

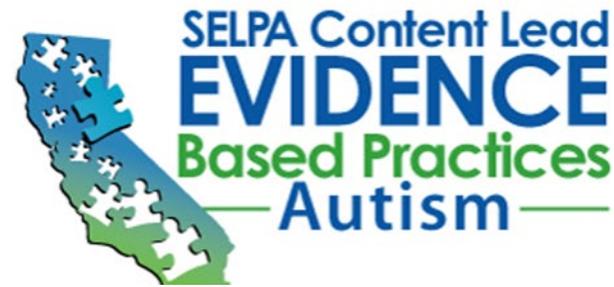
# What Are Evidence Based Practices for Autism and Why Should We Use Them?

Brief Overview for Families and Family Support Providers



[www.captain.ca.gov](http://www.captain.ca.gov)





# What is CAPTAIN?

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



[www.captain.ca.gov](http://www.captain.ca.gov)





# CAPTAIN Vision

Develop a Statewide Training and  
Technical Assistance Network  
with a focus on  
**Evidence-Based Practices**  
for individuals with **Autism**  
inclusive of stakeholder agencies who  
will disseminate information  
at the **Local Level**

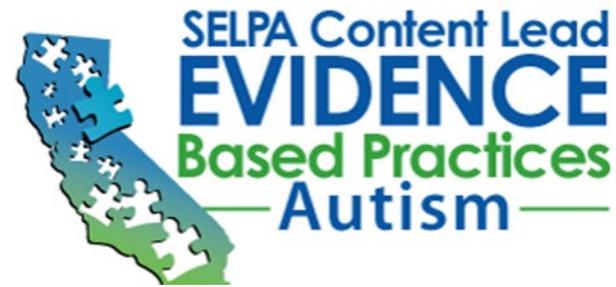


# CAPTAIN Goals

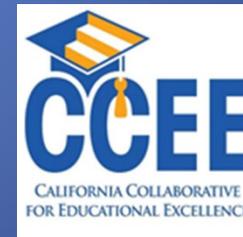
**Goal 1:** Increase knowledge about ASD and EBPs through systematic dissemination of information

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

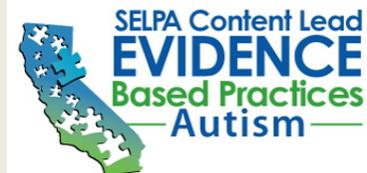
**Goal 3:** Increase interagency collaborations to leverage resources and standardize a process for using EBPs



**CAPTAIN is also a  
SELPA Content Lead-ASD  
in partnership with  
Marin County SELPA  
which is part of California's Statewide  
System of Support**



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# CAPTAIN Partners Across California

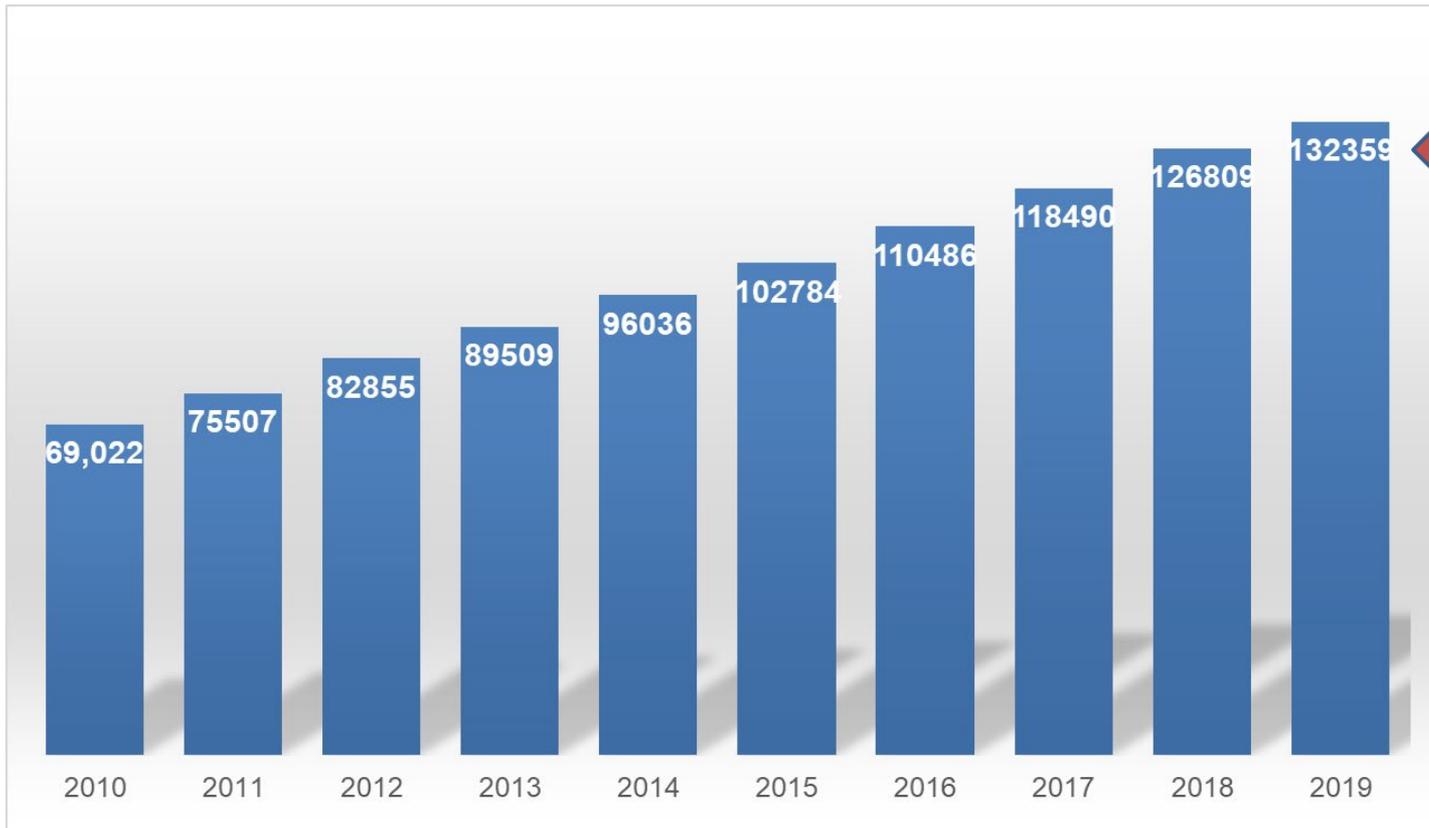


Center for Excellence in  
Developmental Disabilities



Regional Centers

# Steady Increase in Number of California Students with Autism



16.46% of  
total SWD  
population  
2019



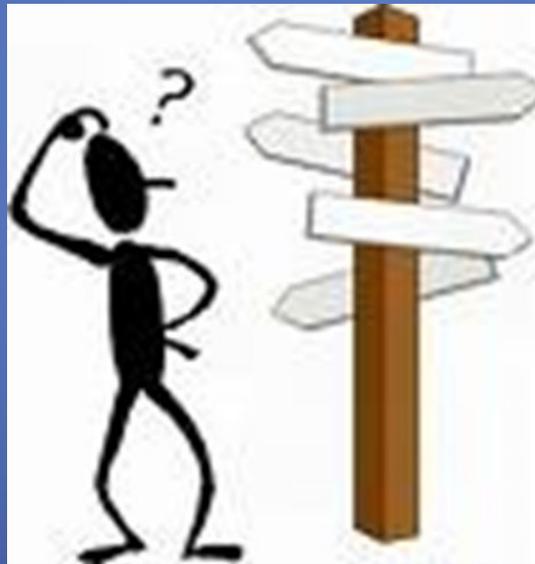
**Students with Disabilities Total Population for Ages 0 to 22:**

**804,101 \* 16.46%**

**Source: CASEMIS December 2019 CA Dept. Education**

How many results do you think you would get if you did a  search for:

“AUTISM TREATMENT”?





autism treatment



[All](#)

[News](#)

[Images](#)

[Books](#)

[Videos](#)

[More](#)

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[Tools](#)

About 204,000,000 results (0.85 seconds)

**Ad** · [www.soundsory.com/](http://www.soundsory.com/) (469) 579-8356

**Home-based listening program | For the brain and the body**

For **autism** spectrum disorders, ADHD, sensory issues, learning difficulties. A new multi-sensory program. 14 day money back. Rhythmical Filter. Bone conduction Headset. Secure Payment.

