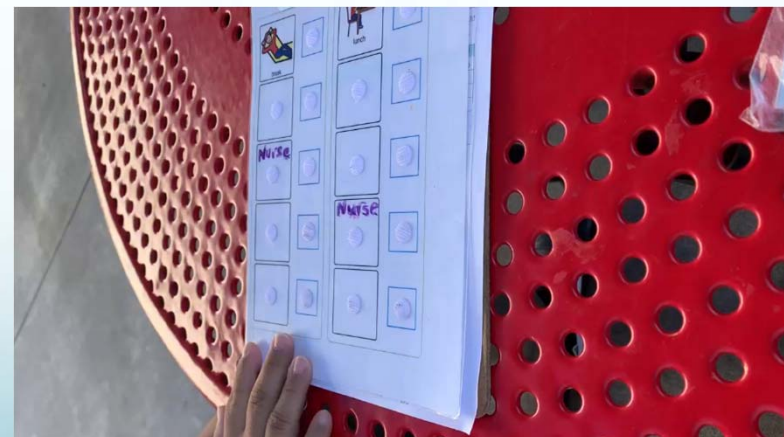
Cienega School



Target Students



Cienega Student



SBHS Student



Building Parent Capacity





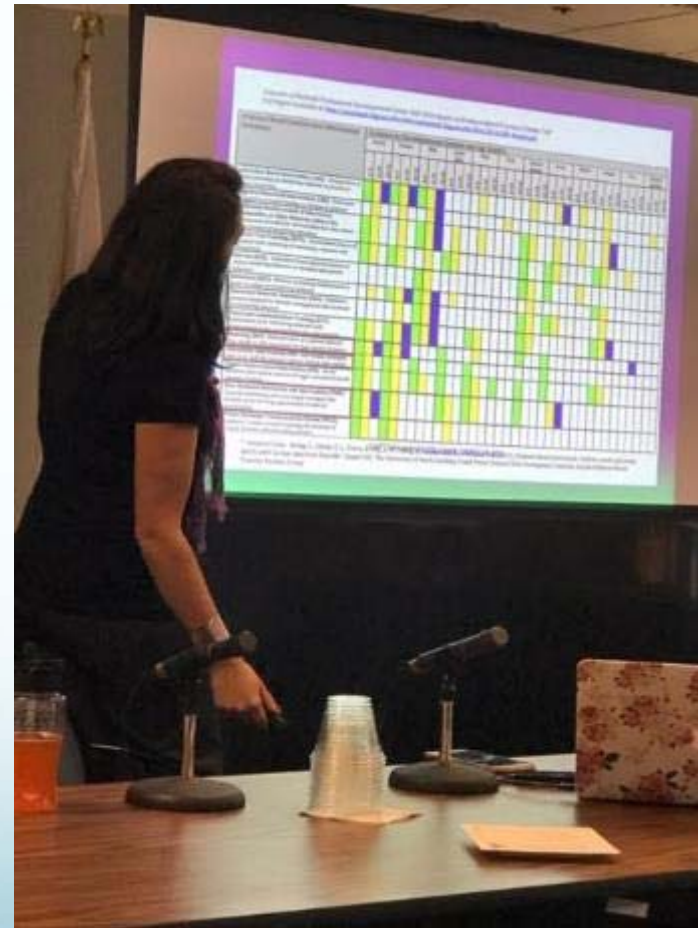
Scaling Out!





Inclusion Collaborative

Presentation on PMII and Circle of Friends





Building Community Capacity Police Department Training

Autism Basics Training





Police Resources

Annually (or more frequently) complete and share with school staff, family, friends, neighbors, caregivers, public, fire, and medical professionals.

PERSONAL EMERGENCY PROFILE

DATE: _____

NAME: _____ AGE: _____

ADDRESS: _____

PHYSICAL DESCRIPTION: _____

PLACE PHOTO HERE

TRACKING FREQUENCY # _____

EMERGENCY CONTACT(S) IF LOST, MAY BE FOUND AT:

NAME: _____ PHONE NUMBER: _____

NAME: _____ PHONE NUMBER: _____

RESTRICTIONS _____ **MEDICAL NEEDS** _____

SIGNS OF ESCALATION _____

LIKES _____ **DISLIKES** _____

Symbols aid understanding and communication for everyone. Show and point to symbols when talking with a rescued person.

First Then	police car	home	call home
take deep breath	yes	no	pain
hot	cold	police station	lost
safe	mom & dad	eat	drink

Symbols aid understanding and communication for everyone. Show and point to symbols when talking with a rescued person.

