



# CAPTAIN

California Autism Professional Training  
and Information Network

Year6

Year6

# WELCOME

[www.captain.ca.gov/handouts.html](http://www.captain.ca.gov/handouts.html)

WIFI: SJCOE GUEST (NO PASSWORD)

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

“SCALE UP SUCCESS”

## 2018-2019 CAPTAIN Summit

# Special Thank You to Our Hosts!

## San Joaquin County SELPA

Brandie Brunni, Assistant Superintendent/SELPA Director

Kathy Skeels, Assistant Superintendent/SELPA Director (Retired)

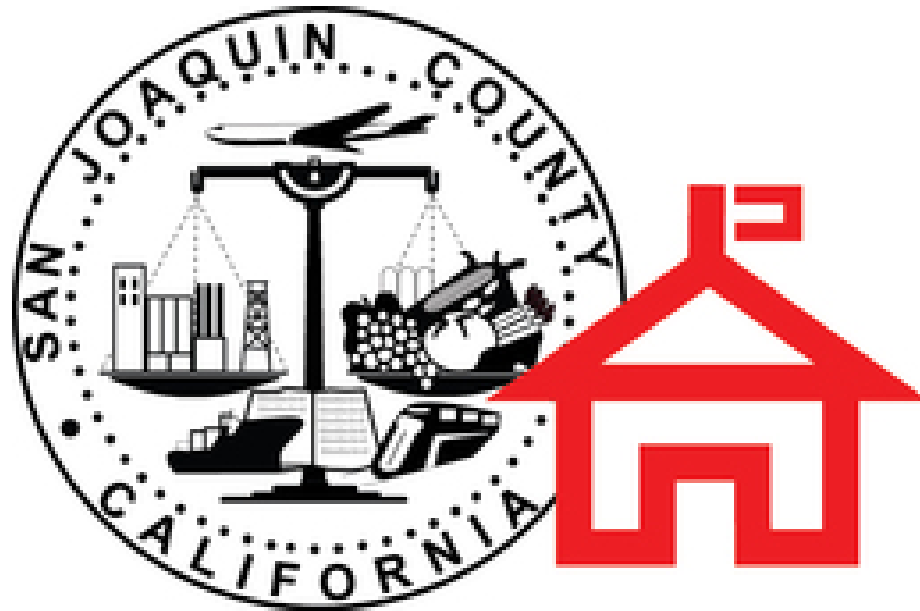
Susan Scott, Program Specialist, CAPTAIN Leader

Alex Hinson & Pam Abdollahzadeh



# Welcome to San Joaquin County Office of Education

Brandie Brunni, Assistant-Superintendent/SELPA Director



S J C O E



Important  
Information



**SAFETY  
INFORMATION**



# HOW TO BE SOCIAL DURING THE SUMMIT!



**INSTAGRAM:**  
**captain\_ebps**










**TWITTER:**  
**@captain\_ebps**



**CAPTAIN**

## HOW TO ON HANDOUTS PAGE

### HOW TO UPLOAD YOUR PHOTOS TO SOCIAL MEDIA

<p><b>Uploading a Photo on Instagram</b> </p> <p>Identify a CAPTAIN Cadre member in your group that already has the Instagram app installed. If nobody in your group has the Instagram app, go to the app store and search and download Instagram. If you do not already have an account, you will need to create one.</p> <p>If he or she does not already follow "captain_ebps", search for "captain_ebps" and select "Follow".</p> <p>Take a photo on that CAPTAIN Cadre member's phone.</p> <p>From the Instagram app, select and upload the photo of your choice.</p> <p>Select the line that indicates "Tag People" in Instagram and type in "captain_ebps".</p>
<p><b>Uploading a Photo on Twitter</b> </p> <p>Identify a CAPTAIN Cadre member in your group that already has the Twitter app installed. If nobody in your group has the Instagram app, go to the app store and search and download Twitter. If you do not already have an account, you will need to create one.</p> <p>Take a photo on that CAPTAIN Cadre member's phone.</p> <p>If he or she does not already follow "@captain_ebps", search for "Captain EBPs" and then select "@captain_ebps".</p> <p>From the Twitter app, touch the icon that shows a "+" and a feather  and look for the photo icon . Then select and upload the photo of your choice (up to 4 at one time).</p> <p>In the area to type, enter "@captain_ebps" and this will "tag" the Captain EBPs page.</p>
<p><b>Uploading a Photo on Facebook</b> </p> <p>Identify a CAPTAIN Cadre member in your group that already has the Facebook app installed. If nobody in your group has the Instagram app, go to the app store and search and download Facebook. If you do not already have an account, you will need to create one.</p> <p>Take a photo on that CAPTAIN Cadre member's phone.</p> <p>If he or she does not already follow "Captain", search for "Captain" and then select "Captain" .</p> <p>From the Facebook app, in the area to write your post, enter "@captain_ebps" and this will "tag" the Captain EBPs page.</p> <p>Select the "Photo/Video"  icon and select the photo of your choice.</p>

[www.captain.ca.gov/handouts.html](http://www.captain.ca.gov/handouts.html)

# Scale Up Success! 2018 – 2019 CAPTAIN Summit

Welcome  
and  
Year In Review



# Scaling Up Defined:

“the **deliberate efforts** to **increase the impact** of successfully tested innovations so as to benefit more people and to foster policy and program development on a **lasting basis.**”

-Simmons and Shiffman (2007)



# Successful Scale Up Requires:

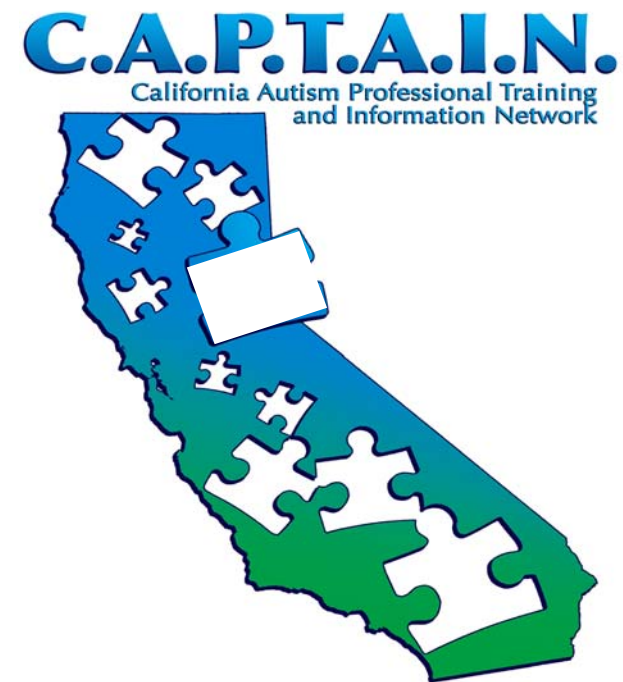
- Aligning with common definitions and messaging
- Disseminating information and resources effectively
- Providing effective training and technical assistance to adopters and their organizations and management
- Adapting to the heterogeneous contexts where the practices will be implemented





# The California Autism Professional Training and Information Network (CAPTAIN):

- Goal: Scale up the use of the the NPDC – ASD model and increase knowledge of ASD and use of Evidence Based Practices (EBPs) for ASD in CA
- Method: Use *Implementation Science* frameworks and a *Train the Trainer* method to scale up the use of the model across CA

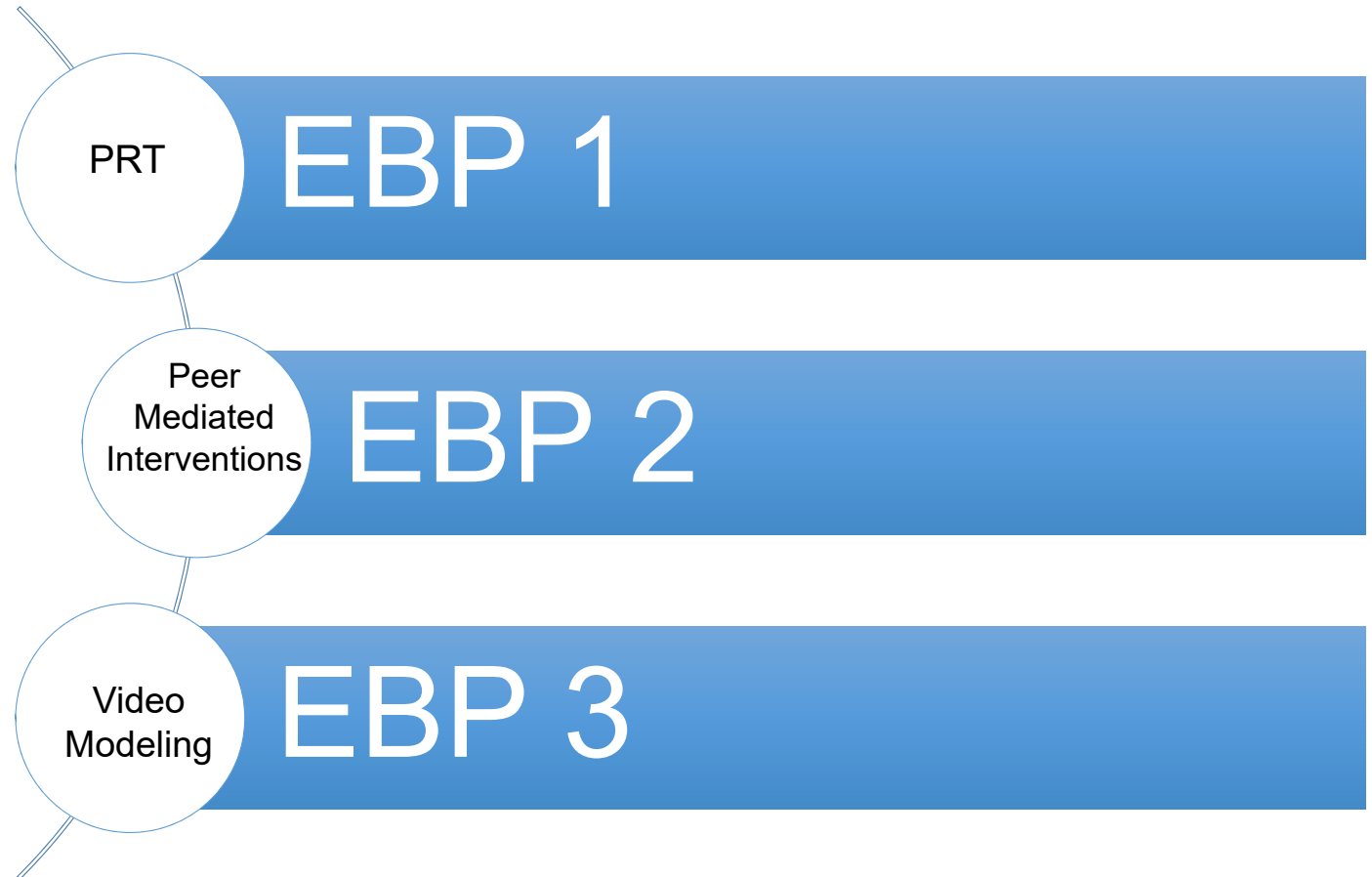


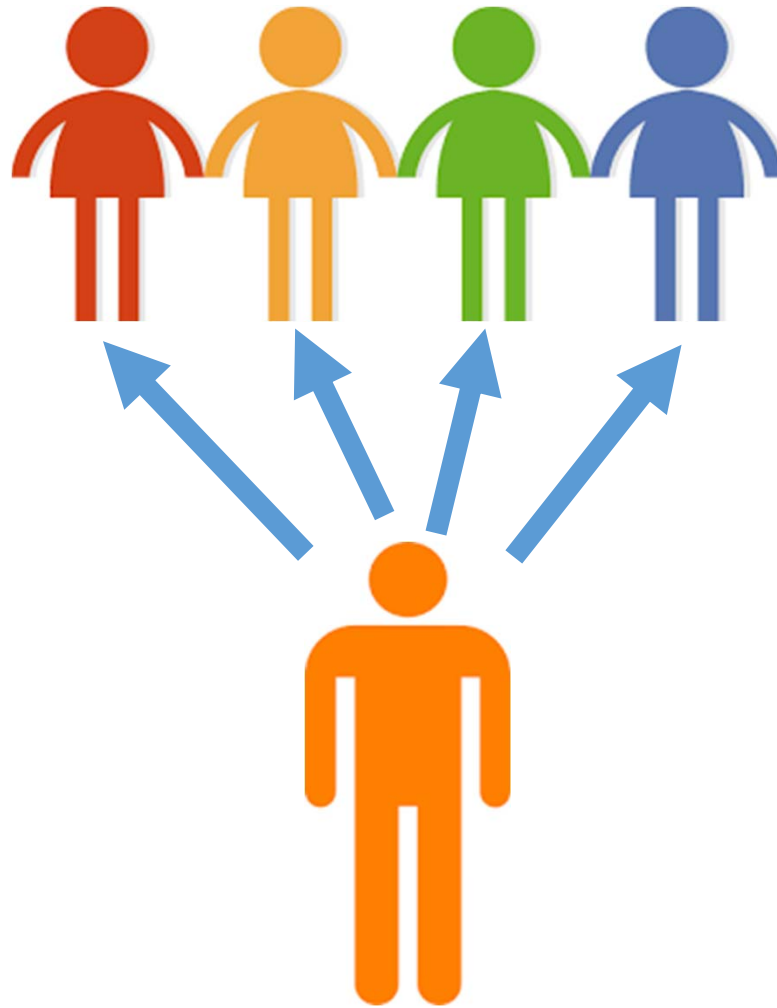
# Ways We All Support the Scale up of EBPs for ASD.....



