Boot Camp
Presented by
Cathy Wyman
Robin May

Bootcamp Objectives
New Cadre Members will:
- Learn the goals and vision of CAPTAIN
- Understand their roles and responsibilities as a Cadre member (requirements of Cadre)
- Be able to define and describe EBPs for Autism and tell others where to find info about EBPs
- Learn to use the NPDC-ASD, NSP and other CAPTAIN tools and resources as they relate to their Cadre Roles

Welcome New Cadre Members!
Cadre members:
- Are nominated by SELPs, Regional Centers, and Family Resource/Family Empowerment Centers
- Will receive training through our annual summit
- Will have access to the NPDC-ASD and CAPTAIN training materials
- Will assist with the statewide distribution of the EBPs by providing support and training locally.
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.

What is CAPTAIN?

CAPTAIN Video

CAPTAIN Vision

Develop a Statewide Training and Technical Assistance Network with a focus on Evidence-Based Practices for individuals impacted by ASD inclusive of stakeholder agencies who will disseminate information at a Local Level.
CAPTAIN Goals

Goal 1: Increase knowledge about ASD and EBPs through systematic dissemination of information

Goal 2: Increase implementation and fidelity of EBPs in schools and communities

Goal 3: Increase interagency collaborations to leverage resources and standardize a process for using EBPs

ALL CAPTAIN CADRE MUST

- Complete “ASD Across the Lifespan” Online Class through Coursera – New Members Only
- Complete annual CAPTAIN online survey
- Participate in Annual CAPTAIN Summit
- Participate in local CAPTAIN collaborative meetings/activities to implement local plans (at least quarterly)

Additional Regional Center Requirements

- Provide trainings for your Regional Center staff, families, and/or providers on “Overview of ASD, CAPTAIN and EBPs for ASD” (at least 4 per year)
- Meet with your RC Leadership to discuss ways to increase understanding and use of EBPs and Implementation of Regional Plans
- Participate in quarterly Regional Center ASD/Behavior Specialist regional meetings
- Participate in semi-annual Regional Center ASD/Behavior Specialist statewide meetings and report back to Clinical Directors
Additional Federally and State Funded Parent Support Organization Cadre Requirements

- Share information with your support organization staff about CAPTAIN, EBPs for ASD and LTSAE resources so that they may assist with information dissemination (Does not need to be a formal training, but Cadre must commit to sharing with their staff)
- Act as a LTSAE "Deputy Ambassador," which includes assisting with Regional Milestones Brochure development and dissemination to support child find

Additional SELPA Requirements:

- Provide trainings for your SELPA on "Overview of ASD, CAPTAIN and EBPs for ASD" (at least 1 per year)
- Provide 3 Trainings in Specific EBPs
- Provide implementation coaching for 3 teachers/programs within your SELPA using implementation checklists and coaching process OR Train 3 additional coaches on CAPTAIN Model of training and coaching EBPs for ASD
- Meet with SELPA Leadership to discuss and plan for local implementation of EBPs and Regional Plans

What are Evidence-Based Practices?

Evidence-based practices (EBP) for individuals with ASD:

- Are practices for which there is scientifically-based research that demonstrates efficacy for children and youth with ASD
- Rely on the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge for intervention and educational activities and program
- Have been shown to be effective with children and adults with ASD
Why Evidence Based Practices

- Treatments for ASD are more diverse than any other known disability
- Treatment claims range from amelioration to recovery
- Many interventions with no scientific evidence have been recommended for individuals with ASD

The Lanterman Developmental Disabilities Act

- Also known as the Lanterman Act, is a California law, passed in 1969, that gives people with developmental disabilities the right to services and supports that enable them to live a more independent and normal life.
- The Lanterman Act is codified in the Welfare and Institutions Code and has been amended several times since its passage, including...

Welfare & Institutions Code 4686.2(b)

Effective July 1, 2009... regional centers shall:

- (1) Only purchase ABA services or intensive behavioral intervention services that reflect evidence-based practices, promote positive social behaviors, and ameliorate behaviors that interfere with learning and social interactions...
Health and Safety Code Section 1374.73

(c) (1)(C) (iii) Provides intervention plans that utilize evidence-based practices, with demonstrated clinical efficacy in treating pervasive developmental disorder or autism.

