

Year 7



CAPTAIN
California Autism Professional Training
and Information Network

Year 7

WELCOME

2019 CAPTAIN SUMMIT

Day 2

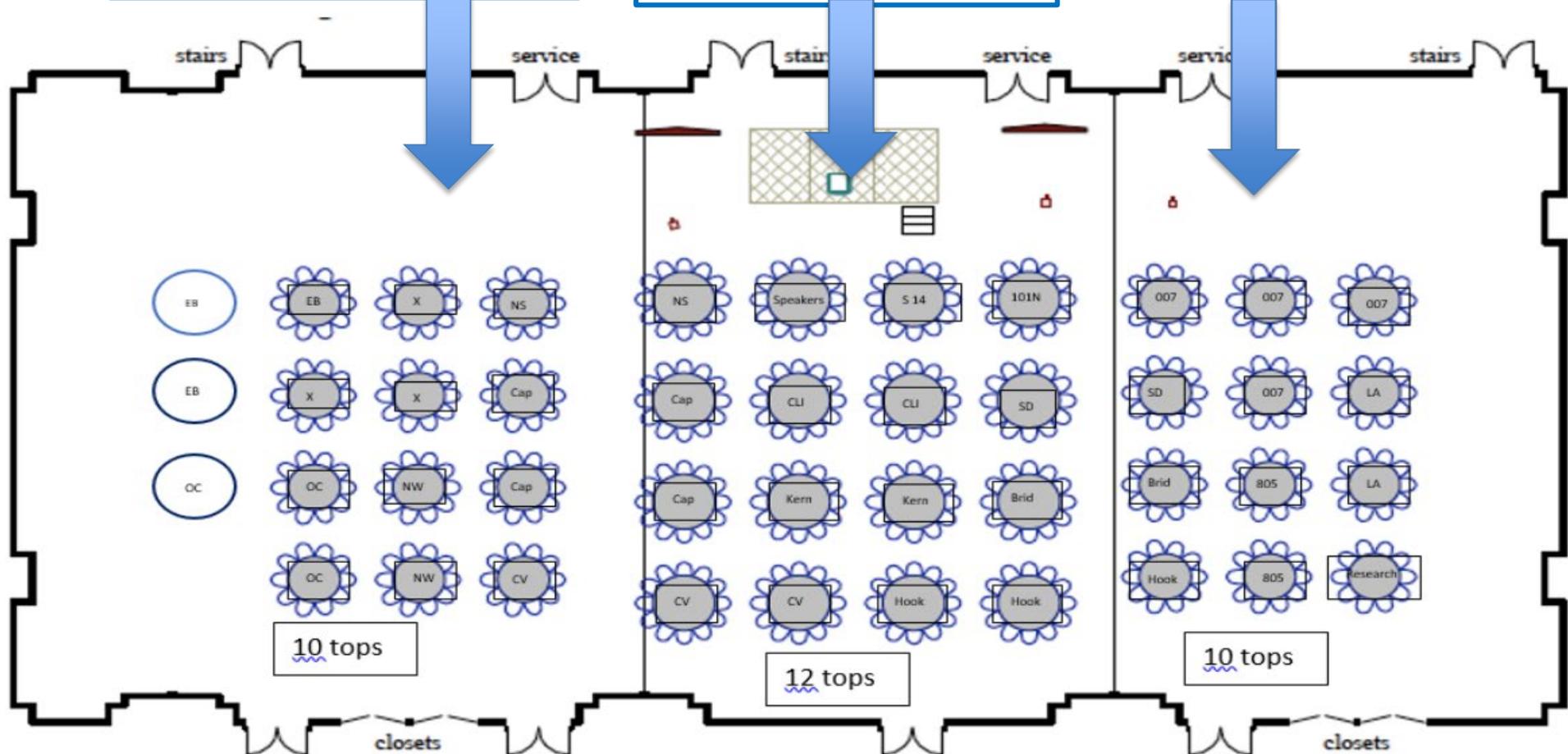
**“Supporting Social Emotional and Mental Health
Well-being of Individuals with Autism”**

PLEASE SIT WITH YOUR CAPTAIN REGIONAL TEAM

East Bay OC X North
State Capital
New Wave
Central Valley

North State 101N
Super 14 C.L.I.C.
Capital Kern Bridges
Central Valley Hook

LA
007
San Diego
Hook 805



WHAT ARE WE DOING TODAY?



8:30 – 10:30	Year in Review/Hot Topics
10:30 – 10:45	BREAK
10:45 – 11:45	Discussion Breakouts
	Schools: Magnolia/Camellia
	Regional Centers: Bondi
	Family Support: Beavis
11:45 – 12:00	Grab your lunch and go to
12:00 – 2:15	Regional Planning * Room on Agenda
2:15 – 2:30	Break
2:30 – 3:45	Pecha Kucha Showcase, Wrap up, Grand Prize

**CEUs (BCBA, SLP,
LEP/LCSW/LEP)
Must Register
Must Sign in
& Sign out each day**



www.captain.ca.gov/handouts.html

Sheraton_Conference PW: captain2019

**LOOK UNDER
THE TABLE
STAND IN THE
CENTER OF
YOUR TABLE**

**YOUR TABLE
MAY BE A
WINNER !!!!!**

CEUs (BCBA, SLP, LEP/LCSW/LEP)

Must Register

**Must Sign in
& Sign out each day**



HOW TO BE SOCIAL DURING THE SUMMIT!



INSTAGRAM:
captain_ebps



TWITTER:
@captain_ebps



CAPTAIN



Year In Review and Hot Topics 2019-2020



 **Hot Topics**



CAPTAIN Vision

Establish a statewide training and technical assistance network focused on the use of EBPs for ASD inclusive of agencies who will work collaboratively at a local level so that individuals with ASD and their families can benefit from research based practices



CAPTAIN Mission

Increase knowledge about ASD and EBPs through systematic dissemination of information

Increase Implementation and fidelity of EBPs in schools and community settings (families and providers of services)

Increase inter-agency collaborations to leverage resources, solve local challenges & standardize the use of EBPs across the state





Stages of CAPTAIN Implementation

2010-2012

NPDC-ASD
Pilot

Exploration
Phase

2012-2013

Establishing
CAPTAIN

Planning
Phase

2013-2017

Recruit & Train
Cadre Across CA

Installation
Phase

2018-2023

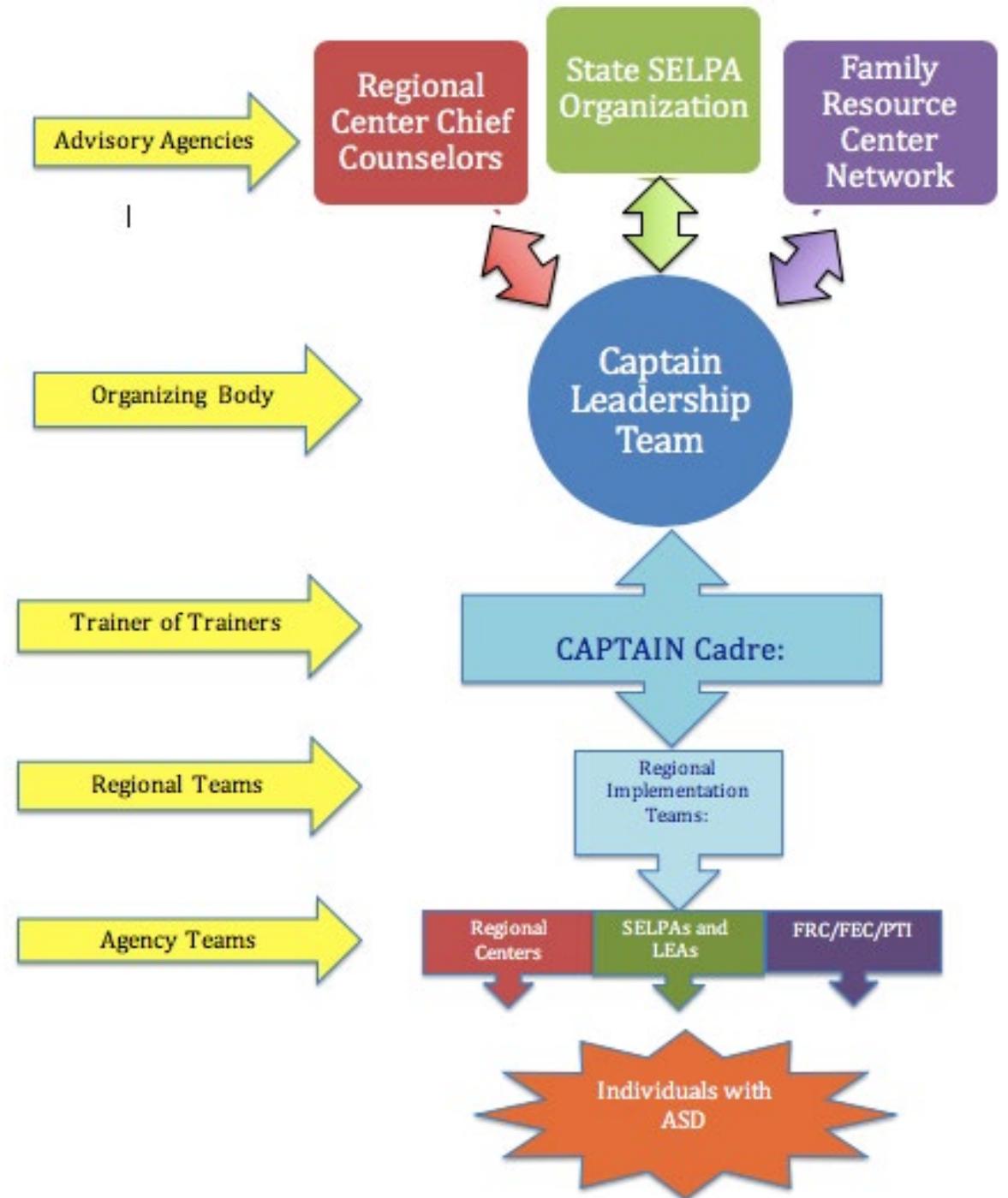
Ongoing Scale
Up and SELPA
Content Lead
Grant

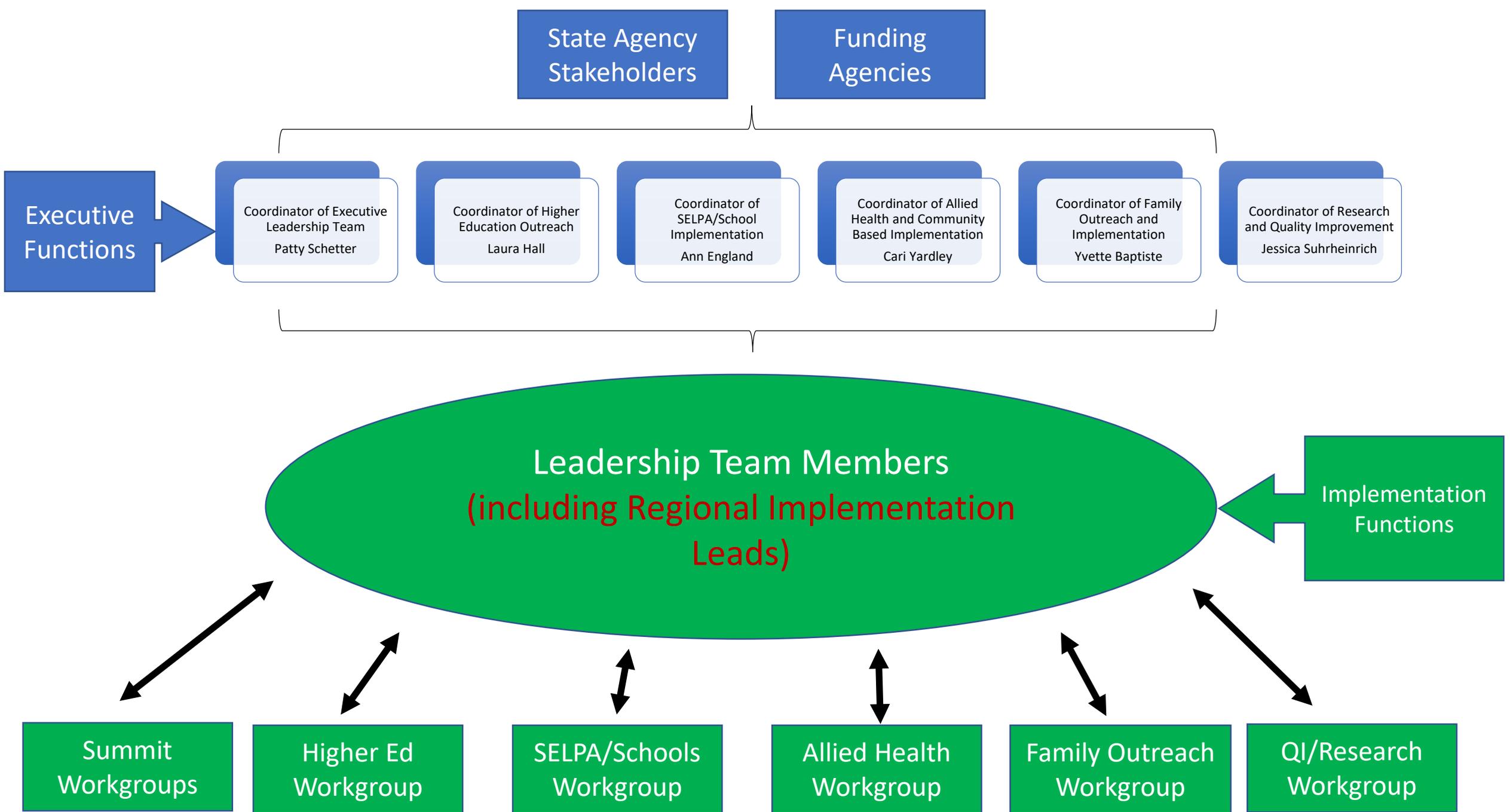
Full
Implementation



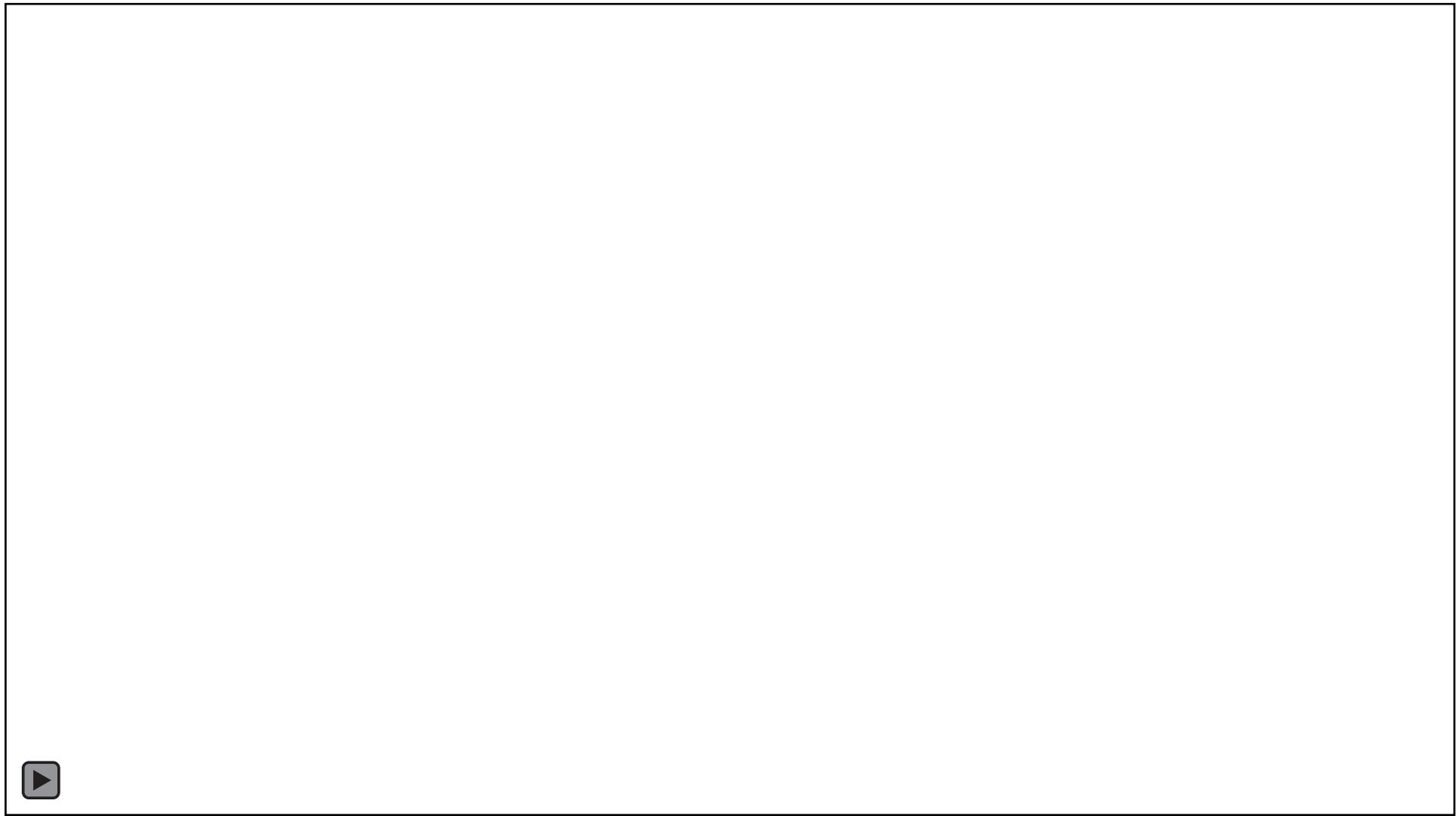
CAPTAIN
California Autism Professional Training
and Information Network

How Does CAPTAIN Work?





SUMMIT WORKGROUP





SCHOOLS/SELPA WORKGROUP



ANN ENGLAND



AMY ANDERSEN



ANANDA ASPEN



AWIT DALUSONG



JENNIFER FISHER



SHARON FLOYD



NITZA FREGOSI



LISA KNOTT



HEATHER MAURIN



VANESSA SMITH



VIRGINIA
SANCHEZ-
SALAZAR



YANKA RICKLEFS



NICOLE WARD

ALLIED HEALTH & COMMUNITY SERVICES WORKGROUP



CARI YARDLEY



LAUREN LIBERO



SORYL MARKOWITZ



MELINA MELGAREJO



BONNIE IVERS



TARA SISEMORE-HESTER



MARY RETTINHUSE



KARIN JINBO



Sharon Floyd

Soryl Markowitz



WELCOME NEW CAPTAIN LEADERSHIP

**Bonnie Jean Ivers, M.A., M.A., Psy.D.
CAPTAIN Regional Centers**

Clinical Director
Health Resources Group
Regional Center of Orange County

**Barbara Boyd, M.A.
CAPTAIN Liaison to CDE**

Education Programs Consultant
Programs, Policy, and Liaison Unit
Special Education Division
California Department of Education



FAMILY ENGAGEMENT AND SUPPORTS WORKGROUP



YVETTE BAPTISTE



DEBBIE SARMENTO



DIANE STORMAN



KAREN BOHALL-
ORTEGA



ROSHELLE CHAVEZ



PATTY SCHETTER



PATRICE YASUDA



HIGHER EDUCATION / TEACHER PREP WORKGROUP



LAURA HALL



LESLIE COMSTOCK



MICHELLE DEAN



JESSICA SUHRHEINRICH

RESEARCH WORKGROUP



JESSICA SUHRHEINRICH



AUBYN STAHRMER



PATTY SCHETTER



ANN ENGLAND



JENNICA LI



MELINA MELGAREJO



ALLISON SHANA
NAHMIAAS



ELIZABETH MCGEE
HASSRICK



MICHELLE DEAN

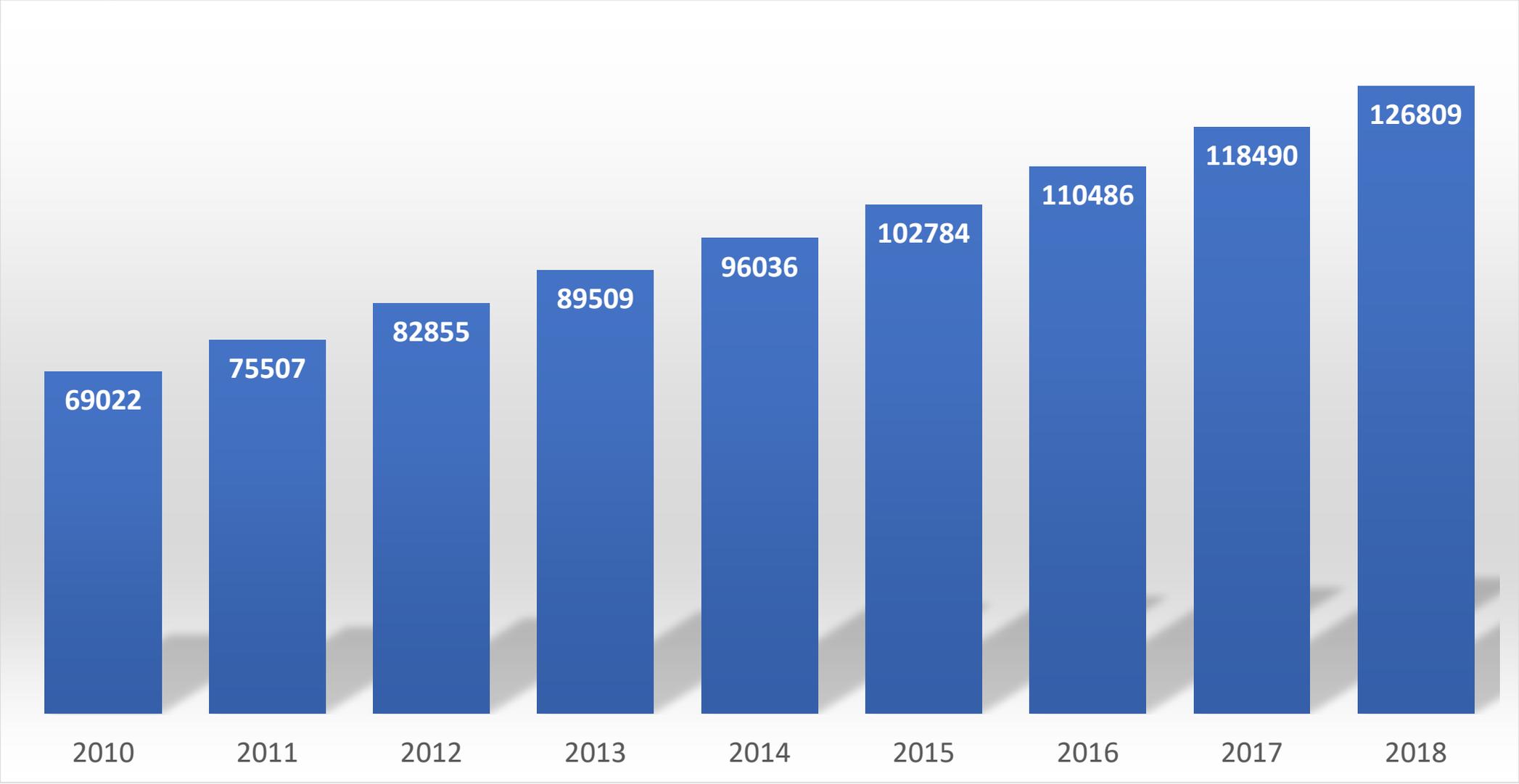


PATRICE YASUDA

How Are Students With Autism Doing In California Public Schools: CDE Data Updates