How Many of You Are.....

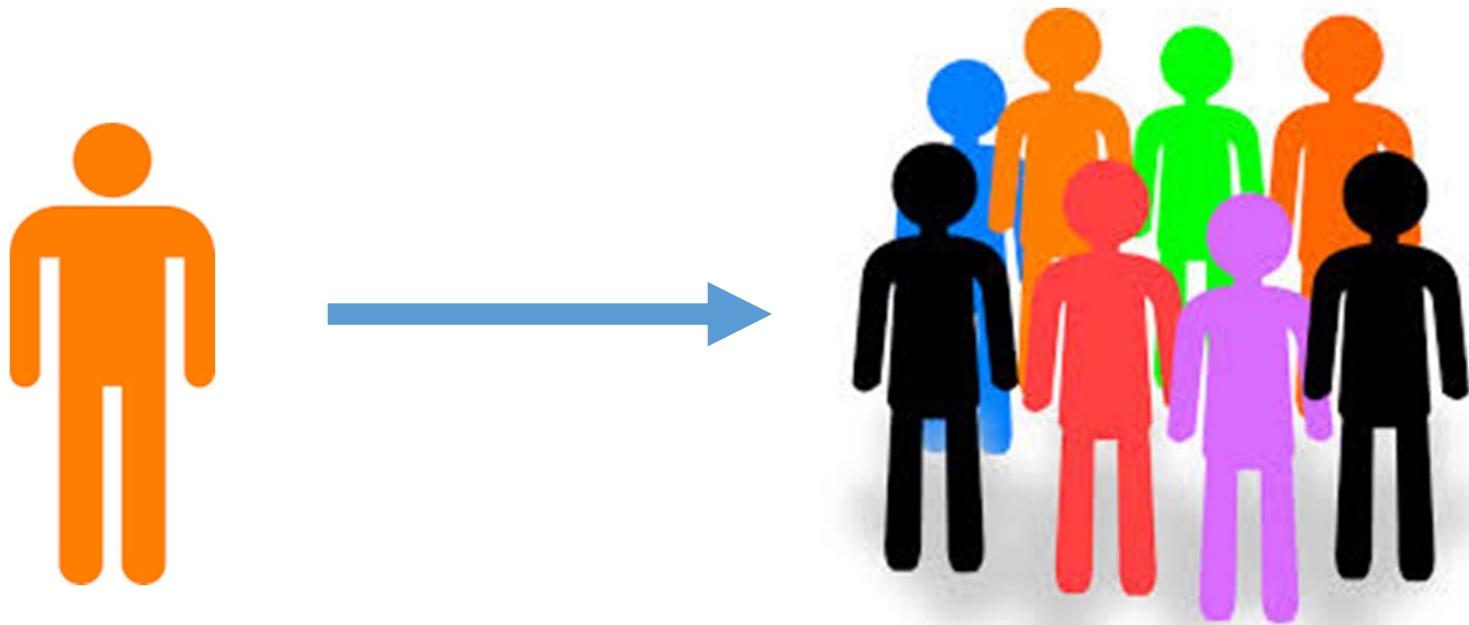
# Scaling Across EBPs

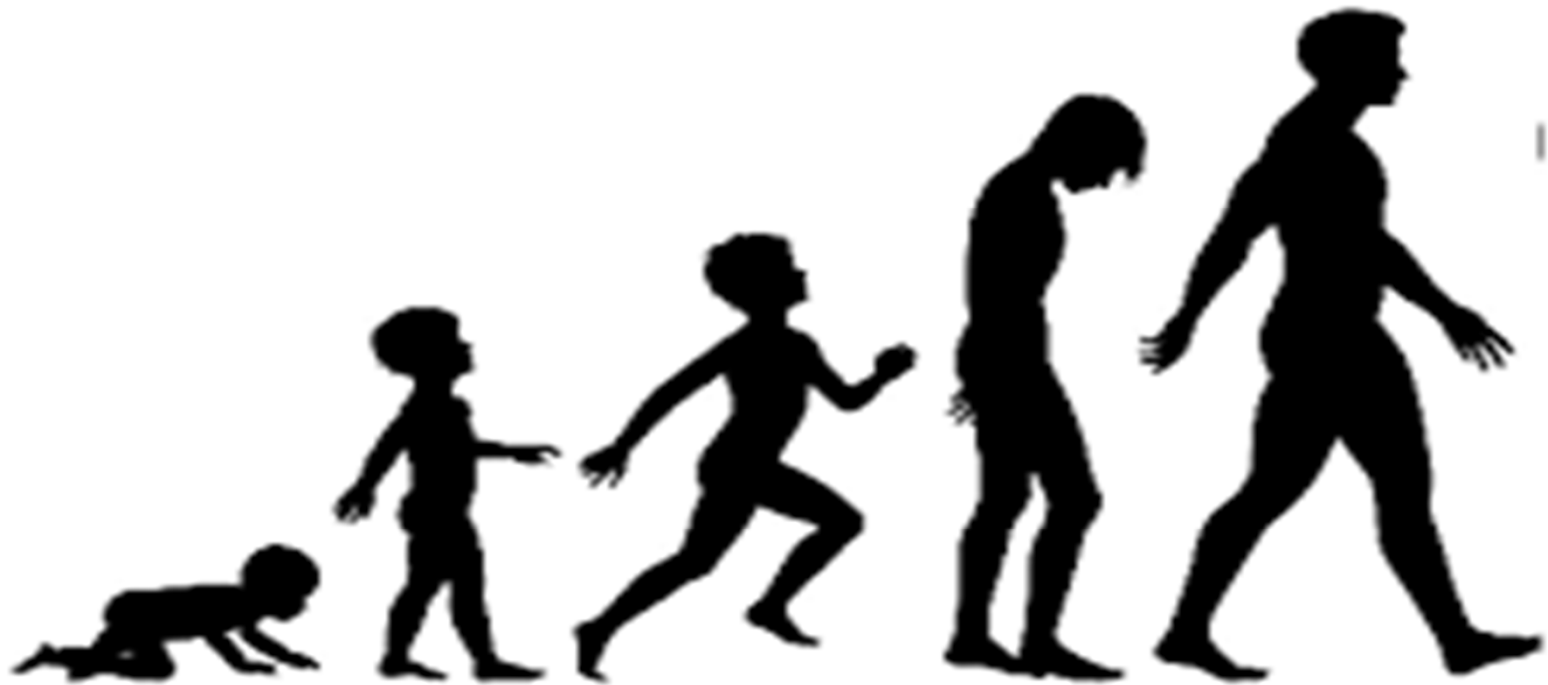




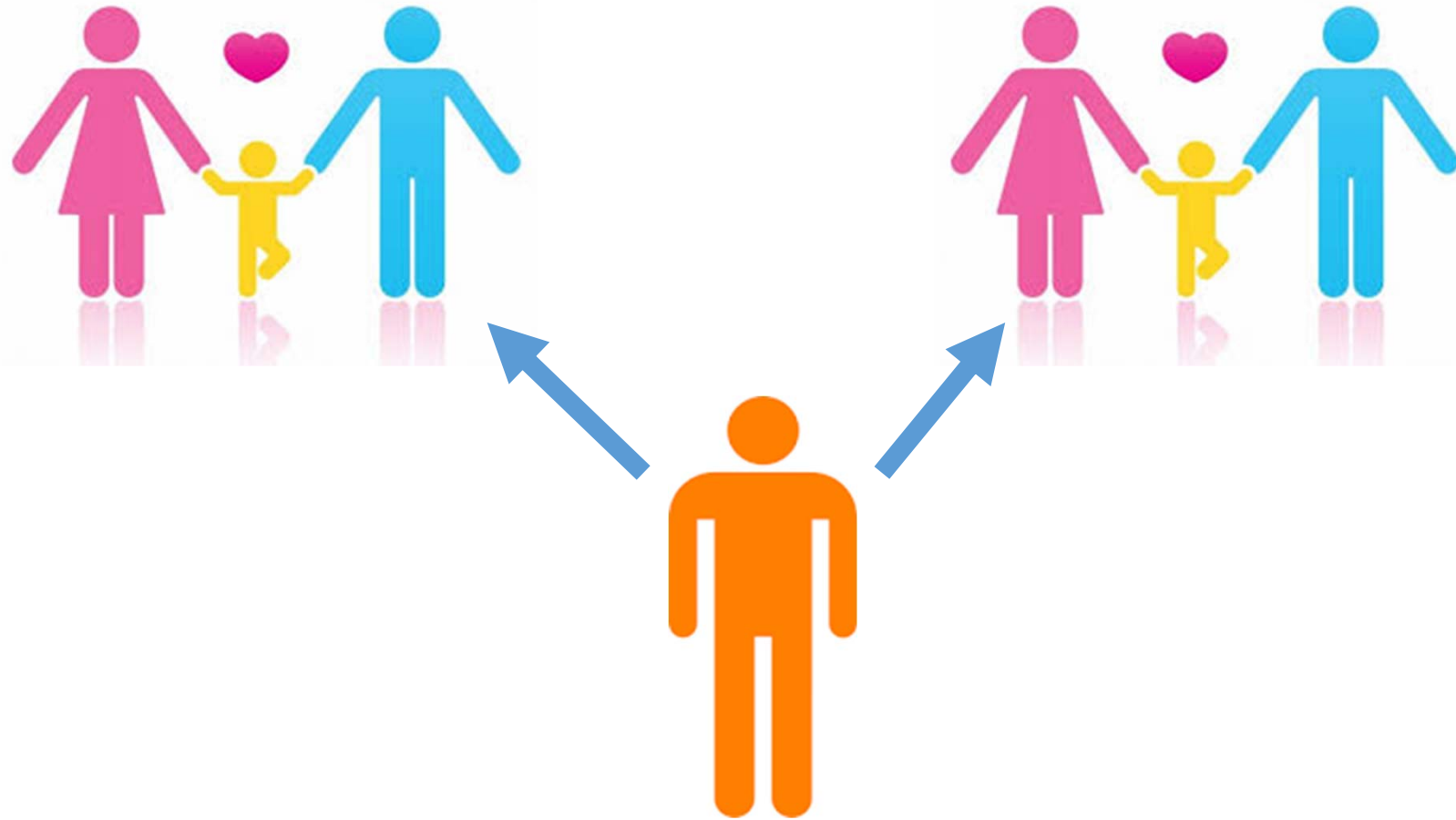
Scaling Across Recipients of Interventions