Multi-tiered System of Supports (MTSS): A Comprehensive Framework for Implementing CCSS
www.mydigitalchalkboard.org

MTSS Principles and Practices
- Early Intervention
- Multi-tiered model
- Evidence-based supports and practices
- Fluidly driven by data
- Individualized interventions
- Principles of UDL

- Differentiated learning
- Integration of intervention and instructional supports
- Classroom instruction aligned with the CA CCSS
- Strong, predictable, and consistent classroom management structures

Implementing EBPs Aligns With UDL

The principles of Universal Design for Learning (UDL) provide a framework for educators to use:

- multiple ways to teach the content
- multiple ways for students to demonstrate knowledge
- multiple ways to engage ALL learners
A History of Systematic Reviews of the Literature for Evidence Based Practices (EBPs)

- 775 research studies reviewed by National Standards Project from National Autism Center, Phase 1 (NSP1)
- Included research for the years: 1957-2007
- In 2009, identified 11 Established Treatments

- 175 research studies reviewed by National Professional Development Center (NPDC)
- Included research for the years: 1997-2007
- In 2010, identified 24 EBPs

- In 2015, 14 Established Interventions Under Age 22
  1 Established Intervention Age 22+

- 2nd Review by National Standards Project, National Autism Center, Phase 2 (NSP2)
- Reviewed studies published in peer reviewed journals between 2007 and February of 2012
- 351 articles (ages 0-22) and 27 articles (ages 22+)
- Included studies if the interventions could be implemented in or by school systems, early intervention, home, hospital, vocational, and/or community-based programs or in clinic settings
The National Standards Project-Phase 2 (NSP2): Overall Findings for Individuals Under Age 22

- 14 Established Interventions
- 18 Emerging Interventions
- 13 Unestablished Interventions

The following interventions have been identified as falling into the Established level of evidence:

- Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills Package
- Story-based Intervention

14 ESTABLISHED INTERVENTIONS
(for individuals under age 22)

The following interventions have been identified as falling into the Emerging level of evidence:

- Augmentative and Alternative Communication Devices
- Developmental Relationship-based Treatment
- Exercise
- Exposure Package
- Functional Communication Training
- Imagination-based Intervention
- Imagination Training
- Language Training (Production & Understanding)
- Music Therapy
- Multi-component Package
- Music Therapy
- Picture Exchange Communication System
- Reductive Package
- Sign Instruction
- Social Communication Intervention
- Structured Teaching
- Technology-based Intervention
- Theory of Mind Training

18 EMERGING INTERVENTIONS
(for individuals under age 22)
The following interventions have been identified as falling into the Unestablished level of evidence:
- Animal-assisted Therapy
- Auditory Integration Training
- Concept Mapping
- DIR/Floor Time
- Facilitated Communication
- Gluten-free/Casein-free diet
- Movement-based intervention
- SENSE Theatre Intervention
- Sensory Intervention Package
- Shock Therapy
- Social Behavioral Learning Strategy
- Social Cognition Intervention
- Social Thinking Intervention

**13 UNESTABLISHED INTERVENTIONS (for individuals under age 22)**

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**NSP2 Example**

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**Research Findings for Adults (22+ Years)**

**Established Interventions for Adults**

For emerging interventions in the category of established interventions, the behavior intervention category consists of applied behavior analytic interventions to mitigate challenging behaviors. Clusters of specific strategies identified in the 13 articles supporting behavioral interventions are provided in the table on the following page.

**Emerging Interventions for Adults**

Emerging interventions have been identified as falling into the Emerging level of evidence.

**Unestablished Interventions for Adults**

Unestablished interventions are those for which there is some or no evidence in the literature. This does not allow us to draw from conclusions about their effectiveness. Moreover, there are other reasons why these interventions may be ineffective, including considerations of their promise.
In 2014, 27 EBPs
- 2nd review by NPDC (Mar 2014)
- Included 22 years, 1990-2011
  - 29,101 possible studies ➔ 456 studies
- RCT, quasi-experimental, single case design
- Strength of evidence for assessment
- Based on number, type of studies using each EBP

http://autismpdc.fpg.unc.edu/node/21

27 Evidence – Based Practices (2014)

- Antecedent-based interventions
- Cognitive behavioral intervention
- Differential reinforcement
- Discrete trial training
- Exercise
- Extinction
- Functional behavior assessment
- Functional communication training
- Modeling
- Naturalistic interventions
- Parent-implemented intervention
- Peer-mediated instruction/intervention
- Picture Exchange Communication System
- Pivotal response training
- Prompting
- Reinforcement
- Response interruption/redirection
- Scripting
- Self-management
- Social narratives
- Social skills training
- Structured play groups
- Task analysis
- Technology-aided intervention/instruction
- Time delay
- Video modeling
- Visual supports

