

What are Evidence-Based Practices (EBP)?

CAPTAIN

(California Autism Professional Training And Information Network)



Developed September 2014 by:
Ann England, M.A., CCC-SLP-L
CAPTAIN Leader

Welcome

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.
- Establishing supports that are locally based with trainer of trainers at the local level.
- Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiagency collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (E.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers)



Quick Links

[National Professional Development Center On Autism Spectrum Disorders](#)

[National Autism Center](#)

[Autism Internet Modules](#)

[CAPTAIN Summit Resources](#)

[Autism Fact Sheet](#)

[English/Spanish](#)

[Other Languages](#)

[Ask a Specialist - ASD](#)

[CAPTAIN Cadre](#)

[CAPTAIN Leadership](#)

[Act Early](#)

[ASD Toddler Initiative](#)

[ADEPT](#)

CAPTAIN Partners

[Diagnostic Centers, CDE](#)

[Family Resource Centers Network of California](#)

[Center for Excellence for Developmental Disabilities at UC Davis MIND Institute](#)

[USC University Center for Excellence in Developmental Disabilities \(USC UCEDD\)](#)

[California Department of Developmental Services](#)

**CAPTAIN Summits
[by invitation only]**

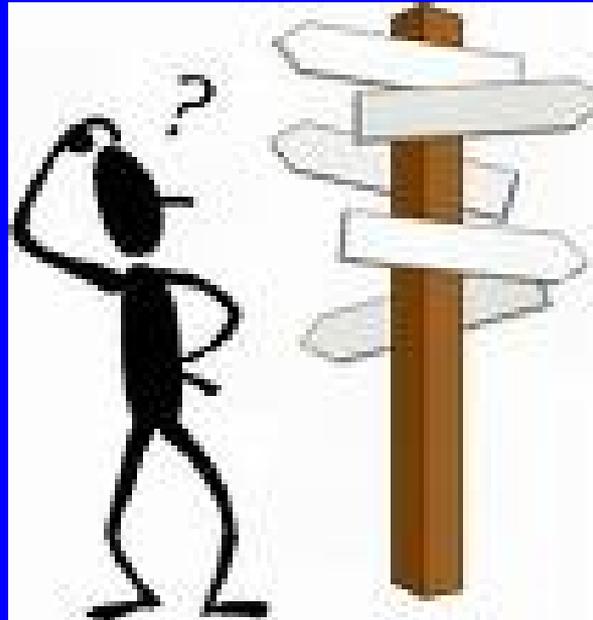
North: October 16-17, 2014

South: October 2-3, 2014



How many results do you think you would get if you did a  search for:

“ASD treatment”?





ASD Treatment

Web Images Shopping Videos News More ▾ Search

About 6,130,000 results (0.41 seconds)

Autism Treatment - wisconsinhyperbarics.com ⓘ

Ad www.wisconsinhyperbarics.com/autism ▾

Autism Therapy For Your Child. Contact WIHC For Oxygen Therapy

**Results: 6,130,000 “ASD treatment”
(September 4, 2014)**

Mar 13, 2014 - There are no medications that can cure **ASD** or treat the core symptoms. However, there are medications that can help some people with **ASD** ...

Early Intervention Services - Types of Treatments - Behavior and Communication

C.A.P.T.A.I.N.

California Autism Professional Training
and Information Network



3 Important ASD EBP Resources

| California Department of Developmental Services (DDS) | National Professional Development Center (NPDC) | National Autism Center (NAC) |
|--|--|---|
| 1. ASD Guidelines for Effective Interventions | 1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children | 1. National Standards Project Report 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD |
| www.asdguidelines.org | http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu | www.nationalautismcenter.org |

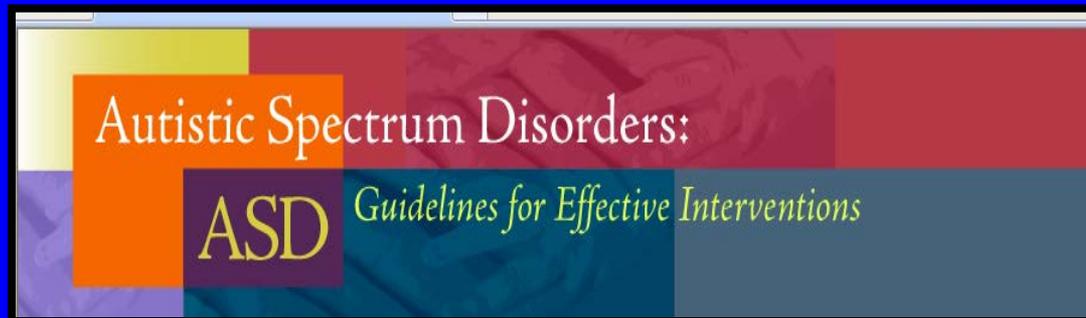
ASD EBP Resources

| California Department of Developmental Services (DDS) | National Professional Development Center (NPDC) | National Autism Center (NAC) |
|--|--|--|
| 1. ASD Guidelines for Effective Interventions  | <ol style="list-style-type: none">1. 27 Evidence Based Practices Briefs2. EBPs for Young Children | <ol style="list-style-type: none">1. National Standards Project Report2. Evidence Based Practices in Schools Educator Manual3. Parent's Guide to EBP and ASD |
| www.asdguidelines.org | http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu | www.nationalautismcenter.org |

California Department of Developmental Services (DDS)

“ASD Guidelines for Effective Intervention”

- Working on the development of ASD Guidelines in collaboration with California Department of Education
- **This document is designated by CA Legislative Blue Ribbon Commission and CA Superintendent’s Autism Advisory Committee for CA schools to reference**
- Projected completion date is



ASD EBP Resources

| California Department of Developmental Services (DDS) | National Professional Development Center (NPDC) | National Autism Center (NAC) |
|--|--|--|
| 1. ASD Guidelines for Effective Interventions | 1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children | 1. National Standards Project Report 2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD |
| www.asdguidelines.org | http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu | www.nationalautismcenter.org |

National Professional Development Center on ASD (NPDC)

