CAPTAIN
California Autism Professional Training and Information Network

Boot Camp

Presented by
CAPTAIN Leadership

Welcome New Cadre Members!

Cadre members:

- Nominated by SELPAs, Regional Centers, and Family Resource/Family Empowerment Centers
- Will receive training through our annual summit
- Will learn about the NPDC-ASD and CAPTAIN training materials
- Will assist with the statewide distribution of the EBPs by providing support and training locally
- Who's here? Kahoot

What is CAPTAIN?

CAPTAIN is a multiagency network developed to support the understanding and use of Evidence-Based Practices for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN Video

CAPTAIN Vision

Develop a statewide training and

technical assistance network

with a focus on

Evidence-Based Practices

for individuals impacted by **ASD**

inclusive of stakeholder agencies who will disseminate information at a local level.

CAPTAIN Goals

Goal 1: Increase knowledge about ASD and EBPs through systematic dissemination of information

Goal 2: Increase implementation and fidelity of EBPs in schools and communities

Goal 3: Increase interagency collaborations to leverage resources and standardize a process for using EBPs

All Cadre Must..

1. Complete "ASD Across the Lifespan" online class through Coursera (New members only)
2. Complete annual CAPTAIN online survey
3. Participate in annual CAPTAIN Summit
4. Participate in local CAPTAIN collaborative meetings/ activities to implement local plans (at least quarterly)

Additional Regional Center Requirements

- Provide trainings for your Regional Center staff, families, and/or providers on "Overview of ASD, CAPTAIN and EBPs for ASD" (at least 4 per year)
- Meet with your RC Leadership to discuss ways to increase understanding and use of EBPs and Implementation of Regional Plans
- Participate in quarterly Regional Center ASD/Behavior Specialist regional meetings
- Participate in semi-annual Regional Center ASD/ Behavior Specialist statewide meetings and report back to Clinical Directors

Additional Federally and State Funded Parent Support Organization Cadre Requirements

- Share information with your support organization staff about CAPTAIN, EBPs for ASD, and LTSAE resources so that they may assist with information dissemination (Does not need to be a formal training, but Cadre must commit to sharing with their staff)
- Act as a LTSAE "Deputy Ambassador," which includes assisting with Regional Milestones Brochure development and dissemination to support child find

Additional SELPA Requirements

- Provide trainings for your SELPA on "Overview of ASD, CAPTAIN and EBPs for ASD" (at least 1 per year)
- Provide 3 trainings on specific EBPs
- Provide implementation coaching for 3 teachers/programs within your SELPA using implementation checklists and coaching process OR train 3 additional coaches on CAPTAIN model of training and coaching EBPs for ASD
- Meet with SELPA leadership to discuss and plan for local implementation of Regional Plans

Additional Requirements for Preservice Teacher Educators

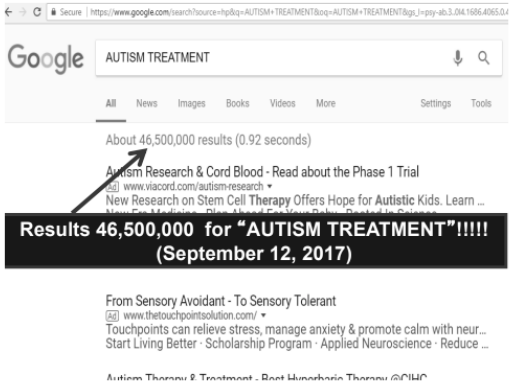
- Share information about CAPTAIN and EBPs for ASD with your department so that other teacher educators at your institution are able to integrate information into their teaching
- Include Overview of CAPTAIN, ASD and EBPs into appropriate course work
- Provide opportunities for teacher candidates in your program to take specific EBP training modules and use fidelity checklists (during observations or as part of their own fieldwork/student teaching)

What are Evidence-Based Practices?

- Are practices for which there is scientifically-based research that demonstrates efficacy for individuals with ASD
- Rely on the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge for intervention and educational activities and programs

Why Evidence Based Practices?

- Treatments for ASD are more diverse than any other known disability
- Treatment claims range from amelioration to recovery
- Many interventions with little or no scientific evidence are recommended for individuals with ASD



The Lanterman Developmental Disabilities Act

- Is a California law passed in 1969, that gives people with developmental disabilities the right to services and supports that enable them to live a more independent and normal life
- The Lanterman Act is codified in the Welfare and Institutions Code and has been amended several times since its passage, including…

Welfare & Institutions Code 4686.2(b)

Effective July 1, 2009… regional centers shall:

*(1) Only purchase ABA services or intensive behavioral intervention services that reflect **evidence–based practices**, promote positive social behaviors, and ameliorate behaviors that interfere with learning and social interactions…"*

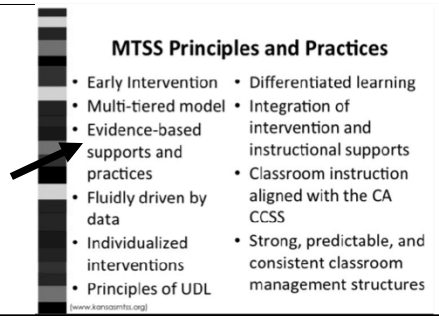
Health and Safety Code Section 1374.73

(c) (1)(C) (iii) Provides intervention plans that utilize evidence-based practices, with demonstrated clinical efficacy in treating pervasive developmental disorder or autism.

Multi-tiered System of Supports (MTSS):

A Comprehensive Framework for Implementing CCSS

www.mydigitalchalkboard.org



Implementing EBPs Aligns With UDL

The principles of Universal Design for Learning (UDL) provide a framework for educators to use:

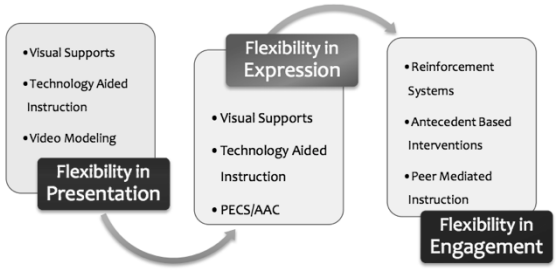
- multiple ways to teach the content
- multiple ways for students to demonstrate knowledge
- multiple ways to engage ALL learners

NATIONAL CENTER ON UNIVERSAL DESIGN for LEARNING

Using UDL Frameworks & EBPs for Autism

- There are more than 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 UDL and EBPs for Autism

EBPs for ASD in the UDL Guidelines



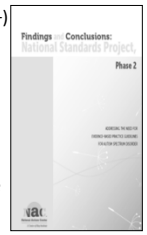
Systematic Reviews of the Literature for Evidence Based Practices (EBPs)

- 775 research studies reviewed by National Standards Project from National Autism Center, Phase 1 (NSP1)
- Included research for the years: 1957-2007
- In 2009, identified 11 Established Treatments

www.nationalautismcenter.org

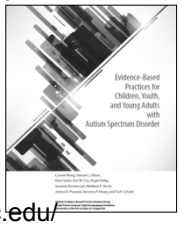
Systematic Reviews of the Literature for Evidence Based Practices (EBPs)

