Year In Review and Hot Topics
2019-2020

CAPTAIN Vision

Establish a statewide training and technical assistance network focused on the use of EBPs for ASD inclusive of agencies who will work collaboratively at a local level so that individuals with ASD and their families can benefit from research based practices …..
CAPTAIN Mission

Increase knowledge about ASD and EBPs through systematic dissemination of information

Increase Implementation and fidelity of EBPs in schools and community settings (families and providers of services)

Increase inter-agency collaborations to leverage resources, solve local challenges & standardize the use of EBPs across the state

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Stages of CAPTAIN Implementation

2010-2012
- NPDC-ASD Pilot
- Exploration Phase

2012-2013
- Establishing CAPTAIN
- Planning Phase

2013-2017
- Recruit & Train Cadre Across CA
- Installation Phase

2018-2023
- Ongoing Scale Up and SELPA Content Lead Grant
- Full Implementation
How Does CAPTAIN Work?

Leadership Team Members (including Regional Implementation Leads)

State Agency Stakeholders
- Coordinator of Executive Leadership Team: Patty Schetter
- Coordinator of Higher Education Outreach: Laura Hall
- Coordinator of SELPA/School Implementation: Ann England
- Coordinator of Allied Health and Community Based Implementation: Cari Yardley
- Coordinator of Family Outreach and Implementation: Yvette Baptiste

Funding Agencies

Executive Functions

Implementation Functions

Summit Workgroups
Higher Ed Workgroup
SELP/A/Schools Workgroup
Allied Health Workgroup
Family Outreach Workgroup
QI/Research Workgroup
ALLIED HEALTH & COMMUNITY SERVICES WORKGROUP

CARI YARDLEY
LAUREN LIBERO
SORYL MARKOWITZ
MELINA MELGAREJO
TARA SISEMORE-HESTER
MARY RETTINHOUSE
KARIN JINBO

FAMILY ENGAGEMENT AND SUPPORTS WORKGROUP

YVETTE BAPTISTE
DEBBIE SARMENTO
DIANE STORMAN
KAREN BOHALL-ORTEGA
ROSHELLE CHAVEZ
PATTY SCHETTER
PATRICE YASUDA
How Are Students With Autism Doing In California Public Schools: CDE Data Updates

Steady Increase in Number of California Students with Autism

Students with Disabilities Total Population for Ages 0 to 22: 774,665
Source: CASEMIS December 2018 CA Dept. Education

15.9% of total SWD population 2018
## English Language Arts Performance Levels for Students with Autism

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Percent 2017-18</th>
<th>Percent 2018-19</th>
<th>% Change from Prior Year’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD EXCEEDED</td>
<td>5.9</td>
<td>6.2</td>
<td>Increase 0.4</td>
</tr>
<tr>
<td>STANDARD MET</td>
<td>15.7</td>
<td>15.6</td>
<td>Decrease 0.04</td>
</tr>
<tr>
<td>STANDARD NEARLY MET</td>
<td>22.4</td>
<td>23.6</td>
<td>Increase 1.25</td>
</tr>
<tr>
<td>STANDARD NOT MET</td>
<td>56.0</td>
<td>54.4</td>
<td>Decrease 1.6</td>
</tr>
</tbody>
</table>

Students with Autism as Primary Disability
Assessments: Smarter English Language Arts (ELA), CAA ELA, CALPADS, CAASPP 2019 P2 (FY 2018-19)
Standard and Alternative Assessment

## Math Performance Levels for Students with Autism

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Percent 2017-18</th>
<th>Percent 2018-19</th>
<th>% Change from prior Year’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD EXCEEDED</td>
<td>6.8</td>
<td>7.0</td>
<td>Increase 0.2</td>
</tr>
<tr>
<td>STANDARD MET</td>
<td>10.1</td>
<td>10.5</td>
<td>Increase 0.4</td>
</tr>
<tr>
<td>STANDARD NEARLY_MET</td>
<td>20.6</td>
<td>20.0</td>
<td>Decrease 0.5</td>
</tr>
<tr>
<td>STANDARD NOT MET</td>
<td>62.5</td>
<td>62.3</td>
<td>Decrease 0.1</td>
</tr>
</tbody>
</table>