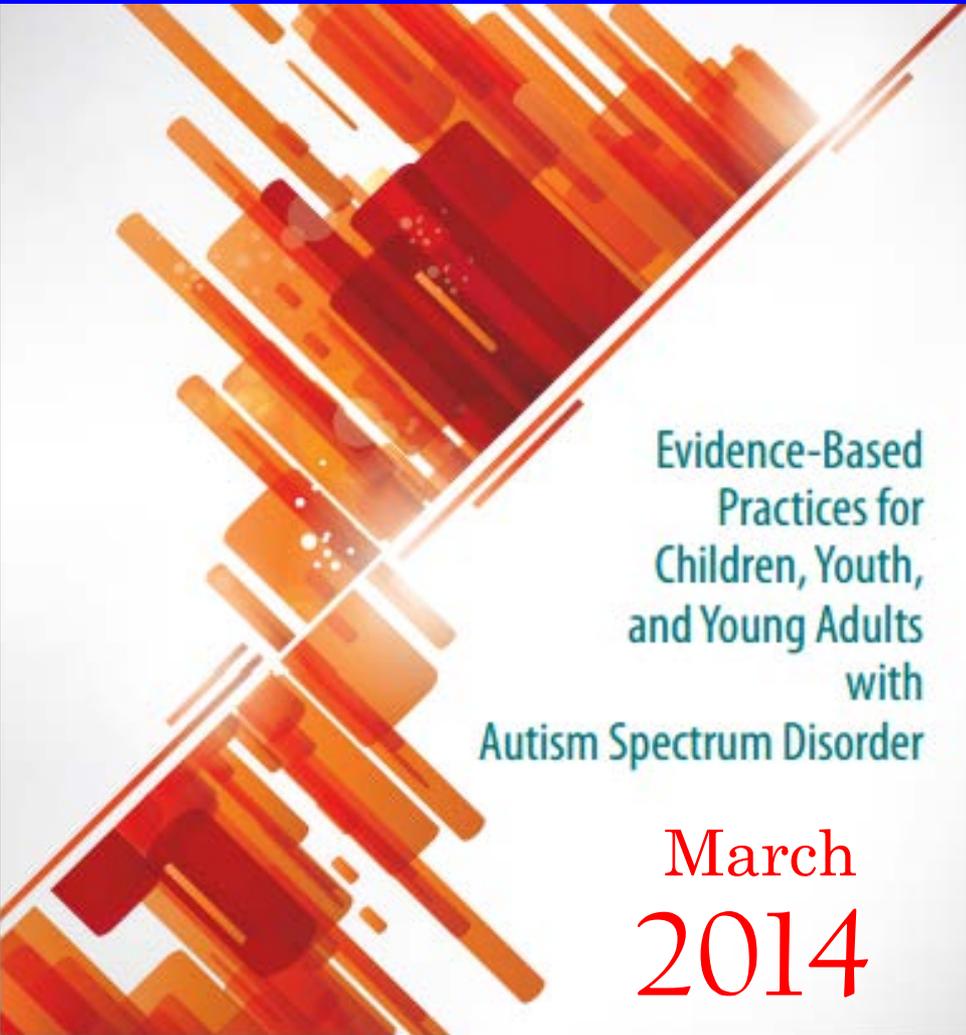


In 2008 the NPDC conducted an extensive review of the autism intervention literature published between 1997 and 2007 and identified 24 practices that met criteria for evidence-based practices for children and youth with ASD

National Professional Development Center on ASD (NPDC)



In 2014 the NPDC released findings of another extensive review of studies from 1990-2011 for ages birth to age 22 and identified 27 practices that meet the criteria for evidence-based practices for children and youth with ASD



Evidence-Based
Practices for
Children, Youth,
and Young Adults
with
Autism Spectrum Disorder

March
2014

Connie Wong, Samuel L. Odom,
Kara Hume, Ann W. Cox, Angel Fettig,
Suzanne Kucharczyk, Matthew E. Brock,
Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz

Autism Evidence-Based Practice Review Group
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

<http://autismpdc.fpg.unc.edu>

27 EBPs Matrix

Available on the CAPTAIN Website

www.captain.ca.gov

The screenshot shows the CAPTAIN website homepage. At the top left is the CAPTAIN logo: a map of California with stars, followed by the text "CAPTAIN California Autism Professional Training and Information Network". To the right of the logo are navigation tabs for "Home", "About", and "News".

The main content area is divided into two columns. The left column has a "Welcome" section with a paragraph: "CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state." Below this is a section titled "CAPTAIN is dedicated to the following:" followed by a bulleted list of seven points regarding training, support, and resource access.

The right column has a "Quick Links" section with a list of links: National Professional Development Center On Autism Spectrum Disorders, National Autism Center, Autism Internet Modules, CAPTAIN Summit Resources, Autism Fact Sheet, English/Spanish, Other Languages, Ask a Specialist - ASD, CAPTAIN Cadre, CAPTAIN Leadership, Act Early, ASD Tootler Initiative, and ACEPT.

Below the Quick Links is a "CAPTAIN Partners" section listing various organizations: Diagnostic Centers, CDE, Family Resource Centers Network of California, Center for Excellence for Developmental Disabilities at UC Davis MIND Institute, USC University Center for Excellence in Developmental Disabilities (USC UCEDD), and California Department of Developmental Services.

At the bottom of the right column is a blue button that says "CAPTAIN Summits [by invitation only]" with dates for the North (October 16-17, 2014) and South (October 2-3, 2014) events.

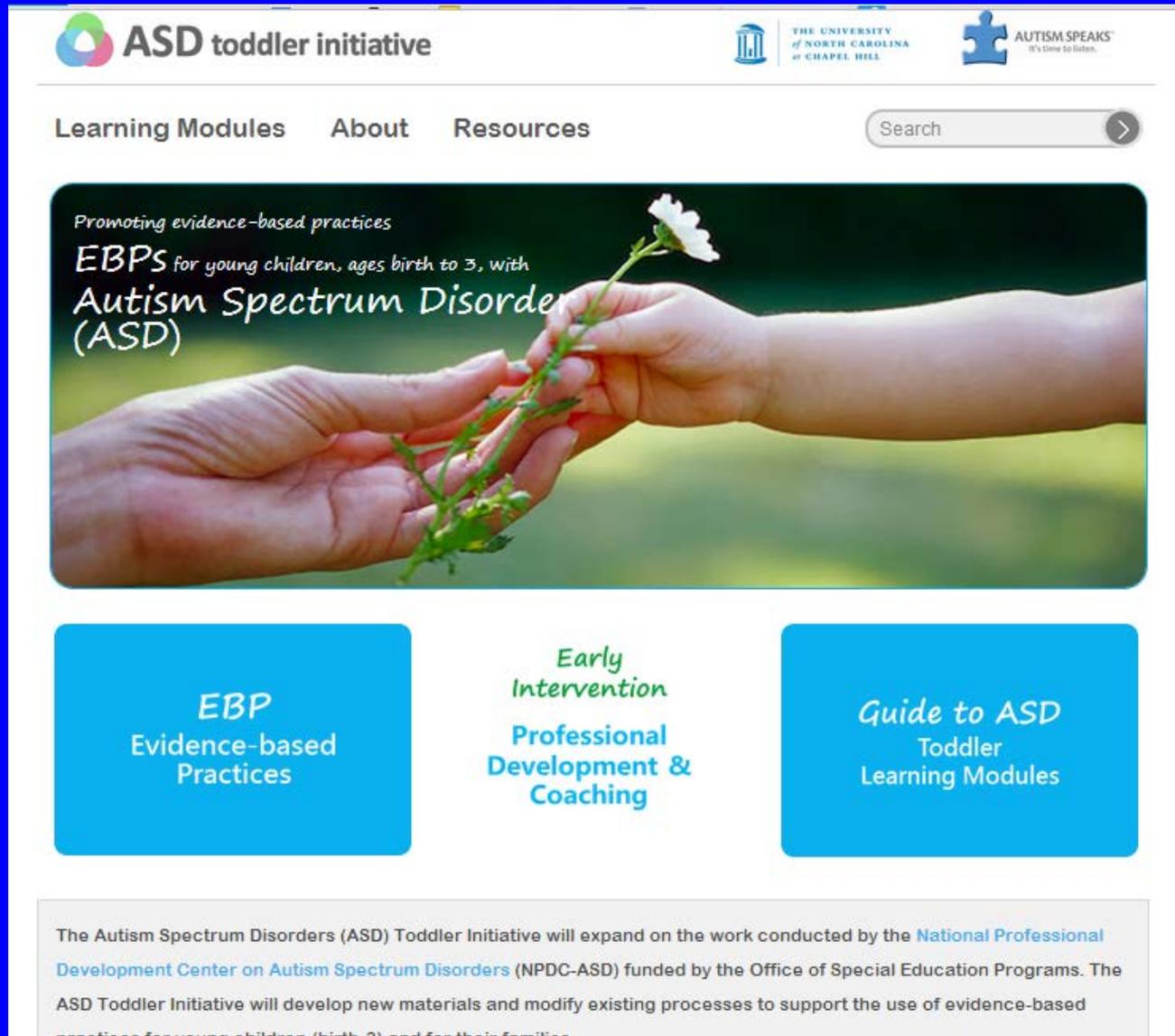
At the bottom of the page is a video player showing a group of people in a meeting. The video title is "CAPTAIN Participated in Summer Intensive Training Institutes". Below the video player is a photograph of a large group of people seated at round tables in a conference room, attending a meeting or summit.