- **2nd** Review by National Standards Project, National Autism Center, Phase 2 (NSP2)
- 351 articles (ages 0-22) and 27 articles (ages 22+)
- Included studies if the interventions could be implemented in or by school systems, early intervention, home, hospital, vocational. and/or community-based programs or in clinic settings
- Reviewed studies published in peer reviewed journals between 2007 and February of 2012
- In 2015, 14 Established Interventions Under Age 22; 1 Established Intervention Age 22+



Systematic Reviews of the Literature for Evidence Based Practices (EBPs)

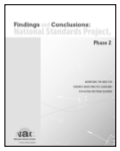
- 175 research studies reviewed by National Professional Development Center (NPDC)
- Included research for the years: 1997-2007
- In 2010, identified 24 EBPs



http://autismpdc.fpg.unc.edu/

The National Standards Project-Phase 2 (NSP2) Overall Findings for Individuals Under Age 22

- 14 Established Interventions
- 18 Emerging Interventions
- 13 Unestablished Interventions

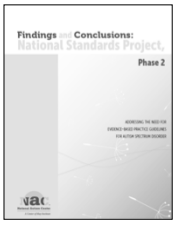


National Autism Center

The following interventions have been identified as falling into the Established level of evidence:

- Behavioral Interventions
- Cognitive Behavioral Intervention Package
- Comprehensive Behavioral Treatment for Young Children
- Language Training (Production)
- Modeling
- Natural Teaching Strategies
- Parent Training
- Peer Training Package
- Pivotal Response Training
- Schedules
- Scripting
- Self-Management
- Social Skills Package
- Story-based Intervention

14 ESTABLISHED INTERVENTIONS (for individuals under age 22)



The following interventions have been identified as falling into the Emerging level of evidence:

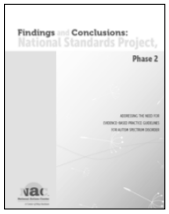
- Augmentative and Alternative Communication Devices
- Developmental Relationship-based Treatment
- Exercise
- Exposure Package
- Functional Communication Training
- Imitation-based Intervention
- Initiation Training
- Language Training (Production & Understanding)
- Massage Therapy
- Multi-component Package
- Music Therapy
- Picture Exchange Communication System
- Reductive Package
- Sign Instruction
- Social Communication Intervention
- Structured Teaching
- Technology-based Intervention
- Theory of Mind Training

18 EMERGING INTERVENTIONS (for individuals under age 22)

The following interventions have been identified as falling into the Unestablished level of evidence:

- Animal-assisted Therapy
- Auditory Integration Training
- Concept Mapping
- DIR/Floor Time
- Facilitated Communication
- Gluten-free/Casein-free diet
- Movement-based Intervention
- SENSE Theatre Intervention
- Sensory Intervention Package
- Shock Therapy
- Social Behavioral Learning Strategy
- Social Cognition Intervention
- Social Thinking Intervention

13 UNESTABLISHED INTERVENTIONS (for individuals under age 22)



NSP2 Example

Modeling

Established Intervention

One of the most effective ways to teach someone what to do is to show him or her how to do it. The goal of modeling is so correctly demonstrate a target behavior so the person learning the new skill, so that person can then imitate the model. Children can learn a great deal from observing the behavior of parents, siblings, peers, and teachers, but they often need to be taught what behaviors should be imitated.

Basic Facts

Number of articles reviewed:
NSP1 - 51 NSP2 - 28

Effective ages: Children and adolescents 3-18 years

Skills increased:
- higher cognitive functions (NSP1)
- academic (NSP2)
- communication, interpersonal, personal responsibility, and play (NSP1&2)

Behaviors decreased:
- problem behaviors (NSP1)
- sensory or emotional regulation (NSP1)

Detailed Description

There are two types of modeling—live and video modeling.

Live modeling occurs when a person demonstrates the target behavior in the presence of the child with autism spectrum disorder (ASD). When providing live modeling:
- Clearly outline, in writing, the target behavior to model.
- Ensure all individuals modeling the target behavior are doing so in a consistent manner. It may be helpful for parents/caregivers/therapists to practice together to make certain each person provides the same model.
- Obtain the child's attention prior to modeling the target behavior.
- Develop a plan to fade or stop the use of modeling to encourage the child to independently display the target behavior.

Video modeling occurs when you pre-record a person demonstrating the target behavior. Video modeling can be a great option for children/adolescents with an affinity for television shows, movies, or interest in seeing themselves on a monitor (i.e., television screen, computer monitor, video recorder

Research Findings for Adults (22+ Years)

Established Interventions for Adults

The only intervention to be identified as Established for individuals ages 22 years and older is Behavioral Interventions. The Behavioral Intervention category consists of applied behavior analytic interventions to increase adaptive behaviors and decrease challenging behaviors. Examples of specific strategies identified in the 17 articles supporting Behavioral Interventions are provided in the table on the following page.

Only 1 Established

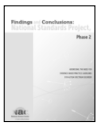
Emerging Interventions for Adults

Emerging Interventions are those for which one or more studies suggest they may produce favorable outcomes. However, before we can be fully confident that the interventions are effective, additional high quality studies are needed that consistently show these interventions to be effective for individuals with ASD. Based on the available evidence, we are not yet in a position to rule out the possibility that Emerging Interventions are, in fact, not effective.

The following intervention has been identified as falling into the Emerging level of evidence:

- Vocational Training Package

Unestablished Interventions for Adults

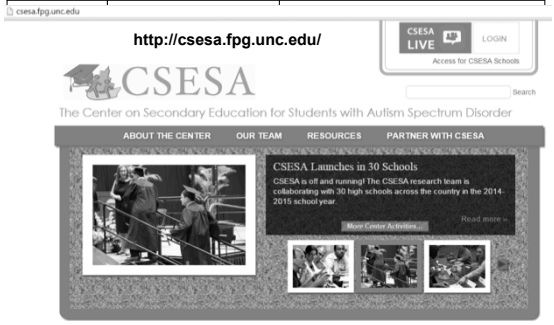


Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out the possibility these interventions are ineffective or harmful.