Courses: Home-based program, Auditory stimulation.

[Rhythmical Music Headset · Buy now - 10% off](#)

**RESULTS: 204,000,000 FOR AUTISM TREATMENT  
on  
May 3, 2020!!!!**

[Pricing Plans](#) · [Product Tour](#) · [Blog Center](#) · [Contact Us](#) · [Support Center](#)

**Ad** · [www.getanswersnow.com/autism-services](http://www.getanswersnow.com/autism-services)

**Online Autism Help | Autism Support For Parents**

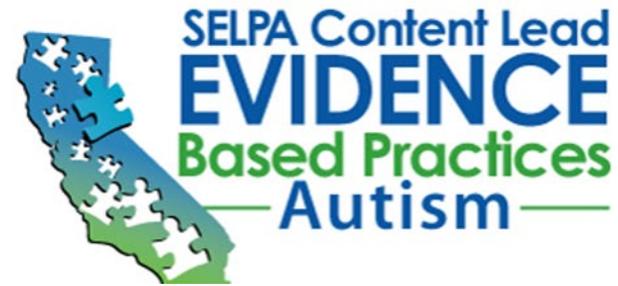
You and your child deserve support during these stressful times. We're here to help.

# MANY TREATMENTS FOR ASD

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

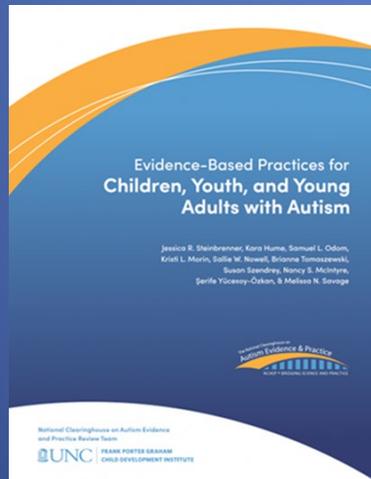
# What Is An Evidence Based Practice (EBP)?

- An intervention or practice for which there is scientifically based research that demonstrates its effectiveness
- Practices that rely on rigorous, systematic and objective procedures to deliver reliable results



# What are Evidence-Based Practices (EBPs) for ASD?

Released  
April 2020



Released  
April 2015



[www.captain.ca.gov](http://www.captain.ca.gov)





National Standards Project, Phase 2  
Now Available! Click Here

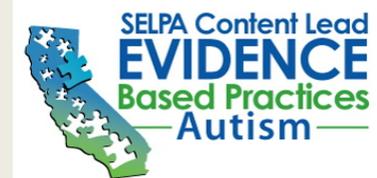


- Based on research conducted from 2007 to February 2012
- 351 articles (ages 0-22)
- 27 articles (ages 22+)
- Included studies if the interventions could be implemented in or by school systems, early intervention, home, hospital, vocational. and/or community-based programs or in clinic settings

[www.nationalautismcenter.org](http://www.nationalautismcenter.org)



[www.captain.ca.gov](http://www.captain.ca.gov)



# Strength of Evidence Classification System

## Established:

Sufficient evidence is available to confidently determine that an intervention produces favorable outcomes for individuals on the autism spectrum. That is, these interventions are established as effective.

## Emerging:

Although one or more studies suggest that an intervention produces favorable outcomes for individuals with ASD, additional high quality studies must consistently show this outcome before we can draw firm conclusions about intervention effectiveness.

## Unestablished:

There is little or no evidence to allow us to draw firm conclusions about intervention effectiveness with individuals with ASD. Additional research may show the intervention to be effective, ineffective, or harmful.



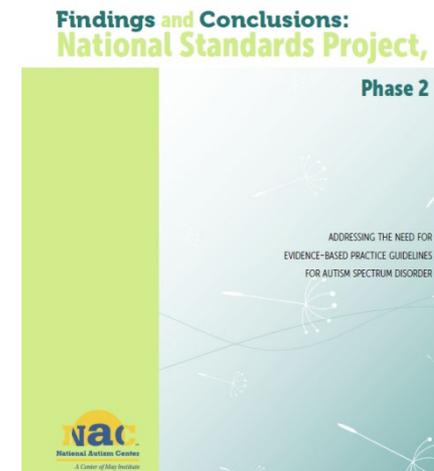
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The following interventions have been identified as falling into the Established level of evidence:

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

**14 ESTABLISHED  
INTERVENTIONS  
(for individuals under age 22)**



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

A large number of studies fall into the Emerging level of evidence. We believe scientists should find fertile ground for further research in these areas.

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

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

## 18 EMERGING INTERVENTIONS (for individuals under age 22)

### Findings and Conclusions: National Standards Project,

Phase 2

ADDRESSING THE NEED FOR  
EVIDENCE-BASED PRACTICE GUIDELINES  
FOR AUTISM SPECTRUM DISORDER

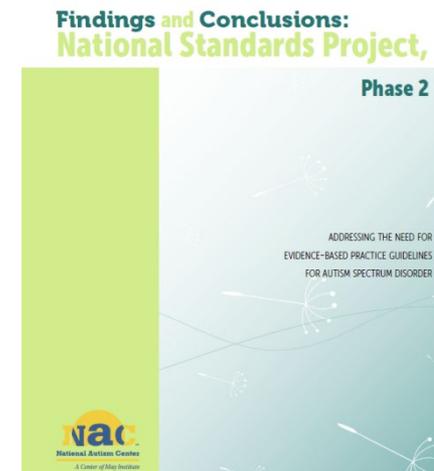


Unestablished Interventions are those for which there is little or no evidence in the scientific literature that allows us to draw firm conclusions about their effectiveness with individuals with ASD. There is no reason to assume these interventions are effective. Further, there is no way to rule out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

