

**CAPTAIN NORTH & SOUTH
SUMMIT 2015
SHOWCASE POSTERS**

**October 16, 2015
&
November 10, 2015**

SOUTHEAST CONSORTIUM SELPA/BERRYESSA USD

- Title: Coaching for EBPs
- Presenters:
 - Rozina Kapadia
 - Michele Vallareal

Collaboration

Coaching

Collaboration time amongst peers

Clear and helpful with answering questions



C.A.P.T.A.I.N 2014-2015

Sharing ideas and strategies with each other

Loved Michele and Jessica - very energetic and awesome presentation



Reina visited and gave me input which helped tremendously

South East SELPA C.A.P.T.A.I.N. Cadre CRUNCH!

They are great resources

Implementation Checklist was long and difficult to implement

Getting to see creative ways other teachers implemented the same strategies



Checklist was informative, unclear and confusing

More examples of how to track data

They were very knowledgeable about Autism and SELPA



REINFORCEMENT PRE/POST TEST

1. Reinforcement is a process that involves the delivery of consequences.
 - a. True
 - b. False
2. Which of the following is NOT a type of reinforcement?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
3. Which of the following is NOT a type of punishment?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
4. Which of the following is NOT a type of extinction?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
5. Which of the following is NOT a type of generalization?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above

SOONER PRE/POST TEST

1. Which of the following is NOT a type of reinforcement?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
2. Which of the following is NOT a type of punishment?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
3. Which of the following is NOT a type of extinction?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above
4. Which of the following is NOT a type of generalization?
 - a. Natural
 - b. Verbal
 - c. Physical
 - d. None of the above

Learning new ideas from others in field

Reinforcement CASE STUDY WORK SHEET

Number (containing behavior): _____

What was the behavior that was used to perform? (Should be measurable and measurable)

Which social reinforcement (e.g., negative, positive, praise, etc.) will be used with the student?

With which frequency and when reinforcement is provided to the student?

How will future behavior data be used to determine if the behavior is generalizing from the intervention?

CAPTAIN CAPTAIN Classroom Observation Form

Observer Name: _____ Date: _____

Classroom: _____

Teacher: _____

Time of Day: _____

Duration: _____

Observer's Name: _____

Observer's Title: _____

Observer's Organization: _____

Observer's Address: _____

Observer's Phone: _____

Observer's Email: _____

Observer's Website: _____

Observer's LinkedIn: _____

Observer's Facebook: _____

Observer's Twitter: _____

Observer's Instagram: _____

Observer's YouTube: _____

Observer's Other: _____

Observer's Signature: _____

Observer's Title: _____

Observer's Organization: _____

Observer's Address: _____

Observer's Phone: _____

Observer's Email: _____

Observer's Website: _____

Observer's LinkedIn: _____

Observer's Facebook: _____

Observer's Twitter: _____

Observer's Instagram: _____

Observer's YouTube: _____

Observer's Other: _____

Great supply of information

South East SELPA C.A.P.T.A.I.N. Cadre Crunch Form

A. Captive Participants

1. Name: _____

2. Title: _____

3. Contact Info: _____

B. Evidence Based Practices

1. Antecedents

2. Visual Cues

3. Social Skills Training

4. Video Modeling

C. Pre-Observation/Plans

1. Observation Dates: _____

2. Observation Times: _____

3. Post-Observation/Notes

1. Observation Dates: _____

2. Observation Times: _____

3. Post-Observation/Notes: _____

One a week to use the checklist with your team

Module: Reinforcement

Implementation Checklist for Positive Reinforcement

1. Identify the behavior to be reinforced.

2. Identify the reinforcer to be used.

3. Identify the frequency of reinforcement.

4. Identify the setting for reinforcement.

5. Identify the individuals who will be providing reinforcement.

6. Identify the data collection method.

7. Identify the data analysis method.

8. Identify the evaluation method.

9. Identify the generalization method.

10. Identify the maintenance method.

SAN JOAQUIN COE

- **Title: Increasing Awareness and Knowledge of EBPs in Teacher Programs**
- **Presenter: Susan Scott**

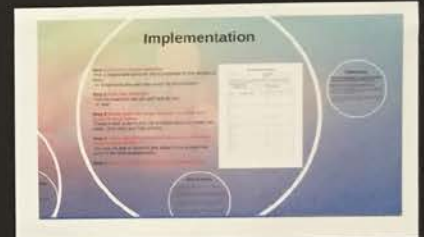
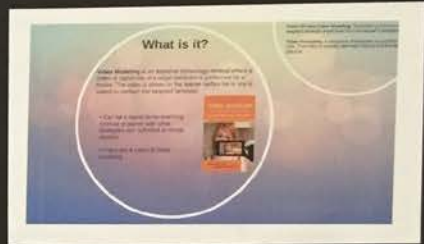


Teachers College
of San Joaquin

Increasing Awareness and Knowledge of EBPs in Special Education Credential Programs

syllabus description of the assignment

Cohorts at the
Teacher's College
San Joaquin County learned
all about EBP's in
their SPED 267 class



Social Narratives

Presented By:
Kim Flower
Jasjit Hothi
Rachel Korte

Receiving Feedback

When doing my work I will do my best

Sometimes I might make a mistake. When I make a mistake

1. I will stay calm
2. erase my work
3. try again

Power Cards

Just like Dorali!

Dorali wants me to remember these 3 things

1. Keep my hands down
2. Use my words with a quiet voice
3. Keep working hard.

Social Narratives

Social narratives can be used:

- after a social "error" has occurred (e.g., saying something rude to a classmate, hitting, yelling)
- prior to a transition or new experience (getting a haircut, changing schools, going to the Dr.'s office, etc.)
- as an intervention to reduce existing recurring behaviors (nose picking, blurting out in class, etc.)

What age group are Social Stories (Narratives) effective for

Early Intervention
Preschool
Elementary Students
Middle School Students
High School Students

Social stories can be used for any age to help them prepare and learn about an area where they have a deficit in understanding appropriateness.

*These stories can be scripted and illustrated to the level of the individual

TCSJ logo and header information.

San Joaquin County Office of Education
Adult, Equivalent, and Special Education (SPED 267)
Fall 2013

7021 corresponds to the order of learning objectives that are organized in ascending order of complexity from left to right.

Objectives:

- 1. Explain the role of the teacher in the classroom.
- 2. Explain the role of the student in the classroom.
- 3. Explain the role of the parent in the classroom.
- 4. Explain the role of the community in the classroom.

Required Access to Learning Activities:

1. Access to the Internet
2. Access to a computer
3. Access to a printer
4. Access to a scanner

Prerequisite Skills:

1. Student must be able to read.
2. Student must be able to write.
3. Student must be able to use a computer.

Reason for Teachers College of San Joaquin (TCOJ) offering a certificate of teacher education and credentialing that is comparable with certification issued by the State of California to both public and private schools and that the state to provide equivalent or better educational services.

1. All parties shall agree to the terms of this contract prior to the start of class. In the absence of the agreement, the contract shall be void.
2. This contract shall be signed by all parties.
3. This contract shall be signed by all parties.

Assignment Due Date: 10/15/13

1. Identify the main idea of the text.

- a. Identify the main idea of the text.
- b. Identify the main idea of the text.
- c. Identify the main idea of the text.

2. Analyze the text for its purpose.

- a. Analyze the text for its purpose.
- b. Analyze the text for its purpose.
- c. Analyze the text for its purpose.

3. Evaluate the text for its quality.

- a. Evaluate the text for its quality.
- b. Evaluate the text for its quality.
- c. Evaluate the text for its quality.

SAN JOAQUIN COE

- **Title: Using Structured and Naturalistic Teaching in the Classroom: DTT & PRT**
- **Presenter: Natalie Dragoo**

Using Structured & Naturalistic Teaching in the classroom



D
Response
Student Looks



DTT

PRT

Break down task into discrete steps. Repeat until mastery.

What

Building 4 PIVOTAL skills.

- Motivation
- Responding to multiple cues
- Self management
- Self initiation

Education programs unsuccessful with individuals with Autism.

