CAPTAIN SUMMITS
DECEMBER 2016 & JANUARY 2017

www.captain.ca.gov/handouts.html
PRESENTERS / CONTRIBUTERS

CDE:
• Ann England, Assistant Director, Diagnostic Center, CDE

DDS:
• Emily Woolford, Assistant Chief, Early Start & Health Services Section, DDS
• Christine Bagley, Community Program Specialist II, DDS, Early Start and Health Services Section

UNIVERSITY:
• Jessica Surheinrich, Assistant Professor of Special Education, San Diego State University
• Samantha Thompson & Brittani Phillips Hilscher, SPARK Project Coordinators, UC Davis

REGIONAL CENTERS:
• Soryl Markowitz, LCSW, Westside Regional Center
How many results do you think you would get if you did a search for: “AUTISM TREATMENT”?
Results 47,200,000 for “AUTISM TREATMENT”!!!!!
(January 26, 2017)
Education Update
Number of Students with ASD Increasing

CA Department of Special Education
Special Education Enrollment by Age & Disability

December 2009-2010 Reporting Cycle=59,592
December 2010-2011 Reporting Cycle=65,815
December 2011-2012 Reporting Cycle=71,702
December 2012-2013 Reporting Cycle=78,624
December 2013-14 Reporting Cycle=84,713
December 2014-2015 Reporting Cycle: 90,794

December 2015-16 Reporting Cycle
97,156 Students
[13.2% of Special Education Students in CA]

Source: www.cde.ca.gov/ds
### Special Education Enrollment by Age and Disability

#### Statewide Report

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<th>Age</th>
<th>Intellectual Disability (VR)</th>
<th>Hearing Impaired (HH)</th>
<th>Deaf (DEAF)</th>
<th>Speech or Language Impairment (SLI)</th>
<th>Visual Impairment (VI)</th>
<th>Emotional Disturbance (ED)</th>
<th>Orthopedic Impairment (OI)</th>
<th>Other Health Impairment (OHI)</th>
<th>Specific Learning Disability (SLD)</th>
<th>Deaf Blindness (DB)</th>
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* Denotes values under 11

Source: [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)

**Autism** = 97.156
Prevalence of ASD in CA Schools
(Number of students receiving Special Education Services)
What’s New from NPDC?
AFIRM
Autism Focused Intervention Resources and Modules
http://autismpdc.fpg.unc.edu/npdc-resources

NEW!

AFIRM Modules
Learn with AFIRM
Selecting EBPs
Resources

Prompting
Use prompting to reduce incorrect responding as learners with ASD acquire new skills.

Learn more about Prompting

AFIRM Modules
New EBP Learning Modules!

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

Visit the Learn with AFIRM section to find out more.

Available EBP Modules
AFIRM
Autism Focused Intervention Resources and Modules

Each AFIRM module provides:

- Key components of an EBP including the various approaches that can be used with learners with ASD
- Behaviors and skills that can be addressed using the practice
- A step-by-step process for applying the practice
- Specific resources that you can download and customize for your own use
- An option to earn a free certificate for professional development

Visit Learn with AFIRM to find out more.

www.captain.ca.gov
http://afirm.fpg.unc.edu/afirm-modules
AFIRM Modules

[15 of 27 EBPs Available as of 01/26/17]

1. ABI Antecedent-based Intervention
2. DTT Discrete Trial Training
3. ECE Exercise
4. FBA Functional Behavior Analysis
5. MD Modeling
6. PMII Peer-Mediated Instruction and Intervention
7. PECS Picture Exchange Communication System
8. PP Prompting
9. R+ Reinforcement
10. SM Self-management
11. SN Social Narratives
12. SST Social Skills Training
13. TA Task Analysis
14. TD Time Delay
15. VS Visual Supports

Upcoming:
SM Structured Play
VM Video Modeling
SC Scripting
New AFIRM Learning Module!
How to Select an EBP
http://afirm.fpg.unc.edu/selecting-ebp