Steady Increase in Number of California Students with Autism



←
15.9% of
total SWD
population
2018

Students with Disabilities Total Population for Ages 0 to 22: 774,665

Source: CASEMIS December 2018 CA Dept. Education

English Language Arts Performance Levels for Students with Autism

LEVEL	Percent 2017-18	Percent 2018 - 19	% Change from Prior Year's Data
STANDARD EXCEEDED	5.9	6.2	Increase 0.4
STANDARD MET	 15.7	15.6	Decrease 0.04
STANDARD NEARLY MET	22.4	23.6	Increase 1.25
STANDARD NOT MET	56.0	54.4	Decrease 1.6

Students with Autism as Primary Disability
 Assessments: Smarter English Language Arts (ELA),
 CAA ELA, CALPADS, CAASPP 2019 P2 (FY 2018-19)
 Standard and Alternative Assessment

SPED INDICATOR 3: STATEWIDE ASSESSMENT
LCAP PRIORITY 4 : PUPIL ACHIEVEMENT

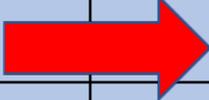
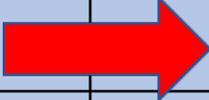
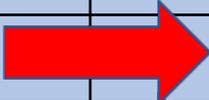
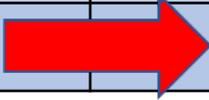
Math Performance Levels for Students with Autism

	Percent 2017-18	Percent 2018-19	% Change from prior Year's Data
STANDARD EXCEEDED	6.8	7.0	Increase 0.2
STANDARD MET	 10.1	10.5	Increase 0.4
STANDARD NEARLY_MET	20.6	20.0	Decrease 0.5
STANDARD NOT MET	62.5	62.3	Decrease 0.1

Students with Autism as Primary Disability
 Assessments: Smarter Mathematics, CAA Mathematics
 CALPADS, CAASPP 2019 P2 (FY 2018-19)
 Standard and Alternative Assessment

SPED INDICATOR 3: STATEWIDE ASSESSMENT
LCAP PRIORITY 4: PUPIL ACHIEVEMENT

California Students with Autism by Least Restrictive Environment

	Percent 2017-18	Percent 2018-19	% Change from Prior Year's Data
Correctional Facilities	0.01	0.01	No change
Homebound/Hospital 	.17	0.18	Increase 0.02
Parentally Placed in Private School	.34	0.26	Decrease 0.08
Inside regular class less than 40% of the day 	46.83	40.2	Decrease 6.6
Inside regular class 40% to 79% of the day	15.5	18.3	Increase 3.0
Inside regular class 80% or more of the day	30.64	33.4	Increase 2.8
Residential Facility 	0.06	0.1	Increase 0.04
Separate School/Nonpublic School 	6.44	7.1	Increase 0.7

Total Students with Autism as Primary or Secondary Disability for Ages 0 to 22: Total: 104,518
Source: CASEMIS December 2018

SPED INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT
LCAP PRIORITY 2 & 7: STATE STANDARDS AND COURSE ACCESS

Exit Reasons for Students With Autism

EXIT REASON	Percent 2017-18	Percent 2018-19	% change from prior year's data
GRADUATED HIGH SCHOOL	 47	43.3	Decrease 3.2
MOVED, KNOWN TO BE CONTINUING	26	24.2	Decrease 2.2
RECEIVED CERTIFICATE	10	12.3	Increase 2.5
RETURNED TO GENERAL EDUCATION	7	7.0	Decrease 0.3
REACHED MAXIMUM AGE	6	6.7	Increase 0.5
DROPOUT	 4	6.1	Increase 2.6
DECEASED	Less than 1%	Less than 1%	No change

SPED INDICATOR 1: GRADUATION RATES

LCAP PRIORITY 4 & 8: PUPIL ACHIEVEMENT AND OUTCOMES

Post-Secondary Outcomes for Students with Autism

OUTCOMES	Percent 2017-18	Percent 2018-19	% change from prior year's data
Higher Education	 58	56.3	Decrease 1.7
No Higher Ed and not Working	16	10.6	Decrease 5.6
Other Post-Secondary Education	15	18.1	Increase 3.5
Competitively Employed	 10	6.0	Decrease 4.4
Some other Employment	Less than 1 %	8.7	Increase 8.2

Source: CASEMIS June 2019 Table D
matched to exiters from CASEMIS
June 2018 Table A

SPED INDICATOR 14: POST SCHOOL OUTCOMES
LCAP PRIORITY 4 & 8: PUPIL ACHIEVEMENT AND OUTCOMES

Statewide System of Support Goal

To assist local educational agencies and their schools in meeting the needs of **each student served**, with a focus on **building capacity to sustain improvement and effectively address inequities** in student opportunities and outcomes.





California's Statewide System of Support

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



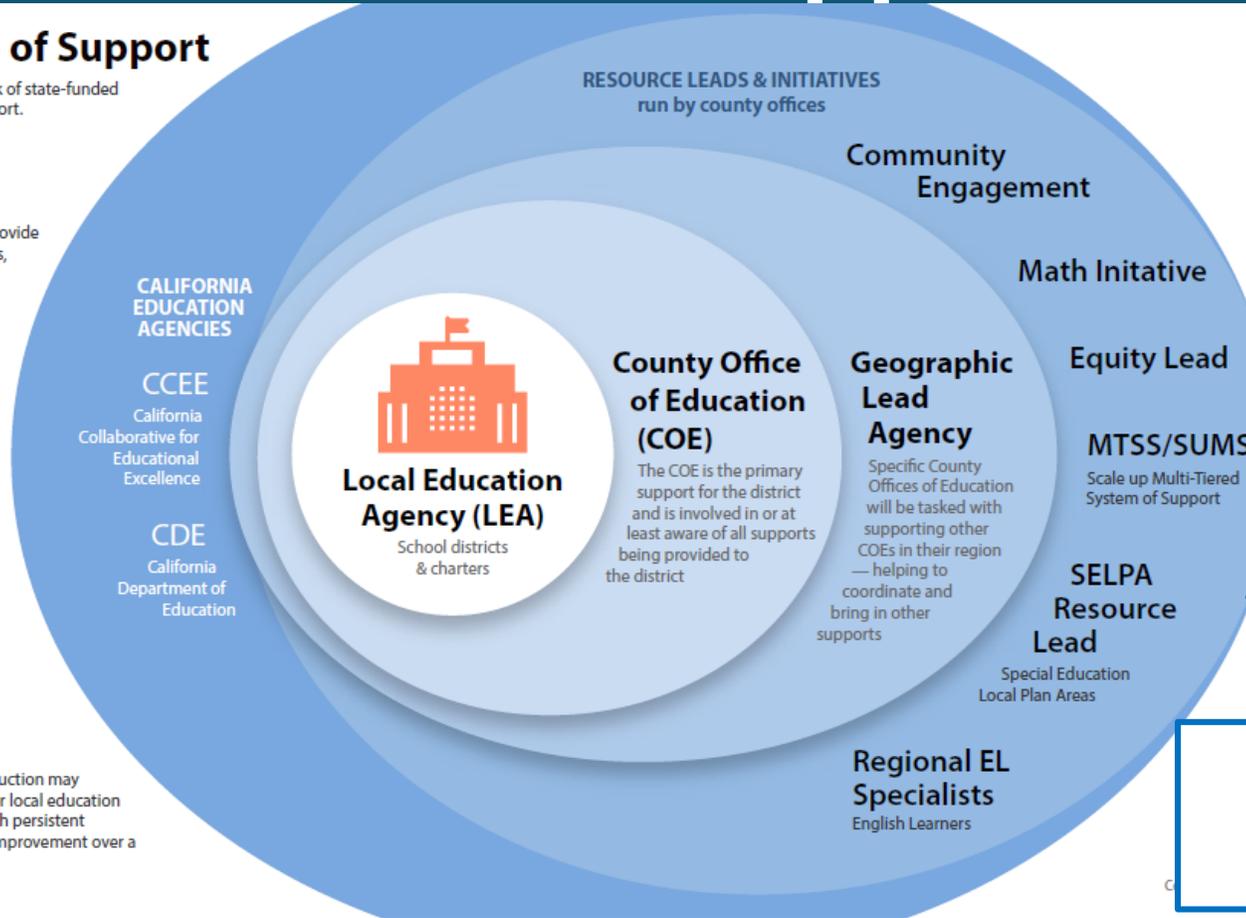
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



SELPA Content Leads

Marin County/CAPTAIN ASD

Placer County:
Access AT/AAC/UDL

South County:
Disproportionality

Imperial County:
English Language Learners

SELPA SYSTEMS IMPROVEMENT LEADS:

El Dorado County
West San Gabriel
Riverside County



SELPA CONTENT LEAD - AUTISM



EVIDENCE-BASED PRACTICES

FOR STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

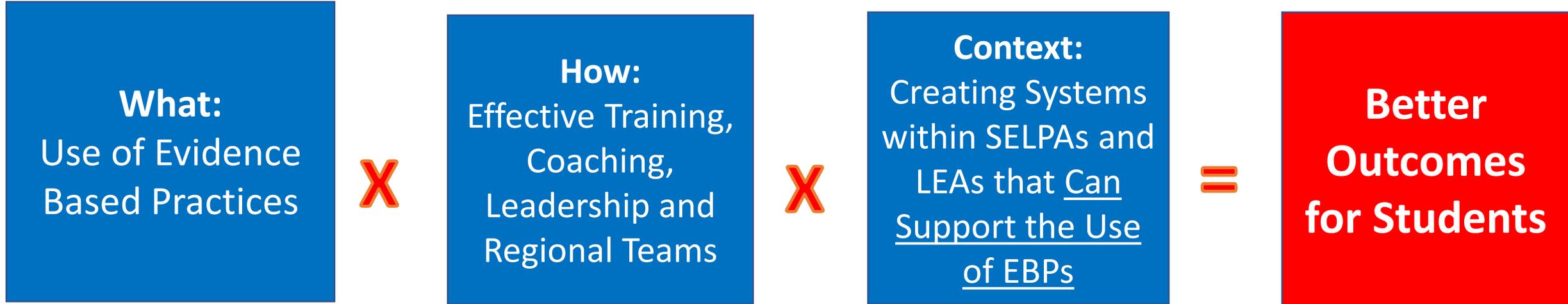
IMPLEMENTATION



SELPA Content Lead EVIDENCE Based Practices — Autism —

What is the Marin/CAPTAIN SELPA Content Lead About?

Building Capacity of SELPAs to Support the Use of EBPs!



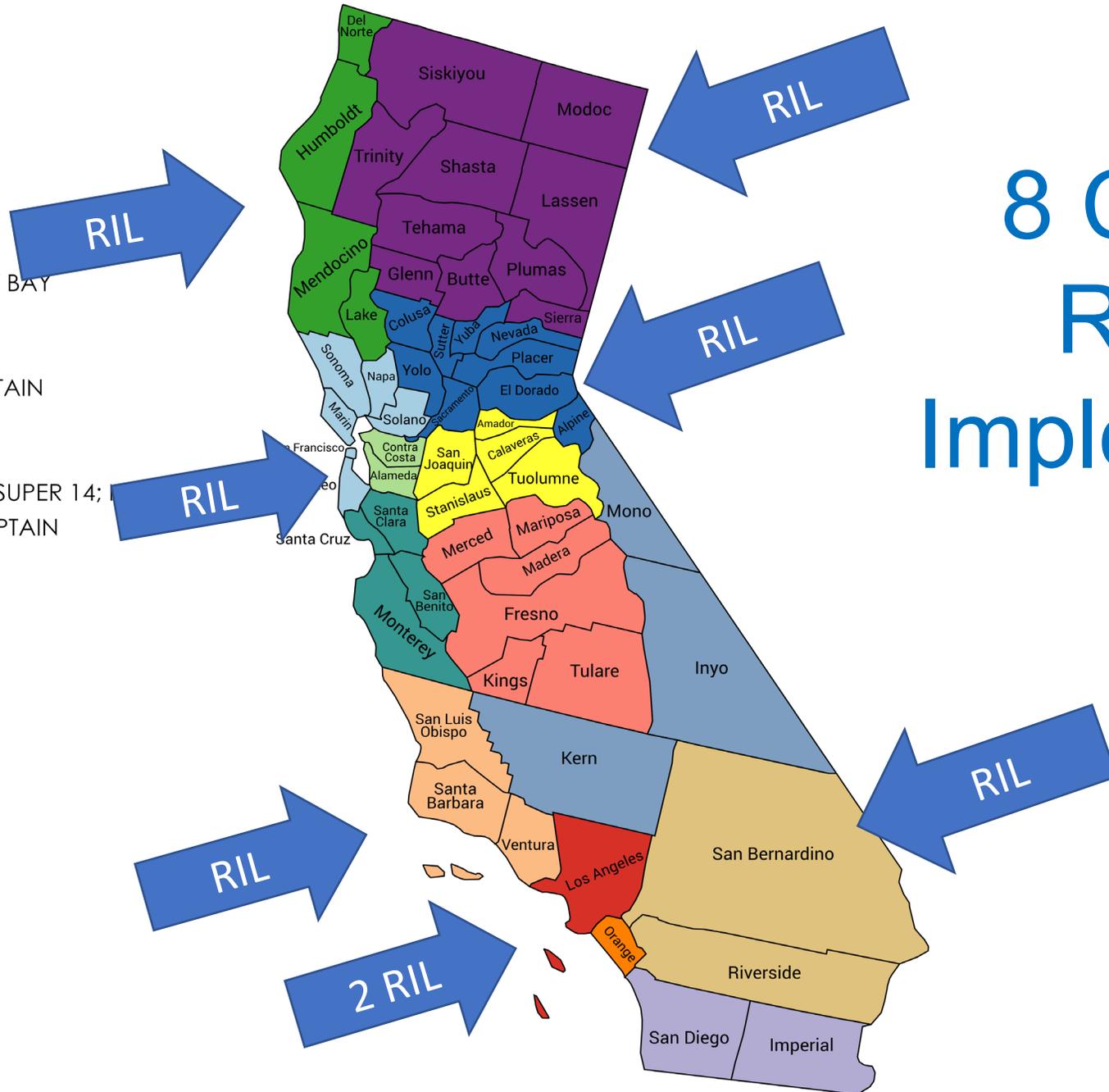
What Have We Done So Far?



- Hired full time Project Coordinator of SELPA/Schools Training and Technical Assistance (Ann England) and .5 Admin Support (Gavin Pugsley)
- Set up contracts with Executive Leadership Team members
- Planned this CAPTAIN Summit 2019 (Sacramento, November 6-7, 2019)
- Recruited 8 Regional Implementation Leads (RIL); up to 9 more next year
- Scheduled monthly RIL Professional Development/Collaboration Zoom calls
- Conducted a 3 day training in implementation of the APERS (Autism Program Environment Rating Scale)

17 CAPTAIN REGIONS

- CAPTAIN 101
- NORTH STATE CAPTAIN
- CAPTAIN BRIDGES
- CAPITAL CAPTAIN
- CAPTAINS OF THE EAST BAY
- CAPTAIN HOOK
- CAPTAIN 007
- CENTRAL VALLEY CAPTAIN
- CAPTAIN 805
- CAPTAIN KERN
- CAPTAIN LA ; C.L.I.C.; SUPER 14;
- ORANGE COUNTY CAPTAIN
- CAPTAIN X
- CAPTAIN SAN DIEGO



**8 CAPTAIN
Regional
Implementation
Leads
(RIL)**



REGIONAL IMPLEMENTATION LEADS



JOAN RALPH



MONICA GYLYS



ROBYN YOUNG



LAURA BLACKBURN



JENNIFER STREETER



MARK PFAFF



JENNIFER WOLFE



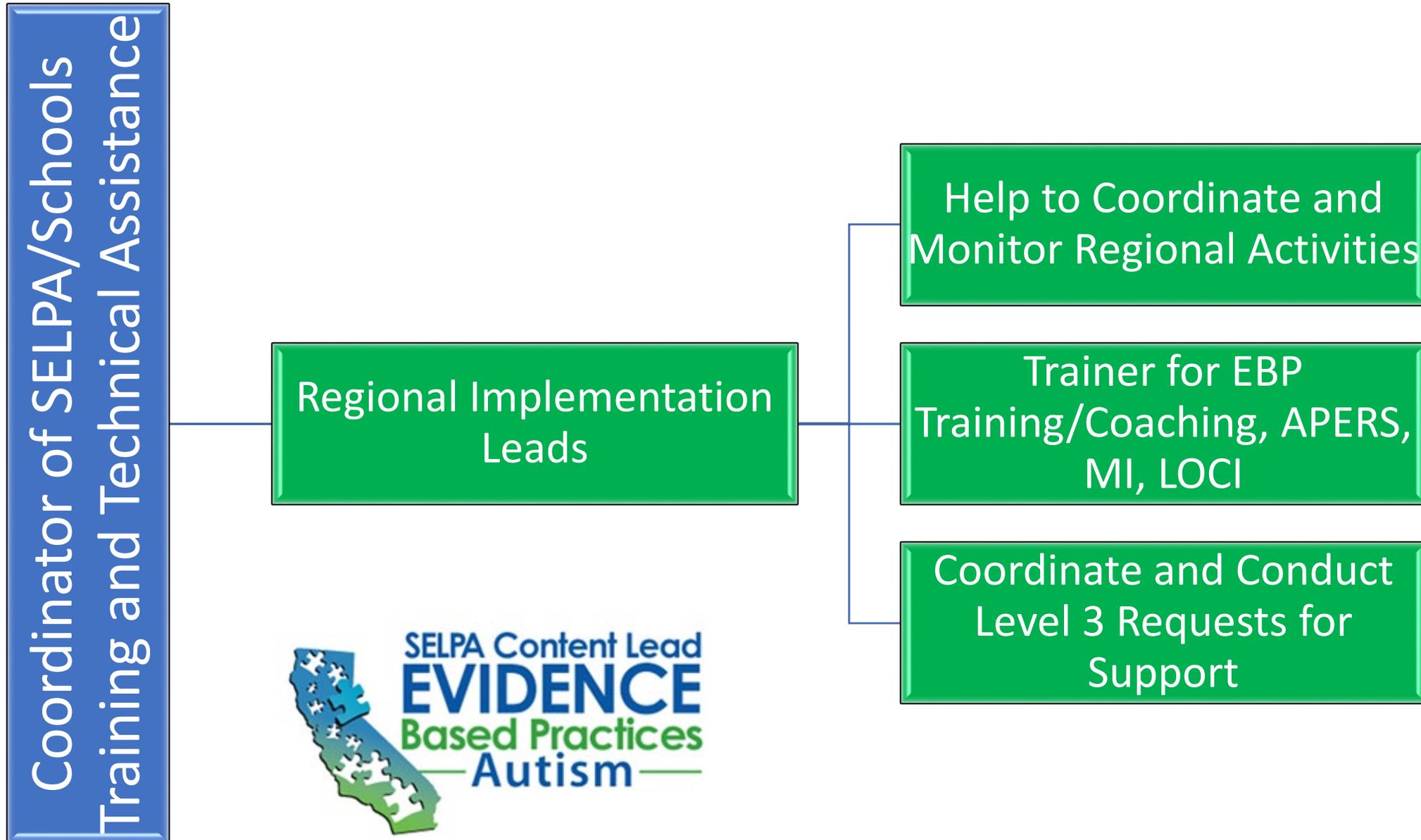
JENNIFER ROUNTREE

**REGIONAL IMPLEMENTATION LEADS
SELPA CONTENT LEAD-ASD Marin County SELPA-CAPTAIN
YEAR 1**



REGIONAL IMPLEMENTATION LEAD	SELPA NAME	CAPTAIN REGION	SELPA DIRECTOR
1. Robyn Young	Santa Barbara County SELPA	CAPTAIN 805	Ray Avila
2. Jennifer Streeter	Humboldt-Del Norte SELPA	CAPTAIN 101	Mindy Fattig
3. Laura Blackburn	Placer County SELPA	Capital CAPTAIN	Troy Tickle
4. Jennifer Rountree	Desert Mountain SELPA	CAPTAIN X	Jenae Holtz
5. Joan Ralph	North Region SELPA	CAPTAINS of the East Bay	Katie Babcock
6. Monika Gyls	Antelope Valley SELPA	Super 14	Benay Loftus
7. Jennifer Wolfe	East San Gabriel Valley SELPA	C.L.I.C. (CAPTAIN Local Interagency Collaborative)	Scott Turner
8. Mark Pfaff	Tehama County SELPA	North State CAPTAIN	Veronica Coates

What Will Regional Implementation Leads (RIL) Do?