# Scaling Across Implementers of the Interventions

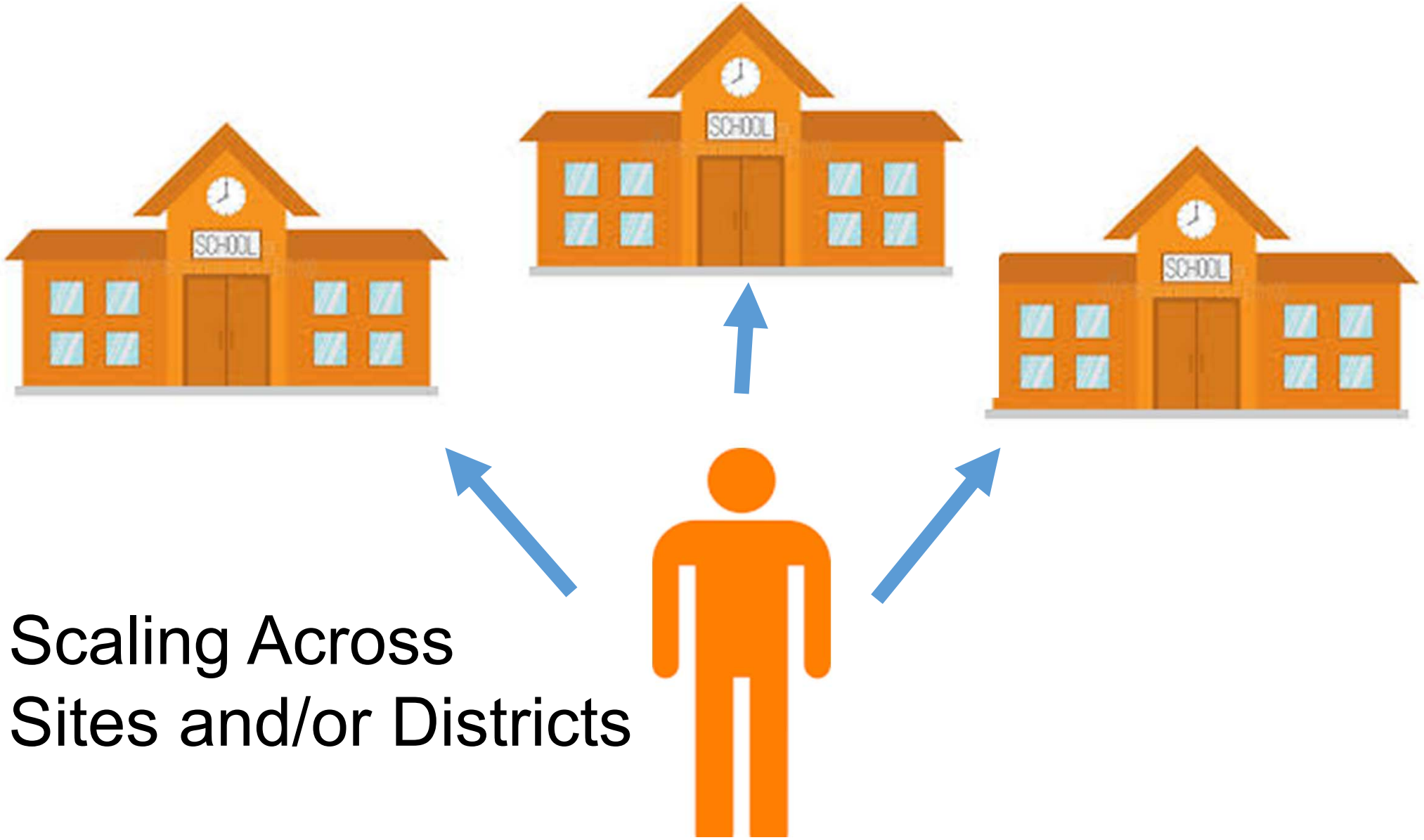




Scaling Across Age Levels/Grade Levels



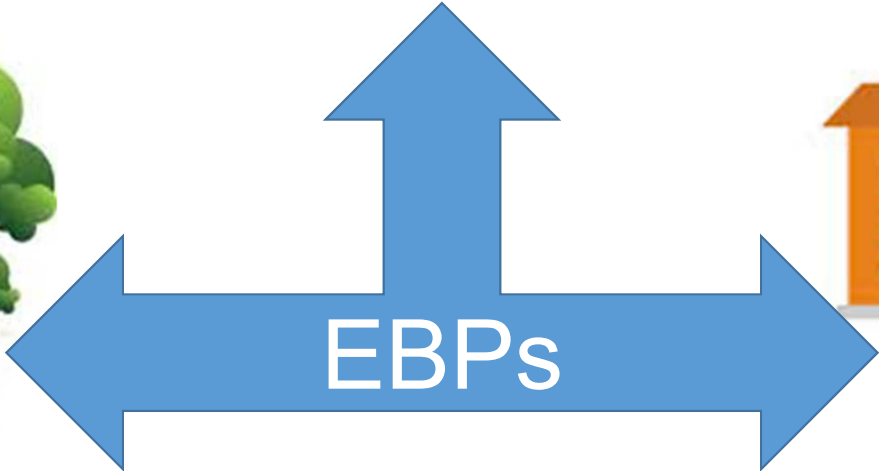
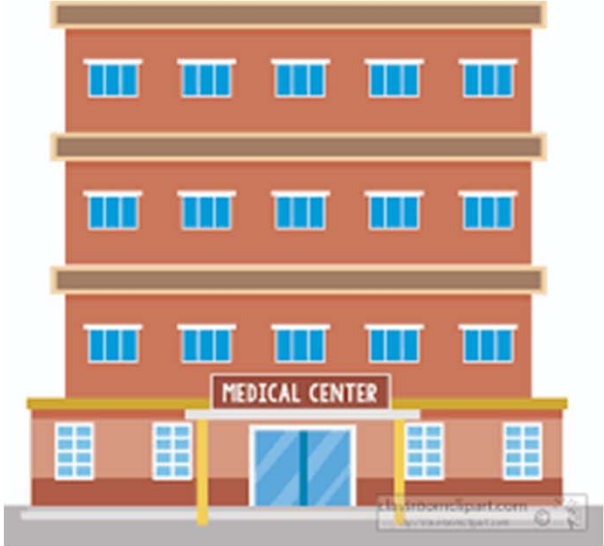
Scaling Across Families



Scaling Across  
Sites and/or Districts



# Scaling Across Agencies and Provider Groups

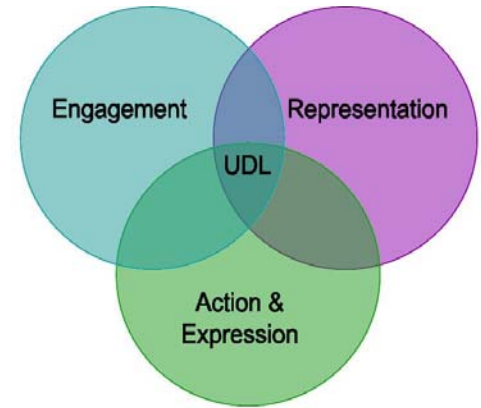


# HCBS

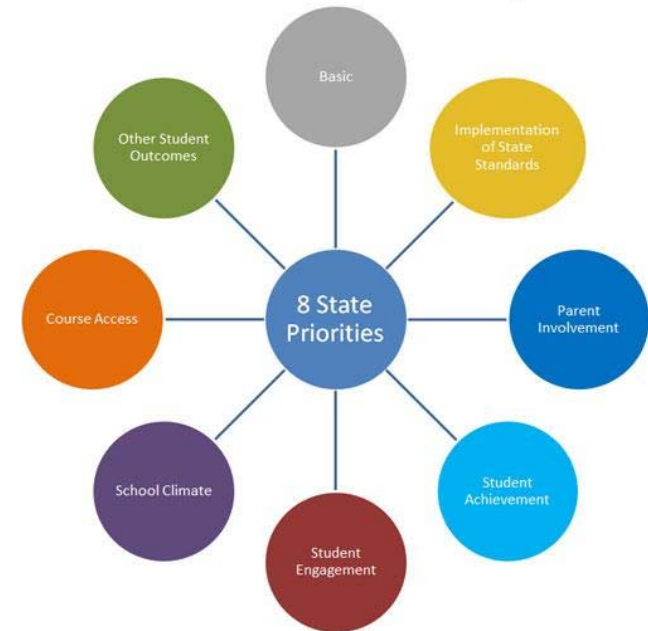
Home & Community Based Services

# PBIS

POSITIVE BEHAVIOR  
INTERVENTION AND SUPPORT



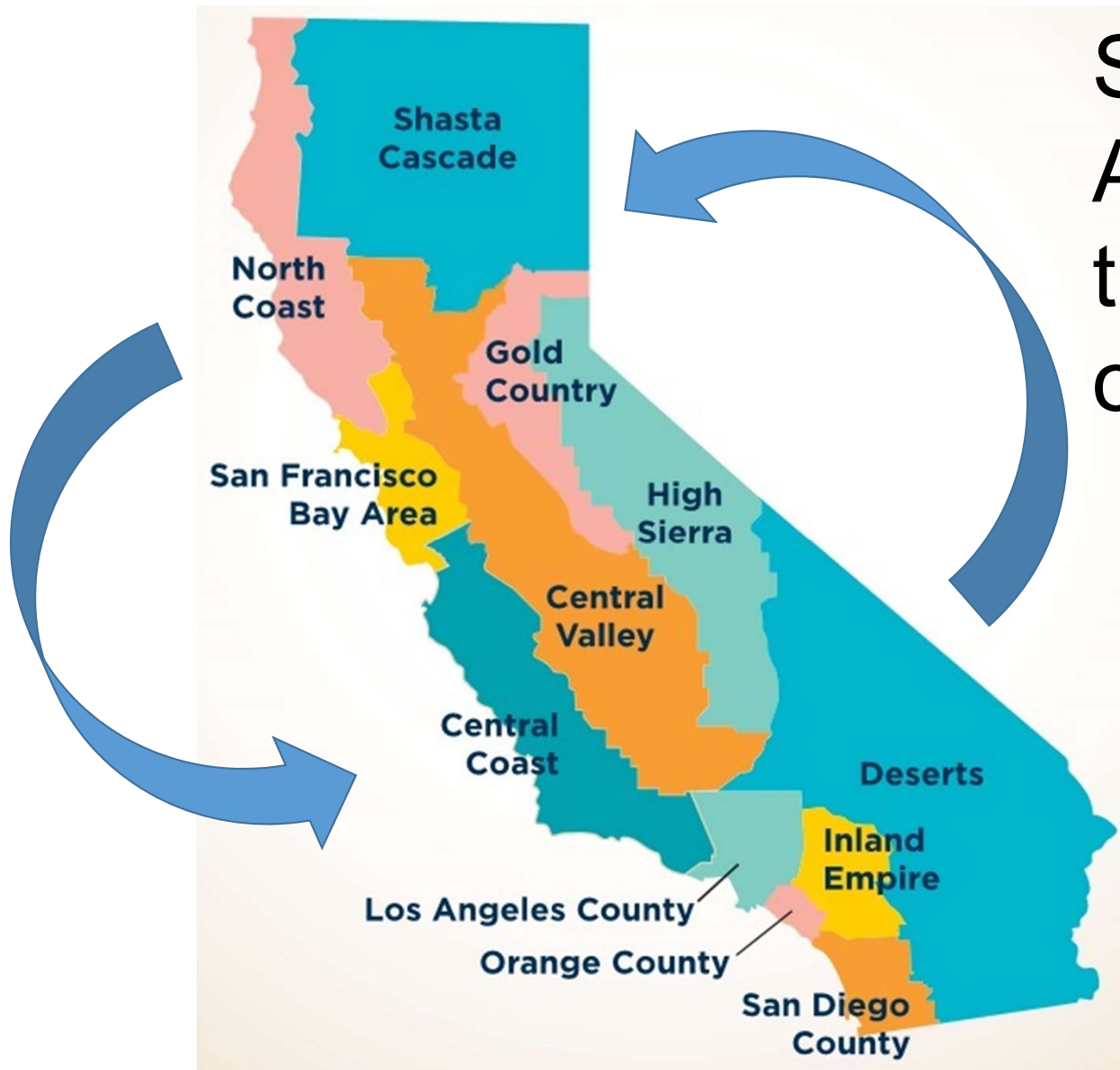
## UDL Principles



## Every Student Succeeds Act (ESSA)



# Scaling Across the State of California



# At This Year's Summit:

- State agencies (CDE, CCEE, DDS) will share about efforts to support the scale up of EBPs and effective practices into our service delivery systems
- Talk to one another about how to scale up within "Job Alike" groups
- Hear from Cadre members from across the State on how they have "**Scaled up Success**"
- Talk to your regional partners about **how to support scale up within your Regional Planning Teams**
- Hear from experts in innovations for Technical Assistance and Coaching and in Managing Severe Behaviors so that you can help bring these methods to scale

# How Are We Doing on CAPTAIN Goals and Requirements?



## **CAPTAIN Cadre Membership**

<b>Agency</b>	<b>2018 - 2019</b>
Regional Center	49
SELPA/School Districts	339
Family Support Agency	20
University Programs (UCEDD/LEND)	7
Total	<b>415</b>

# Increasing Awareness of ASD and EBP



# Learn the Signs. Act Early. State Systems Grant

- Goal 1 = Identify and train “Deputy Ambassadors” to disseminate LTSAE info and resources across the state
- Update = 26 returning Deputy Ambassadors
- Next Steps: Train at least one DA in each region! Find out who your DA is, have them share updates at each Regional Meeting





# Learn the Signs. Act Early. State Systems Grant

- Goal 2 = Create and distribute regional resource and referral brochures to support “Child Find” and parent participation in developmental monitoring
- Update = **Over 8500 Regional LTSAE Milestones Brochures Disseminated Across CA!**

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.

**YOU KNOW YOUR CHILD BEST.**  
If you are concerned about your child's development, talk to your child's doctor. If you or the doctor is still concerned, ask the doctor for a referral to a specialist and call **1-800-CDC-INFO** to learn how to get connected with your state's early childhood system to get the help your child might need.

**DON'T WAIT.**  
Acting early can make a real difference!

For more information about your child's development and what to do if you have a concern, visit:  
[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)  
OR CALL:  
**1-800-CDC-INFO**

to request a FREE "Learn the Signs. Act Early." Parent Kit or to get help finding resources in your area.

Developmental milestones adapted from *Caring for Your Baby and Young Child: Birth to Age 5* (Nov 2005) and *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* (Nov 2008).

Track Your Child's Developmental Milestones

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.  
For parents of children from birth to 4 years

Learn the Signs. Act Early.

Your Child's Early Development is a Journey

Check off the milestones your child has reached and share your child's progress with the doctor at every visit.