First Then	police car	home	call home
take deep breath	yes	no	pain
hot	cold	police station	lost
safe	mom & dad	eat	drink



Know the Signs, Act Early!

Distributed Autism Resources to Local Pediatricians and County of Education

Learn the Signs, Act Early.

Typical preschoolers walk, talk, play developmentally appropriate toys and play with friends and family.

Children who learn what to do before they can walk or talk may have developmental delays. It's important to know the signs of developmental delays, so you can get help as early as possible.

For learning these signs, or seeking information for other children, visit www.actearly.org.

DO YOU KNOW YOUR CHILD'S AGE?

If you're not sure, you can check developmental milestones.

If you're not sure if a behavior is typical, ask your pediatrician or the regional health department.

DO IT NOW!

Helping your child as early as possible can make a big difference.

For more information, visit www.actearly.org or call 1-800-458-3434. For more information, visit www.actearly.org or call 1-800-458-3434.

Learn the Signs, Act Early.





Expanding to Other Counties Circle of Friends

- In and out of county workshops
 - San Benito SELPA
 - Santa Clara County
 - South Monterey County
- Discussion of PMII as an embedded practice
 - Identifying Peers
 - Using Scripts
 - Peer Data Collection



Using PMII to support Inclusion

TYPE OF PMII	DESCRIPTION	SKILLS	AGES
PEER NETWORKS	Peers interact with learner with ASD in a facilitated, regular meeting held outside of instructional time.	<ul style="list-style-type: none"> •Joining peer groups •Promoting social networks 	<ul style="list-style-type: none"> •Upper elementary •Middle school •High school
PEER SUPPORTS (e.g. best buddies, peer tutoring)	Peers provide social and academic support to learner with ASD within and inclusive environment	<ul style="list-style-type: none"> •Academic skills •Social skills 	<ul style="list-style-type: none"> •Upper elementary •Middle school •High school

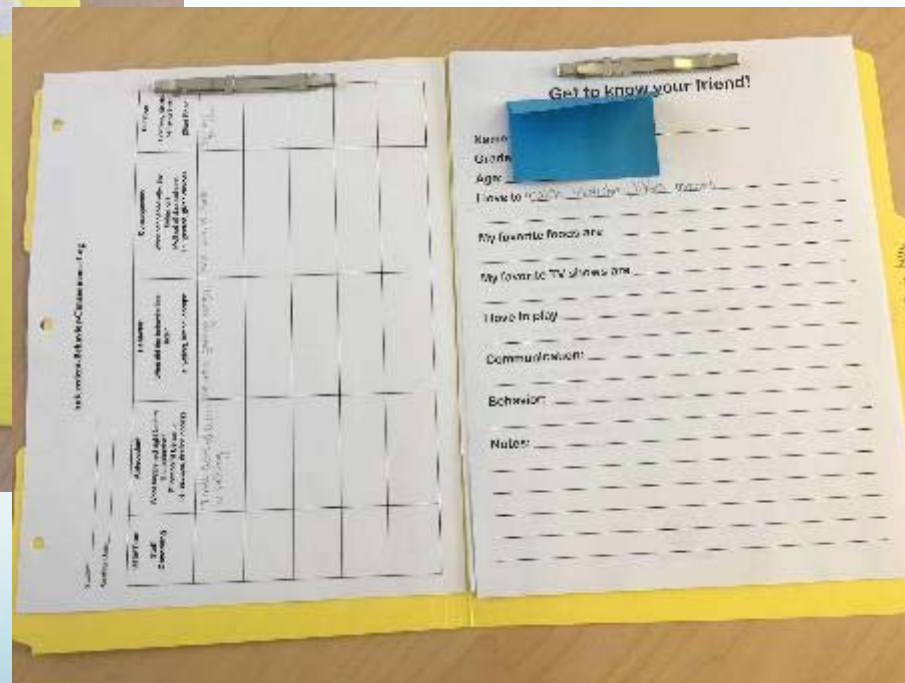
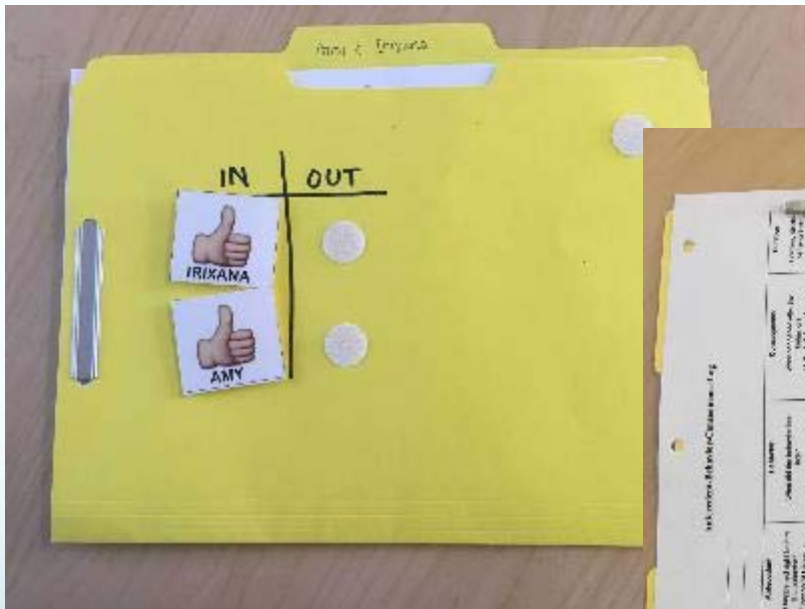
<https://afirm.fpg.unc.edu/afirm-modules>