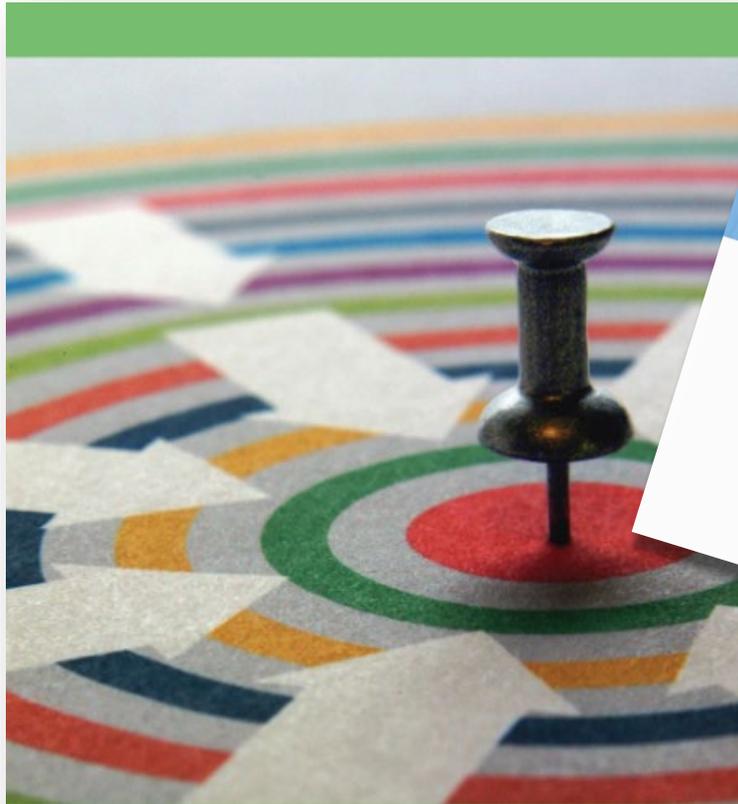
Resources to Support High Quality Training and Coaching

Google Forms with sharable links for *all* Cadre

- ✓ Pre/post training knowledge surveys
- ✓ Fidelity of Implementation checklists
- ✓ More to come!



SELPA Improvement Leads Tools and Resources

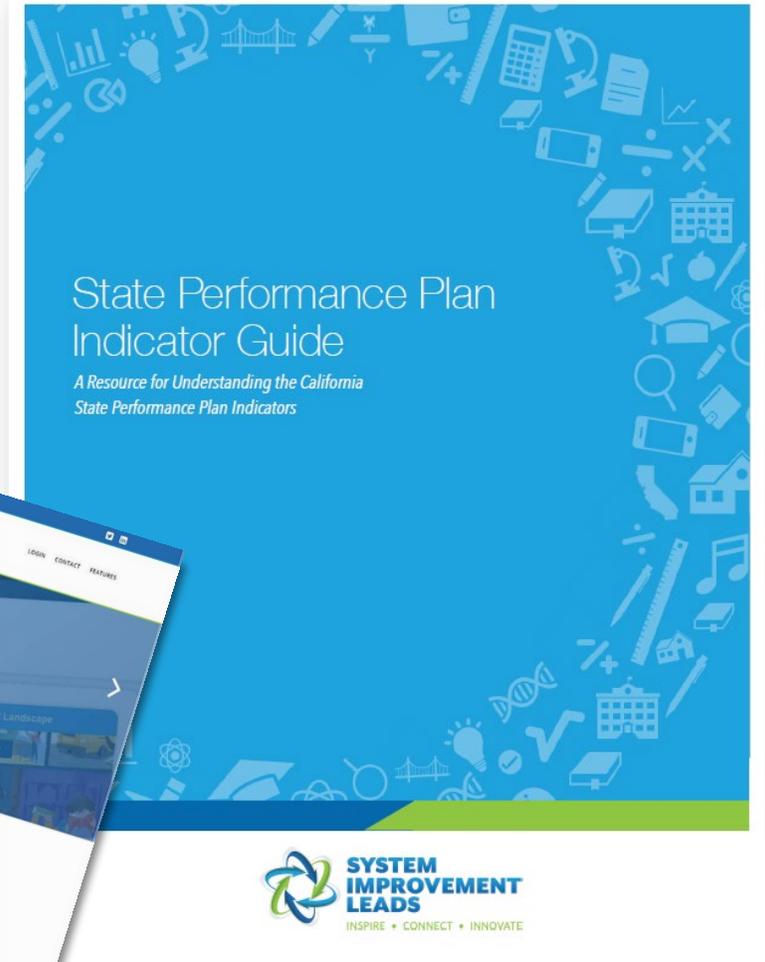


IMPROVING PERFORMANCE OF STUDENTS WITH DISABILITIES:

A Handbook for Providing Technical Assistance to Local Education Agencies



https://ccsesa.org/?wpfb_dl=6657



State Performance Plan Indicator Guide

A Resource for Understanding the California State Performance Plan Indicators



<https://cee-ca.org/documents/workshops/State-Performance-Plan-Indicator-Guide.pdf>

ABOUT EDCOE

SUPERINTENDENT'S OFFICE

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Educational Services

- > Child Development Programs >
- > Curriculum, Instruction & Accountability >
- > El Dorado County Special Education Local Plan Area (SELPA)
 - > SELPA Services >
 - > Professional Learning >
 - > For Parents >
 - > SELPA Superintendents' Council
 - > SELPA Procedural Guide
 - > System Improvement Leads
 - > For Parents



System Improvement Leads

The purpose of the SELPA System Improvement Lead Project is to work collaboratively within the Statewide System of Support to build the capacity of Special Education Local Plan Areas (SELPAs) and Local Education Agencies (LEAs) with a common goal to improve outcomes for students with disabilities.

It is the belief of the SELPA System Improvement Lead partners that:

If partnerships are built between SELPAs, LEAs, County Offices of Education (COEs), Statewide Leads Agencies, California Department of Education (CDE), and California Collaborative for Educational Excellence (CCEE) and the capacity of SELPAs is built to support LEAs in 1) data use and governance, 2) continuous improvement, and 3) implementation of high leverage practices; then students with disabilities will have access to cohesive and effective school systems intentionally designed to provide the necessary supports and interventions for educational and post-secondary success.

The SELPA System Improvement Lead project has been designed to achieve improved outcomes for students with disabilities throughout California by:

1. Building the capacity of SELPAs to support LEAs in data use and governance
2. Building the capacity of SELPAs to support LEAs in building a culture of continuous improvement
3. Building the capacity of SELPAs to support LEAs in participating in resource networks and the implementation of high leverage practices

[Click Here to access resources associated with the SELPA System Improvement Leads](#)

Link to Padlet

<http://edcoe.org/educational-services/selpa-special-education-local-plan-area/sil>

System Improvement Leads Facebook

The image shows a screenshot of the Facebook page for 'System Improvement Leads'. The page features a blue header with the Facebook logo, a search bar containing 'System Improvement Leads', and navigation links for 'Ann', 'Home', 'Find Friends', and 'Create'. There are also notification icons for messages (1) and likes (19). The main content area includes a profile picture of the page, which is a circular logo with the text 'SYSTEM IMPROVEMENT LEADS' and 'INSPIRE • CONNECT • INNOVATE'. Below the profile picture, the page name 'System Improvement Leads' and the handle '@system.improvement.leads' are displayed. A navigation menu on the left side lists 'Home', 'Posts', 'Reviews', 'Photos', 'About', and 'Community', with a green 'Create a Page' button at the bottom. The main content area shows a post from 'System Improvement Leads' dated October 23 at 8:47 AM. The post text reads: 'Let the beta testing begin. Refining the first phase of the Data Quality Toolkit in preparation for the rollout later this year. Thank you Arcadia Unified School District for engaging in this process. (Riverside County Selpa, West San Gabriel Valley SELPA, El Dorado County Office of Education)'. The right sidebar contains a 'Send Message' button, a 'No Rating Yet' section, a 'Community' section with 'See All' and 'Invite your friends to like this Page', and an 'About' section with 'See All', 'Send Message', 'Education', and 'Impressum' options.

System Improvement Leads
@system.improvement.leads

Home
Posts
Reviews
Photos
About
Community

Create a Page

Like Follow Share ...

Send Message

No Rating Yet

Community See All

Invite your friends to like this Page
64 people like this
69 people follow this
Kevin Schaefer likes this

About See All

Send Message
Education
Impressum

System Improvement Leads
October 23 at 8:47 AM · 🌐

Let the beta testing begin. Refining the first phase of the Data Quality Toolkit in preparation for the rollout later this year. Thank you Arcadia Unified School District for engaging in this process.
(Riverside County Selpa, West San Gabriel Valley SELPA, El Dorado County Office of Education)



High-Leverage Practices in Special Education

(HLPs)



Collaboration for Effective Educator
Development Accountability and Reform



- HLPs are a critical set of research based practices that are essential to improving student learning and behavior that can be used by educators across different content areas and grade levels
- Educators are expected to implement HLPs to support effective teaching and consistent learning for every student to succeed.
- HLPs *are not* EBPs but are complementary practices for implementing MTSS
- HLPs can be used to teach EBPs in specific content areas

HLP: EBP for ASD Crosswalk



HIGH LEVERAGE PRACTICES (HLP)	EVIDENCE BASED PRACTICES (EBP)-ASD THAT SUPPORT HLP
HLP 3: Collaborate with families to support student learning and secure needed services.	Parent-Implemented Intervention.
HLP 7: Establish a consistent, organized, and respectful learning environment.	Visual Support and Structure, Antecedent Based Intervention, Reinforcement.
HLP 8: Provide positive and constructive feedback to guide students' learning and behavior.	Reinforcement, Differential Reinforcement.
HLP 9: Teach social behaviors.	Social Skills Groups, Social Narratives, Structured Play Groups, Self-Management Training, Scripting.
HLP 10: Conduct functional behavioral assessments to develop individual student behavior support plans.	Functional Behavior Assessment, Functional Communication Training, Antecedent Based Intervention, Reinforcement, Differential Reinforcement.
HLP 11: Identify and prioritize long- and short-term learning goals.	Task Analysis, Goal Attainment Scaling.
HLP 12: Systematically design instruction toward specific learning goal.	Task Analysis, Goal Attainment Scaling.
HLP 13: Adapt curriculum tasks and materials for specific learning goals.	Antecedent Based Intervention, Technology-Aided Instruction and Intervention, Visual Support.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.	Self-Management, Visual Support, Cognitive Behavioral Intervention.
HLP 15: Provide scaffolded supports.	Prompting/Prompt Fading, Time Delay, Visual Support, Antecedent Based Intervention.
HLP 16: Use explicit instruction.	Discrete Trial Teaching, Modeling, Video Modeling.
HLP 17: Use flexible grouping.	Peer-Mediated Instruction and Intervention, Antecedent Based Intervention.
HLP 18: Use strategies to promote active student engagement.	Pivotal Response Training, Antecedent Based Intervention, Peer-Mediated Instruction and Intervention, Self-Management, Technology-Aided Instruction and Intervention, Reinforcement.
HLP 19: Use assistive and instructional technologies.	Technology-Aided Instruction and Intervention, Functional Communication Training, Picture Exchange Communication System.
HLP 20: Provide intensive instruction.	Discrete Trial Teaching.
HLP 21: Teach students to maintain and generalize new learning across time and settings.	Naturalistic Intervention, Pivotal Response Training, Differential Reinforcement.
HLP 22: Provide positive and constructive feedback to guide students' learning and behavior.	Reinforcement, Differential Reinforcement.
High Leverage Practices: https://highleveragepractices.org	EBPs for Autism: https://afirm.fpg.unc.edu/afirm-modules



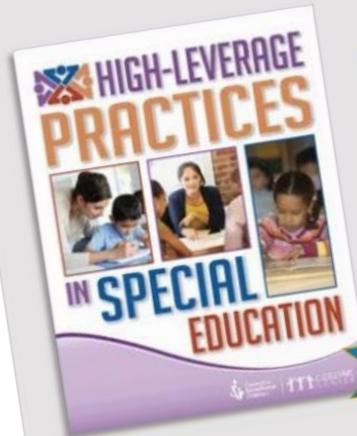
High-Leverage Practices in Special Education

<https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/>



22 High Leverage Practices
Organized around four aspects of practice:

- Collaboration
- Assessment
- Social/Emotional/Behavioral
- Instruction



<https://highleveragepractices.org/>

HLP 1	HLP 2	HLP 3	HLP 4
Overview Collaboration is a critical component of effective special education practice. It involves working with a variety of stakeholders, including parents, teachers, and other professionals, to ensure that students receive the best possible education.	Overview Assessment is the process of gathering information about a student's strengths and needs. This information is used to inform instruction and to determine the appropriate level of support for the student.	Overview Social and emotional learning (SEL) is the process of developing the skills and attitudes needed to manage emotions, establish positive relationships, and make responsible decisions. SEL is a critical component of a well-rounded education.	Overview Instruction is the process of delivering content and skills to students in a way that is effective and engaging. Instruction should be differentiated to meet the needs of all learners.



October 2017

High-Leverage Practices and Evidence-Based Practices: A Promising Pair

Erica D. McCray, Margaret Kamman, Mary T. Brownell
University of Florida

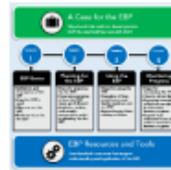
Suzanne Robinson
University of Kansas

<http://cedar.education.ufl.edu/wp-content/uploads/2017/12/HLPs-and-EBPs-A-Promising-Pair.pdf>



---Components of the Autism Focused Intervention Resources & Modules (AFIRM)---

This resource provides an overview of the Autism Focused Intervention Resources and Modules and includes descriptions of the following AFIRM components:



1. **Learn with AFIRM:** A summary of the learning features of AFIRM, including the module structure and who can use AFIRM.
2. **EBP Modules:** An overview of the EBP modules, including definitions of each EBP and what ages and domains research has demonstrated effectiveness for the EBP.
3. **Resources:** A summary and example of each AFIRM resource. AFIRM resources include: Evidence-base, Step-by-Step Guide, Implementation Checklist, Data Collection Sheets, and more.
4. **Professional Development Options:** A description of how to earn continuing education credits for professional development.
5. **Future of AFIRM:** Learn more about the future of AFIRM.



Suggested citation:

AFIRM Team. (2019). *Components of the Autism Focused Intervention Resources & Modules (AFIRM)*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, Frank Porter Graham Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/afirm-modules>



NEW AFIRM RESOURCES!

AFIRM Modules

Learn with AFIRM

Earn CE Credits

Selecting EBPs

Resources

New Resources Now Available

Want to know more about selecting an EBP? Check out the new worksheet.

[Selecting EBPs](#)

Want to see a specific video? Check out the new video library.

[AFIRM Videos](#)



New Resources!



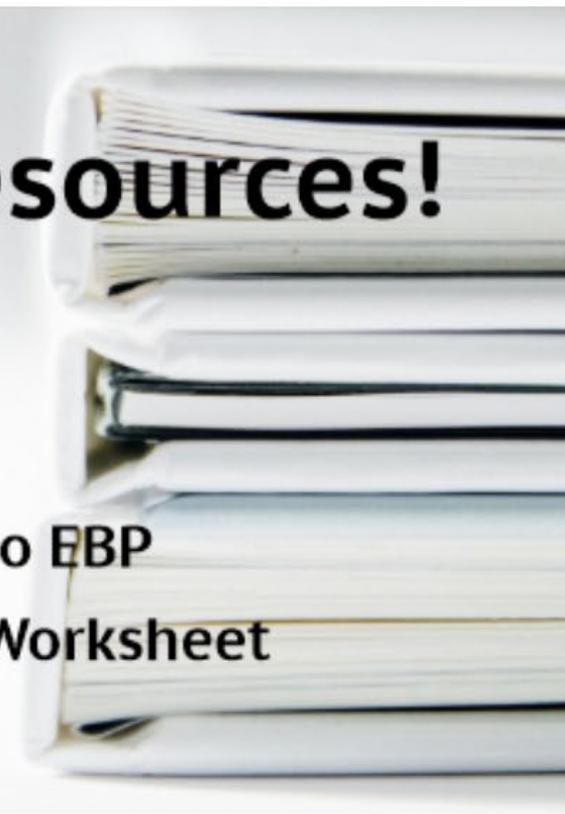
Video
Library



From IEP to EBP
Planning Worksheet



Autism Focused Intervention
Resources & Modules



AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

Keyword Search

Apply

Browse by Module

- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

Browse by Module Lesson

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

Browse by Document Type

- Evidence-base
- Implementation checklist
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

AFIRM Videos

Browse Videos



AFIRM Videos

Select a key word to search for AFIRM videos or filter AFIRM videos by category.

Keyword Search

Apply

Browse by Module

- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

Browse by Module Lesson

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

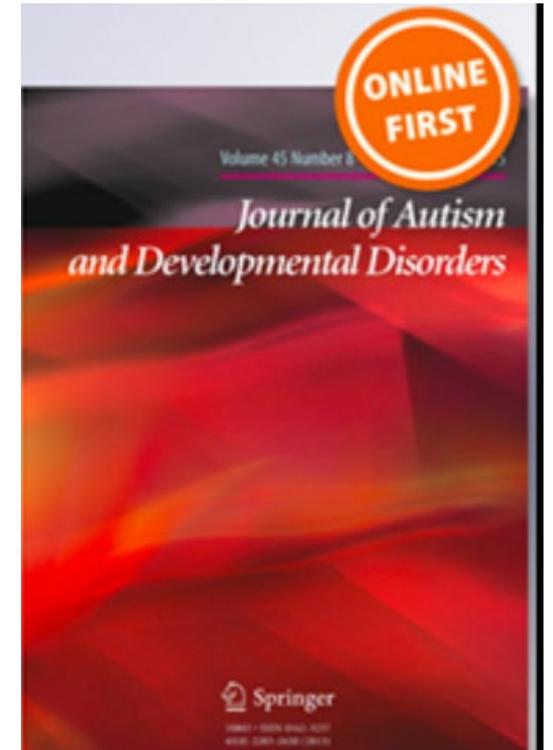


Journal Article About AFIRM

Disseminating Information on EBPs for Children and Youth with Autism Spectrum Disorder: AFIRM"
(Sam et al., 2019)

Who Has Used the AFIRM Modules and Resources?

