

# 2021-2022 Regional Goals



# Reflecting on Goals from 2020-2021

Region:

| Goal Area 1  | GAS Score (1-4)  | What influenced our <i>accomplishments</i> ? | What were <i>barriers</i> to our work?   |
|--|--|--|--|
| <p><b><i>Increasing knowledge about ASD &amp; EBPs in our community</i></b></p> <p>Request and implement at least 2 EBP training packages in beta testing, across 40% of cadre members.<br/><i>(Secondary objective, GAS score of 2 benchmark)</i></p> | <p>GAS Score: 0</p> <p>11% of cadre members requested <i>and</i> implemented at least 1 EBP training package</p> | <p>Curiosity about the EBP beta training</p> | <p>Trainings not offered as frequently due to the virtual model/pandemic considerations</p> <p>Related trainings were implemented, just not necessarily the CAPTAIN beta test trainings</p> <p>Flexibility has been key in conducting trainings over this past year, so it has been necessary to have shorter trainings geared to specific staff members</p> <p>Staff shortages/changes to autism teams</p> <p>Time and workload</p> |

# Reflecting on Goals 2020-2021

| Goal Area 2   | GAS Score (1-4)  | What influenced our <i>accomplishments</i> ?   | What were <i>barriers</i> to our work?   |
|---|--|--|--|
| <p><b><i>Increasing implementation and fidelity of use of identified EBPs by providers and implementers</i></b></p> <p>Utilize a fidelity checklist to increase fidelity of implementation, for 2 EBPs, across 40% of cadre members. <i>(Secondary objective, GAS score of 2 benchmark)</i></p> | <p>GAS score: 1</p> <p>44% of cadre utilized an implementation checklist for at least <i>one</i> EBP</p> | <p>Easy access to the implementation checklists (via the AFIRM website)</p> <p>Doable to put into practice</p> <p>Useful for more technical EBP's to ensure fidelity</p> <p>Changing wording to "mentoring" and/or self-assessment has alleviated some of the previously seen barriers</p> | <p>Checklists can be very overly technical</p> <p>Union barriers – see implementation checklists as a form of evaluation</p> |

| Goal Area 3  | GAS Score (1-4)     | What influenced our <i>accomplishments</i> ?   | What were <i>barriers</i> to our work?  |
|--|---------------------|--|---|
| <p><b><i>Improve and increase collaboration between the various agencies serving and supporting individuals with ASD</i></b></p> <p>Attend spring MH collaborative meeting and provide them with 1-pagers on each specific EBP from the resource tree provided in fall 2020. <i>(Secondary objective, GAS score of 2 benchmark)</i></p> <p>Expand outreach to group homes, via a spring presentation with regional center re: ASD and EBPs (overview).</p> | <p>GAS score: 2</p> | <p>Ongoing collaboration with the OC MH Collaborative and fostering that relationship</p> <p>Team members willing to put in the extra work to create the visual resource</p> <p>Need for collaboration between mental health and CAPTAIN to support student needs</p> <p>Additional accomplishment: connecting with the Thompson Center for Autism at CHOC and sharing information about CAPTAIN</p> | <p>Focus with group homes has been on more basic support (PPE, supports for at home instruction)</p> <p>COVID/pandemic considerations</p> |

# Goal Planning for 2021-2022

## **Goal Area 1:** Collaboration to address a region's specific need, issue or challenge that relates to individual with ASD and their families

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| <b>Current Level of Performance Data (0)</b> | No infographics have been created related to prompt fading and building independence.<br><br>*Transition ranges identified: <i>early start/RCOC → school; elem → MS; MS → HS; HS → ATP; ATP → adult programs</i> |
| <b>Initial Objective (1)</b>                 | Create an infographic related to prompt fading / building independence, and share with members of ONE stakeholder group from a specific transition range*.   |
| <b>Secondary Objective (2)</b>               | Create an infographic related to prompt fading / building independence, and share with members of TWO stakeholder groups from a specific transition range*.  |
| <b>Expected level of Outcome (3)</b>         | Create an infographic related to prompt fading / building independence, and share with members of THREE stakeholder groups from a specific transition range*.  |
| <b>Exceeds Expected Outcome (4)</b>          | Create an infographic related to prompt fading / building independence, and share with members of FOUR or more stakeholder group from a specific transition range*.  |

## REGIONAL Problem of Practice (Related to Goal 1)

### Current Problems of Practice

We see an overabundance of “over prompting” used with our learners with ASD. As a result, we see limited independence. This is observed across all age levels, but is especially problematic for our teens and young adult learners.

