



CAPTAIN

California Autism Professional Training
and Information Network

www.captain.ca.gov/handouts.html



10:15– 12:00

PRESENTERS

- **Ann England**, Assistant Director, Diagnostic Center, CDE
- **Patty Schetter**, Project Manager, UC Davis MIND Institute
- **Emily Woolford**, Assistant Chief, Early Start & Health Services Section, DDS
- **Christine Bagley**, Community Program Specialist II, DDS, Early Start and Health Services Section
- **Debbie Sarmiento**, Manager, Family Resource Center Network
- **Jessica Surheinrich**, Assistant Professor of Special Education, San Diego State University
- **Michelle Dean**, PhD, Assistant Professor, Special Education, CSU Channel Islands
- **Soryl Markowitz**, LCSW, Westside Regional Center
- **Karin Jinbo**, Coordinator Behavioral Health, Novato USD/Marin County SELPA
- **Sharon Floyd**, ASD Program Coordinator, East San Gabriel Valley SELPA

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

“AUTISM TREATMENT”?





AUTISM TREATMENT



All

News

Images

Books

Videos

More

Settings

Tools

About 103,000,000 results (0.86 seconds)

Stem Cell Treatment for Autism | Case Studies, Rationale & More

www.stem-cell.institute/

Learn about the connection between **autism**, inflammation and immune dysfunction.

Highlights: Established In 2007, Free Autism Chapter Available

**Results 103,000,000 for "AUTISM TREATMENT"!!!!
(January 14, 2018)**

HBOT therapy for Autism | Best Hyperbaric Therapy @CIHC

www.californiahyperbarics.com/autism

Autism Therapy For Your **autistic** Child. Best **Treatment** & support from CIHC.

Cost-effective · Affordable · Trusted · Safe · Reliable

Autism Treatment Services · Professional Treatment · California HBOT Center · Study Resources

What's New from NPDC?



NEW!

National Clearinghouse on Autism Evidence and Practice



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

Review Research
2012-2017

[http://ncaep.fpg.unc.edu/
captain.ca.gov](http://ncaep.fpg.unc.edu/captain.ca.gov)



NEW!

National Clearinghouse on Autism Evidence and Practice

- National Clearinghouse on Autism Evidence and Practice (NCAEP) was formed with the purpose of providing a continuation of the NPDC critical reviews
- NCAEP 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 ASD from birth through age 21
- Hopes to publish a report in Winter 2018

Education Updates



December 7, 2017

U.S. Dept of Ed Released Q&A Clarifying Scope of FAPE Response to March 2017 U.S. Supreme Court opinion IDEA Endrew F. v. Douglas Case



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

December 7, 2017

Questions and Answers (Q&A) on *U. S. Supreme Court Case Decision* *Endrew F. v. Douglas County School District Re-1*

On March 22, 2017 the U.S. Supreme Court (sometimes referred to as Court) issued a unanimous opinion in *Endrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988. In that case, the Court interpreted the scope of the free appropriate public education (FAPE) requirements in the

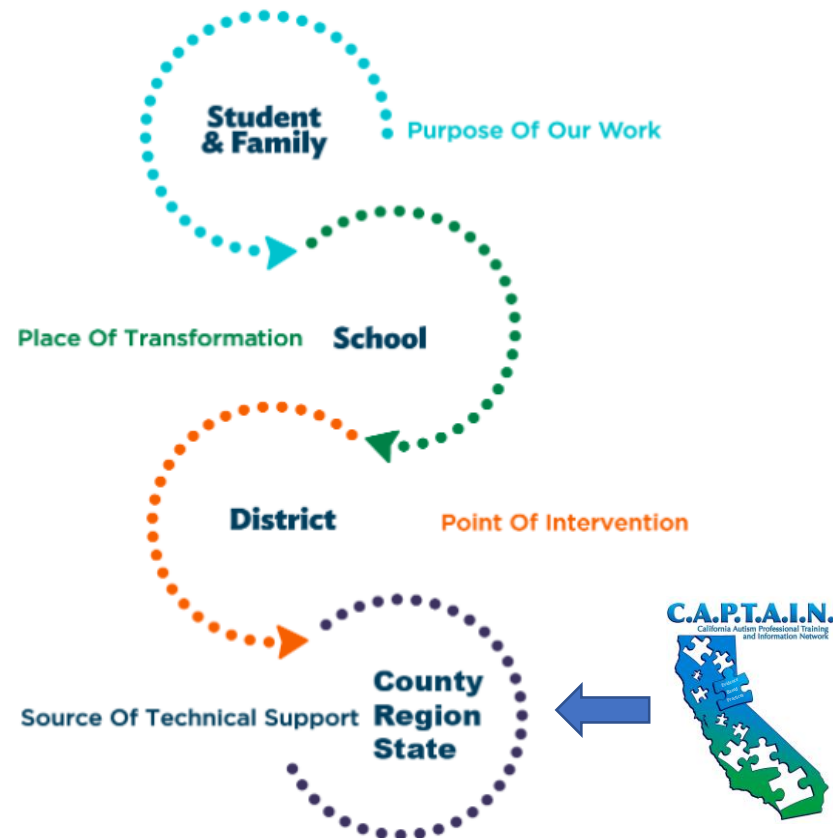
https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-endrewcase-12-07-2017.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

- The Supreme Court decisively rejected the “merely more than de minimis” standard used by the Tenth and other Circuits; therefore that standard is no longer considered good law.
- The Court explained,
 - “[a] student offered an educational program providing merely more than de minimis progress from year to year can hardly be said to have been offered an education at all...The IDEA demands more.”
 - Now, as a result of Endrew F., ***each child’s educational program must be appropriately ambitious in light of his or her circumstances, and every child should have the chance to meet challenging objectives.***

Aligning CAPTAIN with Other Initiatives

California's Multi-Tiered System of Support is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.

System of Engagement



NEW!

Aligning with UDL

**INFOGRAPHICS
ON CAPTAIN
WEBSITE!**

Using Universal Design for Learning (UDL) Guidelines & Evidence Based Practices for Autism

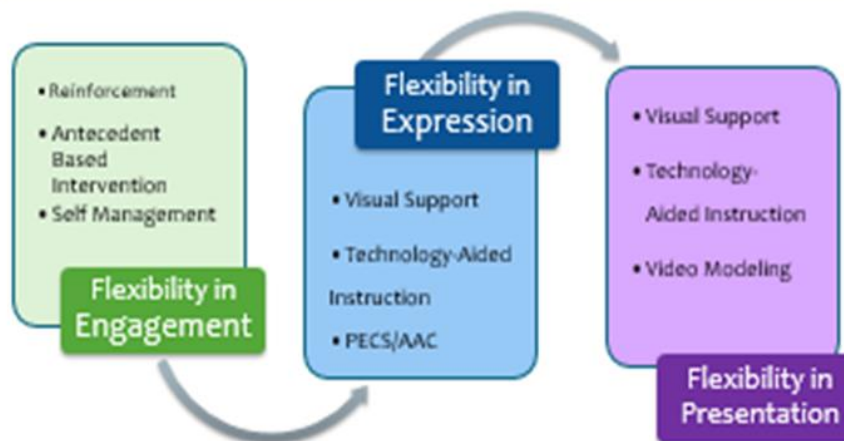


Why?



- There are 104,573 students with ASD in CA Public Schools and that number is steadily growing (CDE, 2017)
- More than half of students with ASD have cognition in the average range (CDC, 2016)
- Students with ASD can be supported in accessing the General Education Curriculum and the CA State Standards with the use of Universal Design for Learning (UDL) and Evidence Based Practices (EBPs) for Autism

EBPs for ASD in the UDL Guidelines:



To learn more about the EBPs for Autism visit: www.captain.ca.gov
or participate in the free online learning modules at: <https://afirm.fpg.unc.edu>
Find resources and learn more about UDL through CAST: <https://www.cast.org>



Kirsten Yeates
Leslie Comstock
Patty Schetter
Ann England

www.captain.ca.gov



Aligning with the Evidence Based Practices for Behavior (PBIS)

INFOGRAPHIC ON CAPTAIN WEBSITE!

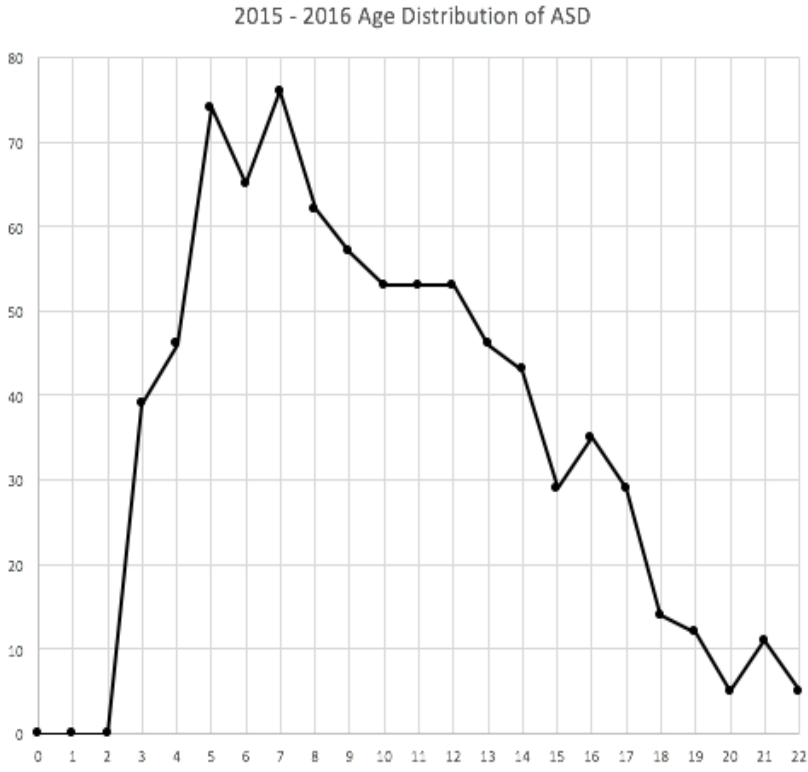
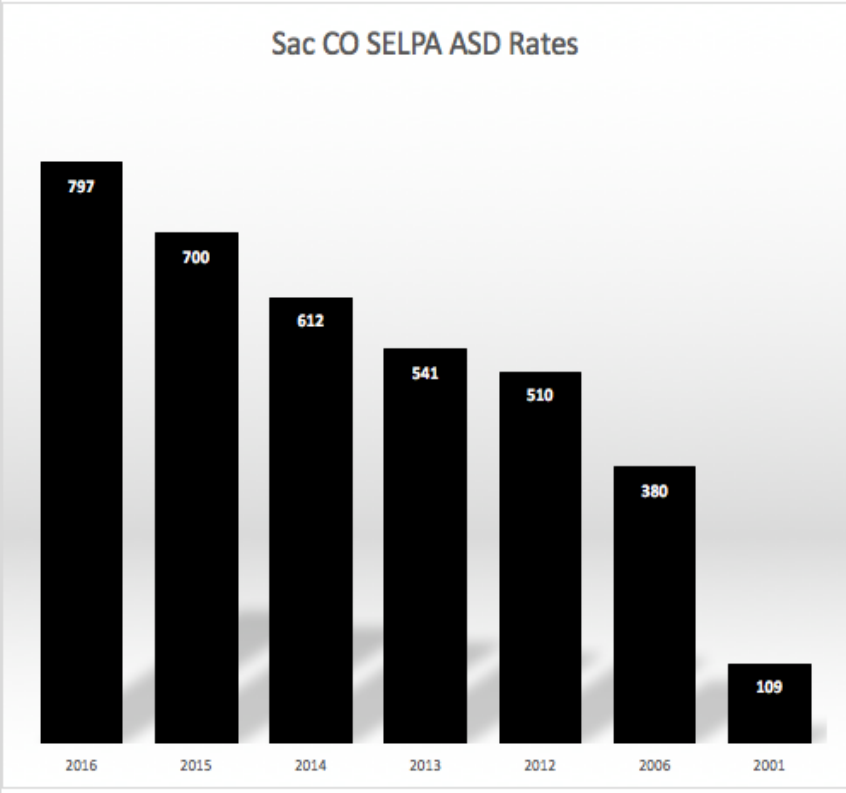
www.captain.ca.gov