Why

Address weaknesses of DTT

ABCs/S^DR S^R

How

Increase pivotal skills through naturalistic setting/approach



STOCKTON SELPA

- **Title: Exercise: An Antecedent Based Intervention to Address Sensory Motor Needs and Learning Readiness**
- **Presenters:**
 - Heather Maurin
 - Laura Greiss-Hess

Exercise: An Antecedent Based Intervention To Address Sensory Motor Needs and Learning Readiness

Laura Greiss Hess, PhD, OTR/L & Heather Maurin, MA, EdS, BCBA



Stockton Unified School District-Marshall Preschool Autism Programs in Collaboration with Dominican University, Department of Occupational Therapy

Research (selected)

- "Exercise (ECE) is a strategy that involves an increase in physical exertion as a means of reducing problem behaviors or increasing appropriate behavior while increasing physical fitness and motor skills"
- "ECE can be used effectively to address behavior, school-readiness, academic, and motor skills."
 - NPDC Exercise Fact Sheet, 2014
- DSM-5 ASD Diagnostic Criteria includes:
 - Hypo (under) or hyper (over) reactivity to sensory input or unusual interest in sensory aspects of the environment.
- Children with ASD have documented sensory processing and motor impairments. Positive effects from sensory motor interventions including improved play, social interactions and decreased sensitivity.
 - Baranek et al., 2002

Marshall Preschool Autism Programs

- Leveled programs
 - Highly Structured
 - Structured
 - Generalized
 - Kindergarten
- Philosophy and practice of Interdisciplinary Team Collaboration
 - Autism Specialist/Behavior Analyst
 - Occupational Therapist
 - Speech Language Pathologist
- Programming
 - Formal in-service modules for teachers and staff (monthly, 2010-2014). Written and presented by the therapy team
 - Individual classroom collaboration meetings (approx. Monthly).
 - Interdisciplinary team classroom consultations – "push-in"

Current Model: MOTOR THRU THE DAY

Built directly into the daily curriculum
Roughly 12 times per day over a total of 200 minutes of instruction

1. Circle time (2x per day – 60 mins) - Exercises
2. Stations ("Get Ready" Exercises x 6 stations)
3. FM Exercises (FM station & art projects)
4. FM / GM lessons (approx 20 mins stations)
5. Structured Recess – 2x per day = 60 minutes total

Information for Families Classroom Wide Support for Sensory Motor Development

Frequently Asked Questions (FAQs)

Q: When does sensory motor exercise programming happen?

A: Throughout the school day! Be on the lookout for sensory motor activities including: exercises in circle time, "Get ready to learn" exercises in stations, motor breaks, recess activities, and specific motor development lessons. Sensory motor programming happens multiple times per day!

Q: Where does sensory motor exercise programming happen?

A: In the classroom, during group instruction, in learning stations and on the playground.

Q: How does sensory motor exercise programming happen?

A: Interdisciplinary team collaboration is the key. An Occupational Therapist (OT) is a member of our team and provides sensory motor supports to each classroom. The OT consults with each classroom on a regular basis and provides formal in-service training to our teachers and staff regarding sensory motor / exercise needs and classroom interventions to support student learning.

Q: What should I do if I have more questions?

A: Contact your child's teacher with any questions and the team will work in partnership with you to discuss your child's sensory motor needs.

Circle Time Exercises

• Circle time was analyzed to determine how much time students spent "sitting"

• All exercises (gross, fine and oral motor) done in standing position.

• Sensory motor "exercises" designed to be peppered throughout circle time:

- Exercise
- Book
- Exercise
- Song
- Exercise
- Etc



• Sensory motor exercise visuals included in circle time schedule and/or on choice boards



Get Ready Exercises

• At the beginning of each rotation, students participate in get ready exercises.

• Helps students get ready to learn.

• Exercises repeated as needed throughout the lesson and sometimes at the end to facilitate transition.

Jump with both feet 10 X



Clap hands 10 X



Cross arms, squeeze and count to 10



Take slow, deep breaths, in and out, do this 3 times



Fine Motor Exercises

• Done before lessons involving fine motor skills



Recess

• Formal in-service training on structured and purposeful recess for all teachers and staff.

• Lesson plans and fidelity checklists developed.

• Visual supports and variety of sensory motor exercise / social play emphasized. Teaching ratio maintained.

• Activities include:

- Visually structured gross motor obstacles using playground
- Chalk
- Bubbles
- Parachute
- Tricycles

Break / Self-Regulation

• Use of visuals taught throughout program

• Sensory-Motor Exercises can be used responsibly because they are integrated throughout the day.



Future Directions

- Ongoing program implementation via interdisciplinary team collaborative approach
- Formal student outcome measure data collection
 - Classroom data
 - BIP data
 - IEP goals

Author Contact Information

- Laura Greiss Hess, PhD, OTR/L (laura.hess@dominican.edu)
- Heather Maurin, MA, EdS, BCBA (haurin@stocktonusd.net)

NORTH STATE CAPTAIN

- Title: Our North State CAPTAIN Conference on EBPs
- Presenter: Joe Comiskey

NORTH

STATE

CAPTAIN

LOGISTICS

COLLABORATION

VENUE

TOPICS

KEYNOTE

SPEAKERS

REGISTRATION

BILLING

MATERIALS

WEBSITE

FOOD

TECHNOLOGY

RAFFLE

ORGANIZATION

EVALUATION

POST PLANNING



Inclusion & Autism:

Putting All the Pieces Together



Keynote

Yvonne S. Williams, Ed.S., Ed.D., Director, Georgia

Breakout Topics

Autism in General Education

Peer-Mediated Instruction and Extension in General Education

Value Modeling for SEL Building in General Education

Using Visual Supports in General Education

WCAEM for Inclusion in General Education

Student and Staff Learning the Deeper Together

Training Information

When: Tuesday, September 23, 2014, 8:00 AM - 3:00 PM

Where: Telford Conference Center, University of Georgia

Also, Professional Development Credits and/or CEUs are available for this conference.

Register for Inclusion: <http://www.gadoe.org/Training/PDF/Inclusion2014.pdf>

Registration Code by September 8, 2014

Cost: \$100 (includes materials, lunch, and a raffle)

Special Needs Bus Limited to Inclusion at the cost of the conference.

Check & Purchase Orders in advance to: Training Services, Department of Education, 100 North Decatur Street, Suite 200, Atlanta, GA 30303

Website Address: <http://www.gadoe.org/Training/PDF/Inclusion2014.pdf>



EVAL-INFO

Attendance



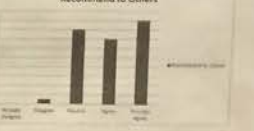
Found Useful



Plan to Use



Recommend to Others



POSITIVE COMMENTS:

(+)

- Presenters were very knowledgeable
- Visuals and interactions
- Well organized
- Obviously well experienced
- Food was wonderful

NEGATIVE COMMENTS:

(-)

- More breakouts
- More teaching tricks

ALTA REGIONAL CENTER

- Title: Medi-Cal Managed Care Summit
- Presenter: Robin May

CAPTAIN Symposium for Medi-Cal Managed Care

Presented by:

Robin May, LCSW, Ed.M. Alta California Regional Center

Jackie Johnson, Far Northern Regional Center

What We Did

- Planning committee with Regional Center and Medi-Cal Managed Care representation
- Developed a free four hour Symposium hosted at Alta California Regional Center

- Topics included:

Overview of CAPTAIN

Updates from Dept. of Health Care Services

Mandates of Early Start, IDEA, and Lanterman

Best Practices in Diagnosing ASD

What are EBPs?

Comprehensive and Targeted Treatments

Who Came

- Managed Care Case Coordinators
- No. Cal. Regional Center CAPTAIN Collaborative
- Department of Health Care Services Administrators

Outcomes and Next Steps

- All participants reported satisfaction with training
- Requests for ongoing training and collaboration
- CAPTAIN Leadership and DHCS collaboration

Service Delivery Model	Comprehensive Interventions	Focused Interventions	Evidence Based Practices
Identifies how behavioral health treatment (EBT) is delivered and who is responsible for treatment provision	Address all developmental domains Intensity: 25-40 hours per week, may be less depending on child/family needs Age range: typically start before age 3 and fade in intensity between ages 4-6	Address interfering behaviors or specific skill deficits that: <ul style="list-style-type: none"> • pose a risk to health and safety • limit access to socially inclusive or least restrictive environments Not age or diagnosis specific Intensity: 2-20 hours per week Duration: 3-24 months	An evidence-based practice (EBP) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Campbell, & Lindham, 2009; Cohen, Brannaman, Swales, Horne, Thompson, & Smith, 2006)
Therapist Delivered EBT is delivered in a 1, 1, 1, or 3 tiered model using Qualified Autism Service Provider, Qualified Autism Service Professional, and Qualified Autism Service Paraprofessional	Comprehensive Behavior Treatment for Young Children (CBTFC): Intensive early behaviorally based intervention to address the core symptoms of ASD	Behavior Intervention(s): Uses EBPs to reduce interfering behavior and teach replacement skills Social Skills: Direct instruction on social skills in an individual or group setting Adaptive Skills Training/Communication Training: Use of multiple strategies to teach daily living skills/communication	17 EBPs defined in NPOC (2016). Please see CAPTAIN chart for EBP use with specific ages and developmental domains. Full definitions of EBPs available in NPOC (2016) publication
Parent Delivered Parent training and coaching provided by a Qualified Autism Service Provider/Professional	Through consultation and coaching, parents are trained to teach skills, support appropriate behaviors, and provide opportunities for skill generalization and maintenance. Must be included in comprehensive programs.		Parent Implemented Intervention
Peer/Natural Support Delivered Intervention provided by naturally occurring supports, including environmental supports and/or trained peers. Peers and others are typically trained by a Qualified Autism Service Provider/Professional	Peers are trained and supported in the delivery of strategies to assist individual with ASD in performing appropriate skills and behaviors for the context. May be included in later stages of comprehensive treatment.		Peer Mediated Instruction & Intervention Structured Play Groups Naturalistic Intervention
Self Delivered Therapeutic strategies are taught to an individual for independent use.	Individual is taught to self-monitor and independently manage specific behaviors or skills. OR person is taught to recognize and change interfering thoughts and feelings. May be included in late stages of comprehensive treatment as child matures enough to develop cognitive control and awareness of behaviors.		Self Management Training Cognitive Behavior Intervention