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

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

## **13 UNESTABLISHED INTERVENTIONS (for individuals under age 22)**



# Research Findings for Adults (22+ Years)

## Established Interventions for Adults

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

## Emerging Interventions for Adults

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

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

- Vocational Training Package

## Unestablished Interventions for Adults

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

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

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

Only 1 Established  
for individuals 22+

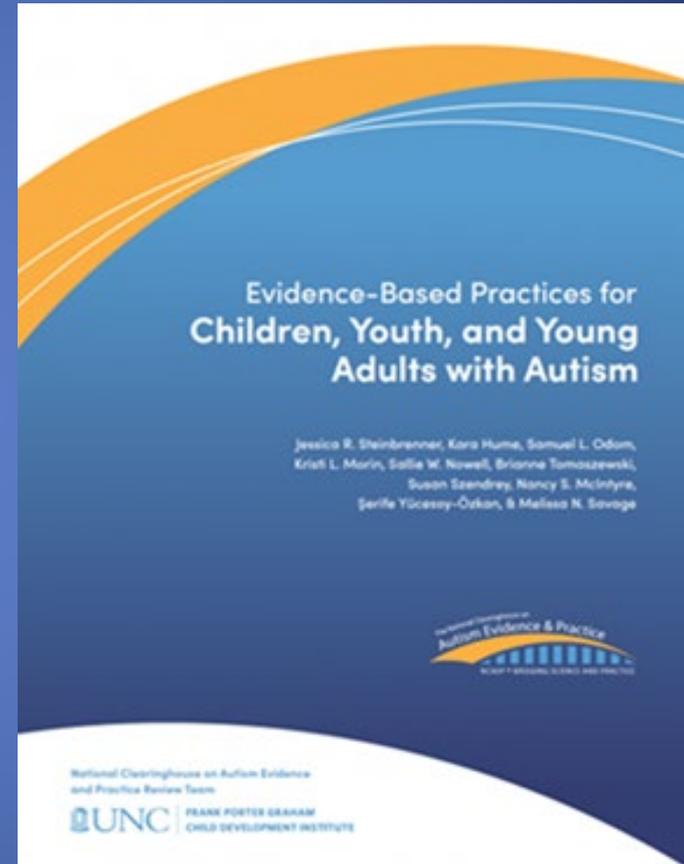
Only 1 Emerging  
Practice  
for individuals 22+



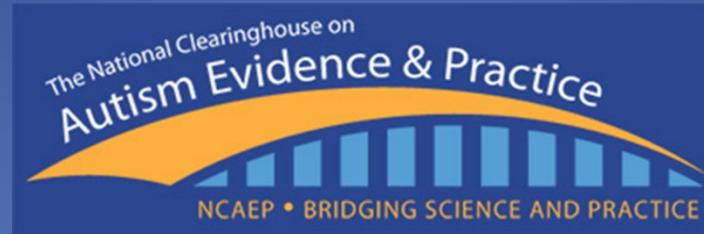
# April 2020 Report

## National Clearinghouse on Autism Evidence and Practice (NCAEP)

NCAEP updated the previous NPDC report (Wong et al. 2014) and synthesizes intervention research published between 1990 and 2017



# Definition of EBP (NCAEP)



## NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

# Criteria for Qualification of an EBP

## 2+ group design studies

Two high quality group design studies conducted by at least two different researchers or research groups

2+

OR

## 5+ single case design studies

Five high quality single case design studies conducted by three different investigators or research groups and having a total of at least 20 participants across studies

5+

OR

## Combination of evidence

One high quality group design study and at least three high quality single case design studies conducted by at least two different investigators or research groups (across the group and single case design studies)

1+3

# 28 Evidence Based Practices (2020)

Antecedent-Based Interventions

Augmentative and Alternative  
Communication

Behavioral Momentum Intervention

Cognitive Behavioral/Instructional  
Strategies

Differential Reinforcement of Alternative,  
Incompatible, or Other Behavior

Direct Instruction

Discrete Trial Training

Exercise and Movement

Extinction

Functional Behavioral Assessment

Functional Communication Training

Modeling

Music-Mediated Intervention

Naturalistic Intervention

Parent-Implemented Intervention

Peer-Based Instruction and  
intervention

Prompting

Reinforcement

Response Interruption and Redirection

Self-Management

Sensory Integration

Social Narratives

Social Skills Training

Task Analysis

Technology-Aided Intervention and  
Instruction

Time Delay

Video Modeling

Visual Supports

# Manualized Interventions Meeting Criteria for EBPs (MIMCs)

“Interventions that clearly fit the EBP categorical definitions but had themselves enough evidence to be classified as an EBP.”

**MIMCs are operationally defined as interventions that:**

- a) are manualized,
- b) have unique features that create an intervention identity, and
- c) share common features with other practices grouped within the superordinate EBP classification.

# Manualized Interventions Meeting Criteria for EBPs (MIMCs)

MIMC	Found in this Evidence Based Practice
PECS	Augmentative and Alternative Communication
JASPER	Naturalistic Intervention
Milieu Teaching	Naturalistic Intervention
Pivotal Response Training	Naturalistic Intervention
Project ImPACT	Parent-Mediated Intervention
Stepping Stones/Triple P	Parent-Mediated Intervention
Social Stories	Social Narratives
PEERS	Social Skills Training
FaceSay	Technology Aided Instruction and Intervention
Mindreading	Technology Aided Instruction and Intervention

# Do Not Yet Have Sufficient Evidence or Have \*Conflicting Evidence

Animal Assisted Intervention

\*Auditory Integration Training

Collaborative Model for Promoting  
Competence and Success  
(COMPASS)/Collaborative  
Coaching

Exposure

Massage/Touch Therapy

Matrix Training

Outdoor Adventure

Perceptual Motor

Person Centered Planning

Punishment

\*Sensory Diet

Systematic Transition in  
Education Programme for  
ASD (STEP-ASD)

# INTERVENTION FACT SHEETS AVAILABLE FOR EACH OF THE 28 EBPs

Name of EBP		Augmentative and Alternative Communication (AAC)					
Definition of EBP		<p>Augmentative and Alternative Communication (AAC) interventions use and/or teach the use of a system of communication that is not verbal/vocal including aided and unaided communication systems. Unaided communication systems do not use any materials or technology (e.g., sign language and gestures). Aided communication systems include low-tech systems (e.g., exchanging objects/pictures or pointing to letters) and extend to high-tech speech-generating devices (SGDs) and applications that allow other devices (i.e., phones, tablets) to serve as SGDs. Methods of teaching AAC use are also included in this category (e.g., Aided Language Modeling) which may include other EBPs such as prompting/reinforcement, visual support plans, and peer-mediated interventions.</p> <ul style="list-style-type: none"> <li>Manualized Interventions Meeting Criteria: Picture Exchange Communication System® (PECS); Bondy and Frost, 1982).</li> </ul>					
		Age Ranges					
		0-2	3-5	6-11	12-18	19-21	22+
		Infants	Preschoolers	Elementary School	Middle School	High School	Young Adults
Outcome Areas	Communication	✓	✓	✓	✓	✓	
	Social	✓	✓	✓		✓	
	Joint attention	✓	✓	✓			
	Play	✓	✓	✓			
Cognitive	School readiness						
	Academic/Pre-academic		✓	✓			
	Adaptive/self-help						
Challenging/Interfering behavior	Challenging/Interfering behavior		✓	✓			
	Vocational						
	Motor					✓	
Mental health	Mental health						
	Self-determination						

References

- Aguiar, M. M., & Vance, M. (2016). A comparison of PECS and iPad to teach requesting to pre-schoolers with autistic spectrum disorders. *Augmentative and Alternative Communication, 32*(1), 58-68. <https://doi.org/10.1080/07434632.05.1103863>
- Ali, E., MacFarland, S. J., & Umbreit, J. (2017). Effectiveness of combining tangible symbols with the Picture Exchange Communication System to teach requesting skills to children with multiple disabilities (including visual impairment). *Education and Training in Autism and Developmental Disabilities, 46*(2), 425-435.
- Almirall, D., DiStefano, C., Chang, Y.-C., Shire, S., Katsiraj, A., Lu, X., Nahum-Shani, J., Landa, R., Mally, R., & Kasari, C. (2016). Longitudinal effects of adaptive interventions with a speech-generating device in minimally verbal children with ASD. *Journal of Clinical Child & Adolescent Psychology, 45*(4), 440-456. <https://doi.org/10.1080/15374416.2016.1138407>
- Alzraayer, N. M., Banda, D. R., & Koul, R. (2017). Teaching children with autism spectrum disorder and other developmental disabilities to perform multiple requesting using an iPad. *Augmentative and Alternative Communication, 33*(2), 65-76. <https://doi.org/10.1080/07434632.017.1306818>

