WELCOME

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WIFI: SJCOE GUEST (NO PASSWORD)

“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
HOW TO BE SOCIAL DURING THE SUMMIT!

INSTAGRAM:
captain Ebps

TWITTER:
@captain Ebps

CAPTAIN

HOW TO ON HANDOUTS PAGE

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 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

EBP 1
PRT

EBP 2
Peer Mediated Interventions

EBP 3
Video Modeling
Scaling Across Recipients of Interventions
Scaling Across Implementers of the Interventions
Scaling Across Families
Scaling Across Sites and/or Districts
Scaling Across Agencies and Provider Groups
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?
<table>
<thead>
<tr>
<th>Agency</th>
<th>2018 - 2019</th>
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<tbody>
<tr>
<td>Regional Center</td>
<td>49</td>
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<tr>
<td>SELPA/School Districts</td>
<td>339</td>
</tr>
<tr>
<td>Family Support Agency</td>
<td>20</td>
</tr>
<tr>
<td>University Programs (UCEDD/LEND)</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>415</td>
</tr>
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</table>
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!
Next Steps: Regional Brochures Available In Spanish
Cadre Training Requirement for Awareness of ASD and EBP
Training and Use of Specific EBPs
SELPA Cadre Training Requirements on Specific EBPs

<table>
<thead>
<tr>
<th>Category</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
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<tbody>
<tr>
<td>Less Than Expected</td>
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<td>15</td>
<td>17</td>
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<tr>
<td>More Than Expected</td>
<td>43</td>
<td>55</td>
<td>48</td>
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</table>
SELPA Cadre Coaching Requirements

Percentage of Cadre SELPA Members

- Less Than Expected: 26, 24, 18
- Expected Level: 25, 20, 30
- More Than Expected: 49, 56, 52

Year:
- 2017
- 2016
- 2015
Use of EBPs for Training and Coaching

<table>
<thead>
<tr>
<th>Activity</th>
<th>Training</th>
<th>Coaching</th>
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</thead>
<tbody>
<tr>
<td>Demonstrate information/skill</td>
<td>3.5</td>
<td>44.7</td>
</tr>
<tr>
<td>Test Knowledge</td>
<td>27.3</td>
<td>50.4</td>
</tr>
<tr>
<td>Check Fidelity</td>
<td>22.3</td>
<td>59.3</td>
</tr>
<tr>
<td>Evaluate Student Data</td>
<td>17.1</td>
<td>23.6</td>
</tr>
<tr>
<td></td>
<td>17.3</td>
<td>33.8</td>
</tr>
</tbody>
</table>

Never | Sometimes | Always
QUESTION:
Why are Implementation Awards important?

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

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

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

Nancy MacLean, Site Administrator
San Benito County of Education

Jeanette Billardi, Teacher
Cienega Elementary School, Cienega USD

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
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

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Individual Consultations on Specific Cases</td>
<td>27</td>
</tr>
<tr>
<td>Presentations at Staff/Unit Meetings</td>
<td>26</td>
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<tr>
<td>Consultation/Training through TA to Families/Programs</td>
<td>22</td>
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<tr>
<td>Presentations at Vendor Meetings</td>
<td>21</td>
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<tr>
<td>Presentations at Local/Regional Conferences</td>
<td>11</td>
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<tr>
<td>New Hire Trainings/Orientations</td>
<td>9</td>
</tr>
<tr>
<td>Types of Vendors Targeted in Trainings</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
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<tr>
<td>Behavior Services</td>
<td>16</td>
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<tr>
<td>Adult Day Programs</td>
<td>14</td>
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<tr>
<td>Residential</td>
<td>14</td>
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<tr>
<td>Social Skills</td>
<td>9</td>
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<tr>
<td>Supported Living</td>
<td>8</td>
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<tr>
<td>Independent Living Skills</td>
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<td>Adaptive Skills</td>
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<td>Respite</td>
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<td>Daycare</td>
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<td>Supported Employment</td>
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</table>
Regional Collaboration
Participation Regional Collaboration Meetings

<table>
<thead>
<tr>
<th>Percentage of Cadre Members</th>
<th>2017</th>
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<th>2015</th>
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<tr>
<td>Less Than Expected</td>
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<td>21</td>
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</tr>
<tr>
<td>Expected Level</td>
<td>27</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>More Than Expected</td>
<td>45</td>
<td>50</td>
<td>56</td>
</tr>
</tbody>
</table>
In Addition…

