



# CAPTAIN Showcase

## *South Summit*

**Pecha Kucha** (Japanese: ペチャクチャ)

### **The Rules**

- 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total)
- First slide is not timed
  - Transition
  - Introduce presenters
- Click to begin presentation
  - Slides are timed
  - Slides will automatically advance every 20 seconds





# Scaling Up for Success in Kern County



MEET THE C.A.P.T.A.I.N. KERN CREW



# *Scaling for Success, in Kern County*

*Who We Are...*



*Rob Hefner: Program Specialist  
Lisa Holle: Program Specialist  
Diana Sevillios-Myers: Psychologist*



# Scaling for Success, in Kern County

*Who We Are...*



*Nikki Stiles: Assistant Director of Special Education  
Tracy Holdcraft: Behavior Management Specialist  
April Hammond: Program Specialist, Autism*



# *Scaling for Success, in Kern County*

*Who We Are...*



*Holly Mell: Special Education Administrator*

*Lee Ramos: Special Services Administrator*

*Jessica Acevedo: Program Specialist*

*Kristyn Radman: Coordinator*



# *Scaling for Success, in Kern County*

*Who We Are...*



*Susan Graham: Director*



*Lisa Knott: Assistant Director*



# *Scaling for Success in Kern County*

**USING  
VISUAL  
SUPPORTS**

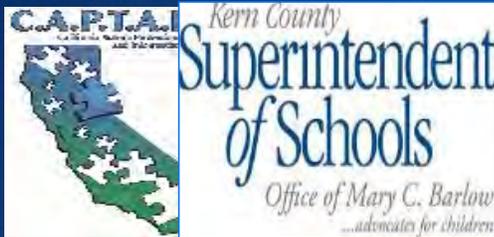


# Scaling for Success, at KCSOS

## Sammy Style

*My monthly calendar helps me plan my whole month. I can mark off each day with my choice of colored marker. Without this, I would feel anxious and it would be difficult to do things or go anywhere each week.*



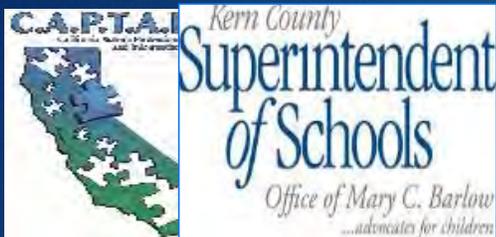


# Scaling for Success, at KCSOS

Sammy Style

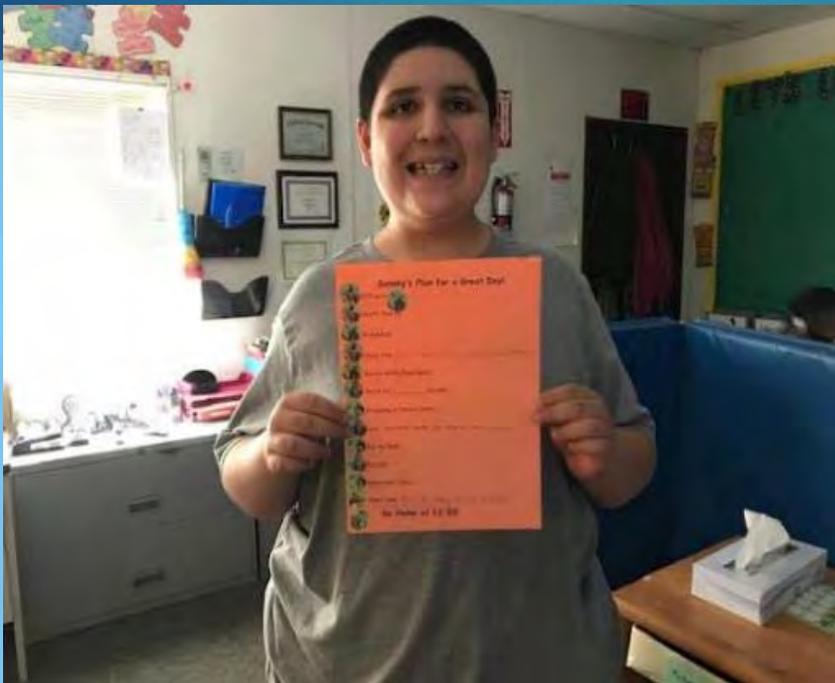


My written daily schedule helps me to plan my day. I place my sticker of choice on the schedule to let everyone know that I have completed that part of the schedule. It feels good to finish each part of my day.



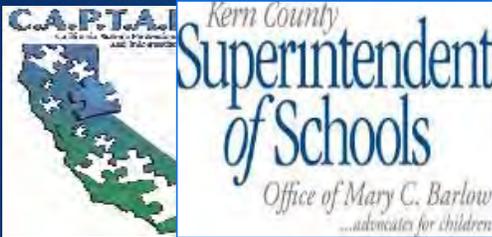
# Scaling for Success, at KCSOS

## Sammy Style



Check it out! It feels  
really good when I  
complete my schedule.  
You should give it a  
try sometime.



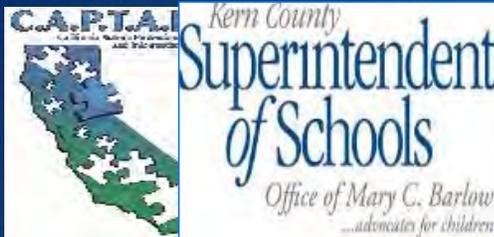


# Scaling for Success, at KCSOS

*Sammy Style*



*I help my teacher's  
keep our community  
clean. My monthly  
and daily schedules let  
me know where I get  
to go and what jobs I  
get to do each day.*



# Scaling for Success, at KCSOS

*Sammy Style*



*I can earn a  
certificate of  
completion at  
the end of  
my successful  
day.*



# Scaling for Success, in BCSD

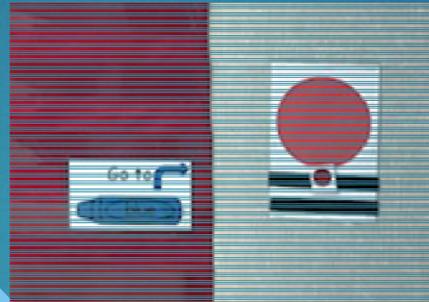
*Visuals for  
Communication help  
our students express  
their wants & needs,  
and decide what to  
work for.*





# Scaling for Success, in BCSD

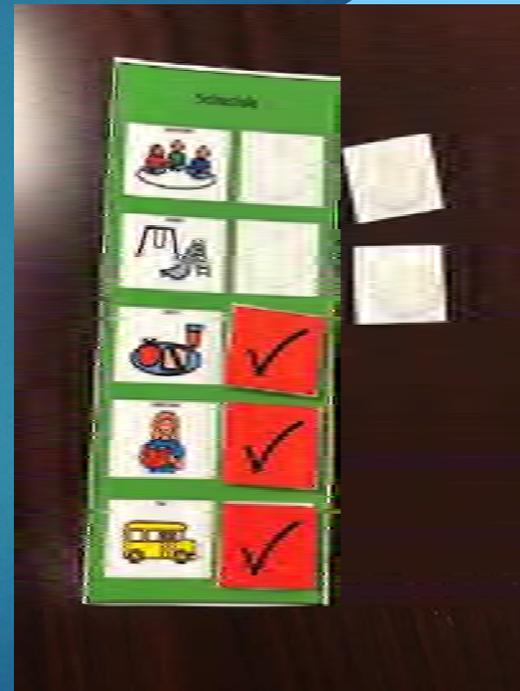
Group Transition  
Visuals help our  
students know  
where to go.





# Scaling for Success, in BCSD

*Visual Schedules help our students with routines & knowing what to expect.*





# Scaling for Success, in BCSD

Turn Taking Visuals help  
our students learn to  
share and wait.



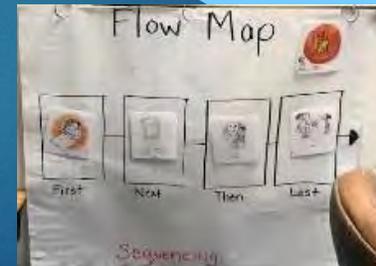
First/Then & Choice  
Boards help our students  
learn about hard earned  
rewards.



# Scaling for Success, in BCSD



Visual supports  
also help our  
students with  
accessing core  
academics





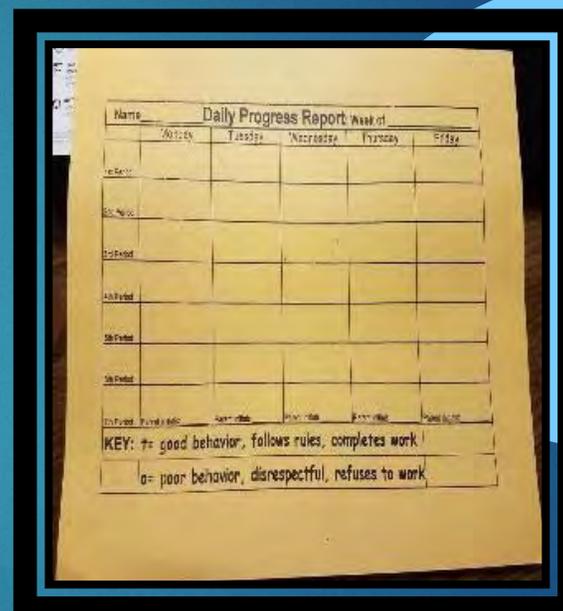
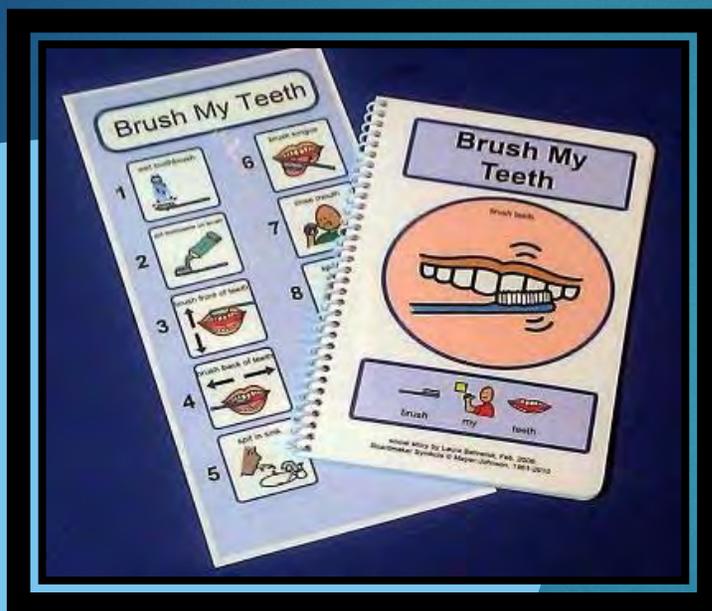
# Scaling for Success, in KHSD



We use visual  
& written  
schedules to  
know where to  
go and what  
to do.



# Scaling for Success, in KHSD



*We use visual supports to complete daily living skills  
& also to help us understand our daily progress.*



# Scaling for Success, in KHSD

*We use visual supports to help us fill orders.*

WEDNESDAY SPECIAL  
TO-GO LUNCH ORDERS

THURSDAY  
TO-GO LUNCH ORDERS

ALL LUNCHES ARE \$6.00

| Quantity | Meat Choice                        | # of French Fries | # of Substit            | Subs |
|----------|------------------------------------|-------------------|-------------------------|------|
|          | Hamburger                          |                   | # of Substit with Beans |      |
|          |                                    |                   | # of Substit with Beans |      |
|          | Chicken Strips                     |                   | # of Substit with Beans |      |
|          |                                    |                   | # of Substit with Beans |      |
|          | Meat, Turkey or Chick<br>Spaghetti |                   | # of Substit with Beans |      |
|          |                                    |                   | # of Substit with Beans |      |
|          | Marinara Chicken                   |                   | # of Substit with Beans |      |
|          | Chicken or Turkey<br>Salad         |                   | # of Substit with Beans |      |
|          | Chicken Wings                      |                   | # of Substit with Beans |      |

Orders Based on Substitution to BFC by Training  
Please be patient with us as we are a teaching facility.

RCC FOOD CLASS PLATTERS





# Scaling for Success, in KHSD



We use  
visual  
supports  
to help us  
access age  
appropriate  
academics.



THANK  
YOU



# Self-Management: Success with the Self & Match System

Orange County Captains – Irvine Unified School District



# Who we are - IUSD





# IUSD Autism Specific programs

**26** Autism Specific classrooms across **12** school sites

Each classroom is supported with a behavior interventionist



- District Supports:**
- **5** Lead BIs
  - **10** Behavior Specialists (BCBAs)

Most classrooms run a **2:1** student to staff ratio



# What is Self & Match?

Evidence-based  
self-management system rooted  
in Behavior Analysis

Created by Katherine Croce & Jamie Salter  
in 2004





# What is Self & Match?

## Four Fundamentals:

1. Systematic planning before intervention
2. No one is perfect
3. Linking function of behavior to rewards
4. Interventions change as student changes

**Anthony's Point Chart**

**YES/YES = 2 points**                      **NO/NO = 1 point**                      **YES/NO = 0**

| Activity                        | Did I listen and follow directions the first time? |           | Did I begin working as soon as the task was assigned? |           | Did I stay on task and in my seat the entire time? |           | Points     |
|---------------------------------|--|-----------|---|-----------|--|-----------|------------|
|                                 |  |           |   |           |  |           |            |
|                                 | Anthony  | Teacher   | Anthony   | Teacher   | Anthony  | Teacher   |            |
| Morning Routine                 | yes<br>no  | yes<br>no | yes<br>no   | yes<br>no | yes<br>no  | yes<br>no | /5         |
| Morning Meeting                 | yes<br>no  | yes<br>no | yes<br>no   | yes<br>no | yes<br>no  | yes<br>no | /5         |
| Daily 5                         | yes<br>no  | yes<br>no | yes<br>no   | yes<br>no | yes<br>no  | yes<br>no | /5         |
| Morning Total (Goal: 16 points) | Total Earned:                                      |           |   |           |  |           | /18 points |

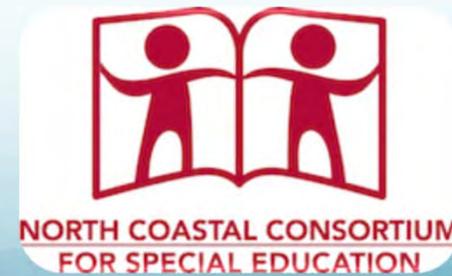
I am working for: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Please sign and return daily

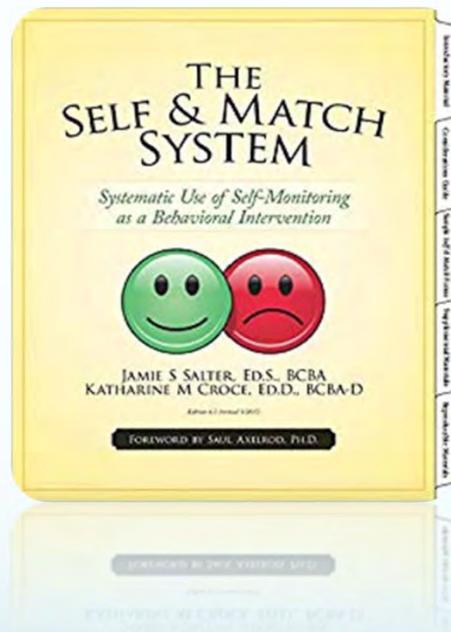


# How did we learn about it?



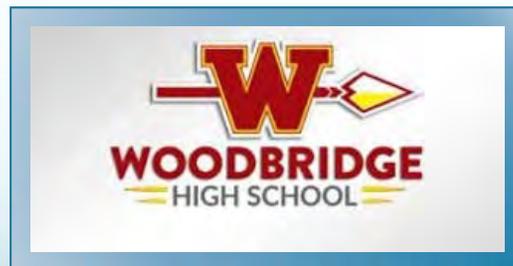


# Trainings provided at IUSD





# Autism Specific case study



- **Classroom Profile:**
  - Autism specific (moderate/severe)
  - 9<sup>th</sup>-12<sup>th</sup> grade
  - 8 students
  - 1 teacher
  - 1 classroom behavior interventionist
  - 3 instructional assistants
- **Student Profile:**
  - 14 years old
  - Eligibility: Autism, SLI
  - Multi-modal communicator: verbal, iPad, choice board
  - 1:1 behavior interventionist support



