The Latest Evidence-Based Practices in Autism

CARS CONFERENCE, 2016
LESLIE COMSTOCK, VCOE PROGRAM COORDINATOR

Ventura County Office of Education

Teacher Support Services
• Induction
• Added Authorization
  • Language and Academic Disabilities
  • Orthopedic Impairment
CAPTAIN Leadership Team

Agenda

- Why are we talking about EBPs?
- CAPTAIN History & Vision
- What are EBPs?
- EBP Updates
- Free Resources
Outcomes

Participants will review:
• The importance of using evidence-based practices
• Available resources which highlight evidence-based practices for individuals with autism spectrum disorders
• The latest EBPs and research in autism

Incidence

• 1980: 4 in 10,000 children
• 2000: 1 in 500 children
• 2001: 1 in 250 children
• 2007: 1 in 150 children
• 2009: 1 in 110 American eight-year olds
• 2012: 1 in 88
• 2014: 1 in 68
CDC Statistics

- ASD five times more common among boys than girls: 1 in 42 boys versus 1 in 89 girls
- White children are more likely to be identified as having ASD than are black or Hispanic children
- 46% of children identified with ASD have average or above average intellectual ability (an IQ above 85) compared with a third of children a decade ago.
- The majority of children are diagnosed after age 4 (53 months), even though ASD can be diagnosed as early as 2

www.cdc.gov/autism
Prevalence of Autism Spectrum Disorders
Autism and Developmental Monitoring Network Report
March 2014

How many students ages 3-22 with ASD are California schools?

CA Department of Special Education Special Education Enrollment by Age and Disability

December 2009-2010 = 59,592
December 2010-2011 = 65,815
December 2011-2012 = 71,702
December 2012-2013 = 78,624
December 2013-2014 = 84,713

December 2014-2015 Reporting Cycle

90,794 Students
(12% of Special Education Students in CA)

Source: www.cde.ca.gov/ds
How many results do you think you would get if you did an internet search for “effective teaching strategies for autism”? 

July 9, 2015
What do we do?

Evidence-Based Practices and Current Federal Initiatives

In 2001 the No Child Left Behind Act (NCLB) emphasized the need for scientifically-based research and the use of evidence-based practices in the field of education

No Child Left Behind Act of 2001, Public Law 107-110
NCLB Defines EBP as...

“the use of practices, interventions, and treatments which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.”

No Child Left Behind Act of 2001, Public Law 107-110

IDEA aligns with NCLB in its use of terminology related to evidence-based practice, i.e., ”scientifically based research” (§ 300.35) and emphasizes its importance in sections on educational placements (§300.116) as well as personnel development (§ 300.207), and related funding.
Every Student Succeeds Acts (ESSA)

"With this bill, we reaffirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will." — President Barack Obama

EBP & ESSA

- develop a culture of evidence-based decision-making in public schools by expanding interventions that accelerate student achievement and that prepare every student to succeed in college and in their careers.

- Identifying innovative approaches to teaching and learning, based on evidence of what works

- It includes provisions that would require districts to use evidence-based models to support whole-school interventions
What are EBP?

Focused instruction strategies / interventions that:
◦ Produce specific behavioral and developmental outcomes for a child
◦ Have been demonstrated as effective in applied research literature
◦ Can be successfully implemented in educational settings

(Odom, Colett-Klingenberg, Rogers, & Hatton, 2010)

Pause for Processing

Square with it

Thought rolling around
ASD EBP Resources

National Autism Center
National Professional Development Center
California Department of Developmental Services (DDS) ASD Guidelines for Effective Interventions

This network is the culmination of several years of planning and a vision to unify our state around a common set of evidence-based practices for individuals affected by Autism.
Inter Agency Planning Group (IAPG)

2008
- The California Department of Education (CDE)
- Department of Developmental Services (DDS)
- Family Resource Centers (FRC)
- University Centers of Excellence in Developmental Disabilities
- Special Education Local Plan Areas (SELPAs)
- Regional Centers

- California Legislative Blue Ribbon Commissions
- Stat Superintendent’s Autism Advisory Councils Report
Vision

✓ Develop an training and technical assistance network with a focus on evidence-based practices for individuals impacted by ASD inclusive of agencies who disseminate information at a local level.
✓ Provide a statewide network to allow for ongoing communication about new and relevant issues in Autism treatment and services

Grant Application

- 2009
- Office of Special Education Programs
- The National Professional Development Center on Autism Spectrum Disorders
NPDC History

Dr. Sam Odom

National Autism Center’s
National Standards Project

US Office of Special Education Programs
National Professional Development Center on Autism Spectrum Disorders

CAPTAIN was Formed

CAPTAIN leaders worked with SELPAs, Regional Centers, and Family Endowment Centers to identify key personnel in the field to become part of this network.
CAPTAIN Summit

- 2013
- First CAPTAIN Summits
- 300 cadre members

New NPDC Report Findings

- 27 EBPs as compared to 24 EBPs identified in the previous report
- Six new EBP categories:
  1. Cognitive Behavior Intervention
  2. Exercise
  3. Modeling
  4. Scripting
  5. Structured play groups
  6. Technology-Aided Instruction and Intervention

www.autismpdc.fpg.unc.edu
New NPDC Report Findings!