FACT SHEETS AVAILABLE FOR EACH OF THE 27 EBPs

- Definition of the intervention
- Age range of participants
- Type of outcomes it has generated
- Citations for the specific articles that provide the evidence for the efficacy of the practice
How to Select EBPs?
CAPTAIN Recommends:

- Use 27 EBPs from NPDC
- Use 14 Established Interventions for Ages 0-22 from NAC
- Use 1 Established Intervention for Ages 22+ from NAC

Selecting an EBP

EBPs are used to advance goals which are tied to standards

Ask: What is our goal/objective targeting?
- Consider the specific IEP goals and related objectives

Ask: What are our options?
- Look at the domain that the specific goal relates to

27 EBPs Matrix
Available on the CAPTAIN Website
English and Spanish!

www.captain.ca.gov
Next, make a decision based on:
- The skills being taught
- Your professional wisdom
- The learner’s learning style
- The learner’s temperament
- The learner’s interests and motivators
- Supports already in place
- History of what has and hasn’t worked
Let’s Practice!

Goal: Lucia (age 8) will respond to peer’s questions and comments with eye contact and appropriate phrases or sentences.

Ask: What is the goal targeting?

- Expressive Language, Social Skills

Ask: What are the options?

Goal Attainment Scaling

- An evidence-based tool to measure progress made on a goal or benchmark for:
  - An individual
  - A group of individuals
- A data collection tool that allows for progress to be summarized and documented
- Not a substitute for goals (or other objective benchmarks) - it’s a supplement
Goal Attainment Scaling assists in monitoring progress of learning a skill or monitoring the behavior of a learner.

Progress is gauged using the GAS at regular points throughout the year.

It is important to establish the individual’s present level of performance to set goals towards specific, clear, and observable outcomes.

The GAS is used to determine if the learner is benefiting from the use of the EBP.

### Prior to Developing GAS

- Gather individual’s goals
- Identify 3 priority goals for each target client or student. Select based on goals that:
  - Must be an area of focus for the entire year
  - Must be observable and measurable
  - Must be agreed upon by team
- Update/calculate data on present level of performance
Developing GAS

1. Write the annual goal (expected level of outcome) on GAS form
2. Write the present level of performance of GAS form
3. Determine the benchmarks on GAS form
4. Determine the somewhat more than expected level on GAS form

Development of Scaling

- 5 Point range of performance for students:
  - Current Level of Performance (0)
  - Initial Objective (1)
  - Secondary Objective (2)
  - Expected Level of Performance (3)
  - Exceeds Expected Level of Performance (4)

Example: Eric

- Eric is a high school student with autism, fully included in the general education curriculum
- Eric's general education teachers are somewhat frustrated with Eric because he asks an excessive number of off-topic questions during class. This disrupts the flow of instruction and annoys peers and teachers
- Questions include:
  - Do you still like me? Yes or no?
  - Do you like my shirt today?
  - Have you seen the new episode of Silicon Valley?
Eric

Eric has an annual goal that reads, “By May 2017, Eric will ask teachers no more than 5 questions (on or off topic) during a given class period in 6 periods over a 3 day period as measured by observation and data collection.”

Data was collected and it was determined that Eric asks an average of 41 off-topic questions every class period.

Example: John

John is a 52 year old man with autism who works at a day program during the day and lives alone in a supported living community.

At his home, John has recently refused to follow staff requests for him to change his clothes, brush his teeth, and take showers. When staff asks this of him, he will escalate from saying, “no”, throwing items (cups, books) at staff until they leave his room.

His hygiene is affecting his social opportunities with other clients and staff at the day program are reporting his smell is not tolerable.

John

Currently, John is able to read at about 2nd grade level

John has many items he enjoys such as soda, puzzles, snacks, paper to write letters, and to talk with his sister on the phone.
Your Turn!

- Select one of these examples
- In groups or individually, fill out a GAS form (and select or adjust the goal)
- Share back

GAS Activity

Eric
- High school student
- Fully included
- Asks an excessive number of off-topic questions during class, disrupting the flow and annoying peers and teachers
- "By May 2017, Eric will ask teachers no more than 5 questions (on or off topic) during a given class period in 6 periods over a 3 day period as measured by observation and data collection."
- Baseline: 41 off-topic questions every class period

John
- John is a 52 year old man with autism who works at a day program during the day and lives alone in a supported living community
- Refusing to participate in daily hygiene routine
- Is throwing items at staff to get them to leave his room
- His hygiene is affecting his social opportunities with other clients and staff at the day program are reporting his smell is not tolerable
- Baseline: John will participate in his daily hygiene once once a week

"Is This Extra Work?"