# Autism Specific case study

**"Self & Match" Form**    DATE: \_\_\_\_\_    BI: \_\_\_\_\_

|   |   |                |  |                |  |                |   |                |   |   |  |  |  |  |  |  |
|---|---|----------------|--|----------------|--|----------------|---|----------------|---|---|--|--|--|--|--|--|
|   | I'm working for =   |                |  |                |  |                |   |                |   |   |  |  |  |  |  |  |
|   | <b>DID I USE MY WORDS?</b>  |                | <b>DID I FOLLOW INSTRUCTIONS?</b>  |                | <b>DID I KEEP A CALM BODY?</b>   |                | <b>WAS I FLEXIBLE?</b>  |                | <b>8 points (or more) = earn reward</b>                                       |   |  |  |  |  |  |  |
|   | <ul style="list-style-type: none"> <li>• Ask for help</li> <li>• Ask for space</li> <li>• Ask for a break</li> <li>• Ask for what I need</li> </ul> |                | <ul style="list-style-type: none"> <li>• Listen to my teachers</li> <li>• Do my work</li> <li>• No running away</li> </ul> |                | <ul style="list-style-type: none"> <li>• No hitting/hurting others</li> <li>• No property destruction</li> <li>• No disrobing</li> </ul> |                | <ul style="list-style-type: none"> <li>• Try new things</li> <li>• Accept changes</li> <li>• Tolerate denial of access</li> </ul> |                | <br><i>Circle the star if AP earned his reward at the end of that period.</i> |   |  |  |  |  |  |  |
|   | <b>Ariyamaan</b>  | <b>Teacher</b> | <b>Ariyamaan</b>   | <b>Teacher</b> | <b>Ariyamaan</b>   | <b>Teacher</b> | <b>Ariyamaan</b>  | <b>Teacher</b> | <b>Points earned:</b>   |   |  |  |  |  |  |  |
| End of period 1   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| End of period 2   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| End of period 3   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| End of period 4   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| End of period 5   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| End of period 6   | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹  | ☺ ☹ ☹          | ☺ ☹ ☹   | ☺ ☹ ☹          | ☺ ☹ ☹   | ★ |  |  |  |  |  |  |
| <b>END OF THE DAY R+ =</b><br><small>(note what AP chose to earn)</small>   |   |                |  |                | <b>TOTAL DAILY POINTS EARNED :</b>   |                |   |                |   |   |  |  |  |  |  |  |
|   |   |                |  |                | <b>Percentage of points earned</b><br><small>(daily points earned divided by 72 x 100):</small>  |                |   |                |   |   |  |  |  |  |  |  |
| <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> <td style="text-align: center; border: 1px solid black; padding: 5px;"></td> </tr> </table> |   |                |  |                |  |                |   |                |   |   |  |  |  |  |  |  |
|   |   |                |  |                |  |                |   |                |   |   |  |  |  |  |  |  |



# Self-Contained case study



- **Classroom Profile:**

- Non-categorical mod/severe, 9<sup>th</sup>-12<sup>th</sup> grade
- 12 students
- 1 teacher, 1 classroom instructional assistant

- **Student Profile:**

- 16 years old
- Eligibility: Autism, Emotional Disturbance
- Communicates verbally
- 1:1 instructional assistant support



# Self-Contained case study

**self & match/pack points form** Week of: \_\_\_\_\_ Working for: \_\_\_\_\_

**Green match:** 2 points   **Yellow/red match:** 1 point   **No match:** 0 points   **Bonus points:** can assign up to 8 per day (for grand total of 40 points daily)

| MONDAY<br>Date/initials: | CALM BODY |   |   | QUIET/KIND WORDS |   |   | ON TASK |   |   | STAY WITH TEACHER |   |   | Points:  |             |       |   |   |   |   |   |   |
|--------------------------|-----------|---|---|------------------|---|---|---------|---|---|-------------------|---|---|--|-------------|-------|---|---|---|---|---|---|
|                          | Student   |   |   | Teacher          |   |   | Student |   |   | Teacher           |   |   | YES<br>match   | NO<br>match | TOTAL |   |   |   |   |   |   |
|                          | 2         | 1 | 0 | 2                | 1 | 0 | 2       | 1 | 0 | 2                 | 1 | 0 |  |             |       | 2 | 1 | 0 | 2 | 1 | 0 |
| Level break 1            |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |   |   |   |
| Level break 2            |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |   |   |   |
| Level break 3            |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |   |   |   |
| Level break 4            |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |   |   |   |
| <b>BONUS POINTS:</b>     |           |   |   |                  |   |   |         |   |   |                   |   |   | <b>Total daily points:</b><br>*Including bonus points earned!* |             |       |   |   |   |   |   |   |

| TUESDAY<br>Date/initials: | CALM BODY |   |   | QUIET/KIND WORDS |   |   | ON TASK |   |   | STAY WITH TEACHER |   |   | Points:  |             |       |   |   |   |  |  |  |
|---------------------------|-----------|---|---|------------------|---|---|---------|---|---|-------------------|---|---|--|-------------|-------|---|---|---|--|--|--|
|                           | Student   |   |   | Teacher          |   |   | Student |   |   | Teacher           |   |   | YES<br>match   | NO<br>match | TOTAL |   |   |   |  |  |  |
|                           | 2         | 1 | 0 | 2                | 1 | 0 | 2       | 1 | 0 | 2                 | 1 | 0 |  |             |       | 2 | 1 | 0 |  |  |  |
| Level break 1             |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |  |  |  |
| Level break 2             |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |  |  |  |
| Level break 3             |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |  |  |  |
| Level break 4             |           |   |   |                  |   |   |         |   |   |                   |   |   |  |             |       |   |   |   |  |  |  |
| <b>BONUS POINTS:</b>      |           |   |   |                  |   |   |         |   |   |                   |   |   | <b>Total daily points:</b><br>*Including bonus points earned!* |             |       |   |   |   |  |  |  |



# Self-Contained case study

| <span style="font-size: 24pt; font-weight: bold; margin: 0 10px;">PACK</span> |  |  |
|---|--|--|
| Hands and Feet to Self  |  |  |
| 2   | 1  | 0  |
| <b>Calm Body</b><br>  | <b><u>Pretend to Hurt (Threaten)</u></b><br>Threatens others with hands, feet, or body | <b><u>Hit/Throw</u></b><br>Hits others with hands, feet, body, and/or throwing objects |
| Good Language   |  |  |
| 2   | 1  | 0  |
| <b>Quiet Words</b><br><br><b>Nice Words</b>                                   | <b><u>Mean words</u></b><br>Words to hurt another                                      | <b><u>Bad Words (Profanity)</u></b><br>Cussing/racial/sexual words/threats             |
| Effort on my Work   |  |  |
| 2   | 1  | 0  |
| <b><u>On Task</u></b><br>   | <b><u>Partially On Task</u></b><br>Three verbal prompts to stay On Task                | <b><u>Refuse all work</u></b><br>More than three verbal prompts                        |
| Staying in the Area   |  |  |
| 2   | 1  | 0  |
| <b><u>Stay with Teacher</u></b><br>for that activity<br>                      | <b><u>Leave but Can See Teacher</u></b><br>Teacher can see you                         | <b><u>Leave and Can't See Teacher</u></b><br>Teacher can't see you                     |

| Day/date:                         | Points earned: | % of total points earned: (excluding bonus) |
|-----------------------------------|----------------|---|
|                                   |                |   |
|                                   |                |   |
|                                   |                |   |
|                                   |                |   |
|                                   |                |   |
|                                   |                |   |
| TOTAL POINTS EARNED FOR THE WEEK: |                |   |



## Mild/Moderate case study



- **Program Profile:**
  - 7<sup>th</sup>- 8<sup>th</sup> grade
  - 1 case manager
  - Various teachers
  - Directed studies classes
- **Student Profile:**
  - 13 years old
  - Eligibility: Autism, SLI
  - Communicates verbally
  - 1:1 behavior intervention support





# General Education case study #1



- **Classroom Profile:**
  - General education 2<sup>nd</sup> grade
  - 30 students
  - 1 teacher
- **Student Profile:**
  - 8 years old
  - Eligibility: OHI
  - Communicates verbally
  - 1:1 instructional assistant support



# General Education case study #1

“Self & Match” Form

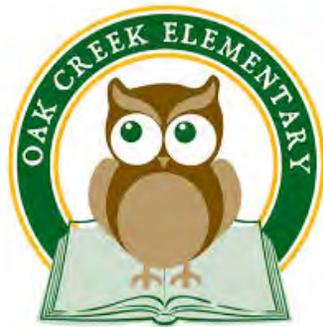
| Date:  | Did I keep a calm body?<br>No hurting others<br>Keep hands & feet to self<br>No throwing items |         | Did I follow instructions?<br>Listen to teacher<br>Stay with the group<br>Follow the rules |         | Did I complete my work?<br>Start work on time<br>Do my best<br>Finish work on time |         | Was I respectful?<br>No shouting out<br>No talking back<br>No mean words |         | Number of Points:<br><i>(48 available from daily points, plus up to 12 bonus points per day)</i> |          |       |
|--|--|---------|--|---------|--|---------|--|---------|--|----------|-------|
| IA initials:   | Minan  | Teacher | Minan  | Teacher | Minan  | Teacher | Minan  | Teacher | Yes Match  | No Match | Total |
| 8:15-9:15  | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| 9:15-10:15   | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| 10:15-11:15  | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| 11:15-12:15  | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| 12:15-1:15   | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| 1:15-2:15  | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     | ☺ ☹  | ☺ ☹     |  |          |       |
| <b>Total</b>   |  |         |  |         |  |         |  |         |  |          |       |
| <b>Bonus points</b> (assign for exceptional prosocial behaviors – up to 12 points per day) |  |         |  |         |  |         | <b>Total</b> (add daily points to bonus points total)                    |         |  |          |       |

|  |   |  |
|--|---|--|
| At the end of each check in I'm working for:                               | At the end of the day I'm working for:  | At the end of the week I'm working for:  |
| I need at least <b>6 points</b> at each check in to earn my hourly reward. | I need at least <b>36 points</b> at the end of the day to earn my daily reward. | I need at least <b>180 points</b> at the end of the week to earn my weekly reward. |

☺ = I only needed 1 or less warnings about my behavior ☹ = I needed 2 or more warnings about my behavior



# General Education case study #2



- **Classroom Profile:**
  - General education
  - 5th grade
  - 31 students
  - 1 teacher
- **Student Profile:**
  - 10 years old
  - Eligibility: Autism, SLI
  - Communicates verbally
  - 1:1 behavior intervention support



# General Education case study #2

Date: \_\_\_\_\_

I need \_\_\_ out of \_\_\_ points to earn my reward.

Rewards I'm working for: \_\_\_\_\_

|                        |                        |                      |
|------------------------|------------------------|----------------------|
| If Student<br>Circles: | If Teacher<br>Circles: | I Get ___<br>Points! |
| Yes                    | Yes                    | 2                    |
| No                     | No                     | 1                    |
| Yes                    | No                     | 0                    |

### Self & Match Form

|            |         | Using Respectful Language with Peers & Adults   |         |         | Followed the Teacher's Exact Directions (allowed 2 reminders for a "yes")  |         |         | Doing My Best Work & Trying My Best (allowed 2 reminders for a "yes")  |  |  | Total Points |
|------------|---------|---|---------|---------|--|---------|---------|--|--|--|--------------|
|            |         | <ul style="list-style-type: none"> <li>Asking for help</li> <li>Asking for a break when I'm frustrated</li> </ul> |         |         | <ul style="list-style-type: none"> <li>Doing the assignment the way the teacher wants it</li> <li>Doing the problems or steps in the order that the teacher wants it done</li> </ul> |         |         | <ul style="list-style-type: none"> <li>Finishing ALL my work</li> <li>Staying on task</li> <li>Taking my time to complete my work</li> <li>Participating in class discussions</li> </ul> |  |  |              |
| Time Frame | Student | Teacher   | Student | Teacher | Reminders  | Student | Teacher | Reminders  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |
|            | Yes     | Yes   | Yes     | Yes     |  | Yes     | Yes     |  |  |  |              |
|            | No      | No  | No      | No      |  | No      | No      |  |  |  |              |



# Adult Transition Program case study



- **Classroom Profile:**
  - Autism specific (moderate/severe) adult transition program
  - 8 students
  - 1 teacher, 2 classroom instructional assistants,
  - 1 classroom behavior interventionist
- **Student Profile:**
  - 20 years old
  - Eligibility: Autism, SLI
  - Communicates verbally
  - 1:1 behavior intervention support





**Thank You!**



# Expanding the Network

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CAPTAIN LA 1  
2017-2018



FRANK D. LANTERMAN  
REGIONAL CENTER





## CAPTAIN LA 1 Regional Meetings

***Lisa Pirruccello***  
***FDLRC***  
***Christine Karg***  
***GUSD***  
***Jean Johnson***  
***FDLRC***  
***Anjanette Michalopoulos***  
***BUSD***  
***Amy Tseng***  
***LAUSD***





# Regional Brochure



## CAPTAIN L.A.

CAPTAIN Cadre members from local Special Education (SELPA) and Regional Center receive training through CAPTAIN summits that include local training, implementation of cross-agency collaboration, dissemination of the CAPTAIN materials to the community. Cadre members will receive the National Professional Development Center on Autism Spectrum Disorder (NPDC-ASD) and CAPTAIN materials and will assist with the distribution of the CAPTAIN materials and support and training local SELPAs.

### CAPTAIN L.A.

- Frank D. Lanterman Regional Center
- Los Angeles Unified School District (LAUSD) SELPA
- Foothill SELPA
- Burbank Unified School District (Burbank USD & Glendale Unified School District)
- Pasadena Unified School District

## Who We Serve



## Resources & Information:

CAPTAIN Website  
<http://www.captain.ca.gov>

National Professional Development Center on Autism Spectrum Disorder (NPDC)  
<http://autismnpdc.fox.unc.edu/>

Autism Focused Intervention Resource Modules (AFIRM)  
<http://afirm.fox.unc.edu/afirm-modules>

National Autism Center  
<http://www.nationalautismcenter.org/>

ASD Toddler Initiative  
<http://asdoddlr.fox.unc.edu/>

The Center on Secondary Education for Student with Autism Spectrum Disorders  
<http://cassa.fox.unc.edu/>

Frank D. Lanterman Regional Center  
 213-383-1300  
[www.lanterman.org](http://www.lanterman.org)

Los Angeles Unified School District  
 213-241-1000  
[www.lausd.net](http://www.lausd.net)

Glendale Unified School District  
 818-241-3111  
[www.gusd.net](http://www.gusd.net)

Burbank Unified School District  
 818-729-4400  
[www.burbankusd.org](http://www.burbankusd.org)

Pasadena Unified School District  
 626-396-3600  
[www.pusd.us](http://www.pusd.us)

## CAPTAIN L.A. 1



California Autism  
 Professional Training and  
 Information Network

Los Angeles 1



# Learn the Signs – Act Early

## Your Child's Developmental Milestones

Check off the milestones your child has reached.