Students with Autism as Primary Disability
Assessments: Smarter Mathematics, CAA Mathematics
CALPADS, CAASPP 2019 P2 (FY 2018-19)
Standard and Alternative Assessment
## California Students with Autism by Least Restrictive Environment

<table>
<thead>
<tr>
<th>Least Restrictive Environment</th>
<th>Percent 2017-18</th>
<th>Percent 2018-19</th>
<th>% Change from Prior Year’s Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctional Facilities</td>
<td>0.01</td>
<td>0.01</td>
<td>No change</td>
</tr>
<tr>
<td>Homebound/Hospital</td>
<td>0.17</td>
<td>0.18</td>
<td>Increase 0.02</td>
</tr>
<tr>
<td>Parentally Placed in Private School</td>
<td>0.34</td>
<td>0.26</td>
<td>Decrease 0.08</td>
</tr>
<tr>
<td>Inside regular class less than 40% of the day</td>
<td>46.83</td>
<td>40.2</td>
<td>Decrease 6.6</td>
</tr>
<tr>
<td>Inside regular class 40% to 79% of the day</td>
<td>15.5</td>
<td>18.3</td>
<td>Increase 3.0</td>
</tr>
<tr>
<td>Inside regular class 80% or more of the day</td>
<td>30.64</td>
<td>33.4</td>
<td>Increase 2.8</td>
</tr>
<tr>
<td>Residential Facility</td>
<td>0.06</td>
<td>0.1</td>
<td>Increase 0.04</td>
</tr>
<tr>
<td>Separate School/Nonpublic School</td>
<td>6.44</td>
<td>7.1</td>
<td>Increase 0.7</td>
</tr>
</tbody>
</table>

Source: CASEMIS December 2018

**SPED INDICATOR 5: LEAST RESTRICTIVE ENVIRONMENT**

**LCAP PRIORITY 2 & 7: STATE STANDARDS AND COURSE ACCESS**

## Exit Reasons for Students With Autism

<table>
<thead>
<tr>
<th>Exit Reason</th>
<th>Percent 2017-18</th>
<th>Percent 2018-19</th>
<th>% change from prior year’s data</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADUATED HIGH SCHOOL</td>
<td>47</td>
<td>43.3</td>
<td>Decrease 3.2</td>
</tr>
<tr>
<td>MOVED, KNOWN TO BE CONTINUING</td>
<td>26</td>
<td>24.2</td>
<td>Decrease 2.2</td>
</tr>
<tr>
<td>RECEIVED CERTIFICATE</td>
<td>10</td>
<td>12.3</td>
<td>Increase 2.5</td>
</tr>
<tr>
<td>RETURNED TO GENERAL EDUCATION</td>
<td>7</td>
<td>7.0</td>
<td>Decrease 0.3</td>
</tr>
<tr>
<td>REACHED MAXIMUM AGE</td>
<td>6</td>
<td>6.7</td>
<td>Increase 0.5</td>
</tr>
<tr>
<td>DROP OUT</td>
<td>4</td>
<td>6.1</td>
<td>Increase 2.6</td>
</tr>
<tr>
<td>DECEASED</td>
<td>Less than 1%</td>
<td>Less than 1%</td>
<td>No change</td>
</tr>
</tbody>
</table>

Source: EdFacts C009 exit file based on June 2019 CASEMIS file. Students with autism aged 14-21

**SPED INDICATOR 1: GRADUATION RATES**

**LCAP PRIORITY 4 & 8: PUPIL ACHIEVEMENT AND OUTCOMES**
### Post-Secondary Outcomes for Students with Autism

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>Percent 2017-18</th>
<th>Percent 2018-19</th>
<th>% change from prior year’s data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>58</td>
<td>56.3</td>
<td>Decrease 1.7</td>
</tr>
<tr>
<td>No Higher Ed and not Working</td>
<td>16</td>
<td>10.6</td>
<td>Decrease 5.6</td>
</tr>
<tr>
<td>Other Post-Secondary Education</td>
<td>15</td>
<td>18.1</td>
<td>Increase 3.5</td>
</tr>
<tr>
<td>Competitively Employed</td>
<td>10</td>
<td>6.0</td>
<td>Decrease 4.4</td>
</tr>
<tr>
<td>Some other Employment</td>
<td>Less than 1 %</td>
<td>8.7</td>
<td>Increase 8.2</td>
</tr>
</tbody>
</table>