- As of December 3, 2018, AFIRM had 64,823 registered users
- A total of 56,602 users are in the United States
- In the US most users are:
 - **California 13,224**
 - North Carolina 3604
 - Texas 3130
 - Michigan 2201
 - Pennsylvania 2147

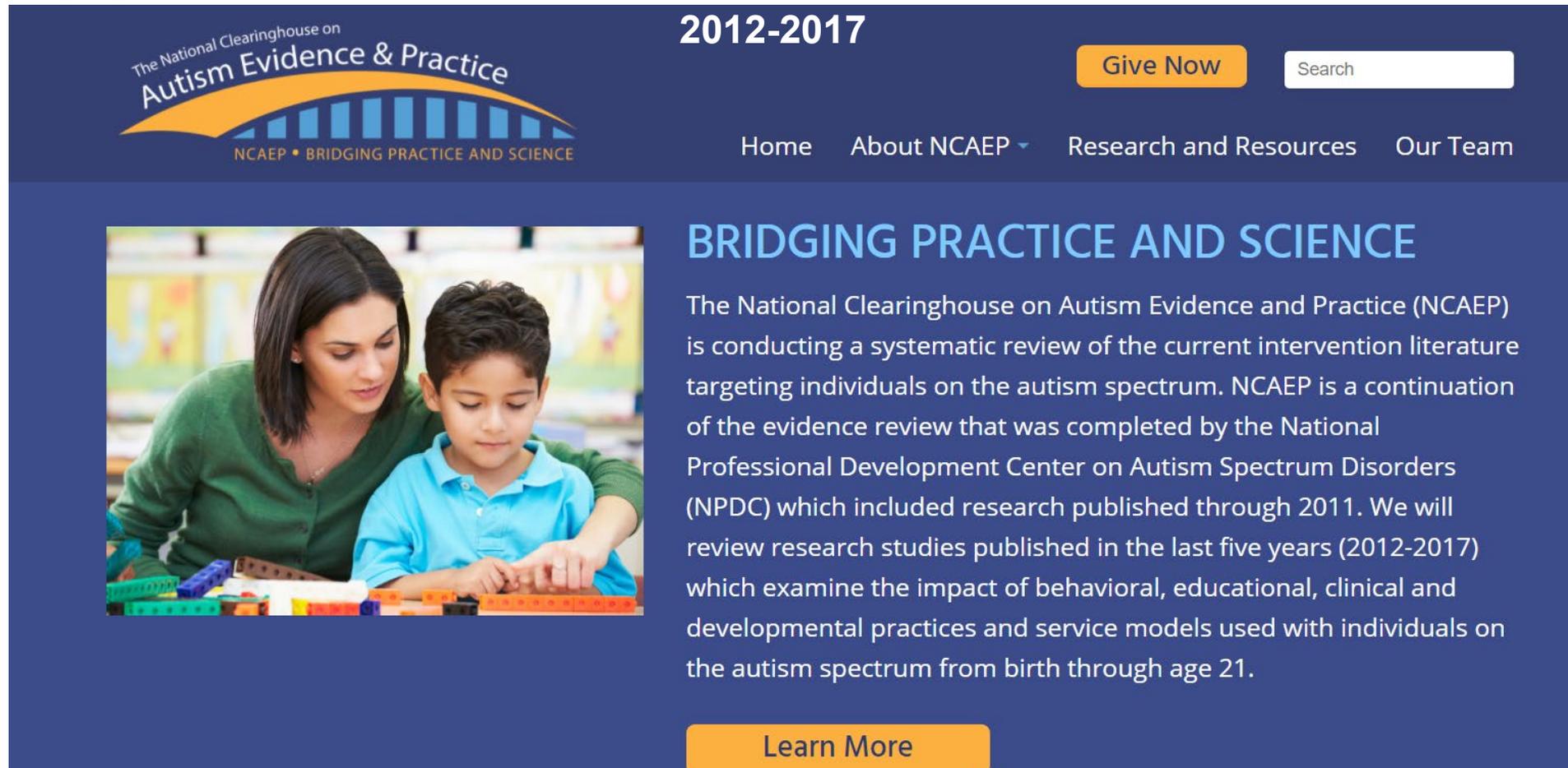


[Internationally, Canada (n = 2601), Australia (n = 1481), and the United Kingdom (n = 411) have the most users]

National Clearinghouse on Autism Evidence and Practice

NEW!

**REVIEWED RESEARCH
2012-2017
WILL PUBLISH FINDINGS
WINTER 2020**



The National Clearinghouse on Autism Evidence & Practice
NCAEP • BRIDGING PRACTICE AND SCIENCE

2012-2017

Give Now Search

Home About NCAEP Research and Resources Our Team

BRIDGING PRACTICE AND SCIENCE

The National Clearinghouse on Autism Evidence and Practice (NCAEP) is conducting a systematic review of the current intervention literature targeting individuals on the autism spectrum. NCAEP is a continuation of the evidence review that was completed by the National Professional Development Center on Autism Spectrum Disorders (NPDC) which included research published through 2011. We will review research studies published in the last five years (2012-2017) which examine the impact of behavioral, educational, clinical and developmental practices and service models used with individuals on the autism spectrum from birth through age 21.

Learn More

www.captain.ca.gov * <http://ncaep.fpg.unc.edu/>

The National Autism Center Announces the Launch of the National Standards Project, Phase 3

We are now recruiting individuals interested in volunteering as article reviewers for Phase 3!

The National Standards Project was designed to give educators, parents, practitioners, and organizations the information and resources they need to make informed choices about effective interventions for individuals with autism spectrum disorder (ASD).

Phase 1 (released in 2009) examined and quantified the level of research supporting interventions that target the core characteristics of ASD in children, adolescents, and young adults (below 22 years of age) on the autism spectrum.

Phase 2 (released in 2015) provides an update to the literature for interventions for those under age 22, and also included studies evaluating interventions for adults (22+), which had never been systematically evaluated.

The primary goal of this newest phase of the National Standards Project is to provide updated information about which interventions have been shown to be effective for individuals with autism spectrum disorder across the lifespan. Phase 3 will include all previous literature from Phases 1 and 2 of the Project, as well as all new research conducted through 2018. The report will be released in 2021 by the National Autism Center at May Institute.



**Will Review All
Previous Literature
through 2018**

**Will Release Report
2021**

AB 1172

New Requirements for NPSs/NPAs

Signed into law on October 2, 2019

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1172

Effective January 1, 2020:

- NPS serving pupils with significant behavioral needs or who have a BIP must have an individual onsite who is qualified, and responsible for the design, planning, and implementation of behavioral interventions

Commencing with 2020-21 School Year:

- Staff must be trained in the use of EBPs and interventions specific to the unique behavioral needs of the NPS/NPA pupil population
- Staff must be trained in positive behavior interventions and supports, EBPs for preventing behaviors, EBPs for reducing and replacing target behaviors, de-escalation techniques

AB 1172

New Requirements for NPSs/NPAs

Signed into law on October 2, 2019

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1172

Commencing with 2020-21 School Year (cont'd):

- Must use effective data collection, analysis and use of data to inform, plan, and implement behavioral supports
- LEAs to conduct onsite monitoring visits and annually verify that the training requirements have been met and then report to CDE

Commencing 2021-22 School Year:

- Administrator of NPS/NPA must hold appropriate license or credential from accredited institution (i.e., Admin. Cred; LCSW; PPS Cred.; LEP, MA in SpEd, Psych, Counseling, Behavior Science, Social Work)

SB 605

New Requirements About Assistive Technology (AT)

Effective January 1, 2020

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB605

Requires LEAs to increase the access of students with disabilities to Assistive Technology (AT) by:

1. Continuing to provide AT devices for a period of time after the student disenrolls from the LEA (e.g., Chromebooks, iPads, communication devices, etc.)
2. Providing AT devices for use outside of school (i.e., in home or other settings) when the student's IEP team determines that this is a necessary component of the student's FAPE (Free Appropriate Public Education)



From the Legislative Analysts Office
Report Released: Nov 6, 2019
“Overview of Special Education in California”



- Autism mentioned 12 times
- From 2007 to 2017 there has been a 28% increase in special education spending
- 2/3 of this cost increase is due to a rise in incidence of students with relatively severe disabilities (*particularly autism*) which require more intensive and expensive supports
- Of the 300 nonpublic schools almost three-fourths of the students served by these schools have been diagnosed with either **autism** or emotional disturbance

What does this mean for the work of CAPTAIN?

CAPTAIN and the SELPA Content Lead Grant-ASD are relevant and critically needed

EBPs for ASD can help decrease costs of intensive & expensive supports for students with ASD

<https://lao.ca.gov/Publications/Report/4110>



CAPTAIN Cadre Data

CAPTAIN Cadre Members

- Are the “boots on the ground” doing the capacity building work within each SELPA
- Requirements:
 - training, coaching and regional teaming
 - meet with your agency leadership to develop and implement an implementation plan each year



Active Cadre Members (not including leaders) As of Oct 2019

Agency	Returning Cadre	New Cadre
SELPAs/Schools	244	90
Regional Centers	41	10
Family Support Agencies	13	9
University/UCEDD/LEND	6	2
Total Cadre = 414	304 Returning	111 New

Stakeholder Agency Participation

Agency Type	Percentage of Agencies Currently Participating in CAPTAIN
SELPAAs	98% of SELPAAs are Represented
Regional Centers	95% of Regional Centers are Represented
FRC/FEC	89% of FRC Regions are Represented

Let's Look at Cadre Data....



Percentage of Cadre Who Met or Exceeded CAPTAIN Requirements

	ASD Training	EBP Trainings	Coaching	Regional Mtgs	Mtg /w agency leader
2018	93% ↓	72% ↑	76% ↓	84% ↑	82% ↑
2017	95%	65%	82%	80%	62%
2016	94%	70%	76%	79%	78%
2015	76%	55%	74%	72%	---

Top 10 Trained EBPs

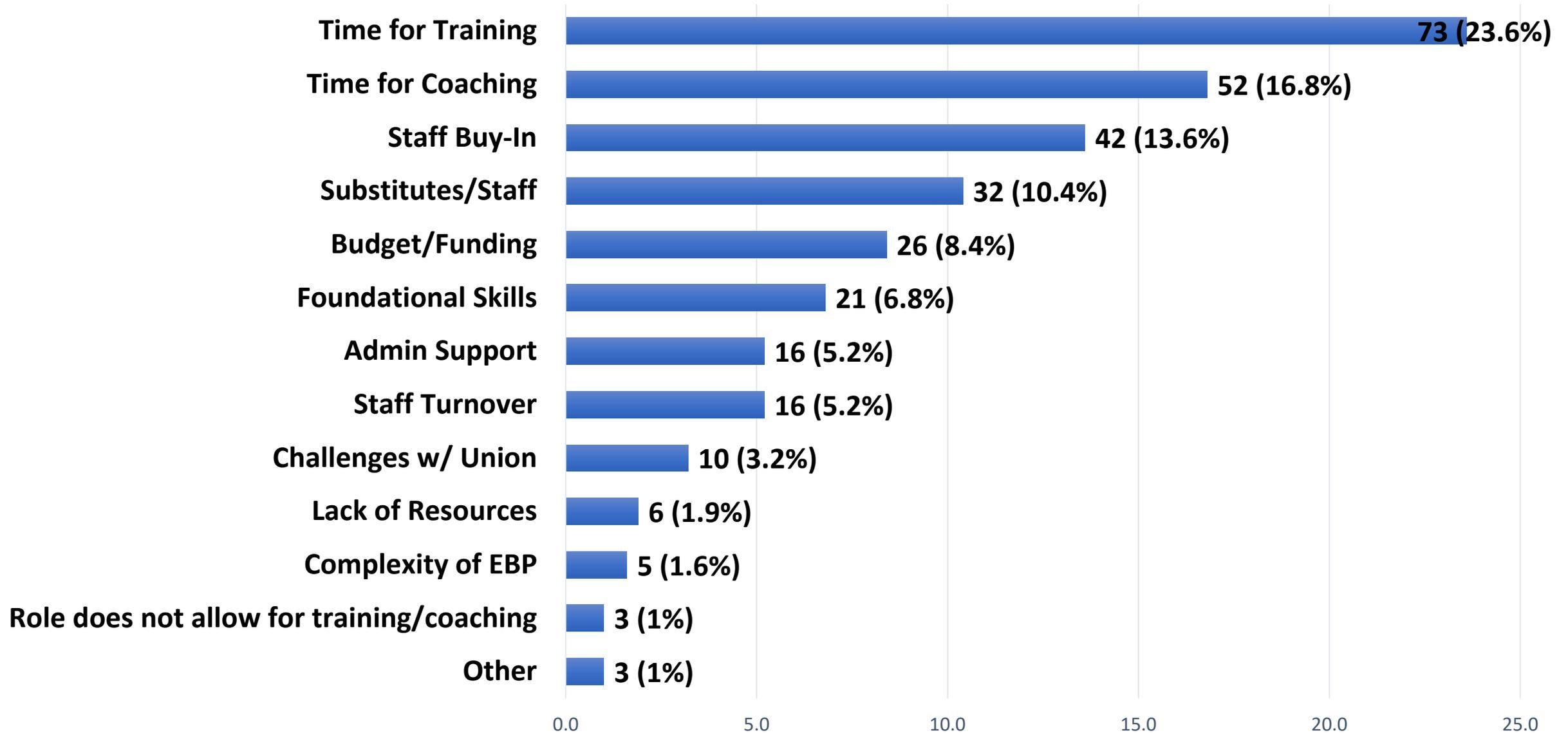
EBP	N
Visual Supports	159
Reinforcement	152
Prompting	108
Ant. Based Int	99
Social Narratives	78
Task Analysis	77
Discrete Trial Training	74
Video Modeling	61
Modeling	58
Social Skills Training	55

Top 10 Coached EBPs

EBP	N
Visual Supports	136
Reinforcement	114
Prompting	71
Ant. Based Int	60
Discrete Trial Training	49
Task Analysis	43
Social Narratives	41
Dif. Reinforcement	32
FBA	32
Self Management	32



Top Barriers to Completing Requirements



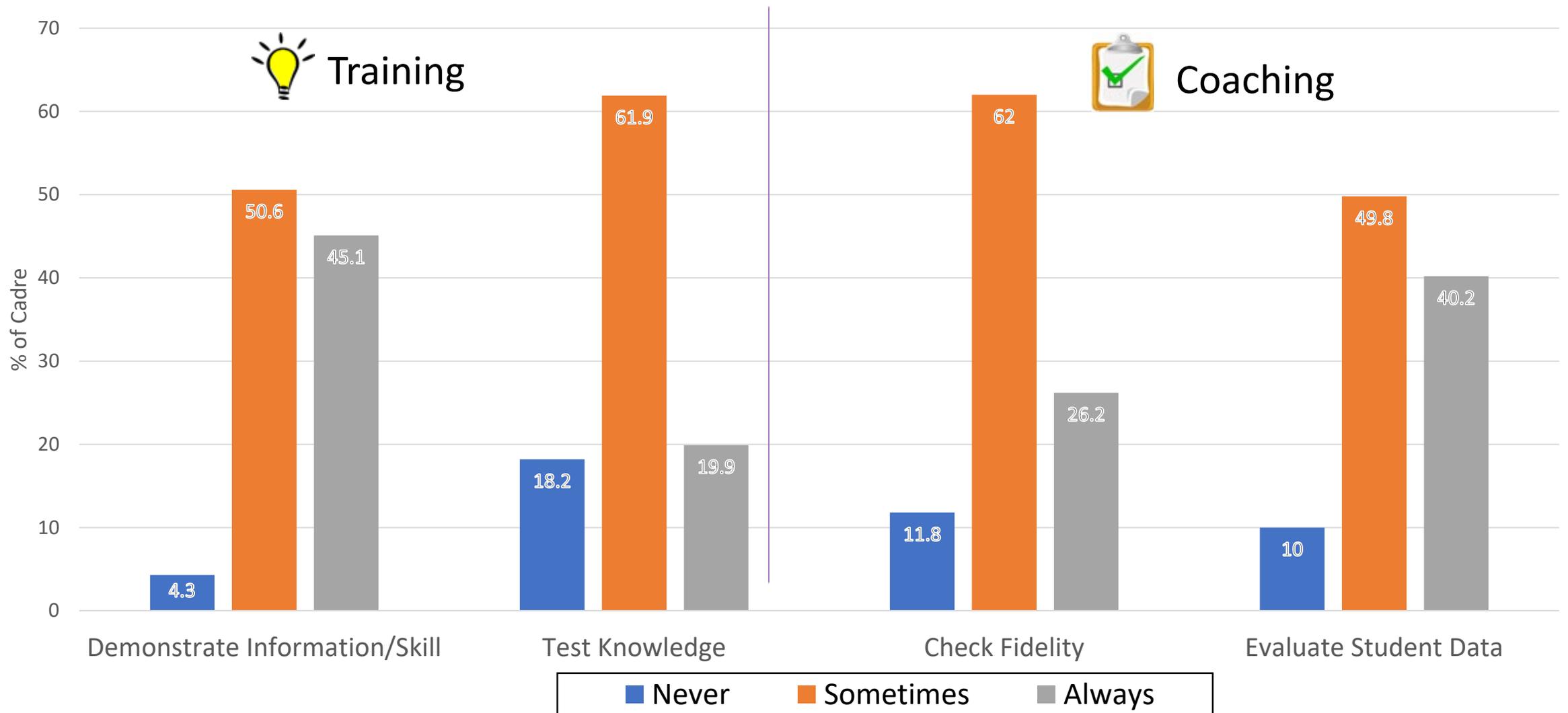
Training Outcomes Related to Training Components

<i>Training Components</i>	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
<i>Presentation/ Lecture</i>	10%	5%	0% 
<i>Plus Demonstration in Training</i>	30%	20%	0%
<i>Plus Practice in Training</i>	60%	60%	5%
<i>Plus Coaching/ Admin Support Data Feedback</i>	95% 	95% 	95% 

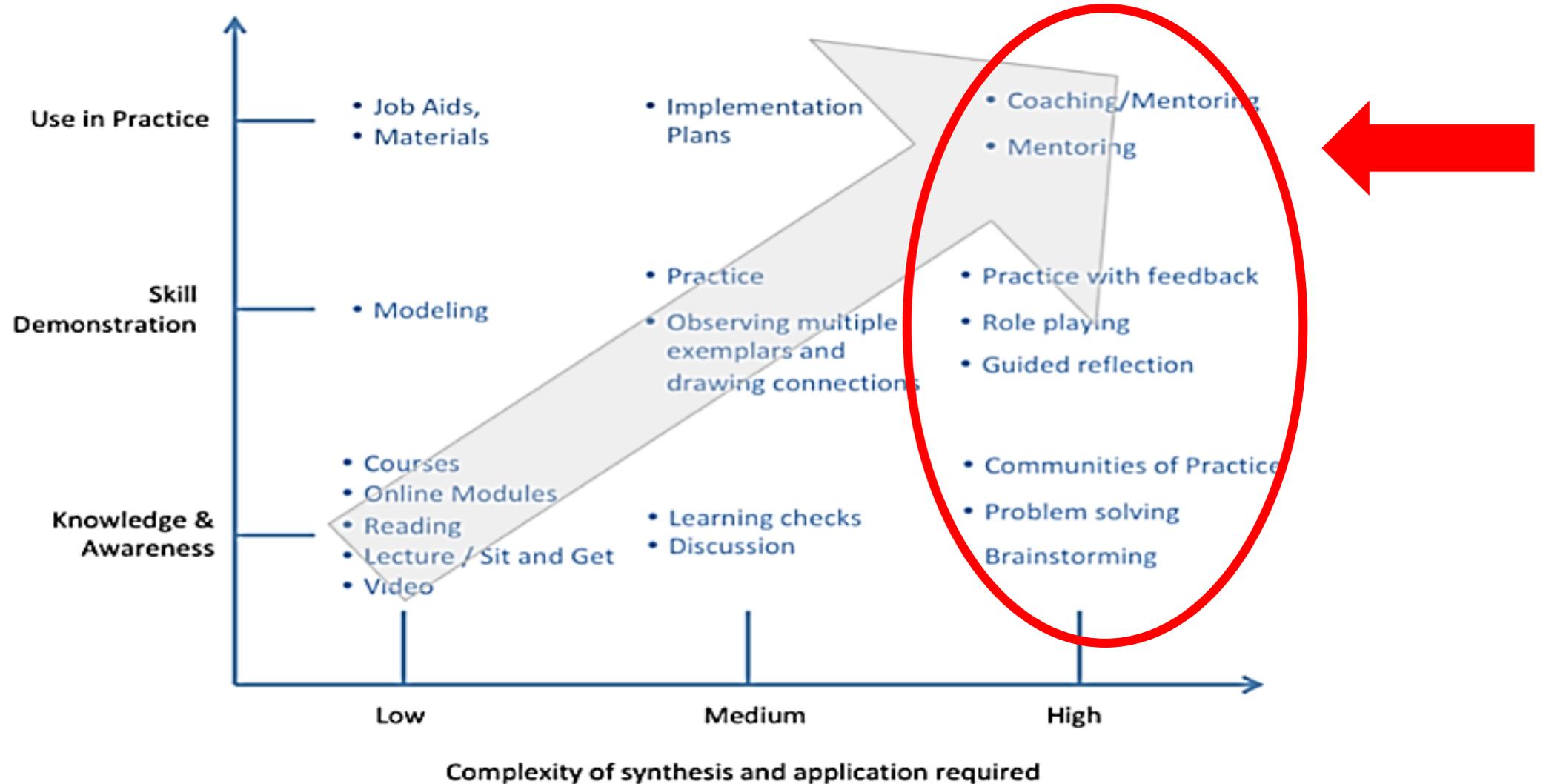
Source:

Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Use of Evidence Based Methods in Training and Coaching (Quality)



Getting the Most out of Professional Development





**PREPLANNING CHECKLIST FOR DESIGNING
EVIDENCE BASED PRACTICE PROFESSIONAL DEVELOPMENT**

		COMPLETED
Step 1	Conducted Needs Assessment of Audience	
Step 2	Identified Core Components (Learning Objectives)	
Step 3	Developed Pre Assessment to Evaluate Knowledge of Core Components	
Step 4	Created Workshop to Include Multiple Opportunities for Discussion about the Core Components	
Step 5	Created Workshop to Include Multiple Opportunities for Demonstration (video and/or live modeling)	
Step 6	Created Workshop to Include Multiple Opportunities to Practice with Feedback related to the Core Components	
Step 7	Developed Post Assessment to Evaluate Knowledge of Core Components Inclusive of Plans for Addressing any Reteaching or Modifications to the Training That Are Indicated by Data	
Step 8	Established Coaching Model that Emphasizes Fidelity of Use of Newly Learned Practice(s)	
Step 9	Developed Data Systems to Link Use of Training Content to Student Outcomes	