**6 MONTHS**

- Starts to babble
- Reaches for things
- Rolls over
- Sits up without support
- Looks at others, parents
- Responds to sounds

**1 YEAR**

- Stands with help
- Uses simple gestures like pointing, waving, or shaking head
- Understands simple instructions
- Starts to walk
- Starts to use simple words

**2 YEARS**

- Follows simple instructions
- Kicks a ball
- Points to things or pictures when they're named
- Runs
- Builds a tower of 2 blocks

**3 YEARS**

- Runs and climbs
- Understands simple instructions
- Starts to use simple words
- Starts to use simple sentences
- Starts to play with other children

These are just a few of many important milestones to look for. For more complete checklists by age visit [www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly).

## Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts. Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones. Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

### YOU KNOW YOUR CHILD BEST.

If you have concerns about your child's development, talk to your doctor. If you have concerns about your child's development here is who you can call for further support:

**Regional Center:**  
**Frank D. Lanterman Regional Center**  
 3303 Wilshire Blvd., Suite 700  
 Los Angeles, CA 90010  
 213-383-1300  
[www.lanterman.org](http://www.lanterman.org)

**Family Resource Center:**  
**Koch-Young Resource Center**  
 3303 Wilshire Blvd., Suite 700  
 Los Angeles, CA 90010  
 800-566-2676  
[www.library.lanterman.org](http://www.library.lanterman.org)

**Special Education Local Plan Areas (SELPA):**

**Foothill SELPA (Serving Burbank, Glendale, and La Canada-Schweikl)**  
 1700 E. Mountain Street  
 Glendale, CA 91207  
 818-246-5378  
[www.foothillselpa.org](http://www.foothillselpa.org)

**Burbank Unified School District**  
 1900 W. Olive Avenue  
 Burbank, CA 91506  
 818-729-4430  
[www.burbankusd.org](http://www.burbankusd.org)

**Glendale Unified School District**  
 223 North Jackson Street  
 Glendale, CA 91206  
 818-241-8111 ext. 205  
[www.gusd.net](http://www.gusd.net)

**Los Angeles Unified School District SELPA**  
 333 S. Beaudry Avenue, 17th Floor  
 Los Angeles, CA 90017  
 213-241-4713  
[www.lausd.net](http://www.lausd.net)

**Pasadena Unified School District SELPA**  
 351 S. Hudson Avenue  
 Pasadena, CA 91109  
 626-396-3600 ext. 88600  
[www.pusd.us](http://www.pusd.us)

**C.A.P.T.A.I.N. Centers for Disease Control and Prevention**  
 Let's Act Early!  
[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)  
 1-800-688-6878

**Track Your Child's Developmental Milestones**

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

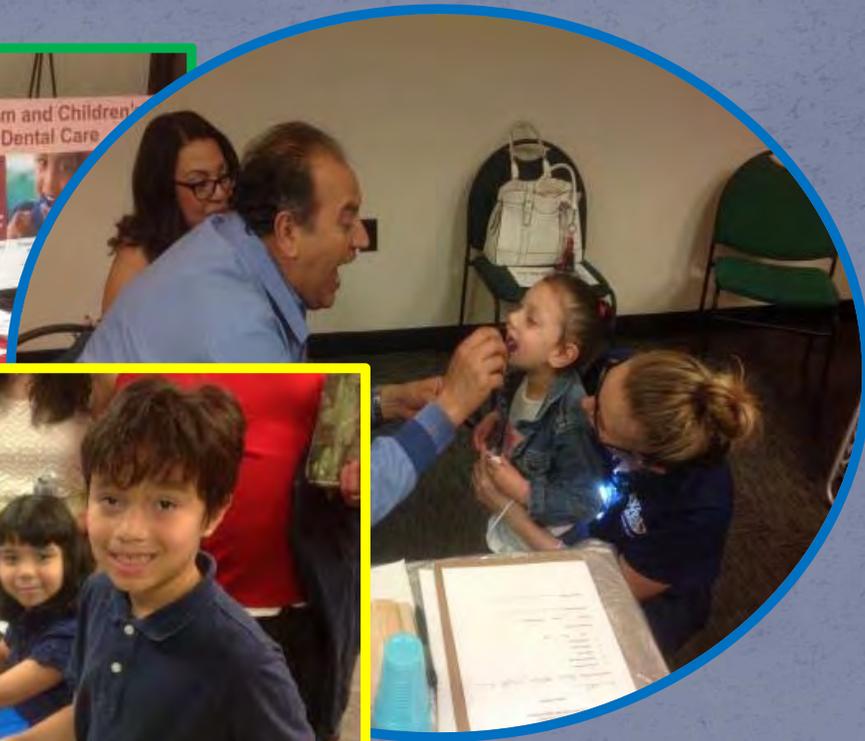
This brochure developed and provided by

**C.A.P.T.A.I.N.**  
 California Autism Professional Training and Information Network  
[captain.ca.gov](http://captain.ca.gov)

Learn the Signs. Act Early.



# FDLRC Community Dental Fair





# Using Evidence Based Practices to Promote Dental Health

## HAPPY TEETH

Preparing for a life of dental health

### Task Analysis

#### LEARNING TO BRUSH YOUR TEETH

- ▶ Using task analysis
- ▶ Complex behaviors are broken down into small steps
- ▶ Small steps are taught in sequence, chained together
- ▶ Reinforcement (rewards) are provided for each step
- ▶ A larger reinforcer occurs at the end of the chain of steps

|                                |
|--------------------------------|
| ▶ Grab toothbrush              |
| ▶ Grab toothpaste              |
| ▶ Open toothpaste              |
| ▶ Put toothpaste on toothbrush |
| ▶ Brush teeth                  |
| ▶ Spit                         |
| ▶ Rinse                        |

### MAKING IT A HABIT

- ▶ Using visual supports

Visual Supports

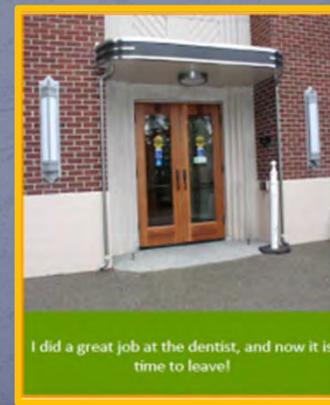
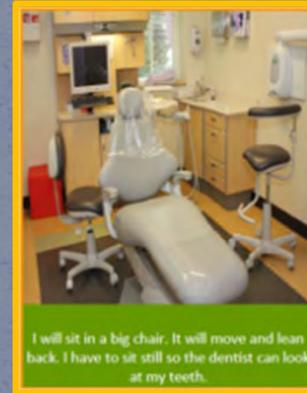
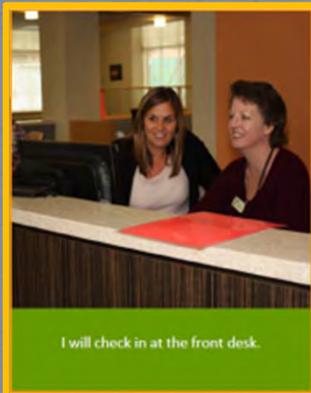
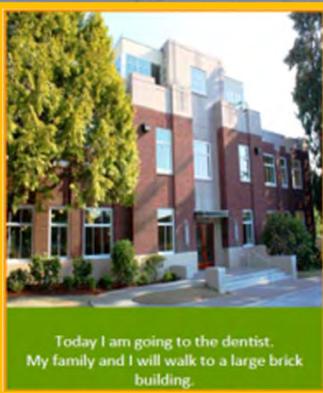
### REWARDING GOOD HABITS

- ▶ Self-management and rewards

Self - Management



# Using Social Narratives

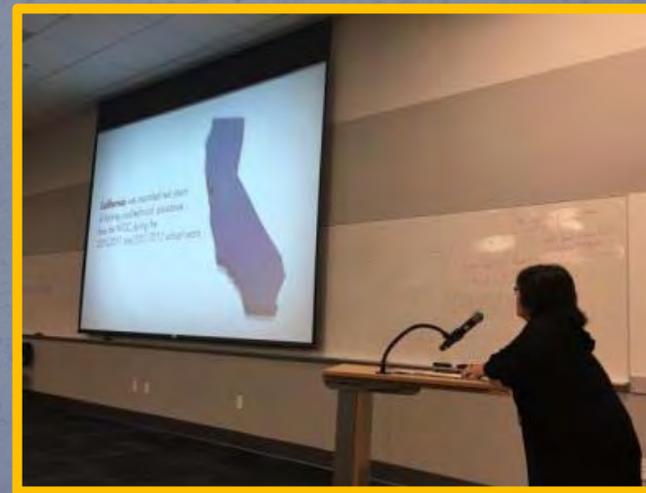




# Second Annual Regional Conference on Evidence Based Practice



*CAPTAIN LA: FDLRC, LAUSD,  
GUSD, BUSD, CHLA-USC UCEDD*

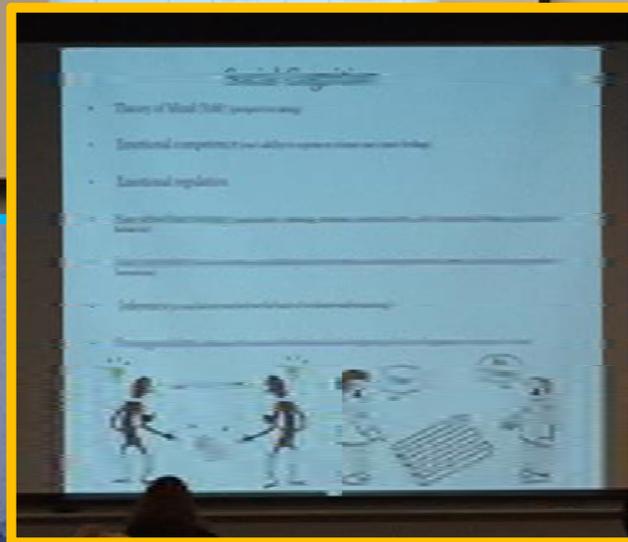


*Patrice Yasuda, PhD  
CHLA/USC - UCEDD /LEND*



# LAUSD Training on Evidence Based Practices

*Functional Communication*  
*Marie Bennett, Maria Garcia, LAUSD*



*Self Management*  
*Amy Tseng LAUSD*

*Social Skills Training*  
*Genevieve Langton, LAUSD*



# Preparing for College and Work

Judith Velasco  
Verdugo Job Center

**CHALLENGES FACED BY STUDENTS WITH ASD IN HIGHER EDUCATION AND SUPPORTS**

| Academic Supports                              | Non-Academic Supports                             |
|--|---|
| Extra time on Exams (67%)                      | Peer mentorship                                   |
| Lecture notes from Instructors (56%)           | Assigned Co-Liaisons (56%)                        |
| Use of a Separate Testing Location (33%)       | Parental involvement                              |
| Extended Deadlines on Assignments (22%)        | Social Stories                                    |
| Lecture Notes from Peers (22%)                 | Disability Teams (less than 1%)                   |
| Oral Exams (11%)                               | Social Support Groups (less than 1%)              |
| Professor Facilitation of Group Projects (11%) | Video Modeling (less than 1%)                     |
|  | Cognitive Behavioral Interventions (less than 1%) |

**Individualized Transition Plan (ITP)**  
Marjan Kermani, Esq.  
Assistant Director, Lanterman  
Special Education Law Clinic

**Our Services to Clients**

- Skills Training in high demand fields
- Computer Resource Area: Internet Access, Phones, Copy & Fax Machines
- Workshops: Market Yourself, Stress Management, Resume Writing, Interview Skills, Job Club
- Computer Workshops: Basic Computer Skills, CalJOBS, Networking

Marjan Kermani, Lanterman  
Special Education Law Clinic

Wilbert Francis, Tarjan Center, UCLA UCEDD

# First Person Perspective



*Rachelle, Student, CSUN*



*Rachelle has always wanted to be an animation artist*



# Community Resource Tables

Foothill Autism Alliance

Boone Fetter Clinic,  
CHLA



LA Care



Koch Young Family  
Resource Center

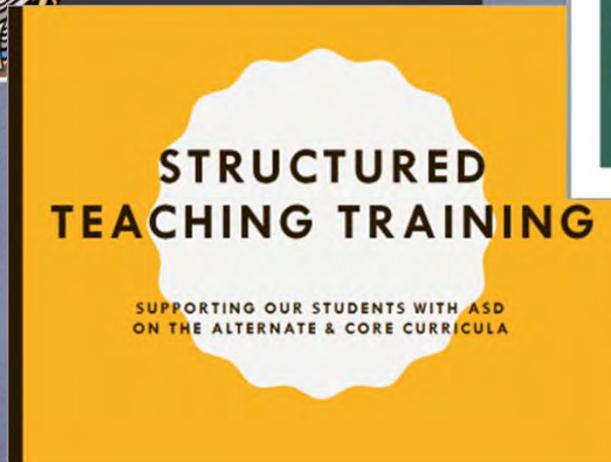
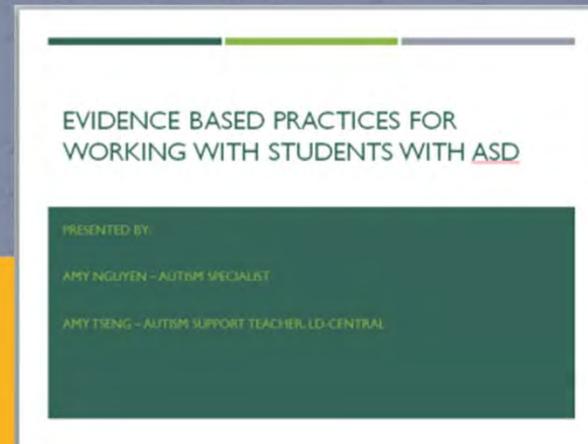
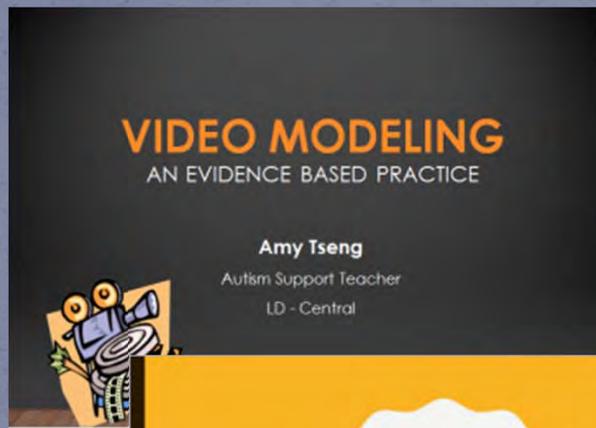


Uniquely Abled



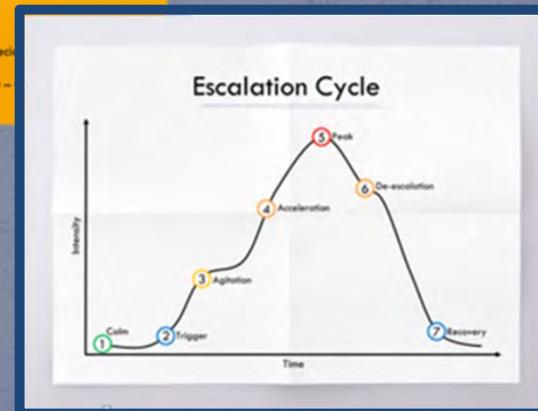
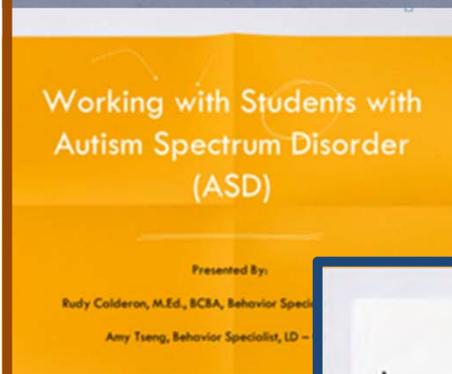