EBPs for Behavior*	EBPs for ASD*
Effectively design the physical environment of the classroom; maximize structure in classroom.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Visual Supports
Develop and teach predictable classroom routines Post, teach, review, monitor, and reinforce a small number of positively stated expectations.	<ul style="list-style-type: none"> ✓ Visual Supports ✓ Task Analysis ✓ Reinforcement
Use active supervision and proximity. Prompt or remind students of expected behavior	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Prompting
Establish a continuum of strategies to acknowledge appropriate behavior.	<ul style="list-style-type: none"> ✓ Reinforcement
Make the problem behavior irrelevant with anticipation and reminders.	<ul style="list-style-type: none"> ✓ Antecedent Based Interventions ✓ Self-Management ✓ Exercise ✓ Cognitive Behavior Intervention
Establish a continuum of strategies to respond to inappropriate behavior.	<ul style="list-style-type: none"> ✓ Differential Reinforcement of Alternative, Incompatible or Other Behavior ✓ Response Interruption/Redirection ✓ Extinction
Help student learn appropriate behaviors	<ul style="list-style-type: none"> ✓ Social Skills Training ✓ Structured Play Group ✓ Functional Communication Training ✓ Discrete Trial Training ✓ Modeling ✓ PECS ✓ Pivotal Response Training ✓ Scripting ✓ Social Narratives ✓ Video Modeling ✓ Parent-Implemented Intervention
Determine the function of the behavior to select a FERB (Functional Equivalent Replacement Behavior)	<ul style="list-style-type: none"> ✓ Functional Behavior Assessment ✓ Functional Communication Training
Expectations and behavioral skills are taught and recognized in the natural context	<ul style="list-style-type: none"> ✓ Naturalistic Instruction ✓ Pivotal Response Training
Provide a range of evidence based practices that promote active engagement in the classroom	<ul style="list-style-type: none"> ✓ Technology-Aided Instruction and Intervention ✓ Peer-Mediated Instruction and Intervention ✓ Antecedent Based Interventions (e.g., Special Interests)

Sample for One SELPA

ON CAPTAIN WEBSITE!

Statement of Need



NEW!

What's New?

Behavior Graphing Doc

captain.ca.gov

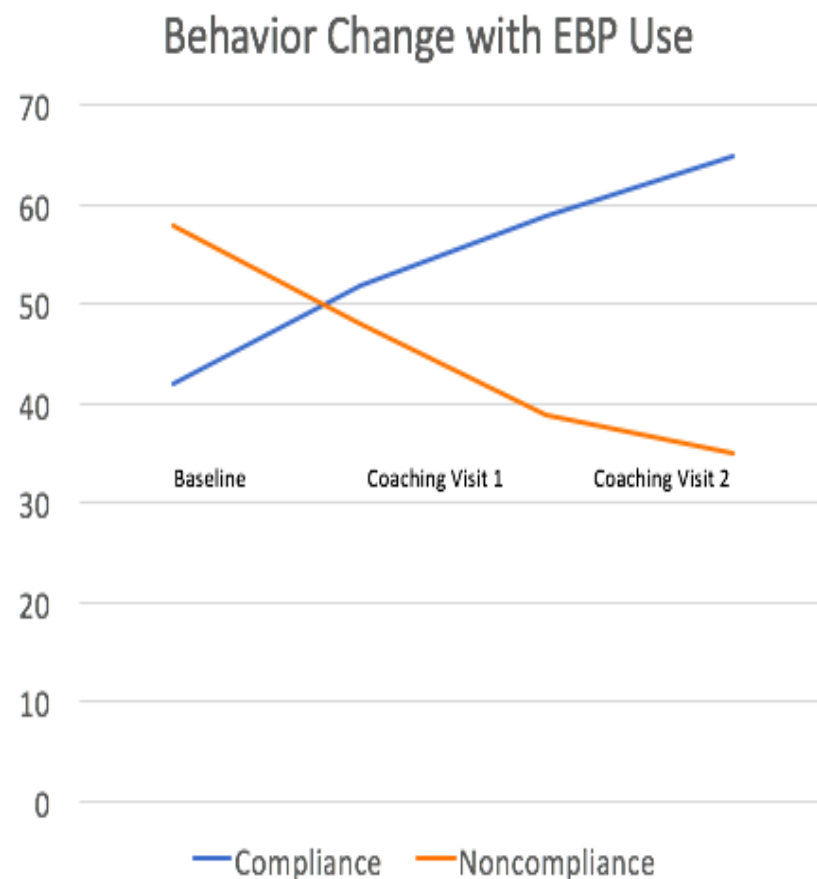
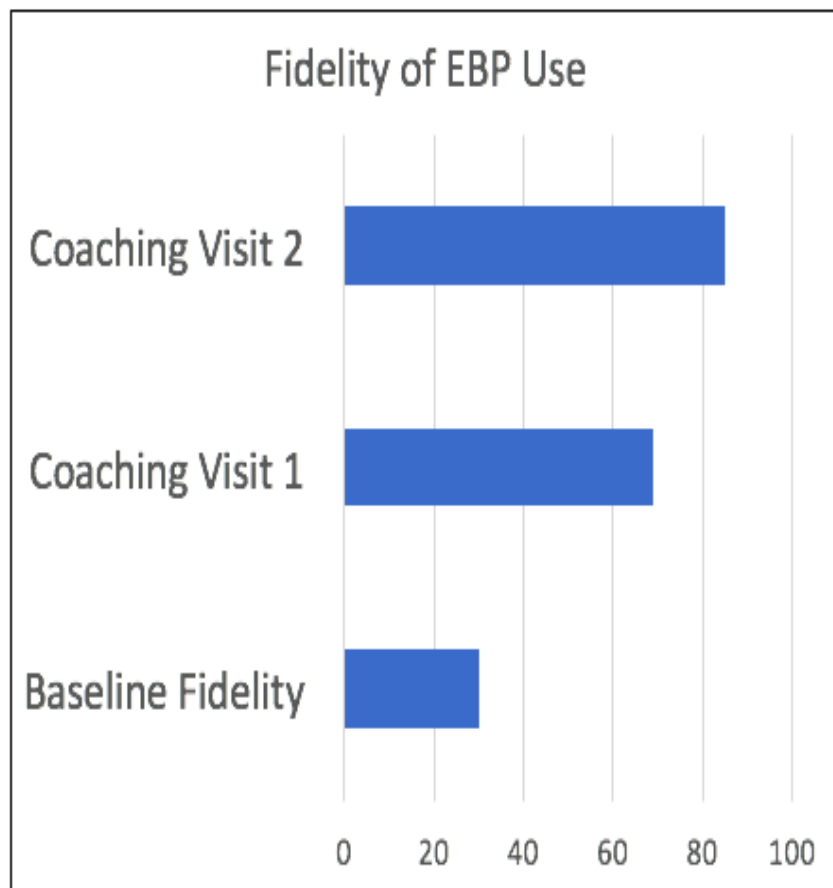


Task Analysis for Creating Graphs in Excel™

Creating a Line Graph
1. Open Excel™ and start a new "Blank Workbook"
2. In Cell A1, type the title for your independent variable (e.g. the EBP implemented)
3. In Cell B1, type the title for your dependent variable/the behavior you are monitoring (tantrums, initiations, following verbal directions, etc)
4. Enter the dates, labels or numbers for each independent variable data point in column A, starting with cell A2 and continuing downwards until all data points have been entered.
5. Enter the numbers or percentages for each of the dependent variables/behaviors monitored beginning in cell B2 and descending until all data points have been entered.
6. Once you have entered all data points, highlight all of the cells that contain the data points (including the titles-A1/B1).
7. After all of the data is highlighted, select "Insert" from the menu bar in the upper left corner and scroll down to select "Line".
8. Select the choice "Line with Markers"
9. The graph will appear on your workbook
10. If you do not wish to keep the diagonal line, click on it and select "delete"

Heather Maurin
Patty Schetter

One Student Example: Use of Visual Schedule



CAPTAIN You Tube Page



The screenshot shows a web browser window with the URL https://www.youtube.com/playlist?list=PLdYnp2_boOzf90gKht1S_Vb-QS7VfdoW. The page displays a YouTube channel named 'CAPTAIN' with a 'SUBSCRIBE' button. The channel description reads: 'This is an example playlist, using random videos, to give an idea of how a YouTube playlist will look. This text area is where the playlist description would go.' The playlist contains six videos:

1. CAPTAIN (5:03)
2. Captain Summit 2017 - Hot Topics (1:02:45) by UC Davis MIND Institute
3. Captain Summit 2017 - Keynote Presentation by Dr. Sam Odom (1:12:24) by UC Davis MIND Institute
4. Captain Summit 2016-2017 - Implementing EBPs SELPA-wide Antelope Valley SELPA (59:43) by CAPTAIN
5. Learn the Signs. Act Early. Deputy Ambassador Webinar (36:06) by CAPTAIN
6. "Learn the Signs. Act Early." Deputy Ambassador Follow Up (24:25) by CAPTAIN