The following interventions have been identified as falling into the Unestablished level of evidence:

- Cognitive Behavioral Intervention Package
- Modeling
- Music Therapy
- Sensory Integration Package

Another Resource for Older Individuals with ASD



National Professional Development Center

- In 2014, 27 EBPs:
  - 2nd review by NPDC (Mar 2014)
  - Included 22 years, 1990-2011
    - 29,101 possible studies ➔456 studies
    - RCT, quasi-experimental, single case design
  - Strength of evidence for assessment
  - Based on number & type of studies using each EBP

27 Evidence – Based Practices (2014)

Antecedent-based interventions
Cognitive behavioral intervention
Differential reinforcement
Discrete trial training
Exercise
Extinction
Functional behavior assessment
Functional communication training
Modeling
Naturalistic interventions
Parent-implemented intervention
Peer-mediated instruction/intervention
Picture Exchange Communication System™
Pivotal response training
Prompting
Reinforcement
Response interruption/redirection
Scripting
Self-management
Social narratives
Social skills training
Structured play groups
Task analysis
Technology-aided intervention/instruction
Time delay
Video modeling
Visual supports

Fact Sheets Available for All of the 27 EBPs

Video Modeling
Fact Sheet

Brief Description

Video modeling (VM) is a method of instruction that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. The model is shown to the learner, who then has an opportunity to perform the target behavior, either in the moment or at a later point in time. Types of video modeling include basic video modeling, video self-modeling, point-of-view video modeling, and video prompting. Basic video modeling is the most common and involves recording someone besides the learner engaging in the target behavior or skill. Video self-modeling is used to record the learner displaying the target skill or behavior and may involve editing to remove adult prompts. Point-of-view video modeling is when the target behavior or skill is recorded from the perspective of what the learner will see when he or she performs the response. Video prompting involves breaking the behavior into steps and recording each step with incorporated pauses during which the learner may view and then attempt a step before viewing and attempting subsequent steps. Video prompting can be implemented with other, self, or point-of-view models. Video modeling strategies have been used in isolation and also in conjunction with other intervention components such as prompting and reinforcement strategies.

Qualifying Evidence

VM meets evidence-based criteria with 1 group design and 31 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for toddlers (0-2 years) to young adults (19–22 years with ASD.

Outcomes

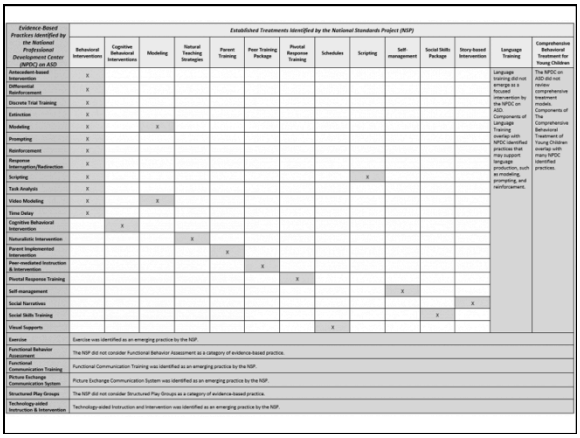
VM can be used effectively to address social, communication, behavior, joint attention, play, cognitive, school-readiness, academic, motor, adaptive, and vocational skills.

Research Studies Providing Evidence

Shrestha, A., & Telles-Ikuo, E. (2011). Teaching children with autism how to respond to the bees of strangers. Autism, 15(3), 305-322. doi: 10.1177/1362361309353180

Allen, K. D., Wallace, D. P., Greene, D. J., Bowen, S. L., & Burke, R. V. (2010). Community-based vocational instruction using videotaped modeling for young adults with autism spectrum disorder performing in an unfilled museum. Focus on Autism and Other Developmental Disabilities, 25(3), 186-192. doi: 10.1177/1088357610373510

- Definition of the intervention
- Age range of participants
- Type of outcomes it has generated
- Citations for the specific articles that provide the evidence for the efficacy of the practice

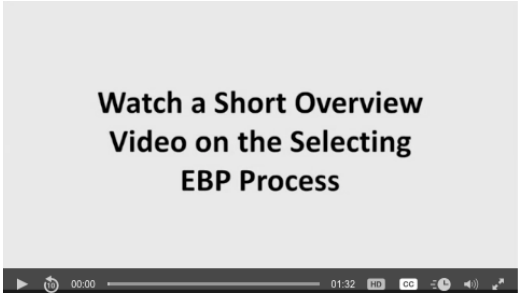


Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD	Established Treatments Identified by the National Standards Project (NSP)													
	Behavioral Interventions	Cognitive Behavioral Interventions	Modeling	Natural Teaching Strategies	Parent Training	Peer Training Package	Pivotal Response Training	Schedules	Scripting	Self-management	Social Skills Package	Story-based Intervention	Language Training	Comprehensive Behavioral Treatment for Young Children
Antecedent-based Intervention	X												Language training did not emerge as a focused intervention by the NPDC on ASD. Components of Language Training overlap with NPDC identified practices that may support language production, such as modeling, prompting, and reinforcement.	The NPDC on ASD did not review comprehensive treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC identified practices.
Differential Reinforcement	X													
Discrete Trial Training	X													
Extinction	X													
Modeling	X		X											
Prompting	X													
Reinforcement	X													
Response Interruption/Redirection	X													
Scripting	X								X					
Task Analysis	X													
Video Modeling	X		X											
Time Delay	X													
Cognitive Behavioral Intervention		X												
Naturalistic Intervention				X										
Parent Implemented Intervention					X									
Peer-mediated Instruction & Intervention						X								
Pivotal Response Training							X							
Self-management										X				
Social Narratives												X		
Social Skills Training											X			
Visual Supports								X						
Exercise	Exercise was identified as an emerging practice by the NSP.													
Functional Behavior Assessment	The NSP did not consider Functional Behavior Assessment as a category of evidence-based practice.													
Functional Communication Training	Functional Communication Training was identified as an emerging practice by the NSP.													
Picture Exchange Communication System	Picture Exchange Communication System was identified as an emerging practice by the NSP.													
Structured Play Groups	The NSP did not consider Structured Play Groups as a category of evidence-based practice.													
Technology-aided Instruction & Intervention	Technology-aided Instruction and Intervention was identified as an emerging practice by the NSP.													

How to Select EBPs?
CAPTAIN Recommends:

- Use 27 EBPs from NPDC
- Use 14 Established Interventions for Ages 0-22 from NAC
- Use 1 Established Intervention for Ages 22+ from NAC

Selecting EBPs

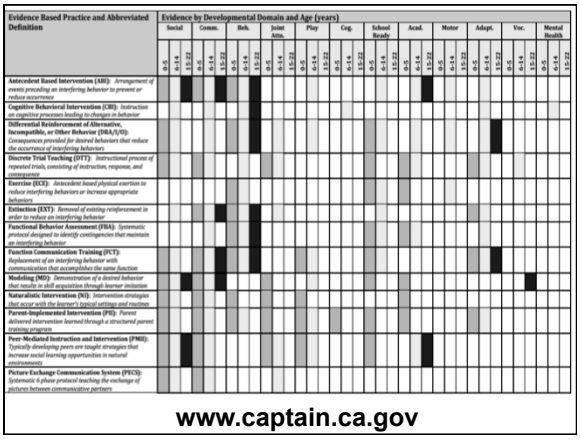


Selecting an EBP

- EBPs are used to advance goals which are tied to standards
- Ask: What is our goal/objective targeting?
  - Consider the specific IEP goals and related objectives
- Ask: What are our options?
  - Look at the domain that the specific goal relates to