Building Collaboration and Capacity for EBP Use in the Medi-Cal and Managed Care Systems

**California Autism Professional Training and Information Network
Behavioral Health Treatment
Service Delivery Models and Evidence Based Practices (2015)**

Service Delivery Model <i>Identifies how behavioral health treatment (BHT) is delivered and who is responsible for treatment provision</i>	Comprehensive Interventions <i>Address all developmental domains Intensity: 25-40 hours per week, may be less depending on child/family needs Age range: typically start before age 5 and fade in intensity between ages 6-8</i>	Focused Interventions <i>Address interfering behaviors or specific skill deficits that:</i> <ul style="list-style-type: none"> • pose a risk to health and safety • limit access to socially inclusive or least restrictive environments <i>Not age or diagnosis specific Intensity: 2-20 hours per week Duration: 6-24 months</i>	Evidence Based Practices <i>An evidence-based practice (EBP) is a teaching method used to teach a specific skill that has been shown to be effective based on high-quality research (Cook, Tankersly, & Landrum, 2009; Odom, Brantlinger, Gersten, Horner, Thompson, & Harris, 2005).</i>
Therapist Delivered BHT is delivered in a 1, 2, or 3 tiered model using Qualified Autism Service Provider, Qualified Autism Service Professional, and Qualified Autism Service Paraprofessional	Comprehensive Behavior Treatment for Young Children (CBTYC): Intensive early behaviorally based intervention to address the core symptoms of ASD	Behavior Intervention(s): Uses EBPs to reduce interfering behavior and teach replacement skills Social Skills: Direct instruction on social skills in an individual or group setting Adaptive Skills Training/Communication Training: Use of multiple strategies to teach daily living skills/communication	27 EBPs defined in NPDC (2014): <i>Please see CAPTAIN chart for EBP use with specific ages and developmental domains. Full definitions of EBPs available in NPDC (2014) publication.</i>
Parent Delivered Parent training and coaching provided by a Qualified Autism Service Provider/Professional	Through consultation and coaching, parents are trained to teach skills, support appropriate behaviors, and provide opportunities for skill generalization and maintenance. Must be included in comprehensive programs.	Parent Implemented Intervention	
Peer/Natural Support Delivered Intervention provided by naturally occurring supports, including environmental supports and/or trained peers. Peers and others are typically trained by a Qualified Autism Service Provider/Professional.	Peers are trained and supported in the delivery of strategies to assist individual with ASD in performing appropriate skills and behaviors for the context. May be included in later stages of comprehensive treatment.	Peer Mediated Instruction & Intervention Structured Play Groups Naturalistic Intervention	
Self Delivered Therapeutic strategies are taught to an individual for independent use.	Individual is taught to self monitor and independently manage specific behaviors or skills; OR person is taught to recognize and change interfering thoughts and feelings. May be included in late stages of comprehensive treatment as child matures enough to develop impulse control and awareness of behaviors.	Self-Management Training Cognitive Behavior Intervention	

Adapted from:

1. Wong, C., Odom, S. L., Hume, K. A., Cox, C. W., Fettig, A., Kurcharczyk, S., et al. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*. Advance online publication
2. National Autism Center (2015). Findings and conclusions: National standards project, phase 2. Randolph, MA
3. California Association for Behavior Analysis (2011) Guidelines for Applied Behavior Analysis (ABA) Services: Recommendations for Best Practices for Regional Centers.

SOLANO SELPA

- **Title: One SELPAs Journey Through Review of EBPs**
- **Presenters:**
 - Jodie Phan
 - Pamela Brinkerhoff
 - Kim Kopp
 - Dorothy Rothenbaum
 - Patty Schetter

Solano County SELPA: Implementation of Evidence Based Practices for Autism

Jodie Phan, Kimberly Kopp, Pamela Brinkerhoff,
Dorothy Rothenbaum, Sam Neustadt. (Authors)

CAPTAIN CADRE Responsibilities

- One Annual Basic Training on Autism Spectrum Disorders
- Three Trainings on Specific Evidence Based Practices with an emphasis on implementation of these practices
- Implementation coaching for 3 teachers/programs within the SELPA

Challenges in Solano County

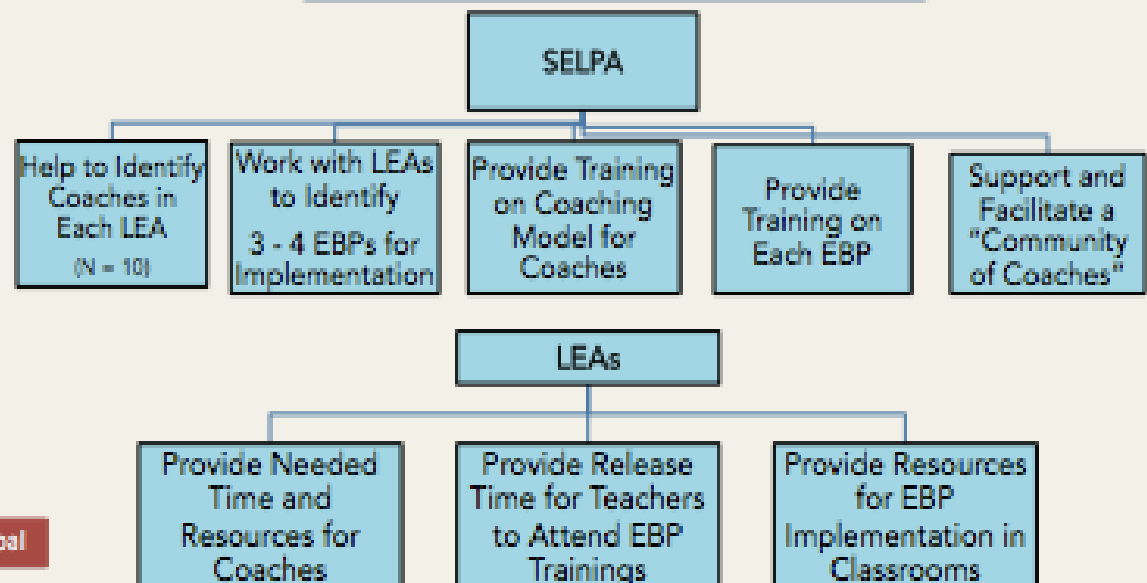
- Multi District SELPA with 6 LEAs
- LEAs range in size from 3,952 to 22,000 students and have varied resources
- 29 pre-k & elementary Regional classrooms across SELPA to serve students with autism
- Obtaining agreement across Districts regarding EBP's, coaches & coaching time, & assessments/curriculum for Regional classrooms
- Lack of substitutes across SELPA adds to challenge of training teachers in EBP's

Rationale for Coaching

Training Outcomes Related to Training Components			
Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	100%	5%	0%
Plus Demonstration in Training	90%	90%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Our Goal

Solano Model for Building Capacity



Building Capacity Within A Multi-District SELPA

STANISLAUS COE


- **Title: Instructional, Emotional, & Behavior Support Trainings**
- **Presenter: Krissy Zapien**

EFFECTIVE & COMPASSIONATE STAFF SUPPORT

2015-2016 Instructional, Emotional & Behavior Support Trainings

DEDICATED TO EXCELLENCE FOR ALL STUDENTS

Effective Staff Support



Effective Staff Support

Effective staff support is essential for the success of all students. This training provides strategies for creating a supportive environment for staff and students.