Watch a Short Overview Video on the Selecting EBP Process

Before beginning any new practice or intervention with a learner, it is important to follow four general planning steps. The four-step process includes:

- Identifying the behavior
- Defining the extent of the behavior (collecting baseline data)
- Establishing an observable and measurable goal or outcome
- Choosing an EBP

Identify the behavior or skill

To help you select the best evidence-based practice to use with your student, it is important to identify the target behavior. The target behavior must be observable and clearly defined in the setting where it occurs. All team members should be able to identify the behavior (including its frequency and duration) based on the clarity of the definition of the behavior.
SELF LEARNING MODULES FOR TODDLERS!
NPDC-ASD Early Start Website
http://asdtoddler.fpg.unc.edu
Another Excellent EBP Resource for Older Individuals with ASD

www.captain.ca.gov
http://cseса.fpg.unc.edu
SUBSCRIBE!
Stay Up-To-Date!
http://fpg.unc.edu/subscribe-enews

News & Resources from UNC's Frank Porter Graham Child Development Institute

FPG [fpg@unc.edu]
To: The fpg-enews mailing list [fpg-enews@listserv.unc.edu]

- To help protect your privacy, some content in this message has been blocked. If you're sure this message is from a trusted sender and you want to re-enable the blocked features, click here.

**Seats Are Available for Late October Training: "Using the 'Inclusive Classroom Profile' with Proficiency"**
Time is quickly running out to register through our nonprofit PDC@FPG for training on the new structured observation rating scale that assesses the quality of classroom practices supporting the developmental needs of children 2½-5 years old.

**New "Partnerships for Inclusion" Webinar Series Launches October 12**
FPG's Pam Winton will moderate a federal panel for the first webinar in the new Partnerships for Inclusion Webinar Series, which launches with "Improving Access to Evaluation and Services."

**The PDC@FPG Offers "Improving Classroom Management: Using Motivation Research to Inform Practice"**
Now teachers and administrators can learn research-based strategies through a new face-to-face model.
New Goal Attainment Scaling (GAS) Form

### Goal Attainment Scaling Form

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<th>Objective</th>
<th>Date</th>
<th>Developed by</th>
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<td>Secondary Objective</td>
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<td>Exceeds Annual Goal</td>
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**NOTES:**
## Old Goal Attainment Scaling (GAS) Form

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<tr>
<td>More Than Expected (+1)</td>
</tr>
<tr>
<td>Expected Outcome (0)</td>
</tr>
<tr>
<td>Less Than Expected (-1)</td>
</tr>
<tr>
<td>Much Less Than Expected (-2)</td>
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</table>
Want to see examples of how to use the Goal Attainment Scaling (GAS) Form?

http://csesa.fpg.unc.edu/high-school-case-studies
Yes!

The new Goal Attainment Scale (GAS) form is on the CAPTAIN website in Resources!
NPDC Made the EBP Matrix!
Yes!
The new NPDC Matrix is on the CAPTAIN website in Resources!
Dear Colleague,

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

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

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

If you would like more information about CAPTAIN resources or are interested in having one of your local CAPTAIN Cadre Members provide a presentation to faculty or students, please contact autismebp@gmail.com or check out information on our website at www.captain.ca.gov.

Thank you,

CAPTAIN Leadership Team
State Level Updates
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

- Autism Caseload Update
- SSIP/ “Take a Minute” Campaign
Number of Consumers with Autism
January 2005 and January 2015

Number of Consumers
2005

Number of Consumers
2015

Does Not Have Autism

Has Autism
## Number of Consumers with Autism January 2005 and January 2015

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<td>Number of Consumers</td>
<td>Percentage of Total</td>
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<td>28,732</td>
<td>16.3%</td>
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<tr>
<td>No</td>
<td>147,733</td>
<td>83.7%</td>
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<td>Total Consumers</td>
<td>176,465</td>
<td>100.0%</td>
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</table>
Total Number of Consumers with Autism
2015: 75,378
Consumers with Autism by Age Group 2015

- 3 - 11 yrs: 48%
- 12 - 21 yrs: 33%
- 22 - 31 yrs: 12%
- 32 - 41 yrs: 3%
- 42 - 51 yrs: 2%
- 52 - 61 yrs: 1%
- 62 & Older: 1%
State Systemic Improvement Plan (SSIP)

- The SSIP is a multi-year, achievable plan to increase the percentage of infants and toddlers with disabilities in California who will substantially increase their rate of growth in positive social-emotional skills (including social relationships) by the time they exit the early intervention program.
TAKE A MINUTE…

Relationships Matter!