| Evidence Based Practice and Abbreviated Definition | Evidence by Developmental Domain and Age (years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------|-------|-------|------|-------|------|------|-------|-------------|------|-------|------|------|-------|------|------|-------|--------------|------|-------|-------|------|-------|-------|------|-------|--------|------|-------|------|------|-------|---------------|--|--|
| | Social | | | Comm. | | | Beh. | | | Joint Attn. | | | Play | | | Cog. | | | School Ready | | | Acad. | | | Motor | | | Adapt. | | | Voc. | | | Mental Health | | |
| | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | | | |
| Antecedent Based Intervention (ABI): Arrangement of events preceding an interfering behavior to prevent or reduce occurrence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cognitive Behavioral Intervention (CBI): Instruction on cognitive processes leading to changes in behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O): Consequences provided for desired behaviors that reduce the occurrence of interfering behaviors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discrete Trial Teaching (DTT): Instructional process of repeated trials, consisting of instruction, response, and consequence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exercise (ECE): Antecedent based physical exertion to reduce interfering behaviors or increase appropriate behaviors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extinction (EXT): Removal of existing reinforcement in order to reduce an interfering behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Functional Behavior Assessment (FBA): Systematic protocol designed to identify contingencies that maintain an interfering behavior | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Function Communication Training (FCT): Replacement of an interfering behavior with communication that accomplishes the same function | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Modeling (MD): Demonstration of a desired behavior that results in skill acquisition through learner imitation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Naturalistic Intervention (NI): Intervention strategies that occur with the learner's typical settings and routines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parent-Implemented Intervention (PII): Parent delivered intervention learned through a structured parent training program | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Peer-Mediated Instruction and Intervention (PMII): Typically developing peers are taught strategies that increase social learning opportunities in natural environments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Picture Exchange Communication System (PECS): Systematic 6 phase protocol teaching the exchange of pictures between communicative partners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Evidence Based Practice and Abbreviated Definition | Evidence by Developmental Domain and Age (years) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------|-------|-------|--------|-------|-------|--------|-------|-------------|--------|-------|-------|--------|-------|--------|--------|-------|--------------|--------|-------|-------|--------|-------|-------|--------|-------|--------|--------|-------|--------|------|-------|---------------|--|--|
| | Social | | | Comm. | | | Beh. | | | Joint Attn. | | | Play | | | Cog. | | | School Ready | | | Acad. | | | Motor | | | Adapt. | | | Voc. | | | Mental Health | | |
| | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | 0-5 | 6-14 | 15-22 | | | |
| Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative | Green | Yellow | | Green | Yellow | | | | | | | | Green | Yellow | | | | | | | | | | | | | | | | | | | | | | |
| Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition | Green | | | | | | | Yellow | Blue | Green | | | Green | Yellow | | Green | Yellow | Blue | Green | Yellow | | Green | Yellow | | | | | | | | | | | | | |
| Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior | Green | | Blue | Green | | Blue | Green | | Blue | Green | | | Green | Yellow | Blue | Green | | | Green | | | Green | | | | | | | | | Yellow | Blue | | | | |
| Response Interruption/Redirection (RIR): Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior | Green | | | Green | | | Green | Yellow | Blue | | | | Green | Yellow | | | | | | | | Green | Yellow | | | | | | | | | | | | | |
| Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context | Green | | Blue | Green | | Blue | | | | Green | Yellow | | Green | Yellow | | Green | Yellow | | | | | | | | | | | | | | Yellow | | | | | |
| Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors | | | | | | | | Yellow | Blue | | | | | | | Green | Yellow | Blue | Green | | | | | | | | | | | | | Blue | | | | |
| Social Narratives (SN): Descriptions of social situations with examples of appropriate responding | Green | | | Green | | | Green | Yellow | Blue | Green | Yellow | | Green | Yellow | | Green | Yellow | | Green | Yellow | | | | | Green | Yellow | | | | | | | | | | |
| Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction. | Green | | Blue | Green | | | Green | | | Green | Yellow | Blue | Green | Yellow | | Green | Yellow | | | | | | | | | | | | | | | | | | | |
| Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance | | | | | | | | Yellow | | | Yellow | | | Yellow | | Yellow | | | Yellow | | | | | | | | | | | | | | | | | |
| Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together | | | | Green | | | | | | | Yellow | | | | | | | | | Yellow | | | Yellow | | | | | | | | | | | | | |
| Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature | Green | | Blue | Green | | Blue | Green | Yellow | Blue | Green | Yellow | | Green | Yellow | | Green | Yellow | Blue | Green | Yellow | Blue | | | Blue | | | Blue | | | Blue | Yellow | Blue | | | | |
| Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts | Green | | | Green | | Blue | Green | | | Green | Yellow | | Green | Yellow | | Green | Yellow | | Green | | | Green | | | | | | | | | | | | | | |
| Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning | Green | | Blue | Green | | | | | | Green | Yellow | Blue | Green | Yellow | | Green | Yellow | | Green | | | Green | | | | | | | Yellow | Blue | Yellow | Blue | | | | |
| Visual Support (VS): Visual display that supports independent skill use. | Green | | Blue | Green | | | Green | | | Green | Yellow | | Green | Yellow | | Green | Yellow | | Green | Yellow | | Green | Yellow | | | Yellow | | | | | | | | | | |

New NPDC-ASD Early Start Website!!!

