Our Year In Review
Update to CAPTAIN Cadre

2016-2017 Summit

Meet Your Leadership Team

Thank You All For Your Dedication!
**UCEDD**
University Centers for Excellence in Developmental Disabilities

- Patty Schetter, M.A., BCBA, Coordinator of ASD Education Initiatives

- Patrice Yasuda, Ph.D., Training Director
  CA-LEND (Leadership Education in Neurodevelopmental and Related Disabilities)
  USC UCEDD at Children’s Hospital Los Angeles
  Assistant Clinical Professor of Clinical Pediatrics, USC Keck School of Medicine

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**CALIFORNIA STATE UNIVERSITY**

- Jessica Suhrheinrich, PhD Assistant Professor, Special Education
  San Diego State University

- Michelle Dean, PhD Assistant Professor, Special Education
  California State University Channel Islands
Diagnostic Centers, CDE

- Ann England, M.A., CCC-SLP-L, Assistant Director, Diagnostic Center, North
- Ananda Aspen, M.S., Education Specialist, Diagnostic Center, Central
- Laura Lavery, M.A., Education Specialist, Diagnostic Center, Central
- Vanessa Smith, M.A., BCBA, Education Specialist/PENT Director, Diagnostic Center, South
- Nitza Fregosi, M.A., CCC-SLP-L, SLP, Diagnostic Center, South
- Virginia Sanchez-Salazar, CCC-SLP-L, SLP, Diagnostic Center, North
- Mirit Friedland, M.S., School Psychologist, Diagnostic Center, North
- Shannon Johns M.S., Education Specialist, Diagnostic Center, North

SELPA
Special Education Local Plan Areas of California

- Rolf Athearn Program Specialist Special Education/SELPA San Joaquin County Office of Education
- Staci Johnson, M.A., CCC-SLP Program Specialist/Program Administrator Special Education/SELPA San Joaquin County Office of Education
- Susan Scott, M.S., BCBA Program Specialist Special Education San Joaquin County Office of Education
SELPA
Special Education Local Plan Areas of California

• Sharon Floyd, M.Ed. Autism Spectrum Disorder (ASD) Coordinator East San Gabriel Valley SELPA

• Awit A. Dalusong, Ph.D., BCBA-D Intensive Behavior Intervention Manager Riverside County Office of Education

• Cathy Wyman, M.S., BCBA Inclusion Specialist Chico Unified School District

SELPA
Special Education Local Plan Areas of California

• Roshelle Chavez, MA, BCBA Assistant SELPA/Special Education Director Norwalk-La Mirada USD SELPA

• Jennifer Fisher, MA Early Start and Preschool Program Specialist Southwest SELPA

• Regina Reed, MA Director, Personnel Development Ventura County SELPA Ventura County Office of Education

• Leslie Comstock, M.A., CCC-SLP Coordinator, Teacher Support Services Ventura County Office of Education
REGIONAL CENTERS OF CALIFORNIA

• Robin May, LCSW, Ed.M. ASD Clinical Specialist, Alta California Regional Center

• Soryl Markowitz, LCSW Autism Specialist, Westside Regional Center

• Tara Sisemore-Hester Coordinator of Autism Services, Valley Mountain Regional Center

STATE AND FEDERALLY FUNDED PARENT SUPPORT ORGANIZATIONS

• Debbie Sarmento, Manager, Family Resource Center Network of CA CA Learn the Signs. Act Early. Ambassadors

• Monica Adrian, Program Manager, Merced County Office of Education’s Caring Kids Program, CA Learn the Signs
### CAPTAIN Demographics: Who Are We?