27 EBPs Matrix
Available on the CAPTAIN Website
English and Spanish!

www.captain.ca.gov



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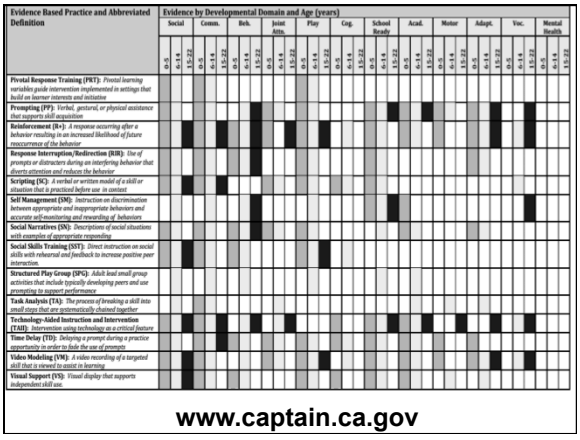

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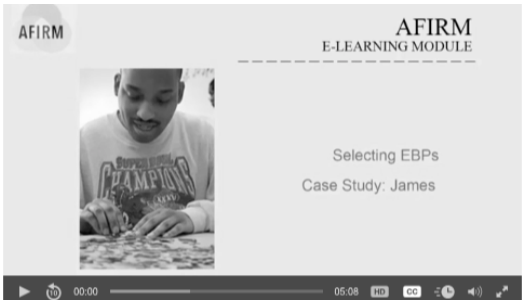
Selecting an EBP

Next, make a decision based on:

- The skills being taught
- Your professional wisdom
- The learner's learning style
- The learner's temperament
- The learner's interests and motivators
- Supports already in place
- History of what has and hasn't worked

Selecting EBPs

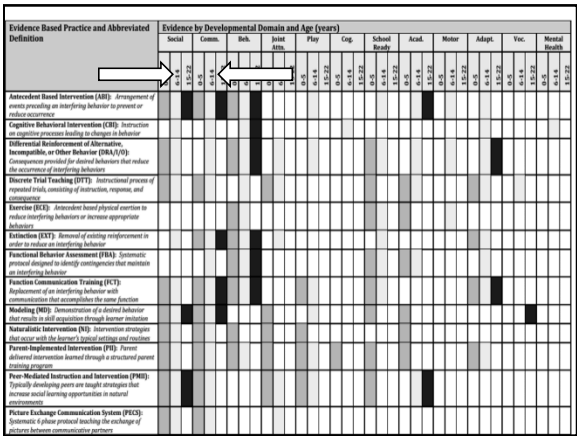


Let's Practice!

Goal: Lucia (age 8) will respond to peer's questions and comments with eye contact and appropriate phrases or sentences.

What is the goal targeting?

What are the options?



Goal Attainment Scaling

- An evidence based tool to measure progress made on a goal or benchmark for:
  - An individual
  - A group of individuals
- A data collection tool that allows for progress to summarized and documented
- Not a substitute for goals (or other objective benchmarks) - it's a supplement

Monitoring Progress

- Goal Attainment Scaling assists in monitoring progress of learning a skill or monitoring the behavior of a learner
- Progress is gauged using the GAS at regular points throughout the year
- It is important to establish the individual's present level of performance to set goals towards specific, clear, and observable outcomes
- The GAS is used to determine is the learner is benefiting from the use of the EBP

Current Level of Performance (0)	
Initial Objective (1)	
Secondary Objective (2)	
Expected Level of Outcome (3)	
Exceeds Expected Outcome (4)	

Prior to Developing GAS

- Gather individual's goals
- Identify 3 priority goals for each target client or student. Select based on goals that:
  - Must be an area of focus for the entire year
  - Must be observable and measurable
  - Must be agreed upon by team
- Update/collect data on present level of performance

Developing GAS

1. Write the annual goal (expected level of outcome) on GAS form
2. Write the present level of performance of GAS form
3. Determine the benchmarks on GAS form
4. Determine the somewhat more than expected level on GAS form

Development of Scaling

- 5 Point range of performance for students:
  - Current Level of Performance (0)
  - Initial Objective (1)
  - Secondary Objective (2)
  - Expected Level of Performance (3)
  - Exceeds Expected Level of Performance (4)

Example: Eric

- Eric is a high school student with autism, fully included in the general education curriculum
- Eric's general education teachers are somewhat frustrated with Eric because he asks an excessive number of off-topic questions during class. This disrupts the flow of instruction and annoys peers and teachers
- Questions include:
  - Do you still like me? Yes or no?
  - Do you like my shirt today?
  - Have you seen the new episode of Silicon Valley?

Eric

- Eric has an annual goal that reads, "By May 2017, Eric will ask teachers no more than 5 questions (on or off topic) during a given class period in 6 periods over a 3 day period as measured by observation and data collection."
- Data was collected and it was determined that Eric asks an average of 41 off-topic questions every class period.

Example: John

- John is a 52 year old man with autism who works at a day program during the day and lives alone in a supported living community.
- At his home, John has recently refused to follow staff requests for him to change his clothes, brush his teeth, and take showers. When staff asks this of him, he will escalate from saying, "no", throwing items (cups, books) at staff until they leave his room.
- His hygiene is affecting his social opportunities with other clients and staff at the day program are reporting his smell is not tolerable.

John

- Currently, John is able to read at about 2ND grade level
- John has many items he enjoys such as soda, puzzles, snacks, paper to write letters, and to talk with his sister on the phone.

Your Turn!

- Select one of these examples
- In groups or individually, fill out a GAS form (and select or adjust the goal)
- Share back

GAS Activity

Eric

- High school student
- Fully included
- Asks an excessive number of off-topic questions during class, disrupting the flow and annoying peers and teachers
- "By May 2017, Eric will ask teachers no more than 5 questions (on or off topic) during a given class period in 6 periods over a 3 day period as measured by observation and data collection."
- Baseline: 41 off-topic questions every class period

John

- John is a 52 year old man with autism who works at a day program during the day and lives alone in a supported living community
- Refusing to participate in daily hygiene routine
- Is throwing items at staff to get them to leave his room
- His hygiene is affecting his social opportunities with other clients and staff at the day program are reporting his smell is not tolerable
- Baseline: John will participate in his daily hygiene once once a week

"Is This Extra Work?"