- Definition of the intervention
- Age Range
- Outcome Areas
- References (specific articles that provide the evidence for the efficacy of the practice)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years						
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AAC																																							
BMI																																							
CBIS																																							
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# EBP Definitions Chart on CAPTAIN website

Evidence-Based Practices for Children, Youth, and Young Adults with Autism National Clearinghouse on Autism Evidence and Practice Review 2020		
	Evidence-Based Practices	DEFINITION
ABI	Antecedent-Based Interventions	Arrangement of events or circumstances that precede an activity or demand in order to increase the occurrence of a behavior or lead to the reduction of the challenging/interfering behaviors.
AAC	Augmentative and Alternative Communication	Interventions using and/or teaching the use of a system of communication that is not verbal/vocal which can be aided (e.g., device, communication book) or unaided (e.g., sign language)
BMI	Behavioral Momentum Intervention	The organization of behavior expectations in a sequence in which low probability, or more difficult, responses are embedded in a series of high probability, or less effortful, responses to increase persistence and the occurrence of the low probability responses.
CBIS	Cognitive Behavioral/ Instructional Strategies	Instruction on management or control of cognitive processes that lead to changes in behavioral, social, or academic behavior.
DR	Differential Reinforcement of Alternative, Incompatible, or Other Behavior	A systematic process that increases desirable behavior or the absence of an undesirable behavior by providing positive consequences for demonstration/non-demonstration of such behavior. These consequences may be provided when the learner is: a) engaging in a specific desired behavior other than the undesirable behavior (DRA), b) engaging in a behavior that is physically impossible to do while exhibiting the undesirable behavior (DRI), or c) not engaging in the undesirable behavior (DRO).
DI	Direct Instruction	A systematic approach to teaching using a sequenced instructional package with scripted protocols or lessons. It emphasizes teacher and student dialogue through choral and independent student responses and employs systematic and explicit error corrections to promote mastery and generalization.
DTT	Discrete Trial Training	Instructional approach with massed or repeated trials with each trial consisting of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
EXM	Exercise and Movement	Interventions that use physical exertion, specific motor skills/techniques, or mindful movement to target a variety of skills and behaviors.
EXT	Extinction	The removal of reinforcing consequences of a challenging behavior in order to reduce the future occurrence of that behavior.
FBA	Functional Behavioral Assessment	A systematic way of determining the underlying function or purpose of a behavior so that an effective intervention plan can be developed.
FCT	Functional Communication Training	A set of practices that replace a challenging behavior that has a communication function with more appropriate and effective communication behaviors or skills.
MD	Modeling	Demonstration of a desired target behavior that results in use of the behavior by the learner and that leads to the acquisition of the target behavior.



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Let's  
Practice!

## GOAL:

Rather than tantrumming or grabbing items that she needs/wants, Lucia (age 5, nonverbal) will request items and assistance from others on 8:10 daily opportunities as measured by teacher collected frequency data.

1. What is the goal targeting?

2. What EBPs are options?  
(refer to the EBP matrix)



Table 3.7 Matrix of evidence-based practices, outcomes, and age categories

Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi- cation			Joint attention			Mental health			Motor			Play			School readiness			Self- determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years						
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# EBPs Matrix and Definitions (English and Spanish) Available on the CAPTAIN Website www.captain.ca.gov

Not secure | captain.ca.gov/resources.html

	Matrix of EBPs 2020 NCAEP 	
	EBP Matrix Definitions 2020 NCAEP 	
	CAPTAIN Summit-Welcome, Year in Review, & Hot Topics- November 2019 	
	CAPTAIN Summit - Keynote Panel- Supporting Social Emotional & Mental Health Well-Being of Individuals with Autism  <ul style="list-style-type: none"><li>• Marjorie Solomon, Ph.D., UC Davis (Presenter)</li><li>• Patrick Dwyer, Ph.D. Student, UC Davis, Self-Advocate (Presenter)</li><li>• Lauren Brookman-Frazee, Ph.D. UC San Diego (Presenter)</li><li>• Karin Jinbo, M.A., Sp.Ed. Coordinator, Mental Health, Santa Ana Unified School District (Moderator)</li></ul>	
	CAPTAIN Summit - Motivational Interviewing Workshop - January 2019 	

### Quick Links

- National Professional Development Center On Autism Spectrum Disorders
- National Clearinghouse on Autism Evidence and Practice
- AFIRM ASD Learning Modules
- National Autism Center
- CAPTAIN Resources
  - EBP Trainings
  - SHOWCASE
- Autism Fact Sheets
  - English/Spanish
  - Other Languages
- Ask a Specialist - ASD
- CAPTAIN Cadre

# HOW DO THESE TWO REVIEWS COMPARE?

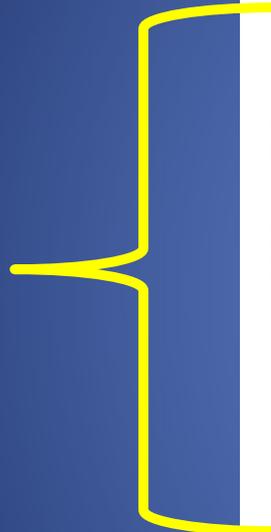
**\*NCAEP (2020) AND NSP (2015)\***

**“There continues to be a substantial overlap in EBPs identified by these two independent reviews.”**

**-Page 48 of the NCAEP Report**

# Significant Overlap Between NCAEP and NSP

Evidence-Based Practices Identified (NCAEP)	Established Interventions Identified by NSP													Comprehensive Behavioral Treatment for Young Children	
	Behavioral Interventions	Cognitive Behavioral Intervention Package	Modeling	Naturalistic Teaching Strategies	Parent Training	Peer Training Package	Pivotal Response Treatment <sup>a</sup>	Schedules	Scripting	Self-management	Social Skills Package	Story-based Intervention	Language Training (Production)		
Antecedent-Based Intervention (ABI)	✓													Language training did not emerge as a focused intervention by the NCAEP. Components of Language Training (Production) overlap with NCAEP identified practices that may support language production, such as modeling, prompting, reinforcement, visual supports, and music-mediated interventions.	The NCAEP did not review comprehensive treatment models. Components of the Comprehensive Behavioral Treatment of Young Children may overlap with many NCAEP identified practices, such as discrete trial training, modeling, prompting, time delay, and behavior momentum intervention.
Cognitive Behavioral Instructional Strategies (CBIS)		✓													
Differential Reinforcement (DR)	✓														
Discrete Trial Training (DTT)	✓														
Extinction (EXT)	✓														
Modeling (MD)	✓		✓												
Naturalistic Interventions (NI)				✓			✓								
Parent-Implemented Interventions (PII)					✓										
Peer-Based Instruction & Intervention (PBII)						✓									
Prompting (PP)	✓								✓						
Reinforcement (R)	✓														
Response Interruption & Redirection (RIR)	✓														
Self-Management (SM)										✓					
Social Narratives (SN)													✓		
Social Skills Training (SST)											✓				
Task Analysis (TA)	✓														
Time Delay (TD)	✓														
Video Modeling (VM)	✓		✓												
Visual Supports (VS)	✓							✓	✓						
Augmentative & Alternative Communication (AAC)	Identified as an emerging intervention by the NSP.														
Exercise & Movement (EXM)	Identified as an emerging intervention by the NSP.														
Functional Communication Training (FCT)	Identified as an emerging intervention by the NSP.														
Music-Mediated Interventions (MMI)	Identified as an emerging intervention by the NSP.														
Technology-aided Instruction & Intervention (TAII)	Identified as an emerging intervention by the NSP.														
Behavior Momentum Intervention (BMI)	The NSP did not consider this as a category for intervention.														
Direct Instruction (DI)	The NSP did not consider this as a category for intervention.														
Functional Behavior Assessment (FBA)	The NSP did not consider this as a category for intervention.														
Sensory Integration <sup>®</sup> (SI)	The NSP did not consider this as a category for intervention.														