### CAPTAIN Membership by Agency

<table>
<thead>
<tr>
<th>Agency</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC</td>
<td>40 (10%)</td>
<td>53 (14%)</td>
<td>55 (12%)</td>
</tr>
<tr>
<td>SELPA</td>
<td>326 (85%)</td>
<td>303 (82%)</td>
<td>376 (82%)</td>
</tr>
<tr>
<td>Family Support Agency</td>
<td>17 (4%)</td>
<td>15 (4%)</td>
<td>19 (4%)</td>
</tr>
<tr>
<td>Total membership</td>
<td>383</td>
<td>371</td>
<td>458</td>
</tr>
</tbody>
</table>
Grants and Professional Presentations

Learn the Signs Act Early State Systems Grant

Goals:
1. Promote parent engaged developmental monitoring
2. Prepare our CA Autism Professional Training and Information Network (CAPTAIN) Trainers to increase use the LTSAE resources within their regions
3. Increase the number of State and Federally Funded Family Support Agency trainers involved in the CAPTAIN network

Activity Areas:
1. Conduct a LTSAE campaign where CAPTAIN Regional Teams develop the local resources and distribution plan
2. Host a LTSAE Train the Trainers workshop at the 2016 and 2017 CAPTAIN Summits with follow up webinars for LTSAE Jr. Ambassadors
3. Recruit and train additional Family Support trainers, who are often the initial point of contact for families who have concerns about their child’s development
Leadership for Evidence-based Autism Programs (LEAP) Study

What we know from other fields
• Organizational factors influence use of EBP
• Engagement in EBP from staff at all levels is important

What we need to learn about school based services for ASD
• How are practices currently implemented?
• How can we increase support for EBP use?

LEAP Study

8 minutes
$5

On-line Survey
Cadre

Focus Groups
Home District/SELPA

How are practices currently implemented?
How can we increase support for EBP?
Grant Application Submitted

Institute for Educational Science (IES)

• Title: Exploring Multilevel System Factors Facilitating Educator Training and Implementation of Evidence-Based Practices (EBP)

• If awarded, CAPTAIN will work with UC Davis MIND Institute Researcher Dr. Aubyn Stahmer to evaluate supportive factors and barriers to training and implementation of EBPs in CA

Professional Presentations

• Assoc. of CA School Administrators (ACSA)
• CA Assoc. of Resource Specialists and Special Educators (CARS +)
• CA Assoc. of School Psychologists (CASP)
• CA Speech Language Hearing Assoc. (CSHA)
• Assoc. of University Center on Disability (AUCD)
• California Council on Teacher Education (CCTE)
• American Public Health Association (APHA)
• International Association for Applied Behavior Analysis (IABA)
• California Commission on Teacher Credentialing (CCTC)

and many guest lectures at Universities, Regional CAPTAIN Events, State SELPA, Regional Center Chief Counselors and FRCN-CA
FIND US ON:

- Instagram
- Twitter
- Facebook

INSTAGRAM

SOCIAL NARRATIVES
Evidence-based Practice
Trip to a Christmas Tree Farm through Kids Yoga

How to practice Yoga Games with Large Groups of Kids

Resource: Teachers Pay Teachers
Daily Routine Cards

1/12/2017
Building Healthy Eating Habits for Adolescents with ASD

The nutritional guidelines for individuals with autism are the same as those for the general population; however, many teens with autism face challenges related to food/eating that can negatively impact their health. These may include:

**Picky Eaters**

Many individuals with autism are picky eaters which puts them at risk of having nutritional deficiencies. Research has shown that individuals with autism are five times more likely than their peers to have issues with eating which can lead to a range of health problems including long-term chronic health issues such as poor bone growth and heart disease.