- Best Practices Provider Checklist
- Parent Flyer
- Video
- Early Start Online Open Access

http://earlystartneighborhood.ning.com//
Centers for Medicare & Medicaid Services (CMS) regulations / rules for Home and Community-Based Services (HCBS)

Soryl Markowitz, LCSW, Westside Regional Center

Final Rule

Transition Funding
Final Rule

- Issued in January, 2014
- State Transition Plans
- Programs funded need to provide service recipients full access to the benefits of community living
- Ensures individuals’ rights of privacy, dignity, and respect; Freedom from coercion and restraint
- Services and supports to focus on the nature and quality of individuals’ experiences, but optimizing autonomy and independence in making life choices.

Person Centered Planning
- Programs must be in compliance by March 2019
Person Centered Planning
Community Inclusion & Competitive Integrated Employment

- Services directed by the individual and people they choose

- Includes preferences and plan to achieve goals

- Encompasses the full participation of all people in community life

- Accommodates any person with a disability without restrictions or limitations of any kind

- Work performed by people with disabilities, in an integrated setting, for wages commensurate with non-disabled workers

- Funds available for programs to access to assist in redesigning their services

- Requires that individuals do not remain in segregated settings
Self Determination

Your Life

Your Way
The Self Determination Law was signed by Governor Brown in October, 2013

- Allows individuals to choose:
  - Services and Supports
  - Who provides these services and supports
  - Where they are provided
  - Requires Person Centered Planning
Self Determination

* Based on RC spending on the individual in the preceding 12 months

* In the first 3 years limits participants to a total of 2500 statewide

* Each RC given a specific allotment based on total number of clients

* After 3 years anyone can join

* Eliminates RC restrictions due to regulation
GAO REPORT RELEASED
November 17, 2016
(Government Accountability Office)

• About what?
  – Services Needed During the Transition into Adulthood for Youth with ASD

• Why did they do this study?
  – About a half a million youth with ASD will enter adulthood over the next decade. As they exit high school, they must obtain services as adults.

• What did the GAO study?
  1. the services and supports transitioning youth with ASD need to attain their goals for adulthood
  2. the characteristics of these services and supports
  3. how youth with ASD can be fully integrated into society
• What are the 5 goals ASD youth need?

1. Education
2. Employment
3. Maximizing independent living
4. Health and safety
5. Maximizing community integration
GAO REPORT RELEASED
November 17, 2016

- What are the 14 service categories?

<table>
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<th>Key Services Needed to Support Transitioning</th>
<th>Youth with Autism Spectrum Disorder</th>
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<td>Behavioral interventions</td>
<td>Mental health care</td>
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<tr>
<td>Case management/ coordination</td>
<td>Postsecondary education planning and supports</td>
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<td>Communication services</td>
<td>Residential supports</td>
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<td>Day programming</td>
<td>Social supports</td>
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<td>Family Education and Supports</td>
<td>Transition Planning Services</td>
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<td>Life Skills Education and Experience</td>
<td>Transportation Supports</td>
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<td>Medical care</td>
<td>Vocational supports</td>
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Source: GAO analysis of roundtable discussion. | GAO-17-109
What do services need to be?

- Timely and individualized services that address the variation in autism characteristics and any changes over a person’s lifetime.

- Equitable access to services regardless of their race, gender, family income, or location.

- Services within youths’ local communities in order to foster access and community involvement.

- Services should be evidence-based and more research into program efficacy is needed.
How do we improve the ability of youth with ASD to fully integrate into society?