Effective Staff Support

Effective staff support is essential for the success of all students. This training provides strategies for creating a supportive environment for staff and students.

Staff Self-Care & Stress Management


Back to Yourself Aug

Bullying Prevention Pt. 1




Teaching Coping Skills for Change & Transition

Direct Instruction Pt. 1



Effective Staff Support


Effective staff support is essential for the success of all students. This training provides strategies for creating a supportive environment for staff and students.



Discrete Trial Training

Why Did He Do That?

DTT



Jan

Video Modeling

Visual Supports & Structured Teaching

Northwest County Office of Education


All Trainings from 2015-2016 SCOE Parent Training Schedule

Date	Topic	Presenters
Fri Sep 11 9am-11am	Participating in the IEP Process	Tricia Tariku, Laura Bartlett
Fri Oct 9 9am-11am	Creating Language Rich Environments	Dave Pfanenstiel, Toni Gudino
Fri Nov 6 9am-11am	Caregiver Self-Care & Stress Relief	Krissy Zapfen, Gabe Velez

Bullying Prevention Pt. 2

ABC's of Behavior

Games, Games, Games!



Feb

Time to Play

Successful Prompting to Independence

Crisis De-Escalation

Sep

Oppositional Behavior Management

Depression Eligibility Criteria & Processes

ADHD

Oct

Instructional Design Pt. 1

Mar

Precision Teaching Pt. 1

Group Instruction & Engagement Strategies

Rituals & Routines

Staff Self-Care & Stress Management

Fri Dec 4 9am-11am	Rituals, Routines & Dealing with Change	Toni Gudino, Tina Hopson
Fri Jan 15 9am-11am	Embracing the Gifts & Challenges	Michelle Hannink, Crystal Morrison
Fri Feb 5 9am-11am	My Kid Did What?	Dave Pfanenstiel, Deb Brown

Anxiety

Instructional Design Pt. 2

Apr

Precision Teaching Pt. 2

Social Narratives

Trauma (PTSD)

Naturalistic Intervention

Nov

Impact of Non-Verbal Communication

Emotion Management & Self-Monitoring Strategies


Extinguishing Behavior Fires

Keeping Students Motivated


Fri Mar 4 9am-11am	Recognizing Depression & What to Do	Aaron Crumrine, Jonathon Kohring
Fri Apr 8 9am-11am	Potty	Dave Pfanenstiel, Tina Hopson

BUILDING SKILLS FOR SUCCESS AS A SUBSTITUTE PARA EDUCATOR

PRESENTERS: KRissy ZAPFEN, DIRECTOR II, AUTISM SDC, SH & AUTISM INCLUSION, BEHAVIOR SUPPORT AND TRAINING; ELIANA MARATTA, SR. BEHAVIOR SUPPORT PROGRAM ASSISTANT, SPECIAL EDUCATION



HOW CAN I SUPPORT STUDENTS WITH AUTISM AS A BUS DRIVER



SAN BENITO SELPA

- Title: Circle of Friends: The Path to Inclusion
- Presenter: Casandra Guerrero



Circle of Friends The Path to Inclusion



Educational Support

Michelle, County Director, SEL, SELPA, emphasizes the treatment of individuals with social disabilities. She works with students both in the classroom and in the community. Her focus is on providing support and resources to help students succeed in the classroom and in the community.

Circle of Friends - The Path to Inclusion supports Michelle's work by providing the opportunity for students with social disabilities to practice their friendships in the school environment with future peers.

The program will continue to grow and evolve as we continue to work with our students and their families. We will continue to provide support and resources to help students succeed in the classroom and in the community.

Circle of Friends, Inclusion, provides students with the opportunity to practice their friendships in the school environment with future peers. This program is designed to help students with social disabilities succeed in the classroom and in the community.

The Circle of Friends program provides opportunities for students with social disabilities to practice their friendships in the school environment with future peers. This program is designed to help students with social disabilities succeed in the classroom and in the community.

Circle of Friends provides students with the opportunity to practice their friendships in the school environment with future peers. This program is designed to help students with social disabilities succeed in the classroom and in the community.

Circle of Friends provides students with the opportunity to practice their friendships in the school environment with future peers. This program is designed to help students with social disabilities succeed in the classroom and in the community.



Circle of Friends The Path to Inclusion

Casandra Guerrero
Speech Language Pathologist, MS CCC
San Benito County SELPA



Circle of Friends The Path to Inclusion



Components of Circle of Friends

- Circle of Friends students with disabilities are assigned to specialized groups of peers without disabilities, offering opportunities to learn friendships.
- Special groups meet daily in lunch or other common locations to which students attend regularly. The special assignments are fully shared with everyone else.
- Adults monitor in-going, exiting, in the classroom and other activities to ensure that students with disabilities are fully included in all activities.
- Special groups are provided opportunities for students to learn the social language and functional skills associated with friendships.
- Circle of Friends encourages students to learn social skills, to learn to communicate, to learn to share, to learn to cooperate, to learn to help others, and to learn to be helpful.
- Circle of Friends provides opportunities for students to learn to share, to learn to cooperate, to learn to help others, and to learn to be helpful.
- Circle of Friends provides opportunities for students to learn to share, to learn to cooperate, to learn to help others, and to learn to be helpful.
- Circle of Friends provides opportunities for students to learn to share, to learn to cooperate, to learn to help others, and to learn to be helpful.



Circle of Friends The Path to Inclusion



Circle of Friends Impacts Everyone

- Students with Disabilities**
 - They are no longer isolated or excluded.
 - They are included and included in every way.
 - They improve social skills and communication.
- Non-Disabled Peers**
 - They gain an understanding and appreciation of differences.
 - They learn that everyone is special and all have unique abilities and disabilities.
 - They become more confident and more comfortable with differences.
- Families**
 - They understand that all people are special and all have unique abilities and disabilities.
 - They learn that everyone is special and all have unique abilities and disabilities.
 - They become more confident and more comfortable with differences.
- School Campuses**
 - They become more inclusive and more accepting of differences.
 - They learn that everyone is special and all have unique abilities and disabilities.
 - They become more confident and more comfortable with differences.
- Communities**
 - They become more inclusive and more accepting of differences.
 - They learn that everyone is special and all have unique abilities and disabilities.
 - They become more confident and more comfortable with differences.



Circle of Friends The Path to Inclusion



Administrator/Parent Testimonials

"Circle of Friends has had a huge impact on the students in our school. The students are more confident and more comfortable with differences. They are no longer isolated or excluded. They are included and included in every way. They improve social skills and communication. They gain an understanding and appreciation of differences. They learn that everyone is special and all have unique abilities and disabilities. They become more confident and more comfortable with differences. They understand that all people are special and all have unique abilities and disabilities. They learn that everyone is special and all have unique abilities and disabilities. They become more confident and more comfortable with differences."

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Circle of Friends The Path to Inclusion

San Benito High School



Circle of Friends The Path to Inclusion

San Benito High School



Circle of Friends The Path to Inclusion



Circle of Friends: An Evidence-Based Program

Circle of Friends was the subject of being an evidence-based program as determined by research from the National Autism Center. Research by the National Autism Center for research on autism, including the Circle of Friends program, has been published in peer-reviewed journals.

The following table summarizes the findings of the research on the Circle of Friends program. The findings indicate that the Circle of Friends program is an evidence-based program for students with social disabilities.

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Circle of Friends The Path to Inclusion



National Autism Center publishes the National Standards Report: Circle of Friends Incorporates Three Treatments

The National Standards Report is a key document in the field of autism research. It provides a comprehensive overview of the current research on autism and identifies the most effective treatments for students with autism. Circle of Friends is one of the three treatments identified as being effective for students with autism.

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Circle of Friends The Path to Inclusion



Student Testimonials

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CAPTAIN X

- **Title: Our Region CAPTAIN X Conference on EBPS**
- **Presenters: Awit Dalusong**

GAS GOALS

CAPTAIN X

CAPTAIN X - Local Area Network - Ongoing from 10/14/2015

Goal 1 - Increase Implementation and Collaboration of the Individualized IEPs for preschool and kindergarten

Goal 2 - Increase collaboration between the various agencies serving transitioning individuals in the LAOCA

Month Year that Progression is Measured	Success Level that Achievement is Measured	Expanded level of achievement	Success level that Achievement is Measured
1. CAPTAIN X is a network of professionals in the LAOCA who are committed to working together to increase the implementation of Individualized IEPs for preschool and kindergarten children in the LAOCA.	1. CAPTAIN X is a network of professionals in the LAOCA who are committed to working together to increase the implementation of Individualized IEPs for preschool and kindergarten children in the LAOCA.	1. CAPTAIN X is a network of professionals in the LAOCA who are committed to working together to increase the implementation of Individualized IEPs for preschool and kindergarten children in the LAOCA.	1. CAPTAIN X is a network of professionals in the LAOCA who are committed to working together to increase the implementation of Individualized IEPs for preschool and kindergarten children in the LAOCA.