SUMMARY DATA FROM PRE AND POST ASSESSMENTS

Pre Assessment Average	Post Assessment Average

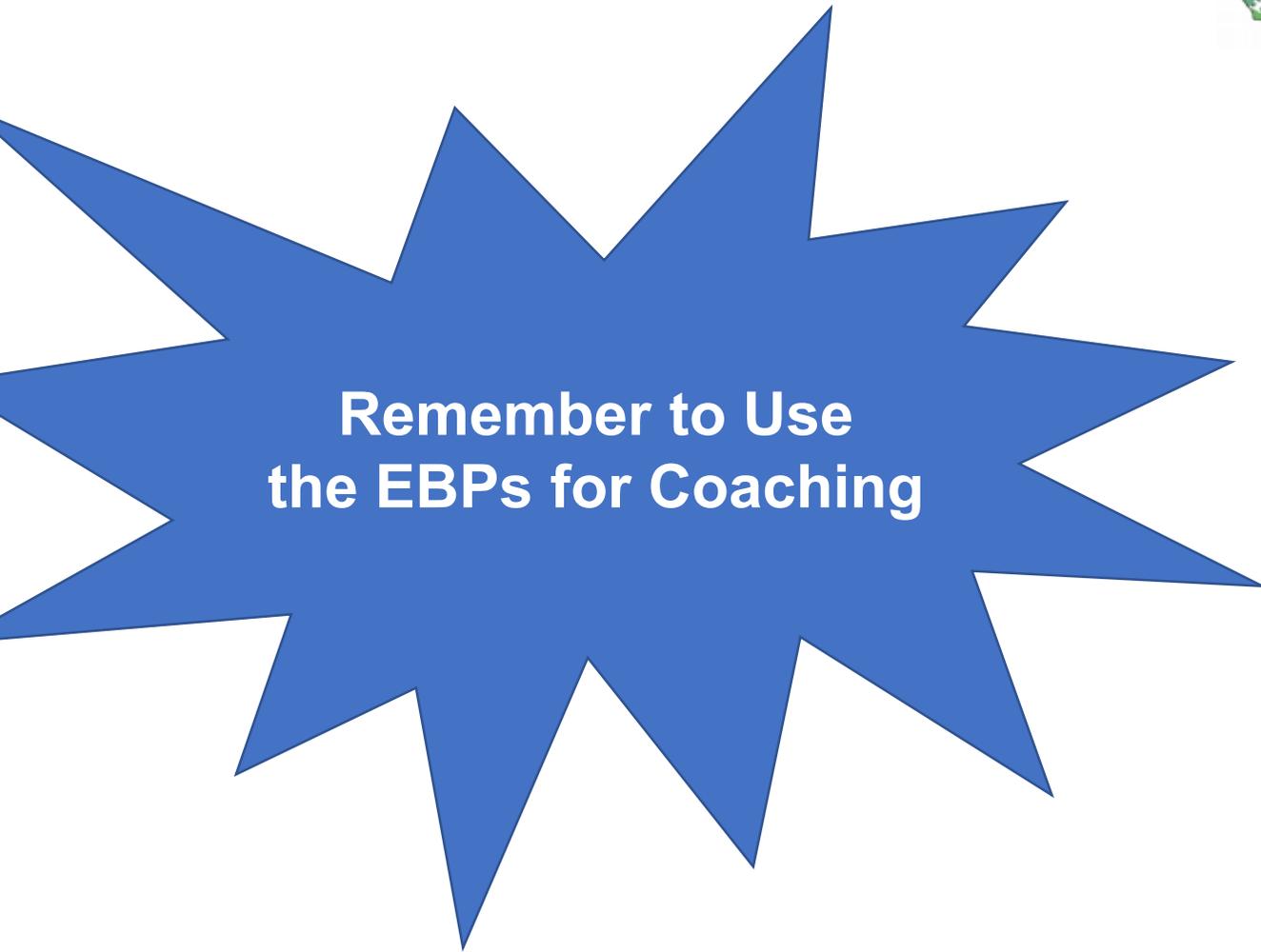
Commonly Missed Questions:
Reteaching/Coaching Notes:
Revisions Needed:

**Remember to Use the
EBPs for
Professional
Development!!!!**

FIDELITY CHECKLIST IMPLEMENTATION COACHING

Name of Coach: _____

Date: _____



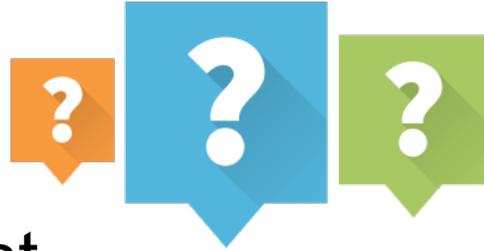
Remember to Use
the EBPs for Coaching

REQUIRED COMPONENTS	Y/N	COMMENTS
Pre-observation conference: Coach and IP determine coaching goal(s)	<input type="checkbox"/>	
Pre-observation conference: Coach and IP determine how coaching targets will be measured (e.g. fidelity checklist for the EBP)	<input type="checkbox"/>	
Pre-observation conference: Coach and IP determine an appropriate time/location for observation	<input type="checkbox"/>	
Pre-observation conference: Coach and IP review etiquette and classroom specifics to be aware of during observation	<input type="checkbox"/>	
Observation: Coach conducts observation based on the parameters outlined in the pre-observation conference (time/location)	<input type="checkbox"/>	
Observation: Coach measures the coaching targets using the predetermined data collection methods (e.g. fidelity checklist)	<input type="checkbox"/>	
Observation: Coach follows the established etiquette of the classroom	<input type="checkbox"/>	
Post-observation conference: Coach uses appropriate amount of open questions, leveling statements and non-verbal conventions to promote effective collaboration with IP	<input type="checkbox"/>	
Post-observation conference: Coach shares data with IP based on observations in a way that promotes IP self-reflection	<input type="checkbox"/>	
Post-observation conference: Coach guides IP to "next step" conclusions related to implementation and/or overcoming barriers	<input type="checkbox"/>	

Total Y/N	
Fidelity %	

COACH'S SELF-REFLECTION AND GOALS:

Table Discussions



Look at the PD Checklist

- What are some of the barriers you have encountered to using the evidence based practices for professional development? What ideas do you have for using more of these practices?

Look at the Coaching Fidelity Checklist

- What are some of the barriers you have encountered to using the evidence based practices for coaching? What ideas do you have for using more of these practices?



Updates: Exploring Multi-Level Systems Factors Facilitating Educator Training and Implementation of EBP

Jessica Suhrheinrich, PhD



- Funder: IES Goal 1 (exploratory)
- Dates: 9/1/2017 – 8/31/2020



We are Now In Phase 3!!!!

Phase 1



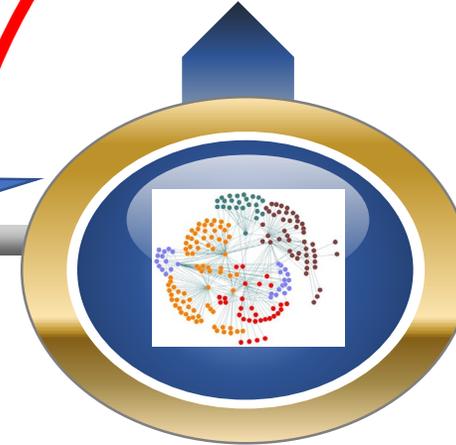
CAPTAIN Cadre
Survey/ Focus Groups

Phase 2



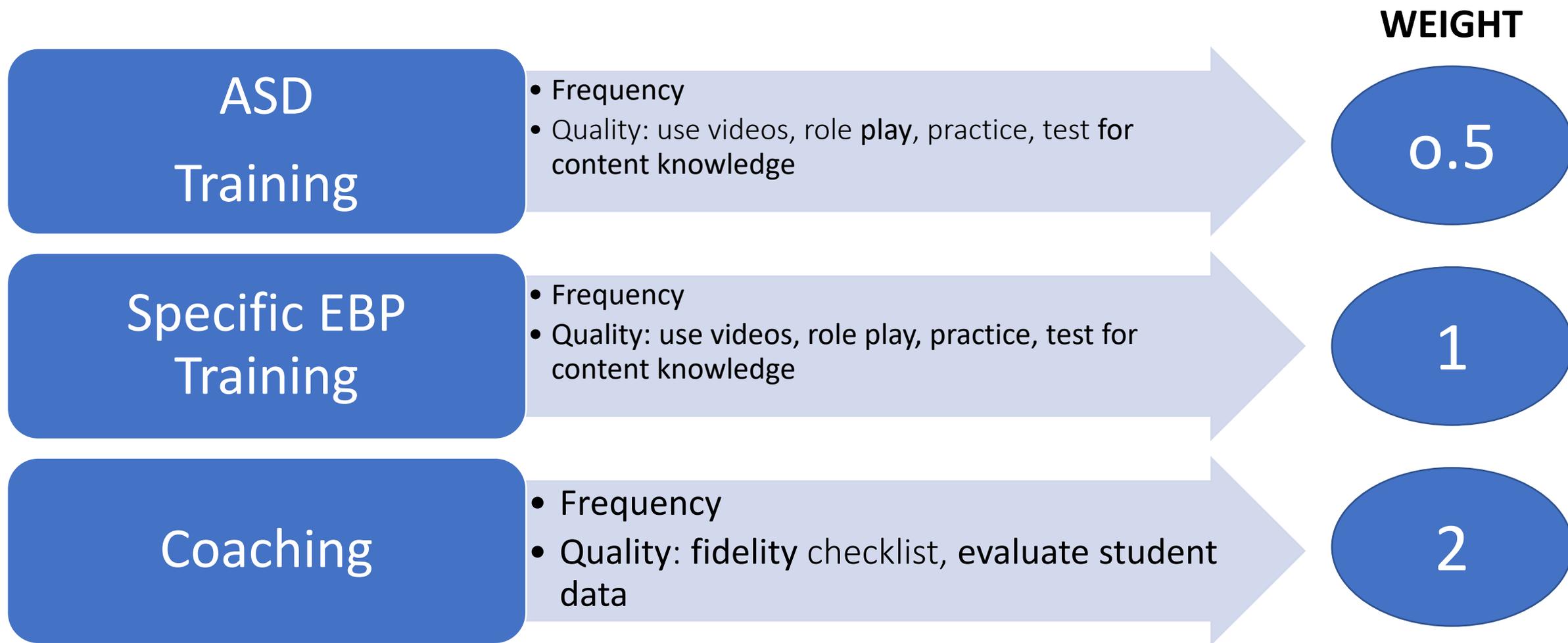
Multi-Level Data on
Malleable Factors that
Affect Outcomes

Phase 3



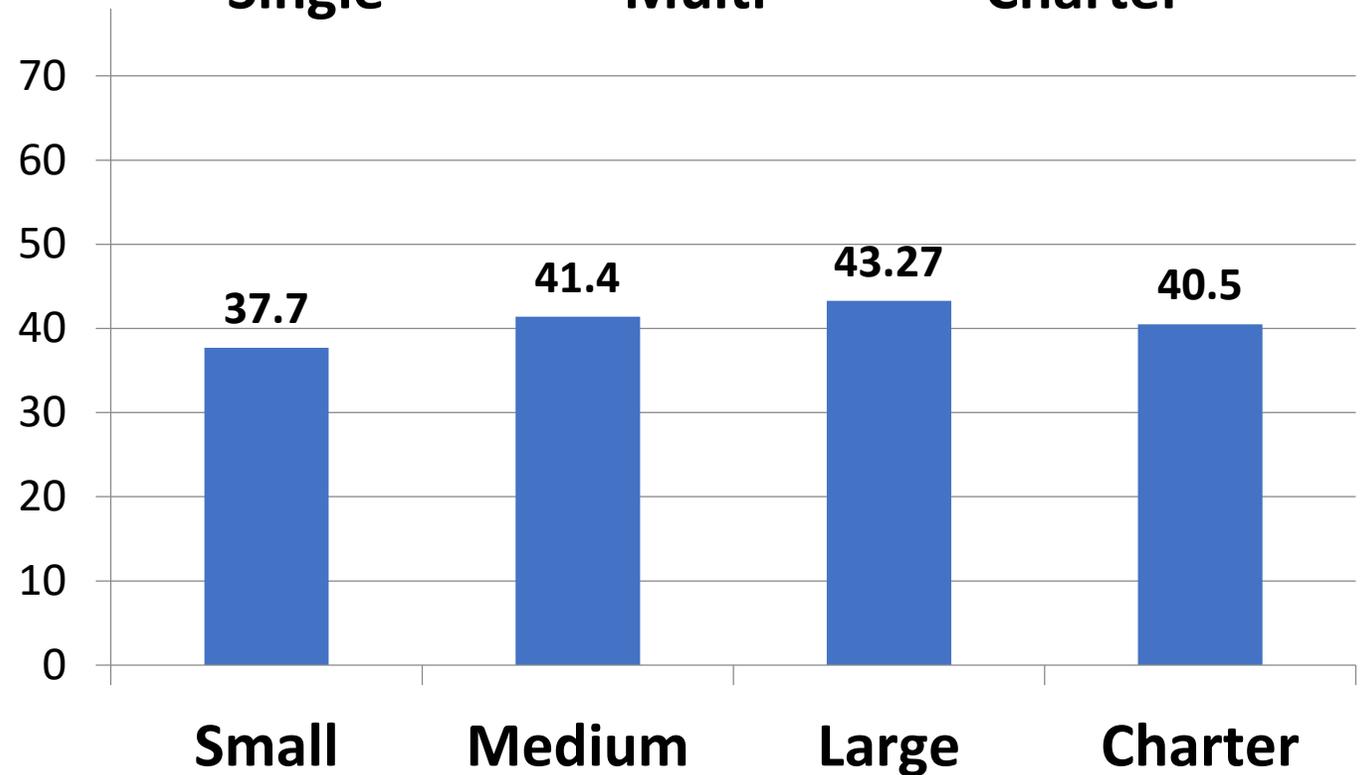
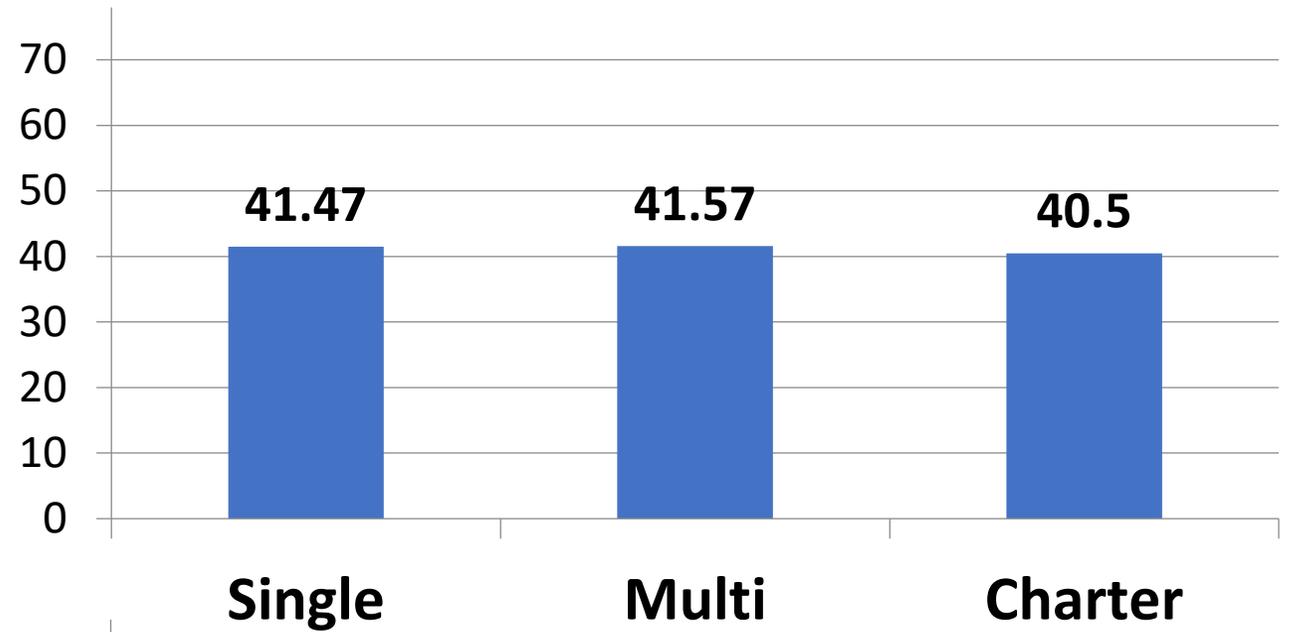
Social Network Case
Study Mapping Social
Dynamics of EBP
Implementation

Cadre Performance Scores

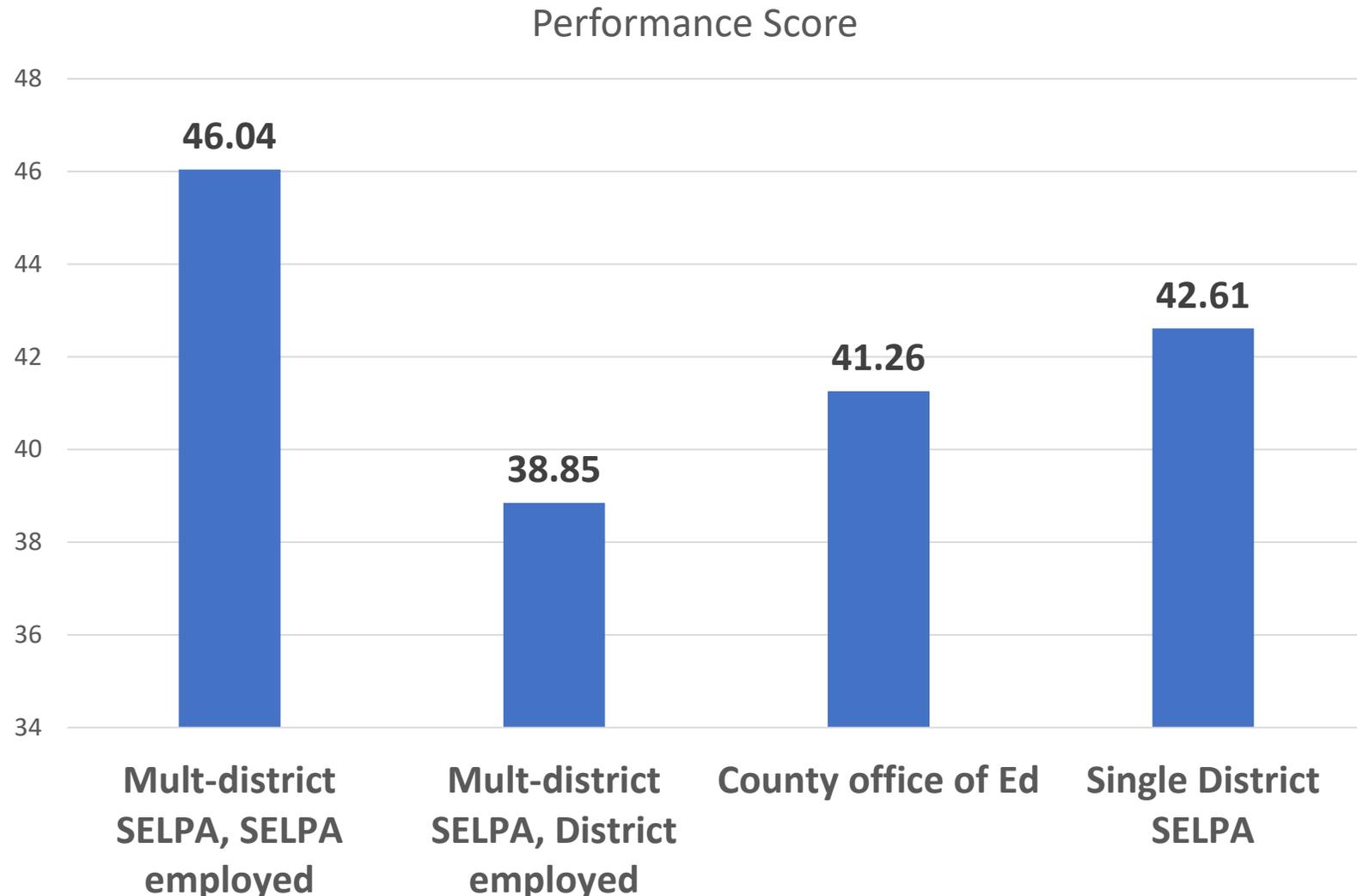


Cadre Scores Ranged from 0 to 78

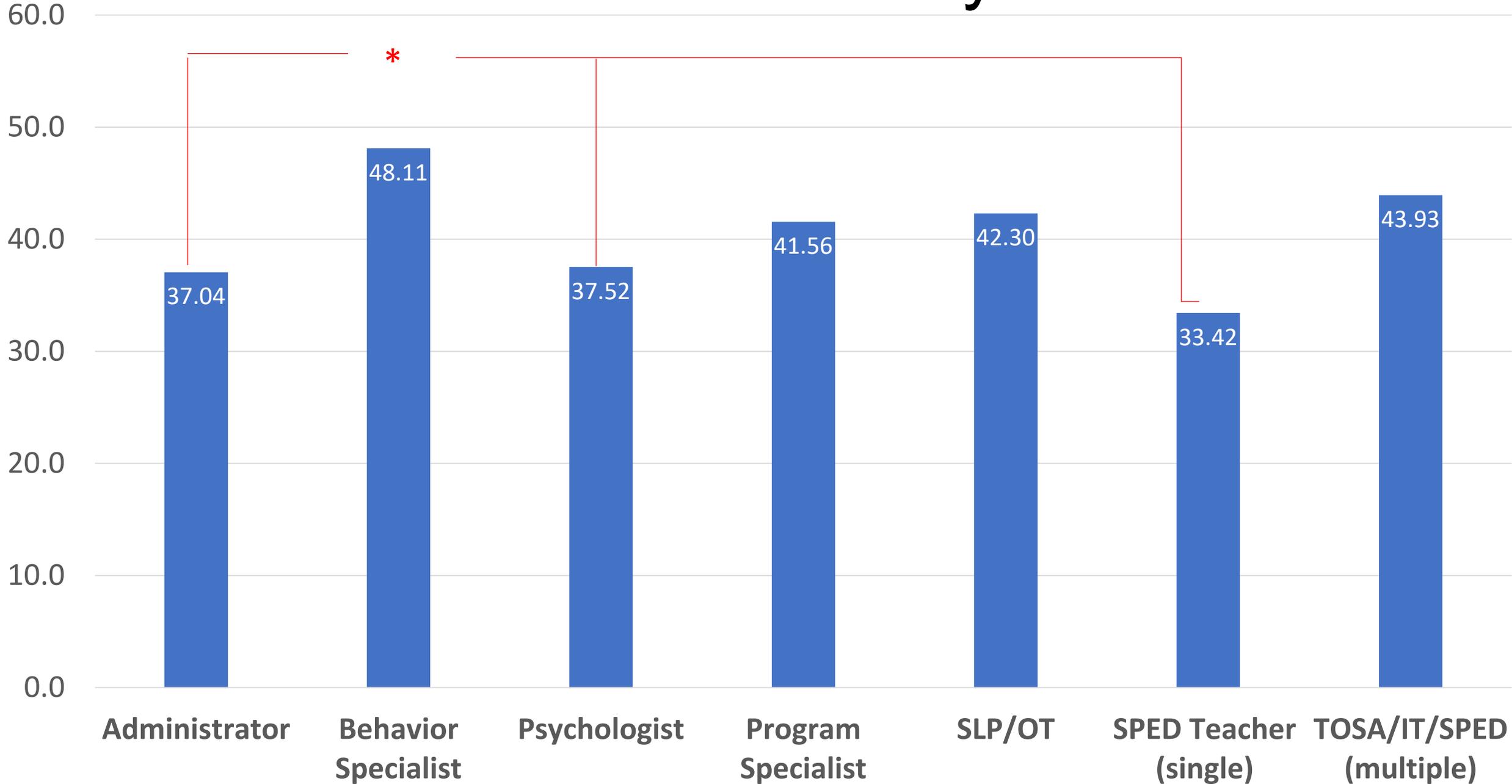
Does SELPA
type or size
relate to cadre
performance?