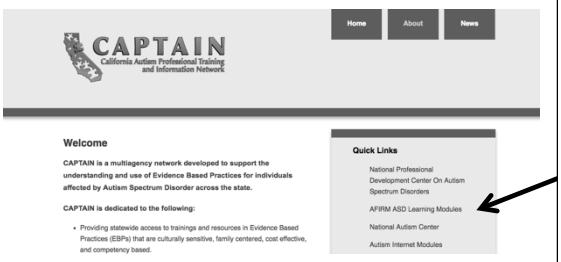
No-

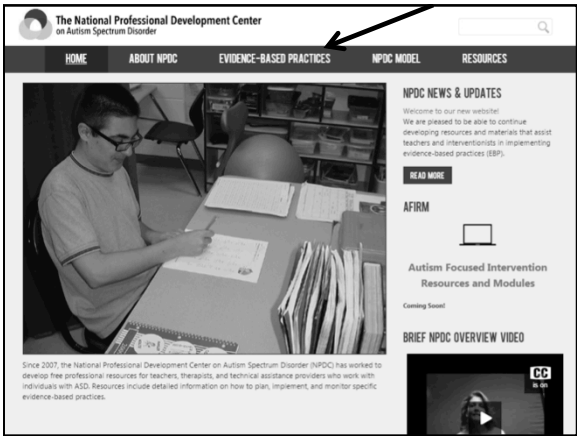
- Goals are already written

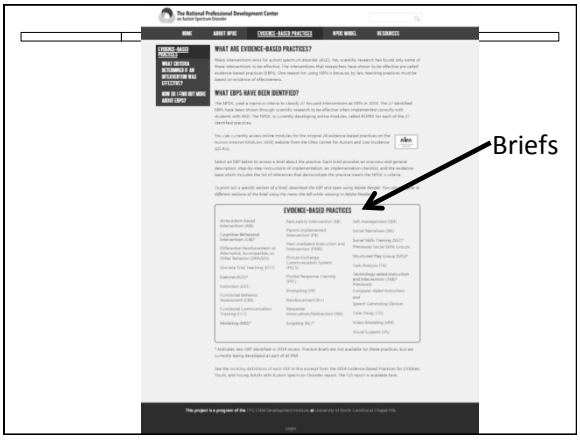
Yes, but-

- Adding higher benchmarks is easy and can be fun!
- You can reflect greater growth than can be reasonably expected in 1 year
- Process often results in more focused teaching
- Can help alleviate differences in the views of team members
- Is very valuable as a tool to demonstrate class wide, agency wide, or specific service wide results

How Should People Learn About the EBPs







NPDC-ASD Brief Packages For Evidence Based Practices (EBPs)

Brief Package ensures fidelity and consists of:

- Overview of practice
- Evidence-base for practice
- Steps for implementation
- Implementation Checklist
- Data Collection Forms

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Evidence-Based Practice Brief

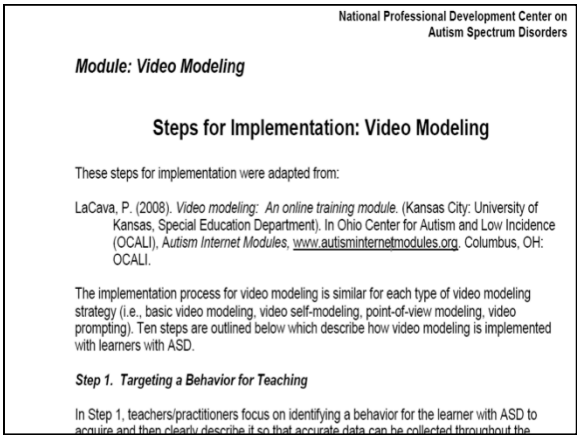
National Professional Development Center on Autism Spectrum Disorders

***Module*: Video Modeling**

Evidence-Based Practice Brief: Video Modeling

This evidence-based practice brief on video modeling includes the following components:

1. **Overview, which gives a quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, settings for instruction, and additional literature documenting its use in practice**
2. **Steps for Implementation, detailing how to implement the practice in a practitioner-friendly, step-by-step process**
3. **Implementation Checklist, to be used to monitor fidelity of the use of the practice**
4. **Evidence Base Summary, which details the NPDC-ASD criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice**



National Professional Development Center on Autism Spectrum Disorders

Module: Video Modeling

Steps for Implementation: Video Modeling

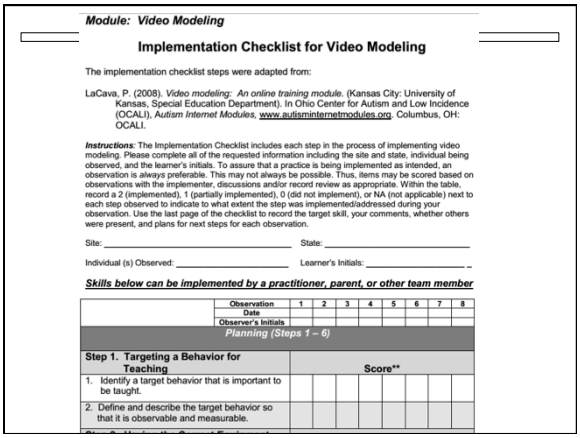
These steps for implementation were adapted from:

LaCava, P. (2008). *Video modeling: An online training module.* (Kansas City: University of Kansas, Special Education Department). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules,* www.autisminternetmodules.org. Columbus, OH: OCALI.

The implementation process for video modeling is similar for each type of video modeling strategy (i.e., basic video modeling, video self-modeling, point-of-view modeling, video prompting). Ten steps are outlined below which describe how video modeling is implemented with learners with ASD.

Step 1. Targeting a Behavior for Teaching

In Step 1, teachers/practitioners focus on identifying a behavior for the learner with ASD to acquire and then clearly describe it so that accurate data can be collected throughout the



Module: Video Modeling

Implementation Checklist for Video Modeling

The implementation checklist steps were adapted from:

LaCava, P. (2008). *Video modeling: An online training module.* (Kansas City: University of Kansas, Special Education Department). In Ohio Center for Autism and Low Incidence (OCALI), *Autism Internet Modules,* www.autisminternetmodules.org. Columbus, OH: OCALI.

Instructions: The Implementation Checklist includes each step in the process of implementing video modeling. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual (s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

Observation	1	2	3	4	5	6	7	8
Date								
Observer's Initials								
Planning (Steps 1 – 6)								
Step 1. Targeting a Behavior for Teaching	**Score****							
1. Identify a target behavior that is important to be taught.								
2. Define and describe the target behavior so that it is observable and measurable.								

Autism Focused Intervention Resources and Modules: AFIRM

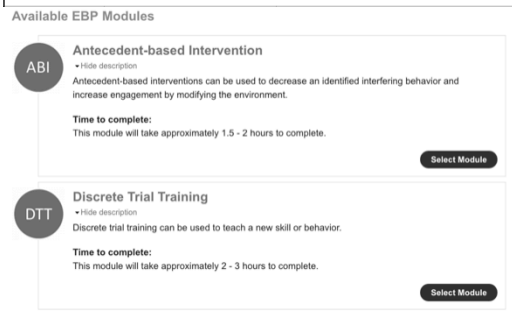
AFIRM Autism Focused Intervention Resources and Modules

- Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with ASD from birth to 22 years of age
- In each module:
  - Key components of an EBP including various ways to use it
  - Behaviors and skills that can be addressed using the practice
  - A step-by-step process for applying the practice
  - Downloadable resources