Source: CASEMIS June 2019 Table D matched to exiters from CASEMIS June 2018 Table A

**SPED INDICATOR 14: POST SCHOOL OUTCOMES**
**LCAP PRIORITY 4 & 8: PUPIL ACHIEVEMENT AND OUTCOMES**

### Statewide System of Support Goal

To assist local educational agencies and their schools in meeting the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.
California’s Statewide System of Support

SELPA SYSTEMS IMPROVEMENT LEADS:
- El Dorado County
- West San Gabriel
- Riverside County

SELPA Content Leads
- Main County: CAPTAIN ASD
- Place County: Assistant AIDE
- South County: Disproportionality
- Imperial County: English Language Learners

EVIDENCE-BASED PRACTICES FOR STUDENTS WITH AUTISM AND OTHER DEVELOPMENTAL DISABILITIES

IMPLEMENTATION
- Regional Implementation Lead
- Leadership
- Partnership
- Instructional Activities
- Coaching & Training
- Evidence-Based Practices
What is the Marin/CAPTAIN SELPA Content Lead About? Building Capacity of SELPAs to Support the Use of EBPs!

What: Use of Evidence Based Practices

How: Effective Training, Coaching, Leadership and Regional Teams

Context: Creating Systems within SELPAs and LEAs that Can Support the Use of EBPs

Better Outcomes for Students

What Have We Done So Far?

• Hired full time Project Coordinator of SELPA/Schools Training and Technical Assistance (Ann England) and .5 Admin Support (Gavin Pugsley)

• Set up contracts with Executive Leadership Team members

• Planned the CAPTAIN Summit 2019-2020 (Sacramento, November 6-7, 2019)

• Recruited 8 Regional Implementation Leads (RIL); up to 9 more next year

• Scheduled monthly RIL Professional Development/Collaboration Zoom calls

• Conducted a 3 day training in implementation of the APERS (Autism Program Environment Rating Scale)
What Will Regional Implementation Leads (RIL) Do?

Regional Implementation Leads

- Help to Coordinate and Monitor Regional Activities
- Trainer for EBP Training/Coaching, APERS, MI, LOCI
- Coordinate and Conduct Level 3 Requests for Support

Tier 3 Supports:
- Program Assessments
- Implementation Blueprint
- Systems-wide Implementation Support

Tier 2 Supports:
- EBP Coaching by CAPTAIN Cadre
- APERS Assessments and Reports for Implementation Planning (in some regions)

Tier 1 Supports:
- CAPTAIN Website
- Autism Across the Lifespan Online Class
- AFIRM Modules
- Local Trainings by CAPTAIN Cadre
- Webinars and Conference Sessions
- Print Materials / Infographics
SELPA Improvement Leads
Tools and Resources

https://ccsesa.org/?wpfb_dl=6657


http://edcoe.org/educational-services/selpa-special-education-local-plan-area/sil
System Improvement Leads
Facebook

https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/

22 High Leverage Practices Organized around four aspects of practice:
- Collaboration
- Assessment
- Social/Emotional/Behavioral
- Instruction

https://highleveragepractices.org/

HLP: EBP for ASD Crosswalk

NEW AFIRM Resources!

---Components of the Autism Focused Intervention Resources & Modules (AFIRM)---

This resource provides an overview of the Autism Focused Intervention Resources and Modules and includes descriptions of the following AFIRM components:

1. Learn with AFIRM: A summary of the learning features of AFIRM, including the module structure and who can use AFIRM.
2. EBP Modules: An overview of the EBP modules, including definitions of each EBP and what ages and domains research has demonstrated effectiveness for the EBP.
3. Resources: A summary and example of each AFIRM resource. AFIRM resources include: Evidence-Base, Step-by-Step Guide, Implementation Checklist, Data Collection Sheets, and more.
5. Future of AFIRM: Learn more about the future of AFIRM.