Does Who Employs a Cadre Relate to Performance Scores?



Performance Scores by Job Title



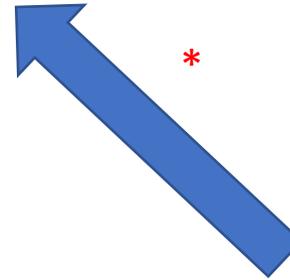
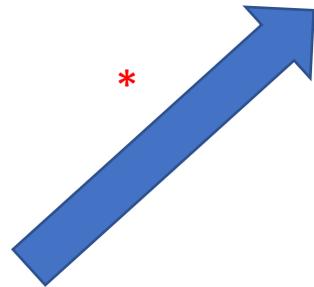
How Does Leadership Relate to Cadre Performance?



**BETTER CADRE
PERFORMANCE
SCORES**

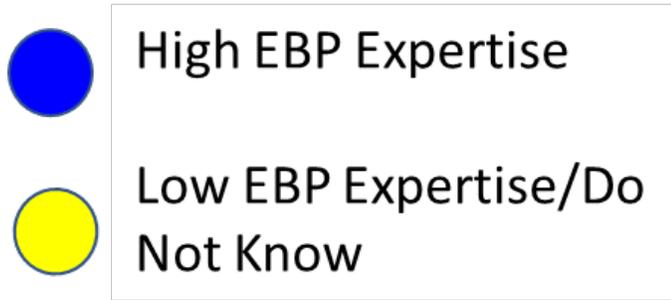


**NUMBER OF
MEETINGS WITH
NOMINATING
LEADER**

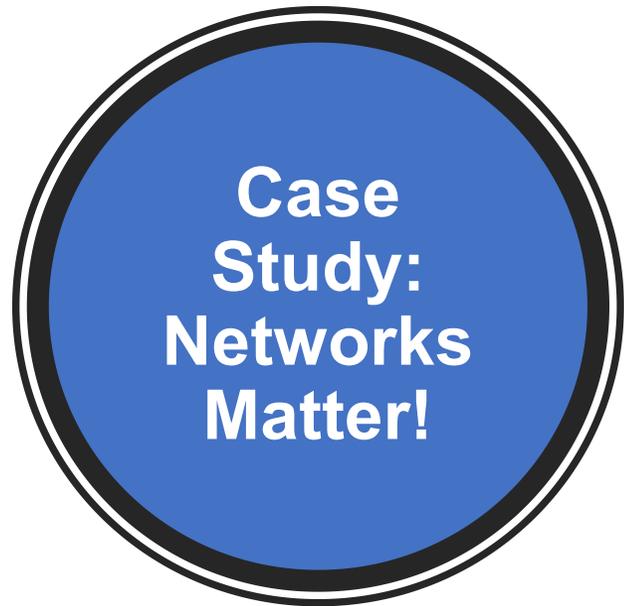
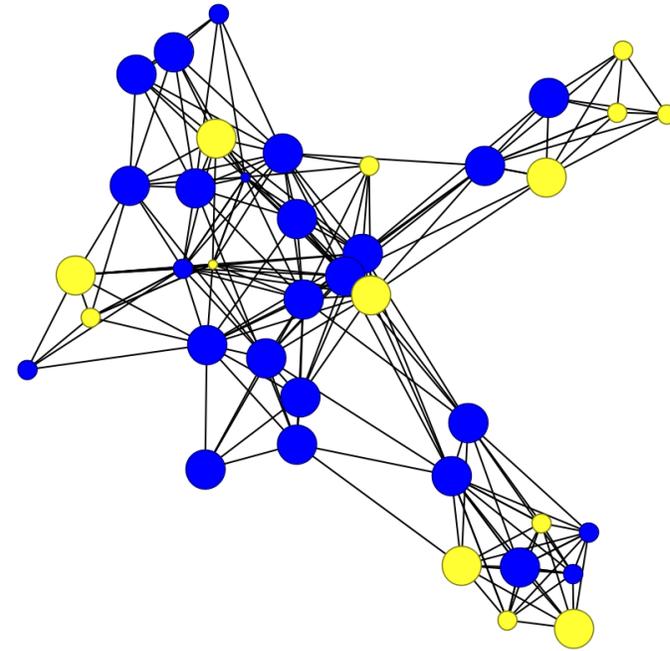


**SELPA DIRECTOR
SELF-RATED
PROACTIVE
LEADERSHIP⁺**

⁺Proactive Leadership: When a leader develops plans to facilitate implementation of EBPs



HIGH
PERFORMING
CADRE MEMBER



LOW
PERFORMING
CADRE MEMBER

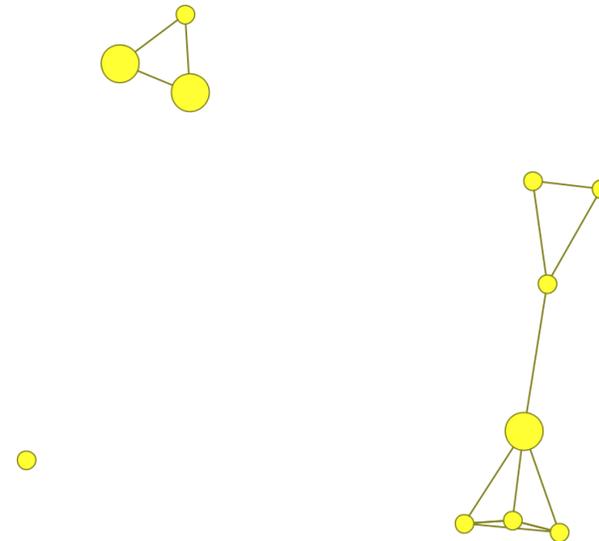


Table Discussions



Describe who is in your “Advice” network....

- Why do you think cadre who have active support networks are able to perform their cadre requirements at a higher rate?
- What can you do to improve or increase your network?



Higher Education/ Teacher Prep Outreach

Remember to help us
reach out to Institutes
of Higher Learning by
offering guest
lectures
(Letter on CAPTAIN
website).....



Dear Colleague,

The California Autism Professional Training and Information Network (CAPTAIN) is a multiagency network developed to support the understanding and use of Evidence Based Practices (EBPs) for individuals affected by Autism Spectrum Disorder (ASD) across the state.

One of the goals of CAPTAIN includes, providing information and outreach to interested stakeholder groups who could benefit from learning more about Autism and EBPs.

Given higher education faculty and students are a critical stakeholder in our mission, our local CAPTAIN Cadre members would like to offer a brief presentation on Autism and Evidence Based Practices to your faculty and/or the future educators/providers who are involved in your preparation programs. The length of the presentation can be adapted to fit the length of your meeting or class. Faculty we have worked with in the past have found the knowledge and clinical expertise presented by our CAPTAIN Cadre members to be helpful for their own professional development and as a resource to their students.

If you would like more information about CAPTAIN resources or are interested in having one of your local CAPTAIN Cadre members provide a presentation to faculty or students, please send an email to us at captain@marinschools.org or check out information on our website at www.captain.ca.gov.

Thank you,

CAPTAIN Leadership Team



Family Support Updates

Yvette Baptiste
and
Melina Melgarejo

New Infographics:

For Families

For Family Support Agency Staff

On CAPTAIN Website!

Information on Evidence-Based Practices for Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



CAPTAIN (California Autism Professional Training and Information Network) is a multiagency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

What is Evidence-Based Practice?

- An intervention, service, or other practice for which there is scientifically-based research that demonstrates its effectiveness.
- Practices that rely on rigorous, systematic, and objective procedures to deliver reliable interventions and activities.

How Does Understanding Evidence-Based Practice Benefit Families?

- Families are the experts on their own children and their participation in intervention planning is vital. However, identifying effective interventions can be challenging.
- Many people promoting interventions now use the phrase "evidence-based practice"—even when there is no scientifically sound research that supports their use. This can make it extremely difficult to know which interventions have research showing they are effective, and which do not.
- Providing information, support, and resources help parents recognize evidence-based practices established through the National Autism Centers and the National Professional Development Center on Autism Spectrum Disorder. This knowledge increases their capacity and confidence as partners with their children's service providers.

Where Can I Find Information on Evidence-Based Practice?

- **National Autism Center:**
<https://www.nationalautismcenter.org/>
<https://www.nationalautismcenter.org/090605-2/>
 - **National Professional Development on Autism Spectrum Disorder:**
<https://autismpdr.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>
<https://autismpdr.fpg.unc.edu/evidence-based-practices>
- Other Parent and Family Support Links:**
- **CAPTAIN website:** <http://www.captain.ca.gov/>
 - **Learn the Signs, Act Early:** <https://www.cdc.gov/ncbddd/actearly/index.html>
<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
 - **Autism Fact Sheets:** <https://www.cdc.gov/ncbddd/autism/facts.html>
<https://www.uscourts.gov/publications-resources/autism-pubs/autism-fact-sheets>
 - **Autism Focused Intervention Resources & Modules (AFIRM):** <https://afirm.fpg.unc.edu/afirm-modules>
 - **Autism Distance Education Parent Training (ADEPT) Modules:**
<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>



Information for Family Support Personnel

Identifying, Understanding, and Accessing Evidence-Based Practices (EBPs): Supporting Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



CAPTAIN (California Autism Professional Training and Information Network) is a multi-agency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

Why is Family Participation So Important?

- Parent-professional collaboration, with active involvement of parents/caregivers, is not just an evidence-based practice in designing services for individuals with autism; it is also the law! (Section 300.300 of the Code of Federal Regulations)
- The family-centered model of service delivery acknowledges that interventions and supports for children with disabilities are most successful when the family's concerns, priorities, choices, and strengths are considered. (Peterson & Speer, 2000)

How Does Understanding Evidence-Based Practice Benefit Families?

- Families are the experts on their own children and their participation in intervention planning is vital. However, identifying effective interventions can be challenging.
- Many interventions now use the phrase "evidence-based practice" even when there is no scientifically sound research that supports their use. This can make it extremely difficult to know which interventions have research showing they are effective and which do not.
- Providing information, support, and resources helps parents recognize evidence-based practices. This knowledge can increase families' capacity and confidence as partners with children's service providers.

What Are Examples of Barriers Families May Face When Participating in Interventions and Service Decisions?

- 🕒 **Time:** Children with ASD are often involved with several different intervention activities that take tremendous amounts of the family's time and coordination of care.
- 💰 **Money:** Decisions regarding interventions may have financial implication, including things like co-pays, medications, special diets, etc.
- 🧠 **Emotional Stressors:** Parents may feel overwhelmed as they decide how to allocate their attention and energy across family and professional obligations.
- 🗺️ **Information and Confidence:** Parents may worry that they lack sufficient information about EBPs and may be more confident deferring to professionals to make treatment decisions.

How Can Family Support Professionals Assist Families in Learning About and Requesting EBPs?

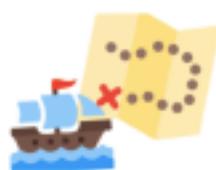
- Encourage families to identify and share their preferences and values in the decision-making process.
- Help families understand how to determine if a professional or organization has the capacity to provide EBPs.
- Encourage families to trust themselves and their feelings about providers and their practices.

Where Can Families Go to Learn More About EBPs?

- **National Autism Center:** Provides information about EBPs and reliable resources for families and practitioners. Links to the National Standards Project report outlining Evidence Based Treatment for ASD (2009).
<https://www.nationalautismcenter.org/>
<https://www.nationalautismcenter.org/090605-2/>
- **National Professional Development on Autism Spectrum Disorder:** Provides free resources to families, teachers, professionals and technical assistance providers about EBPs.
<https://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>
<https://autismpdc.fpg.unc.edu/evidence-based-practices>

Other Parent and Family Support Links:

- **CAPTAIN website:** Information about CAPTAIN, contact information for the CAPTAIN Cadre in each region and links to vetted resources. <http://www.captain.ca.gov/>
- **Learn the Signs Act Early:** Resources on early developmental milestones and monitoring. Free resources for families, providers and physicians including printables, apps, videos and online training modules.
<https://www.cdc.gov/ncbddd/actearly/index.html/>
<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- **Autism Fact Sheets:** Free printable fact sheets about ASD in 14 different languages develop by the University of Southern California UCEDD. <https://www.cdc.gov/ncbddd/autism/facts.html>
<https://www.uscedd.org/publications-resources/autism-pubs/autism-fact-sheets>
- **Autism Focused Intervention Resources & Modules (AFIRM):** Free online learning modules for the 27 EBPs identified by the NPDC-ASD. <https://afirm.fpg.unc.edu/afirm-modules>
- **Autism Distance Education Parent Training (ADEPT) Modules:** Free interactive, self-paced learning modules on skills teaching a positive behavior supports developed by the CEDD at the UC Davis MIND Institute.
<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>
https://health.ucdavis.edu/mindinstitute/centers/cedd/cedd_adept.html



On CAPTAIN Website!



DDS

Disparity Fund Program

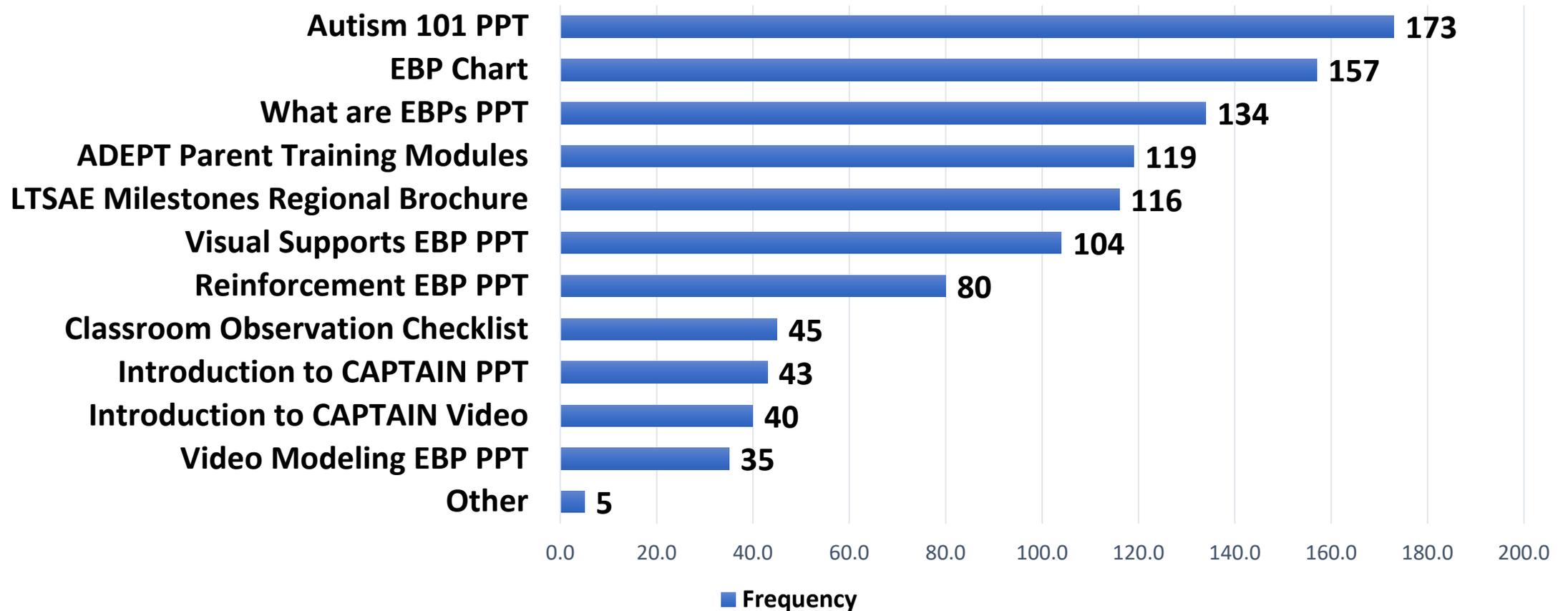
Create transformational changes toward a culturally and linguistically competent developmental disabilities system, which reflects service quality and is responsive to the beliefs, values, attitudes, language, behaviors, and choices of individuals who receive services.

Background

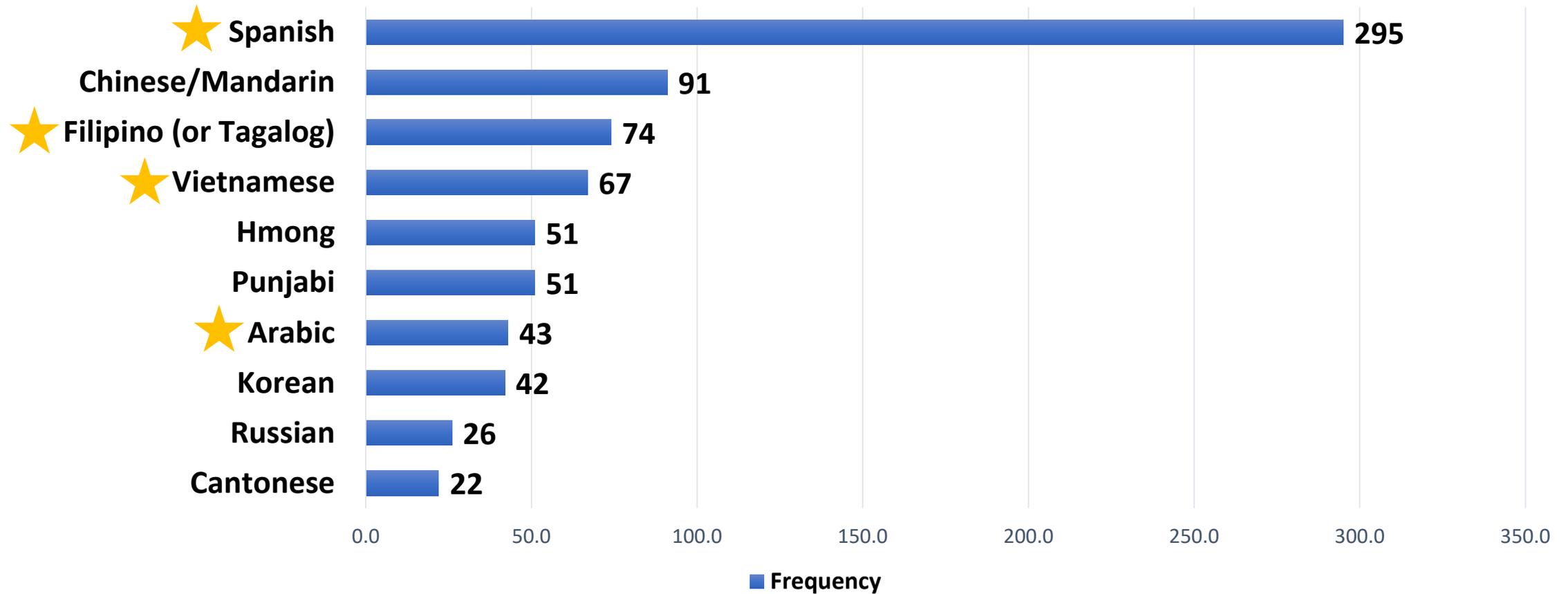
Statewide stakeholder meetings, local community meetings, and family testimony have identified several themes, including:

- **Supply of culturally and linguistically appropriate and accessible information, service options, providers.**
- Cultural barriers and discomfort challenging authority figures prevent some families from requesting needed services and exercising their rights.
- Mistrust of public systems by some communities of color.
- Socioeconomic factors that present challenges to accessing RC services.