**Being overweight**

Obesity is common among individuals with autism, especially as they move through adolescence and into adulthood. Carrying excess weight...
FACEBOOK

Unless you're using evidence-based procedures, I can't hear a word you're saying.
California Health Benefits Review Program

Analysis of California Senate Bill (SB) 1034 Health Care Coverage: Autism

A Report to the 2015–2016 California State Legislature

April 15, 2016
Most Reactions

New study provides an easy way for people with ASD and their families to participate in critical autism research. Please help us get the word out about this study. We are looking for 50,000 participants!!!
<table>
<thead>
<tr>
<th>Country</th>
<th>Code</th>
<th>City</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>486</td>
<td>Chico, CA</td>
<td>27</td>
</tr>
<tr>
<td>Mexico</td>
<td>4</td>
<td>Fresno, CA</td>
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</tr>
<tr>
<td>Canada</td>
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<td>Stockton, CA</td>
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<td>Finland</td>
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<td>Los Angeles, CA</td>
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<td>Hong Kong</td>
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<td>Tornano, CA</td>
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<td>Ireland</td>
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<tr>
<td>India</td>
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<td>Elk Grove, CA</td>
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<tr>
<td>South Korea</td>
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<td>San Jose, CA</td>
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</tr>
<tr>
<td>Thailand</td>
<td>1</td>
<td>Chula Vista, CA</td>
<td>8</td>
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**CAPTAIN Events**

- Calendar
- CAPTAIN North Registration Info (By Invitation Only)
- CAPTAIN South Registration Info (By Invitation Only)

**CAPTAIN Summits [by invitation only]**

South: December 6-7, 2016
North: January 23-24, 2017
Update on Progress with CAPTAIN Cadre Goals/Requirements
Goal 1: Awareness of ASD and EBPs Training

Percentage of SELPA Nominated Cadre Meeting Training Requirements on Specific EBPs (2015)
Goal 2: Coaching (SELPA Only)

- Expected Level: 69.6% (2014), 27.2% (2015)

Participation in Regional Meetings 2015

- Not able to participate: 23.2% (SELPA), 15.3% (RC), 41.2% (FRC/FEC)
- 1 meeting: 30.3% (SELPA), 23% (RC), 15.3% (FRC/FEC)
- Quarterly meetings: 46.4% (SELPA), 61.5% (RC), 38.5% (FRC/FEC)
Perceived Supportive Factors and Barriers

<table>
<thead>
<tr>
<th>Perceived Supports for Increasing Use of EBP (mean scores reported; 1-5 range)</th>
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<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Authority</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Time</td>
</tr>
</tbody>
</table>
Biggest Barriers N=248

- Training time
- Coaching time
- Staff buy-in
- Budget/funding
- Teacher foundational skills
- No substitutes
- Role does not allow
- Staff turnover
- Lack of resources
- Other

New and Additional Feedback Loop!
CAPTAIN Leaders Strategic Plan for 2016 - 2017

1. Increase Awareness of EBPs and ASD
   • Leaders will present at and will encourage Cadre to present at local parent groups (FEC/FRC/PTI, FEAT, ASA, CAC, etc.) about EBPs and ASD to promote more parent awareness
   • Leaders will work to increase awareness at Universities and in Teacher Prep Programs
     • We developed a standard letter of introduction to CAPTAIN with an offer to speak to faculty or as a guest lecture
     • Letter will be housed on CAPTAIN website so regions can use it to contact their local Universities
2. INCREASE IMPLEMENTATION OF EBPS IN SCHOOLS AND COMMUNITY

- CAPTAIN Implementation Award template developed with a protocol for Cadre Members to use to award the certificate to local programs for reaching fidelity on EBPs

- Leaders will work with State SELPA, RC Chiefs and Clinical Directors and other Administrative agencies to help them understand Implementation Science and barriers to success that Cadre may be encountering as you attempt to do your CAPTAIN work
3. INCREASE AND IMPROVE INTERAGENCY COLLABORATION AND COMMUNICATION

- Leaders can help to improve communication and collaboration within the Cadre by supporting local activities and providing a comprehensive list of suggestions about possible regional activities.

- Please contact your Regional Team Facilitators during the year if you have questions or need support in any way!

What Can CAPTAIN Leadership Do To Further Support The Collective Work?

- Please tell us what we can do to assist you in your work

- Write your ideas or input on the note cards on your tables