Autism and Evidence Based Practice

A Multi-agency Training for Parents, Professionals, Service Providers and Regional Center Staff
Los Angeles, CA
September 28, 2016
Multi-Agency Participation
Goodwill Enrichment Center
CAPTAIN LA - Foothill
Attendees
Autism throughout the lifespan

Autistic artist Stephen Wiltshire draws spellbinding 18ft picture of New York from memory after a 20-minute helicopter ride over city.

Mandy Moradi, Psy.D.  
September 27, 2016
## CHOOSE YOUR EBP BREAKOUT SESSIONS

Please select one break out session for each time slot.

<table>
<thead>
<tr>
<th>TIME</th>
<th>EBP Foundational</th>
<th>EBP Intermediate</th>
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</thead>
<tbody>
<tr>
<td>10:30 – 11:30</td>
<td>Visual support</td>
<td>Video modeling</td>
</tr>
<tr>
<td>(choose 1)</td>
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<tr>
<td>11:30 – 12:30</td>
<td>Reinforcement</td>
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<td>(choose 1)</td>
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</tbody>
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**Visual support**: An evidence-based practice that uses visual tools to increase understanding of language and environmental expectations, and to provide structure and support for learners. This practice has evidence-based support for learners ages preschool (3-5 years) to high school-age learners (13-21 yrs) with ASD to address social, communication, behavior, play, cognit the school readiness, academic, motor, and adaptive outcomes.

**Video modeling**: A mode of teaching that uses video recording and display equipment to provide a visual model of the targeted behavior or skill. The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood (3-5 yrs) through high school learners (13-21 yrs). Video modeling has been shown an effective strategy to address social communication, behavior, joint attention, play, cognitive, school readiness, academic, motor, adaptive and vocational outcomes.

**Reinforcement**: The likelihood that a learner with ASD will perform a target skill or behavior in the future.

**Prompting**: Reduces incorrect responding as learners with ASD acquire new skills.

**Time delay**: A response prompting procedure that systematically fade prompts during instructional activities. These practices, used together, have evidence-based support for learners ages preschool (2-6 years) to high school-age learners (13-21 yrs) with ASD to address social, communication, behavior, play, cognit the school readiness, academic, motor, and adaptive outcomes.
EBP: Visual Supports

Visual Supports:
AN EVIDENCE-BASED PRACTICE FOR WORKING WITH CHILDREN WITH AUTISM

PRESENTED BY:
MARIE BENNETT
AUTISM SUPPORT TEACHER, LAUSD

SCHEDULE
BEDTIME ROUTINE

1. Take bath
2. Brush teeth
3. Put on pajamas
4. Read story
5. Say prayers
6. Say good night
EBP: Reinforcement, Prompting, and Time Delay

Positive Reinforcement vs. Negative Reinforcement

- **Procedure**: Use of positive reinforcement
  - Behavior: Studying
  - Consequence: Positive reinforcer (Teacher approval) is presented when student studies
  - Change in behavior: Frequency of behavior increases (Student studies more)

- **Procedure**: Use of negative reinforcement
  - Behavior: Studying
  - Consequence: Negative reinforcer (Teacher disapproval) is removed when student studies
  - Change in behavior: Frequency of behavior increases (Student studies more)

Source: www.psu.edu
EBP: Self-Management

OVERVIEW

1. Prepare the environment
2. Teach self-care skills
3. Implement the routine
4. Promote independence

Morning Routine

6:15 am
Wake Up

6:20 am
Feed & Water Dog

6:25 am
Make Bed

6:30 am
Brush Teeth/Wash Face

6:35 am
Brush Hair

6:40 am
Get Dressed

7:00 am
Take Medication

7:10-7:20 am
Get on Bus

Self-Management

Amy Tseung
LAUSD Autism Support Teacher
EBP: Video Modeling

Simple Steps for Video Modeling
1. Target a behavior for teaching
2. Collect baseline data
3. Plan for the video recording
4. Make the video
5. Arrange the environment for watching the video
6. Show the video
7. Monitor progress
8. Troubleshoot if the learner is not making progress
9. Fade the video and prompting
Transition Panel

Transition Focus

Living Skills

Work skills

Independence

Transition Panel: Supports for a Successful Transition to Adulthood
September 38, 2016
Lanterman Law Clinic

Individual Transition Plan

Transition from High School to Adulthood
Goal: Become contributing adults within our society and increase opportunities of obtaining employment.
Project SEARCH

OR and ICU

Supply Stocking
It’s all about work
Resource Tables
ARCA Learn