# CAPTAIN Recommends

- Use 28 EBPs from NCAEP
- Use 14 Established Interventions for Ages 0-22 from NAC
- Use 1 Established Intervention for Ages 22+ from NAC

# FREE High Quality Training: Autism Focused Intervention Resources and Modules (AFIRM)

afirm.fpg.unc.edu/afirm-modules



[My Account](#) | [Logout](#)

You are logged in.  
Need help? [Visit the FAQs section](#)

[AFIRM Modules](#)

[Learn with AFIRM](#)

[Selecting EBPs](#)

[Resources](#)



## Prompting

Use prompting to reduce incorrect responding as learners with ASD acquire new skills.

[Learn more about Prompting](#)



## AFIRM Modules

AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. Supplemental materials and handouts are available for download.

Visit the [Learn with AFIRM](#) section to find out more.

[Available EBP Modules](#)



# What you'll learn with AFIRM Modules:



- Key components of an EBP
- Behaviors and skills that can be addressed
- A step-by-step process for applying the practice
- Specific resources that you can download and customize for your own use



# Helpful AFIRM Learning Module

## How to Select an EBP

<http://afirm.fpg.unc.edu/selecting-ebp>



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo with the text 'Autism Focused Intervention Resources and Modules'. To the right are 'Login' and 'Sign Up' buttons. Below the logo is a navigation menu with 'AFIRM Modules', 'Learn with AFIRM', and 'Selecting EBPs' (which is underlined). The main heading is 'Selecting an EBP'. Below this is a video player area with the text 'Watch a Short Overview Video on the Selecting EBP Process'. Underneath the video is a paragraph of text and a bulleted list of four steps: 'Identifying the behavior', 'Defining the extent of the behavior (collecting baseline data)', 'Establishing an observable and measurable goal or outcome', and 'Choosing an EBP'. Below the list is a sub-heading 'Identify the behavior or skill' followed by a paragraph explaining the importance of identifying the target behavior.

**AFIRM** Autism Focused Intervention Resources and Modules

Login | Sign Up

AFIRM Modules Learn with AFIRM Selecting EBPs

### Selecting an EBP

**Watch a Short Overview Video on the Selecting EBP Process**

Before beginning any new practice or intervention with a learner, it is important to follow four general planning steps. The four-step process includes:

- Identifying the behavior
- Defining the extent of the behavior (collecting baseline data)
- Establishing an observable and measurable goal or outcome
- Choosing an EBP

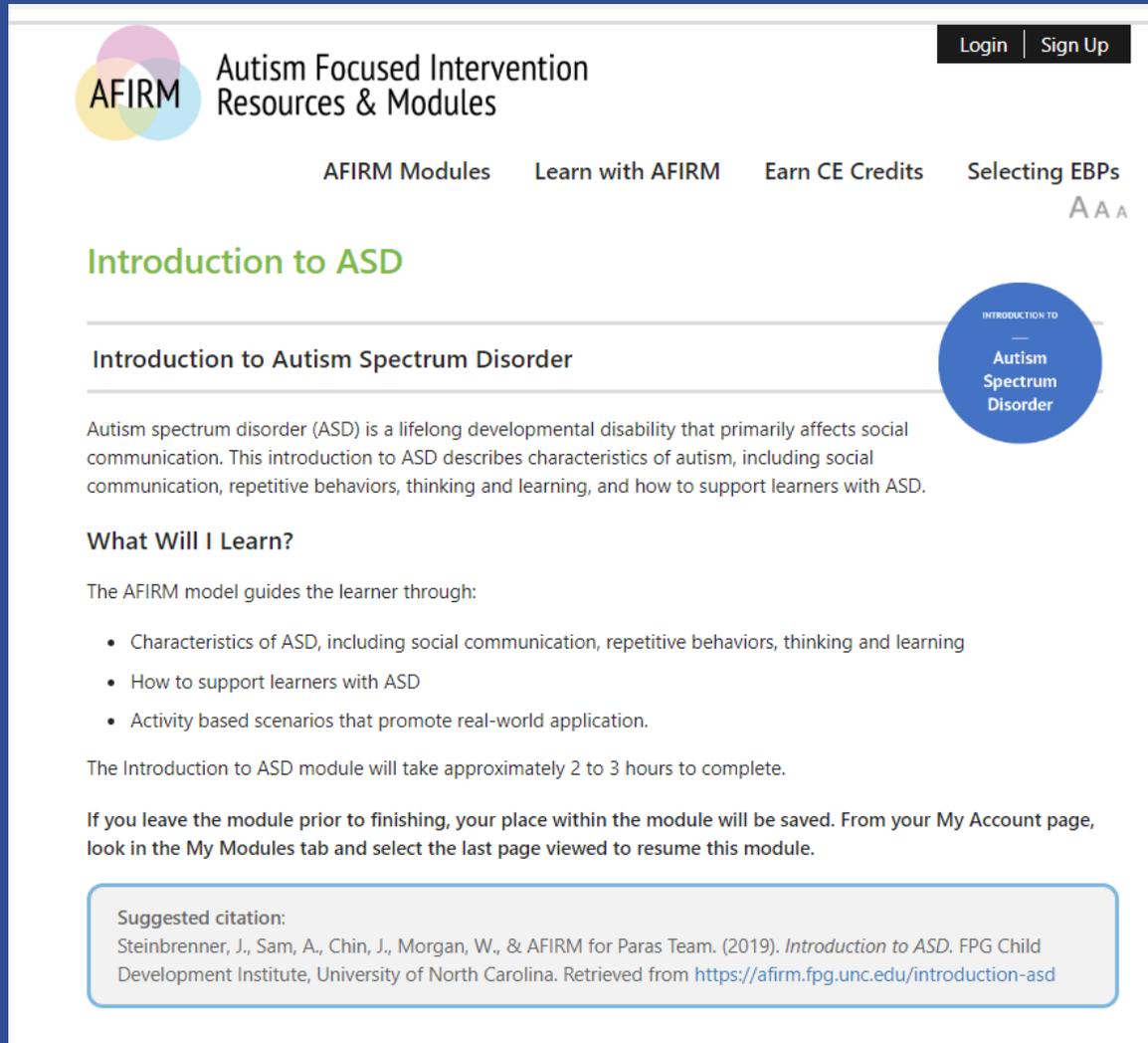
#### Identify the behavior or skill

To help you select the best evidence-based practice to use with your student, it is important to identify the target behavior. The target behavior must be observable and clearly defined in the setting where it occurs. All team members should be able to identify the behavior (including its frequency and duration) based on the clarity of the definition of the behavior.