Parent Professional Development Center - MCA

CAPTAIN X
California Autism Professional Training and Information Network

The First Annual Regional Autism Conference
Putting Us Pieces Together: Evidence-Based Practices For Autism

1000+ in-person attendees, 1000+ in-person attendees, 1000+ in-person attendees...

KEYNOTE: **Dr. Sharon Lidenberg** - Individual with Autism, Board Member, Autism Society of America, California Autism Professional Training and Information Network

SAVE THE DATE: **MARCH 12, 2016**

REGISTRATION: **MARCH 2, 2015**

LOCATION: **Marriott Marquis, San Francisco, CA**

REGISTRATION: **MARCH 2, 2015**

AGENDA

8:00 - 8:30 am
8:30 - 10:30 am
10:30 - 11:30 am
11:30 - 12:30 pm
12:30 - 1:30 pm
1:30 - 4:30 pm
4:30 - 8:30 pm

KEYNOTE: **Dr. Sharon Lidenberg** - Individual with Autism, Board Member, Autism Society of America, California Autism Professional Training and Information Network

REGISTRATION: **MARCH 2, 2015**



CADRE

NOW

CAPTAIN X
Conference Evaluation Results
March 12, 2015

Name	Age	Agency/Partner	Rating
Christina Borenstein	44	DMCC	5
Christina Borenstein	44	DMCC	5
Christina Borenstein	44	DMCC	5
Christina Borenstein	44	DMCC	5
Christina Borenstein	44	DMCC	5

Legend: 5 - Visual Support & Prompting



CAPTAIN X
California Autism Professional Training and Information Network

The Second Annual Regional Autism Conference
April 11, 2016

**PREPARING FOR ADULTHOOD
RIGHT FROM THE START**

Keynote Speakers:
SHARON FLOYD
CAPTAIN LLOYER

Kelly Londenberg
Individual with Autism
Board Member, Autism Society/Inland Empire

CAPTAIN X and the Region 10 Autism Commission would like to thank all of you for making this conference a success!

We'd also like to send a special THANK YOU out to the groups listed below. Thank you for helping us share a wealth of resources with our participants and the individuals with autism they support!

Autism Society Inland Empire | **ALISMEDIA SOCIETY**

DMCC | **Desert Mountain Children's Center**

DMSSELPA | **Desert Mountain SELPA - CAPROMISE, TTP & Workability Programs**

FIRST 5 CALIFORNIA | **Early Start Family Resource Network**

FIRST 5 - RIVERSIDE | **Inland Regional Center**

C.L.I.C. CAPTAIN

- **Title: CL.I.C. Conference: Getting to Know your EBPs**
- **Presenters: Jon Hope and C.L.I.C CAPTAIN Regional Reps**



California's Autism Professional Training and Information Network (CAPTAIN) Presents

Getting to Know Your EBP's

Evidence Based Practices for Individuals with Autism

A conference for those who provide instruction, training or advocacy for individuals with an Autism Spectrum Disorder

Saturday, May 2, 2015
8:30 a.m. to 1:00 p.m.

AREAS TO BE COVERED:	CONFERENCE SCHEDULE
<ul style="list-style-type: none"> What are Evidence Based Practices (EBP's) and why are they important? How do you use an EBP when providing instruction to individuals with autism? How to implement EBP's? How to monitor and understand the evidence that supports the use of EBP's? Training for teachers, parents, instructional aides, case managers, and case providers. 	<ul style="list-style-type: none"> 8:30 - 9:00 Registration & Continental Breakfast 9:00 - 11:00 General Session: "EBP Best Practices: An Overview of Evidence Based Practices" (Evidence Based Practices: Overview) 11:30 - 12:00 "Class of Evidence Based Practices" 12:00 - 12:30 "Class of Evidence Based Practices" *All breakout sessions will be offered twice - (Session 1) 12:30-1:00 (Session 2) 12:30-1:00 12:30 - 1:00 Closing Comments and Evaluation

This conference will be held at the **SAN GABRIEL/POMONA CONFERENCE CENTER**, 75 Rancho Conejo Drive, Pomona, CA 91768

Seating is limited and reservations are required. To assist a reservation or for more information, contact Parents' Place at 626-938-1891 (be prepared to state your choice of breakout session).

PROVIDED FREE OF CHARGE BY C.L.I.C.

Autism: A Guide for Parents, Teachers, and Professionals. © 2010. All rights reserved. Autism: A Guide for Parents, Teachers, and Professionals. © 2010. All rights reserved.

- CAPTAIN Regional Planning Group: C.L.I.C. (CAPTAIN Local Interagency Collaborative)
- EBP Conference Saturday, May 2, 2014 (9:00 – 1:00)
- Held at San Gabriel/Pomona Regional Center
- C.L.I.C. developed, organized, and coordinated the conference
- General session ("overview of EBP's) provided by Vanessa Smith, Southern California Diagnostic Center
- Parents' Place FRC handled all registration.
- 130 people registered in advance and 121 attended
- Attendees included parents, teachers and Regional Center staff. Parents were the largest group in attendance.
- Three breakout sessions, each targeting a different EBP. Trainers for breakout sessions were CAPTAIN Cadre members who were part of C.L.I.C.
 - Behavior
 - Communication
 - Video Modeling



WHAT WORKED

- STRONG, COLLABORATIVE REGIONAL TEAM (CLIC)
 - SELPA's/Districts, Regional Center & FRC
 - Cohesive, dedicated group
 - Advanced planning and organization
- Knowledgeable presenters/trainers
- General session that provided all participants with foundational knowledge on EBP's and accessing online resources (CAPTAIN, NPDC, AIMS Modules, CAPTAIN, Diagnostic Center, etc.)
- Breakout sessions that were relevant to those in attendance
- Distributing information to parents in advance
- Central, accessible location
- Convenient time for parents (Sat., 9:00 – 1:00)

THINGS TO CONSIDER NEXT YEAR

(what we learned)

- Need if support for an event this large
- Limit breakout sessions to a maximum of two
- Add training on EBP's for older students
- Include training on behavior and communication EBP's during general session
- Split into two groups after general session
 - Elementary age group
 - High School/Transition group
- Time/location is great for parents and some educators, but may not be the most convenient for teachers
- To attract more teachers, offer similar training on a weekday



LANTERMAN REGIONAL CENTER

- **Title: Promoting EBPs in In-Home Behavior Interventions: Parent Implemented Intervention**
- **Presenter: Jean Johnson**

Incorporating Parent Implemented Intervention (PII) in In-Home Behavior Programs

Presented at 3rd Annual CAPTAIN Summit Conference, Camarillo, CA November 9-10, 2015

Why use Parent Implemented Interventions?

- Maximize use of evidence based strategies in In-Home Intervention
- Improve individualized focus
- Increase parent understanding and involvement/ Improve family functioning/lessen stress
- Enhance parent's feelings of competence
- Promote lasting behavior change
- Increase access to service by improving efficiency of programs

Parents of children with ASD report greater amounts of stress and depression than do parents of children who are typically developing or who have other developmental disorders (Hastings & Johnson, 2001; Lee, Harrington, Louis, & Newschaffer, 2008).

Components of Parent Implemented Intervention (Hendricks, D. R., 2008)



Practitioners, parents, and other team members **select goals** that:

- Address areas of concern and priority for the child, parents, and/or family members
- Will have a positive impact on family functioning and not cause additional stress to the parents or family
- Can be implemented by parents with consistency
- Are appropriate for parents to implement in home and/or community settings (Moes & Frea, 2000)

Practitioners, parents, and other team members should **prioritize goals** related to behaviors that:

- Are a safety concern
- Cause disruption in the home
- Increase interactions (type, frequency, nature, and reciprocity of interactions)
- Increase access to the community
- Require instruction in the home and/or other community settings for generalization

Parent Implemented Interventions

The **intervention plan** includes:

- The instructional strategy, broken down into step-by-step directions
- The frequency and duration of instruction
- When and where to provide instruction

When teaching parents how to implement interventions at home and in the community, practitioners can help parents focus on:

- Turn-taking during daily routines/activities
- Using objects and activities that are familiar to the child with autism (e.g., favorite toys, swinging, taking a bath)
- Using a variety of materials that are interesting to the child so that he/she can choose what to use during the intervention activity
- Modeling the target skill
- Providing natural reinforcement when the child uses the target skill correctly (e.g., access to the desired item, acquiring help after asking for it).