**6 MONTHS**

- Cripples oneself
- Begins to sit without support
- Likes to play with others, especially parents
- Responds to own name
- Begins to play with others when building "I-it," "M-m," "D-d"
- Uses simple gestures such as shaking head for "no" or waving "bye-bye"
- Copies gestures

**12 MONTHS (1 YEAR)**

- Responds to simple spoken requests
- Says "mama" or "dada"
- Pulls up to stand

**18 MONTHS (1 1/2 YEARS)**

- Says simple phrases such as "mama" or "dada"
- Points to show others something interesting
- Follows simple instructions
- Picks a ball
- Says several single words
- Walks alone
- Names what ordinary things are for, for example, telephone, brush, spoon

**2 YEARS**

- Follows simple instructions
- Picks a ball
- Points to things or pictures when they're named
- Copies adults and friends who company when other children eat
- Carries on a conversation using 2 to 3 sentences
- Checks well
- Says names of familiar objects, animals, and people
- Shows affection for family without prompting

**3 YEARS**

- Plays and interacts on level for up to 2 seconds
- Tells stories
- Plays cooperatively

**4 YEARS**

- Would rather play with other children than alone
- Does a puzzle with 2 to 4 easy parts

These are just a few of many important milestones to look for. For more complete checklists by age visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly) or call 1-800-CDC-INFO.

# Next Steps: Regional Brochures Available In 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 239  
redwoodcoastrc.org



Centros para el Control y la Prevención de Enfermedades  
www.cdc.gov/earlystart  
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 • warmline.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., Geboon, CA 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 • safepassagefortrapp.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 • hdnseelpa.org

• **Condado Lake**

**Lake County Office of Education - SELPA**  
(707) 955-9323 • lakece.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

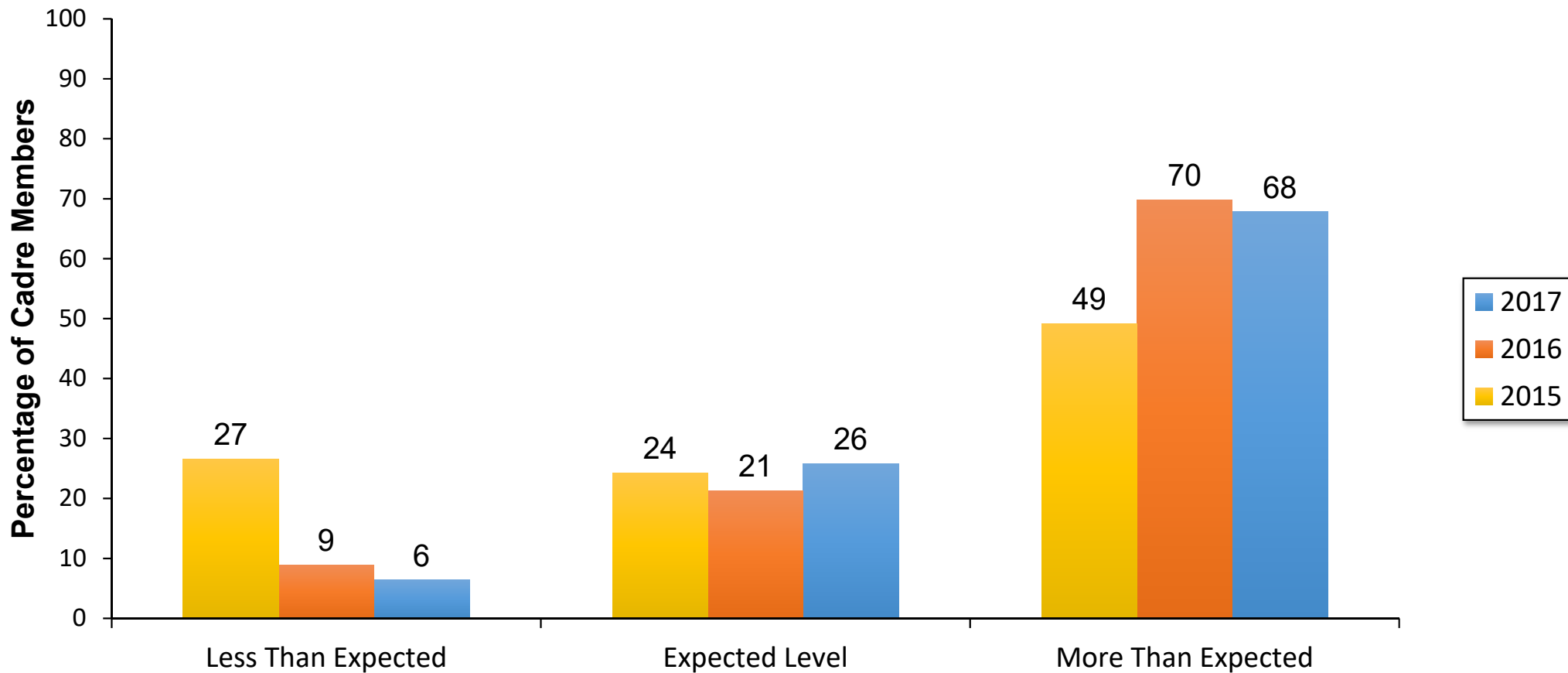


## El Desarrollo de Su Niño es un Camino por Descubrir

Vaya marcando los logros que su niño ha alcanzado y notifíquelos al doctor en cada consulta médica.



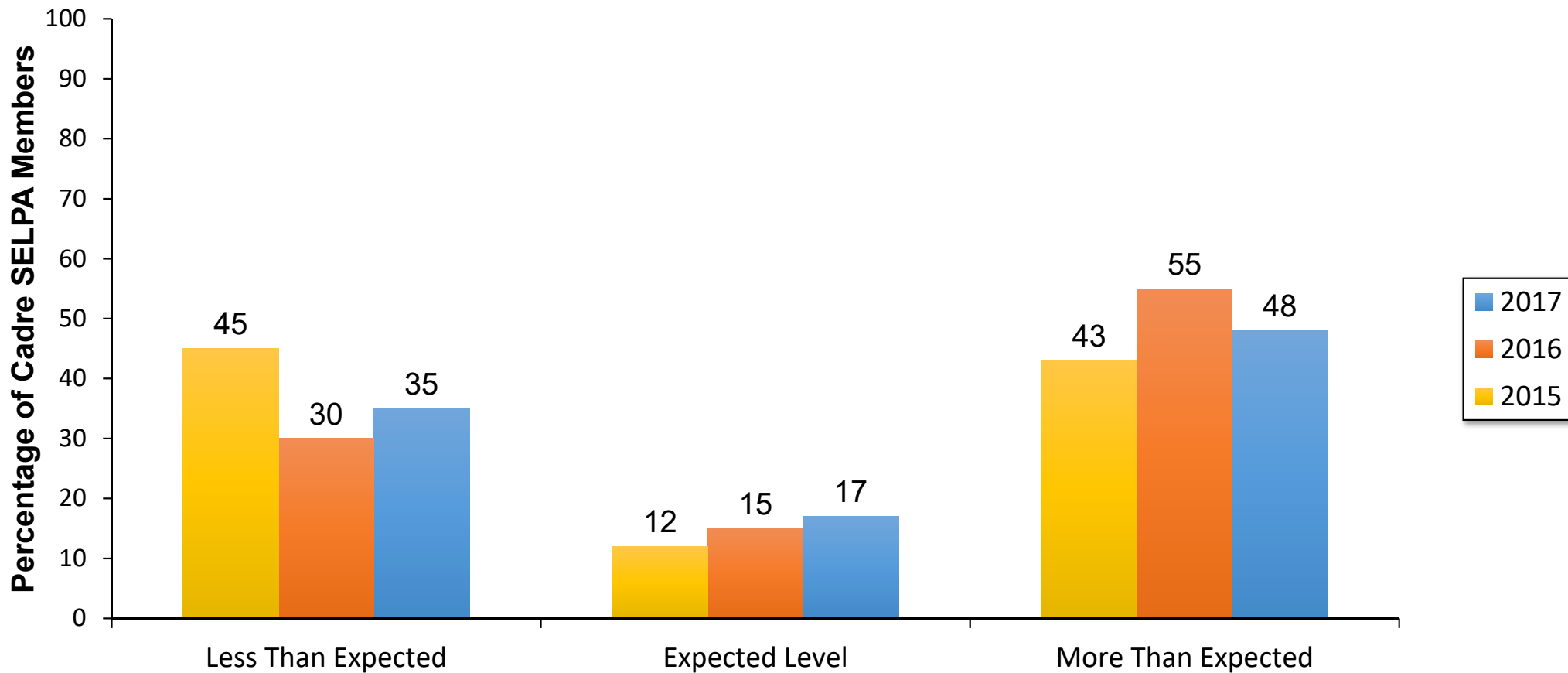
# Cadre Training Requirement for Awareness of ASD and EBP