# LAUSD Teacher Training on EBPs





# Expanding Network of Community LAUSD School Police Outreach





# Expanding Network of Community FDLRC Parent Support Groups

**UNDERSTANDING  
MANAGING**

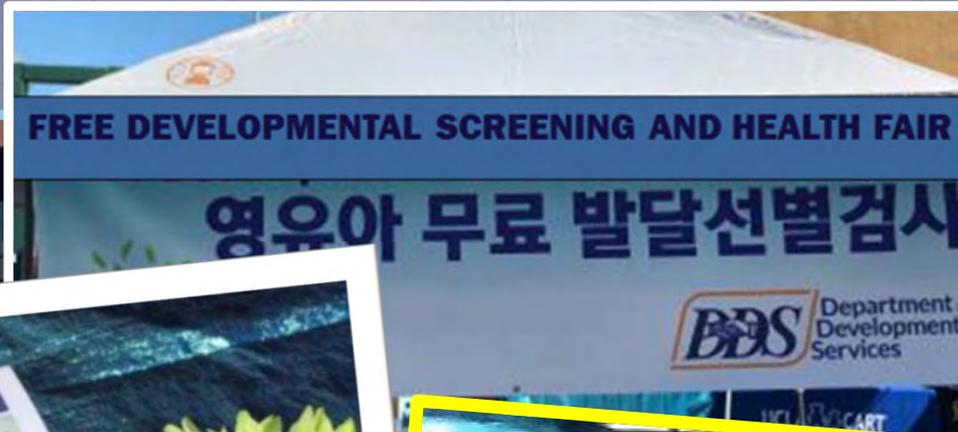
Presentation to  
FDLRC Chinese Speaking Parents Group  
November 14, 2018

**Autism Interventions and  
Evidence Based**  
Lisa Pirruccelli  
FDLRC Armenian Parents Group  
August

**자녀의 성공을 위한 증명된  
45가지의 방법**  
학교와 집에서의 증거 기반의 연습/훈련



# Expanding Network of Community Korean American Outreach





# Expanding Network of Community Stephanie's Day



Stephanie's Day is a community fair sponsored by CBS to promote Autism Awareness. LAUSD in partnership with school police shared information about CAPTAIN and EBP



# Expanding Network of Community Train the Trainers- Visual Supports



Using photos of learner in various activities



Lead staff review AFIRM materials





# Service Provider Training in EBP

Behavior Management in Community Settings

Service Provider Training  
June 12, 2018

FDLRC

## Training in Evidence Based Practice

CAPTAIN – “Teach the Teacher” model

- AFIRM Modules
- Modeling, Role play, Practice with feedback- fidelity of implementation

**CAPTAIN**  
California Autism Professional Training and Information Network

**AFIRM**  
Autism Focused Intervention Resources & Modules

ACHIEVEMENT OF IMPLEMENTATION FIDELITY AND EVIDENCE BASED PRACTICE: Visual Report (VFI)

Submitted To: \_\_\_\_\_

Submitted By: \_\_\_\_\_

October 16, 2018

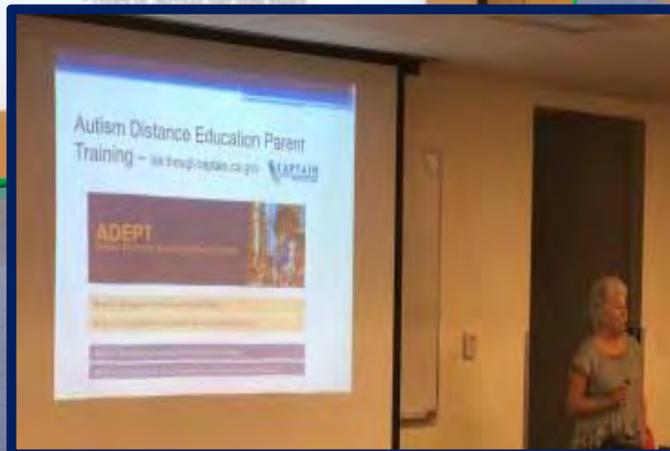
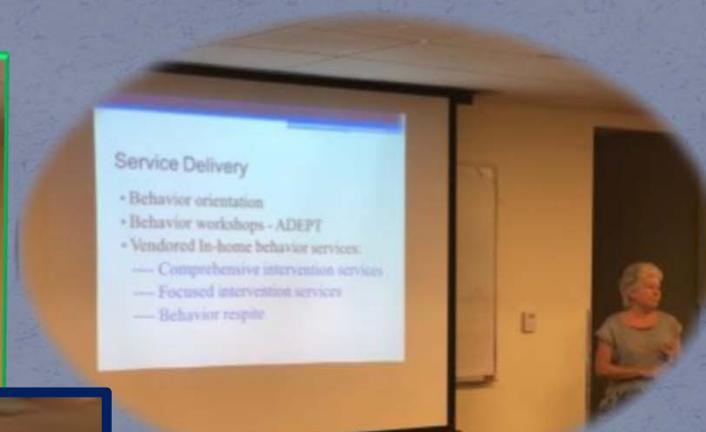
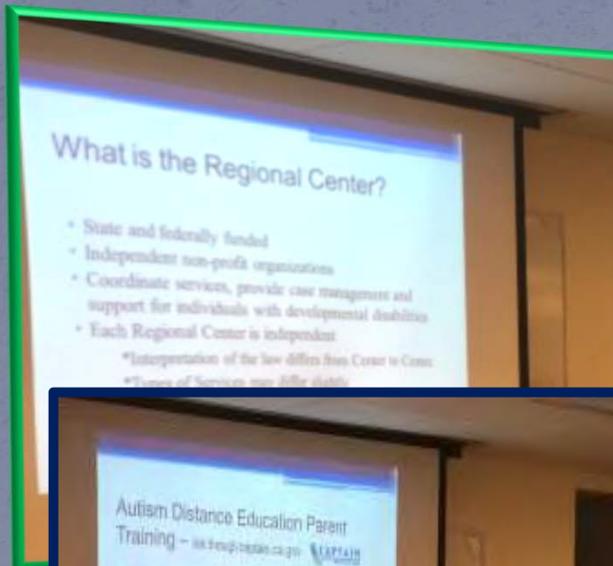
## How can we help?

- Return completed statement of interest in future training
- Consult with FDLRC for free resources for staff training in evidence based practice
- Consider “teach the teacher” model to disseminate EBP in your programs

FDLRC Service Provider Training June 12, 2018



# Local Agency Cross Training FDLRC at LAUSD





## Objectives 2019

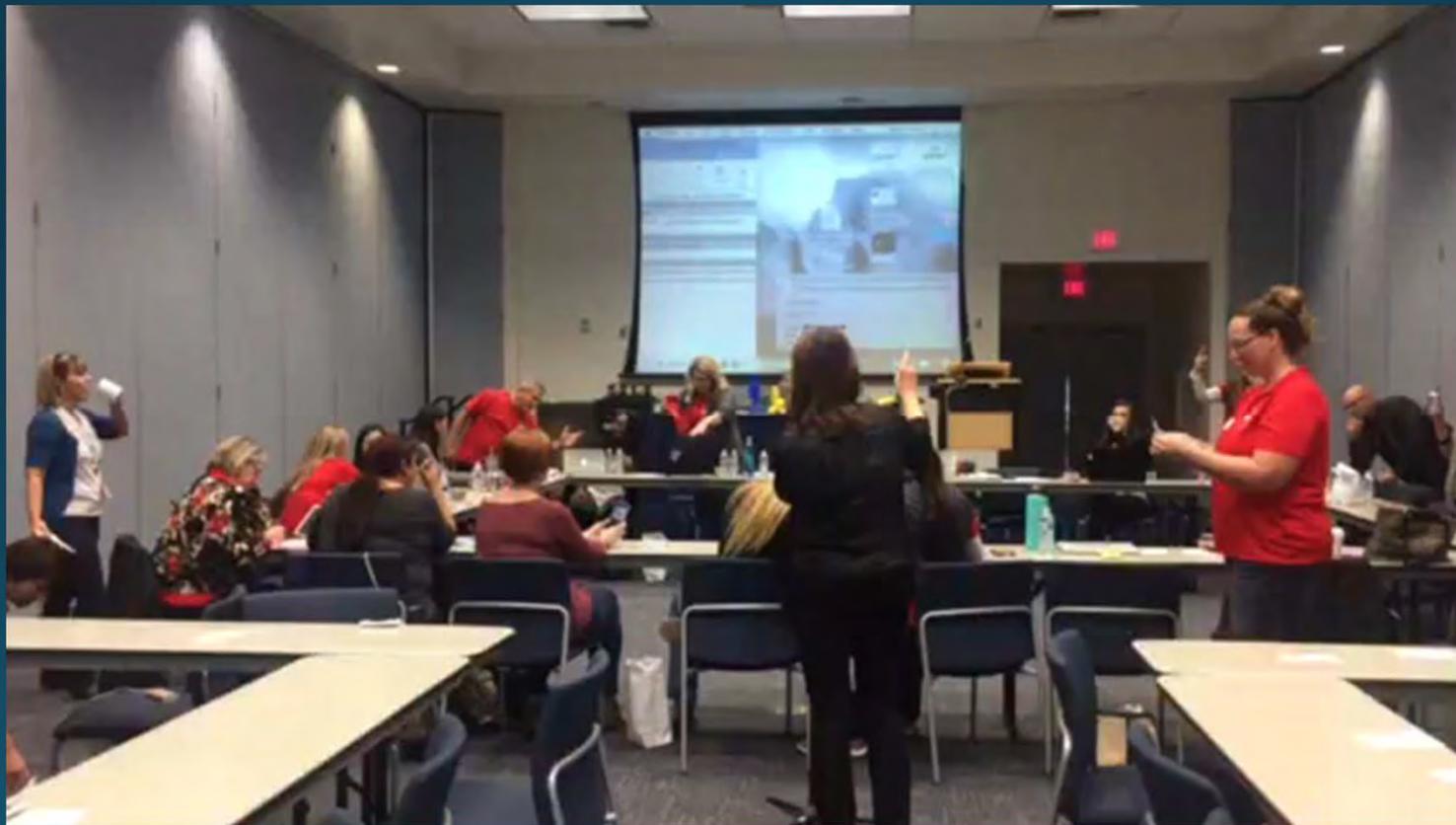
- Strengthen Inter-agency Coordination Activities
- Expand Service Provider Training in EBP
- Mini-conference on Autism and Mental Health
- Continue Community Outreach Events
- Further Agency Cross Training

*THANK YOU*



CAPTAIN X  
One year later...

After attending the 2016 South Summit... we were inspired!



We made it our mission to  
promote the use of the  
27 Evidence-Based Practices in our  
region with CAPTAIN X products  
& by developing a resource bank





## Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

**YOU KNOW YOUR CHILD BEST.** *If you are concerned about your child's development, talk to the doctor. If you have concerns about your child's development here is who you can call for further support:*

### Early Start Family Resource Network

Parent to Parent Support Resources and Information  
1-800-974-5553 • [www.esfrn.org](http://www.esfrn.org)

### Exceptional Parents Unlimited

Parent Training and Information  
909-890-3388 • [www.epuchildren.org](http://www.epuchildren.org)

### Inland Regional Center

909-890-3000 • [www.inlandrc.org](http://www.inlandrc.org)



Centers for Disease  
Control and Prevention  
[www.cdc.gov/ActEarly](http://www.cdc.gov/ActEarly)  
1-800-CDC-INFO



## Special Education Local Plan Areas (SELPA)

### - San Bernardino County -

West End SELPA  
(909) 476-3131 • [weselpa.sbcss.k12.ca.us](http://weselpa.sbcss.k12.ca.us)

Desert Mountain SELPA  
(760) 955-3551  
[dmselpa.org/resources/community\\_advisory\\_committee](http://dmselpa.org/resources/community_advisory_committee)

East Valley SELPA  
(909) 252-4507  
[evselpa.sbcss.k12.ca.us/index.php/about-us/cac](http://evselpa.sbcss.k12.ca.us/index.php/about-us/cac)

Fontana Unified School District SELPA  
(909) 357-7600 x29374 • [www.fusd.net/departments/Instructional/SpecialEd/parents\\_committee.stm](http://www.fusd.net/departments/Instructional/SpecialEd/parents_committee.stm)

Morongo Unified School District SELPA  
(760) 367-9191 x4230 • [www.morongousd.com/CommunityAdvisoryCommitteeCAC.aspx](http://www.morongousd.com/CommunityAdvisoryCommitteeCAC.aspx)

San Bernardino City Unified School District SELPA  
(909) 880-6863  
[www.sbcsd.k12.ca.us/index.aspx?NID=2858](http://www.sbcsd.k12.ca.us/index.aspx?NID=2858)

### - Riverside County -

Corona Norco Unified School District SELPA  
(951) 736-5090 • [www.cnusd.k12.ca.us/Page/242](http://www.cnusd.k12.ca.us/Page/242)

Moreno Valley Unified School District SELPA  
(951) 571-7500 x17590 • [www.mvusd.k12.ca.us/](http://www.mvusd.k12.ca.us/)  
(click on Divisions -> Educational Services -> Special Education)

Riverside Unified School District SELPA  
(951) 352-1200 x 83500 • [www.rusdlink.org/Page/239](http://www.rusdlink.org/Page/239)

Riverside County SELPA  
(951) 490-0375 • [www.rcselpa.org/](http://www.rcselpa.org/)  
(click on Resources -> Community Advisory Committee)

Temecula Valley Unified School District SELPA  
(951) 506-7086  
[www.tvusd.k12.ca.us/sped\\_cac](http://www.tvusd.k12.ca.us/sped_cac)

## Track Your Child's Developmental Milestones

For parents of children from birth to 5 years



Learn the Signs. Act Early.

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

This brochure developed and provided by



# Our Quarterly Newsletters



CAPTAIN X  
Newsletter

Volume 5  
April 2018

## SPRING EDITION



Years of research has demonstrated that **reinforcement** and **prompting** are effective tools in teaching individuals with autism. In this issue, we focused on these two evidence-based practices.

### REINFORCEMENT AND PROMPTING

Individuals with autism have a difficult time learning new skills because they are not typically motivated by the social feedback and natural consequences that occur when learning takes place.

Without motivation and some form of assistance, it can be difficult to gain their attention and even more challenging to teach them.

That is why it is very important for educators and parents to understand the science behind reinforcement and prompting.



CAPTAIN or California Autism Professional training and Information Network is a multi-agency network developed to support the understanding and use of **evidence-based Practices** for individuals affected by Autism Spectrum Disorder across the state.

CAPTAIN X is your local group of autism professionals composed of cadre members from the region's SELFAS, Inland Regional Center and Family Resource / Family Empowerment Center. They receive training through the CAPTAIN annual summit so they can provide local training, coaching, cross agency collaboration, and dissemination of the EBPs at the local level.

FOLLOW US on Instagram and Facebook: captainkeeps



CAPTAIN X  
Newsletter

Volume 6  
Fall 2018

## Thanksgiving Edition

The holidays are typically regarded with anticipation and joy, but for many families with children with Autism, the holidays may bring added stressors. Children are taken out of their comfort zones and taken to unfamiliar places with lots of people and the food is different. Changes to their usual routines and environment may be overwhelming and cause distress. When typical routines are altered due to the festivities, it is best to plan for what you can anticipate, and expect the unexpected.



### Preparing for the Holidays

- **Plan in advance for the day and begin to talk about it early on.**
- **Dress in comfortable clothes and bring a change of clothing if it is necessary to be dressed for pictures or dinner.**
- **Pack a "backup bag" with your child's favorite "go to" toys and games.**
- **Bring food that you know your child will enjoy.**
- **Consider having this discussion with your host or hostess before the event so they can make a room or area of their home quiet, safe, and comfortable for your child.**
- **Plan an exit strategy-You know how long your child will last at this type of function. Some parents find it beneficial to drive separately in case their child needs to leave earlier than expected or planned.**
- **Have fun!**





# CAPTAIN X Boletín

Volumen 5  
Abril 2018

## Edición de Primavera



Años de investigación han demostrado que el **Refuerzo** y **Apoyo** son instrumentos eficaces para la enseñanza de individuos con autismo. En esta edición, nos enfocamos en estas dos prácticas basadas en la evidencia.