<http://asdtoddler.fpg.unc.edu>



The screenshot shows the homepage of the ASD toddler initiative website. At the top, there is a navigation bar with the logo for the ASD toddler initiative, the University of North Carolina at Chapel Hill logo, and the Autism Speaks logo. Below the navigation bar, there are three main menu items: "Learning Modules", "About", and "Resources". A search bar is located on the right side of the navigation bar. The main content area features a large image of two hands holding a small white flower. Overlaid on this image is the text: "Promoting evidence-based practices EBPs for young children, ages birth to 3, with Autism Spectrum Disorder (ASD)". Below the image, there are three blue buttons with white text: "EBP Evidence-based Practices", "Early Intervention Professional Development & Coaching", and "Guide to ASD Toddler Learning Modules". At the bottom of the page, there is a paragraph of text: "The Autism Spectrum Disorders (ASD) Toddler Initiative will expand on the work conducted by the National Professional Development Center on Autism Spectrum Disorders (NPDC-ASD) funded by the Office of Special Education Programs. The ASD Toddler Initiative will develop new materials and modify existing processes to support the use of evidence-based practices for young children (birth-3) and for their families."

ASD toddler initiative

THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

AUTISM SPEAKS™ It's Time to Listen.

Learning Modules About Resources

Search

Promoting evidence-based practices
EBPs for young children, ages birth to 3, with
Autism Spectrum Disorder
(ASD)

EBP
Evidence-based
Practices

Early
Intervention
Professional
Development &
Coaching

Guide to ASD
Toddler
Learning Modules

The Autism Spectrum Disorders (ASD) Toddler Initiative will expand on the work conducted by the [National Professional Development Center on Autism Spectrum Disorders](#) (NPDC-ASD) funded by the Office of Special Education Programs. The ASD Toddler Initiative will develop new materials and modify existing processes to support the use of evidence-based practices for young children (birth-3) and for their families.

EBP Definition (NPDC)



NPDC definition of an EBP:

“Focused intervention practices that have substantial evidence for effectiveness in promoting positive outcomes for learners with ASD”

NPDC Criteria for EBP



To be considered an EBP for individuals with ASD, efficacy must be established through peer-reviewed research in scientific journals using:

- At least two high quality experimental or quasi-experimental group design articles conducted by at least two different researchers or research groups

OR

- At least five high quality single case design articles conducted by at least three different researchers or research groups having a total of at least 20 participants across studies

OR

- A combination of at least one high quality experimental or quasi-experimental group design article and at least three high quality single case design articles conducted by at least two different research groups

NEW EBP FACT SHEETS Released March 2014, too!

autismpdc.fpg.unc.edu

**THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS**

A multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders

SEARCH GO →

- Home
- About the Center »
- Evidence-Based Practices »
 - New EBP Report 2014
 - EBP Fact Sheets**
 - Comparison with National Standards Project
 - Autism Internet Modules
- Early Identification of ASD Module
- Manual of Procedures (MOP) »
- Coaching »
- Additional Resources »
- Working With States

Through 2010, twelve states have been selected through a competitive application process for a two-year partnership with the National Professional Development Center (NPDC) on ASD.

NEWS AND EVENTS

The NPDC has updated the autism intervention literature review

Early Identification of Autism Spectrum Disorders Learning Module available

State Partners Login

User name:

Password:

Log In

UNC
FPG CHILD DEVELOPMENT INSTITUTE

UC DAVIS
MIND INSTITUTE

WAIMAN CENTER

<http://autismpdc.fpg.unc.edu>



Home

About the Center »

Evidence-Based Practices

New EBP Report 2014

EBP Fact Sheets

Comparison with National Standards Project

Autism Internet Modules

EBP Briefs

Early Identification of ASD Module

Manual of Procedures (MOP) »

Coaching »

EVIDENCE-BASED PRACTICE (EBP) FACT SHEETS

- EBP Fact Sheets contain the definition of the intervention, the type of outcomes it has generated, the age range of participants, and citations for the specific articles that provide the evidence for the efficacy of the practice.
- EBP Fact Sheets are excerpts from *Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder*



[Antecedent-Based Intervention Fact Sheet \[PDF \]](#)

[Cognitive Behavioral Intervention Fact Sheet \[PDF \]](#)

[Differential Reinforcement Fact Sheet \[PDF \]](#)

[Discrete Trial Teaching Fact Sheet \[PDF \]](#)

[Exercise Fact Sheet \[PDF \]](#)

[Extinction Fact Sheet \[PDF \]](#)

[Functional Behavior Assessment Fact Sheet \[PDF \]](#)

[Functional Communication Training Fact Sheet \[PDF \]](#)

[Modeling Fact Sheet \[PDF \]](#)

[Naturalistic Intervention Fact Sheet \[PDF \]](#)

[Parent-Implemented Intervention Fact Sheet \[PDF \]](#)

NPDC EBP Fact Sheet Example

Video Modeling Fact Sheet

Brief Description

Video modeling (VM) is a method of instruction that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. The model is shown to the learner, who then has an opportunity to perform the target behavior, either in the moment or at a later point in time. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. *Basic video modeling* is the most common and involves recording someone besides the learner engaging in the target behavior or skill. *Video self-modeling* is used to record the learner displaying the target skill or behavior and may involve editing to remove adult prompts. *Point-of-view video modeling* is when the target behavior or skill is recorded from the perspective of what the learner will see when he or she performs the response. *Video prompting* involves breaking the behavior into steps and recording each step with incorporated pauses during which the learner may view and then attempt a step before viewing and attempting subsequent steps. Video prompting can be implemented with other, self, or point-of-view models. Video modeling strategies have been used in isolation and also in conjunction with other intervention components such as prompting and reinforcement strategies.

Qualifying Evidence

VM meets evidence-based criteria with 1 group design and 31 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for toddlers (0-2 years) to young adults (19-22) years with ASD.

Outcomes

VM can be used effectively to address social, communication, behavior, joint attention, play, cognitive, school-readiness, academic, motor, adaptive, and vocational skills.

Research Studies Providing Evidence

Akmanoglu, N., & Tekin-Iftar, E. (2011). Teaching children with autism how to respond to the lures of strangers. *Autism, 15*(2), 205-222. doi: 10.1177/1362361309352180

Allen, K. D., Wallace, D. P., Greene, D. J., Bowen, S. L., & Burke, R. V. (2010). Community-based vocational instruction using videotaped modeling for young adults with autism spectrum disorders performing in air-inflated mascots. *Focus on Autism and Other Developmental Disabilities, 25*(3), 186-192. doi: 10.1177/1088357610377318

Implementation Fidelity is Critical!



What does this mean?

“Implementing an intervention in the same manner in which it was done in the evidence-based research”

Implementation Fidelity is Critical!



How implementation fidelity achieved:

1. Use self-learning modules on practices
2. Use implementation checklists for the EBP to capture fidelity of implementation
3. Use EBP Fact Sheets
4. Offer training on the practice, as needed
5. Coach on the practice until fidelity is attained

Autism Internet Modules

[self-learning modules]

www.autisminternetmodules.org

LOGIN
CREATE AN ACCOUNT



What is AIM?

Module Certificates

Module List

Help

 Find Us on Facebook



 THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Evidence Based Practices Modules

Developed by the National Professional Development Center on Autism Spectrum Disorders



Autism Internet Modules

www.autisminternetmodules.org



Online learning modules includes information on:

- Evidence-based practices and interventions
- Recognizing and understanding behaviors
- Assessment and identification of ASDs
- Transition to adulthood and employment

45 Autism Internet Modules so far....



25 more on the way!