No
- Goals are already written

Yes, but:
- Adding higher benchmarks is easy and can be fun
- You can reflect greater growth than can be reasonably expected in 1 year
- Process often results in more focused teaching
- Can help alleviate differences in the views of team members
- Is very valuable as a tool to demonstrate class wide, agency wide, or specific service wide results
How Should People Learn About the EBPs

Briefs
NPDC-ASD 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 Brief

Module: Video Modeling

Evidence-Based Practice Brief: Video Modeling

This evidence-based practice brief on video modeling includes the following components:
1. Overview, which gives a quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, settings for instruction, and additional literature documenting its use in practice
2. Steps for Implementation, detailing how to implement the practice in a practitioner-friendly, step-by-step process
3. Implementation Checklist, to be used to monitor fidelity of the use of the practice
4. Evidence Base Summary, which details the NPDC-ASD criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice

Module: Video Modeling

Steps for Implementation: Video Modeling

These steps for implementation were adapted from:

The implementation process for video modeling is similar for each type of video modeling strategy (e.g., tape modeling, video self-modeling, split-screen modeling, video prompting). Ten steps are outlined below which describe how video modeling is implemented with learners with ASC.

Step 1. Targeting a Behavior for Teaching

In Step 1, teachers/practitioners focus on identifying a behavior for the learner with ASC to model.
Autism Focused Intervention Resources and Modules: AFIRM

- Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age
- In each module:
  - Key components of an EBP including various ways to use it
  - Behaviors and skills that can be addressed using the practice
  - A step-by-step process for applying the practice
  - downloadable resources

Professional Development Certificate

<table>
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<tr>
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<th>Non-Certificate Track</th>
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<td>Case examples demonstrating the use of the EBP</td>
<td>Case examples demonstrating the use of the EBP</td>
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<td>Post-assessment required</td>
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<td>Evaluation required</td>
<td>Evaluation optional</td>
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Available EBP Modules

- **Anecdotal-Based Intervention (ABI)**
  - Description: Anecdotal-based interventions can be used to decrease an identified interfering behavior and increase engagement by modifying the environment.
  - Time to complete: This module will take approximately 1-3 hours to complete.

- **Discrete Trial Training (DTT)**
  - Description: Discrete trial training can be used to teach a new skill or behavior.
  - Time to complete: This module will take approximately 2-3 hours to complete.

Visit afirm.fpg.unc.edu for more information.

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**YET MORE SELF-LEARNING MODULES ON EBPs**

Autism Internet Modules

www.autisminternetmodules.org

"These modules give teachers ideas on what they can do to include children and maximize learning."

Explore modules covering a variety of topics.

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**SELF LEARNING MODULES FOR TODDLERS!**

NPDC-ASD Early Start Website

http://asd toddler.fpg.unc.edu

About the Project

- Learning Modules
- Project Resources

EBPs using evidence-based practices for Autism Spectrum Disorder (ASD)

For more information, visit afirm.fpg.unc.edu.
Another Resource for Older Individuals with ASD

http://cseса.fpg.unc.edu/

CSESA
The Center on Secondary Education for Students with Autism Spectrum Disorder

About the Center | Our Team | Resources | Partner with CSESA

CSESA Launches in 50 Schools
CSESA is a multi-disciplinary approach to secondary education for students with autism spectrum disorders. The program is designed to improve academic outcomes for students with ASD.

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

Use these Quick Links on the CAPTAIN website to access these EBP resources:

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 composed of the following:
- Preschoolers
- Children with autism spectrum disorders, their families, and service providers
- Community-based practitioners

Quick Links
- National Professional Development Center on Autism Spectrum Disorders
- AYFAR ASC Learning Module
- National Autism Center
- Autism Internet Modules
Other Summit Sessions Will Provide:
1. Additional information and training to SELPA Cadre about coaching and implementing training using Evidence Based Practices
2. Additional information to Regional Center Cadre about Interagency Collaboration related to EBPs and how to disseminate information to RC staff and Vendors
3. Additional information to Family Support Agency Cadre about how to disseminate information about CAPTAIN and EBPs to Family Agency Staff and Parents you support
4. Additional information and resource about early identification using the Learn the Signs Act Early (LTSAE) resources
5. Additional support in developing your Regional Plans

QUESTIONS?

“Children and families cannot benefit from evidence-based practices that they do not experience.”
-Dean Fixsen, NIRN, 2006

http://nirn.fpg.unc.edu/
How Can I Help Support People In Implementing These EBPs With Fidelity?