Monitoring PMII

Students taking Data

*Images from Madeline Potter at Greenfield High





Target Student





Successful Implementation leads to Positive Outcome





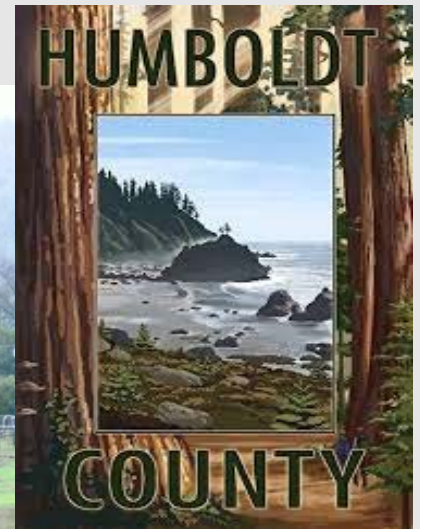
You cannot teach what you don't know. You cannot give energy if you're not on fire on the inside.

Walter Jackson

Be the driving force behind the EBP...

CAPTAIN 101 North

Scaling Out Success to Rural Communities



Challenges for Collaborating and Delivering Services in Rural Counties

- Distance/Transportation (within and between counties)
 - The 4 counties cover 10,489 Sq. Miles
- Low SES with higher rates of absenteeism, lower parent participation, few NPAs to provide in-home services
- Small school districts/isolated communities
- Limited resources (human, monetary, institutions of higher learning, professional development)
- Internet/communication systems (poor to no connectivity)

Coordinating and Collaborating Across the Miles to Achieve Our Goal: The Process

- Goal identified during 2015 CAPTAIN Symposium to host a regional conference in the fall of 2016
- Scheduled initial meeting to plan, followed by regular monthly meetings
- Meetings were held in person and/or remotely via conference calls
- In-person meetings were held in Ukiah in Mendocino County (a central meeting point for our counties)
- CAPTAIN Cadre members from each county and agency participated: Regional Center, Family Resource Center, SELPAs



One of Our Ambitious Regional Goals

Host a regional conference to provide information on Autism, Evidence Based Interventions for Autism and training on some of the 27 EBP's across the lifespan and across settings (home, school, community)



Other Essentials

- Local coordinator for each conference was identified to take lead in logistical planning
 - Note taker and meeting coordinator was identified
 - Agendas for meetings were developed and shared
 - Deadlines identified for presentation materials
- Site visits** with team members were essential for planning logistics



Planning Meetings

- **Identified location of our first conference**
 - We decided on Lake County based on the fact that they are the most underserved area
 - Second: Mendocino County
 - Third year Humboldt
- **Based on the location we discussed potential costs and created a budget based on multi-agency support for:**
 - Renting the venue (if needed)
 - Support personnel
 - Technology
 - Catering
 - Materials



Planning Meetings and Coordination

- Identified staffing needed on day of conference
 - Onsite registrar/sign-in
 - Greeters
 - Extra helpers (student and agency volunteers)
 - Technology help
 - Custodian
 - Local administrator to greet attendees and introduce keynote speakers
- Registration
 - Non-presenting cadre members, other agency personnel
 - Online registration/pre-pay is preferable (check/PO)
 - Scholarships provided to parents by Redwood Coast Regional Center
 - **Site visits** with team members are essential for planning logistics



Collaborative Planning Continued...