**Click on
YouTube icon
on CAPTAIN
Website!!**

**Summit Videos
Soon - EBP videos!**

Autism Speaks Tool Kits

<https://www.autismspeaks.org/family-services/tool-kits>

<https://www.autismspeaks.org/family-services/tool-kits>



[WALK](#) [DONATE](#) [SHOP](#)

SEARCH



VITALS: [Autism Apps](#) [Resource Guide](#) [What is Autism?](#) [Screen Your Child](#) [Tool Kits](#)

[Home](#) [FAMILIES & ADULTS](#) [RESEARCH](#) [ADVOCATE](#) [GET INVOLVED](#)

By age



select

Tool Kits

[Share](#) 8103 [Tweet](#) 452 [Google +](#) 79 [Email](#) 334 [Share](#) 84

100 Day Kit



100 Day Kit

For Newly Diagnosed Families of Young Children

[AUTISM SPEAKS](#) FAMILY SERVICES



Autism Speaks Tool Kits/ Resources


www.autismspeaks.org

- *100 Day Kit*
- *Manual de los 100 Días*
- *Challenging Behaviors*
- *Advocacy*
- *Family Support Tool Kits*
- *Sleep Tool Kit*
- *Puberty and Adolescence*
- *Autism Friendly Youth Orgs*
- *Tips for Successful Haircuts*
- *School Community Tool Kit*
- *Individualized Education Program (IEP) Guide and Other Resources*
- *Transition Tool Kit*
- *Post Secondary Opportunities*
- *Visual Supports and ASD*
- *Guides to EEGs Parent /Prof*
- *Guide to PICA*
- *Guide to ABA*
- *Housing and Community Living*
- *A Guide for Adults with ASD*
- *Employment Tool Kit*
- *Medication Decision Aid*
- *Financial Planning Tool Kit*
- *Tools for Successful Vision Exams*
- *Blood Draw Tool Kit*
- *Dental Professionals Tool Kit*
- *Dental Tool Kit*
- *Community Based Skills Assessment*
- *Asperger Syndrome and High Functioning Autism Tool Kit*
- *Talking to Parents About Autism Kit*
- *Guide to Managing Constipation*
- *Exploring Feeding Behavior*
- *Providing Feedback to Families*
- *Guide to Toilet Training*



www.autismspeaks.org

A Parent's Guide To Blood Work For Children With Autism


Taking the Work Out of Blood Work: Helping Your Child With ASD




A Parent's Guide



These materials are the product of an ongoing initiative of the Autism Speaks Autism Treatment Network, a leading program of Autism Speaks. It is supported by competitive Agreement 1U54MH072044 through the U.S. Department of Health and Human Services, Mental Retardation and Services Administration, Research and Public Health Research Program at the Massachusetts General Hospital.



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www.autismspeaks.org

Phlebotomy Toolkit for Providers Treating Children with Autism

Taking the Work Out of Blood Work: Helping Your Patient With Autism



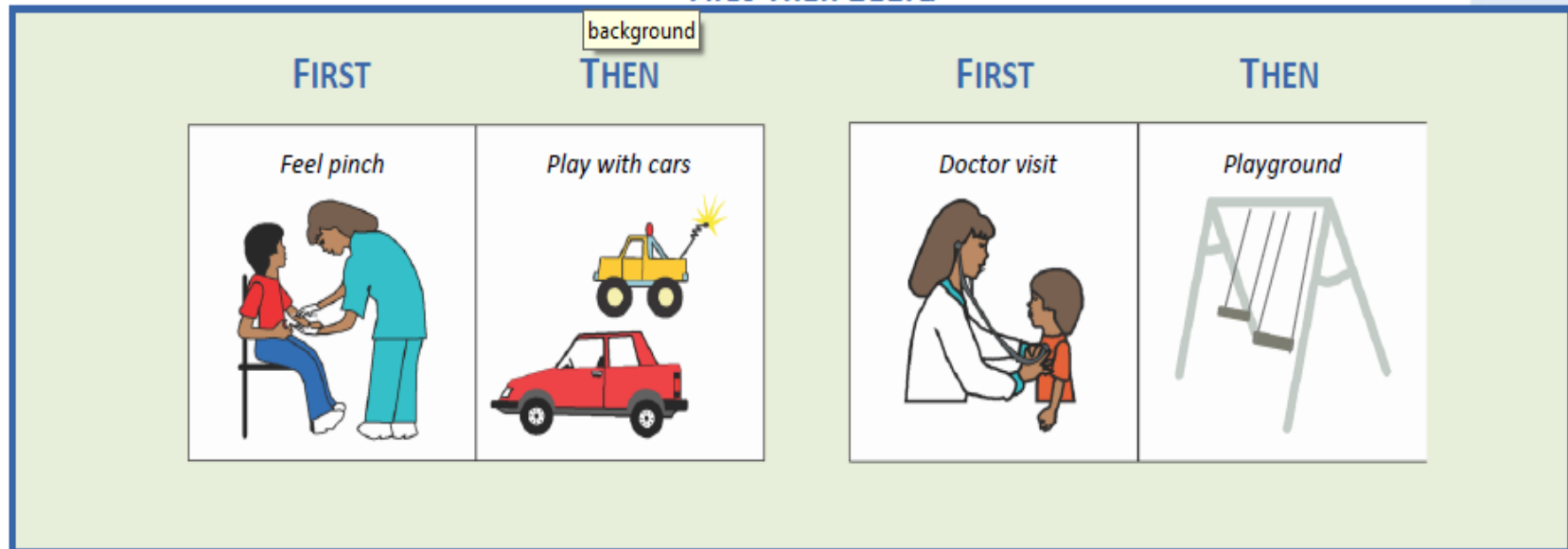
A Provider's Guide

printable visual supports, see Appendix F.

What Is A First-Then Board?

A First-Then board is a visual display that motivates patients to engage in medical procedures that are not preferred by clarifying the preferred items/activities that will be available after it is over.

First-Then Board



Phlebotomy Toolkit for Providers Treating Children with Autism

How To Use A First-Then Board

Determine what task you want your patient to complete (what goes in the “First” box) and choose the item or activity (what goes in the “Then” box) that he or she can realistically have access to immediately following the “First” task. Depending on the need of the patient, this can be the general overall procedure (e.g., “First go to the doctor, Then playground”) or can be broken down to specific tasks during the process that can each be paired with reinforcement.

HOT TOPICS STATE LEVEL UPDATE

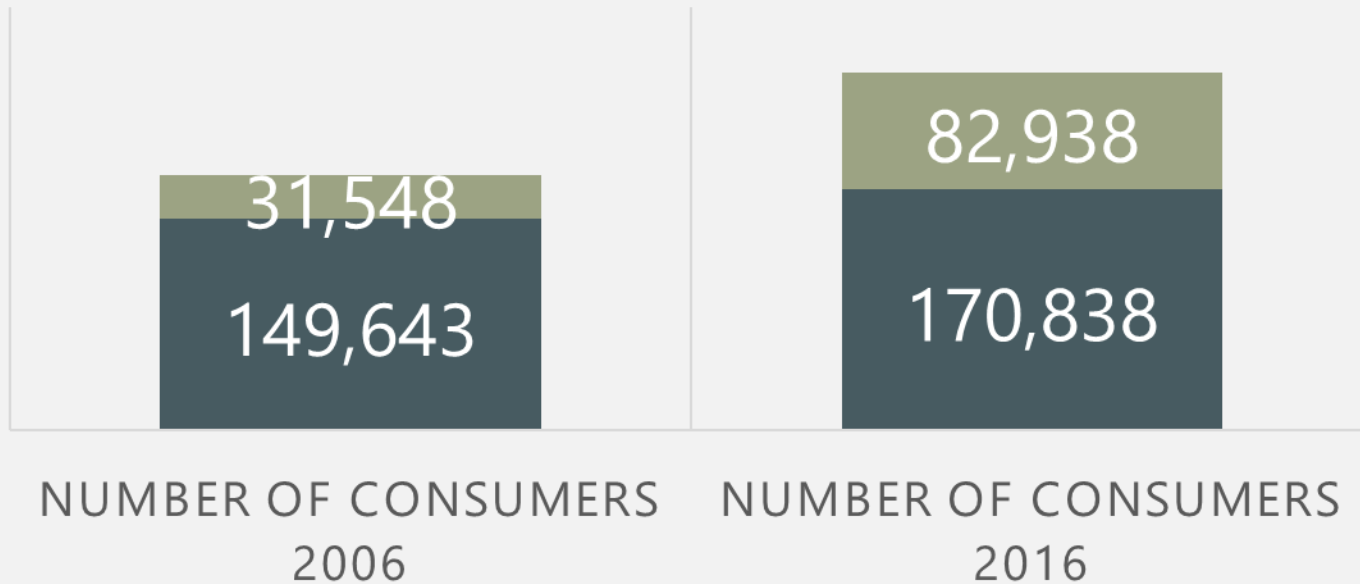
Department of Developmental Services (DDS)

Emily Woolford, Assistant Chief, Early Start &
Health Services Section, DDS

Christine Bagley, Community Program
Specialist II, DDS, Early Start and Health
Services Section