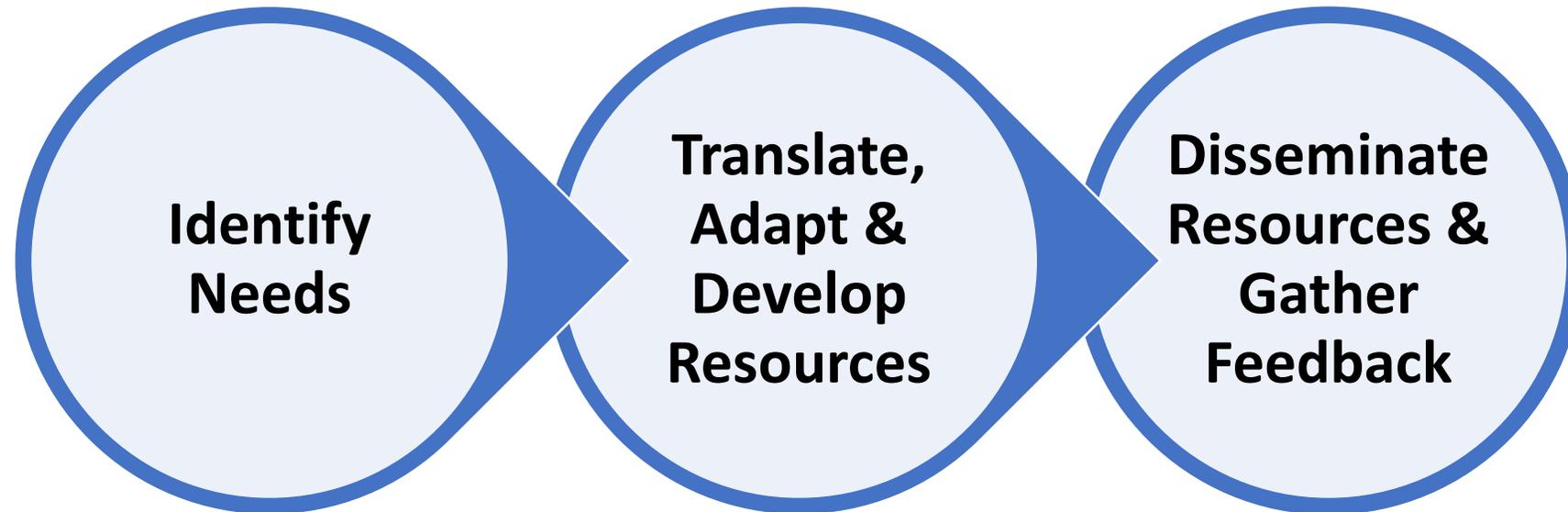
What Resources Do Cadre Think Should Be Translated



Requested Languages

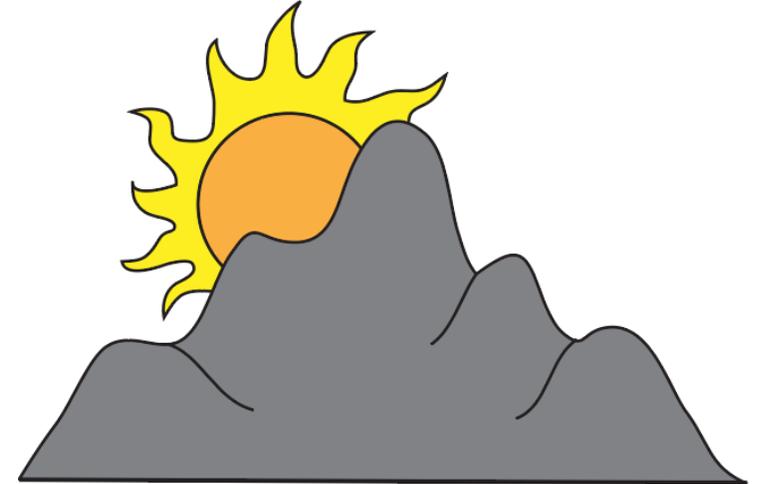


Goals



ELL and ASD Infographic Collaboration

- SELPA Content Lead-Evidence-Based Practices Autism
- SELPA Content Lead- English Learners with Disabilities



Imperial County
SELPA

California Practitioners' Guide for Educating English Learners with Disabilities



California Department of Education
Sacramento 2019

Overview of National Professional Development Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)*
Full Report available at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

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

* Adapted from: Wong, C., Odom, S. L., Hume, K. Cox, A. W., Fetting, A., Kucharczyk, S., ... Schultz, T. R. (2013). Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

User Friendly Resource
Outlining Practices That Support
Both Student Groups....

<https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>

Table Discussions



- What are ways that you have actively engaged families and family organizations within your regional work?
- What are ways in which you have engaged and supported families who speak languages other than English in your EBP dissemination?





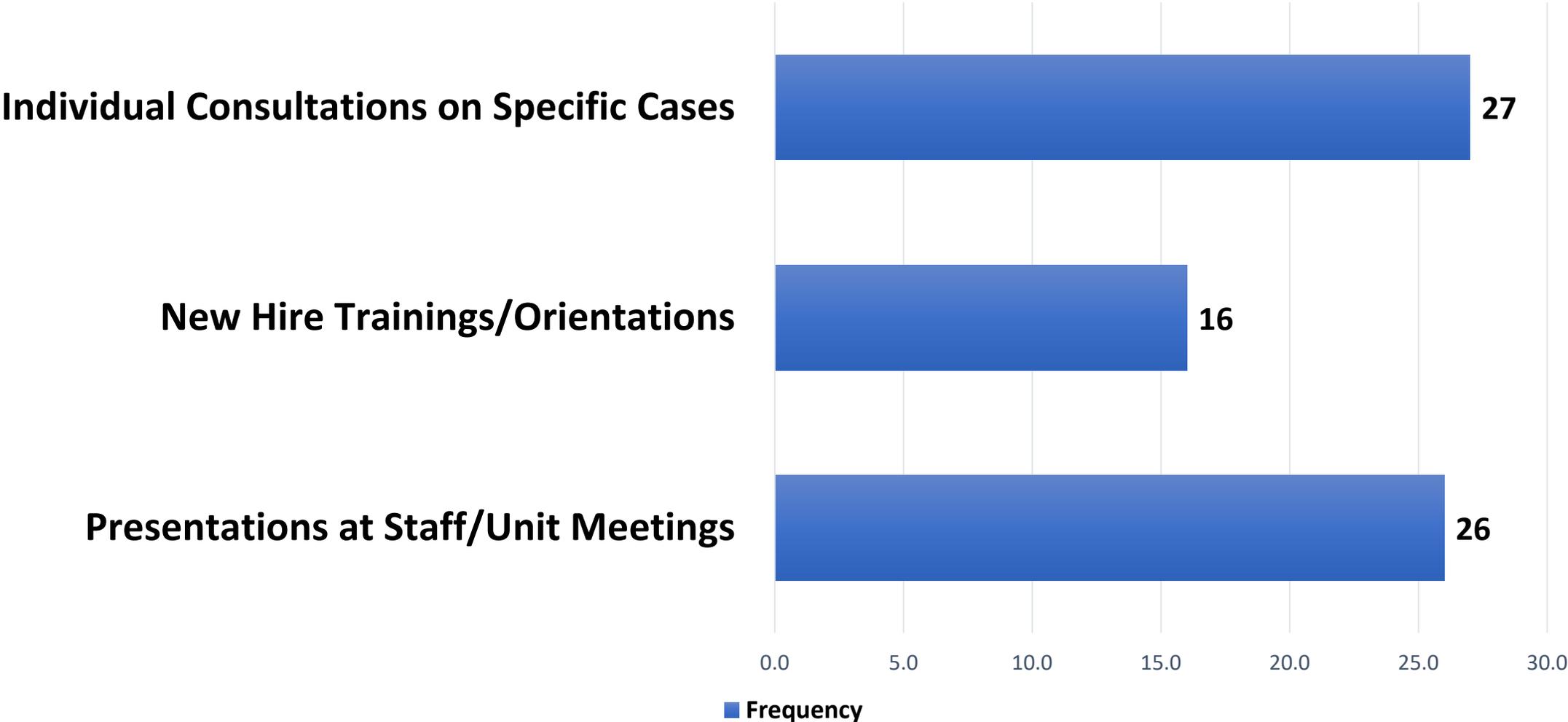
Regional Center and Allied Health Updates and DDS Updates

Cari Yardley and
Lauren Libero

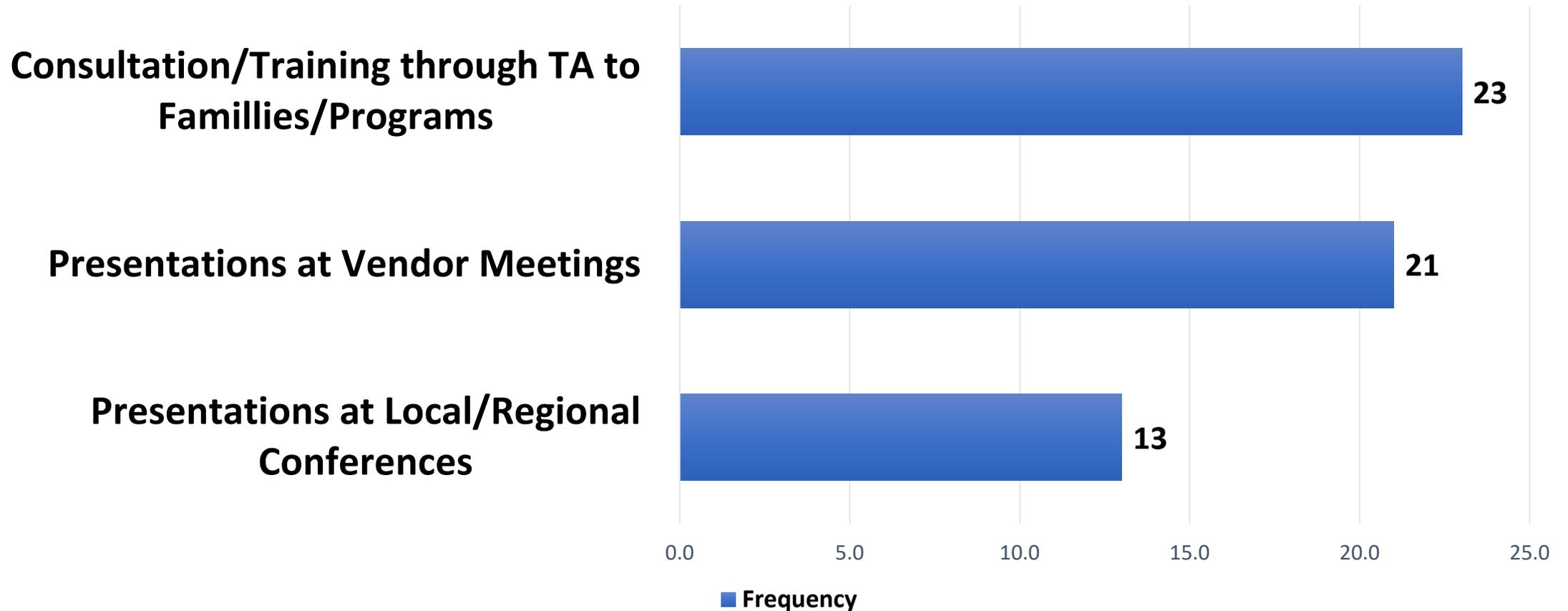
Who Are the Regional Center Cadre?

Job Title	N (%)
Autism Specialist	10 (22.2%)
Behavior Specialist/Behavior Analyst	14 (31.1%)
Case Manager	2 (4.4%)
Case Management Supervisor	9 (20.0%)
Clinical Specialist (Psychologist)	2 (4.4%)
Clinical Specialist (DB Peds)	2 (4.4%)
Other	6 (13.3%)
-CMS Waiver & Employment Specialist	
-Cultural Specialist/Case Manager	
-Quality Assurance	
-Special Education Advocate	

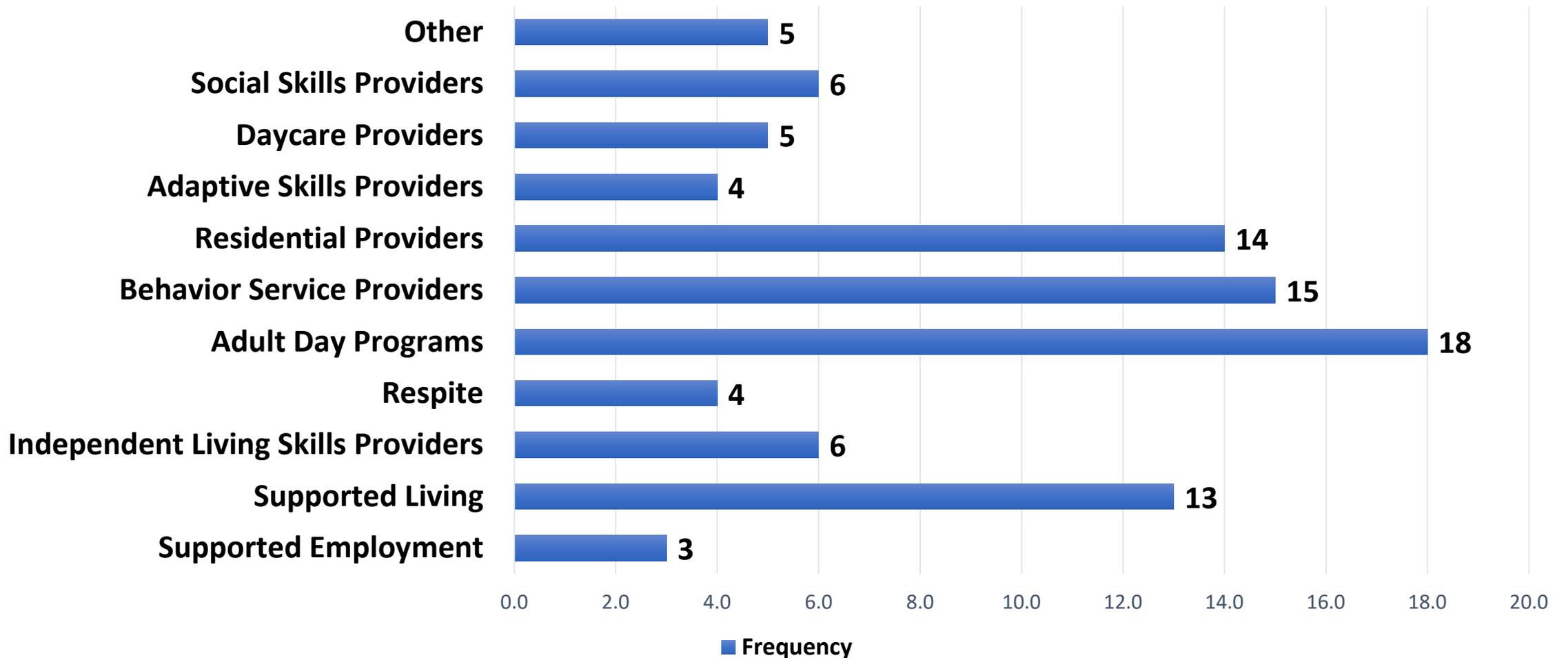
How Are RC Cadre Disseminating Information to Staff?



How Are RC Cadre Disseminating EBP Information to Vendors/Providers of POS Services



Types of Vendors/Providers RC Cadre Are Training



Coaching/Technical Assistance for Vendors

- 16 Regional Centers Reported Providing Technical Assistance with Vendors/Providers to Assist with EBP Implementation
- Chief Counselors and Clinical Directors Expressed Support for this type of Capacity Building Model
- Needs and Support Prompted the Development of the C.A.R.E Project....





CAPTAIN

California Autism Professional Training
and Information Network

**CAPTAIN Addult Resource
and Evaluation
(C.A.R.E.) Project:**



CAPTAIN

California Autism Professional Training
and Information Network

We Propose To:

#1

Adapt an existing
evidence based
model of training

#2

With stakeholder
input, select
practices for adult
service context

#3

Adapt training
materials and
resources for
adult clients
and providers

#4

Collaborate with
the CAPTAIN
Regional Center
Cadre

#5

Test effectiveness
in authentic
transition and
adult service
settings

#6

If effective, scale
up the model
across programs
in California

So that we can improve these Adult outcomes:



Employment and Other Day Activities

Had a paid job in the community

14%

Worked in the community for pay in settings that also employed people without disabilities.

Were in unpaid, activities in facilities

42%

Participated in unpaid activities in facilities with others with disabilities (sometimes called day programs).

Had no work or activity

27%

Had no work or activities in the previous two weeks in community or facility-based settings.



Living Arrangements

Lived with a parent or family

49%

Lived in the home of parents or other relatives. Of these, 81% had been there over 5 years.

Lived in a group home

27%

Lived in a group home consisting of 1 to 15 people with disabilities. 31% of these were in 1-3 person homes.

No funding for services in a parent or relative's home

38%

Of those who lived with parents or relatives received no paid in-home supports.



Social and Community Participation

Got out in the community

80%

Shopped, dined out, or did errands in the community at least once a month.

Had a friend

72%

Of the subset of adults who could self-report answers to questions said they had a friend who was not a family member or a staff person.

Chose their schedule for themselves

43%

Made their own choices about when to get up, when to eat, and when to go to sleep. 40% chose what to do with their spending money.

So that we can improve these Adult outcomes:



Employment
and Other Day
Activities

Had a paid job in the
community

14%

Were in unpaid
jobs

Had no work or activity

27%

Had no work or activities
in the previous two



Living

Living for services in a
home or relative's home

38%

Those who lived with
parents or relatives received
paid in-home supports.



Community
Participation

Community participation
at least once a month

72%

A subset of adults who
could self-report answers to
questions said they had a friend
who was not a family member
or a staff person.

Control schedule
for themselves

43%

Made their own choices about
when to get up, when to eat,
and when to go to sleep. 40%
chose what to do with their
spending money.

BREAKING NEWS
NOVEMBER 6, 2019
OAR
(Organization for
Autism Research)
Funded CAPTAIN for
C.A.R.E. Project

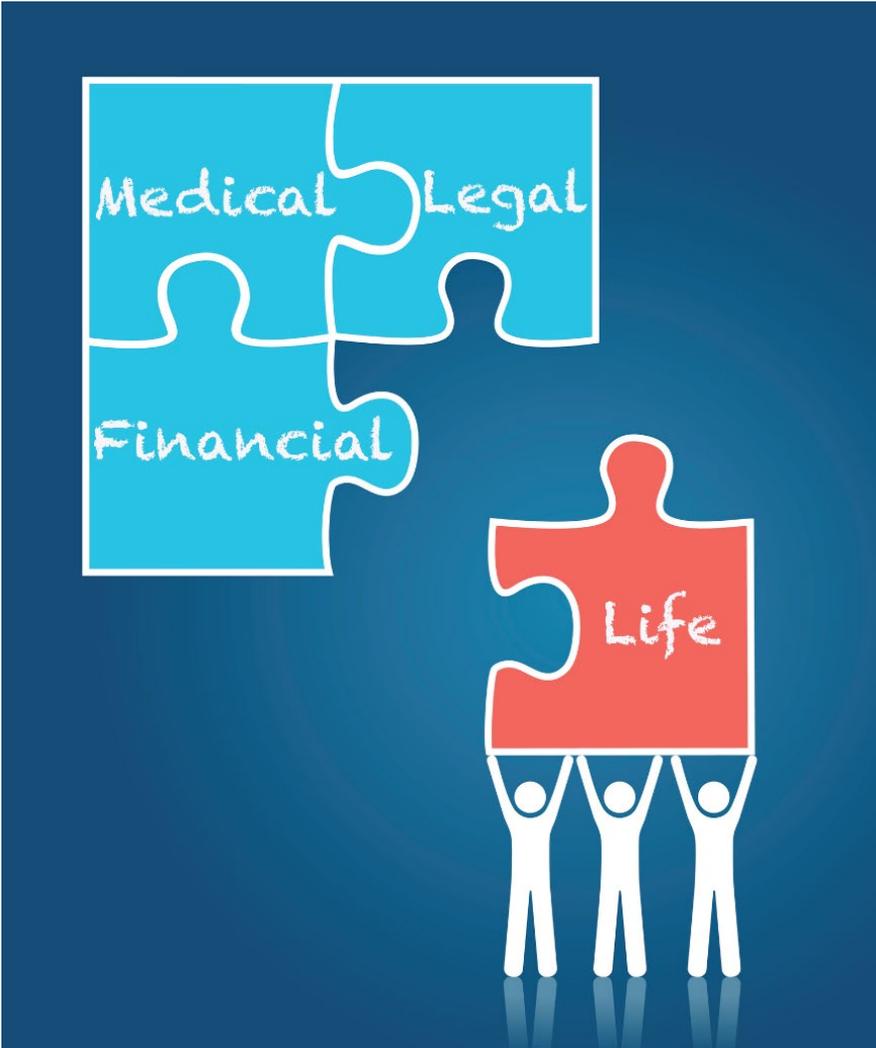
Policy Updates: CMS and the Final Rule



Person-Centered Planning



Self-Determination



Developmental Centers



AB 2083

- Approved by Governor Brown 9/27/18
- Developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma
- Requires each county to:
 - Develop and implement a memorandum of understanding
 - Establishment of an interagency leadership team and an interagency placement committee



AB 2083 Partners

- (A) The county child welfare agency
- (B) The county probation department
- (C) The county behavioral health departments
- (D) The county office of education
- (E) The regional center
- (F) Foster care or other child welfare advocacy groups





Learn the Signs. Act Early.