Suggested citation:
AB 1172
New Requirements for NPSs/NPAs
Signed into law on October 2, 2019
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1172

Effective January 1, 2020:

- NPS serving pupils with significant behavioral needs or who have a BIP must have an individual onsite who is qualified, and responsible for the design, planning, and implementation of behavioral interventions

Commencing with 2020-21 School Year:

- Staff must be trained in the use of EBPs and interventions specific to the unique behavioral needs of the NPS/NPA pupil population
- Staff must be trained in positive behavior interventions and supports, EBPs for preventing behaviors, EBPs for reducing and replacing target behaviors, de-escalation techniques
AB 1172
New Requirements for NPSs/NPAs
Signed into law on October 2, 2019
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1172

Commencing with 2020-21 School Year (cont’d):
• Must use effective data collection, analysis and use of data to inform, plan, and implement behavioral supports
• LEAs to conduct onsite monitoring visits and annually verify that the training requirements have been met and then report to CDE

Commencing 2021-22 School Year:
• Administrator of NPS/NPA must hold appropriate license or credential from accredited institution (i.e., Admin. Cred; LCSW; PPS Cred.; LEP, MA in SpEd, Psych, Counseling, Behavior Science, Social Work)
CAPTAIN Cadre Members

- Are the “boots on the ground” doing the capacity building work within each SELPA

- Requirements:
  - training, coaching and regional teaming
  - meet with your agency leadership to develop and implement an implementation plan each year

Active Cadre Members (not including leaders)
As of Oct 2019

<table>
<thead>
<tr>
<th>Agency</th>
<th>Returning Cadre</th>
<th>New Cadre</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELPAs/Schools</td>
<td>244</td>
<td>89</td>
</tr>
<tr>
<td>Regional Centers</td>
<td>41</td>
<td>10</td>
</tr>
<tr>
<td>Family Support Agencies</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>University/UCEDD/LEND</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Cadre = 414**

<table>
<thead>
<tr>
<th></th>
<th>Returning Cadre</th>
<th>New Cadre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>304 Returning</td>
<td>110 New</td>
</tr>
</tbody>
</table>
## Stakeholder Agency Participation

<table>
<thead>
<tr>
<th>Agency Type</th>
<th>Percentage of Agencies Currently Participating in CAPTAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELPAs</td>
<td>96% of SELPAs are Represented</td>
</tr>
<tr>
<td>Regional Centers</td>
<td>95% of Regional Centers are Represented</td>
</tr>
<tr>
<td>FRC/FEC</td>
<td>89% of FRC Regions are Represented</td>
</tr>
</tbody>
</table>

Let’s Look at Cadre Data….
### Percentage of Cadre Who Met or Exceeded CAPTAIN Requirements

<table>
<thead>
<tr>
<th></th>
<th>ASD Training</th>
<th>EBP Trainings</th>
<th>Coaching</th>
<th>Regional Mtgs</th>
<th>Mtg /w agency leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>93%</td>
<td>72%</td>
<td>76%</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>2017</td>
<td>95%</td>
<td>65%</td>
<td>82%</td>
<td>80%</td>
<td>62%</td>
</tr>
<tr>
<td>2016</td>
<td>94%</td>
<td>70%</td>
<td>76%</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>2015</td>
<td>76%</td>
<td>55%</td>
<td>74%</td>
<td>72%</td>
<td>---</td>
</tr>
</tbody>
</table>

### Top 10 Trained EBPs

<table>
<thead>
<tr>
<th>EBP</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Supports</td>
<td>159</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>152</td>
</tr>
<tr>
<td>Prompting</td>
<td>108</td>
</tr>
<tr>
<td>Ant. Based Int</td>
<td>99</td>
</tr>
<tr>
<td>Social Narratives</td>
<td>78</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>77</td>
</tr>
<tr>
<td>Discrete Trial Training</td>
<td>74</td>
</tr>
<tr>
<td>Video Modeling</td>
<td>61</td>
</tr>
<tr>
<td>Modeling</td>
<td>58</td>
</tr>
<tr>
<td>Social Skills Training</td>
<td>55</td>
</tr>
</tbody>
</table>