### REFUERZO y APOYO

Individuos con autismo tienen dificultad aprendiendo nuevas habilidades porque regularmente no están motivados por la respuesta social y las consecuencias naturales que se llevan a cabo cuando hay aprendizaje.

Es difícil obtener su atención y más difícil instruirlos cuando no hay motivación y apoyo.

Por eso es tan importante que los padres y educadores comprendan la ciencia del refuerzo y apoyo.



CAPTAIN o el California Autism Professional Training and Information Network es una red de múltiples agencias creado para apoyar el conocimiento y uso de **Prácticas basadas en evidencia** para personas con trastorno del espectro autista.

CAPTAIN X es un grupo local de profesionales de autismo compuesto por miembros de CADRE de los SELPAs regionales, Inland Regional Center y Family Resource / Family Empowerment Center. Ellos reciben entrenamiento en la conferencia anual de CAPTAIN para que puedan proveer capacitación local, entrenamiento, colaboración entre agencias, y distribución de los EBP (prácticas basadas en evidencia) al nivel local.

SIGANOS en Instagram y Facebook: captainxeps

### Recursos: Refuerzo (R+)

| Questions to Evaluate  | Lik Potential Reinforcers | Age Appropriateness |
|--|---------------------------|---------------------|
| What natural reinforcers could be used?  |                           |                     |
| What activities, objects and foods does the learner select independently?                    |                           |                     |
| What phrases or gestures does the learner use to request attention from learner with ASD?    |                           |                     |
| What does the learner like, like would like to work for? (if appropriate)                    |                           |                     |
| What reinforcers were identified by parents or team members as being successful in the past? |                           |                     |
| What items did the learner select as part of the reinforcer sampling?                        |                           |                     |

For more information visit: [www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)

#### Sitios de web para apoyar el uso de refuerzos:

Advanced Training Solutions (2014). Differential reinforcement. Recuperado el 10 de diciembre, 2015 de: <http://www.autismtrainingvideos.com/resources/videos/differential-reinforcement>

Autism Classroom Resources. (n.d.) Reinforcement in the classroom. Recuperado el 10 de diciembre, 2015 from: [http://www.autismclassroomresources.com/reinforcement-in-classroom\\_19](http://www.autismclassroomresources.com/reinforcement-in-classroom_19)

Autism Speaks. (2015). Positive reinforcement (PR) ABA therapy, inc. Recuperado del 10 de diciembre, 2015 de: <http://www.autismspeaks.org/resource/positive-reinforcement-pr-aba-therapy-inc-6>

National Autism Resources. (2015). Autism reinforcers tips for ABA VB and more. Recuperado el 10 de diciembre, 2015 de: <http://www.nationalautismresources.com/autism-reinforcers.html>

PositivelyAutism. (n.d.) Module 6: Reducing problem behaviors: Differential reinforcement. Recuperado el 10 de diciembre, 2015 de: <http://www.positivelyautism.com/aba/module6.html>

PBIS World. (2015). Reward system. Recuperado el 10 de diciembre, 2015 de: <http://www.pbisworld.com/en-2/reward-system/>

### Recursos: Apoyo(PP)

#### Sitios de web para apoyar el uso de apoyo:

Inge, K. J., Hendricks, D., & Palko, S. (n.d.). Autism Q and A: Using prompts to promote skill acquisition.

Recuperado el 16 de diciembre, 2015 de: <https://vcuautismcenter.org/resources/factsheets/printView.cfm/983>

The Center on Secondary Education for Students with Autism Spectrum Disorder. (n.d.) EBP: Prompting.

Recuperado el 16 de diciembre, 2015 de: <http://cseesa.fpg.unc.edu/high-school-case-studies>





Region 10 Autism Committee and CAPTAIN X present...

## The 4<sup>th</sup> Annual Regional Autism Conference Navigating the Social World Using EBPs

**Educators, Families & Caregivers of Individuals with Autism**

**April 17, 2018**

**Central Park**  
11200 Baseline Rd.  
Rancho Cucamonga, CA 91701

**\$65 per person**

Includes Breakfast, Lunch and Choice of 2 Breakout Sessions

**Caregiver Scholarships Available!!!**

Inquire when registering

**Registration & Breakfast**

8:00am – 8:30 am

**Conference**

8:30am – 3:30pm

**Sign Up Early, Space is limited!**

**Registration Deadline –**

April 6, 2018

**REGISTRATION:**

<https://sbcss.k12oms.org/52-140698>

For individuals with autism, navigating the social world, whether it's holding conversations, interacting with others, maintaining friendships, participating in group work, or simply knowing how to engage in leisure time activities, while keeping it socially acceptable, can be challenging! The focus of this conference is to share how Evidence-Based Practices (EBPs) can be used to support individuals with autism develop valuable social and leisure skills, become socially savvy and successfully navigate the social world.

**KEYNOTE SPEAKER: Ann England, M.A., CCC-SLP-L**



Ann England, M.A., CCC-SLP-L, is the Co-Coordinator of CAPTAIN and the Assistant Director of the Diagnostic Center, Northern California, California Department of Education. She is also on the leadership team of PENT, California's statewide initiative on positive behavioral supports and strategies. Ann provides professional development throughout California and nationally on the topic of ASD and has served on the California Legislative Blue Ribbon Commission on Autism: Task Force on Education and Professional Development. Ann is the author of the online resource, Ask A Specialist-ASD at [www.askspecialist.ca.gov](http://www.askspecialist.ca.gov), and also oversees and maintains the CAPTAIN website at the Diagnostic Center, Northern California at [www.captain.ca.gov](http://www.captain.ca.gov).

**Back by popular demand!**

Panel discussion with individuals with autism who will provide firsthand accounts of their experience in navigating the social world.

**Eight breakout sessions will be offered:**

- > Navigating the Social World: How will you get there?
- > Social Skills: Laying the Foundations for Success
- > Barriers to Social Development: Addressing Self-Stimulatory Behavior, Rigidity, and other Inhibitory Behavior
- > "Not Naughty...by Nature": Using Naturalistic Interventions to Support Behavior and Social Skills
- > Task Analysis for Social Skills
- > Using Video Modeling to Address Student Social & Behavioral Needs
- > Communicating with Others: Pragmatically Speaking...
- > Taking Action: Social Skills Groups at Work

Please send checks payable to SBCSS to the Desert Mountain SELPA, c/o Julie Wheeler, 17800 Highway 18, Apple Valley, CA 92307. Purchase orders may be faxed to (760) 242-5363, attention: Julie Wheeler. Cancellations will be accepted through April 8, 2018 with a full refund, but WILL NOT be issued after the deadline. In the event that the presentation is canceled, registrants will receive a full refund. For registration assistance, please call Julie Wheeler at (760) 955-3592.

# 4<sup>th</sup> Annual Regional Autism Conference





**The 4<sup>th</sup> Annual Regional Autism Conference**  
 Navigating the Social World Using EBPs

**Agenda**

|               |  |  |
|---------------|--|--|
| 8:00 – 8:30   | <b>Registration &amp; Breakfast</b>  | <i>Big Horn</i>                            |
| 8:30 – 8:45   | <b>Welcome</b>   | <i>Rancho Hall</i>                         |
| 8:45 – 9:45   | <b>Keynote</b>   | <i>Rancho Hall</i>                         |
| 10:00 – 11:30 | <b>Morning Breakout Sessions (4)</b>   |  |
|               | Communicating with Others: Pragmatically Speaking...<br>Barriers to Social Development: Addressing self-stimulatory behaviors, rigidity and other inhibitory behaviors | <i>Etiwanda</i><br><i>Cucamonga</i>        |
|               | "Not Naughty...by Nature": Using Naturalistic Interventions to Support Behavior and Social Skills<br>Video Modeling  | <i>Alta Loma</i><br><i>Creative Corner</i> |
| 11:30 – 12:30 | <b>Lunch</b>   | <i>Hallway</i>                             |
| 12:30 – 2:00  | <b>Afternoon Breakout Sessions (3)</b>   |  |
|               | Social Skills: Laying the Foundation for Success<br>Barriers to Social Development: Addressing self-stimulatory behaviors, rigidity and other inhibitory behaviors     | <i>Etiwanda</i><br><i>Cucamonga</i>        |
|               | "Not Naughty...by Nature": Using Naturalistic Interventions to Support Behavior and Social Skills<br>Taking Action: Social Skills Training at Work                     | <i>Alta Loma</i><br><i>Creative Corner</i> |
| 2:15 – 3:15   | <b>Panel Discussion</b>  | <i>Rancho Hall</i>                         |
| 3:15 – 3:30   | <b>Closing and...Raffle!</b>   | <i>Rancho Hall</i>                         |

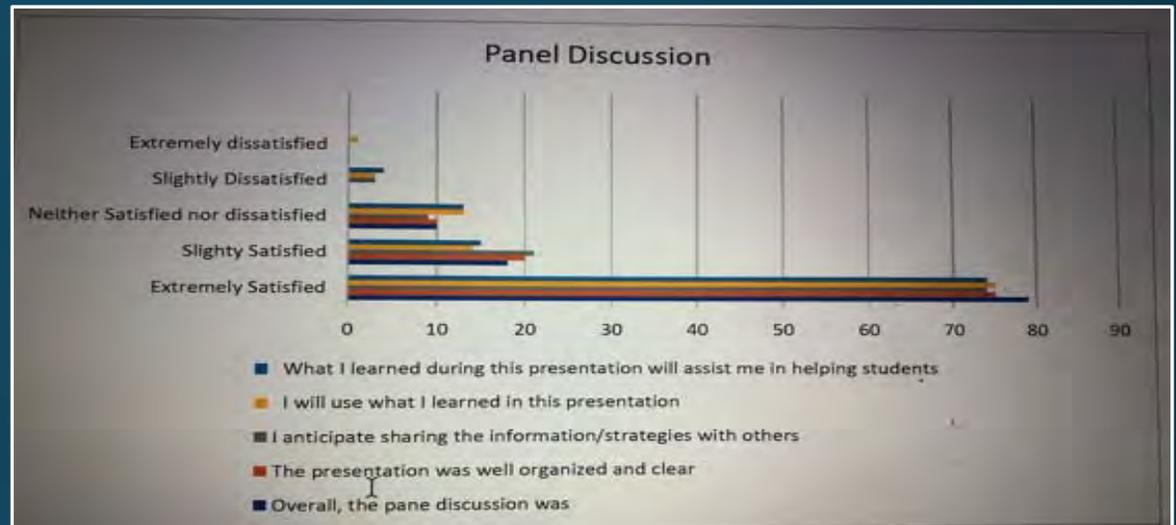
# We had 248 participants & 7 Breakout Sessions Based on EBP Application



# Morning Keynote Speaker: Ann England (CAPTAIN Leader)



# Autism Panel Discussion: Young Adults with Autism

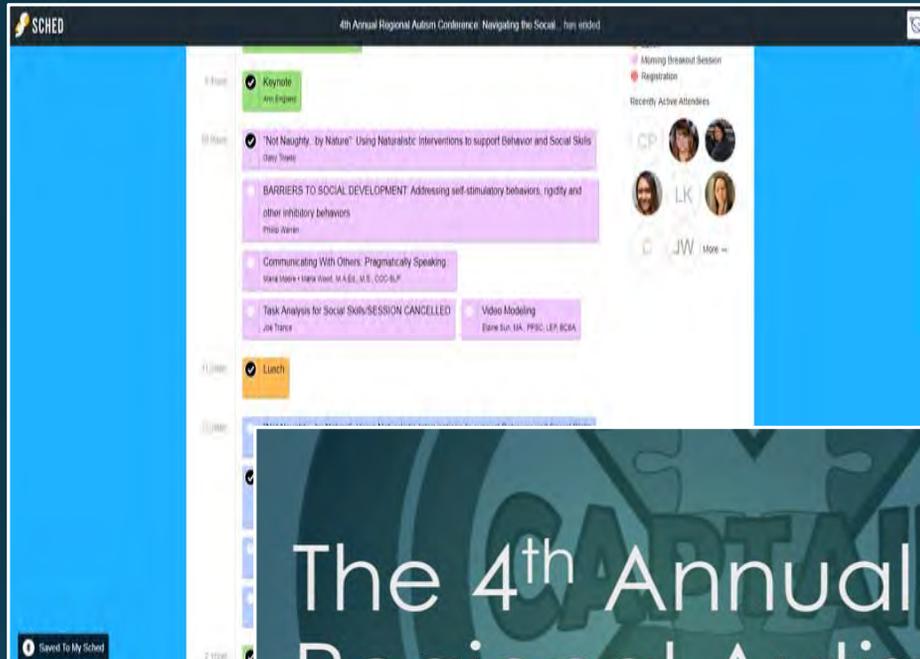


## Comments:

- Great! Very informative.
- The panel when they spoke was inspirational
- The presenters were great!!
- The panel was a great addition to this conference. Information booths available were also helpful.
- Overall great experience
- I loved hearing from the kids with autism
- Excellent panel
- Better description of breakout sessions
- I liked that we pre-registered for breakouts so there wasn't stress about getting seats or missing a speaker you wanted to hear. Great speakers, loved it all!
- Never get to see/hear our students when they're grown. I valued the panel, it was endearing, precious. They are real individuals with lives of worth an dvalue. We need to remember that
- Overall, nice conference. More breakout sessions would be good
- Love your conference. 3<sup>rd</sup> time attended



# All the Extras Put in Place to Help Things Run Smoothly



Conference App:  
<https://4thannualregionalautismconf2018.sched.com>

Wi-Fi Network: **RC-CAN**

**\*\*No Password, just accept terms\*\***

Follow CAPTAIN X on Facebook & Instagram:

[captainxebps](https://www.facebook.com/captainxebps)

The 4<sup>th</sup> Annual  
Regional Autism  
Conference  
4-17-18

4<sup>th</sup> Annual  
Regional  
Autism  
Conference





city of **RANCHO CUCAMONGA** california



**BOY SCOUTS**  
Boys 11-17 years old



**AUTISM SOCIETY**  
Improving the Lives of All Affected by Autism  
Inland Empire



**INLAND REGIONAL CENTER**  
Serving Individuals with Developmental Disabilities in San Bernardino and Riverside Counties

# Resource Booths



# Community Outreach



INLAND REGIONAL CENTER AND IN-ROADS CREATIVE PROGRAMS, INC. PROUDLY PRESENT



# EXCEPTIONAL FAMILIES CONFERENCE 2018

**AN EMPOWERING CONFERENCE  
FOR IRC PARENTS AND CAREGIVERS\***

**ENGLISH AND SPANISH BREAK-OUT  
SESSIONS INCLUDE:**

- TRANSITION
- SELF-DETERMINATION
- PERSON CENTERED PLANNING
- IMMIGRATION
- SELF CARE
- APPLIED BEHAVIORAL ANALYSIS (ABA)

**SPACE IS LIMITED.  
CONTACT YOUR  
SERVICE COORDINATOR  
TO REGISTER TODAY!**

**\*CHILDCARE WILL NOT BE PROVIDED.**



In-Roads Creative Programs, Inc.



**OCTOBER 13  
8:00 AM - 4:00 PM**

LUNCH WILL BE PROVIDED.