- Antecedent-Based Interventions (ABI)
- ASD-4-EI: What Early Interventionists Should Know
- Assessment for Identification
- Autism and Medication
- Autism and the Biopsychosocial Model: Body, Mind, and Community
- Cognitive Differences
- Comprehensive Program Planning for Individuals With Autism Spectrum Disorders
- Computer-Aided Instruction
- Customized Employment
- Differential Reinforcement
- Discrete Trial Training
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Home Base
- Language and Communication
- Naturalistic Intervention
- Overview of Social Skills Functioning and Programming
- Parent-Implemented Intervention
- Peer-Mediated Instruction and Intervention (PMII)
- Picture Exchange Communication System (PECS)
- Pivotal Response Training (PRT)
- Preparing Individuals for Employment
- Prompting
- Reinforcement
- Response Interruption/Redirection
- Restricted Patterns of Behavior, Interests, and Activities
- Rules and Routines
- Screening Across the Lifespan for Autism Spectrum Disorders
- Self-Management
- Sensory Differences
- Social Narratives
- Social Skills Groups
- Social Supports for Transition-Aged Individuals
- Speech Generating Devices (SGD)
- Structured Teaching
- Structured Work Systems and Activity Organization
- Supporting Successful Completion of Homework
- Task Analysis
- The Employee with Autism
- The Incredible 5-Point Scale
- Time Delay
- Transitioning Between Activities
- Video Modeling
- Visual Supports

National Professional Development Center-ASD
NPDC

<http://autismpdc.fpg.unc.edu>

**Brief Packages For
Evidence Based Practices (EBPs)**

Brief Package Ensures Fidelity and Consists of:

- Overview of practice
- Evidence-base for practice
- Steps for implementation
- Implementation Checklist
- Data Collection Forms

Evidence-Based Practice Briefs



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

SEARCH GO+

<http://autismpdc.fpg.unc.edu/>

A multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders



Home

About the Center »

Evidence-Based Practices »

Additional Resources »

State Application »

Autism Internet Modules

EBP Briefs

EBP Briefs

The National Professional Development Center on Autism Spectrum Disorders is a multi-university center to promote the use of evidence-based practice for children and adolescents with autism spectrum disorders. The Center operates through three sites that include the [FPG Child Development Institute](#) at the University of North Carolina at Chapel Hill, the [M.I.M.D. Institute](#) at University of California at Davis Medical School, and the [Waisman Center](#) at the University of Wisconsin at Madison. Each year, three states are selected through a competitive application process for a two-year partnership with the Professional Development Center. The Center works in coordination with each state's Department of Education, Part C agency, and University Center for Excellence in Developmental Disabilities to provide professional development to teachers and practitioners who serve individuals from birth through twenty-two years with autism spectrum disorders.

Each year, three states are selected through a competitive application process for a two-year partnership with the Professional Development Center.

[Learn more about the application process >>](#)

State Partners Login

User name:

Password:

Log In

[Need login help?](#)

NEWS AND EVENTS

[New CoP Discussion Forum](#)

[PRT online module now available](#)



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

[Comparison with National Standards Project](#)[Autism Internet Modules](#)[EBP Briefs](#)[Updating the EBPs](#)

User name:

Password:

[Forgot password?](#)

Evidence-Based Practice: Video Modeling

Overview of Video Modeling

Video modeling is a mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. Basic video modeling involves recording someone besides the learner engaging in the target behavior or skill (i.e., models). The video is then viewed by the learner at a later time. Video self-modeling is used to record the learner displaying the target skill or behavior and is reviewed later. Point-of-view video modeling is when the target behavior or skill is recorded from the perspective of the learner. Video prompting involves breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps. Video prompting may be done with either the learner or someone else acting as a model.

Evidence

Video modeling meets evidence-based practice (EBP) criteria with eight single-subject studies.

With what ages is modeling effective?

The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood through middle school. This practice may prove useful with high school age learners as well, though no studies were identified to support its use at this age level.

What skills or intervention goals can be addressed by video modeling?

In the evidence-based studies, the domains of communication, social, academic/cognition, and play were represented. It may be useful in the behavior domain as well; however, no studies were identified to support the use of video modeling in this domain.

In what settings can video modeling be effectively used?

In the studies that serve as the foundation for the evidence base, video modeling was implemented in home and school settings. This practice, however, may be useful anywhere there is learner access to viewing equipment.

Brief Package:

[VideoModeling_brief_pkg.pdf](#) [PDF, 450174KB] 10/01/2010

Brief Components

Overview:

[VideoModeling_Overview.pdf](#) [PDF, 92366KB] 10/01/2010

Evidence base:

[VideoModeling_EvidenceBase.pdf](#) [PDF, 58330KB] 10/01/2010

Steps for Implementation:

[VideoModeling_Steps.pdf](#) [PDF, 97881KB] 10/01/2010

Implementation Checklist:

[VideoModeling_Checklist.pdf](#) [PDF, 178454KB] 05/01/2011

Module: Video Modeling

Steps for Implementation: Video Modeling

These steps for implementation were adapted from:

LaCava, P. (2008). *Video modeling: An online training module*. (Kansas City: University of Kansas, Special Education Department). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules*, www.autisminternetmodules.org. Columbus, OH: OCALI.

The implementation process for video modeling is similar for each type of video modeling strategy (i.e., basic video modeling, video self-modeling, point-of-view modeling, video prompting). Ten steps are outlined below which describe how video modeling is implemented with learners with ASD.

Step 1. Targeting a Behavior for Teaching

In Step 1, teachers/practitioners focus on identifying a behavior for the learner with ASD to acquire and then clearly describe it so that accurate data can be collected throughout the

NPDC EBP Fact Sheets Help Ensure Fidelity!

Video Modeling Fact Sheet

Brief Description

Video modeling (VM) is a method of instruction that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. The model is shown to the learner, who then has an opportunity to perform the target behavior, either in the moment or at a later point in time. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. *Basic video modeling* is the most common and involves recording someone besides the learner engaging in the target behavior or skill. *Video self-modeling* is used to record the learner displaying the target skill or behavior and may involve editing to remove adult prompts. *Point-of-view video modeling* is when the target behavior or skill is recorded from the perspective of what the learner will see when he or she performs the response. *Video prompting* involves breaking the behavior into steps and recording each step with incorporated pauses during which the learner may view and then attempt a step before viewing and attempting subsequent steps. Video prompting can be implemented with other, self, or point-of-view models. Video modeling strategies have been used in isolation and also in conjunction with other intervention components such as prompting and reinforcement strategies.

Qualifying Evidence

VM meets evidence-based criteria with 1 group design and 31 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for toddlers (0-2 years) to young adults (19-22) years with ASD.

Outcomes

VM can be used effectively to address social, communication, behavior, joint attention, play, cognitive, school-readiness, academic, motor, adaptive, and vocational skills.