NUMBER OF CONSUMERS WITH AUTISM JANUARY 2006 AND JANUARY 2016

■ Does Not Have Autism ■ Has Autism



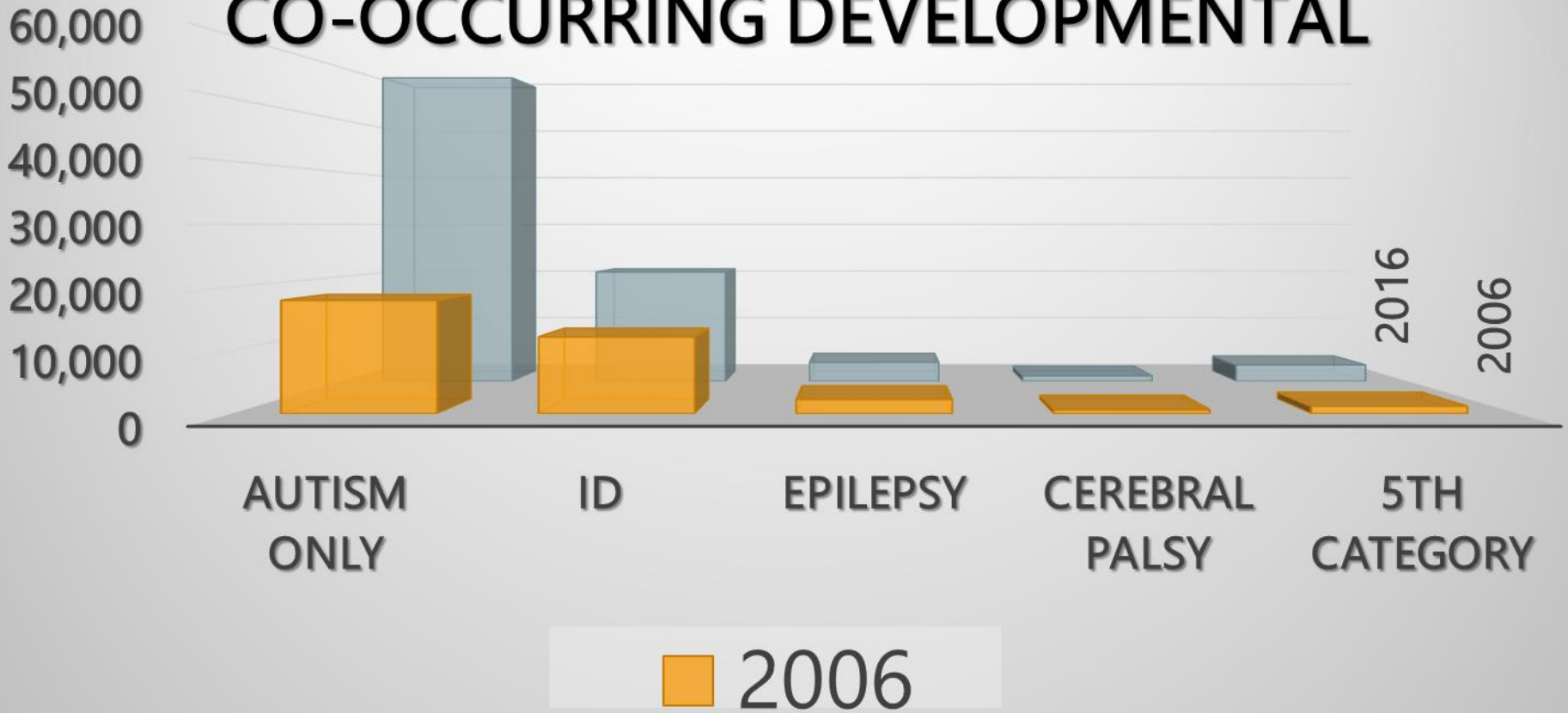
NUMBER OF CONSUMERS WITH AUTISM JANUARY 2006 AND JANUARY 2016

	January 2006		January 2016	
Has Autism	Number of Consumers	Percentage of Total	Number of Consumers	Percentage of Total
Yes	31,548	17%	82,938	33%
No	149,643	83%	170,838	67%
Total Consumers	181,191	100%	253,776	100%

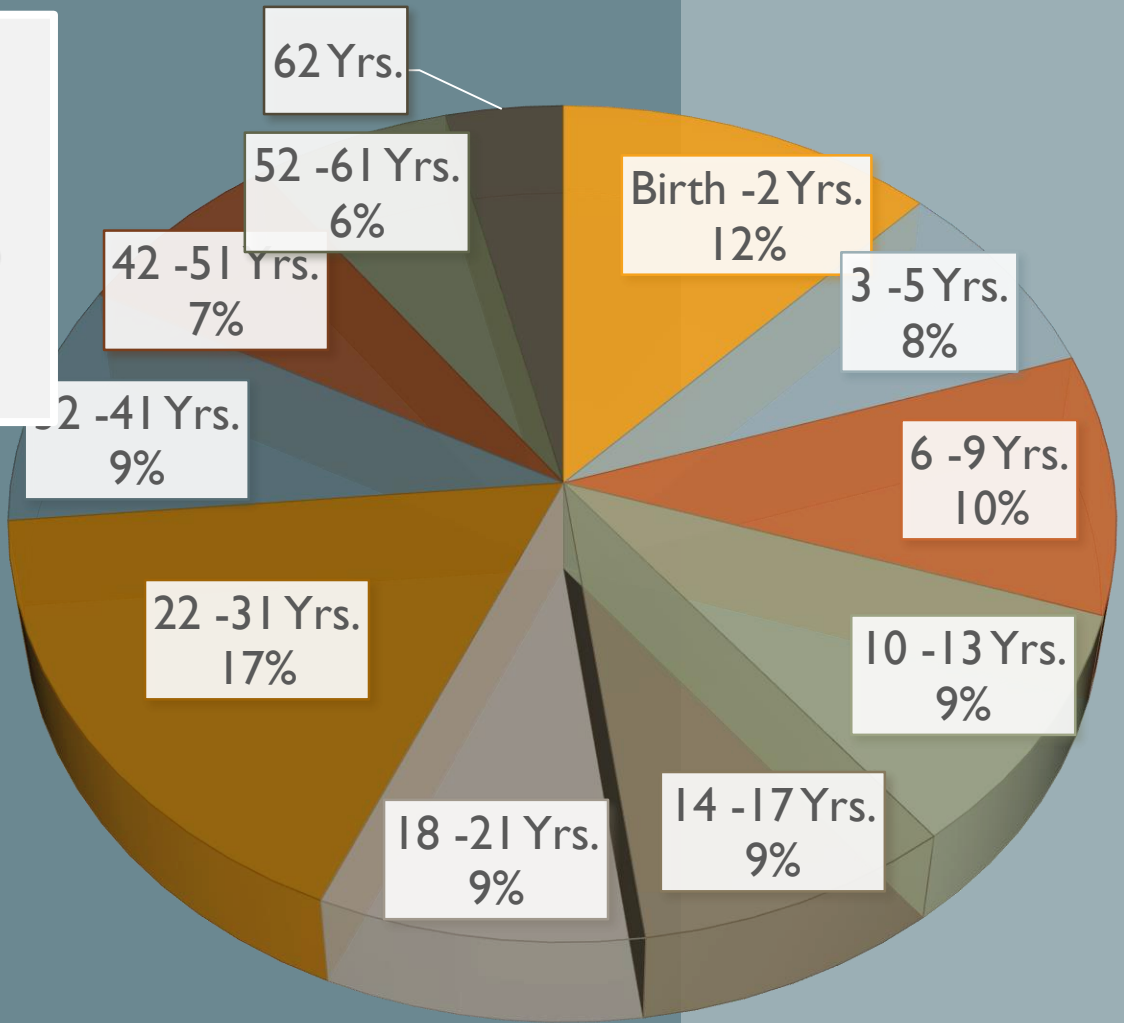
CASELOAD CHANGES OVER THE YEAR

	2015		2016		Caseload Change Over The Year	
Has Autism	Number of Consumers	Percentage of Total	Number of Consumers	Percentage of Total	Increased Number	Percent of Increase of Decrease
Yes	75,378	30.90%	82,938	33%	7560	2%
No	168,628	69.10%	170,838	67%	2210	-2%
Total Consumers	244,006	100.00%	253,776	100%	9770	4%

CONSUMERS WITH AUTISM AND CO-OCCURRING DEVELOPMENTAL



CONSUMERS WITH AUTISM BY AGE GROUP 2016





ABX2 1 and Family Resource Centers

2016 /17 ABX2 1

Allocated \$11 million to the Department of Developmental Services (Department) to assist regional centers (RCs) in the implementation of strategies to reduce disparities in regional centers' purchase of services (POS).

Westside Regional Center

Culturally Sensitive Parent-to-Parent Training Model

- Developing video training modules
- Utilizing parent leaders through the Family Resource Center
- Parent leaders will conduct outreach activities, assist parents with service access and appeals
- Transportation and childcare will be provided for events and trainings.

Tri Counties Regional Center Collaborative Project with Promotoras and Family Resource Centers

- Establish a collaborative between TCRC, Family Resource Centers, and promotora agencies.
- Project will focus on transitional Hispanic youth to increase service awareness. Advocacy training will also be provided to parents and help address existing cultural barriers preventing service access.

San Gabriel Pomona Regional Center - Support Mandarin Outreach Specialist at Family Resource Center

Provide additional funding to support the current Mandarin Outreach Specialist at the Family Resource Center to conduct additional outreach activities to the Chinese community.

San Gabriel Pomona Regional Center - Vietnamese Outreach Specialist

Hire a Vietnamese Outreach Specialist
at the Family Resource Center to
connect with the Vietnamese
community.

San Gabriel Pomona Regional Center - Childcare at Family Resource Center Meetings

Contract with a local family resource center to provide childcare during community meetings.