**DOUBLETREE HOTEL  
285 EAST HOSPITALITY LANE  
SAN BERNARDINO, CA 92408**



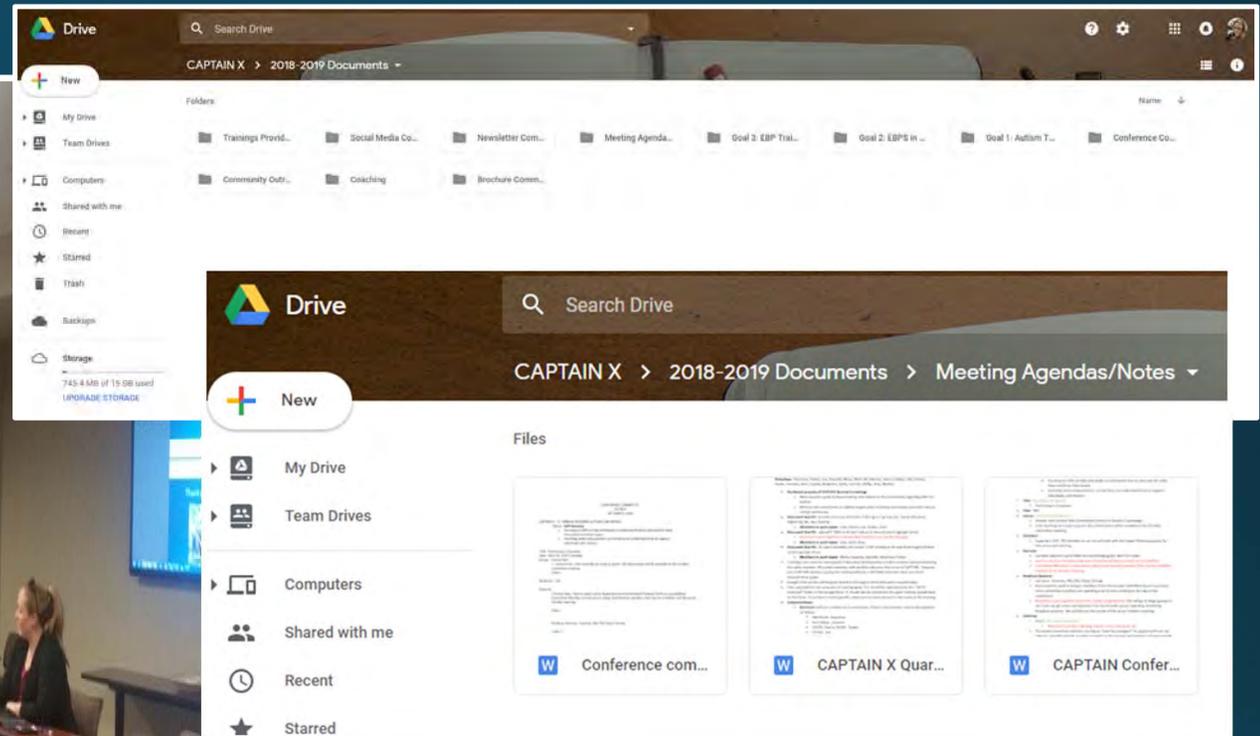
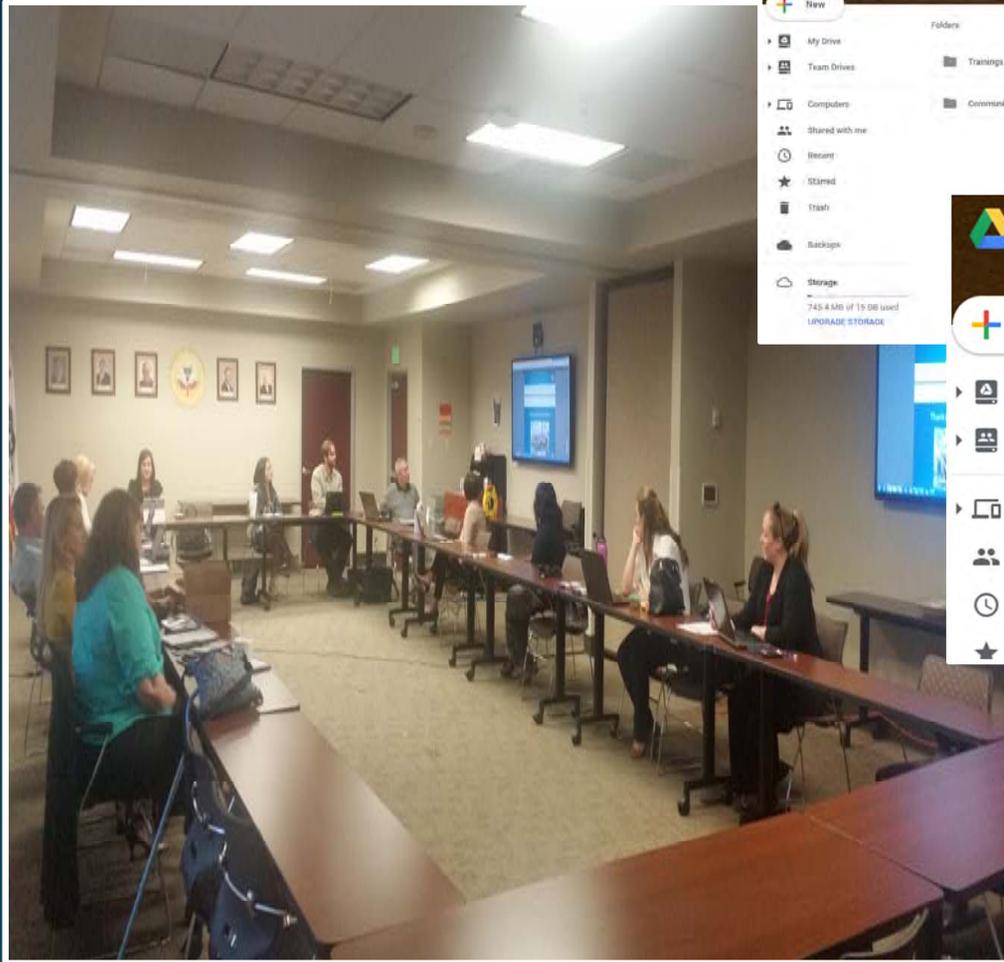
FEATURING KEYNOTE SPEAKER:  
**KRISTIN WRIGHT**  
DIRECTOR - CALIFORNIA DEPARTMENT OF  
EDUCATION, SPECIAL EDUCATION DIVISION

FOR ADDITIONAL INFORMATION  
[bit.ly/IRCConference](http://bit.ly/IRCConference)  
[COMMUNITY@INLANDRC.ORG](mailto:COMMUNITY@INLANDRC.ORG)

# Community Outreach

Video Modeling





# CAPTAIN X Collaboration



# Trainings, Trainings, More Trainings & Coaching

Goal Tracking Spreadsheet

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

|    | A                  | B  | C                        | D                           | E                           |
|----|--------------------|--|--------------------------|-----------------------------|-----------------------------|
|    | Date               | Title  | Audience                 | Member                      | Goal?                       |
| 1  | 9/9/17             | EBPs for Parents   | Parents                  | Parker                      | Parent Trainings            |
| 2  | March 4, 2017      | Fiesta Educativa: Helping Parents Overcome Challenges using Evidence-Based Practices | Parents                  | Avitt                       | Parent Trainings            |
| 3  | 4/11/17 & 11/30/17 | Prompting  | Educators                | Jennifer R                  | EBP Training                |
| 4  | 12/14/16 & 3/24/17 | Video Modeling   | Educators                | Jennifer R                  | EBP Training                |
| 5  | 1/24/17            | ASD & EBP Overview   | Parents & Educators      | Jennifer R                  | Overview Training           |
| 6  | 8/25/16 - 12/15/16 | PEERS Cohort #1 (Weekly)   | Teens & Parents          | Jennifer R                  | EBP Training/Coaching       |
| 7  | 2/16/17 - 6/8/17   | PEERS Cohort #2 (Weekly)   | Teens & Parents          | Jennifer R                  | EBP Training/Coaching       |
| 8  | 6/19/17 - 7/19/17  | PEERS Day Camp (2x weekly)   | Teens                    | Jennifer R                  | EBP Training/Coaching       |
| 9  | 1/31/17            | Autism & Social Understanding  | Educators & Parents      | Jennifer R                  | EBP Training                |
| 10 | 2/24/17            | Autism & Behavior  | Educators & Parents      | Jennifer R                  | EBP Training                |
| 11 | 3/21/17            | Helping Students with Autism Access the Curriculum                                   | Educators                | Jennifer R                  | EBP Training                |
| 12 | 6/6/17 & 6/7/17    | Structured Teaching - Visual Supports  | Educators                | Jennifer R, Jen P & Corine  | EBP Training                |
| 13 | 9/15/17            | Autism and Behavior  | Job Coaches and Teachers | Misty, Joe                  | EBP Training                |
| 14 | 3/10/17            | ASD & EBP Overview   | Educators                | Nicole R                    | EBP Training                |
| 15 | 3/16/17            | ASD & EBP Overview   | Educators                | Nicole R                    | EBP Training                |
| 16 | 3/13/17            | Learn the Signs: Act Early   | Professionals            | Marisa H.                   | FRC Goal                    |
| 17 | 9/15/17            | What are EBPs - Parent training  | Parents                  | Marisa M.                   | Parent Trainings            |
| 18 | 10/26/17           | Fiesta Educativa: Evidence-Based Practice Overview                                   | Parents                  | Jennifer R                  | Parent Trainings            |
| 19 | 11/7/17            | Autism for Paraprofessionals: Behavior, Communication & Social Understanding         | Educators                | Jennifer R                  | EBP Training & ASD Overview |
| 20 | 11/17/17           | Autism for Paraprofessionals: Behavior, Communication & Social Understanding         | Educators                | Jennifer R & Sheila Parizan | EBP Training & ASD Overview |
| 21 | 8/16/17 - 12/12/17 | PEERS Cohort #3 (Weekly)   | Teens & Parents          | Jennifer R                  | EBP Training/Coaching       |
| 22 | 4/18/17            | 3rd Annual Regional Autism Conference: Access for All                                | Educators, Families      | CAPTAIN X Conference Com    | EBP Training                |



Goal Tracking Spreadsheet

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

|    | A                   | B                                    | C   | D  | E         |
|----|---------------------|--------------------------------------|---|--|-----------|
|    | DATE                | SITE & DISTRICT OF TEACHER COACHED   | EBP   | CAPTAIN RESOURCE USED                                  | MEMBER    |
| 1  | 9-12-17             | Highland, CNUSD- L Harris            | DTT   | Training and Confidence Survey & Coaching Log          | Nicole    |
| 2  | 9-21-17             | Prado View, CNUSD-C Savaglio         | Task Analysis   | Training and Confidence Survey & Coaching Log          | Nicole    |
| 3  | 9-27-17             | Riverview, CNUSD- L Harris, K Stark  | Functional Communication  | Training and Confidence Survey & Coaching Log          | Nicole    |
| 4  | 9-26-17             | Highland, CNUSD- L Harris            | DTT   | Training and Confidence Survey & Coaching Log          | Nicole    |
| 5  | 10-11-17            | Highland, CNUSD- L Harris            | DTT   | Training and Confidence Survey & Coaching Log          | Nicole    |
| 6  | 10-16-17            | Prado View, CNUSD-C Savaglio         | Task Analysis   | Training and Confidence Survey & Coaching Log          | Nicole    |
| 7  | 11-15-17            | Riverview, CNUSD- L Harris, K Stark  | Functional Communication  | Training and Confidence Survey & Coaching Log          | Nicole    |
| 8  | 11-1-17             | Highland, CNUSD- L Harris            | DTT & Functional Communication                                      | Training and Confidence Survey & Coaching Log          | Nicole    |
| 9  | 11-7-17             | Adams ECLC - DSUSD -S Fisher         | Visual Support  | Training and Confidence Survey & Coaching Log          | Marisa M. |
| 10 | 11-8-17             | Adams ECLC - DSUSD - K Arellano      | Visual Support  | Training and Confidence Survey & Coaching Log          | Marisa M. |
| 11 | 8/16/2017- present  | Locust FUSD P. Alvarado              | Social Narratives, ABI, Visual Supports, Prompting, Extinction      | Classroom Observation Form                             | Nicole    |
| 12 | 8/4/2017- present   | Juniper FUSD M. Torre                | DTT, Task Analysis, Functional Communication, Prompting, Extinction | Classroom Observation Form                             | Nicole    |
| 13 | 8/4/2017- present   | Porter FUSD R. Horgan                | ABI, Extinction, Prompting, Visual Supports                         | Classroom Observation Form                             | Nicole    |
| 14 | Aug - Dec (monthly) | Silver Valley USD                    | Visual Supports, Task Analysis, Social Narratives, Video Modeling   | Training and Confidence Survey, s                      | Jan R     |
| 15 | 1/17-4/17(Monthly)  | Apple Valley USD & Silver Valley USD | Prompting, Reinforcement, Visual Supports                           | Training and Confidence Survey, Observation Form & EBP | Jan R     |

Drive Search Drive

CAPTAIN X > 2018-2019 Documents > Goal 3: EBP Trainings

New

My Drive Team Drives Computers Shared with me Recent Starred Trash Backups Storage 745.4 MB of 151 UPGRADE STOR

Folders Video Modeling

Files

- Visual Supports
- Video Modeling ...
- Reinforcement-1...
- Prompting.pptx
- Implement

Drive Search Drive

CAPTAIN X > 2018-2019 Documents > Goal 2: EBPs in Action Videos

New

My Drive Team Drives

Files

- EBP in action.M...
- EBP Example.M...
- CAPTAIN X Vide...
- CAPTAIN video ...

Overview of National Professional Development Center ASD 2014 Report on Evidence Based Practices (Tables 7-8)  
Full Report available at <http://autismdsdc.fpg.unc.edu/sites/autismdsdc.fpg.unc.edu/files/2014-EBP-Report.pdf>

| Evidence Based Practice and Abbreviated Definition  | Evidence by Developmental Domain and Age (years) |       |      |        |      |       |                  |       |       |        |      |              |       |       |   |
|---|--|-------|------|--------|------|-------|------------------|-------|-------|--------|------|--------------|-------|-------|---|
|   | Social   | Comms | Beh. | Intel. | Play | Comp. | School Readiness | Acad. | Motor | Adapt. | Vis. | Motor Skills | 18-22 | 23-27 |   |
| <b>Practical Response Training (PRT):</b> Practical learning opportunities implemented in settings that build on learner interests and motivation.                  | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Prompting (PP):</b> Verbal, gestural, or physical assistance that supports skill acquisition.  | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Reinforcement (R+):</b> A response occurring after a behavior resulting in an increased likelihood of future occurrence of the behavior.                         | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Response Interruption/Redirection (RIR):</b> Use of prompt or distraction during an interfering behavior that elicits attention and reduces the behavior.        | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Scripting (SC):</b> A verbal or written model of a skill or situation that is presented before an incident.  | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Task Management (TM):</b> Instruction on discrimination between appropriate and inappropriate behaviors and eliciting and monitoring and reworking of behaviors. | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Tactical Narrative (TN):</b> Description of social situations with examples of appropriate responding.   | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Tactical Skills Training (TST):</b> Direct instruction on social skills with rehearsal and feedback to increase positive peer interactions.                      | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Structured Play Group (SPG):</b> Adult led small group activities that include typically developing peers and are designed to support performance.               | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Task Analysis (TA):</b> The process of breaking a skill into small steps that are sequentially ordered together.   | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Task Analysis (TA):</b> The process of breaking a skill into small steps that are sequentially ordered together.   | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Time Delay (TD):</b> Withholding a prompt during a practice opportunity in order to fade the size of prompt.   | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Video Modeling (VM):</b> A video recording of a targeted behavior.   | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |
| <b>Visual Support (VS):</b> Visual display that supports understanding of an activity.  | Y  | Y     | Y    | Y      | Y    | Y     | Y                | Y     | Y     | Y      | Y    | Y            | Y     | Y     | Y |

Adapted from: Wong, C., Odens, S. L., Hume, K. C., A. W., Fetting, A., Kucharczyk, S., ... Schultz, T. R. (2013). Evidence-based practices for children, youth, and young adults with autism. Spectrum Quarterly, Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.