Method

Participants & Setting

Participants included 12 independent service provider agencies providing in-home ABA services for clients of the Frank D. Lanterman Regional Center, and included families receiving services from those agencies.

Service Provider Agency Training Procedures

- Specific group and individual agency training on incorporating elements of Parent Implemented Intervention in in-home treatment programs.
- Scoring of Assessment and Progress reports according to components of PII.
- Agency Feedback
- Agency self-scoring
- Group training on use of CAPTAIN internet resources (added in 2013).
- Group training on AIM Module on Parent Implemented Interventions (added in 2014)

Measures

Incorporation of components of PII in service provider assessments and progress reports In-home Parent Interview and Observation of Home Environment for Components of PII.

Service Provider Training

- Guidelines for including parent implemented interventions in in-home programs

Report Scoring

- Report scoring for required parameters of Parent Implemented Interventions
- Agency Self Scoring

In-Home Observation and Parent Interview

Parents and interventionists were interviewed regarding target behavior definitions, the function of the behaviors, and the intervention plan recommended for implementation. The treatment environment was observed for presence of materials, materials, current state collection tools, and current written intervention plans, and to ensure minimum staff qualification of direct interventionist and supervisor levels.

- Parent Interview
- Interventionist Interview
- Parent Training
- Treatment Environment
- Staff Qualifications

Results

Assessment Reports

Average Y2 score = 70
Average Y3 score = 82
Average difference (AY3-AY2)= 12



Progress Reports

Average Y2 score = 69
Average Y3 score = 77
Average difference (AY3-AY2)= 17



Assessment and Progress Report Aggregate Scores indicating inclusion of components of Parent Implemented Interventions improved after 2 years and 1 year of service provider training.



In-Home Parent Interview and Observation scores indicated improvements in parent understanding and fidelity of implementation of intervention plans following service provider training in components of Parent Implemented Intervention.

Discussion

- Service agencies were able to improve inclusion of parent implemented interventions into in-home ABA services via specific training including use of CAPTAIN resources and AIM Modules
- Parents were able to increase understanding and use of important behavior interventions and incorporate those interventions into naturally occurring family activities.
- Parent training in evidence based interventions holds promise to:
 - Improve parent feelings of competence by incorporating effective strategies and extend the effects of treatment to all settings where children are with their parents
 - Lessen family stress through improved functioning and independence during naturally occurring family routines and activities (Kogut, Binshale & Schreibman, 1998).
 - Increase individualization of programs and access to natural supports to promote independent functioning under relevant conditions
 - Improve effectiveness of programs through evidence based practices promoting improved family outcomes and more effective stewardship of public resources (see Kogut, Symon, and Kogut, 2002)

Selected References

Hendricks, D. R. (2008). Parent implemented interventions for children with autism spectrum disorders. Online training module. (Chapter 10). NC: National Professional Development Center on Autism Spectrum Disorders, UNC-Chapel Hill. www.npcdcenter.org

Hastings, P. P., & Johnson, L. (2001). Stress in UK families producing home-based behavioral intervention for their young child with autism. *Journal of Autism and Developmental Disorders*, 31, 207-230.

Kogut, R. L., Binshale, A., & Schreibman, L. (1998). Cultural effects of parent training on family interactions. *Journal of Autism and Developmental Disorders*, 28, 141-152.

Kogut, R.L., Symon, J.B., & Kogut, L.A. (2002). Parent education for families of children with autism living in geographically diverse areas. *Journal of Positive Behavior Interventions*, 4(2), 88-95.

Lee, L., Harrington, R.A., Louis, R.B., & Newschaffer, C. J. (2008). Disasters and autism: Quality of life and parental concern. *Journal of Autism and Developmental Disorders*, 38(2), 2347-2350.

Moss, D.R., & Frea, M.D. (2002). Generalized behavioral support in early intervention for children with autism and their families. *Journal of Autism and Developmental Disorders*, 32(5), 519-531.

VENTURA COE/SIMI VALLEY SCHOOL DISTRICT

- **Title: Trainer of Trainers Model**
- **Presenters:**
 - **Julia McCarter**
 - **Shayna Tolkmitt**

GOALS

Goal of the train to address the current CAPTAIN 805 resources...
Goal 1: Increase knowledge about EBP and SELPA to all participants...
Goal 2: Increase understanding of how to use the identified EBP in classrooms and applications...
Goal 3: Increase understanding of how to use the identified EBP in classrooms and applications...
Goal 4: Increase understanding of how to use the identified EBP in classrooms and applications...

Training of Trainers (TOT)

TRAIN TRAINER



Who Did We Reach?

- e Family Resource Center
- e California State University Channel Islands
- e SELPA employees
- e Staff from 11 school districts (Teachers, Content Specialists, School Psychologists, University Professor)



Agenda and Outcomes

Introduction, History, and Mission
Activity: EBP Self Assessment
What are EBPs?
CAPTAIN Website Walkthrough
-ACEPT
-Activity Matrix
Hot Topics



Our Plan

- e Develop an updated CAPTAIN and EBP presentation for use by all Cadre members
- e Create EBP trainings to be shared at a conference in November 2014; Evidence Based Practices for Autism Made Practical

CANCELLED

EBP Self Assessment

- e Participants assessed their own knowledge of individual EBPs using a Likert scale of 1-5)
- e Participants shared their interests in training needs throughout their districts

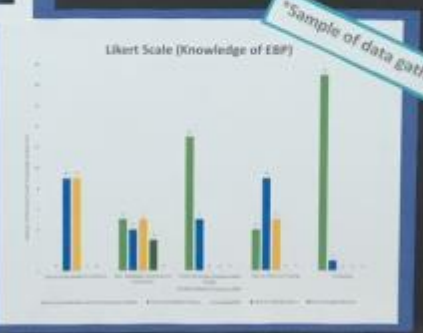


Next Steps

- e Use Data to drive planning for next year's trainings
- e Develop CAPTAIN/ EBP overview slides to be added to all SELPA trainings related to Autism

Plan B

- e Get the message out!
- e TOT (Trainer of Trainers) scheduled for May 2015



CAPTAIN 805

Ventura County SELPA
Tri-County Regional Center
Rainbow Connection Family Resource Center
CBI Channel Islands

SAN DIEGO USD

- **Title: EBPs for ASD Conference**
- **Presenters:**
 - **Grace Fantaroni**
 - **Lisa Larsson**

CAPTAIN San Diego Regional Conference

CAPTAIN San Diego

- The CAPTAIN San Diego regional group includes 27 cadre members representing San Diego and Imperial Counties
- The group has held quarterly meetings since the initial Summit in the fall of 2013.
- One of the group goals for this year was to host a community conference on EBPs for ASD.
- On Sept 19, 2015, the conference, "Evidence-based practices for ASD" was successfully completed!

Conference

Community Partners:

The regional cadre members recruited 2 community partners to assist with the conference

- San Diego Autism Society of America assisted with online registration for the event using their existing platform. They received registration costs and maintained the list of participants.
- San Diego Unified School District provided access to a local school site as the conference location and contributed custodial services and audio-visual support for presenters.

Presentations:

Conference presentations included a keynote address and 11 total workshops across two session times. Presenters were cadre members and local experts. Topics included:

Addressing Challenging Behavior	Medications and ASD
Simple Strategies	Visual Support Strategies
Mental Health Issues and ASD	Speech Generating Devices
Video Modeling	Social Skills
Prompting and Reinforcement	Naturalistic Strategies
Classroom PRT	



Resource Fair:

Community resource organizations and Regional Center vendor agencies were invited to participate in a resource fair. Seventeen organizations participated.

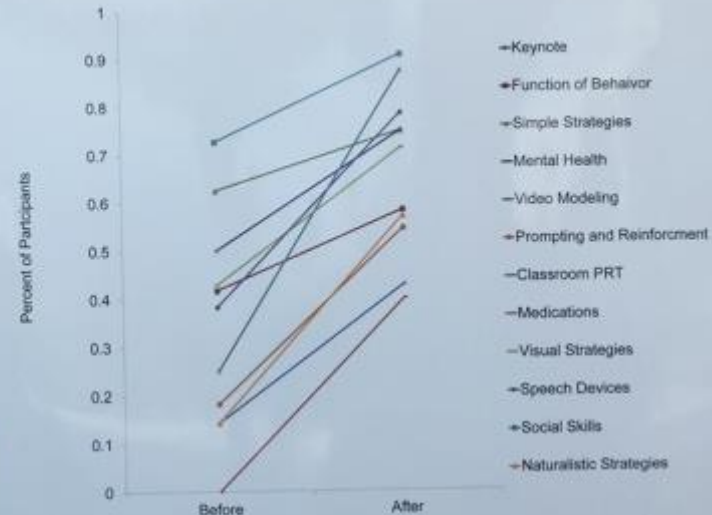
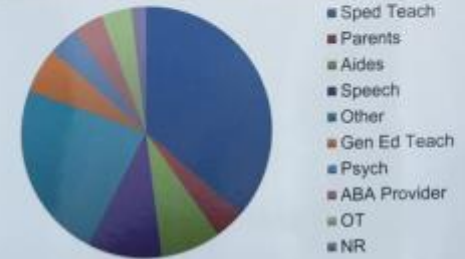
Survey:

A follow-up survey was sent via email to all registrants to gather information on satisfaction and knowledge.