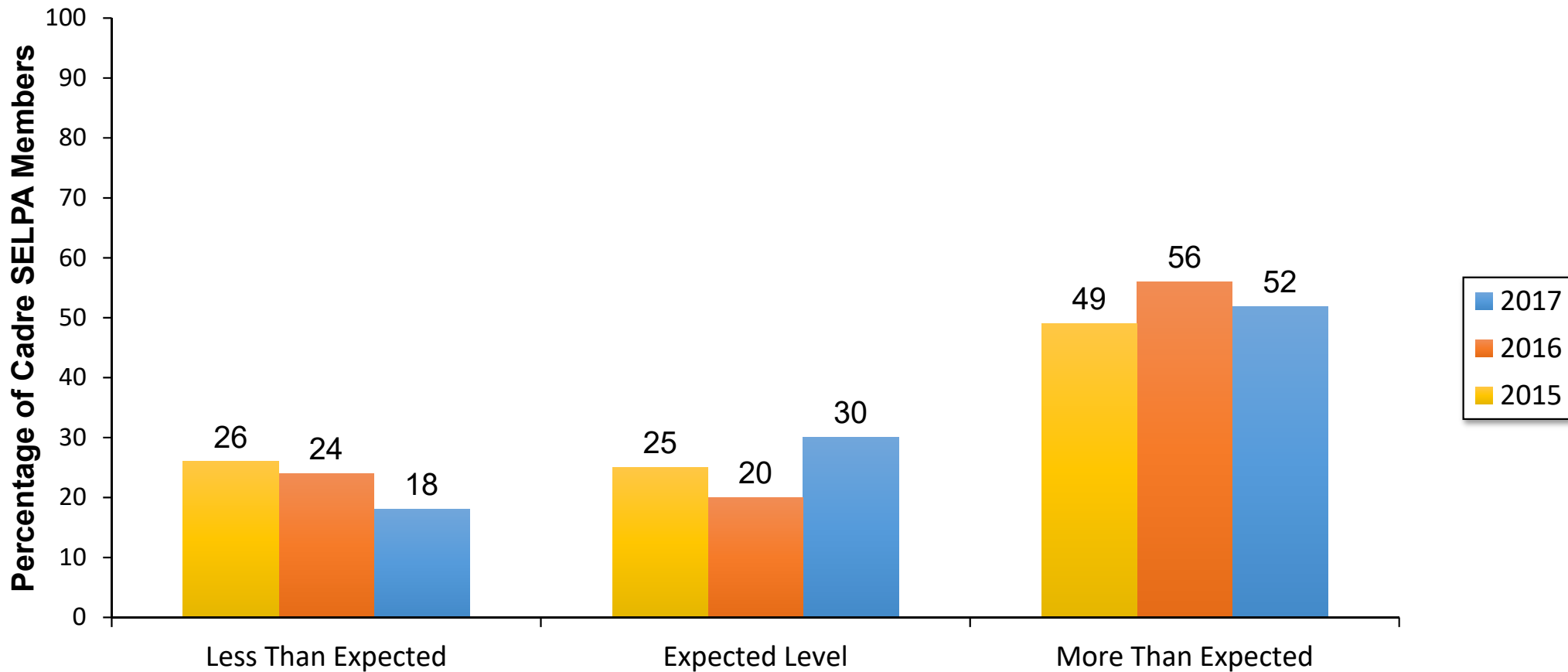
# Training and Use of Specific EBPs



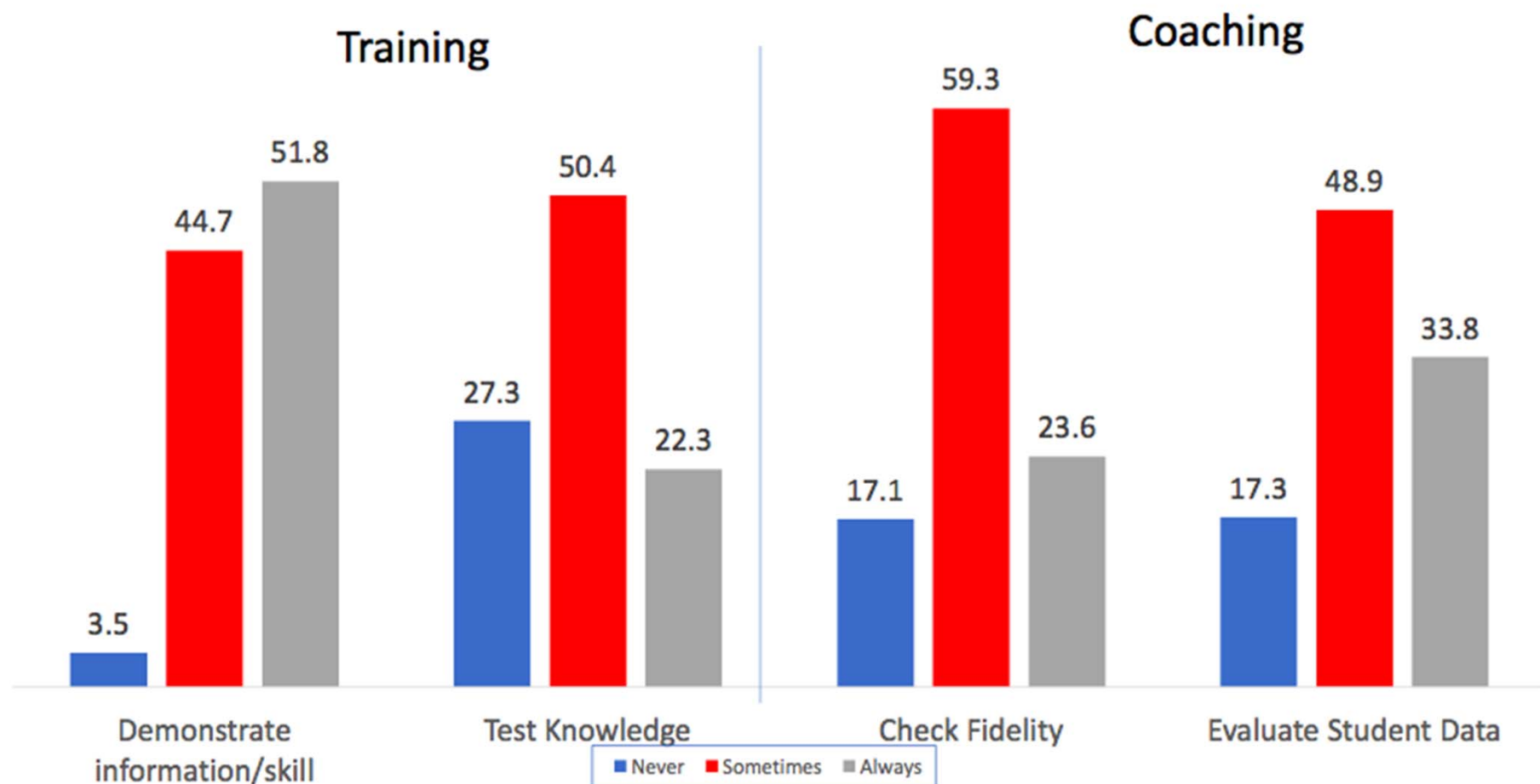
# SELPA Cadre Training Requirements on Specific EBPs



# SELPA Cadre Coaching Requirements



# Use of EBPs for Training and Coaching



# CAPTAIN EBP Implementation Award

**QUESTION:**  
Why are  
Implementation  
Awards important?



  
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).

**Nomination  
Form on  
CAPTAIN  
website in  
Resources!**

**ANSWER:**  
Research indicates  
that when you  
recognize and reward  
staff for their work  
and investment in the  
process of  
implementing EBPs  
you will have:

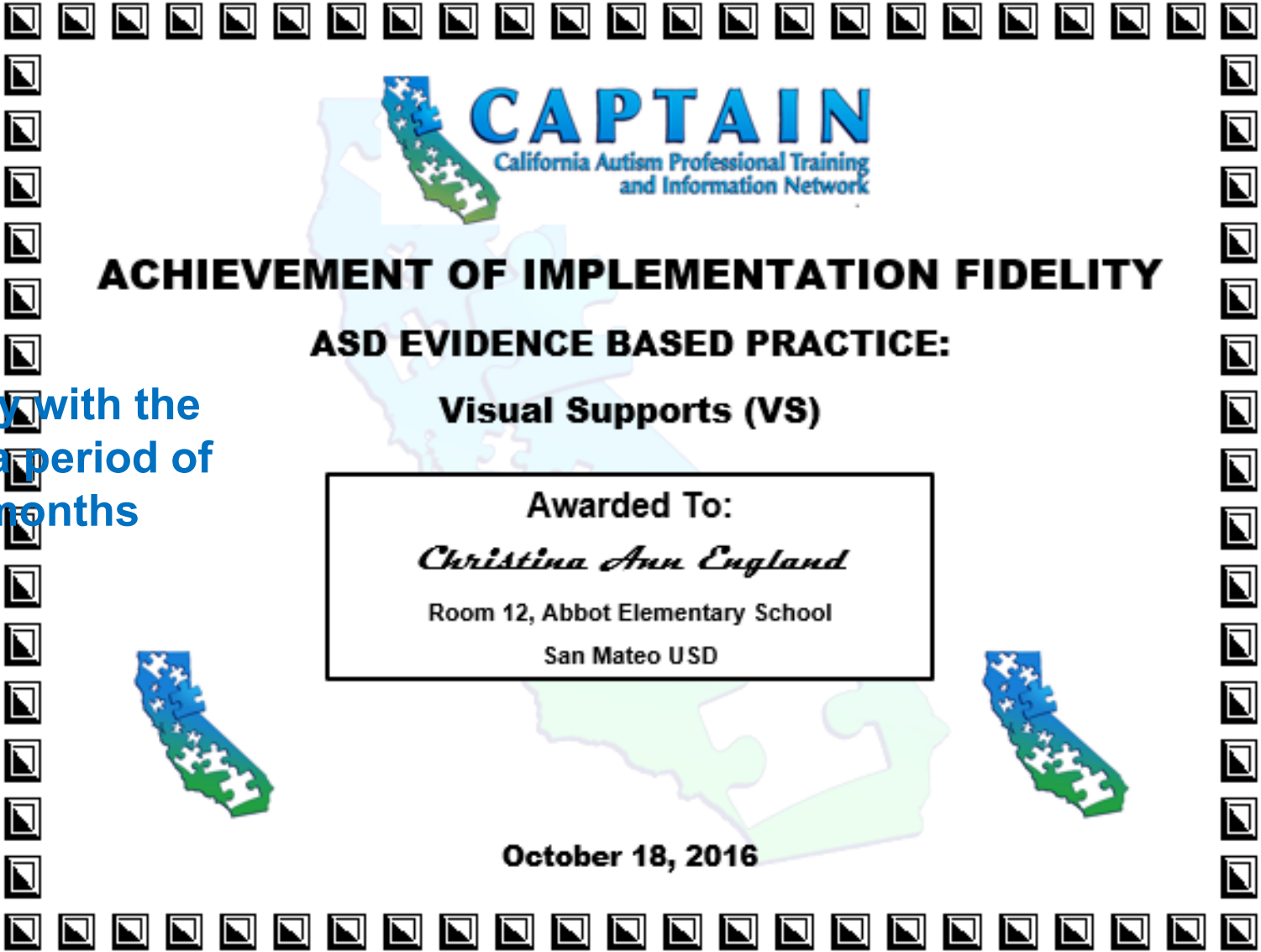
- Increased fidelity of implementation
- Improved sustainability



# 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”



80% fidelity with the EBP over a period of at least 3 months

# CAPTAIN 007

Gwen Baquiran, CAPTAIN Cadre

**EBP: VISUAL SUPPORT \* REINFORCEMENT**



CAPTAIN 007  
EBP: Visual Support  
Casandra Guerrero, CAPTAIN Cadre  
Michelle Stone and her Teaching Team



# CAPTAIN 007 IMPLEMENTATION AWARDEES

Colleen Forbrush, Resource Specialist  
San Benito County of Education

Nancy MacLean, Site Administrator  
San Benito County of Education

Katie Pretzer, Sp-Language Pathologist  
San Benito County of Education

Jeanette Billardi, Teacher  
Cienega Elementary School, Cienega  
USD

Kristy Jolly  
New Brighton Middle School,  
Santa Cruz County Office of Education  
North Santa Cruz County SELPA

Liz Tonders, Paraeducator  
Cienega Elementary School, Cienega  
USD

Michelle Goldstone, SpEd Teacher  
San Benito High School District





# CAPTAIN 101 North IMPLEMENTATION AWARD Michela Figini-Myers, CAPTAIN Cadre

Megan Walker Education Specialist  
Nokomis Elementary School  
Ukiah USD Mendocino County SELPA

EBP: Visual Support and PECS



# CAPITAL CAPTAIN IMPLEMENTATION AWARD Mary Rettinhouse, CAPTAIN Cadre

Jessica Knuth, VP of  
Operations Reach Adult  
Development, Inc.

Alta Regional Center,  
Sacramento, CA

EBP: VISUAL SUPPORT and  
REINFORCEMENT



hooray  
congrats  
yay!