### Top 10 Coached EBPs

<table>
<thead>
<tr>
<th>EBP</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Supports</td>
<td>136</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>114</td>
</tr>
<tr>
<td>Prompting</td>
<td>71</td>
</tr>
<tr>
<td>Ant. Based Int</td>
<td>60</td>
</tr>
<tr>
<td>Discrete Trial Training</td>
<td>49</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>43</td>
</tr>
<tr>
<td>Social Narratives</td>
<td>41</td>
</tr>
<tr>
<td>Dif. Reinforcement</td>
<td>32</td>
</tr>
<tr>
<td>FBA</td>
<td>32</td>
</tr>
<tr>
<td>Self Management</td>
<td>32</td>
</tr>
</tbody>
</table>
Top Barriers to Completing Requirements

- Time for Training: 73 (23.6%)
- Time for Coaching: 52 (16.8%)
- Staff Buy-In: 42 (13.6%)
- Substitutes/Staff: 32 (10.4%)
- Budget/Funding: 26 (8.4%)
- Foundational Skills: 21 (6.8%)
- Admin Support: 16 (5.2%)
- Staff Turnover: 16 (5.2%)
- Challenges w/ Union: 10 (3.2%)
- Lack of Resources: 6 (1.9%)
- Complexity of EBP: 5 (1.6%)
- Role does not allow for training/coaching: 3 (1%)
- Other: 3 (1%)

Use of Evidence Based Methods in Training and Coaching (Quality)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Information/Skill</td>
<td>4.3</td>
<td>50.6</td>
<td>45.1</td>
</tr>
<tr>
<td>Test Knowledge</td>
<td>18.2</td>
<td>12.2</td>
<td>6.6</td>
</tr>
<tr>
<td>Check Fidelity</td>
<td>11.8</td>
<td>26.2</td>
<td>62.0</td>
</tr>
<tr>
<td>Evaluate Student Data</td>
<td>10</td>
<td>49.8</td>
<td>43.2</td>
</tr>
</tbody>
</table>

Getting the Most out of Professional Development

- Job Aids, Materials
- Implementation Plans
- Coaching/Mentoring, Mentoring
- Practice with feedback, Role playing, Guided reflection
- Communities of Practice, Problem solving, Brainstorming

Complexity of synthesis and application required

Adapted from: McCollum & Catlett (1997)
Remember to Use the EBPs for Professional Development!!!!

Remember to Use the EBPs for Coaching
Table Discussions

Look at the PD Checklist

• What are some of the barriers you have encountered to using the evidence based practices for professional development? What ideas do you have for using more of these practices?

Look at the Coaching Fidelity Checklist

• What are some of the barriers you have encountered to using the evidence based practices for coaching? What ideas do you have for using more of these practices?

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

Jessica Suhrheinrich, PhD

• Funder: IES Goal 1 (exploratory)
• Dates: 9/1/2017 – 8/31/2020
We are Now In Phase 3!!!!

Phase 1: CAPTAIN Cadre Survey/Focus Groups
Phase 2: Multi-Level Data on Malleable Factors that Affect Outcomes
Phase 3: Social Network Case Study Mapping Social Dynamics of EBP Implementation

2841 Respondents

• Frequency
• Quality: use videos, role play, practice, test for content knowledge

ASD Training

WEIGHT

0.5

Specific EBP Training

1

Coaching

2

Cadre Scores Ranged from 0 to 78
Does SELPA type or size relate to cadre performance?

Does Who Employs a Cadre Relate to Performance Scores?
Performance Scores by Job Title

How Does Leadership Relate to Cadre Performance?