Regional Groups have:
• Held regional interagency CAPTAIN conferences
• Hosted make and take events
• Developed their own websites
• Developed their own social media
• Created their own newsletters
• Participated at community events (e.g., Autism Walks, Parent Conferences by Family Support Centers, Fiesta Educativa meetings, etc.)
• Engaged in radio interviews to increase awareness about EBPs for ASD
• Provided training to first responders in their communities
• Created regional Google sites/Google docs to share resources
• Provided support to other regions that experienced natural disasters (e.g., provided materials for teachers of students with ASD)
“Managing Up”
Meeting with Your Leaders
Meet with ***Agency Leader*** After Summit to Review Training/Coaching/Regional Plan

<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>More Than Expected</td>
<td>61</td>
<td>63</td>
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</table>
Meet with **Direct Supervisor** After Summit to Review Training/Coaching/Regional Plan
CAPTAIN Focus Our First 5 Years

What: EBPs for ASD

How: Effective Training, Coaching and Cross Agency Collaboration

Context: Organizational Factors Influencing implementation

Better Outcomes for Students with ASD
Exploring Multi-Level Systems Factors
Facilitating Educator Training and Implementation of EBP

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

What: EBPs for ASD
How: Effective Training, Coaching and Cross Agency Collaboration
Context: Organizational Factors Influencing Implementation
Better Outcomes for Students with ASD
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**
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

OVERVIEW OF ASD

<table>
<thead>
<tr>
<th>EBP</th>
<th>NSS</th>
<th>Multi w/ Co</th>
<th>Multi</th>
<th>Single</th>
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</tr>
<tr>
<td>Group</td>
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</table>

SPECIFIC EBPs

<table>
<thead>
<tr>
<th>EBP</th>
<th>NSS</th>
<th>Multi w/ Co</th>
<th>Multi</th>
<th>Single</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.13</td>
<td>2.52</td>
<td>2.78</td>
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<tr>
<td>Unscheduled 1:1</td>
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<td>Scheduled 1:1</td>
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<td>2.58</td>
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<tr>
<td>Group</td>
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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)

- Time for Training: 25.6%
- Substitutes/Staff: 11.7%
- Time for Coaching: 11.1%
- Budget/Funding: 10.5%
- Staff Buy-In: 8.0%
- Foundational Skills: 6.5%
- Admin Support: 6.2%
- Role does not allow for training/coaching: 5.9%
- Other: 5.9%
- Staff Turnover: 5.6%
- Lack of Resources: 1.2%

Percentage
Top Barriers to Implementation of EBPs Across SELPA Types

- Single
  - Time for Training
  - Budget/Funding
  - Foundation Skills of Staff

- Multi
  - Time for Training
  - Staff Buy-in
  - Budget/Funding

- Multi w/ COE
  - Time for Training
  - Lack of Substitutes
  - Time for Coaching

- Necessary Small
  - Time for Coaching
  - Lack of Substitutes
  - Time for Training
Now In Phase 2

Phase 1: CAPTAIN Cadre Survey/ Focus Groups

Phase 2: Multi-Level Data on Malleable Factors that Affect Outcomes

Phase 3: Social Network Case Study Mapping Social Dynamics of EBP Implementation
## Primary Survey Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>SELPA</th>
<th>District</th>
<th>School</th>
<th>Specialist</th>
<th>Class Staff</th>
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<tr>
<td>Implementation Climate Scale</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Organizational Climate Scale</td>
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<tr>
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<td>Evidence-based Practice Attitudes Scale</td>
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<tr>
<td>Implementation Citizenship Behavior</td>
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<td>ASD EBP Resource Assessment Tool</td>
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<td>Decision Making Structures and Methods</td>
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</table>
Survey Respondents Needed!!!!

SELPA Directors

- Directors of SPED/SPED Admins/ Autism/Behavior Specialists
- Site Principals Where ASD Programs/Services Occur
- Teachers, Paras, DIS Providers of ASD Programs/Services

SELPA Program Specialists and/or Program Managers

We Need Your help!!!!
Survey Information and Recruitment Video

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
www.captain.ca.gov/handouts.html
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