# CAPITAL CAPTAIN IMPLEMENTATION AWARD Tammy Goin, CAPTAIN Cadre

**Kelly Goodwin, Teacher**  
Cordova Lane Center  
Folsom Cordova USD SELPA

**EBP: PECS**

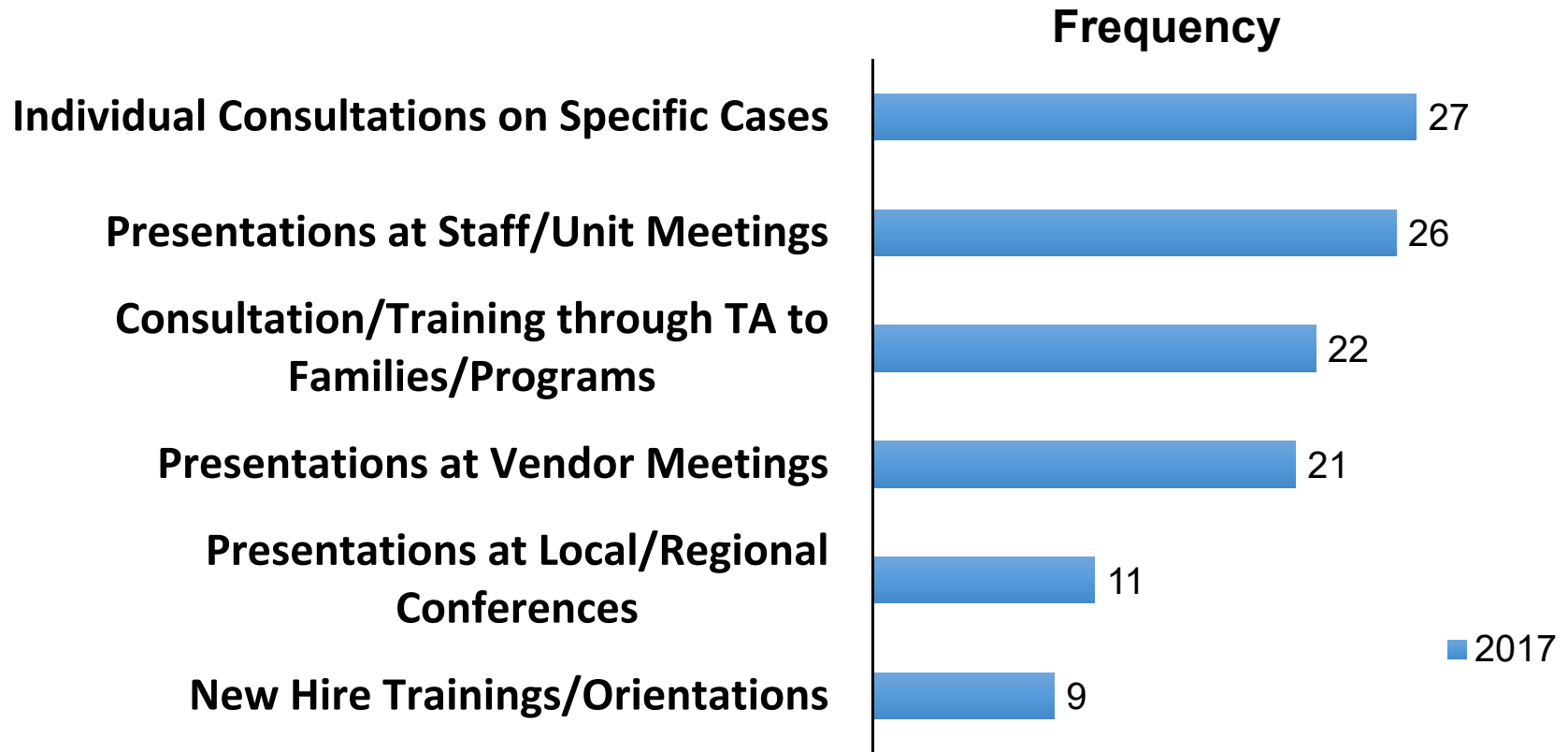




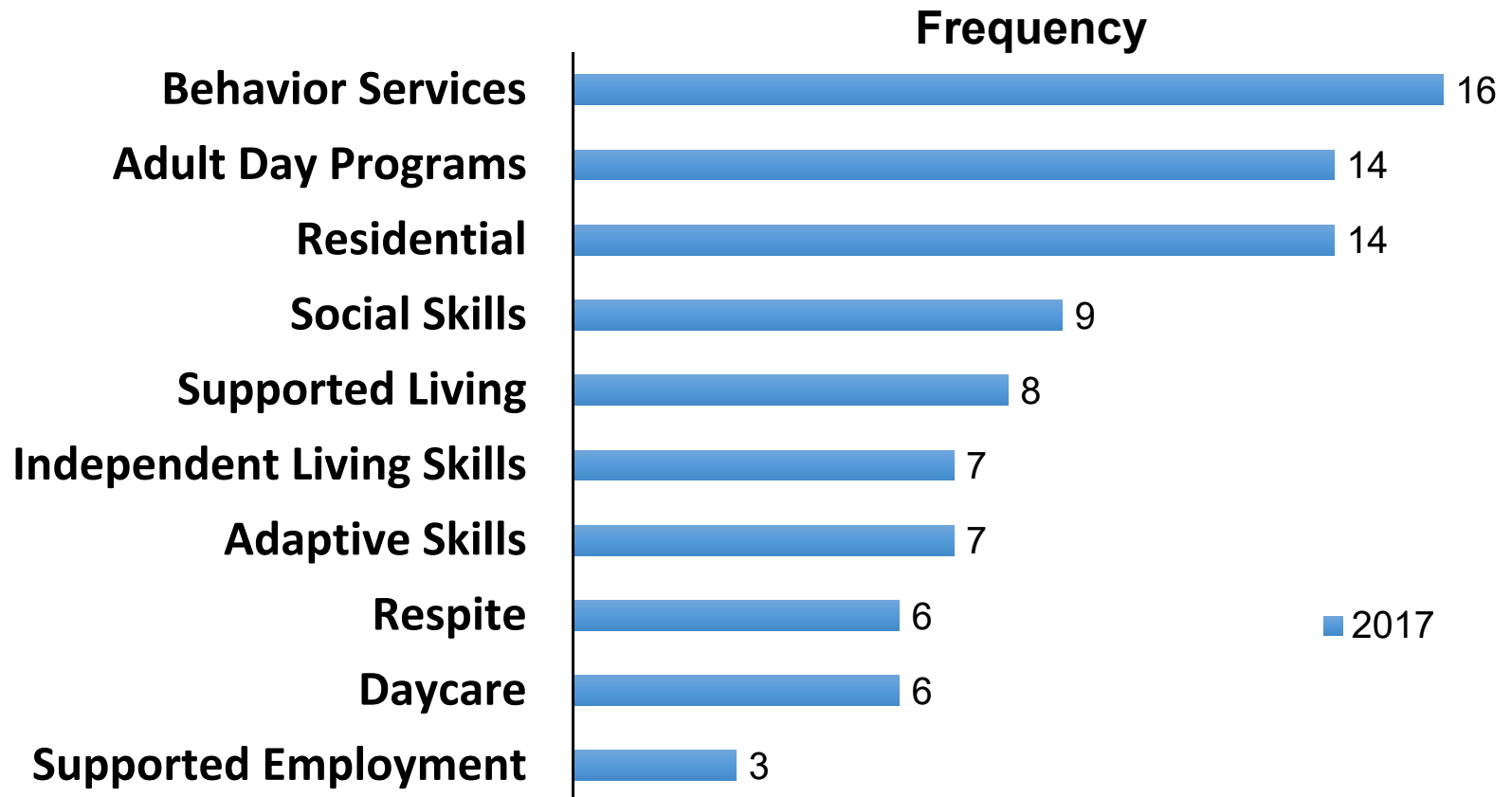
# Training for Regional Center Vendors



# Methods for Providing Awareness Training to Vendors about ASD EBPs



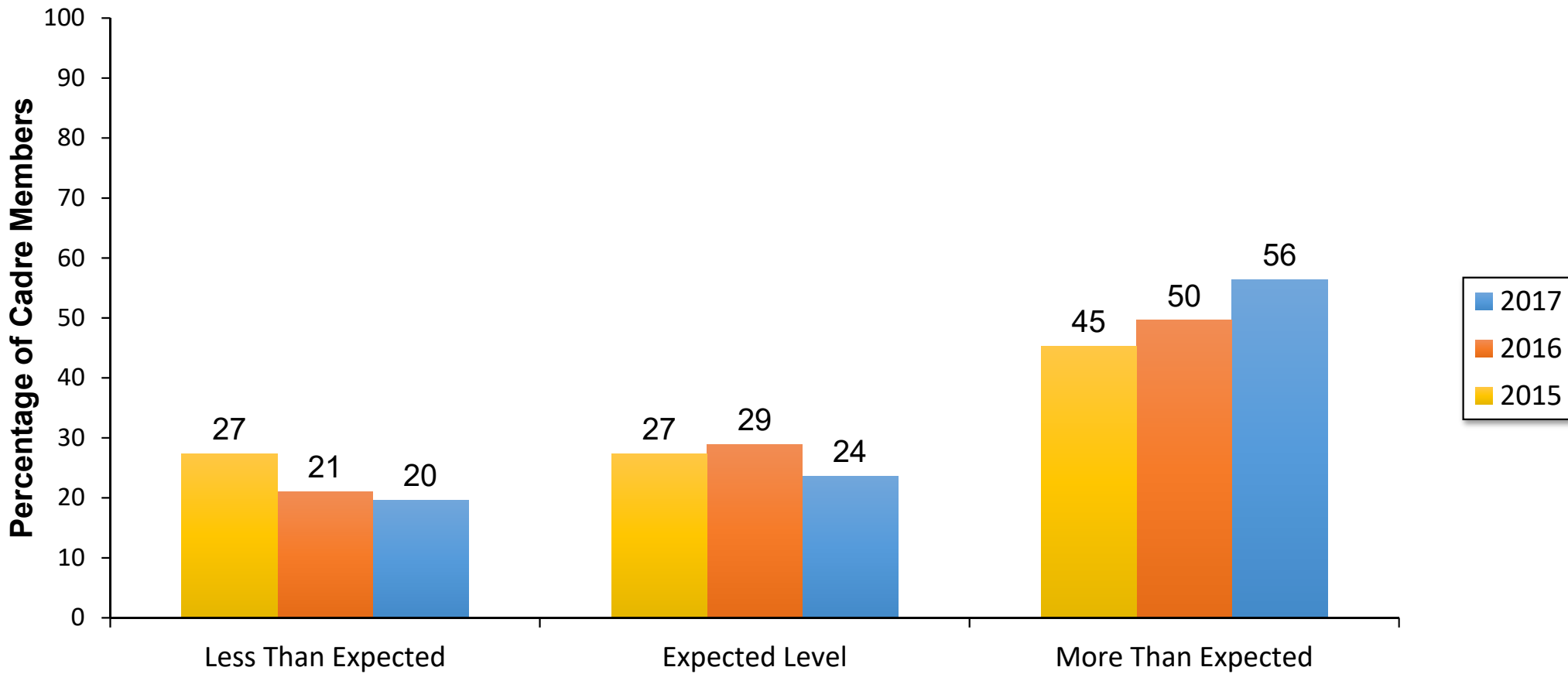
# Types of Vendors Targeted in Trainings