# Helpful AFIRM Learning Module

## Introduction to ASD

<https://afirm.fpg.unc.edu/node/2524>



The screenshot shows the AFIRM website interface. At the top left is the AFIRM logo, a circle divided into four colored segments (purple, pink, yellow, blue) with the text 'AFIRM' overlaid. To its right is the text 'Autism Focused Intervention Resources & Modules'. In the top right corner, there are 'Login' and 'Sign Up' buttons. Below the header, there are navigation links: 'AFIRM Modules', 'Learn with AFIRM', 'Earn CE Credits', and 'Selecting EBPs'. A 'AAA' accessibility icon is visible. The main heading is 'Introduction to ASD' in green. Below it is a sub-heading 'Introduction to Autism Spectrum Disorder' and a blue circular icon with the text 'INTRODUCTION TO Autism Spectrum Disorder'. The main text describes ASD as a lifelong developmental disability affecting social communication. A section titled 'What Will I Learn?' lists three bullet points: characteristics of ASD, how to support learners with ASD, and activity-based scenarios. It also states the module takes 2-3 hours. A note mentions that progress is saved and can be resumed from the 'My Modules' tab. A 'Suggested citation' box at the bottom provides the citation for the module.

**AFIRM** Autism Focused Intervention Resources & Modules

Login | Sign Up

AFIRM Modules Learn with AFIRM Earn CE Credits Selecting EBPs

AAA

### Introduction to ASD

#### Introduction to Autism Spectrum Disorder

INTRODUCTION TO  
Autism Spectrum Disorder

Autism spectrum disorder (ASD) is a lifelong developmental disability that primarily affects social communication. This introduction to ASD describes characteristics of autism, including social communication, repetitive behaviors, thinking and learning, and how to support learners with ASD.

#### What Will I Learn?

The AFIRM model guides the learner through:

- Characteristics of ASD, including social communication, repetitive behaviors, thinking and learning
- How to support learners with ASD
- Activity based scenarios that promote real-world application.

The Introduction to ASD module will take approximately 2 to 3 hours to complete.

If you leave the module prior to finishing, your place within the module will be saved. From your My Account page, look in the My Modules tab and select the last page viewed to resume this module.

**Suggested citation:**  
Steinbrenner, J., Sam, A., Chin, J., Morgan, W., & AFIRM for Paras Team. (2019). *Introduction to ASD*. FPG Child Development Institute, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/introduction-asd>



## AFIRM Resources

Select a key word to search for AFIRM resources or filter AFIRM resources by category.

Keyword Search

Apply

# IMPLEMENTATION RESOURCES

### Browse by Module

- Antecedent-based Intervention
- Cognitive Behavior Intervention
- Differential Reinforcement
- Discrete Trial Training
- Exercise
- Extinction
- Functional Behavior Assessment
- Functional Communication Training
- Modeling
- Naturalistic Intervention
- Parent Implemented Interventions
- Peer-Mediated Instruction and Intervention
- Picture Exchange Communication System
- Pivotal Response Training
- Prompting
- Response interruption and Redirection
- Reinforcement
- Scripting
- Self-management
- Social Narratives
- Social Skills Training
- Structured Play Groups
- Task Analysis
- Technology-aided Instruction and Intervention
- Time Delay
- Video Modeling
- Visual Supports

### Browse by Module Lesson

- Lesson 1 - Basics
- Lesson 2 - Planning for the Practice
- Lesson 3 - Using the Practice
- Lesson 4 - Monitoring Progress
- Additional Materials

### Browse by Document Type

- Evidence-base
- Implementation checklist
- Parent's guide
- Professional standards
- Step-by-Step practice guide
- Tip sheet for professionals
- EBP Brief Packet

Parent Guides



### AFIRM Videos

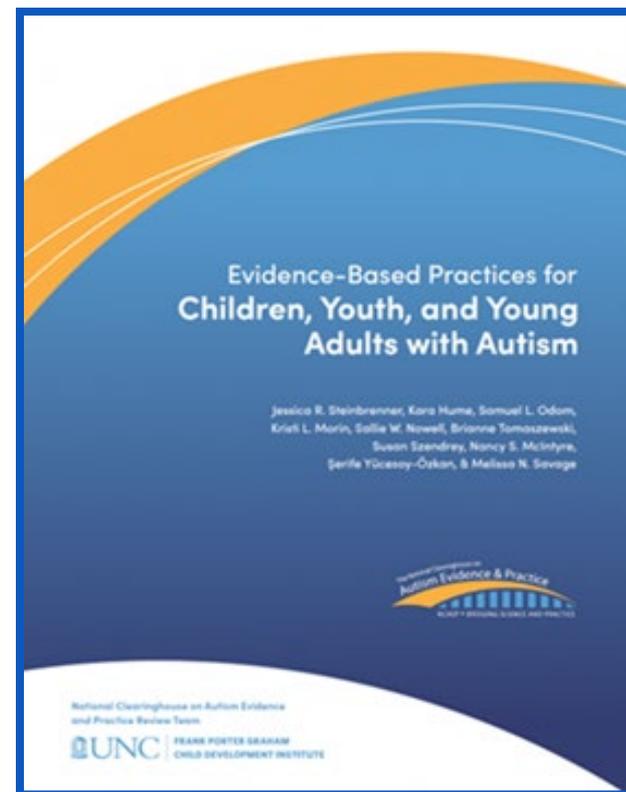
- Browse Videos

EBP Videos



# NEW AFIRM MODULES COMING

“The next step for the NCAEP will be to use the new information to revise the AFIRM modules to reflect the most current scientific information about focused intervention practices.”



Autism Focused Intervention  
Resources & Modules

# SELF LEARNING MODULES FOR TODDLERS!

## NPDC-ASD Early Start Website

<http://asdtoddler.fpg.unc.edu>

**ASD toddler initiative**

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

AUTISM SPEAKS™ It's time to listen.

Learning Modules About Resources

Search

Promoting evidence-based practices  
*EBPS* for young children, ages birth to 3, with  
**Autism Spectrum Disorder (ASD)**

**EBP**  
Evidence-based Practices

Early Intervention  
Professional Development & Coaching

Guide to ASD  
Toddler Learning Modules

The Autism Spectrum Disorders (ASD) Toddler Initiative will expand on the work conducted by the [National Professional Development Center on Autism Spectrum Disorders \(NPDC-ASD\)](#) funded by the Office of Special Education Programs. The ASD Toddler Initiative will develop new materials and modify existing processes to support the use of evidence-based practices for young children (birth-3) and for their families.

# Resources for Older Individuals with ASD



The screenshot shows the CSESA website interface. At the top, there is a navigation bar with the CSESA logo and the text "The Center on Secondary Education for Students with Autism Spectrum Disorders". The navigation menu includes "ABOUT THE CENTER", "RESEARCH", "RESOURCES", and "MATERIALS". A search bar is located in the top right corner. The main banner features a background image of a graduation cap and three statistics: "700+ students and families participated in CSESA research activities", "60 60 schools currently involved in the CSESA study", and "20+ resources available for educators, families, and students". Below the banner, there are two columns: "Recent Research Activities" and "Key Resources".