Research Studies Providing Evidence

Akmanoglu, N., & Tekin-Iftar, E. (2011). Teaching children with autism how to respond to the lures of strangers. *Autism, 15*(2), 205-222. doi: 10.1177/1362361309352180

Allen, K. D., Wallace, D. P., Greene, D. J., Bowen, S. L., & Burke, R. V. (2010). Community-based vocational instruction using videotaped modeling for young adults with autism spectrum disorders performing in air-inflated mascots. *Focus on Autism and Other Developmental Disabilities, 25*(3), 186-192. doi: 10.1177/1088357610377318

The screenshot shows the website for The National Professional Development Center on Autism Spectrum Disorders. The page is titled "EVIDENCE-BASED PRACTICES" and "EBP Fact Sheets". It features a search bar and a navigation menu. The main content area lists various EBP Fact Sheets, including Antecedent-Based Intervention, Cognitive Behavioral Intervention, Differential Reinforcement, Discrete Trial Teaching, Exercise, Extinction, Functional Behavior Assessment, Functional Communication Training, Modeling, Naturalistic Intervention, and Parent-Implemented Intervention. A sidebar on the left contains a navigation menu with options like "Home", "About the Center", "Evidence-Based Practices", "New EBP Report 2014", "EBP Fact Sheets", "Comparison with National Standards Project", "Autism Internet Modules", "ESP Briefs", "Early Identification of ASD Module", "Manual of Procedures (MOP)", and "Coaching".

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Quick Links

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ASD EBP Resources

| California Department of Developmental Services (DDS) | National Professional Development Center (NPDC) | National Autism Center (NAC) |
|--|--|---|
| 1. ASD Guidelines for Effective Interventions | 1. 27 Evidence Based Practices Briefs 2. EBPs for Young Children | 1. National Standards Project Report  2. Evidence Based Practices in Schools Educator Manual 3. Parent's Guide to EBP and ASD |
| www.asdguidelines.org | http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu | www.nationalautismcenter.org |

3 National Autism Center Reports

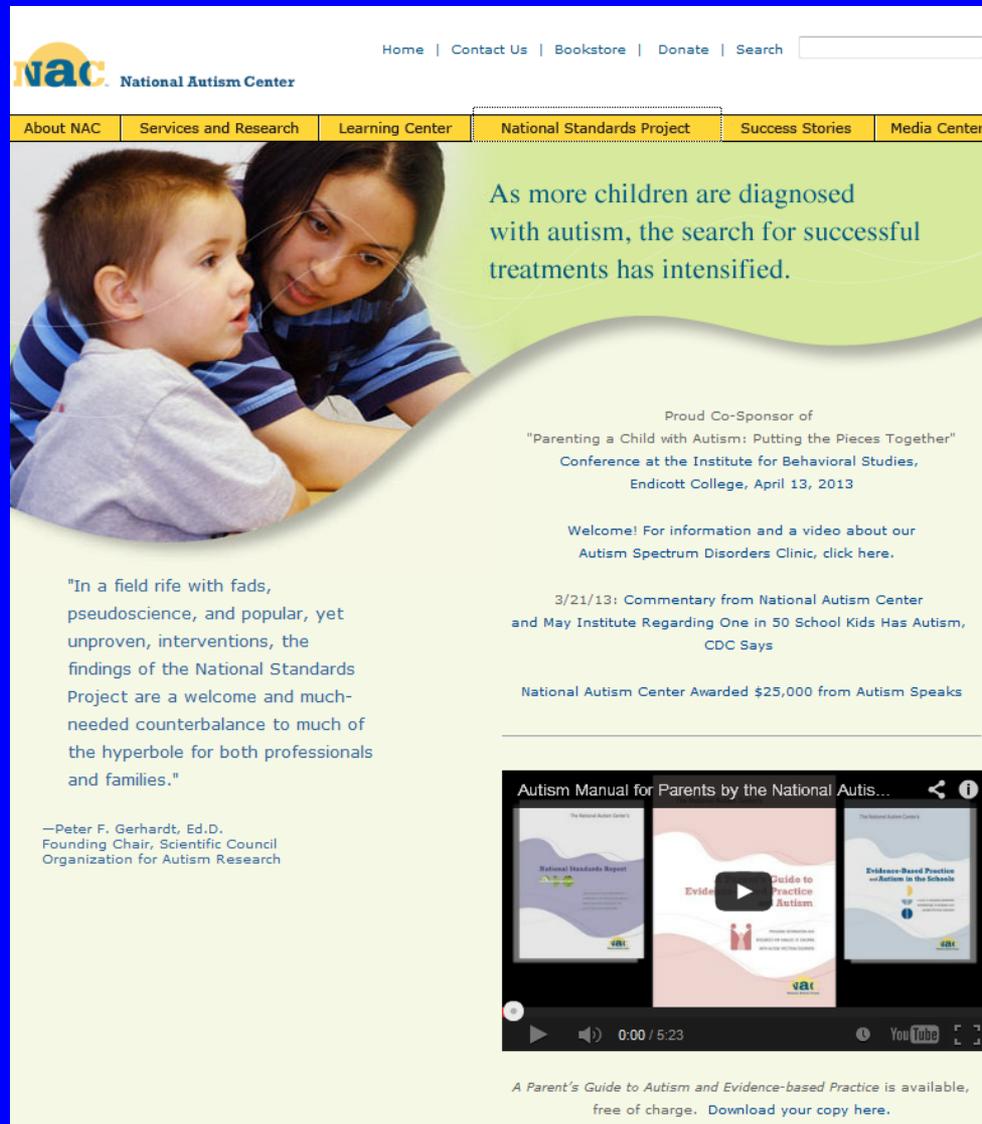
www.nationalautismcenter.org



1. *National Standards Report* (Released 9/09)
2. *Evidence-Based Practice and Autism in the Schools: A guide to providing appropriate interventions to students with ASD* (Released 1/10)
3. *A Parent's Guide to Evidence-based Practice and ASD* (Released 12/11)

National Autism Center*National Standards Project

www.nationalautismcenter.org



The screenshot shows the National Autism Center website. At the top, there is a navigation bar with links for Home, Contact Us, Bookstore, Donate, and Search. Below this is a secondary navigation bar with tabs for About NAC, Services and Research, Learning Center, National Standards Project (which is highlighted), Success Stories, and Media Center. The main content area features a large image of a woman and a young child. To the right of the image, text reads: "As more children are diagnosed with autism, the search for successful treatments has intensified." Below this, there is a section titled "Proud Co-Sponsor of 'Parenting a Child with Autism: Putting the Pieces Together' Conference at the Institute for Behavioral Studies, Endicott College, April 13, 2013." Further down, a welcome message for the Autism Spectrum Disorders Clinic is provided. A quote from Peter F. Gerhardt, Ed.D., is displayed on the left side. At the bottom, there is a video player showing three documents: "National Standards Report", "Evidence-Based Practice in Schools", and "Parent's Guide to Autism".

Home | Contact Us | Bookstore | Donate | Search

nac National Autism Center

About NAC | Services and Research | Learning Center | **National Standards Project** | Success Stories | Media Center

As more children are diagnosed with autism, the search for successful treatments has intensified.

Proud Co-Sponsor of
"Parenting a Child with Autism: Putting the Pieces Together"
Conference at the Institute for Behavioral Studies,
Endicott College, April 13, 2013

Welcome! For information and a video about our
Autism Spectrum Disorders Clinic, [click here](#).