# Regional Collaboration



# Participation Regional Collaboration Meetings

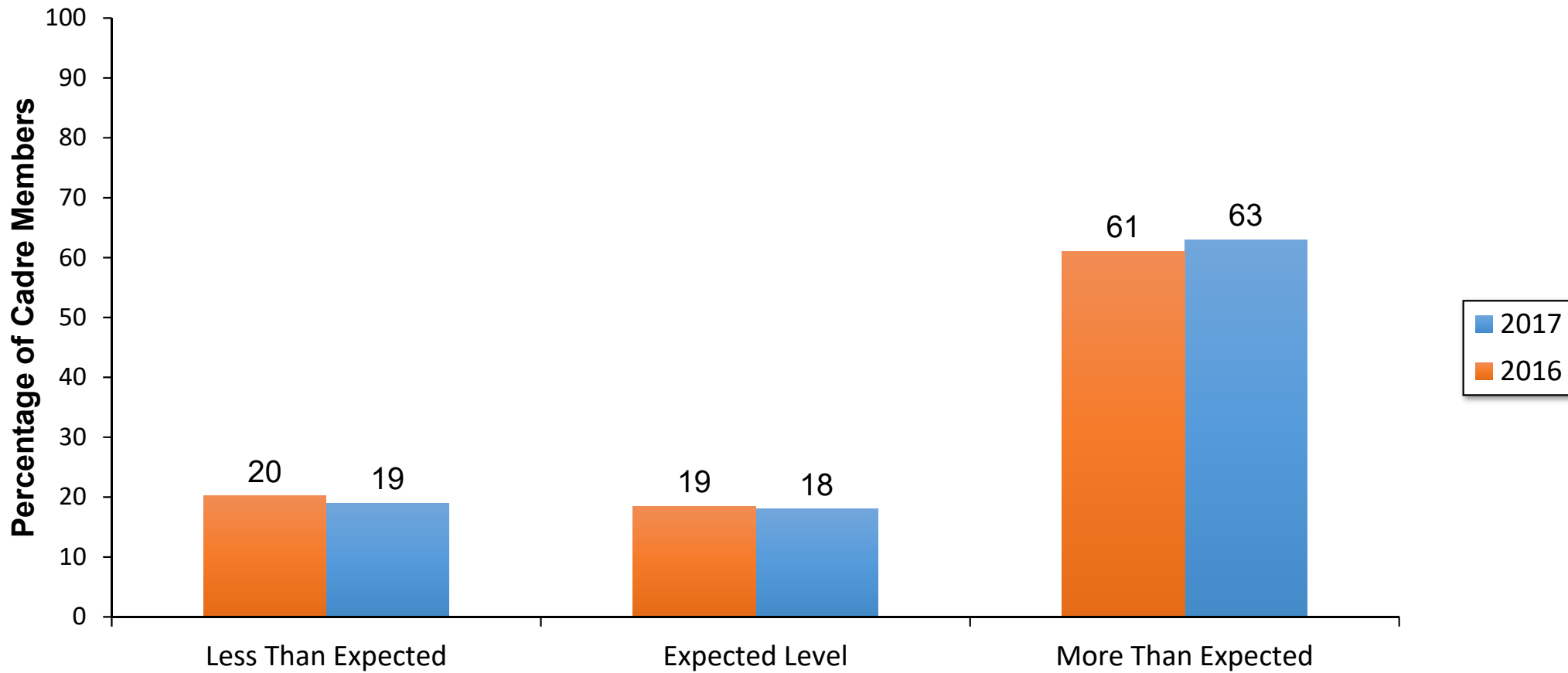




# **“Managing Up” Meeting with Your Leaders**

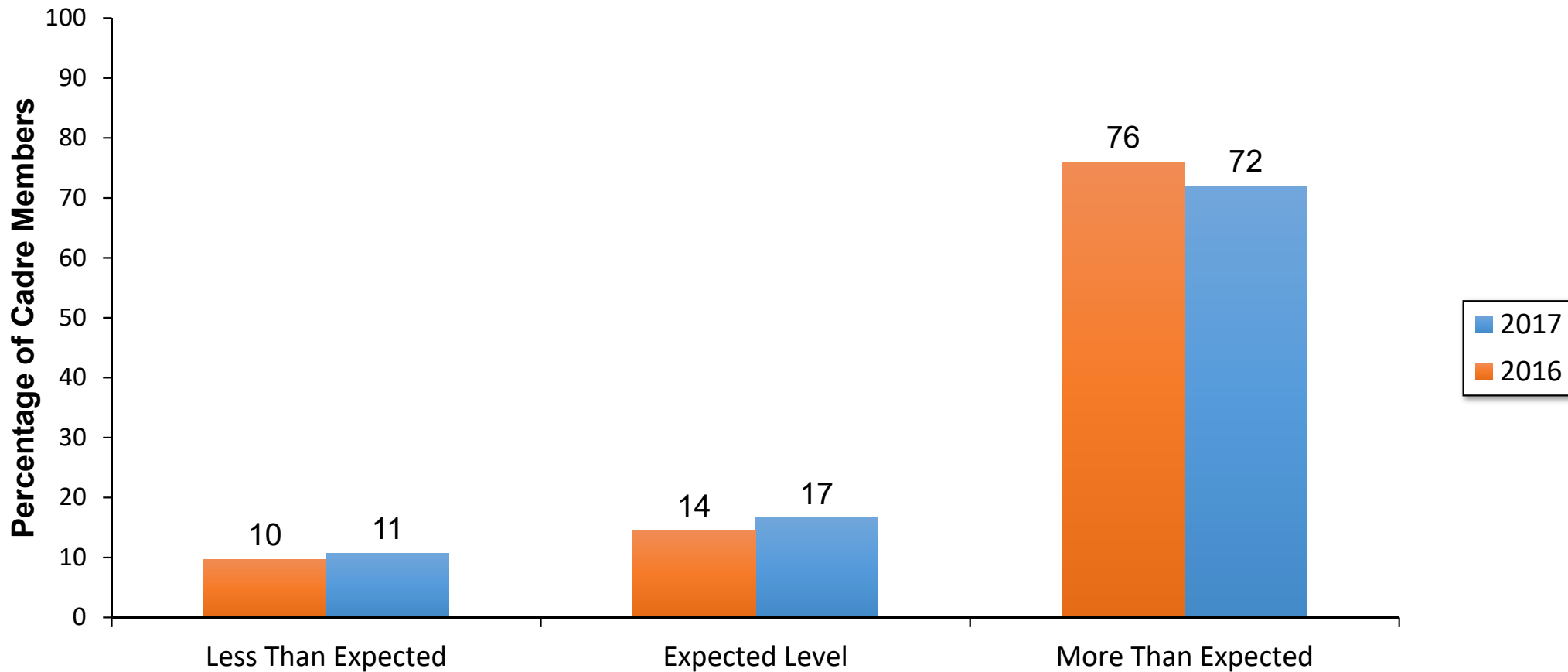


# Meet with Agency Leader After Summit to Review Training/Coaching/Regional Plan

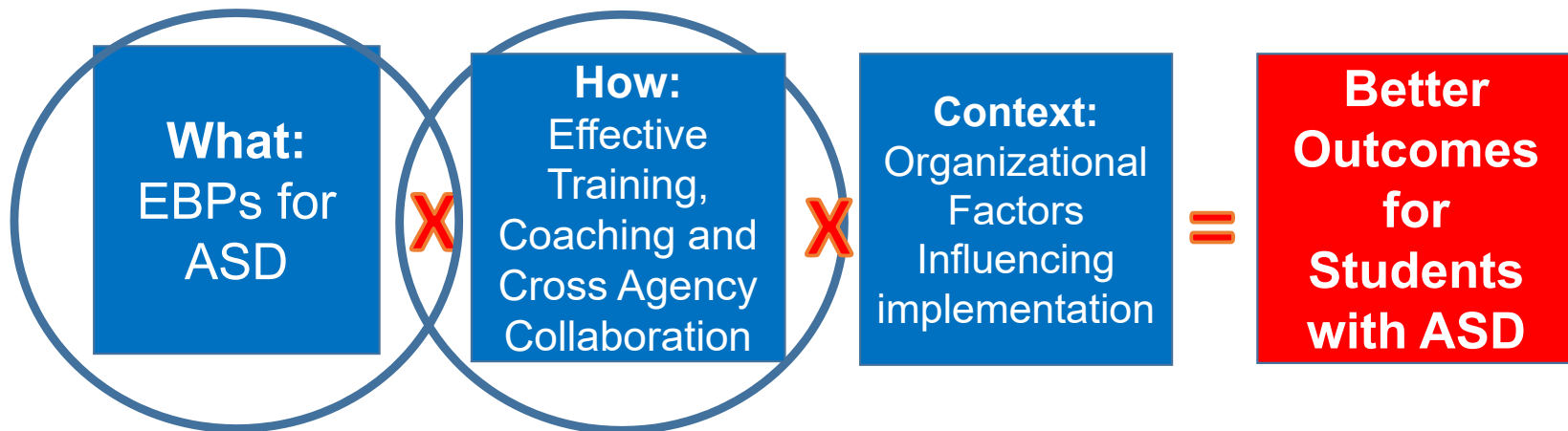




# Meet with Direct Supervisor After Summit to Review Training/Coaching/Regional Plan

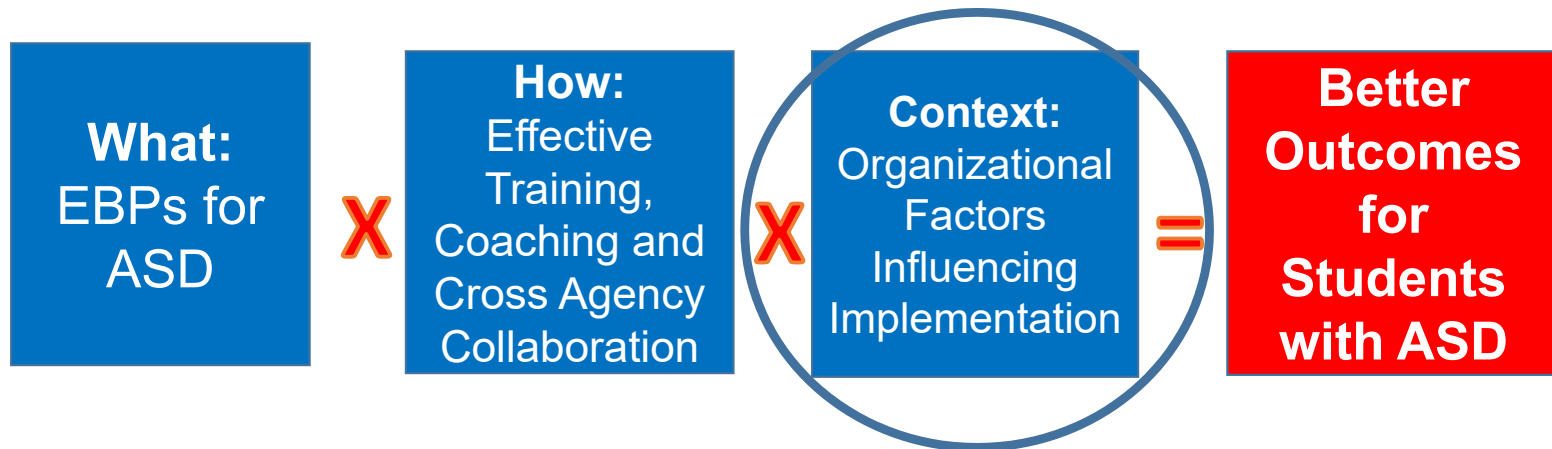


# CAPTAIN Focus Our First 5 Years



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

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





Explore the system level factors that may affect CAPTAIN scale up success

1. Identify factors related to CAPTAIN trainer outcomes (time in training; coaching; supporting staff)
2. Measure teacher and student outcomes related to training
3. Assess how system factors affect these outcomes

**Larger Goal =**

**Understand our unique CA context(s) to inform use of EBPs and scale up**

**System  
Level  
Factors**

SELPA Structure  
Resources  
Collaboration  
Leadership  
Culture/Climate

# Project Updates

## Phase 1



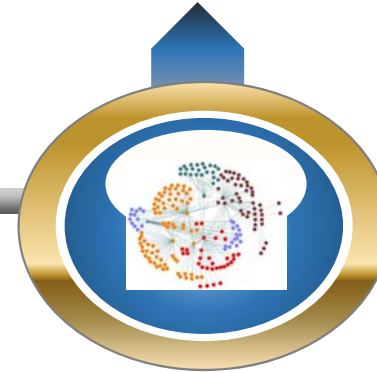
Cadre Survey  
(2017 – 2019)  
Focus Groups  
(2017 – 2018)

## Phase 2



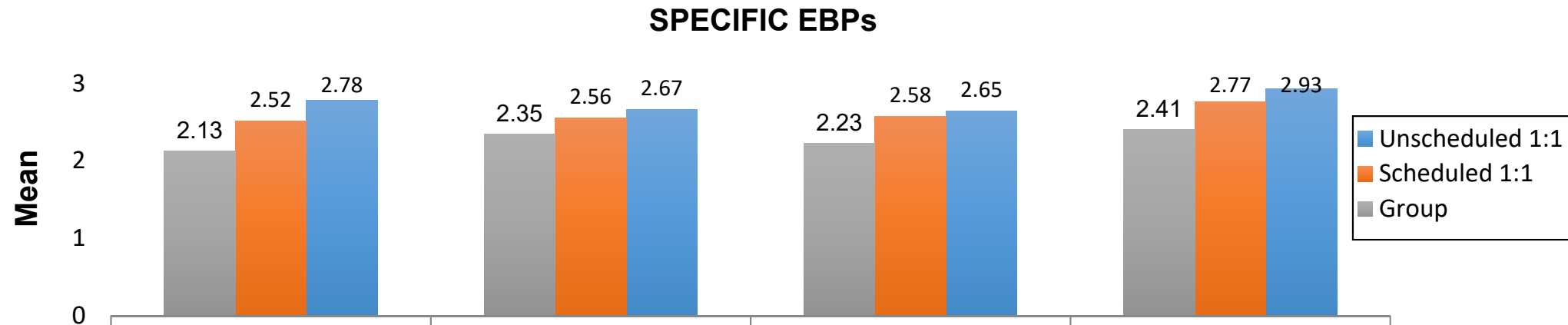
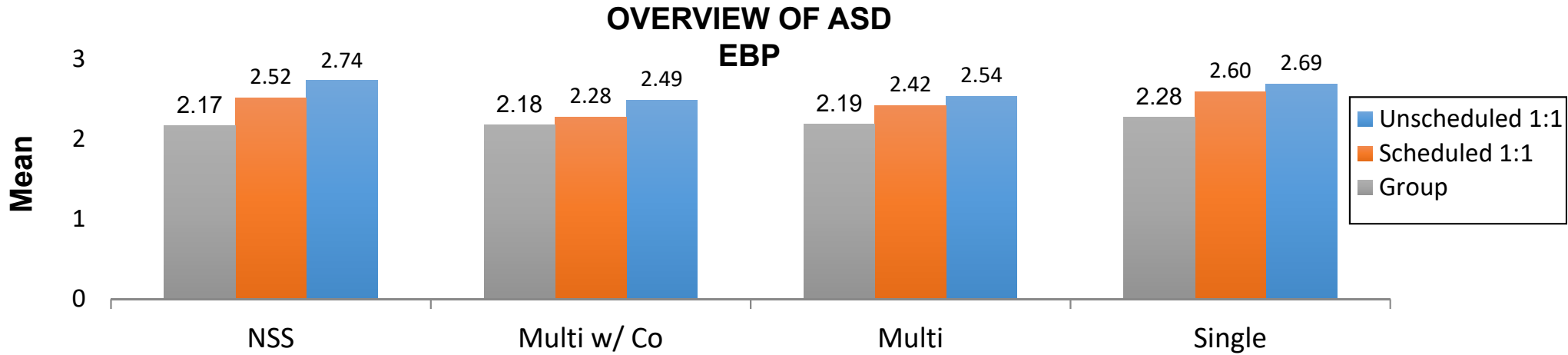
Multi-Level Data on  
Malleable Factors  
that Affect Outcomes  
(2018 – 2019)

## Phase 3



Social Network  
Case Study  
Mapping Social  
Dynamics of EBP  
Implementation  
(2018-2019)

# What Are Most Common Methods of Information Dissemination/Training Across SELPA Types



# Focus Group Findings

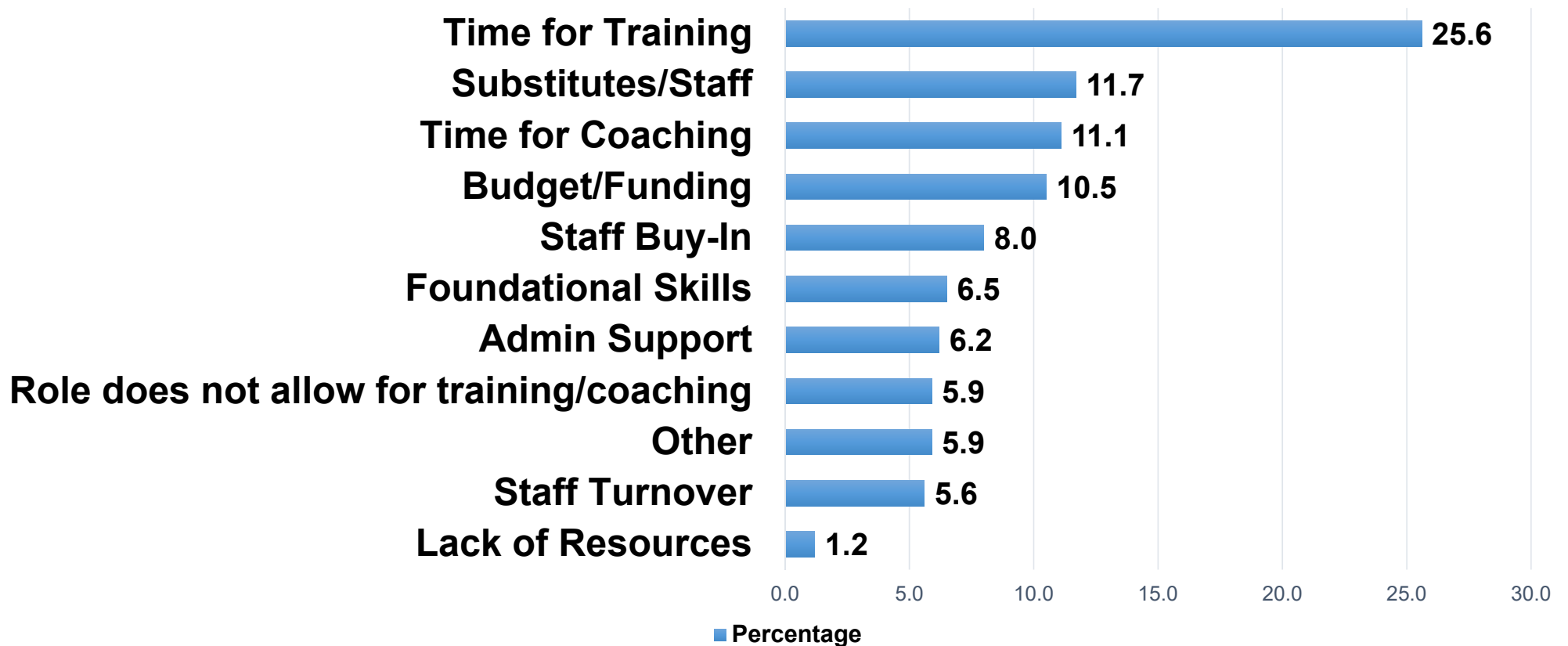
## **Barriers to Implementation**

- Staffing issues
  - Turnover
  - Access to substitutes
  - Workload
- Organizational structure
- Attitudes of leaders and Gen Ed staff
- Unionized time for training