**Recent Research Activities**

- Transition Planning for High School Students with ASD: Measuring Student, Parent, and Teacher Perspectives**  
A poster presentation from the 49th Annual Gattinburg Conference in San Diego, CA  
Download: [CSESA\\_3959C\\_Gattinburg\\_2016.pdf](#)
- Quality of High School Programs for Students with ASD in the United States**  
A poster presentation from the 49th Annual Gattinburg Conference in San Diego, CA  
Download: [CSESA\\_APER3\\_Gattinburg\\_2016.pdf](#)
- Transitioning Together: A Family-Centered Transition Intervention for High School Students with ASD**  
An oral presentation from the DDDT 2015 conference in Portland, OR  
Download: [CSESA\\_Transitioning Together\\_DDDT\\_2015.pdf](#)

**Key Resources**

- Understanding Autism Professional Development Curriculum**  
This presentation is part of a professional development series created specifically for educators in middle and high schools serving students on the autism spectrum
- Autism at-a-Glance: Supporting Functional Communication in High School**  
This Autism at-a-Glance was designed to support high school staff and family members in understanding and improving the communication skills of adolescents on the autism spectrum, specifically for students who have more significant communication needs.  
Download: [Supporting Functional Communication in High School.pdf](#)
- Secondary School Success Checklist**  
The Secondary School Success Checklist (SSSC) is an evaluation of student skills in independence and behavior, transition, social competence, and academic skills completed by staff, families, and students.  
Download: [Secondary School Success Checklist\\_2013.pdf](#)

[www.captain.ca.gov](http://www.captain.ca.gov)  
<http://csesa.fpg.unc.edu>

## Welcome

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

CAPTAIN is dedicated to the following:

- Providing statewide access to trainings and resources in Evidence Based Practices (EBPs) that are culturally sensitive, family centered, cost effective, and competency based.
- Establishing supports that are locally based with trainer of trainers at the local level.
- Emphasizing how to use EBPs to assist students in accessing the California Common Core State Standards and developing College and Career Readiness.
- Providing ongoing training, support, and technical assistance to implement EBPs and ensure fidelity of implementation.
- Supporting the development of local multiagency collaborations to support consistent use of EBPs.
- Providing an annual training summit and a forum for collegial communication and support to CAPTAIN Cadre members.
- Providing web based access to materials and resources that are vetted and align with current EBPs.
- Providing information and outreach to other interested stakeholders and provider groups who could benefit from learning more about EBPs (E.g. Professional Organizations, Higher Education, Self Advocates, Allied Health Providers)



## Quick Links

National Professional Development Center On Autism Spectrum Disorders

AFIRM ASD Learning Modules

National Autism Center

Autism Internet Modules

CAPTAIN Summit Resources

Autism Fact Sheets

English/Spanish

Other Languages

Ask a Specialist - ASD CAPTAIN Cadre

Regional Plans

CAPTAIN Leadership

Act Early

Effective Early Childhood Transitions Guide

ASD Toddler Initiative

ADEPT

## CAPTAIN Partners

Diagnostic Centers, CDE

Family Resource Centers Network of California

Center for Excellence for Developmental Disabilities at UC Davis MIND Institute

USC University Center for Excellence in Developmental Disabilities (USC UCEDD)

California Department of Developmental Services

**CAPTAIN Summits**  
[by invitation only]

North: October 15-16, 2015  
South: November 9-10, 2015



Use these Quick Links on the CAPTAIN website to access these **FREE** EBP resources!

# Why are these two EBP resources so important?





## Knowing of these EBPs:

- helps us know which treatments have evidence of effectiveness and which treatments do not
- allows us to make informed decisions when we select treatments
- provides us with the opportunity to support individuals with ASD in reaching their full potential

# *EBPs are Required.....*

<b>IDEA 2004</b>	Sec. 300.320 (4) A statement of the special education and related services and supplementary aids and services, <b>based on peer-reviewed research</b> to the extent practicable, to be provided to the child, or on behalf of the child. . .
<b>ESSA S.1177-290.</b>	EVIDENCE-BASED . . . (B), <b>the term ‘evidence-based’</b> , when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that— (i) <b>demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on strong evidence...</b> (ii)(I) <b>demonstrates a rationale based on high quality research findings</b>
<b>CA ED</b>	<b>CODE 56345</b> A statement of the special education and related services and supplementary aids and services, <b>based on peer-reviewed research</b> to the extent practicable, to be provided to the pupil, or on behalf of the pupil . . .

# EBPs are Required...

<b>CA Senate Bill 946</b>	“Behavioral health treatment” means professional services and treatment programs, including applied behavior analysis and <b>evidence-based behavior intervention programs . . .</b>
<b>CA Lanterman Act</b>	4686.2: Only purchase ABA services or intensive behavioral intervention services that reflect evidence-based practices . . . <b>Evidence-based practice” means a decision making process that integrates the best available scientifically rigorous research, clinical expertise, and individual's characteristics.</b>
<b>ASHA</b>	Audiologists and speech and language pathologists incorporate the principles of <b>evidence-based practice in clinical decision making to provide high quality clinical care.</b> The term evidence-based practices refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

# What is the most important reason to use EBPs?



Because they work!!!! 😊

# INFOGRAPHIC FOR FAMILIES

## Information on Evidence-Based Practices for Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



CAPTAIN (California Autism Professional Training and Information Network) is a multiagency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

### What is Evidence-Based Practice?

- An intervention, service, or other practice for which there is scientifically-based research that demonstrates its effectiveness.
- Practices that rely on rigorous, systematic, and objective procedures to deliver reliable interventions and activities.

### How Does Understanding Evidence-Based Practice Benefit Families?

- Families are the experts on their own children and their participation in intervention planning is vital. However, identifying effective interventions can be challenging.
- Many people promoting interventions now use the phrase "evidence-based practice"—even when there is no scientifically sound research that supports their use. This can make it extremely difficult to know which interventions have research showing they are effective, and which do not.
- Providing information, support, and resources help parents recognize evidence-based practices established through the National Autism Centers and the National Professional Development Center on Autism Spectrum Disorder. This knowledge increases their capacity and confidence as partners with their children's service providers.

### Where Can I Find Information on Evidence-Based Practice?

- **National Autism Center:**  
<https://www.nationalautismcenter.org/>  
<https://www.nationalautismcenter.org/090605-2/>
- **National Professional Development Center on Autism Spectrum Disorder:**  
<https://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder>  
<https://autismpdc.fpg.unc.edu/evidence-based-practices>

#### Other Parent and Family Support Links:

- **CAPTAIN website:** <http://www.captain.ca.gov/>
- **Learn the Signs, Act Early:** <https://www.cdc.gov/ncbddd/actearly/index.html/>  
<https://www.cdc.gov/ncbddd/childdevelopment/screening.html>
- **Autism Fact Sheets:** <https://www.cdc.gov/ncbddd/autism/facts.html>  
<https://www.uscuedd.org/publications-resources/autism-pubs/autism-fact-sheets>
- **Autism Focused Intervention Resources & Modules (AFIRM):** <https://afirm.fpg.unc.edu/afirm-modules>
- **Autism Distance Education Parent Training (ADEPT) Modules:**  
<http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>

Available  
in English  
and  
Spanish



# Infographic for Family Support Providers

## Information for Family Support Personnel

### Identifying, Understanding, and Accessing Evidence-Based Practices (EBPs): Supporting Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



CAPTAIN (California Autism Professional Training and Information Network) is a multi-agency (Schools, Regional Centers, and Family Resource Centers) network developed to support the understanding and use of evidence-based practice for individuals with Autism Spectrum Disorder across the state.