Hot Topics in Research



Mapping Leadership Structures in Special Education to Support Implementation

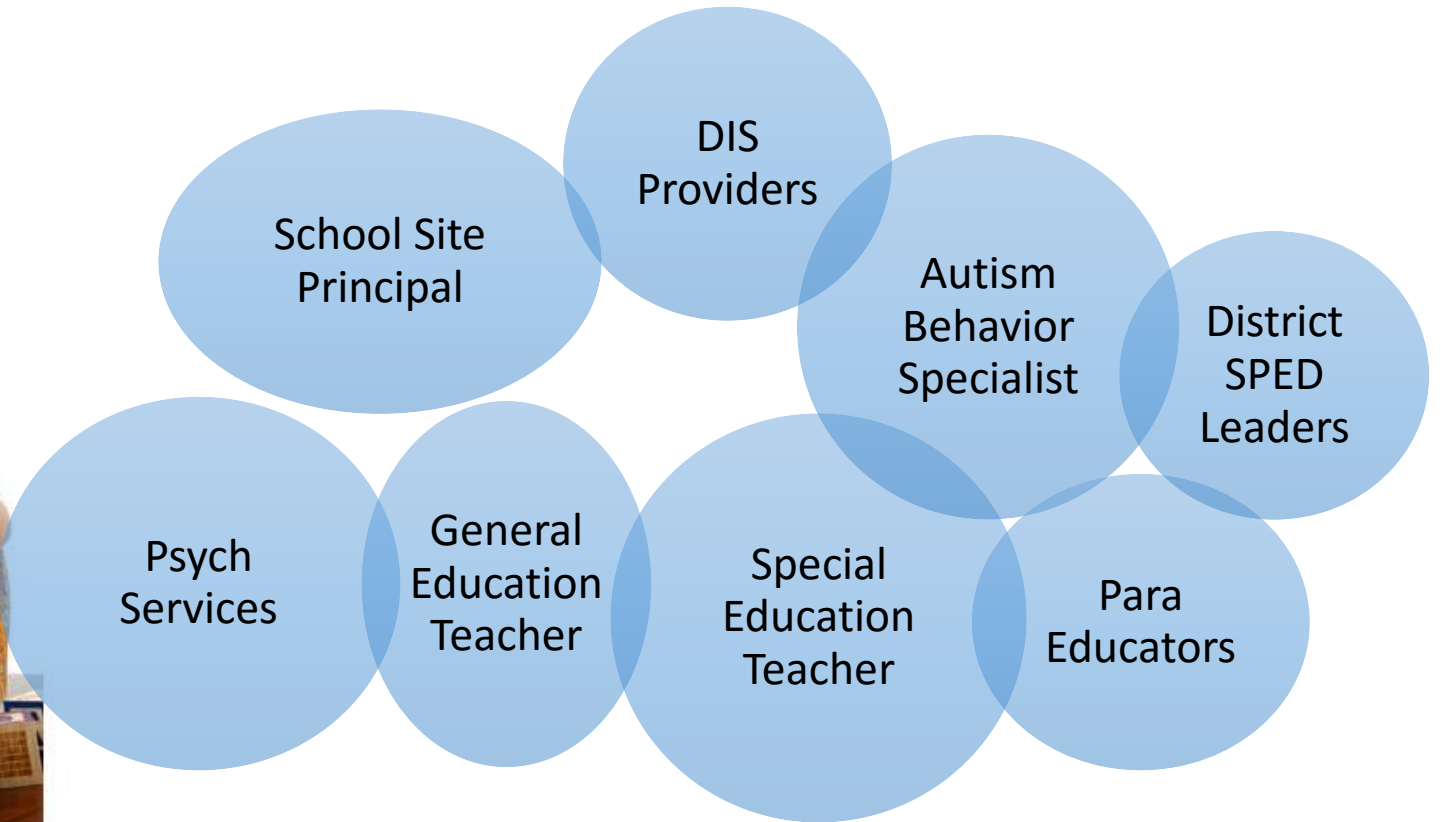
Jessica Suhrheinrich

Child and Adolescent Services Research Center

San Diego State University

Funding: K01MH109574





How does leadership structure influence implementation of school-based interventions for students with Autism Spectrum Disorder?



School Leadership Survey

63 item survey

- Implementation Leadership Scale
(Aarons, Ehrhart & Farahnak, 2014)
- Implementation Climate Scale
(Ehrhart, Aarons, & Farahnak, 2014)
- Staff involvement in implementation processes
- Demographics

School Leadership Survey

63 item survey

-Implementation Leadership Scale

(Aarons, Ehrhart & Farahnak, 2014)

-Implementation Climate Scale

(Ehrhart, Aarons, & Farahnak, 2014)

-Staff involvement in implementation processes

-Demographics



CAPTAIN

California Autism Professional Training
and Information Network



District Administrators

School site Principals

Mid-level Specialists

Teachers and other Providers

Preliminary Results:

Study Participants

- n= 331
- 87% Female
- 87% Professional degree/MA



Leadership practices supporting implementation of EBP for ASD

Implementation Leadership Scale Items	Mean (n=331)
Develop a plan	3.27
Remove obstacles	2.96
Establish clear expectations	3.14
Knowledgeable	3.41
Answer staff's questions	3.43
Know what they are talking about	3.49
Recognize and appreciates employee efforts	3.37
Support employee efforts to learn more	3.49
Support employee efforts to use	3.43
Persevere through the ups and downs	3.37
Carry on through the challenges	3.40
React to critical issues	3.44
Summary score	40.21

Leadership practices supporting implementation of EBP for ASD

Implementation Leadership Scale Items	Mean (n=331)	Largest Districts (n=102)
Develop a plan	3.27	3.23
Remove obstacles	2.96	2.86*
Establish clear expectations	3.14	2.95*
Knowledgeable	3.41	3.35
Answer staff's questions	3.43	3.33*
Know what they are talking about	3.49	3.42
Recognize and appreciates employee efforts	3.37	3.24
Support employee efforts to learn more	3.49	3.25*
Support employee efforts to use	3.43	3.30
Persevere through the ups and downs	3.37	3.23
Carry on through the challenges	3.40	3.27
React to critical issues	3.44	3.41
Summary score	40.21	38.84*

Who is involved in critical implementation activities?



Choosing which new educational interventions for children with ASD will be implemented

Choosing which new educational interventions for children with ASD will be implemented

44%



High-level leaders

69%



Mid-level
leaders

12%



School site
leaders

53%



Teachers & other Providers

Choosing which new educational interventions for children with ASD will be implemented

25%



High-level leaders

40%



Mid-level
leaders

Who has the most impact?

Determining what resources are available for new educational interventions for children with ASD

Determining what resources are available for new educational interventions for children with ASD

77%



High-level leaders

41%



Mid-level
leaders

21%



School site
leaders

6%



Teachers & other Providers

Determining what resources are available for new educational interventions for children with ASD

71%



High-level leaders

Who has the most impact?

Actively providing training in new educational interventions for children with ASD

Actively providing training in new educational interventions for children with ASD

27%



High-level leaders

73%



Mid-level
leaders

6%



School site
leaders

36%



Teachers & other Providers

Actively providing training in new educational interventions for children with ASD

63%



Mid-level
leaders

Who has the
most impact?

Summary:

- Implementation leadership behaviors vary
- Large districts have lower endorsement of leadership supports of implementation
- The number of personnel roles involved in *Planning* and *Implementation* varies
- Key personnel impacting implementation varies by activity



Implications for Practice and Policy:

- Need for targeted training and support for sustainment strategies
- School district characteristics may inform selection of implementation targets and intervention
- Leadership in implementation processes is distributed across roles



Thank you!

jsuhrheinrich@sdsu.edu



THE ART OF CAMOUFLAGE: GENDER DIFFERENCES IN THE SOCIAL BEHAVIORS OF GIRLS AND BOYS WITH ASD

Michelle Dean, Ph.D.



Girls with ASD

- Difficulties identifying and diagnosing girls with ASD (Girelli et al, 2010; Shadduck et al., 2009)
- Male bias in our perception of ASD
- Girls use compensatory behaviors (Dworzynski et al.2012)
- Mimicking and echoing (Knickmeyer et al., 2008)
- Camouflage (Dworzynski et al.2012)





Research Questions

To what extent do environmental factors like gender-related social behaviors and activities play a role in helping girls with ASD to mask their symptoms?

Are girls with ASD better at 'camouflaging' their symptoms of ASD and using compensatory behaviors to mitigate their social difficulties?

Are the symptoms of ASD more obvious and easier to detect in boys?

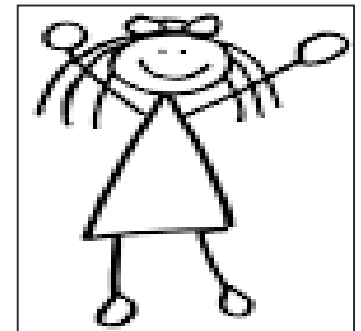
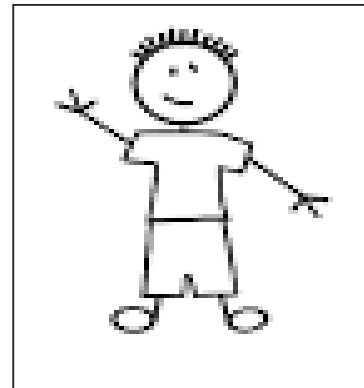
Dean, Harwood, and Kasari, 2016

Sample (n=96)

- Children with ASD

- ASD

- girls=24; boys=24
- Matched by age, IQ, City
- Confirmed diagnosis of ASD (ADOS)
- Average IQ (SB-5)
- General education placement



Social landscape

- Typically developing

- girls=24; boys=24
- Classmates of a student with ASD
- Pro-social behaviors

Playground Observation of Peer Engagement (POPE)

Int	State	Chi Initiations Gen = I, Peer R = +, Peer NR = -	Chi Responses App Res = + Miss opp = -	Comments (note affect, activity, atypical behavior, who the child engages with (aide, adult, peers) and anything of importance or interest)	
1	S			Child is alone or with an adult	
2					
3					
4					
5					
6					
7	JE			Child is actively socializing with a peer or peers	
8					
9					
10					
11					
12					
13	G			Child is playing a game with rules with a peer or peers	
14					
15					
STATES		S = Solitary	O = Onlooker	PA = Parallel Aware	G = Games with Rules
		X = Proximity	P = Parallel Play	JE = Joint Engage	

Playground Observation of Peer Engagement (POPE)

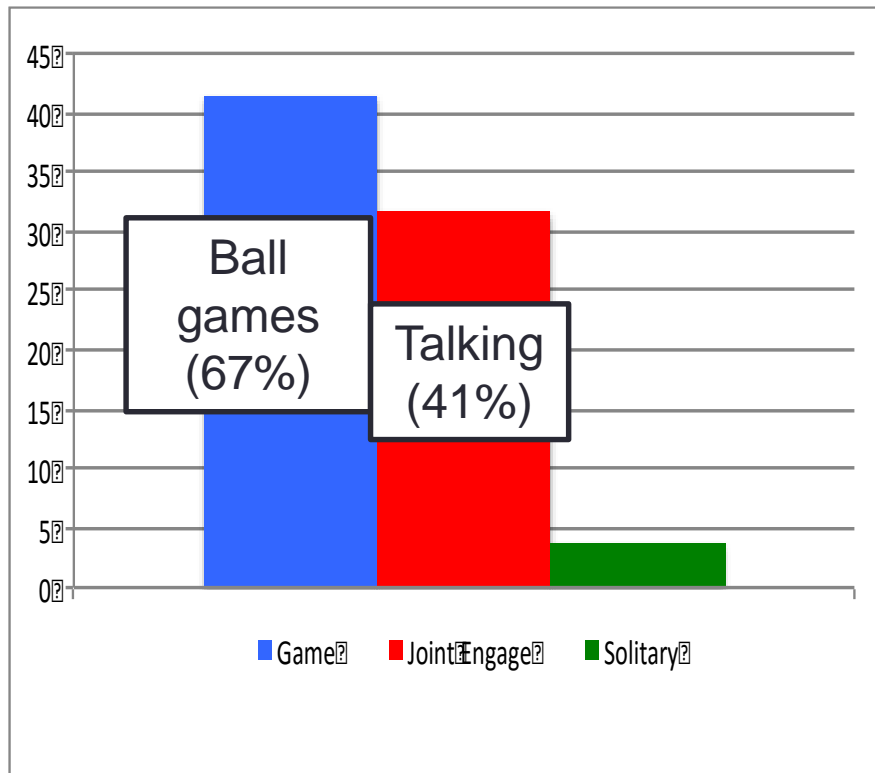
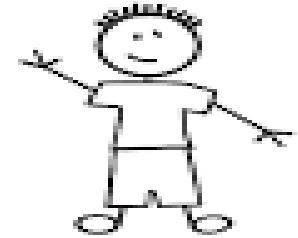
Int	State	Chi Initiations Gen = I, Peer R = +, Peer NR = -	Chi Responses App Res = + Miss opp = -	Comments (note affect, activity, atypical behavior, who the child engages with (aide, adult, peers) and anything of importance or interest)
1	JE			WALKING AND TALKING WITH ONE GIRL, happy
2				
3	JE			WALKING AND TALKING WITH ONE GIRL
4	JE			Talking with one girl on the jungle gym. laughing
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
STATES	S = Solitary	O = Onlooker	PA = Parallel Aware	G = Games with Rules
	X = Proximity	P = Parallel Play	JE = Joint Engage	