## **Facilitators of Implementation**

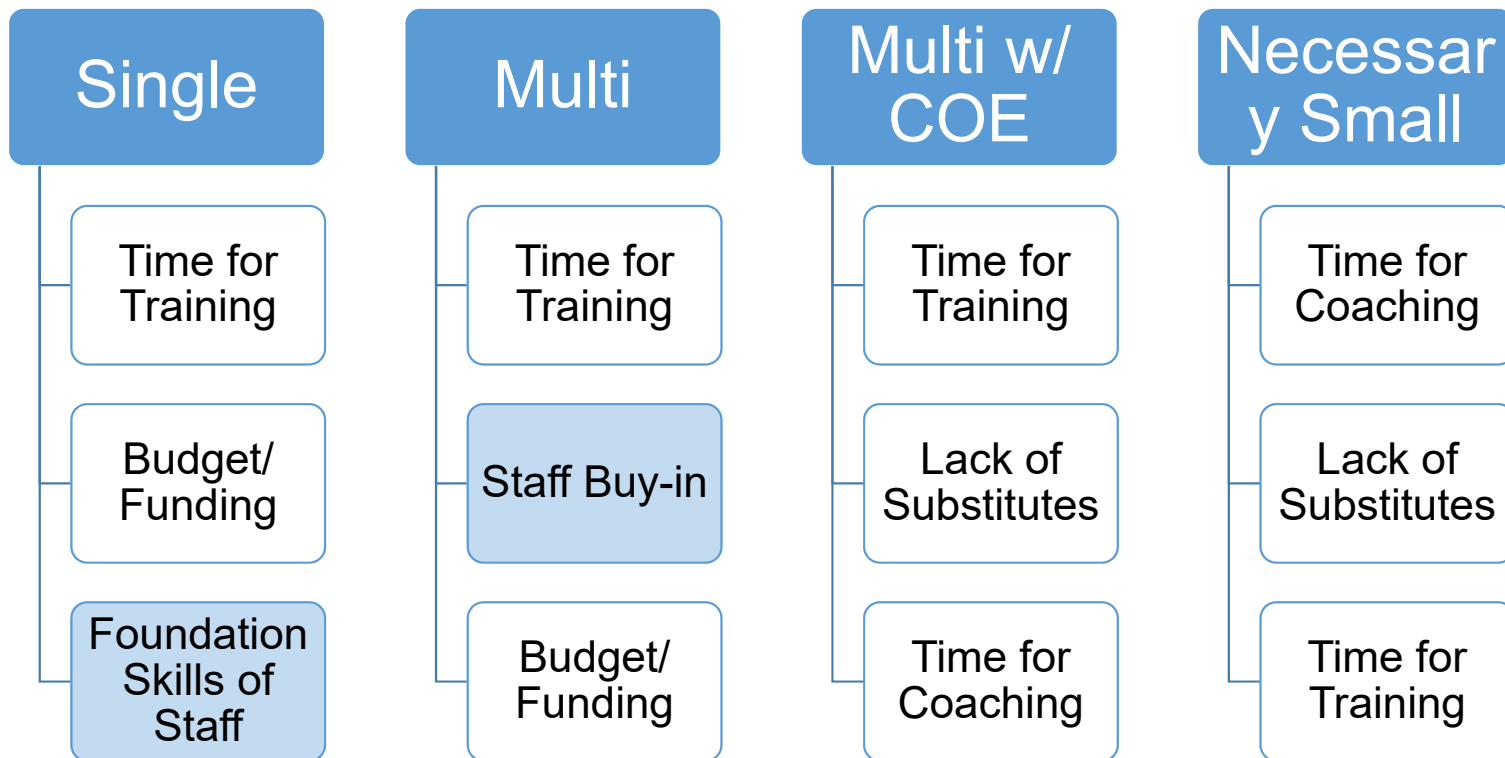
- Rewards
- Recognition

# Barriers to Implementation from all SELPA Cadre (Survey)





# Top Barriers to Implementation of EBPs Across SELPA Types



# Now In Phase 2



CAPTAIN Cadre  
Survey/ Focus  
Groups



Multi-Level Data on  
Malleable Factors  
that Affect Outcomes

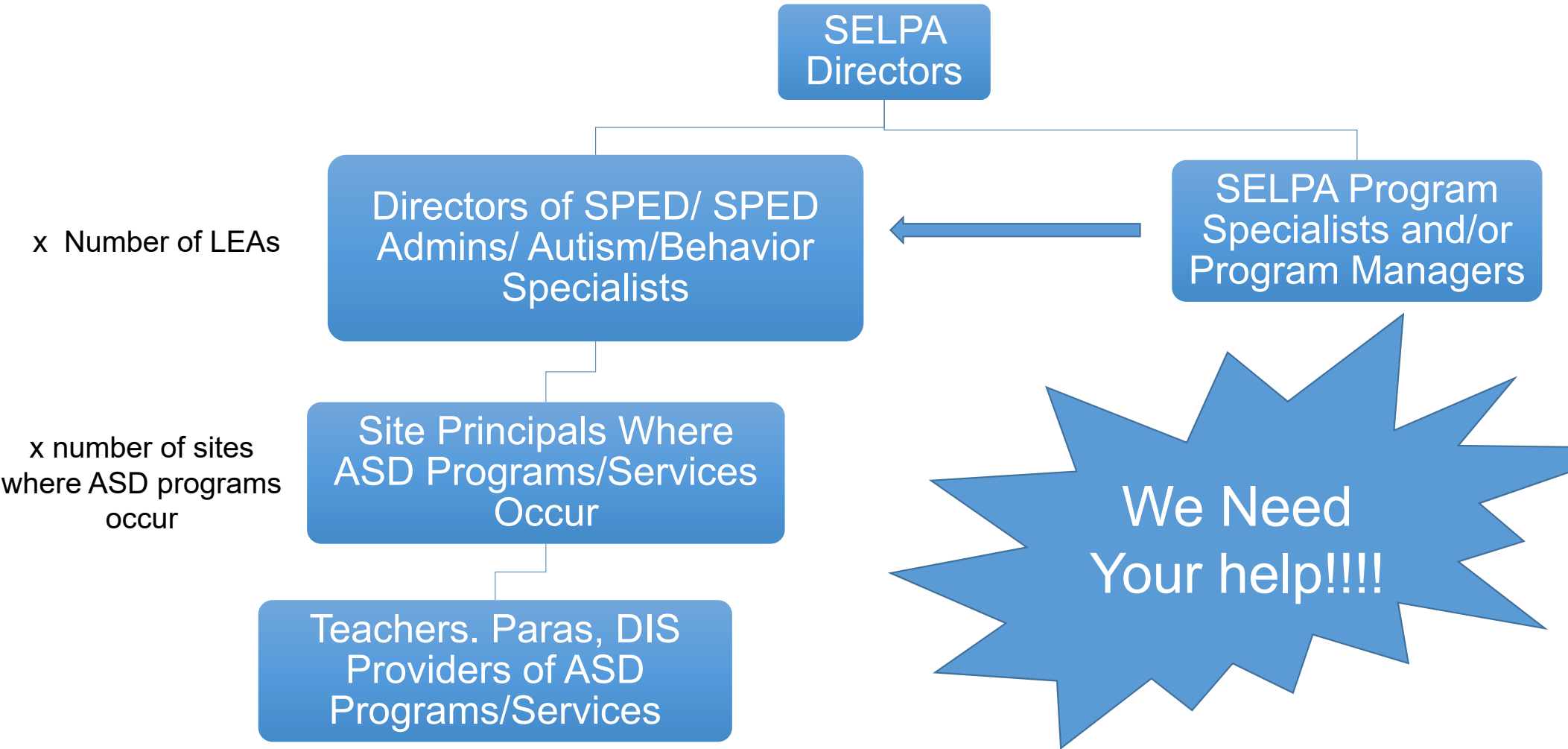


Social Network  
Case Study  
Mapping Social  
Dynamics of EBP  
Implementation

# Primary Survey Measures

Measure	SELPA	District	School	Specialists	Class Staff
Implementation Climate Scale	X	X	X	X	X
Organizational Climate Scale			X	X	X
Implementation Leadership Scale	X	X	X	X	X
Evidence-based Practice Attitudes Scale			X	X	X
Implementation Citizenship Behavior				X	X
ASD EBP Resource Assessment Tool	X	X	X		
Decision Making Structures and Methods	X	X	X		

# Survey Respondents Needed!!!!



# Survey Information and Recruitment Video

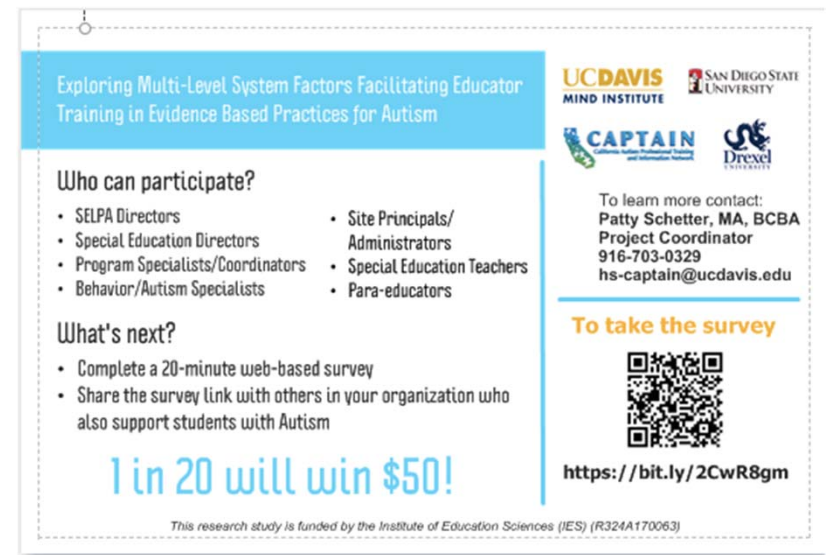


**Participate in an Important Research Study**

Help improve training in evidence-based practices for students with Autism in California

**1 in 20 will win \$50!**

Exploring Multi-Level System Factors Facilitating Educator Training in Evidence Based Practices for Autism




Exploring Multi-Level System Factors Facilitating Educator Training in Evidence Based Practices for Autism

**UC DAVIS MIND INSTITUTE** **SAN DIEGO STATE UNIVERSITY**

**CAPTAIN** **Drexel University**

To learn more contact:  
Patty Schetter, MA, BCBA  
Project Coordinator  
916-703-0329  
hs-captain@ucdavis.edu

**To take the survey**



<https://bit.ly/2CwR8gm>

**1 in 20 will win \$50!**

This research study is funded by the Institute of Education Sciences (IES) (R324A170063)

- 1) Complete the statewide survey (if you have not yet)
- 2) Prompt your directors to send it to the proper school sites and specialists with a request to complete
- 3) Cadre can assist us with recruitment by sending the request and/or giving the survey info card to proper respondents

# Thank You and Welcome on Behalf of the CAPTAIN Leadership Team



END OF WELCOME  
TRANSITION TO HOT TOPICS



# CAPTAIN

California Autism Professional Training  
and Information Network

[www.captain.ca.gov/handouts.html](http://www.captain.ca.gov/handouts.html)



Hot Topics





# Thank you for the table centerpieces! Created by Students from Triton Academy, a VCOE SELPA School





# Welcome to Ventura County SELPA



**Emily Mostovoy-Luna**  
**Assistant Superintendent**



# Pledge of Allegiance



# CAPTAINS OF THE NEW WAVE

**Lisa Torres, CAPTAIN Cadre  
WACSEP Program Specialist**

**Vira Caro-Michael, CAPTAIN Cadre  
WACSEP Behavior Specialist**



**Jillian Torres, SDC Teacher  
William Orr Elementary  
Little Lake City School District  
EBP: REINFORCEMENT**



**Yanira Cordova, Special Education Teacher  
La Serna High School  
Whittier Union High School District  
EBP: SELF MANAGEMENT**

# Thank You on Behalf of the CAPTAIN Cadre and Leadership Team