Professional Development Certificate

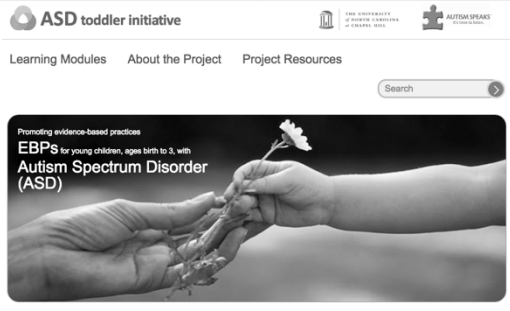
Certificate Track	Non-Certificate Track
Case examples demonstrating the use of the EBP	Case examples demonstrating the use of the EBP
Multimedia presentation	Multimedia presentation
Pre-test required	Pre-test required
Post-assessment required	Post-assessment optional
Evaluation required	Evaluation optional

afirm.fpg.unc.edu

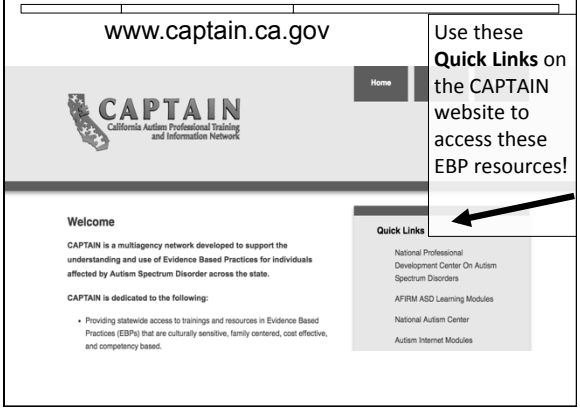


SELF LEARNING MODULES FOR TODDLERS!

NPDC-ASD Early Start Website
http://asdtoddler.fpg.unc.edu



www.captain.ca.gov



How Can I Help Support People In Implementing These EBPs With Fidelity?

Coaching Principles and Practices

National Professional Development Center on Autism Spectrum Disorders. (2010, October) *Coaching: Principles and Practices.*

Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	**Skill Implementation**	**Classroom Application**
Presentation/ Lecture	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002

Qualities of an Effective Coach

- Competent
- Focuses on others perspectives/interests
- Support others ideas objectively without immediate judgment
- Collaborates to determine which evidence based practices guide the work with the student
- Addresses aspects of the issues/concerns
- Adapts to take advantage of a spontaneous learning situation
- Creates a caring relationship in which
  - challenges are viewed as opportunities for growth
  - successes are celebrated

Underlying Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through self evaluation.
- Practices can change using data and observational feedback.
- Coaching is a cyclical process.

Open vs. Closed Questions

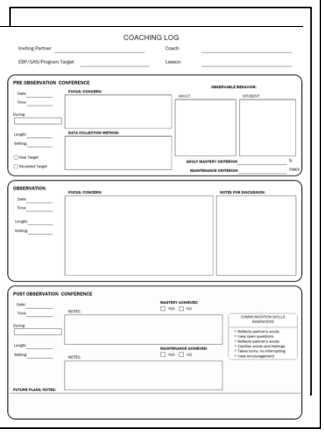
Open Question Starters	Closed Question Starters
Tell	Are
How	Do
Describe	Have
What	Should
Why	Will
	Would
	Can

Open questions are incompatible with closed questions

Coach

- Engages in focused conversation
- Observes
- Uses questioning and communication skills to empower the partner to reflect on practices
- Helps partner to incorporate evidence based practices
- Shares knowledge, expertise and guidance
- Provides direction in
  - Targeting evidence-based practice
  - Identifying data collection methods
  - Interpreting performance

Coaching Log


COACHING LOG

Invoking Partner _____ Coach _____

EBP/ISAS/Program Target _____ Lesson _____

PRE OBSERVATION CONFERENCE

Date: _____ Time: _____ During: _____ Length: _____ Setting: _____ ☐ New Target ☐ Revisited Target

FOCUS/ CONCERN: OBSERVABLE BEHAVIOR: ADULT STUDENT

DATA COLLECTION METHOD:

ADULT MASTERY CRITERION: % Dates

MAINTENANCE CRITERION: Dates

OBSERVATION

Date: _____ Time: _____ Length: _____ Setting: _____

FOCUS/ CONCERN: NOTES FOR DISCUSSION:

POST OBSERVATION CONFERENCE

Date: _____ Time: _____ During: _____ Length: _____ Setting: _____

MASTERY ACHIEVED: ☐ YES ☐ NO

NOTES:

COMMUNICATION SKILLS REMINDERS

- Reflects partner's words
- Paraphrases partner's words
- Reflects partner's words
- Clarifies words and feelings
- Takes turns, no interrupting
- Uses encouragement

MAINTENANCE ACHIEVED: ☐ YES ☐ NO

NOTES:

FUTURE PLANS/ NOTES:

Coaching Process

1. Pre-observation Conference
2. Observation
3. Post-Observation Conference

Pre-observation Conference Inviting Partner's Role

- State the purpose
- Negotiate coaching target
- Agree on observable partner and student behavior
- Negotiate data recording
- Negotiate dates/times for observation and post-observation conference

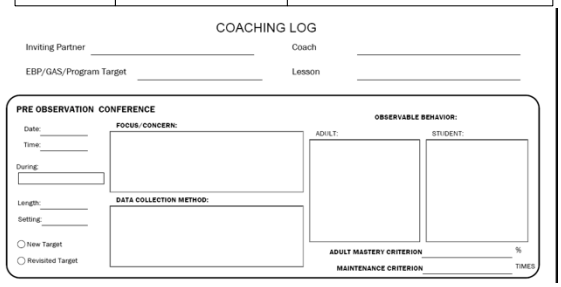
Pre-observation Conference Coach's Role

- Complete coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method
- Summarize the pre-observation conference
- Negotiate dates/times for observation and post-observation conference

Video Example- Pre-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo

Practice Pre-Observation Conference



COACHING LOG

Inviting Partner _____ Coach _____

EBP/GAS/Program Target _____ Lesson _____

PRE OBSERVATION CONFERENCE

Date: _____

Time: _____

During: _____

Length: _____

Setting: _____

○ New Target

○ Revisited Target

FOCUS/CONCERN:

DATA COLLECTION METHOD:

OBSERVABLE BEHAVIOR:

ADULT: STUDENT:

ADULT MASTERY CRITERION _____ %

MAINTENANCE CRITERION _____ TIMES

Observation
Inviting Partner's Role

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data
- Prepare students for coach's arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson

Observation
Coach's Role

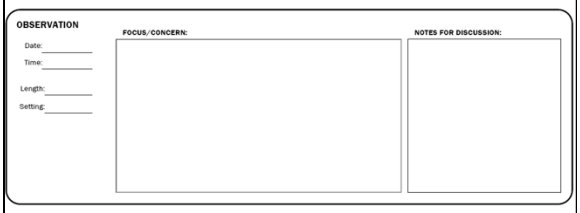
Etiquette

- Arrive and leave at the agreed upon time
- Follow the agreed upon script if a student attempts to engage coach
- Do not signal or talk to the partner during observation
- Do not participate in lesson