- BETTER CADRE PERFORMANCE SCORES
- NUMBER OF MEETINGS WITH NOMINATING LEADER
- SELPA DIRECTOR SELF-RATED PROACTIVE LEADERSHIP*

*Proactive Leadership: When a leader develops plans to facilitate implementation of EBPs
Case Study: Networks Matter!

Table Discussions

Describe who is in your “Advice” network....

• Why do you think cadre who have active support networks are able to perform their cadre requirements at a higher rate?

• What can you do to improve or increase your network?
Higher Education/Teacher Prep Outreach

Remember to help us reach out to Institutes of Higher Learning by offering guest lectures (Letter on CAPTAIN website).....

Family Support Updates

Yvette Baptiste and Melina Melgarejo
DDS
Disparity Fund Program

Create transformational changes toward a culturally and linguistically competent developmental disabilities system, which reflects service quality and is responsive to the beliefs, values, attitudes, language, behaviors, and choices of individuals who receive services.

Background

Statewide stakeholder meetings, local community meetings, and family testimony have identified several themes, including:

- **Supply of culturally and linguistically appropriate and accessible information, service options, providers.**

- Cultural barriers and discomfort challenging authority figures prevent some families from requesting needed services and exercising their rights.

- Mistrust of public systems by some communities of color.

- Socioeconomic factors that present challenges to accessing RC services.
What resources do cadre think should be translated

- Autism 101 PPT: 173
- EBP Chart: 157
- What are EBPs PPT: 134
- ADEPT Parent Training Modules: 119
- LTSAE Milestones Regional Brochure: 116
- Visual Supports EBP PPT: 104
- Reinforcement EBP PPT: 80
- Classroom Observation Checklist: 45
- Introduction to CAPTAIN PPT: 43
- Introduction to CAPTAIN Video: 40
- Video Modeling EBP PPT: 35
- Other: 5

Requested languages

- Spanish: 295
- Chinese/Mandarin: 91
- Filipino (or Tagalog): 74
- Vietnamese: 67
- Hmong: 51
- Punjabi: 51
- Arabic: 43
- Korean: 42
- Russian: 26
- Cantonese: 22
**Goals**

1. Identify Needs
2. Translate, Adapt & Develop Resources
3. Disseminate Resources & Gather Feedback

---

**ELL and ASD Infographic Collaboration**

- SELPA Content Lead Evidence-Based Practices Autism
- SELPA Content Lead English Learners with Disabilities
User Friendly Resource
Outlining Practices That Support Both Student Groups....

Table Discussions

- What are ways that you have actively engaged families and family organizations within your regional work?

- What are ways in which you have engaged and supported families who speak languages other than English in your EBP dissemination?
Who Are the Regional Center Cadre?

<table>
<thead>
<tr>
<th>Job Title</th>
<th>N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism Specialist</td>
<td>10 (22.2%)</td>
</tr>
<tr>
<td>Behavior Specialist/Behavior Analyst</td>
<td>14 (31.1%)</td>
</tr>
<tr>
<td>Case Manager</td>
<td>2 (4.4%)</td>
</tr>
<tr>
<td>Case Management Supervisor</td>
<td>9 (20.0%)</td>
</tr>
<tr>
<td>Clinical Specialist (Psychologist)</td>
<td>2 (4.4%)</td>
</tr>
<tr>
<td>Clinical Specialist (DB Peds)</td>
<td>2 (4.4%)</td>
</tr>
<tr>
<td>Other</td>
<td>6 (13.3%)</td>
</tr>
<tr>
<td>-CMS Waiver &amp; Employment Specialist</td>
<td></td>
</tr>
<tr>
<td>-Cultural Specialist/Case Manager</td>
<td></td>
</tr>
<tr>
<td>-Quality Assurance</td>
<td></td>
</tr>
<tr>
<td>-Special Education Advocate</td>
<td></td>
</tr>
</tbody>
</table>
How Are RC Cadre Disseminating Information to Staff?