Attendance and Satisfaction

Participants:

- 182 participants registered for the conference
- 52 participants completed a follow-up survey



The figure indicates the percent of participants who reported high levels of knowledge (4 or 5 on survey) before and after attending a workshop.



LOS ANGELES USD

- **Title: Using Visual Supports to Promote Written Expression**
- **Presenter: Amy Tseng**

Visual Supports are universal and pervade academic and social environments.

New Teachers: building visual supports within their writing instruction

Veteran Teachers: expanding upon current visual instruction

WHICH EVIDENCE-BASED PRACTICE & WHY?

USING VISUAL SUPPORTS TO PROMOTE WRITTEN EXPRESSION

AUTISM SUPPORT TEAM
LOS ANGELES UNIFIED SCHOOL DISTRICT



11 Teachers 15 Para-educators

- Representing all regional areas of the district.
- Special Day Programs for students with Autism

WHO



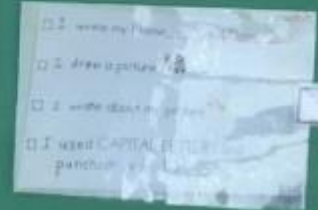
Plant Life Cycle

Sentence Creation

I. Whole Group Training

Define visual supports as an EBP	Implementation Checklist	Sharing successes, artifacts
GAS Goals	Classroom support	Collaboration with team members
Design, organize, implement	Progress monitoring	

Paragraph Formation



Editing

Vocabulary Building



Sentence Elaboration



CAPTAINS OF THE NEW WAVE

- **Title: Visual Supports and Self-Management in a Preschool Classroom**
- **Presenters:**
 - **Roshelle Chavez**
 - **Dustin Thornburgh**

"Visual Supports"



Timer with a smaller version of classroom schedule used to help students stay on task during non preferred activities.



Used at the beginning and throughout small group centers.

High quality visual supports are a variety of different ways for students to see what they are doing, what they are learning, and what they are expected to do. They can be used to help students understand and remember information, to help them stay on task, and to help them learn new skills. They can be used to help students understand and remember information, to help them stay on task, and to help them learn new skills. They can be used to help students understand and remember information, to help them stay on task, and to help them learn new skills.



"Visual Supports and Self-Management in a Pre-K Classroom"



Square made with duct tape used to create a border when sitting at circle time.



A Student using a Self-Management Token board to earn rewards of choice



SANCHEZ ELEMENTARY SCHOOL



"Self-Management"



Students reward themselves with a Star for following classroom rules



After the Student has received 4 stars they have earned a sticker and a "Dragon Dollar" to get prizes at the "Dragon Store"

Self-management interventions are a variety of different ways for students to see what they are doing, what they are learning, and what they are expected to do. They can be used to help students understand and remember information, to help them stay on task, and to help them learn new skills. They can be used to help students understand and remember information, to help them stay on task, and to help them learn new skills.

CAPTAIN RESEARCH COMMITTEE

- **Title: CAPTAIN Survey**
- **Presenters:**
 - **Ananda Aspen**
 - **Patrice Yasuda**



The California Autism Professional Training and Information Network (CAPTAIN): Driving Change in Ensuring Treatment Fidelity in Evidence Based Practices



Patrice Fawcett, PhD, Assistant Clinical Professor of Clinical Pediatrics, USC Keck School of Medicine and Training Director of CHL-ENG, USC USCDD at Children's Hospital Los Angeles
 Amanda Asper, MS, Diagnostic Center Control, California Department of Education
 Patricia Schwab, MS, BCBA, Coordinator of ASD Education at CEDD at the UC Davis MIND Institute
 Eunice Wu, CHL-ENG Family Support Fellow, USC USCDD at Children's Hospital Los Angeles
 Jonathan Wu, MPT, CHL-ENG Public Health Fellow, USC USCDD at Children's Hospital Los Angeles



Introduction

One child out of 68 is diagnosed with autism spectrum disorder (ASD), an increase of approximately 30% from 2012. As the nation's most populous state, this trend poses a major service delivery challenge. The California Autism Professional Training and Information Network (CAPTAIN) is meeting this challenge through a multi-agency collaboration that supports the understanding, use and dissemination of evidence based practices (EBPs) for individuals affected by ASD across the state. Based on earlier efforts with California's participation in the CDC Regional Act Early Summit (2009) and the OSEP funded National Professional Development Center for Autism Spectrum Disorders (NPDC-ASD) Training and Technical Assistance Grant (2010-2012), CAPTAIN is a statewide initiative with three primary goals:

- 1) To increase knowledge about ASD and EBPs through systematic dissemination of information.
- 2) To increase implementation and fidelity of EBPs in schools and the community.
- 3) To increase inter-agency collaborations to leverage resources and standardize processes.

The above goals are being met through annual educational summits and a train-the-trainer model. A CAPTAIN website has also been created to vet and disseminate relevant information on ASD.

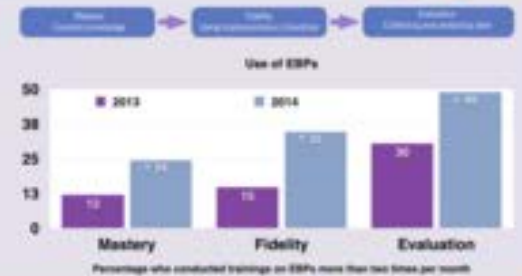
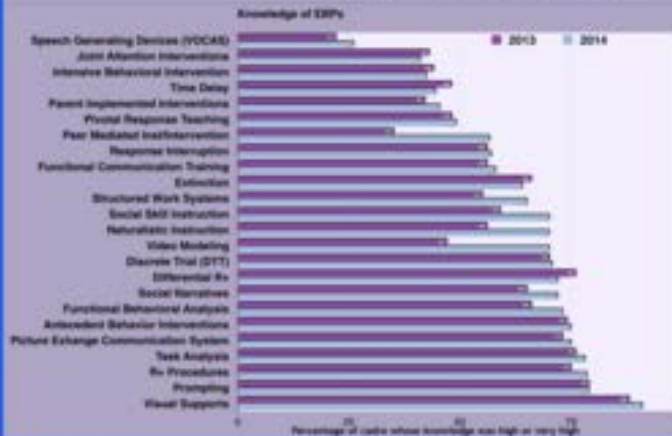
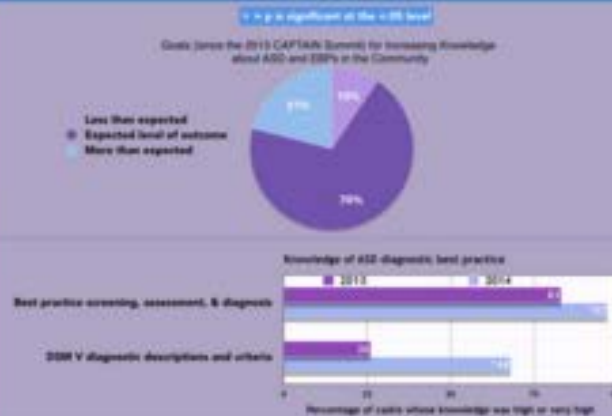
Demographics



Methods

CAPTAIN participants completed a 38 item online survey prior to the annual summits in 2013 and 2014. A Likert scale was used, and results were analyzed to collect participant demographics and self report for Year One (pre) and Year Two (post) survey items related to the three CAPTAIN goals. This poster focuses on the analyses of CAPTAIN cohort responses from both years measuring current diagnostic descriptions and knowledge of ASD, content knowledge of EBPs, use of standardized protocols for treatment, and summative evaluation of treatment efficacy (content that was taught in Year One annual educational Summit).