Fran Goldfarb, MA, MCHES, CPSP
CDC Learn the Signs Ambassador to
California

Learn the Signs. Act Early.

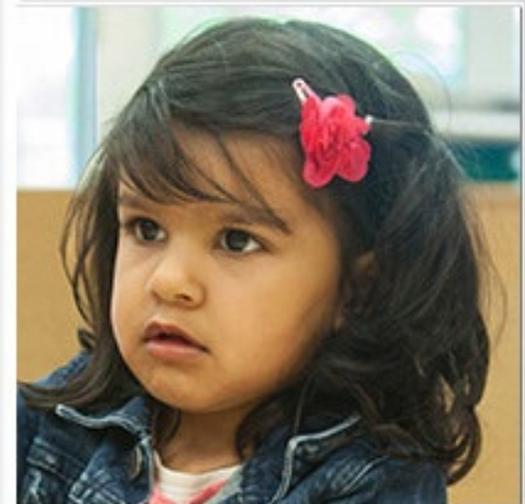
CDC's "**Learn the Signs. Act Early.**" program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.



4 months



1 year



3 years

State System Grant 2016-2018: Provided Funding for Development of LTSAE Regional Brochures in English and Spanish

Aprenda los signos. Reaccione pronto.

El recorrido de su niño durante los primeros años de vida incluye muchos indicadores del desarrollo que su niño debe alcanzar para jugar, aprender, hablar y actuar. Lea este folleto para saber qué debe observar en su niño. Hable con el médico de su niño acerca de los logros. No alcanzar estos indicadores o alcanzarlos mucho más tarde que otros niños, podría ser una señal de problemas en el desarrollo de su niño.

Si usted tiene preocupaciones sobre el desarrollo de su hijo comuníquese a su Centro Regional, Centro de Recursos para la Familia local o el Special Education Local Plan Area (SELPA) de su Distrito Escolar.

Centro Regional, El Programa Early Start

• Edades del nacimiento a 36 meses •

Redwood Coast Regional Center

Del Norte (707) 464-7488
Humboldt (707) 445-0893
Lake & Mendocino (707) 462-3832 x 274
redwoodcoastrc.org

• Edades de 3 años o mayores •

Redwood Coast Regional Center

Del Norte & Humboldt (707) 445-0893
Lake & Mendocino (707) 462-3832 x 259
redwoodcoastrc.org



Centros para el Control y la Prevención de Enfermedades
www.cdc.gov/actearly
1-800-CDC-INFO

Centros de Recursos para Familias

• Del Norte, Humboldt, Lake, y Mendocino •

WarmLine Family Resource Center (0-26 años) Centro de Información y Entrenamiento para Padres (educación especial) línea gratuita: 844-405-9517 • warmlinefrc.org

• Condado Humboldt •

Special Needs Connection (0-3 años)
Changing Tides Family Services (707) 444-8293
• changingtides.org

• Condado Del Norte •

Early Start Connections (0-3 años)
Family Resource Center of the Redwoods
494 Pacific Ave., Crescent City 95531
(707) 464-0955

• Condado Lake •

Lake Family Resource Center (0-3 años)
(707) 279-0563 ext. 209 • lakefrc.org

• Condado Mendocino •

Safe Passage Family Resource Center (Costa) (0-3 años)
(707) 964-3077 • safe Passagefortrbragg.org

ARC Family Resource Center (Área de Ukiah)
1640 South State Street, Ukiah
(707) 234-3300 • arc@mendocinokids.org

Special Education Local Plan Areas (SELPA)

• Condados Humboldt y Del Norte •

Humboldt-Del Norte – SELPA
(707) 441-2051 • hdnelpa.org

• Condado Lake •

Lake County Office of Education – SELPA
(707) 995-9323 • lakecoe.org

• Condado Mendocino •

Mendocino County Office of Education – SELPA
(707) 467-5166 • mcoe.us

Siga de Cerca los Indicadores del Desarrollo de Su Niño

Para padres de niños de 0 a 4 años de edad



Aprenda los signos. Reaccione pronto.

El desarrollo de su niño durante los primeros años es un camino por descubrir. ¡Use esta guía de indicadores para informarse acerca de lo que debe buscar en el camino!

Folleto adaptado y distribuido por



Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

If you have concerns about your child's development and live within the greater Sacramento Area, here is who you can call for further support:

WarmLine Family Resource Center
Parent Training and Information Center
916-455-9500 or 1-844-455-9517
warmlinefrc.org

Family SOUP
Serving Yuba, Sutter, and Colusa Counties
530-751-1925
familysoup.org

Alta California Regional Center
916-978-6400
altaregional.org



Centers for Disease Control and Prevention
www.cdc.gov/actearly
1-800-CDC-INFO



Special Education Local Plan Areas (SELPA)

Sacramento County Office of Education – SELPA
916-228-2500
scoe.net/services/ids10/Pages/default.aspx

Elk Grove Unified School District – SELPA
916-686-7780
blogs.egusd.net/special/

Sacramento City School District – SELPA
916-643-9163
scusd.edu/special-education

San Juan Unified School District – SELPA
916-971-7525
sanjuan.edu/Page/292

Folsom Cordova Unified School District – SELPA
916-294-9007
fcsud.org/Domain/637

Placer County Office of Education – SELPA
530-886-5873
placercoe.k12.ca.us/departments/selpa/Pages/default.aspx

Yolo County – SELPA
530-668-3787
www.ycoe.org/selpa

Colusa County Office of Education – Special Education
530-473-1350
coe.ss9.sharpschool.com/departments/special_education

El Dorado County Office of Education – SELPA
530-295-2228
edcoe.org/educational-services/

Nevada County – SELPA
530-265-0611
nevco.org/programs-services/special-education/selpa/

Sierra County – SELPA
530-993-4485
sierracountyofficeofeducation.org/selpa/

Sutter County – SELPA
530-822-2900
www.sutter.k12.ca.us/Departments/SpecialEducation/

Tahoe Alpine – SELPA
530-541-2850 ext.1026/1048
tusd.org/departments/special_services

Yuba County – SELPA
530-749-4873
yubacoe.org/Page/14

Track Your Child's Developmental Milestones

For parents of children from birth to 4 years



Learn the Signs. Act Early.

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

This brochure developed and provided by



What's New?

- **Fran Goldfarb**
Director, Community Education
Family Support Discipline Director
University of Southern California
University Center for Excellence in
Developmental Disabilities
Children's Hospital Los Angeles
fgoldfarb@chla.usc.edu
- **Michele Rogers**
Executive Director
Early Learning Institute
micheler@earlylearninginstitute.com

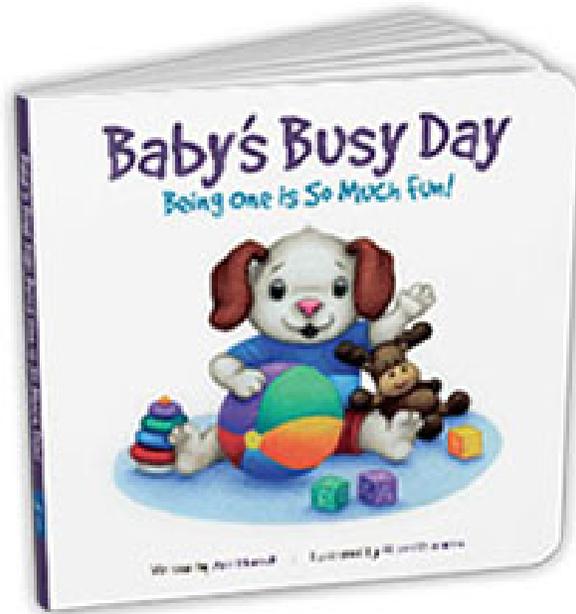
New Ambassadors



NEW!



Milestone Tracker App –
Now in Spanish



Baby's Busy
Day: Being 1
is so much fun



New Growth
Chart (includes
immunizations)

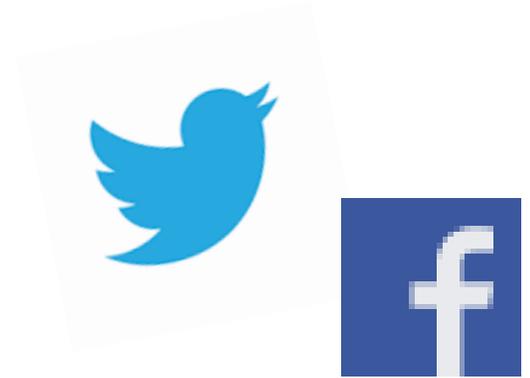
NEW!



Narrated Presentations



Autism Case Training – In Class Curriculum



Social Media Supports



Deputy Ambassadors

- A beefed up and streamlined DA program
- We need a couple of new DAs
- We are all Deputy Ambassadors...



CDC Learn the Signs. Act Early.

<https://www.cdc.gov/ncbddd/actearly/index.html>





END





WINNER!

Social Media

WHAT ARE WE DOING NEXT?



10:30 – 10:45

BREAK

10:45 – 11:45

Discussion Breakouts

Schools: Magnolia/Camellia

Regional Centers: Bondi

Family Support: Beavis

11:45 – 12:00

Grab your lunch and go to:

12:00 – 2:15

Regional Planning

2:15 – 2:30

Break

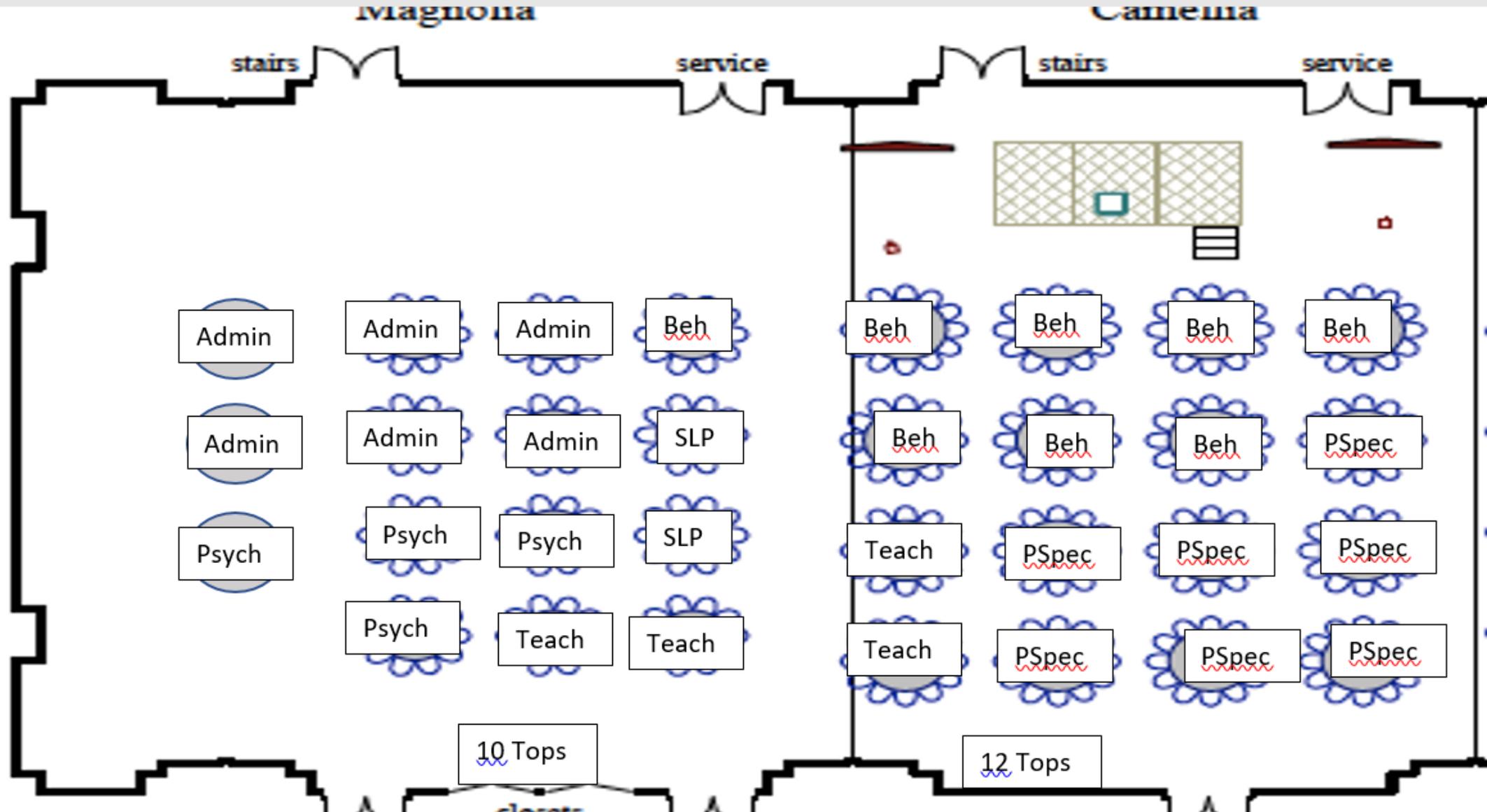
2:30 – 3:45

Showcase, Wrap up, Grand Prize

**CEUs (BCBA, SLP,
LEP/LCSW/LEP)
Must Register
Must Sign in
& Sign out each day**

SELPA

Sit With Your Job Alike Colleagues



WHAT ARE WE DOING NEXT?



10:30 – 10:45

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Year 7



Year 7

Pecha Kucha

Please join us!



ORDER OF PRESENTATION

1. CAPTAIN Bridges: Katie Pendgrift
2. OC CAPTAIN: Tracey Silveira-Zaldivar
3. CAPTAIN 805: Eric Castaniero
4. •CAPTAINS OF THE EAST BAY: Joan Ralph & Virginia Sanchez-Salazar
5. CAPTAIN San Diego: Robin Acona
6. CAPTAIN LA: Jean Johnson

CAPTAIN

EBP Implementation Award

- CAPTAIN Cadre Members will notify CAPTAIN Leadership using the CAPTAIN Implementation Nomination Award Form award form on CAPTAIN website Resource section
- CAPTAIN Leadership will send a “CAPTAIN Achievement of Implementation Fidelity Award” back to the Cadre member who will forward the award to the individual and also makes sure the SELPA Director, Principal, etc. are informed
- Award will be announced via CAPTAIN Social Media platforms and announced each year at the Summits during “Hot Topics/What’s New in ASD”



CAPTAIN

California Autism Professional Training
and Information Network

ACHIEVEMENT OF IMPLEMENTATION FIDELITY

ASD EVIDENCE BASED PRACTICE:

Visual Supports (VS)

Awarded To:

Christina Ann England

Room 12, Abbot Elementary School

San Mateo USD

October 18, 2016

CAPTAIN EBP Implementation Nomination Form



IMPLEMENTATION AWARD NOMINATION FORM
for
ACHIEVEMENT OF IMPLEMENTATION FIDELITY
ASD EVIDENCE BASED PRACTICE
[submit to: aengland@marinschools.org]

CAPTAIN CADRE SUBMITTING NOMINATION:

NAME: _____

CAPTAIN REGIONAL GROUP: _____

***AWARD RECIPIENT:**

NAME: _____

POSITION/TITLE (E.G., TEACHER, SLP, ETC.) _____

SCHOOL & SCHOOL DISTRICT: _____

SELPA: _____

MONTH/DATE/YEAR: _____

*WHICH ASD EBP: _____

*The award recipient must have used the NPDC - ASD fidelity implementation checklist for this EBP and demonstrated at least 80% fidelity with the EBP over a period of at least 3 months (i.e., 80% fidelity occurred over a 3-month period of time, not just during a single visit during the 3-month time period).

NOW PDF FILLABLE!

Yes!
It's on the
CAPTAIN
website in
Resources! 😊

CAPTAIN C.L.I.C.

CAPTAIN CLIC: Jennifer Wolfe

**Awardee: Adriana Garibay, ASD Teacher
Diamond Bar High School, Walnut Valley USD**

EBPs

Visual Support and Self Management

CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:

Danielle Pellini, SBC Teacher

San Andreas Elementary Calaveras USD

Calaveras County SELPA

EBPs

Visual Support and Reinforcement and Social Skills Training

CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:

Kris Cullinan, SDC Teacher

Valley Springs Elementary, Calaveras USD

Calaveras County SELPA

EBPs

Visual Support and Reinforcement

CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:

Elysa Schulte, SDC Teacher

Copperopolis Elementary, Mark Twain USD

Calaveras County SELPA

EBPs

Visual Support and Reinforcement

CAPTAIN of the NEW WAVE

CAPTAIN of the NEW WAVE:

Lisa Torres & Inger Johnson Quezada & Vira Caro-Michel:

**Awardee: Kaci Carroll, Special Education Teacher
William Orr Elementary, Little Lake City School District
Whittier Area Cooperative Special Education Program SELPA**

**EBP
Reinforcement**

CAPTAIN X

Desert Mountain SELPA

Jennifer Rountree

CAHELP PEERS PROGRAM EBP: Social Skills Training

2019

Katie Lozano, Peer Model

Victoria Lakes, Peer Model

Tamara Bradford, MSW Intern

Jake Aguilera, Virtual Compliance Tech -
Behavior Coach

Tessa Hodge, MSW Intern

Kaori Hartzler, Program Tech - Behavior
Coach

Keri Gomez, Behavioral Health Counselor
Supervisor

2018

Katie Lozano, MSW Intern

Mikayla Ausbury, Peer Model

Victoria Lakes, Peer Model

Tessa Hodge, MSW Intern

Keri Gomez, Behavioral Health
Counselor Supervisor

CAPTAIN 007

CAPTAIN 007: Jocelyn Huffaker

**Awardee: Robin Hubert, Special Education Teacher
Duncan Holbert Preschool, Pajaro Valley USD
Pajaro Valley USD SELPA**

EBP

Visual Support & Reinforcement

CAPTAIN 007

CAPTAIN 007: Casandra Guerrero



Awardees:

Michelle Goldstone, Special Education Teacher
John Conroy and Reyna Hernandez, Classroom Staff

Peers:

Nezly Chavez, Austin Wilson, Michael Thomas,
Lisa Sanchez, Jasymn Muskin, Nayell Ceja Garlbay
Morgan Clayton, Chloe Blackwood, mJennifer Castro

San Benito High School District

San Benito County SELPA

EBP: Peer Mediated Instruction and Intervention

CAPTAIN 007

CAPTAIN 007: Casandra Guerrero

Awardees:

Emily Burley, Special Education Teacher

Lindsay Rigby, SLP

Natalia Silva Sepulveda, SLP

San Benito High School District

San Benito County SELPA

EBP: Social Skills Training



CAPTAIN 007

CAPTAIN 007: Gwen Baquiran

Awardees:

Kristi Vieyra, SpeEd Coordinator

Tiffany Hawthorne, Aide

Maria Harris, Behavior Support Staff

Sue Connors, RSP Teacher

Carrie Betancourt, General Education Teacher

Merrigrace Montorya, General Education Teacher

Renee Kakebeen, General Education Teacher

Spring Grove Elementary School North

San Benito County SELPA

EBP: Reinforcement

CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

**Awardee: Yasenia Hernandez, Paraprofessional 1:1 Aide
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA**

EBPs

**Visual Support and Peer Mediated Instruction &
Intervention**

CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

**Awardee: Bronya Siqueza, General Education Teacher
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA**

EBPs

Visual Support and Peer Mediated Instruction & Intervention

CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

**Awardee: Kera Coon, SLP
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA**

EBPs

Visual Support and Peer Mediated Instruction & Intervention

CAPTAIN 007

CAPTAIN 007: Val Wiltse & Patti Bangs

**Awardee: Julius Cristi, Special Education Teacher
Alisal Union School District
Monterey County SELPA**

EBP

Visual Support

CAPTAIN 007

CAPTAIN 007: Val Wiltse & Patti Bangs

Awardees:

Melanie Tanseco, SDC Teacher

Mollie Thomas, SDC Teacher

Milka Hernandez, SDC Teacher

Wendy McDonald, SLP

JC Crumpton Elementary School,

Monterey County SELPA

EBP: Reinforcement

CAPTAIN REGION AWARD



And the winner is...



CAPTAIN C.L.I.C.

Large Group Share

Any takeaways, inspirations, next steps, etc. you'd like to share?





EVERYONE!

Remember to sign out! 😊

No partial CEU credit! 😊

PRIZE TIME!!!!

WIN!

Year 7



CAPTAIN
California Autism Professional Training
and Information Network

Year 7

Thank you!

**2019 CAPTAIN
SUMMIT**

Safe Travels! Implement EBPs!