Concurrent Mixed Methods Analysis (QUAN+QUAL)

Comparative Analysis

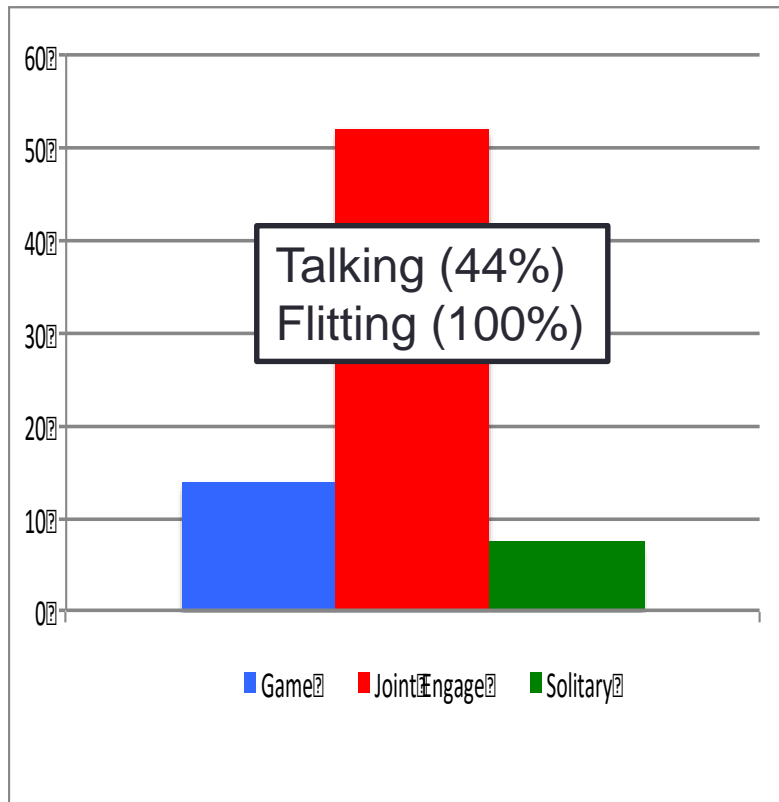
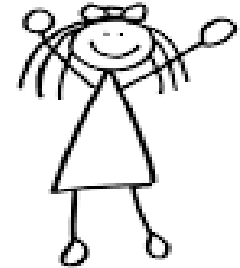
QUAN		QUAL	
Frequency	The proportion of time individuals spent in Game, Joint Engage, Solitary	Activity	Exploratory case study analysis (ASD: girls, boys; TD: girls, boys) identifying the primary activity in Game, Joint Engage, Solitary
Time	ANOVA, average amount of time groups spent in Game, Joint Engage, Solitary	Representative Examples	Representative descriptions of groups' social behaviors

Social Landscape: TD Boys



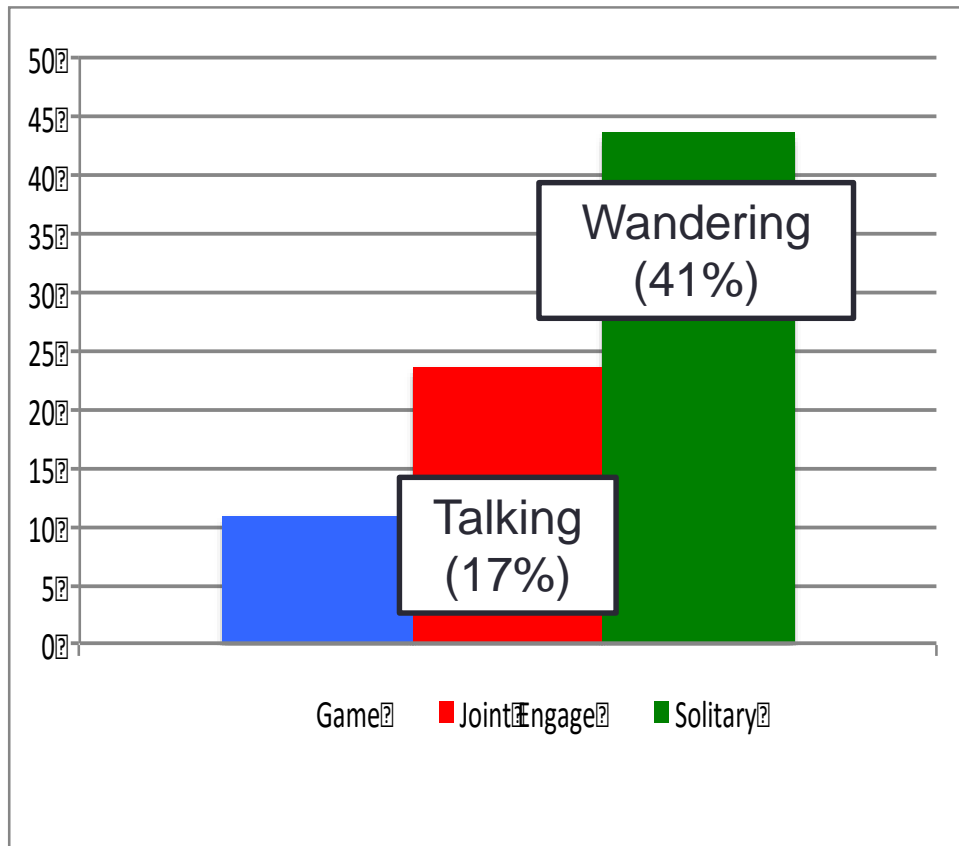
JE	Getting a game organized with other kids.
JE	Walking around to invite kids to play
G	Playing handball
G	Got out. Conversation on bench. Laughing and watching play.

Social Landscape: TD Girls



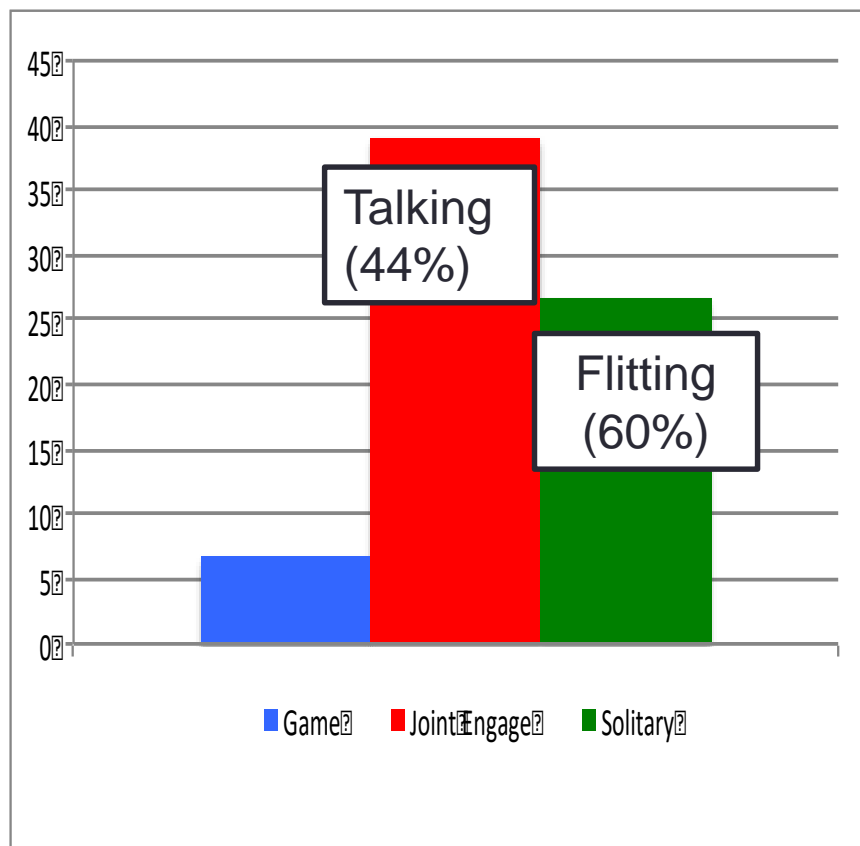
JE	Walking with 2 other girls. Smiling and talking.
JE	Sitting in a circle pretending to paint each other's nails (2 minutes).
JE	3 girls get up, hold hands and start running.
JE	Starts chasing a boy around. Laughing and happy.

Boys with ASD



S	Sitting alone eating snack.
S	Aide comes up and sits at the table with him.
S	Another aide comes and talks to that aide.
S	Smiling. Starts to go to the yard.
S	Wandering around with his head down. Alone.

Girls with ASD



JE	Caterpillar activity with 4 girls.
S	Walked away from the girls. Walked close to a crowd of boys. No talking.
S	Standing near a group of Girls. Not part of, but close.
JE	Initiates to girls to do something else. Conversation.

The female social landscape supports “Camouflage”



- Joint Engage less structured than Game
- Fluidity of female social groups
- ASD Compensatory behaviors
 - Hovering/Proximity
 - Initiations
 - Entering social activity
- Social difficulties exist

The male social landscape makes easier to detect the social challenges of boys



- TD boys: Play focused around Games
- Stability in social activities and groups
- Boys with ASD: Solitary

Conclusion

Boys



- Easier to identify
- Access to intervention
- Promote peer engagement

Girls



- Relative social strength
- More difficult to identify
- Sustain peer engagement

Thank you

- This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number UA3MC11055, Autism Intervention Research Network on Behavioral Health. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS, or the U.S. Government.