Results



Discussion

CAPTAIN is focused on enacting systems-level change across California by disseminating and implementing information on evidence-based practices (EBPs) in autism through educational summits and regional training activities throughout the year. Existing infrastructures were leveraged within key stakeholder groups to be maximally efficient. Survey data on participant knowledge about ASD and EBP competency and treatment fidelity show promising results and a growing momentum for unified approaches to addressing the needs of individuals with ASD and their families. CAPTAIN has successfully achieved the following to date:

- Recruited highly qualified and experienced cadre members to become leaders, trainers and facilitators in the effort to increase knowledge and use of EBPs.
- Facilitated a higher competency level in use of EBPs through its educational summits, resulting in an increase that was statistically significant for all three areas of mastery, fidelity, and evaluation.
- Embraced a higher standard of service delivery that will ultimately improve the lives of individuals with ASD.

These findings reflect the immediate impact that CAPTAIN training efforts have made in increasing competency levels and implementation of EBPs for professionals working across the state of California. The next phase is to have this process become a routine step in the administration of EBPs in autism.

The above results should be interpreted as preliminary due to the self-report format of the data, the comparison between the two years being dependent on survey completers only and some survey items were slightly modified for increased clarity. The next steps of this study will address these considerations.

References

California Autism Professional Training and Information Network. (2013). Retrieved from: www.captain.usg.edu
 Centers for Disease Control and Prevention. (2015). Retrieved from: <http://www.cdc.gov/ncbddd/autism/2015/03/15/autism-spectrum-disorder.html>
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Systems level change: the power of knowledge, implementation and evaluation

TEMECULA VALLEY USD SELPA

- **Title: Training Instructional Assistants in Mod/Sev ASD Programs**
- **Presenters:**
 - Jennifer Parker
 - Joe Trance

Examples

Learning Objectives

Participants will be able to:

- Identify the components of a lesson plan.
- Write a lesson plan for a specific content area.
- Identify the components of a lesson plan.
- Write a lesson plan for a specific content area.

Classroom Management Strategies

Participants will be able to:

- Identify the components of a lesson plan.
- Write a lesson plan for a specific content area.
- Identify the components of a lesson plan.
- Write a lesson plan for a specific content area.



Classroom Management Strategies

Participants will be able to:

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Temecala Valley USD SELPA

STEPSS Series of Trainings

Steps To Empowering Professionals in Supporting Students

Step 1

TSUSD presents a series of 6 yearly trainings in the Principles of Applied Behavior Analysis and Evidence Based Practices for students on the Autism Spectrum.

Year	Topic	Speaker
2011	Introduction to Applied Behavior Analysis	Dr. Robert L. Koegel
2012	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2013	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel
2014	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2015	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel
2016	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2017	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel

Step 2

Following each training in the series, members of the TSUSD provide direct coaching to staff at their home school sites. Coaching is done in the classroom with the students with whom the staff work on a daily basis.

Year	Topic	Speaker
2011	Introduction to Applied Behavior Analysis	Dr. Robert L. Koegel
2012	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2013	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel
2014	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2015	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel
2016	Principles of Applied Behavior Analysis	Dr. Robert L. Koegel
2017	Evidence Based Practices for Students on the Autism Spectrum	Dr. Robert L. Koegel

Step 3

Master and Support Teachers complete a "Team Train" and submit feedback forms in order to assist TSUSD Admin Staff in choosing for further targeted training and for adjusting the training program.

Team Train Staff select a student measure and work through the following examples:

Operational Definition of Target Behavior	Teachers' Fidelity and Adherence
Psychological and Functional Assessment	Functional Behavior Assessment
Collective Efficacy	Behavioral Data Collection
Operational Definition of Target Behavior	Measurement
Psychological and Functional Assessment	Measurement
Collective Efficacy	Measurement

Being the Day

Teachers participate in a 90-minute per year, in order to support their daily coaching for staff related to the training and EBP research in the STEPSS Series.



KERN COUNTY

- **Title: Kern County Consortium SELPA and DCCC Autism Certification Program**
- **Presenter: Melvin Thomas**



Kern County Consortium SELPA & DCCC Autism Certification Project



Introduction

In 2008, the Kern County Consortium SELPA Autism Workgroup and the Diagnostic Center Central joined forces in a proactive collaborative effort to satisfy the tremendous need that districts had within Kern County for highly qualified, highly trained educators. The project was designed to offer professional development through a series of trainings in Autism Spectrum Disorder leading to a certificate of competency for participants. The participants have to implement several evidence based practices in order to receive a certificate of competency. Over the last three years, the CAPTAIN Project has enhanced the training to provide additional coaching for series participants.

Project Team

Kern County Consortium SELPA

Greg Rhoten - Executive Director
Melvin Thomas, BCBA - Program Specialist
Diana Sevitanos-Myers, BCBA - Program Specialist
Karilyn Farber, BCBA - Program Specialist
Sharon Hjella - Program Specialist
Lee Knotts-Martin - Program Specialist

Diagnostic Center, Central California

Laura Lavery - Education Specialist

Special Presenter

Simona Ohari-Rhoten, Consultant

The series of trainings are provided over the course of the academic year from September to May. The components of the year-long, intensive certification program for teachers, speech pathologists or paraprofessionals who work with students with autism included the following:

- Teachers - 60 hours of professional development
- Paras - 30 hours of professional development
- Two structured observations based on best practice rubric
- Coaching sessions for each participant on working with the student with autism
- Textbook readings
- Monthly competency based portfolio assignments
- Additional coaching available from CAPTAIN Cadre members

Project Goals

The purpose of the project was to provide training to the teachers, speech language pathologists and paraprofessionals who work with students with Autism within the Kern County school districts. Project goals included the following:

1. Increase the understanding and sensitivity to the unique and pervasive needs of students with autism
2. Provide best practice strategies and interventions that educators can use to maximize the learning of diverse students with autism.
3. Provide specific coaching to individual educators who are currently working with students with autism.

Trainings Sessions: Topics Covered

- Autism Spectrum Disorder: The Basics
 - Overview of Autism Spectrum Disorder (ASD)
 - Overview of Evidence Based Practices
- Sensory Differences
- Discrete Trial Teaching & Direct Skills Instruction
- Classroom Structure & Skills Assessment
- Data Collection & Prompting
- Instructional Supports & Reinforcement
- Supporting the Development of Social Communication Skills in Low Functioning Students with Autism
- Supporting the Development of Social Communication Skills in High Functioning Students with Autism
- Behavior Intervention and Support
- Inclusive Practices
- Case studies were used to demonstrate application of learned material
 - Teachers, Speech Pathologists and Paraprofessionals working in teams
 - Analyzed case studies and
 - Suggested interventions/strategies that would be appropriate for both high- and low-functioning students with ASD.

Results

Kern County Schools' Strengths in Working with Student with Autism

Administrative supports were evident, especially by seeking this opportunity for the teachers/paraprofessionals to receive in-depth training and support.

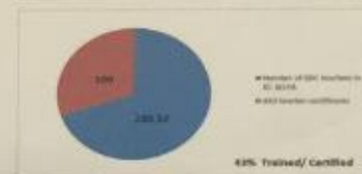
They also:

Provided release time enabling the paraprofessionals to attend trainings, and
Provided time for the paraprofessionals to complete readings and homework assignments.
Paraprofessionals asked questions, maintained open minds, and were receptive to the implementation of new instructional strategies and/or recommendations that have the potential to improve student successes in school.
Paraprofessionals were observed to apply the information learned in the trainings.

Students with special needs were observed to be accepted by all and were provided with an environment that accommodated individual differences.

	Aides	Teachers	SLPs	
2008-2009	13		13	
2009-2010	20	26	46	
2010-2011	18	13	17	48
2011-2012	13	23	36	
2012-2013		24	24	
2013-2014	32	14	46	
2014-2015	35		35	
TOTAL	131	100	17	248

Conclusions



Through Kern County SELPA's series certification we have trained 23% of our SELPA's special education teachers who provide instruction to students with ASD across the continuum of services. More specifically, as of the end of 2014, Kern County SELPA trained a total of 43% of its Special Day Class (SDC) teachers who are typically primary service providers to students with ASD. The series has entered its 6th cycle with 24 participants as of September 2015.

Certification series have also been offered for paraprofessionals and speech and language pathologists. From 2008 to 2015, 131 paraprofessionals have successfully completed the competency based series. In 2011, 17 SLPs completed the series.



Resources

1. Autism Internet Modules, www.autisminternetmodules.org
2. NAC, Evidence-Based Practice and Autism in the Schools, 2nd Edition.
3. CAPTAIN, <http://www.captain.ca.gov/>
4. How to Be a Para Pro: A Comprehensive Training Manual for Paraprofessionals, Diane Twachtman-Cullen, David DeLorenzo.