#### Why is Family Participation So Important?

- Parent-professional collaboration, with active involvement of parents/caregivers, is not just an evidence-based practice in designing services for individuals with autism; it is also the law! (*Section 300.300 of the Code of Federal Regulations*)
- The family-centered model of service delivery acknowledges that interventions and supports for children with disabilities are most successful when the family's concerns, priorities, choices, and strengths are considered. (*Peterson & Speer, 2000*)

#### How Does Understanding Evidence-Based Practice Benefit Families?

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- Providing information, support, and resources helps parents recognize evidence-based practices. This knowledge can increase families' capacity and confidence as partners with children's service providers.

#### What Are Examples of Barriers Families May Face When Participating in Interventions and Service Decisions?

- 🕒 **Time:** Children with ASD are often involved with several different intervention activities that take tremendous amounts of the family's time and coordination of care.
- 💰 **Money:** Decisions regarding interventions may have financial implication, including things like co-pays, medications, special diets, etc.
- 🧠 **Emotional Stressors:** Parents may feel overwhelmed as they decide how to allocate their attention and energy across family and professional obligations.
- 🗣️ **Information and Confidence:** Parents may worry that they lack sufficient information about EBPs and may be more confident deferring to professionals to make treatment decisions.

## Information for Family Support Personnel

### Identifying, Understanding, and Accessing Evidence-Based Practices (EBPs): Supporting Families of Children with Autism Spectrum Disorder (ASD) and Other Developmental Disabilities



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# PADLET

## Resources for Educators and Families during School Closure English

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

padlet



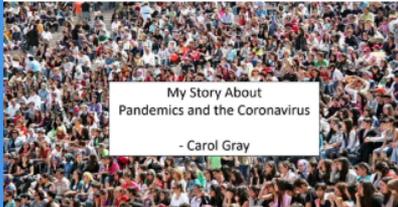
SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA + 2 · 2d

### RESOURCES TO SUPPORT SCHOOL CLOSURES/DISTANCE LEARNING FOR STUDENTS WITH AUTISM

SELPA Content Lead-ASD, CAPTAIN and Marin County SELPA

#### RESOURCES TO EXPLAIN COVID-19 TO STUDENTS WITH AUTISM

Social Stories by Carol Gray:  
Pandemics and the Corona Virus  
(English)



SOCIAL STORY BY CAROL GRAY Pande...  
google docs

#### RESOURCES FOR PARENTS TO SUPPORT HOME LEARNING

##### AFIRM Modules

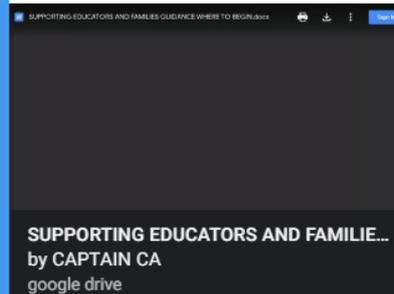
1. Visual Supports
2. Antecedent Based Interventions
3. Reinforcement

Autism  
Spectrum  
Disorder

AFIRM Modules  
Our funding has ended. Find out how to ...  
unc

#### RESOURCES FOR EDUCATORS TO SUPPORT DISTANCE LEARNING

GUIDANCE DOCUMENT: What  
to do and Where to Start



Webinar: Teaching Online  
During COVID-19

#### APPS, ETC., TO SUPPORT LEARNING, BEHAVIORS, AND MAINTENANCE OF SKILLS

##### Schedules:

- iCal (Apple Calendar)
- Google Calendar (iPhone and Android Apps)
- First/Then Visual Schedule App (\$14.99)

##### Timers:

- TimeTimer App (\$2.99)
- 20 Types of Visual Timers:



# PADLET

## Resources for Educators and Families during School Closure Spanish

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

padlet

SELPA Content Lead—ASD, CAPTAIN and Marin County SELPA • 6d

### RECURSOS EN ESPAÑOL PARA LAS FAMILIAS CON ESTUDIANTES CON AUTISMO

SELPA Content Lead—ASD, CAPTAIN and Marin County SELPA [www.captain.ca.gov](http://www.captain.ca.gov)

#### Cómo Explicar COVID-19 a los Niños

Historias Sociales por Carol Gray:

Mi historia sobre Pandemias y el Coronavirus



Mi historia sobre Pandemias y el Coronavirus  
- Carol Gray

SOCIAL STORY BY CAROL GRAY PANDE...  
by CAPTAIN CA  
google drive

Historias Sociales por Carol

#### Información Básica Sobre El Trastorno Del Espectro Autista

Que es el autismo?



Español | Autism Speaks  
El autismo, o trastorno del espectro autis...  
autismspeaks

Aprenda los signos. Reaccione pronto.



#### Ayuda para las Familias

Información para las familias en Español:

1-888-772-9050



Autism Response Team (ART) | Autism ...  
The Autism Response Team (ART) is an i...  
autismspeaks

Tarjetas de Autismo

USC UCEDD

#### Estrategías de Enseñanza para las Familias

ADEPT: (Entrenamiento en Autismo para Padres Educación a la Distancia) Aprendizaje Interactivo Versión en Español



ADEPT Training | Center for Excellence i...  
Ciertas funciones en este programa fuer...  
ucdavis

California Autism Professional Training and Information Network

[www.captain.ca.gov](http://www.captain.ca.gov)

Based Practices Autism

# PADLETS ON CAPTAIN WEBSITE

## WWW.CAPTAIN.CA.GOV

The screenshot shows the top of the Captain website. At the top, there is a navigation bar with three blue buttons: "Home", "About", and "News". Below this, the CAPTAIN logo (California Autism Professional Training and Information Network) and the MARIN COUNTY SELPA logo (with a tree icon) are displayed. A large red URL "WWW.CAPTAIN.CA.GOV" is overlaid on the right side. The main content area features a heading: "RESOURCE AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD" followed by "SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA". A red arrow points to the English Padlet link: <https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>. Below it is the Spanish Padlet link: <https://padlet.com/SELPACAPTAIN/c4ibcglc414h>. A "Welcome" section follows, stating: "CAPTAIN is a multiagency network developed to support the understanding and use of Evidence Based Practices for individuals affected by Autism Spectrum Disorder across the state." On the right, there is a search bar labeled "Google Custom Search" and a "CAPTAIN Events" section with a "Calendar" link. A prominent blue box highlights the "CAPTAIN Summit [by invitation only]" event, scheduled for November 2-3, 2020, at the Riverside Convention Center in Riverside, CA.

Not secure | captain.ca.gov



Home

About

News



**WWW.CAPTAIN.CA.GOV**

### RESOURCE AND GUIDANCE PADLETS DURING SCHOOL CLOSURES FOR STUDENTS WITH ASD

SELPA CONTENT LEAD-ASD, CAPTAIN/Marin County SELPA

Here is the link to the English Padlet:

<https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf>

Here is the link to the Spanish Padlet for Families:

<https://padlet.com/SELPACAPTAIN/c4ibcglc414h>

### Welcome

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

Google Custom Search

Search

### CAPTAIN Events

Calendar

### CAPTAIN Summit [by invitation only]

November 2-3, 2020

One Statewide Summit

Riverside Convention Center,

Riverside CA



**CAPTAIN**



**CAPTAIN\_EBPS**



**@CAPTAIN\_EBPS**



**CAPTAIN**

**Links to  
ASD  
Resources**

**CAPTAIN  
Social Media  
Links**

**www.captain.ca.gov**



***“Children and families cannot benefit from evidence-based practices that they do not experience.”***

***-Dean Fixsen, NIRN, 2006***

# For Further Information

Patty Schetter, MA, BCBA

[plschetter@ucdavis.edu](mailto:plschetter@ucdavis.edu)

[www.captain.ca.gov](http://www.captain.ca.gov)