3/21/13: Commentary from National Autism Center
and May Institute Regarding One in 50 School Kids Has Autism,
CDC Says

National Autism Center Awarded \$25,000 from Autism Speaks

"In a field rife with fads, pseudoscience, and popular, yet unproven, interventions, the findings of the National Standards Project are a welcome and much-needed counterbalance to much of the hyperbole for both professionals and families."

—Peter F. Gerhardt, Ed.D.
Founding Chair, Scientific Council
Organization for Autism Research

Autism Manual for Parents by the National Autis...
National Standards Report
Evidence-Based Practice in Schools
Parent's Guide to Autism

0:00 / 5:23 YouTube

A Parent's Guide to Autism and Evidence-based Practice is available, free of charge. [Download your copy here.](#)

National Standards Report (NSP) Released 9-09

www.nationalautismcenter.org



“This report provides comprehensive information about the level of scientific evidence that exists in support of the many educational and behavioral treatments currently available for individuals with Autism Spectrum Disorders (ASD) under age 22”

Findings and Conclusions



ADDRESSING THE NEED FOR EVIDENCE-
BASED PRACTICE GUIDELINES FOR
AUTISM SPECTRUM DISORDERS

The National Autism Center's

National Standards Report



THE NATIONAL STANDARDS PROJECT—
ADDRESSING THE NEED FOR EVIDENCE-
BASED PRACTICE GUIDELINES FOR
AUTISM SPECTRUM DISORDERS



National Standards Report



- **Primary Goal:** provide information about which treatments have been shown to be effective for individuals with ASD
- Cross disciplinary group of experts over several years
- Project findings based on **775 published research studies in peer reviewed scientific journals (1957-2007)** about interventions for individuals below 22 years of age

Note: Literature from 2007 → is being reviewed!

Strength of Evidence Classification System

| Established | Emerging | Unestablished | Ineffective/Harmful |
|---|--|---|--|
| <p>Several¹ published, peer-reviewed studies</p> <ul style="list-style-type: none"> • Scientific Merit Rating Scales scores of 3, 4, or 5 • Beneficial treatment effects for a specific target <p>May be supplemented by studies with lower scores on the Scientific Merit Rating Scale.</p> | <p>Few² published, peer-reviewed studies</p> <ul style="list-style-type: none"> • Scientific Merit Rating Scale scores of 2 • Beneficial treatment effects reported for one dependent measure for a specific target <p>These may be supplemented by studies with higher or lower scores on the Scientific Merit Rating Scale.</p> | <p>May or may not be based on research:</p> <ul style="list-style-type: none"> • Beneficial treatment effects reported based on very poorly controlled studies (scores of 0 or 1 on the Scientific Merit Rating Scale) • Claims based on testimonials, unverified clinical observations, opinions, or speculation • Ineffective, unknown, or adverse treatment effects reported based on poorly controlled studies | <p>Several¹ published, peer-reviewed studies</p> <ul style="list-style-type: none"> • Scientific Merit Rating Scales scores of 3 • No beneficial treatment effects reported for one dependent measure for a specific target (Ineffective) <li style="text-align: center;"><u>OR</u> • Adverse treatment effects reported for one dependent measure for a specific target (Harmful) <p>Note: Ineffective treatments are indicated with an "I" and Harmful treatments are indicated with an "H"</p> |

¹Several is defined as 2 group-design or 4 single-case design studies with a minimum of 12 participants for which there are no conflicting results or at least 3 group design or 6 single-case design studies with a minimum of 18 participants with no more than 1 study reporting conflicting results. Group and single-case design methodologies may be combined.

²Few is defined as a minimum of 1 group-design study or 2 single-case design studies with a minimum of 6 participants for which no conflicting results are reported*. Group and single-case design methodologies may be combined.

*Conflicting results are reported when a better or equally controlled study that is assigned a score of at least 3 reports either (a) no beneficial treatment effects or (b) adverse treatment effects.

The National Standards Project (NSP)



Overall Findings

- 11 Established Treatments
- 22 Emerging Treatments
- 5 Unestablished Treatments



11 Established Treatments- What Does That Mean?

- “Several well-controlled studies have shown the intervention to produce beneficial effects
- There is sufficient evidence to confidently state that each of these treatments produces beneficial effects
- The quality, quantity, and consistency of outcomes indicate that these treatments work with individuals on the autism spectrum
- Despite the fact that these Established Treatments have been shown to be effective in studies, we know that they will not be effective for *all* individuals with ASD”

11 Established Treatments



1. Antecedent Package
2. Behavioral Package
3. Comprehensive Behavioral Treatment for Young Children
4. Joint Attention Intervention
5. Modeling
6. Naturalistic Teaching Strategies
7. Peer Training Package
8. Pivotal Response Treatment
9. Schedules
10. Self-management
11. Story-based Intervention Package

Established Treatments for Younger Children with ASD

| TREATMENT | AGES |
|--|-------------------------|
| Antecedent Package | 0-2, 3-5 |
| Behavioral Package | 0-2, 3-5 |
| Comprehensive Behavioral Treatment for Young Children | 0-2, 3-5 |
| Joint Attention Intervention | 0-2, 3-5 |
| Modeling | 3-5 |
| Naturalistic Teaching Strategies | 0-2, 3-5 |
| Peer Training Package | 3-5 |
| Pivotal Response Treatment | 3-5 |
| Schedules | 3-5 |
| Self-management | 3-5 |
| Story-based Intervention Package | Begins Age 6 |

Established Treatments for Older Individuals with ASD

| TREATMENT | AGES |
|---|----------------------------|
| <i>Antecedent Package</i> | 10-14, 15-18 |
| <i>Behavioral Package</i> | 10-14, 15-18, 19-21 |
| Comprehensive Behavioral Treatment for Young Children | Up to age 9 |
| Joint Attention Intervention | Up to age 5 |
| <i>Modeling</i> | 10-14, 15-18 |
| Naturalistic Teaching Strategies | Up to age 9 |
| <i>Peer Training Package</i> | 10-14 |
| Pivotal Response Treatment | Up to age 9 |
| <i>Schedules</i> | 10-14, 15-18 |
| <i>Self-management</i> | 10-14 |
| <i>Story-based Intervention Package</i> | 10-14 |

Second of 3 Reports by National Autism Center

www.nationalautismcenter.org

***Evidence-Based Practice and Autism in the Schools:
A guide to providing appropriate interventions to
students with ASD (Released 1/10)***