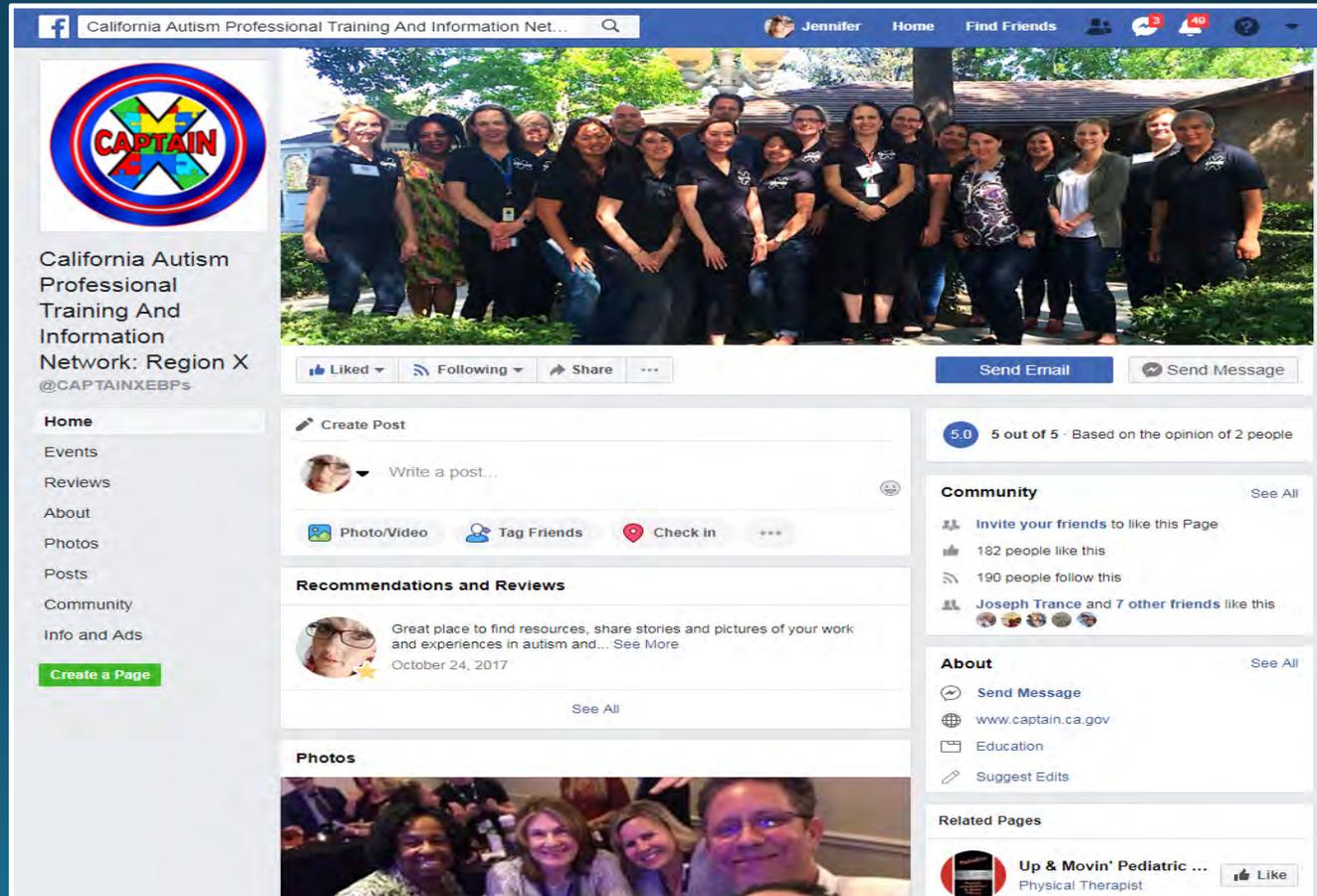
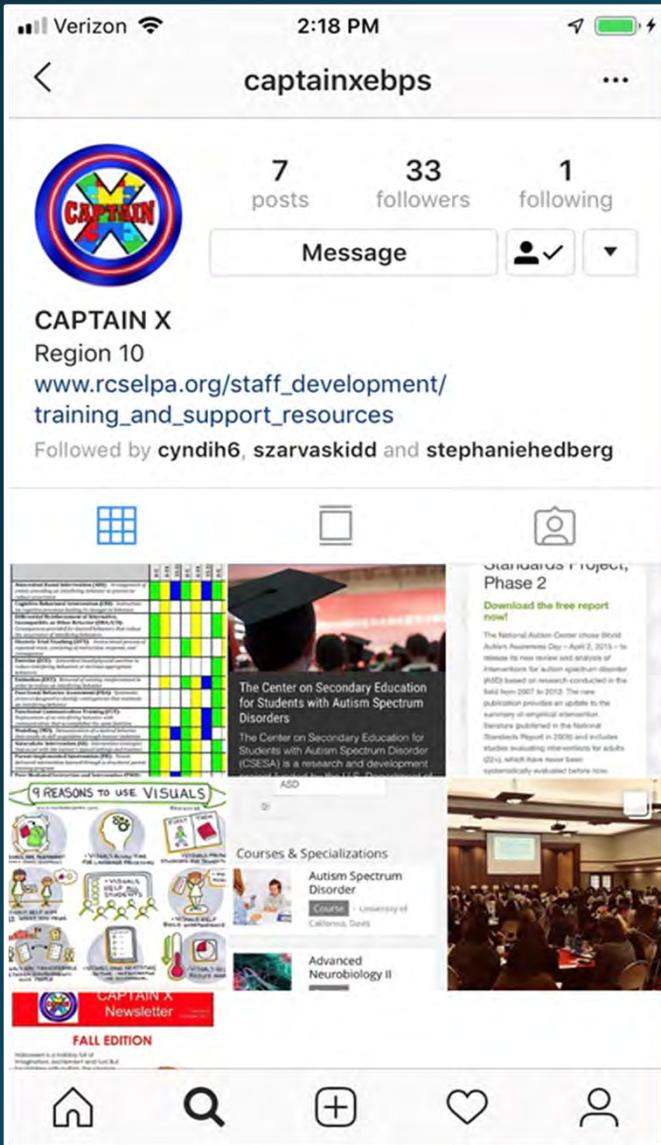
Search Drive

CAPTAIN X > 2018-2019 Documents > Goal 1: Autism Training to 7 Groups

Files

- Video Modeling ...
- fiesta educativa ...
- Fiesta Educativa ...
- EPU Conference...
- Autism Spectru...
- 2-8-18 CAC.docx...

# Follow us on IG & FB: CAPTAINXEBPs



# Thank you from CAPTAIN X!





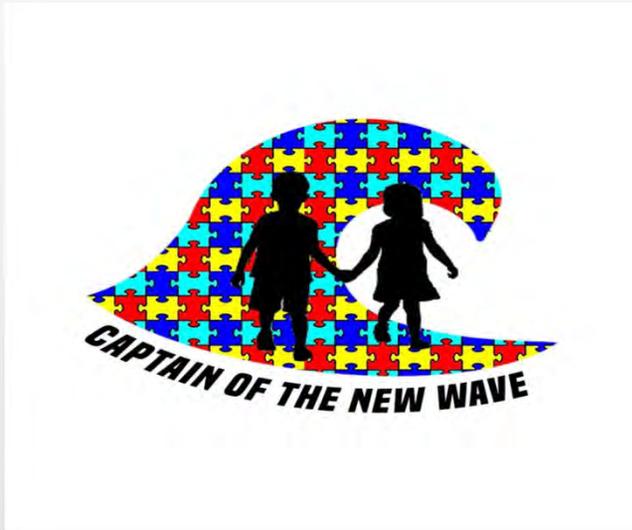
## Captain of the New Wave

# New Horizons: Scaling Up

Presenters: Vira Caro-Michel, BCBA WACSEP  
Elden Carpenter, BCBA ABC Unified SD

Lisa Torres WACSEP Program Specialist

# New Logo



- ~ABC USD SELPA
- ~Downey-Montebello USD
- ~Long Beach USD SELPA
- ~Mid-Cities SELPA
- ~Norwalk-La Mirada USD SELPA
- ~Southwest SELPA
- ~West San Gabriel Valley SELPA
- ~Whittier Area Cooperative  
Special Education Program

- ~East Los Angeles  
Regional Center
- ~Harbor Regional Center
- ~Family Resource Centers



# Our Focus

2017-2018

2018-2019

Whittier Area Cooperative Special Education Program

Home About Us For Parents For Educators Member Districts Resources Calendar

Staff Development

- WACSEP Staff Development
- ED Training
- CAPTAIN- The New Wave**
- School Psychologists and SLPs Trainings

WACSEP > For Educators > Staff Development > CAPTAIN- The New Wave

**Region 1 Captain - The New Wave Presents: Autism and Evidence Based Practices**

Click on the date to Register - **Wednesday, October 11th, 2017 (8:30 am-2:30 pm)**

Autism and Evidenced Based Practices

Training Objectives: To increase the understanding of ASD and the implementation of EBPs in the home, school, and community.

Introductory Topics:

- What is Autism Spectrum
- What is California Autism
- What are the 27 Evidence Based Practices

Choose two breakout sessions to attend:



**REGION 1 CAPTAIN**  
**"THE NEW WAVE"**  
**2ND ANNUAL**  
**AUTISM AND EVIDENCED BASED**  
**PRACTICES CONFERENCE**

Topic: COMMUNICATION: Let's Talk EBPs  
Title: Becoming a better communicator with the use of EBPs

**Keynote Speaker:**  
Ann England, M.A. CCC-SLP-L  
Speech-Language Pathologist  
Assistant Director Diagnostic Center, Northern California

Choose two breakout sessions to attend:

- 1. Autism 101 with Communication Focus
- 2. Task Analysis
- 3. Functional Communication Training
- 4. Modeling

\*Registration will close at 120 participants  
\*\*Each breakout session will close with 30 participants

Name: last, first  
Email: \_\_\_\_\_ Title: \_\_\_\_\_  
Agency: \_\_\_\_\_ Telephone: \_\_\_\_\_

Childcare will not be provided

**CAPTAIN PARTNERS:** Eastern Los Angeles Regional Center, Family Resource Center, Harbor Regional Center, ABC USD SELPA, Downey-Montebello USD SELPA, Long Beach USD SELPA, Malibu SELPA, Norwalk-La Brea USD SELPA, Southwest SELPA, West San Gabriel Valley SELPA, Whittier Area Cooperative Special Education Program SELPA.

Date: Monday, November 5, 2018  
Time: 8:00-8:30 Check in  
8:30-2:45 Conference  
**Lunch on your own**

**Location:**  
LACOE Ed Center West  
Room B-C  
12830 Columbia Way  
Downey, CA 90242  
**Cost: FREE**  
**Registration Deadline Extended:**  
Friday, October 26, 2018

For registration email form to:  
[marfmg\\_mano@lacoe.edu](mailto:marfmg_mano@lacoe.edu)

Questions contact: Vicky Sciacca/  
Marie Martinez (562)461-8702  
Email:  
[Sciacca\\_vicky@lacoe.edu](mailto:Sciacca_vicky@lacoe.edu)

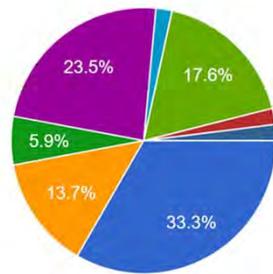
**Los Angeles County**  
**Office of Education**

**Conference**  
**Center**

# Our Growth

I am attending the conference as

51 responses

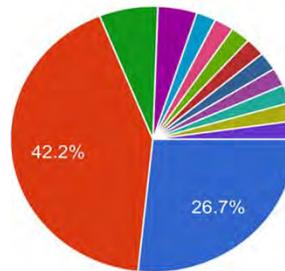


1st Annual  
CAPTAIN of the  
New Wave Summit  
2017-2018

2nd Annual  
CAPTAIN of the New  
Wave Summit 2018-  
2019

I am attending the conference as

45 responses



# Ann England Keynote Speaker



# Functional Communication Training



# Modeling

**Using Modeling to Promote Communication**  
 Core Word: "Go" and "Stop" Mode of Communication: Proloquo2Go

Materials:

Activity:

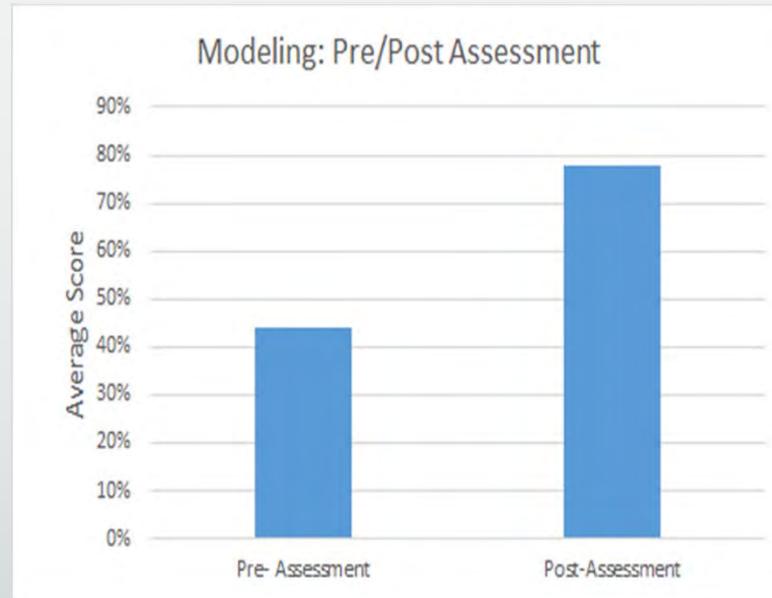
**Modeling**  
 How was modeling used to target the skill?

As a PRIMER

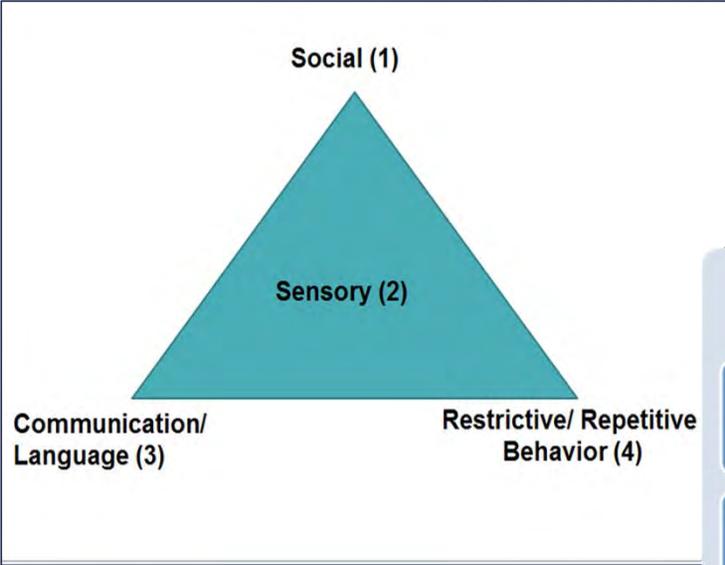
As a PROMPT

What other activities can you incorporate "Go" and "Stop" throughout the day?