- Potential topics for breakout sessions were identified based on applicability/need
- Presenters were identified; most workshops were provided by “local talent” within the cadre, by other agency team members or from the region
- Nationally known presenters were identified and contacted

Collaborative Planning Continued...

- Morning keynote speakers were drawn from leadership (and colleagues of leaders)
- Lunch keynotes were drawn from the autism community
- Closing panel discussion provided opportunity for questions, feedback, sharing resources, etc.
- Raffle for attendees provided the opportunity for interaction with local community businesses and sharing of information.
- Conference evaluation developed

Everyone Collaborated on Providing Supports for our Attendees

- **Paper handouts** - presentations and materials were printed out and provided in a packet that was assembled by teams
- In 2017, we went paperless and now provide our attendees with **flash drives**, which allows them to easily share with others
- Created **T-shirts** with a local company that we provided for our team members, conference volunteers, as well as raffling them off
- **Child Care Option**- In 2018, our Regional Center team members were able to connect a Non-public ABA company with a city afterschool and camp program. Parents were able to get childcare costs covered by regional center through their IFSP or IPP

More Examples of Interagency Collaboration for Providing Materials and Supports for Attendees:

- **Visual Supports packet-**






- Laminated visual supports with Velcro
- Our attendees left with materials they could use **immediately**



- **Warm Line tote bags-** Warm Line provided tote bags with pens and note pads

- **Raffle Items-** local vendors and team members donated items like books, blankets, gift baskets, toys and other fun goodies

- **Food-** We provided attendees with breakfast, lunch, and afternoon treats (Just a little motivation to attend and stay the entire day!)

5		Angry I've lost control. I'm not listening anymore. I could hit, kick, or bite. I need a quiet place to calm down.
4		Overwhelmed Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space.
3		Frustrated I'm not getting it. I'm showing signs of stress. I should take a break now.
2		Anxious Trying to stay focused, but having a hard time staying on task. Use coping strategies now.
1		Happy Ready and willing to Work.

Funding



- The participant fee goes towards covering costs for
- Our SELPA's covered monetary costs and provided donations through a transfer of funds
- Regional Centers provided materials for the conference (e.g., handouts, pens, make and take materials)
- Family Resource Center provided tote bags, materials, and pre-conference IEP informational trainings
- We applied for grants through our Area Health Foundations
- Generous family and community members also donated time and money

Sharing Resources to Get the Information Out There!

- Sharing info on EBP's with our team members (sharing Power Points and other materials)
- Bringing local presentations to regional presentations
- Flash drives are shared with participants and team members so they can share the information with others



Our Presenters

- Local Presenters mostly (regional center and SELPA team members)



- Limited budget and high cost of travel led to remote presentations



- Remote presenters from Pyramid Educational Consultants and the one and only Carol Gray (Social Stories)

Keynote Speakers and Closing Panel

- Thank you Ann and Patty!!!
- They both have provided a morning keynote presentation at different regional conferences
- Lunch Keynote
 - Father of a son with ASD and his story
 - A student with ASD co-presented with her counselor
- Closing panel consisted of regional CAPTAIN team members; we are considering having other local service providers and individuals with ASD join us next year



Some of Our Choices for EBP's

- Visual Supports
- Exercise
- 5-Point Scale
- Video Modeling
- Social Narratives
- Presentations were set up to provide examples across environments, issues, ages)
- Chose EBP's that can be used for most ages that use materials and information that people could implement immediately



Networking

Mendocino County SELPA & CAPTAIN-
California Autism Professional Training And Information Network
Present:

AUTISM: WHAT WORKS?

**EVIDENCE-BASED PRACTICES
ACROSS THE LIFESPAN**

October 28, 2017
9:00 a.m. - 4:00 p.m.
Registration: 8:00 a.m. - 8:45 a.m.

WHERE
Ukiah High School
1000 Low Gap Road, Ukiah, CA 95482

INTENDED AUDIENCE
Parents, Mental Health Professionals, Educators,
Speech Language Pathologists, Psychologists,
Administrators, BCBAs & Social Workers

BREAK OUT SESSIONS WILL INCLUDE
Introduction to Autism, Visual Supports, Social
Narratives, Video Modeling, Functional
Communication Training

REGISTER ONLINE
<http://mcao.k12oms.org/1709-139310>

COST - \$30*
Includes Light Breakfast, Lunch & Materials

QUESTIONS?
Call (707) 467-5166

* RCRC clients and their parents may be eligible for funding for the conference through the IPP. Call Sierra Braggs @ RCRC, 1-888-584-9473 Ext. 348 for additional information.