- Panel cited the need for a new approach to providing supports and better public understanding of autism (e.g., approach would place a shared responsibility for inclusion on both society and youth with ASD)

- For example, youth with ASD should learn workplace social expectations and meet them to the extent they can, but employers should also recognize that some social rules (i.e., expecting individuals to smile) can be difficult for some individuals with ASD.
Supreme Court Considers How Schools Support Students With Disabilities

January 11, 2017

• This case is described as the most important case involving public school special education in three decades.

• Stanford Law professor Jeffrey Fisher, is representing a boy with ASD from Colorado and his parents.

• The Question: “What is the level of educational benefit that school districts must confer on children with disabilities to provide them with the free appropriate public education (FAPE) guaranteed by the Individuals with Disabilities Education Act (IDEA)?”
A key ambiguity in the law is what qualifies as an “appropriate” education.

At issue is whether federal law requires public schools to provide more than the bare minimum in special services for children with disabilities.

It now falls on the justices to decide whether to endorse the 10th circuit’s minimal standard for educational equality for disabled students or to articulate a higher standard.
Hot Topics in Research

Jessica Surheinrich, Assistant Professor of Education, San Diego State University
Long-term Effects of Parent Provided Early Intervention

• Parent mediated early intervention has demonstrated short-term effects on child outcomes
  • Joint engagement
  • Social communication
  • Symbolic play
  • Social imitation

• Until now only a handful of small studies have evaluated longer term outcomes
Long-term Effects of Parent Provided Early Intervention

*Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomized controlled trial* (Pickles et al., 2016)

- Parent Autism Communication Trial (PACT)

- Follow-up evaluation 5 years after the intervention ended

- Results show differences in
  - ASD severity
  - Child initiations toward parents
A systematic review of peer-mediated interventions for children with autism spectrum disorder (Chang & Locke, 2016)

- Peer mediated interventions (PMI) involve training peers in behavioral and social strategies to engage children with ASD.

- Reviewed studies with experimental group designs
  - 5 studies
  - Children ages 3-17
  - School and camp settings

- Significant increases in social outcomes in 4 of the 5 studies
Rethinking Sustainability

Intervention
- Components
- Practitioners
- Outcomes

Setting
- Staffing
- Organizational Culture
- Training
- Supervision

Larger System
- Policy
- Regulations
- Population Characteristics

Adapted from Chambers, Glasgow & St
Take Aways

• Increased focus on parent training (not just providing information but skill-building)

• Encouraging findings for the effectiveness of PMI in “real-world” group settings

• Growing understanding of organizational and system factors affecting EBP use
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”
ACHIEVEMENT OF IMPLEMENTATION FIDELITY

ASD EVIDENCE BASED PRACTICE:
Visual Supports (VS)

Awarded To:
Christina Ann England
Room 12, Abbot Elementary School
San Mateo USD

October 18, 2016
CAPTAIN EBP Implementation Nomination Form

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

AWARD NOMINATION FORM
for
ACHIEVEMENT OF IMPLEMENTATION FIDELITY
ASD EVIDENCE BASED PRACTICE
[submit to: aengland@don-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 - A 3D fidelity implementation checklist for this EBP and demonstrated at least 80% fidelity with the EBP over a period of at least 5 months (i.e., 80% fidelity occurred over a 5-month period of time, not just during a single visit during the 5-month time period).
What is SPARK?

Speed up research and advance our understanding of autism to help improve lives

• Shape the future of autism research and treatments
• 50,000 participants
• 21 clinical sites
A landmark autism research project

- Greater need than ever before
- Hundreds of genetic conditions could play a role in autism
- Advances in available treatments
- Improved quality of life
How you can help SPARK

MAILINGS

EVENTS

RECRUITMENT MATERIALS

SOCIAL MEDIA

WEBSITE LINKS

EMAIL INVITATIONS

NEWSLETTERS
You've been invited by the **UC Davis MIND Institute** to register with SPARK, a large, online research partnership that seeks to improve the lives of people with autism through research. You can register online at [www.SPARKforAutism.org/ucd](http://www.SPARKforAutism.org/ucd). The UC Davis MIND Institute is one of a network of clinical sites—autism centers and research institutions—that SPARK has partnered with across the country.