Proloquo2Go® Crescendo core word board



# Autism with a Focus on Communication



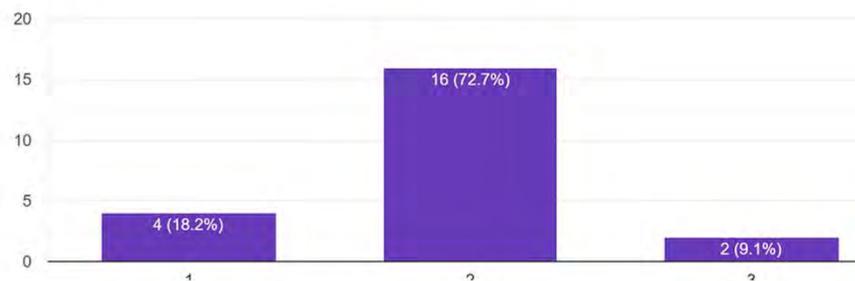
|       | Low | Medium | High |
|-------|-----|--------|------|
| Start | 16  | 8      | 0    |
| End   | 0   | 5      | 16   |

12 Parents & 13 Professionals

# Task Analysis

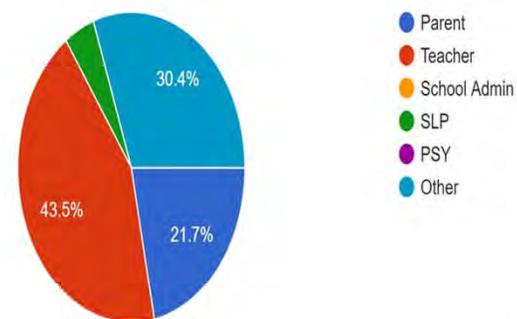
Level Of Knowledge at the start of the workshop

22 responses



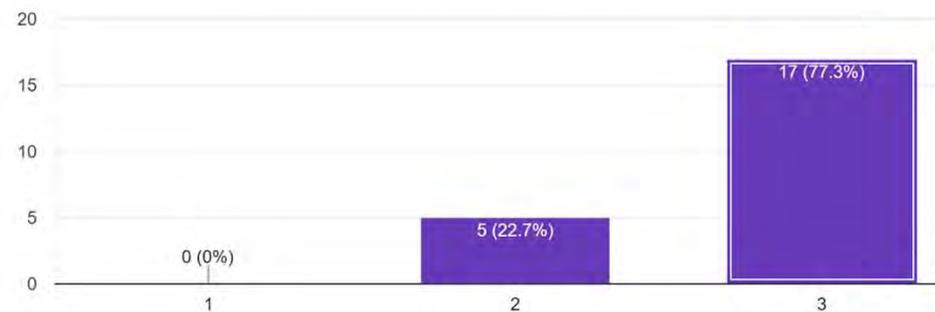
I am attending this conference as

23 responses

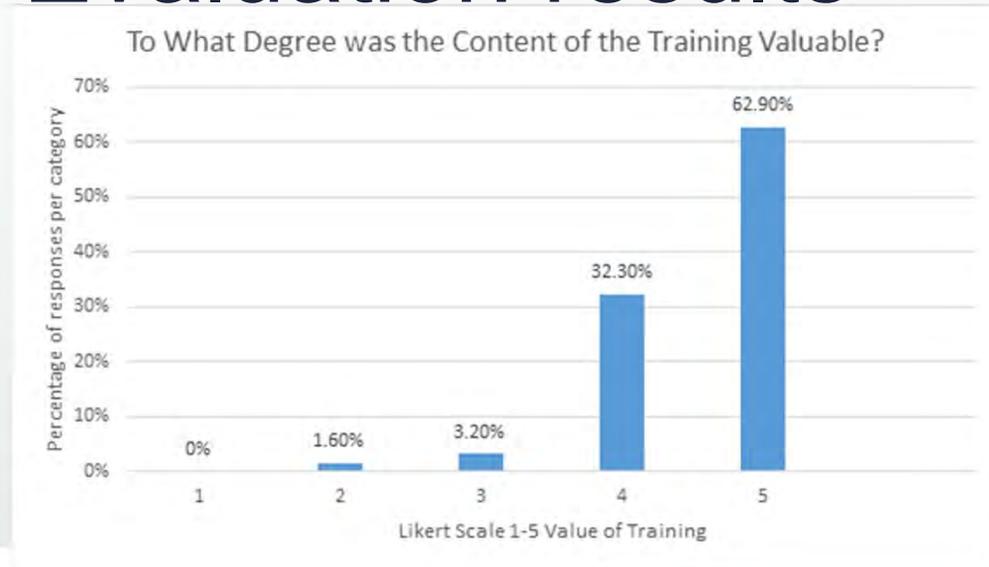


Level Of Knowledge at the end of the workshop

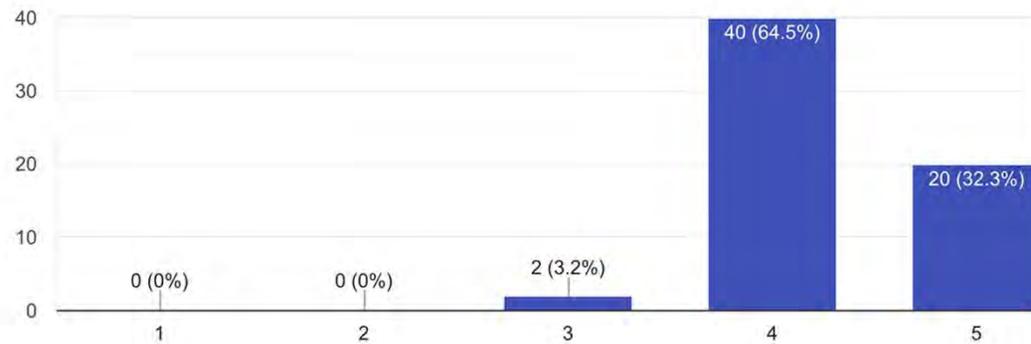
22 responses



# Overall Evaluation results



b2 responses



# How Have we Scaled up within our own Organizations?



# WACSEP Scaling UP!



# WACSEP CAPTAIN Application

## Whittier Area Cooperative Special Education Program

East Whittier City SD  El Rancho USD  Little Lake City USD  Los Nietos SD  South Whittier SD  Whittier City SD  
 Whittier Union High SD

## CAPTAIN PARTICIPATION APPLICATION

Date: \_\_\_\_\_ School Site: \_\_\_\_\_

Team Chosen (Teacher, and IAs,DIS): \_\_\_\_\_

\_\_\_\_\_ Room #: \_\_\_\_\_ Teacher's Email:  
 \_\_\_\_\_

School Principal: \_\_\_\_\_

Principal's Email: \_\_\_\_\_

We have reviewed the "Team Expectations" with the chosen teacher

We have reviewed and signed the contract

We have completed the "EBP Knowledge Survey"

### *CAPTAIN IMPLEMENTATION CALENDAR*

| Number of Visits              | Date | Focus of Meeting or Training  | Time Needed |
|-------------------------------|------|---|-------------|
| Orientation with Cohort Group |      | Provide an introduction of CAPTAIN and EBPs. Discuss the process and commitment for participation in the program and sign the "Three-Way Agreement for Implementation", as well as the "Coaching Recipient Agreement". The "Administrator Agreement" should be signed at the informational meeting with the Administrator later in the process.   | 4- hours    |
| 1                             |      | Observation by CAPTAIN Representative to identify potential EBPs  | 1.5         |
| 2                             |      | Meeting with target teacher to identify an EBP she would like to focus in. If the teacher needs help with identification, captain rep. can suggest options based on observation. Identify an EBP to target and set up a date for training.<br>> Schedule a time to meet with the school administrator to inform them of the chosen EBP and ways in which they can remain involved and supportive of the implementation. | 1.0         |

# ACHIEVEMENT OF IMPLEMENTATION FIDELITY



**AWARD NOMINATION FORM**  
for  
**ACHIEVEMENT OF IMPLEMENTATION FIDELITY**  
**ASD EVIDENCE BASED PRACTICE**  
[submit to: [aengland@dcn-cde.ca.gov](mailto:aengland@dcn-cde.ca.gov)]

**CAPTAIN CADRE SUBMITTING NOMINATION:**

NAME: \_\_\_\_\_

CAPTAIN REGIONAL GROUP: \_\_\_\_\_

**\*AWARD RECIPIENT:**

NAME: \_\_\_\_\_

POSITION/TITLE (E.G., TEACHER, SLP, ETC.) \_\_\_\_\_

SCHOOL & SCHOOL DISTRICT: \_\_\_\_\_

SELPA: \_\_\_\_\_

MONTH/DATE/YEAR: \_\_\_\_\_

\*WHICH ASD EBP: \_\_\_\_\_

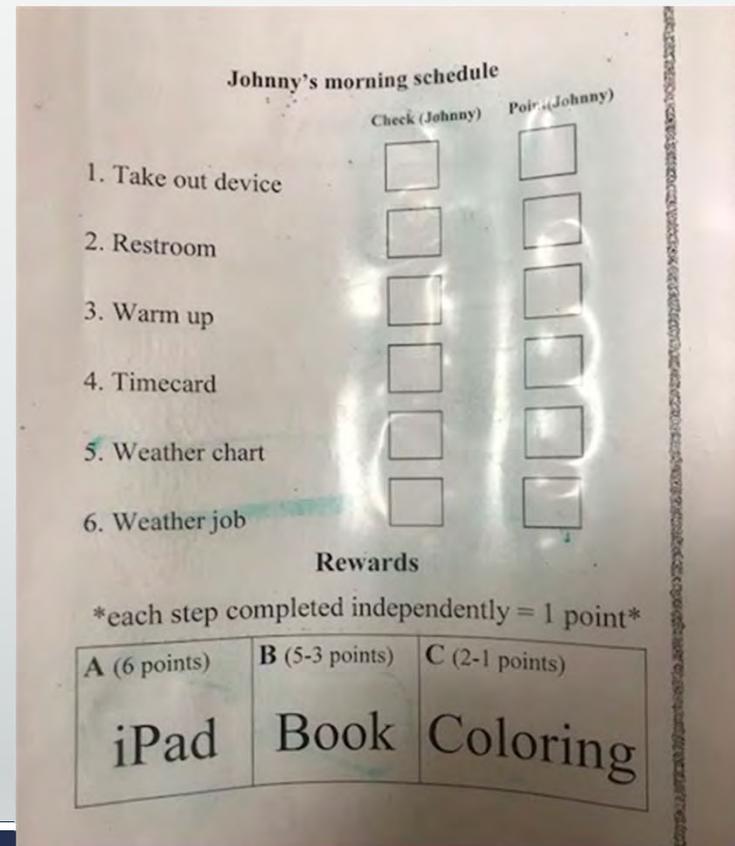
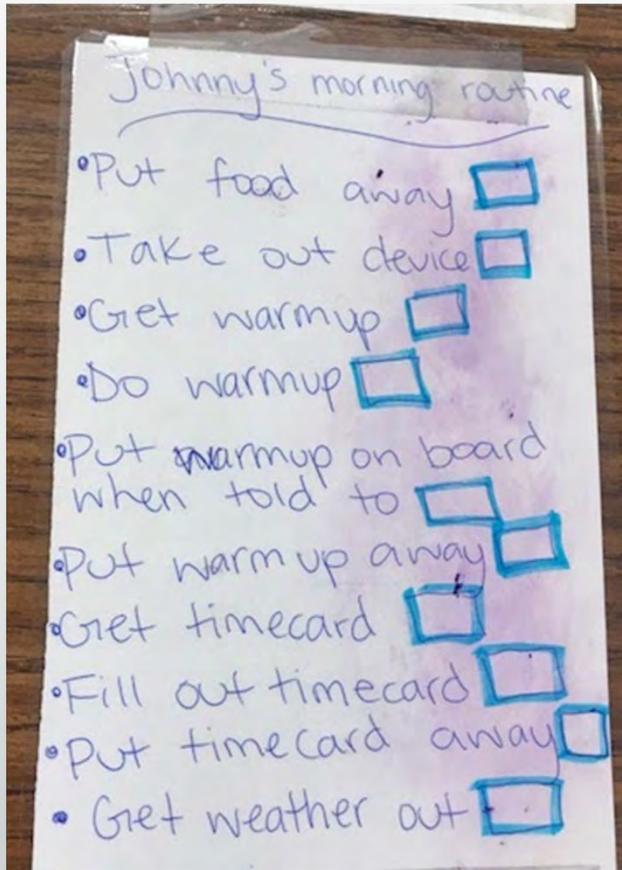
\*The award recipient must have used the NPDC - ASD fidelity implementation checklist for this EBP and demonstrated at least 80% fidelity with the EBP over a period of at least 3 months (i.e., 80% fidelity occurred over a 3-month period of time, not just during a single visit during the 3-month time period).

# 3- month Implementation with Fidelity



Self-Management

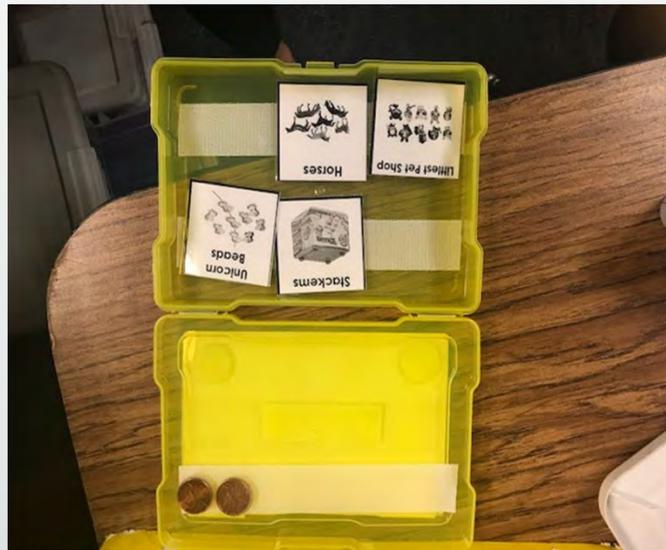
# Self Management Progression



# 3- month Implementation with Fidelity

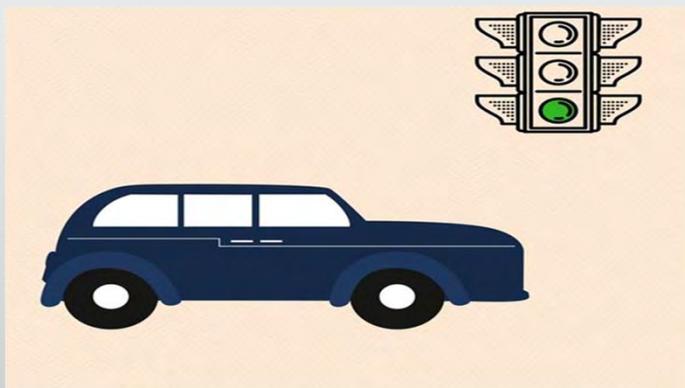


# Reinforcement



## ABC USD

# Overview on Autism for school staffs at multiple school sites



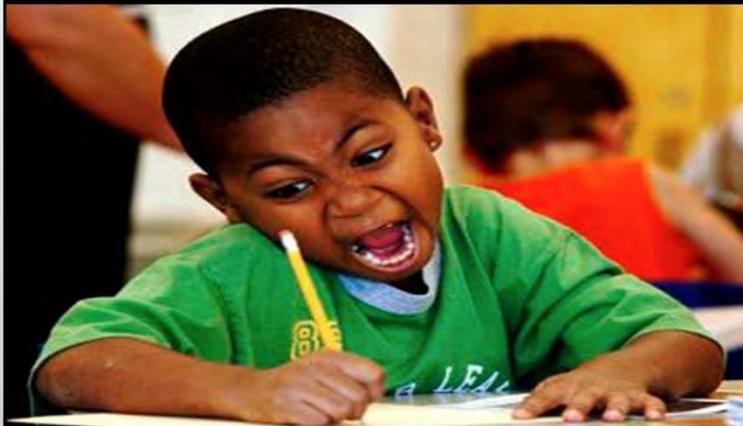
# ABCUSD

Trainings for classroom teachers on use of EBP's @ Professional Development events

Shared resources of AFIRM & AIM Modules



You can only have your iPad, if you finish your homework...



**Premack Principle = Awesome**

| Daily Schedule: <b>Tuesday</b> |                  |     |
|--------------------------------|------------------|-----|
| 8:00                           | Circle Time      | 👤👤👤 |
| 8:30                           | Play Time        | 🚗🚗🚗 |
| 9:00                           | Story Time       | 📖📖📖 |
| 9:30                           | Snack            | 🍎🍌🥛 |
| 10:00                          | Outdoor Play     | 🌳🌳🌳 |
| 10:30                          | Music            | 🎵🎵🎵 |
| 11:00                          | Learning Centers | 📚   |