KEYNOTE SPEAKERS:

ABRYN STAMMER,
Ph.D., PSYCHOLOGY
A professor in Psychiatry and Behavioral Sciences with UC Davis MIND Institute, Dr. Stahmer is an expert in the translation of evidence-based autism research to community-based practice and delivery. The main goals of her research include developing ways to help community providers, such as teachers and therapists, help children with autism and their families by providing high quality care.

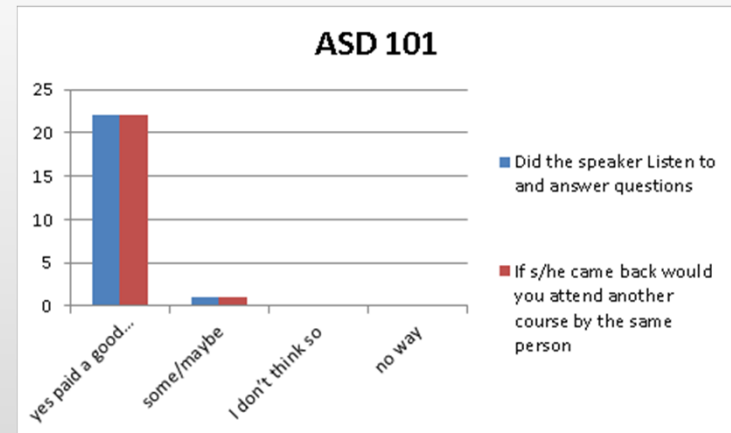
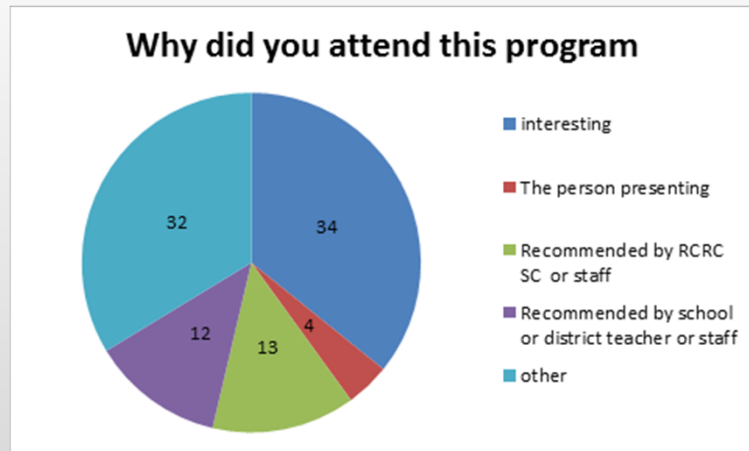
PATTY SCHNETTER,
M.A., ORCA
Patty has been working with individuals with ASD and other behavioral challenges since 1990. She is the owner and director of ABTA. Patty is also the current Coordinator of ASD Education Initiatives at the CEDD at the UC Davis MIND Institute and State Liaison for the National Professional Development Center in Autism Spectrum Disorders. Patty is the author of *Learning the R.O.P.E.S. for Improved Executive Function and The Autism Program Development and Review Protocol (APDAR)*.

JO-ANNE MATTER,
M.Ed., CCC-SLP
A Senior Consultant and Trainer with Pyramid Educational Consultants, Jo-Anne has presented extensively in the areas of speech-language development, functional communication and PECS program design. She is the founder of a public school program for preschool and elementary children who present with significant special needs in the areas of communication, cognitive, social, behavioral, and motor disabilities.

- Flyers were posted across different places in all counties
- Flyers posted to various websites
- Regional Center shared information with parents via mail
- Special Education Directors, superintendents, and Special Education staff were also provided with flyers and encouragement to attend by SELPA team members

DEBRIEF

- Important to review and debrief following the conference
- One member of team collected and created graphic displays of the evaluation data, which was used during the debrief
- Assists with planning for next conference



Future Conferences and Community Supports

- Disseminate information earlier and more frequently (public service announcements?)
- Lunch Keynote/length of lunch
- End of the day panel
- Online registration
- CEU's for professionals



- Child care
- Collaboration with business office and other organizations
- Follow up resources



- Web resources listed on flash drives
- Scaling up: Mini conferences collaborating with districts to organize the event