Educator's Manual of Established Treatments



Evidence-Based Practice and Autism in the Schools

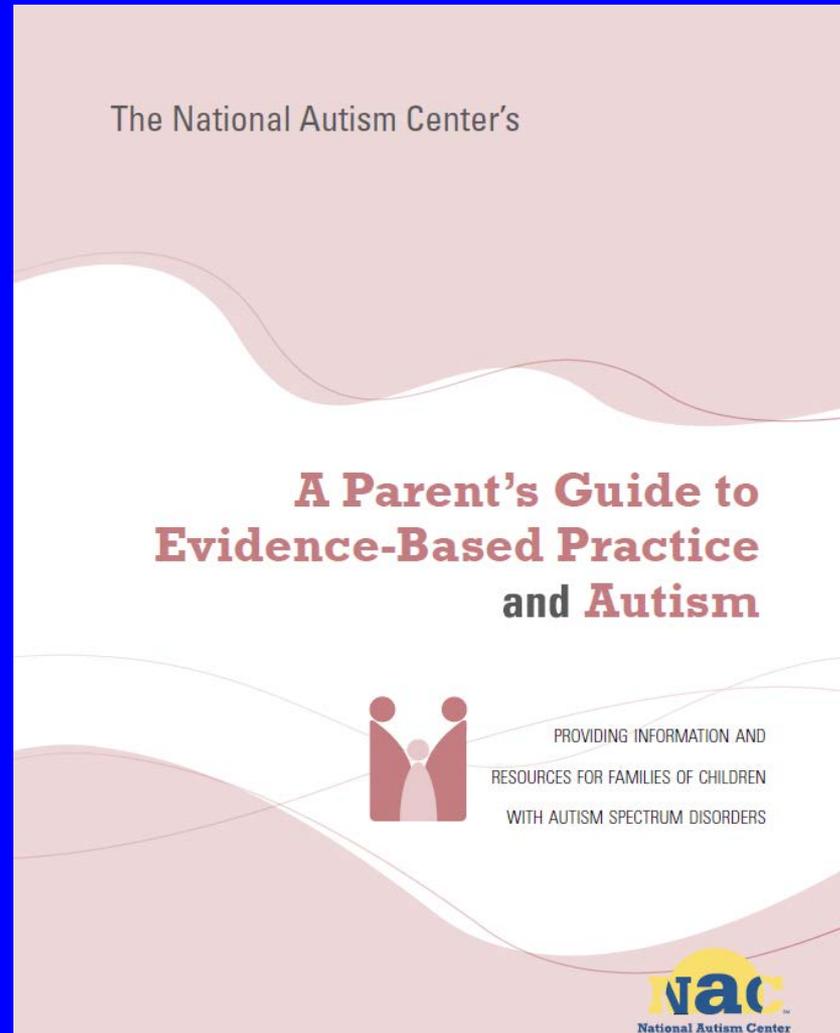


A GUIDE TO PROVIDING APPROPRIATE
INTERVENTIONS TO STUDENTS WITH
AUTISM SPECTRUM DISORDERS

Third Report Released December 2011

A Parent's Guide to EBP and Autism

www.nationalautismcenter.org



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Comparison of Approaches

Similarities

- Included literature up to 2007
- Required a diagnosis of ASD
- Ages birth - 22
- Applied rigorous criteria to reviews
- Positive effects were demonstrated

Differences

- NPDC
 - Focused interventions
 - Listed separately
 - Included parent-implemented
- NSP
 - Treatments -included intervention strategies or intervention classes
 - Clustered into packages
 - Included joint attention interventions



Take Home Messages

- Very little difference between the major analyses of the treatment literature
- Small differences due to procedural variation – which is completely consistent with the broader efforts in evidence-based practice



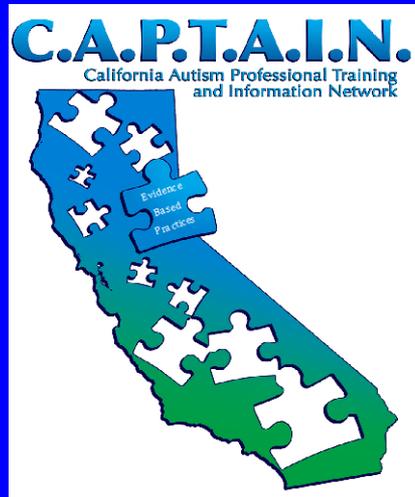
Take Home Messages

- The next logical step is to make certain that professionals have access to training on the treatments that have generally been shown to be effective through systematic reviews
- Given educators/interventionists are the professionals most likely to come in contact with and provide services to children with ASD, high quality training of these professionals is absolutely essential



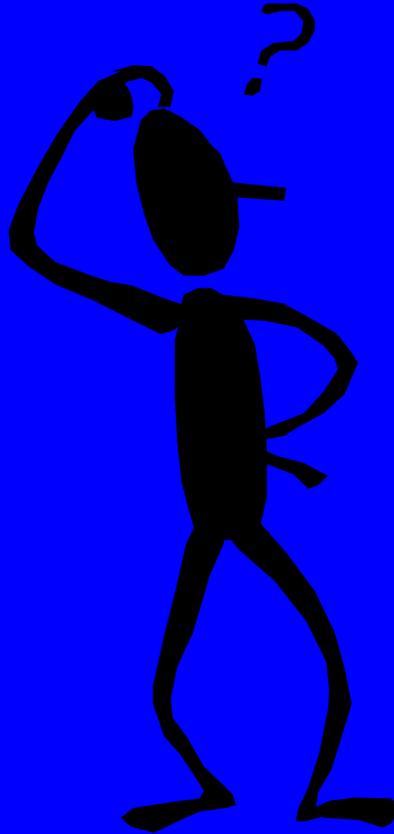
CAPTAIN Recommends

- Use 27 EBPs from NPDC
- Use 11 Established Treatments from NAC



| <p align="center">California Department of Developmental Services (DDS)</p> | <p align="center">National Professional Development Center (NPDC)</p> | <p align="center">National Autism Center (NAC)</p> |
|--|---|---|
| <p>1. ASD Guidelines for Effective Interventions</p> <p align="center">NOT YET AVAILABLE</p> | <p>1. 27 Evidence Based Practices Briefs</p> <p>2. EBPs for Young Children</p> | <p>1. National Standards Project Report: <i>Established Treatments</i></p> <p>2. Evidence Based Practices in Schools Educator Manual</p> <p>3. Parent's Guide to EBP and ASD</p> |
| <p>www.asdguidelines.org</p> | <p>http://autismpdc.fpg.unc.edu http://asdtoddler.fpg.unc.edu</p> | <p>www.nationalautismcenter.org</p> |

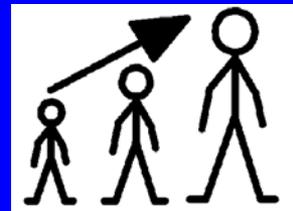
Why Are these EBP resources so important?





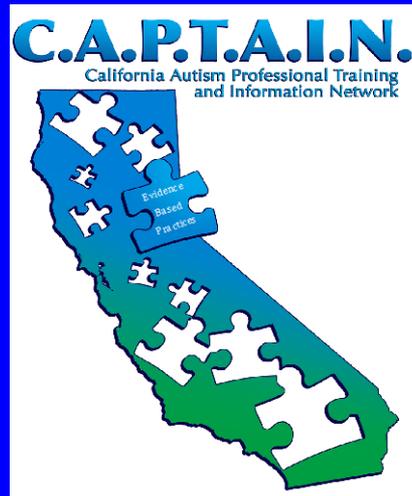
Knowing of these EBPs:

- helps us know which treatments have **evidence of effectiveness** and which treatments do not
- allows us to make **informed decisions** when we select treatments
- provides us with the opportunity to support individuals with ASD in **reaching their full potential**



CAPTAIN Website

You can easily access all these EBPs, NPDC tools and Resources through the CAPTAIN website!



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END

What are EBPs?
CAPTAIN TRAINING



CAPTAIN

California Autism Professional Training
and Information Network