- Individual Consultations on Specific Cases: 27
- New Hire Trainings/Orientations: 16
- Presentations at Staff/Unit Meetings: 26

How Are RC Cadre Disseminating EBP Information to Vendors/Providers of POS Services

- Consultation/Training through TA to Families/Programs: 23
- Presentations at Vendor Meetings: 21
- Presentations at Local/Regional Conferences: 13
Types of Vendors/Providers RC Cadre Are Training

- Other: 5
- Social Skills Providers: 6
- Daycare Providers: 5
- Adaptive Skills Providers: 4
- Residential Providers: 14
- Behavior Service Providers: 15
- Adult Day Programs: 18
- Respite: 4
- Independent Living Skills Providers: 6
- Supported Living: 13
- Supported Employment: 3

Coaching/Technical Assistance for Vendors

- 16 Regional Centers Reported Providing Technical Assistance with Vendors/Providers to Assist with EBP Implementation
- Chief Counselors and Clinical Directors Expressed Support for this type of Capacity Building Model
- Needs and Support Prompted the Development of the C.A.R.E Project…. 
CAPTAIN Adult Resource and Evaluation (C.A.R.E.) Project:

We Propose To:

#1 Adapt an existing evidence based model of training
#2 With stakeholder input, select practices for adult service context
#3 Adapt training materials and resources for adult clients and providers
#4 Collaborate with the CAPTAIN Regional Center Cadre
#5 Test effectiveness in authentic transition and adult service settings
#6 If effective, scale up the model across programs in California
**Policy Updates: CMS and the Final Rule**

[Image: Diagram showing changes ahead]

[Image: Logo of CMS]
Person-Centered Planning

Self-Determination
AB 2083

• Approved by Governor Brown 9/27/18

• Developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma

• Requires each county to:
  • Develop and implement a memorandum of understanding
  • Establishment of an interagency leadership team and an interagency placement committee
**AB 2083 Partners**

(A) The county child welfare agency  
(B) The county probation department  
(C) The county behavioral health departments  
(D) The county office of education  
(E) The regional center  
(F) Foster care or other child welfare advocacy groups

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**Learn the Signs.  Act Early.**

Fran Goldfarb, MA, MCHES, CPSP  
CDC Learn the Signs Ambassador to California
Learn the Signs. Act Early.

CDC’s “Learn the Signs. Act Early.” program aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.

4 months

1 year

3 years

State System Grant 2016-2018:
Provided Funding for Development of LTSAE Regional Brochures in English and Spanish
What’s New?  

New Ambassadors

• Fran Goldfarb  
  Director, Community Education  
  Family Support Discipline Director  
  University of Southern California  
  University Center for Excellence in Developmental Disabilities  
  Children’s Hospital Los Angeles  
  fgoldfarb@chla.usc.edu

• Michele Rogers  
  Executive Director  
  Early Learning Institute  
  micheler@earlylearninginstitute.com

NEW!  

Milestone Tracker App – Now in Spanish  

Baby’s Busy Day: Being 1 is so much fun  

New Growth Chart (includes immunizations)
Narrated Presentations

Autism Case Training – In Class Curriculum

Social Media Supports

NEW!

Deputy Ambassadors

• A beefed up and streamlined DA program

• We need a couple of new DAs

• We are all Deputy Ambassadors…
CAPTAIN
EBP Implementation Award

- CAPTAIN Cadre Members will notify CAPTAIN Leadership using the CAPTAIN Implementation Nomination Award Form on CAPTAIN website Resource section.

- CAPTAIN Leadership will send a “CAPTAIN Achievement of Implementation Fidelity 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

NOW PDF FILLABLE!

Yes!
It’s on the CAPTAIN website in Resources! 😊
CAPTAIN C.L.I.C.