Research assistants

- Kate Reidel
- Marta Wirga

HOT Topics:

**REGIONAL CENTER RESPONSE
TO POLICY CHANGES**

**Soryl Markowitz, LCSW Westside
Regional Center**

DISPARITY

- 42% increase in consumer population from 2006-2016
- 2016 Hispanics became the largest ethnic group representing 37% of total consumers served by RC
- Data reflects variances in POS expenditures by ethnicity and language
- Hispanics have the lowest per capita expenditures
- Asian consumers 22+ highest utilization rate
- Per capita expenditures higher for Whites than all others

DISPARITY: Response

- * 2016 DDS allocates \$11 million for RC's to address disparities in POS
- * RC's submit proposals to:
 - * Develop resources in underserved communities
 - * Develop community agencies to do outreach
 - * parent training on advocacy
 - * RC responsibilities and individual rights under the law

Impact for CAPTAIN

- Each RC now has a “Cultural Specialist” hired to head up efforts
- Will be looking to partner with the community including schools and FRC/FEC for outreach
- Great opportunity to train and partner with these Cultural Specialists on CAPTAIN, EBPs and how to disseminate info to underserved populations

CMS/HCBS FINAL RULE

Reviewed

- * Law passed in January, 2014
- * Designed to ensure access to full benefits of community living
- * All services and supports focus on quality of life and optimizing autonomy and independence in making life choices including living arrangement and work

CMS/HCBS Requirements

- Smaller residential settings
- Focus on rights and self determination
- Focus on qualities and attitudes of providers
- Access to community life including full competitive integrated employment (CIE)
- Meeting support and access needs fully

What is Happening and What to Expect

- Technical support and funding available for providers to transition programs (residential and day programs)
- High School and Postsecondary programs need to be made aware that changes are occurring and adapt expectations and outcomes
- Great opportunity to support new programs and newly restructured programs in using EBPs like Self-Management, video modeling and others that promote independence and inclusion

SELF DETERMINATION

Five Principles of Self Determination

- * **Freedom** to exercise same rights as all citizens
- * **Authority** to control individual budget and purchase services and supports they choose (CMS approved)
- * **Support** arrange resources and personnel to assist in integration in community
- * **Responsibility** for the decisions in their own life- accountable for use of public dollars, have valued roll in community via competitive employment, spiritual development, organizational affiliations
- * **Confirmation** critical role in making decisions overall

SELF DETERMINATION Review

- * Law signed by Governor Brown in 2013
 - * Voluntary delivery system consisting of a defined and comprehensive mix of services and supports, selected and directed by an individual through person centered planning.
 - * Designed to assist individuals to achieve personally defined outcomes in the community settings that provide and promote inclusion.

SELF DETERMINATION Update

- * Waiting for federal approval of CA Plan
- * Info sessions taking place around the state
- * Random drawing will take place of those who attend info sessions
- * The demographics being considered are:
 - * Age
 - * Disability
 - * Ethnicity
 - * Gender

PERSON CENTERED PLANNING

- * Incorporated into both HCBS and Self Determination, and the focus on Community Inclusion and Competitive Integrated Employment
- * **Person-centered planning** is a unique, individually-focused approach to **planning** by persons who are in need of services and supports.
- * Process oriented approach putting individuals in charge of defining the direction of their lives
- * Includes those involved in the individual's life, by invitation only

LOCAL PARTNERSHIP AGREEMENT (LPA)

“real work for real pay in the real world”

- * Articulates ways in which local partners work together to streamline service delivery, engage communities and increase opportunities for Competitive Integrated Employment (CIE)**
- * Core partners are: Education agencies, Department of Rehabilitation (DOR) and Regional Centers (RC'S)**
- * Critical in efforts to change the ways individuals are served**
- * Better utilization of resources and improved employment outcomes**

LPA's Cont'd

- * Connect individuals with community resources and natural supports to achieve work goals identified in person centered plan that are integrated
- * Inform and assist re benefits planning to maximize earnings and employment
- * Provide opportunities for career exploration, development as well as post secondary education and training
- * Information on transition to be user friendly and reflect the cultural context of the individual
- * 24 and under not in less than minimum wage jobs

For more information

- * www.dds.ca.gov
- * www.scdd.ca.gov
- * www.cde.ca.gov
- * www.cdr.ca.gov

TRANSITION



Karin Jinbo, Coordinator Behavioral Health

Sharon Floyd, ASD Program Coordinator

David Andrecht, Educational Specialist , Glendora HS

What is Transition?



California Legislature

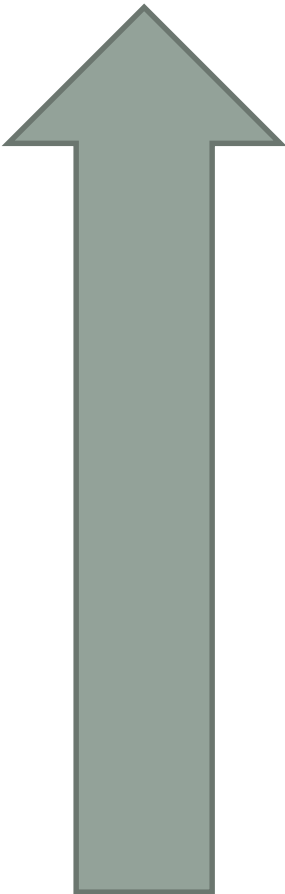
“The goal of transition services is planned movement from secondary education to adult life. Planning for transition from school to postsecondary environments should begin in the school system well before the student leaves the system.”



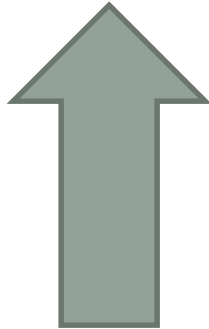
Focus



Academic Skills



Transition Skills



Graduation



Real Life

- How prepared are our students for the life after graduation?
 - Academics
 - Social
 - Communication
 - Functional



- California State Standards require social, functional, and communication skill set that start with California Preschool Learning Foundations

Transition Success Factors

- Understands strengths
- Accepts hurdles
- Control
- Successful environment
- Support system



Self Determination

- Gives people with disabilities the freedom to decide how they will live, work and participate in the community
 - Making choices and decisions
 - Goal setting
 - Problem solving
 - Self Advocacy skills across multiple environments
- Students with self-determination skills are **better prepared to participate in planning for their future and making decisions**



Underlying Goals



Self-Awareness

Strengths

Hurdles

Accommodations

Decision Making

Student Centered Planning / Interaction

Post Secondary Preparation (ASD)

- Realistic goals or vision
 - Student
 - Does the student want to attend college / university?
 - What 's the goal?
 - Family (where to do family/student want to be in 5 – 10 yrs.)
- Student interests and preferences
 - Narrow interests
 - Flexibility
- Community Experience
 - Community / travel
 - CBI – Community Based Instruction
 - Social recreational opportunities



Online Options

Career Zone

<https://www.cacareerzone.org>



Naviance

<https://www.naviance.com>

Stats



- Autism Spectrum Disorders
 - Often unemployed or under-employed
 - Find and lose jobs quickly
 - Cycle of low self-esteem, anxiety, and health problems
- Promoting successful work experiences
 - Evaluate sensory needs
 - Flexibility of co-workers / supervisors
 - Support and training in social skills / organization / communication
- **Survey with ASD individuals**
 - Part time work
 - Detailed job training, directions
 - Limited social interaction
 - No excessive sensory stimulation

Employers Top Ten Skills and Attributes

- Communication (oral / written)
- Honesty / Integrity
- Teamwork (works with others)
- Interpersonal skills (relates well to others)
- Motivation / Initiative
- Strong Work Ethic
- Analytical Skills
- Flexibility / Adaptability
- Computer Skills
- Time Management / Organizational Skills

Attributes an Employer Wants from College Graduates

Leadership	80.1%
Ability to work in a team	78.9%
Communication skills (written)	70.2%
Problem-solving skills	70.2%
Communication skills (verbal)	68.9%
Strong work ethic	68.9%
Initiative	65.8%
Analytical/quantitative skills	62.7%
Flexibility/adaptability	60.9%
Technical skills	59.6%
Interpersonal skills (relates well to others)	58.4%

Transition in Educational Settings

Postsecondary. Adult. Transition Plans. Portfolios

Oh My!

RESOURCES

- Self Advocacy-Determination Checklist [CLICK HERE](#)
- SCANS Self-Assessment [CLICK HERE](#)
- Field and Hoffman Self Determination Scales (parent, teacher, student, and observations) [FIND FHSDS HERE](#)
- AIR Self-Determination Assessments [CLICK HERE](#)
- ChoiceMaker Self-Determination Assessment [CLICK HERE](#)

Resources for Older Individuals with ASD



The screenshot shows the CSESA website interface. At the top, there is a navigation bar with tabs for 'ABOUT THE CENTER', 'RESEARCH', 'RESOURCES', and 'MATERIALS'. Below this is a large banner area with a background image of a graduation cap. On the right side of the banner, there is a text box that reads: 'The Center on Secondary Education for Students with Autism Spectrum Disorders' followed by a paragraph describing the center's mission and a 'LEARN MORE >' button. Below the banner are three statistics: '700+ students and families participated in CSESA research activities', '60 schools currently involved in the CSESA study', and '20+ resources available for educators, families, and students'. Below the statistics are two columns: 'Recent Research Activities' and 'Key Resources'. The 'Recent Research Activities' column lists three items with download links: 'Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives', 'Quality of High School Programs for Students with ASD in the United States', and 'Transitioning Together: A Family-Centered Transition Intervention for High School Students with ASD'. The 'Key Resources' column lists three items with download links: 'Understanding Autism Professional Development Curriculum', 'Autism at-a-Glance: Supporting Functional Communication in High School', and 'Secondary School Success Checklist'. A 'MORE >' button is located at the bottom right of the 'Key Resources' section.

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

Presentation 1:

Characteristics and Practices for Challenging Behavior



*NOTE: If you are having difficulty with the video links embedded as part of the presentation, link to the videos on this page: <http://csesa.fpg.unc.edu/understanding-autism-presentation-1-videos>

- Facilitator Notes
- Participant Handout
- Activity Worksheet
- At My School Worksheet

Please review this notification of a video change made for Presentation 1, [Repetitive Behaviors and Restricted Interests video](#) (slide 17).

Presentation 2:

Strategies for Classroom Success and Effective Use of Teacher Supports

WHAT'S NEW FROM CAPTAIN?