Activities

- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to IP before postobservation conference

Coaching Log



OBSERVATION

Date: _____

Time: _____

Length: _____

Setting: _____

FOCUS/CONCERN:

NOTES FOR DISCUSSION:

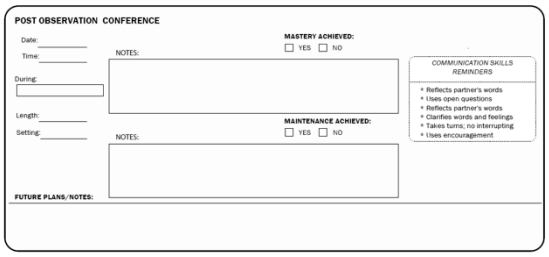
Post-observation Conference
Inviting Partner's Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Finalize action to improve performance
- Negotiate date/time for next preobservation conference

Post-observation Conference Coach's Role

- Present data, data summary, and notes
- Solicit self-evaluative statements
- Suggest/prompt IP to develop solutions
- Suggest/prompt IP to develop a plan of action based on the data
- Provide feedback on the IP's performance
- Invite discussion and sharing of ideas
- Decide on future plans
- Schedule next pre- observation conference/observation
- Complete coaching log

Coaching Log



POST OBSERVATION CONFERENCE

Date: _____
Time: _____
During: _____
Length: _____
Setting: _____

NOTES:

MASTERY ACHIEVED: ☐ YES ☐ NO

MAINTENANCE ACHIEVED: ☐ YES ☐ NO

NOTES:

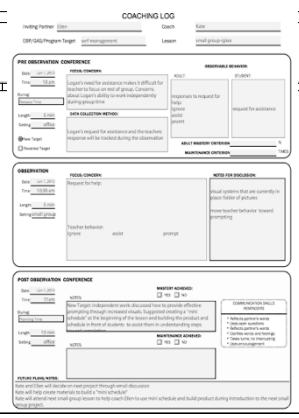
COMMUNICATION SKILLS REMINDERS

* Reflects partner's words
* Uses open questions
* Reflects partner's words
* Clarifies words and feelings
* Takes turns; no interrupting
* Uses encouragement

FUTURE PLANS/NOTES:

Video Example: Post-Observation Conference

http://autismpdc.fpg.unc.edu/coaching/videos/igloo


COACHING LOG

Inviting Partner: Ellen
Coach: Kate
CSIP/GAS/Program Target: self management
Lesson: small group-igloo

PRE OBSERVATION CONFERENCE

Date: Jan 1, 2010
Time: 10 am
Buring: Lesson Time
Length: 5 min
Setting: office
New Target
Reviewed Target

FOCUS/CONCERN:
Logan's need for assistance makes it difficult for teacher to focus on rest of group. Concerns about Logan's ability to work independently during group time

DATA COLLECTION METHOD:
Logan's request for assistance and the teachers response will be tracked during the observation

OBSERVABLE BEHAVIOR:
ADULT: responses to request for help: ignore assist prompt
STUDENT: request for assistance

ADULT MASTERY CRITERION: %
MAINTENANCE CRITERION: TIMES

OBSERVATION

Date: Jan 1, 2010
Time: 10:30 am
Length: 5 min
Setting: small group

FOCUS/CONCERN:
Request for help:
Teacher behavior: ignore assist prompt

NOTES FOR DISCUSSION:
Visual systems that are currently in place: folder of pictures
Move teacher behavior toward prompting

POST OBSERVATION CONFERENCE

Date: Jan 1, 2010
Time: 10 pm
Buring: Lesson Time
Length: 10 min
Setting: office

NOTES:
New Target: independent work: discussed how to provide effective prompting through increased visuals. Suggested creating a "mini schedule" at the beginning of the lesson and building the product and schedule in front of students to assist them in understanding steps

MASTERY ACHIEVED: ☐ YES ☐ NO

MAINTENANCE ACHIEVED: ☐ YES ☐ NO

NOTES:

COMMUNICATION SKILLS REMINDERS
- Reflects partner's words
- Open-ram questions
- Reflects partner's words
- Clarifies words and feelings
- Takes turns, no interrupting
- Joint encouragement

FUTURE PLANS/NOTES:
Kate and Ellen will decide on next project through email discussion
Kate will help create materials to build a "mini schedule"
Kate will attend next small group lesson to help coach Ellen to use mini schedule and build product during introduction to the next small group project.

Video: School Administrators Reflect on Coaching

- https://www.youtube.com/watch?v=91GXpCOZPNA

Potential Barriers to Coaching

- Administrative Support
- Time
- Coaching Skills

If these are not in place,

coaching is unlikely to succeed

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Some Tips: Recruiting the Best Candidates

- Start with willing participants
- Ask for volunteers to work with you on this project
- Have past recipients help to recruit new recipients
- Test your new coaching skills and roll out on a trusted recipient who will give you feedback and help you develop too

Some Tips: Set Expectations

- Involve Administration
- Have a three way meeting with

  Admin, Coach and Recipient
  - Admin states the goals of coaching and expectations of both coach and recipient
  - Have participants make a commitment (written)
- Clarify the relationship
  - Not evaluative, rather supportive

Coaching Tools

- CAPTAIN Classroom Observation Form
- CAPTAIN EBP Survey
- EBP Trainings and/or AFIRM Modules
- Briefs and Implementation checklists
- GAS goals
- Coaching logs
- Coaching Manual

www.captain.ca.gov

CAPTAIN Classroom Observation Form

Classroom Structure	2 (80 - 100% proficiency)	1 (60 - 80% proficiency)	0 (less 60%)
Classroom is clean, well organized and clutter free			
Areas of the classroom are clearly labeled and/or structured so that students and staff know what expectations are within each area			
Students are seated in a way that minimizes distractions and maximizes focus			

Visual Supports			
Prominently displayed overall classroom schedule that indicates both staff and student activities is posted where anyone can view			
Individual student schedules are created to support transitions and work completion			
Schedule is used in a way that reduces dependence on adult prompts and unnatural cues			
Schedule use is consistent throughout the day and in a variety of settings (where appropriate)			
Changes in schedule are taught and implemented when necessary			
Visual supports are matched to the student's ability and skills			
Work systems are used to teach students how to begin, work through, complete and then transition to next task independently			
Number and type of work/tasks increase with student's ability to stay on task and follow the work system			

Functional Communication and Positive Behavior Supports			
Functional communication systems are set up to provide opportunities for student to make requests, express choice, and respond to adult instructions (without substantial prompting)			
Classroom routine promotes opportunities for student to communicate using his/her "own" communication system			
Student communication is responded to promptly by staff in an appropriate manner			
Functional communication systems are conventional so peers and "untrained" listeners can comprehend the student			
Help, Wait an Break are being taught systematically			
Prevention strategies such as choice, pre-warning/pre-teaching, opportunities for movement, selection of rewards by student and use of student specific accommodations are used to prevent behavior problems			
A sufficient ratio of positive feedback to correction feedback is used (4:1)			
Response interruption/redirection is used to address behavior problems early in the escalation cycle			