You are receiving this mailing **directly** from the Valley Mountain Regional Center who would like to invite you to participate in the SPARK Initiative. Valley Mountain Regional Center continues to protect and safeguard your privacy, and SPARK has no access to your personal information without your consent.

To register for SPARK:
- Go to [www.sparkforautism.org/ucd](http://www.sparkforautism.org/ucd)
- If you have already received an email invitation, be sure to register using the email address that this invitation email was sent to.

Registration takes about 20-30 minutes, and we'd love to have you on board. As part of your participation in SPARK, we ask that you register and complete a few questionnaires online, and provide a saliva sample using a saliva collection kit that will be shipped directly to your home. Find out more about what's involved on our SPARK FAQ page: [https://sparkforautism.org/portal/page/faq](https://sparkforautism.org/portal/page/faq)

Together, we can improve lives by helping to accelerate research. SPARK sincerely appreciates your time, effort and participation in this landmark research initiative, and we look forward to learning more together!

Sincerely,

[Signature]

[Signature]
Can research really change the future of autism?

You can SPARK research with one click.

What is SPARK?
- SPARK is an online study with a simple mission: speed up research and advance the understanding of autism
- SPARK aims to be the largest study of its kind with the goal of building a community of 50,000 individuals with autism and their families across the nation
- The entire autism community is encouraged to participate, including adults and children diagnosed with autism, as well as their biological parents and siblings
- By dramatically increasing the number of research participants, SPARK aims to help facilitate research that has not yet been possible

An important part of SPARK is the collection of DNA so it can be analyzed to expand our understanding of the role of specific genes in the development of autism. SPARK will ask you to share basic information about your medical and family history, and if you choose, a DNA sample using a saliva collection kit.

SPARK is sponsored by the Simons Foundation Autism Research Initiative (SPARK), a scientific initiative of the Simons Foundation.

Why Participate in SPARK?
While we are making significant progress learning about autism, we simply don’t know enough. By joining SPARK, you’re helping accelerate research to find causes and treatments for autism.

Additionally, you may qualify to receive:
- Updates on the latest research
- Access to experts who will answer your questions
- Results from the analysis of your or your family’s DNA in the event that you opt to receive this information and a genetic cause for autism is identified
- Individuals with autism will receive gift cards valued at up to a total of $50 per participation

Register for SPARK Today
To learn more about SPARK and register online, visit www.SPARKforAutism.org/UCD.
All data provided to SPARK will be stored without any identifying information and kept confidential.

What to Expect After Registration
After you register, saliva will be shipped directly to your home with clear instructions for collection and return shipping. The kit includes a tube for collecting saliva, as well as an absorbent sponge that can be used for any child who is not able to spit. If you prefer, you can provide a saliva sample in-person by scheduling an appointment at your local clinical site or hospital participating in SPARK.

Join SPARK – a free study with a simple mission: speed up research and advance understanding of autism.

Individuals with autism will receive a $50 gift card once registration is complete.

To learn more about SPARK and register online, visit www.SPARKforAutism.org/UCD
Want to join the largest research study in US? @UCDMINDINST invites you to go online and #SPARKforAutism.

UC Davis MIND Institute joins SPARK, nation's lar...
The UC Davis MIND Institute in Sacramento, Calif. today helped launch SPARK, an online research initiative designed to become the largest autism study ever und...ucdmc.ucdavis.edu

Want to join an autism research study without ever leaving your house? SPARK gives you the opportunity to become part of the biggest autism study ever attempted. By registering online and returning a saliva sample, you can help autism researchers undertake critical studies to advance our understanding of ASD.
Want to help us ignite autism research?

Have an idea of how we can work together?

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

-Fixsen, NIRN, 2006
END