When students are transitioning from one program type to another (early start/RCOC → school, elem → MS, MS → HS, HS → ATP, ATP → adult programs) we see that they can be unprepared for the expectations of that program. As such, prompting is used, and the cycle of over prompting / limited independence continues.

### Resources that can be utilized to support implementation

- Cadre knowledge/expertise related to working with specific age ranges/transitional stages
- Existing resources accessible via the CAPTAIN website / AFIRM modules
- Identification of specific stakeholders/proposed audience to receive these infographics
- Transition ranges identified: *early start/RCOC → school; elem → MS; MS → HS; HS → ATP; ATP → adult programs*
- Work groups within the OC cadre have been created to develop these infographics

### Expected Outcome

Create infographics for relevant stakeholder groups related to fostering independence and reducing prompt dependency. There are a total of 5 different key transitions from one type of educational setting to another. Expected outcome is to create and share out at least three infographics with stakeholders.

### Measurement of growth

- Track the number of infographics that have been created
- Track the number of infographics that have been shared with stakeholder groups
- Track the specific stakeholder groups that received this infographic
- Seek feedback from the audience receiving these infographics on their usefulness

# Goal Planning for 2021-2022

## **Goal Area 2:** Strategic dissemination to groups identified by the region as needing to know about ASD and EBPs/CAPTAIN

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|--|--|
| <i>Current Level of Performance Data (0)</i> | <p>Limited dissemination about CAPTAIN and EBP's for Autism have occurred out with our core groups of stakeholders (e.g. school &amp; RCOC staff).</p> <p>Possible community groups to disseminate to: parents, FRC staff, first responders, in home ABA vendors, SELPA directors, bus drivers (school) / OCTA, CHOC etc</p> |
| <i>Initial Objective (1)</i>                 | Provide an information session about CAPTAIN/EBP's for ASD to ONE community group.   |
| <i>Secondary Objective (2)</i>               | Provide an information session about CAPTAIN/EBP's for ASD to TWO community groups.  |
| <i>Expected level of Outcome (3)</i>         | Provide an information session about CAPTAIN/EBP's for ASD to THREE community groups.  |
| <i>Exceeds Expected Outcome (4)</i>          | Provide an information session about CAPTAIN/EBP's for ASD to FOUR or more community groups.   |

## *REGIONAL Problem of Practice (Related to Goal 2)*

### *Current Problems of Practice*

We have a wealth of information about CAPTAIN and EBP's for ASD, however there has been limited dissemination on these resources out with our core groups of stakeholders (e.g. school & RCOC staff). Just as students cannot benefit from EBP's that they do not receive, additional stakeholder groups cannot benefit from resources that they are unaware of!

### *Resources that can be utilized to support implementation*

- Previous information session content can be revised/adapted to meet the specific needs of the audience
- Existing resources accessible via the CAPTAIN website / AFIRM modules
- Possible community groups to disseminate to: parents, FRC staff, first responders, in home ABA vendors, SELPA directors, bus drivers (school) / OCTA, CHOC etc
- Work groups within the OC cadre have been created to 1) identify their target audience, 2) develop information session content and 3) arrange an opportunity to disseminate this information

### *Expected Outcome*

Provide an information session about CAPTAIN/EBP's for ASD to THREE different community groups.

### *Measurement of growth*

- Track the number of information sessions that occurred
- Track the specific stakeholder groups that received this information
- Seek feedback from the audience receiving this information