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 HOOK

NOMINATED BY: Laura Machado
CALAVERAS COUNTY SELPA

Kim Buchanan, Valley Springs Preschool:
Visual Supports and DTT

Diane Reid, Michaelson Preschool:
Visual Supports, Reinforcement, Prompting

Crystal Oldham, Jenny Lind Preschool:
Visual Supports, Prompting, Reinforcement, FCT, DTT

Karen Turner, Angels Camp Preschool:
Visual Supports, DTT, Reinforcement

Kristin Decker, Transition:
Visual Supports, Prompting, Reinforcement, Social Narratives,
Video Modeling

Marie Pohl, San Andreas Preschool:
Reinforcement

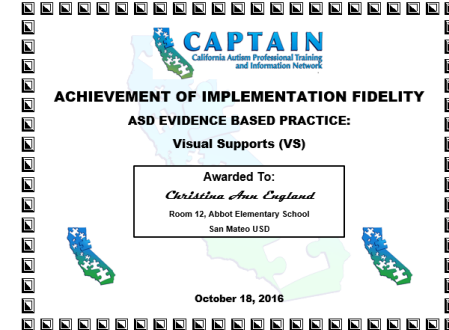
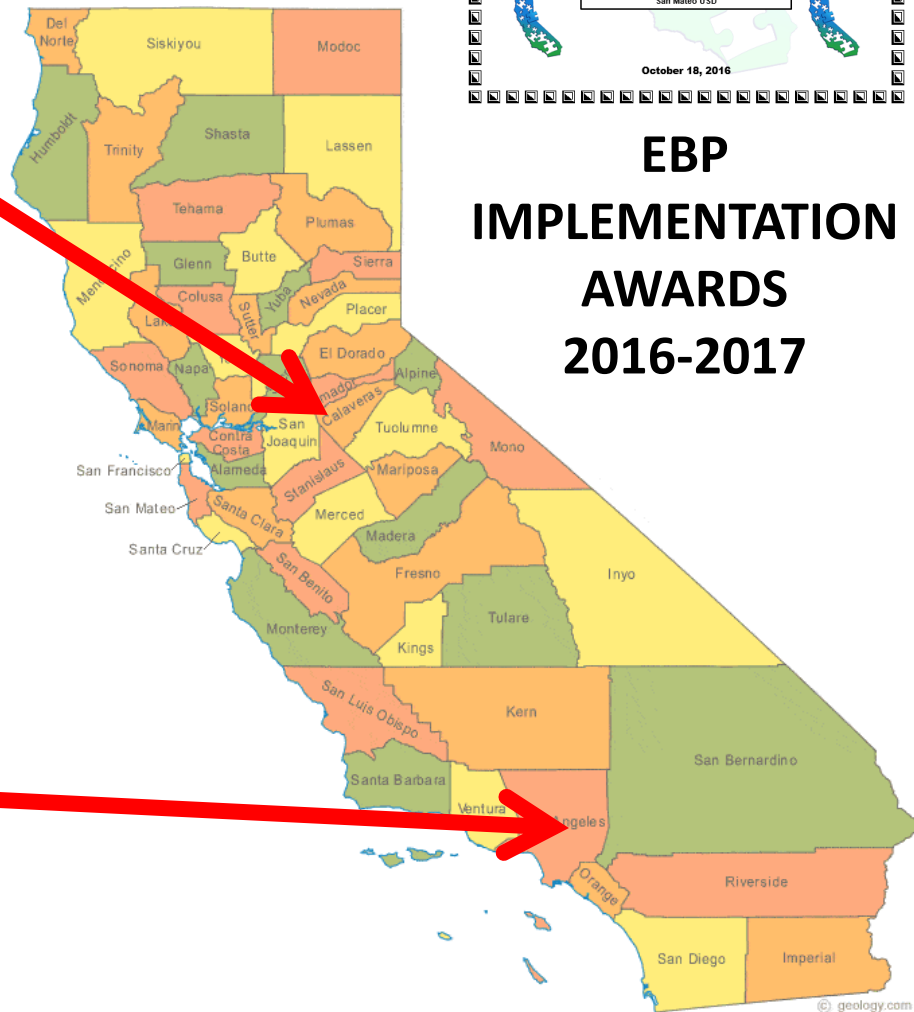
CAPTAINS OF THE NEW WAVE

Nominated by: Dustin Thornburgh & Roshelle Chavez
NORWALK-LA MIRADA USD * SELPA:

Kellie La Mantia, Los Alisos Middle School:
Antecedent Based Intervention

Valerie Veguez, Escalona Elementary School:
Task Analysis

Julia Pooley, Sanchez Elementary, Norwalk-La Mirada:
Self-Management

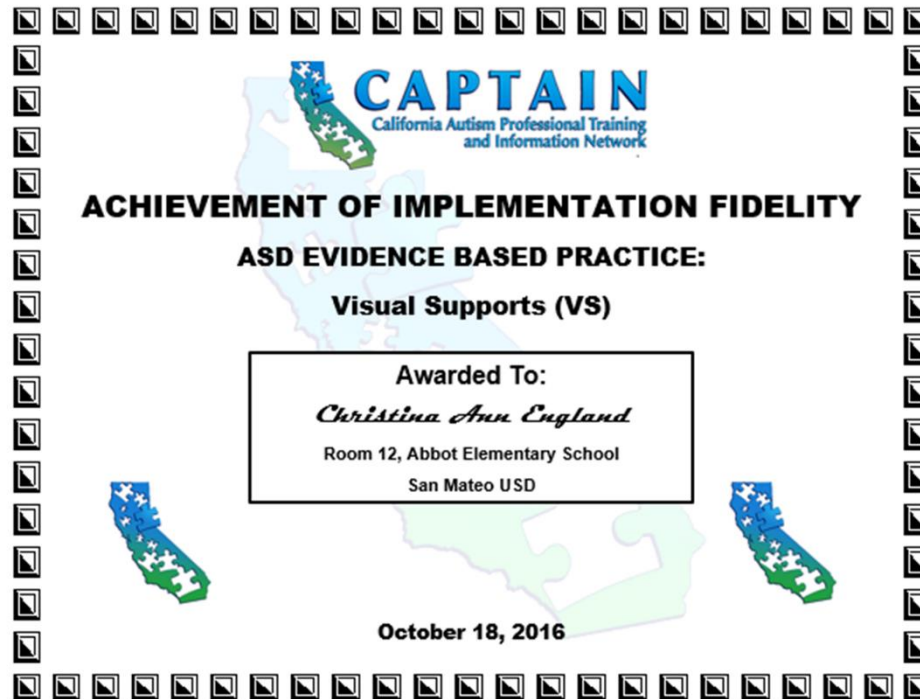


EBP IMPLEMENTATION AWARDS 2016-2017

CAPTAIN HOOK

IMPLEMENTATION AWARDS

Laura Machado, CAPTAIN Cadre





Calaveras County Office of Education



Transition Program

Jamie Lane, Mary Howell, Kristin Decker, Debra Olsen, Cindy Cano, Yousef Saidawi, Eileen Davis, Laura Machado

Preschool Program Teachers and Administrator

Lisa Marie-Pohl, Karen Turner, Crystal Oldham, Andria Tiquet, Diane Reid, Laura Machado





Calaveras County Office of Education Preschool Staff



**Angels Camp Structured Day
Preschool**
Cheryl Wiley, Karen Turner



Valley Springs Structured Day Preschool
Kimberly Buchanan, Tammy Settlemoir,
Deborah Cartwright, Amanda Crocker,
Maryann Bloomquist



San Andreas SDC Preschool
Lisa Pohl, Merresa Kohler



Michaelson SDC Preschool
Kelley Robertson, Cecilia
Vidales, Diane Reid



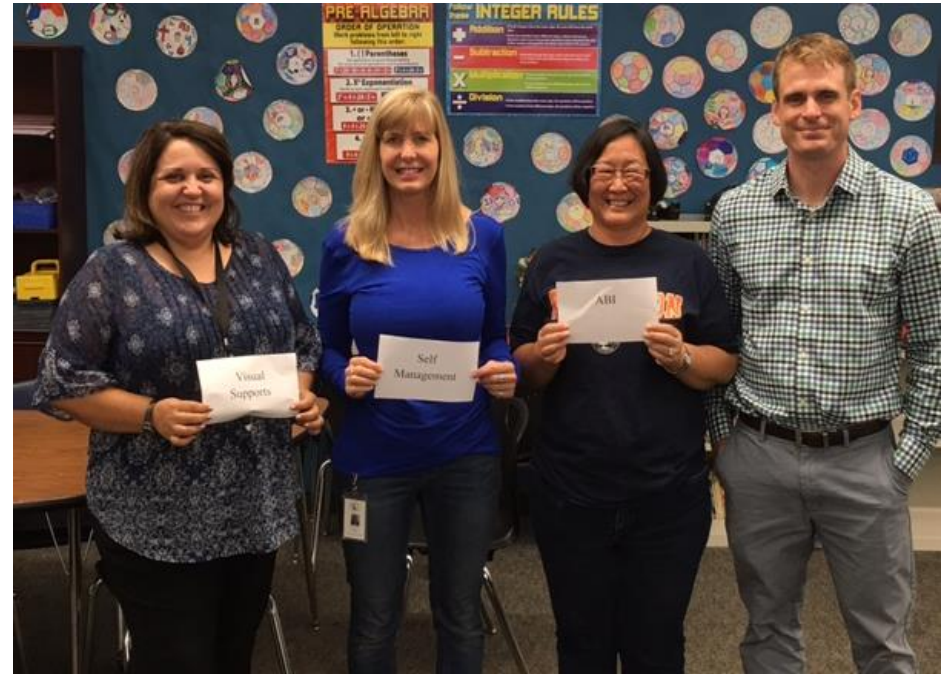
**Jenny Lind Structured Day
Preschool**
Charlene McDowell, Crystal
Oldham, Heide Nagano

CAPTAINS OF THE NEW WAVE

Roshelle Chavez * Dustin Thornburgh
Norwalk La Mirada USD/SELPA

Valerie Veguez, TA

Maria Silva VI
Julia Pooley SM
Kellie La Mantia ABI




CAPTAIN

EBP Implementation Award

- CAPTAIN Cadre Members will notify CAPTAIN Leadership using the award form on CAPTAIN website
- CAPTAIN Leadership will send a “CAPTAIN Implementation 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 EBP Implementation Nomination Form



AWARD NOMINATION FORM
for
**ACHIEVEMENT OF IMPLEMENTATION FIDELITY
ASD EVIDENCE BASED PRACTICE**
[submit to: aengland@dcn-cde.ca.gov]

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).

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

STAY CONNECTED and UP-TO-DATE!



CAPTAIN

California Autism Professional Training and Information Network



www.captain.ca.gov



CAPTAIN
California Autism Professional Training
and Information Network

“Children and families cannot benefit from evidence-based practices that they do not experience”

-Fixsen, NIRN, 2006



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END