Teaching Strategies			
A variety of evidenced based instructional strategies are used and are based on the skills being taught and the individual needs of the student (list EBPs below)			
Systematic and planned instruction is linked to the student's IEP goals and areas of identified need and skills are consistently taught across instructors and settings			
Reinforcement is being delivered in a timely manner and is based on student preference assessments			
Reinforcement systems are visually mediated (token systems, behavior contracts, first/then structure, etc.) when appropriate			
Prompt hierarchies are being correctly implemented and responses are documented to reduce prompt dependence			
Data is being collected and is used to inform instruction and monitor student outcomes			

CAPTAIN - Training & Confidence Survey

Name: _____ **Position:** _____ **Date:**_____

Training Received
No Training: never had a training
Introduction/Overview: have had content training only **Hand-on training**: received coaching and hands on support from a master or mentor

Self Evaluation of Confidence
Low: Minimal skills or knowledge on topic
Medium: Some skills or knowledge on topic
High: Confident implementing with a variety of students
Master: Feel I could train, coach and support others

	Training Received			Level of Confidence			
	No Training	Intro/ Overview	Hands On	Low	Med	High	Master
Autism Spectrum Disorder: Characteristics, learning styles and how disability is identified							
Evidence Based Practices: What Are EBPs, Overview of the EBPs for ASD							
Assessment measures and strategies specific to students with ASD and characteristics of ASD							
Antecedent Based Interventions (ABI)							
Behavioral Momentum Procedures (BMP)							
Comprehensive Behavioral Treatments for Young Children/Intensive Behavioral Intervention							
Differential Reinforcement (DRO/DRI/DRA)							
Discrete Trial Training (DTT)							
Extinction/Behavioral Extinction							
Functional Behavior Assessment (FBA)							
Functional Communication Training (FCT)							
Modeling and Scripting							
Naturalistic Behavioral Strategies (e.g. PRT)							
Parent Implemented Intervention and Parent Training (PII)							
Picture Exchange Communication System (PECS)							
Peer Mediated Interventions (PMI)							
Prompting and Prompt Fading (Including Time Delay and Prompt Hierarchies)							
Reinforcement (R+) and Token Economies							
Response Interruption and Redirection							
Self Management Training (SMT)							
Social Narratives, Story Based Interventions							
Social Skills Groups and Structured Play Groups							
Task Analysis							
Technology Assisted Instruction (TAI)							

Using EBPs in Your Inservice Trainings

Dissemination:

- Targeted distribution of information and intervention materials to an audience

Implementation:

- Use of strategies adopted by an identified group of practitioners, performed with fidelity

Implementation Science

- The study of methods that influence the integration of evidence-based interventions into practice settings
- Uses common frameworks, principles, and best practices to study and improve implementation of evidence-based or evidence-informed practices in the real world

http://nirn.fpg.unc.edu

What are the research informed practices we should use in professional development?

1. Selection procedures of content and trainees
2. Core components of the training are defined
3. Pre Assessment of core components

What are the research informed practices we should use in professional development?

4. Discussion opportunities included throughout the presentation
5. Demonstrations included within the training (e.g., video and/or live modeling/demonstrations)
6. Practice opportunities with feedback (e.g., hands on practice, role playing)

What are the research informed practices we should use in professional development?

7. Post Assessment of Core Components
   - Use this data to revise training/identify gaps to improve effectiveness of training
   - Share the data with appropriate coaching staff and project leadership team
   - Analyze Post Assessment results and determine what changes are needed to improve effectiveness of the professional learning event and/or drive the subsequent technical assistance support, monitoring and scaffolding

What are the research informed practices we should use in professional development?

8. Provide follow up coaching using Implementation Checklists to support fidelity of EBP
9. Identify and use data that directly links use of EBPs to student outcomes (e.g. GAS goals)

Case Study: Discuss Steps 1-3

Two CAPTAIN Cadre trainers got together to discuss which EBP they wanted to develop a workshop for. They spent a considerable amount of time in their planning meeting discussing the teachers in their district, what seems to be working and not working and if any of the teachers had expressed any interest in learning more about a specific EBPs which led them to ultimately choose Visual Supports.

They proceeded to give the training and at the opening they explained that this training was going to cover the EBP known as Visual Supports. They also asked for a raise of hands to see who had heard of or knew about the EBP Visual Supports.

In this Case Study example:

- Did the trainers do steps 1 – 3?
- If not, which step did they leave out? How could they improve their process?

How Did CAPTAIN Leaders Apply These Practices Today?

Step 1: Needs Assessment: We looked at the CAPTAIN Survey data

Step 2: Core Components: We identified core components and designed this workshop

Step 3: Pre Assessment: We developed the pre assessment questions based on the core components of this training

Steps 4 – 6: Discussion, Demonstration and Practice with Feedback: We infused these into this workshop to allow participants to develop knowledge and skills

How Did CAPTAIN Leaders Apply These Practices Today?

Step 7: Post Assessment: We will use the Post Assessment data from this workshop to provide additional support and we will change any components that data reveal are necessary for future workshops

Step 8: Follow Up Coaching and Support: We have developed the CAPTAIN Trainers Checklist to support your fidelity and self evaluation in the future.

Step 9: Data on Outcomes: We will include questions on training practices in Annual CAPTAIN Survey and compare results year to year

CAPTAIN Trainers Checklist

PREPLANNING CHECKLIST FOR DESIGNING EVIDENCE BASED PRACTICE PROFESSIONAL DEVELOPMENT

		COMPLETED
Step 1:	Conducted Needs Assessment of Audience	
Step 2:	Identified Core Components (Learning Objectives)	
Step 3:	Developed Pre Assessments to Evaluate Knowledge of Core Components	
Step 4:	Created Workshop to Include Multiple Opportunities for Discussion about the Core Components	
Step 5:	Created Workshop to Include Multiple Opportunities for Demonstration (video and/or live modeling)	
Step 6:	Created Workshop to Include Multiple Opportunities to Practice with Feedback related to the Core Components	
Step 7:	Developed Post Assessment to Evaluate Knowledge of Core Components Inclusive of Plans for Addressing any Reteaching or Modifications to the Training That Are Indicated by Data	
Step 8:	Established Coaching Model that Emphasizes Fidelity of Use of Newly Learned Practice(s)	
Step 9:	Developed Data Systems to Link Use of Training Content to Student Outcomes	

SUMMARY DATA FROM PRE AND POST ASSESSMENTS

Pre Assessment Average	Post Assessment Average

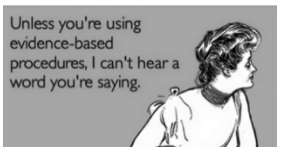
Commonly Missed Questions:
Reteaching/Coaching Notes:
Revisions Needed:

Quiz

- Bootcamp Objectives Kahoot

CAPTAIN
California Autism Professional Training and Information Network

Wrap Up



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