Coaching Principles and Practices


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<th>Training Components</th>
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<td>Data Feedback</td>
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Joyce & Showers, 2002
Qualities of an Effective Coach

- Competent
- Focuses on others' perspectives/interests
- Support others' ideas objectively without immediate judgment
- Collaborates to determine which evidence-based practices guide the work with the student
- Addresses aspects of the issues/concerns
- Adapts to take advantage of a spontaneous learning situation
- Creates a caring relationship in which challenges are viewed as opportunities for growth
- Successes are celebrated

Underlying Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through self evaluation.
- Practices can change using data and observational feedback.
- Coaching is a cyclical process.

Open vs. Closed Questions

Open Question Starters
- Tell
- How
- Describe
- What
- Why

Closed Question Starters
- Are
- Do
- Have
- Should
- Will
- Would
- Can

Open questions are incompatible with closed questions
**Coach**

- Engages in focused conversation
- Observes
- Uses questioning and communication skills to empower the partner to reflect on practices
- Helps partner to incorporate evidence-based practices
- Shares knowledge, expertise and guidance
- Provides direction in
  - Targeting evidence-based practice
  - Identifying data collection methods
  - Interpreting performance

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**Coaching Log**

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**Coaching Process**

1. Pre-observation Conference
2. Observation
3. Post-observation Conference
Pre-observation Conference
Inviting Partner’s Role

- State the purpose
- Negotiate coaching target
- Agree on observable partner and student behavior
- Negotiate data recording
- Negotiate dates/times for observation and post-observation conference

Pre-observation Conference
Coach’s Role

- Complete coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Summarize the pre-observation conference
- Negotiate dates/times for observation and post-observation conference

[COACHING LOG]

<table>
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<tr>
<th>Inviting Partner</th>
<th>Coach</th>
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<tbody>
<tr>
<td>Date</td>
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<td>Target</td>
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<tr>
<td>Mastery / Maintenance criteria</td>
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</tbody>
</table>
Video Example- Pre-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo

Observation
Inviting Partner’s Role

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data
- Prepare students for coach’s arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson

Observation
Coach’s Role

**Etiquette**
- Arrive and leave at the agreed upon time
- Follow the agreed upon script if a student attempts to engage coach
- Do not signal or talk to the partner during observation
- Do not participate in lesson

**Activities**
- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to IP before postobservation conference
Coaching Log

Post-observation Conference
Inviting Partner’s Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Finalize action to improve performance
- Negotiate date/time for next preobservation conference

Post-observation Conference
Coach’s Role

- Present data, data summary, and notes
- Solicit self-evaluative statements
- Suggest/prompt IP to develop solutions
- Suggest/prompt IP to develop a plan of action based on the data
- Provide feedback on the IP’s performance
- Invite discussion and sharing of ideas
- Decide on future plans
- Schedule next pre-observation conference/observation
- Complete coaching log
Video:
School Administrators Reflect on Coaching

[https://www.youtube.com/watch?v=91GXpCOZPNA](https://www.youtube.com/watch?v=91GXpCOZPNA)

Potential Barriers to Coaching

- Administrative Support
- Time
- Coaching Skills

If these are not in place, coaching is unlikely to succeed

Some Tips:
Recruiting the Best Candidates

- Start with willing participants
- Ask for volunteers to work with you on this project
- Have past recipients help to recruit new recipients
- Test your new coaching skills and roll out on a trusted recipient who will give you feedback and help you develop too
### Some Tips: Set Expectations

- Involve Administration
- Have a three way meeting with
  - Admin, Coach and Recipient
    - Admin states the goals of coaching and expectations of both coach and recipient
    - Have participants make a commitment [written]
- Clarify the relationship
  - Not evaluative, rather supportive

### Coaching Tools

- CAPTAIN Classroom Observation Form
- CAPTAIN EBP Survey
- EBP Trainings and/or AIMS Modules
- Briefs and Implementation checklists
- GAS goals
- Coaching logs

www.captain.ca.gov

### CAPTAIN Classroom Observation Form

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<th>Category</th>
<th>Score</th>
<th>Action</th>
<th>Decision</th>
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<tr>
<td>2. Classroom management</td>
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<td>3. Student engagement</td>
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<tr>
<td>4. Teacher's role</td>
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<tr>
<td>5. Classroom environment</td>
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<tr>
<td>6. Student behavior</td>
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<tr>
<td>7. Parent involvement</td>
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More information


Wrap Up

Unless you’re using evidence-based procedures, I can’t hear a word you’re saying.
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California Autism Professional Training and Information Network

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