CAPTAIN CLIC: Jennifer Wolfe

Awardee: Adriana Garibay, ASD Teacher
Diamond Bar High School, Walnut Valley USD

EBPs
Visual Support and Self Management

CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:
Danielle Pellini, SBC Teacher
San Andreas Elementary Calaveras USD
Calaveras County SELPA

EBPs
Visual Support and Reinforcement and Social Skills Training
CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:
Kris Cullinan, SDC Teacher
Valley Springs Elementary, Calaveras USD
Calaveras County SELPA

EBPs
Visual Support and Reinforcement

CAPTAIN HOOK

CAPTAIN HOOK: Laura Machado

Awardee:
Elysa Schulte, SDC Teacher
Copperopolis Elementary, Mark Twain USD
Calaveras County SELPA

EBPs
Visual Support and Reinforcement
CAPTAIN of the NEW WAVE

CAPTAIN of the NEW WAVE:
Lisa Torres & Inger Johnson Quezada & Vira Caro-Michel:

Awardee: Kaci Carroll, Special Education Teacher
William Orr Elementary, Little Lake City School District
Whittier Area Cooperative Special Education Program SELPA

EBP
Reinforcement

CAPTAIN X

Desert Mountain SELPA
Jennifer Rountree

CAHELP PEERS PROGRAM
EBP: Social Skills Training

2019
Katie Lozano, Peer Model
Victoria Lakes, Peer Model
Tamara Bradford, MSW Intern
Jake Aguilera, Virtual Compliance Tech - Behavior Coach
Tessa Hodge, MSW Intern
Kaori Hartzler, Program Tech - Behavior Coach
Keri Gomez, Behavioral Health Counselor Supervisor

2018
Katie Lozano, MSW Intern
Mikayla Ausbury, Peer Model
Victoria Lakes, Peer Model
Tessa Hodge, MSW Intern
Keri Gomez, Behavioral Health Counselor Supervisor
CAPTAIN 007

CAPTAIN 007: Jocelyn Huffaker

Awardee: Robin Hubert, Special Education Teacher
Duncan Holbert Preschool, Pajaro Valley USD
Pajaro Valley USD SELPA

EBP
Visual Support & Reinforcement

CAPTAIN 007

CAPTAIN 007: Casandra Guerrero

Awardees:
Michelle Goldstone, Special Education Teacher
John Conroy and Reyna Hernandez, Classroom Staff

Peers:
Nezly Chavez, Austin Wilson, Michael Thomas,
Lisa Sanchez, Jasymn Muskin, Nayell Ceja Garlbay
Morgan Clayton, Chloe Blackwood, Jennifer Castro

San Benito High School District
San Benito County SELPA

EBP: Peer Mediated Instruction and Intervention
CAPTAIN 007
CAPTAIN 007: Casandra Guerrero
Awardees:
Emily Burley, Special Education Teacher
Lindsay Rigby, SLP
Natalia Silva Sepulveda, SLP
San Benito High School District
San Benito County SELPA
EBP: Social Skills Training

CAPTAIN 007
CAPTAIN 007: Gwen Baquiran
Awardees:
Kristi Vieyra, SpeEd Coordinator
Tiffany Hawthorne, Aide
Maria Harris, Behavior Support Staff
Sue Connors, RSP Teacher
Carrie Betancourt, General Education Teacher
Merrigrace Montorya, General Education Teacher
Renee Kakebeen, General Education Teacher
Spring Grove Elementary School North
San Benito County SELPA
EBP: Reinforcement
CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

Awardee: Yasenia Hernandez, Paraprofessional 1:1 Aide
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA

EBPs
Visual Support and Peer Mediated Instruction & Intervention

CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

Awardee: Bronya Sigueza, General Education Teacher
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA

EBPs
Visual Support and Peer Mediated Instruction & Intervention
CAPTAIN 007

CAPTAIN 007: Val Wiltse/Patti Bangs

Awardee: Kera Coon, SLP
Cesar Chavez Elementary, Greenfield USD
Monterey County SELPA

EBPs
Visual Support and Peer Mediated Instruction & Intervention

CAPTAIN 007

CAPTAIN 007: Val Wiltse & Patti Bangs

Awardee: Julius Cristi, Special Education Teacher
Alisal Union School District
Monterey County SELPA

EBP
Visual Support
CAPTAIN 007
CAPTAIN 007: Val Wiltse & Patti Bangs

Awardees:
Melanie Tanseco, SDC Teacher
Mollie Thomas, SDC Teacher
Milka Hernandez, SDC Teacher
Wendy McDonald, SLP
JC Crumpton Elementary School,
Monterey County SELPA

EBP: Reinforcement