**SIX NEW EBP CATEGORIES**

1. Cognitive Behavior Interventions
2. Exercise
3. Modeling
4. Scripting
5. Structured play groups
6. Technology-Aided Instruction and Intervention - subsumed EBPs from previous report
   - Computer Aided Instruction
   - Speech Generating Devices / VOCA

**REMOVED EBP CATEGORY**

1. Structured Work Systems
   - New methodological criteria eliminated some students
   - Note: empirical support underlying structured work systems is highlighted in the list of practices, “Other Focused Intervention Practices Having Some Support”

---

New NPDC fact sheets for the EBPs

- Definition of the intervention
- Age range of participants
- Type of outcomes it has generated
- Citations for the specific articles that provide the evidence for the efficacy of the practice
CAPTAIN Website

- CAPTAIN Website
- Summit Resources
- EBP Chart with Definitions English & Spanish

www.captain.ca.gov

National Standards Project, Phase 2

Strength of Evidence Classification System

- Established
- Emerging
- Unestablished
National Standards Project

- Children, adolescents, and young adults under 22 years of age
  - 14 Established Interventions
  - 18 Emerging
  - 13 Unestablished
- For Adults 22 and older
  - One established
  - One emerging
  - Four Unestablished

www.nationalautismcenter.org

NSP vs. NPDC

SIMILARITIES
- Required a diagnosis of ASD
- Applied rigorous criteria to reviews
- Positive effects were demonstrated

DIFFERENCES
- NSP
  - Treatments – included intervention strategies or intervention classes
  - Clustered into packages
  - Included joint attention interventions
  - Five to adult
- NPDC
  - Focused interventions
  - Listed separately
  - Included parent-implemented
  - Birth to 22
EBP Online Learning Modules

- NPDC: AFIRM Modules
- Autism Internet Modules (AIM)
AFIRM Modules

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

Available AFIRM Modules

- Exercise
- Functional Behavioral Assessment
- Modeling
- Picture Exchange Communication System
- Prompting
- Reinforcement
- Social Narratives
- Task Analysis
- Time Delay
- Visual Supports
- Coming Soon
  - Antecedent-based Intervention
  - Discreet Trial Training
  - Video Modeling
What will I learn?

- Key components of an EBP including the various approaches that can be used with learners with ASD
- Behaviors and skills that can be addressed using the practice
- A step-by-step process for applying the practice
- Specific resources that you can download and customize for your own use

How will I learn?

Each AFIRM module focuses on an EBP for learners with ASD and includes:

- engaging case examples that demonstrate the behavior or practice in use,
- multimedia presentation of content with audio and video clips, and
- interactive assessments that provide you with feedback based on your responses.

Read more about how the unique AFIRM learning structure guides you through acquiring knowledge and practice applications.
Certificates of Completion

- Each AFIRM module has an option for a free professional development certificate
- Use AFIRM certificates for professional development or licensure requirements

AFIRM Module Design

- Each AFIRM module focuses on an evidence-based practice (EBP) for learners with ASD and has a four lesson structure that includes engaging case examples, videos, and interactive assessments.

- The structure was developed to facilitate:
  - learning basic information about the EBP
  - applying the EBP in activity-based scenarios that promote real-world application.
AFIRM Modules

Lesson 1: Basics
- Definition & description of the practice
- How this practice is used & by whom
- Research basis for the practice

Lesson 2: Planning for the Practice
- Steps of the planning process
- Concrete examples of how the steps are followed
- Activities, videos, & handouts provided

Lesson 3: Using the Practice
- Steps for using the practice
- Examples of how teachers & parents can use the practice
- Interactive problem-solving activities

Lesson 4: Monitoring Progress
- Steps for monitoring progress
- Engaging examples of how to use data to make decisions
- Sample data forms

Prompting

Prompting (PP)
Prompting is an effective practice to increase success and generalizability of target skills or behaviors for learners with ASD.

What will I learn?
The AFIRM model guides the learner through four lessons to facilitate:
- Learning basic knowledge about prompting (PP)
- Applying PP in activity-based scenarios that promote real-world application.

The PP module will take approximately 21 to 3 hours to complete. However, the module is broken into individual lessons to help guide your learning.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time to Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Basics of PP</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Lesson 2: Planning for PP</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Lesson 3: Using PP</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Lesson 4: Monitoring PP</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Applying PP</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>

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

Suggested citation:

Professional Standards:
Council for Exceptional Children (CEC) Standards that apply to all evidence-based practices (PDF document, 2 pages)
CEC standards that apply specifically to the prompting (PP) module (PDF document, 5 pages)
Engaging Activities

Match the following actions with the prompt type

<table>
<thead>
<tr>
<th>Action</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. A teacher makes a “mmm” sound to prompt a learner to read the word “moop.”</td>
<td>A) Physical Prompt</td>
</tr>
<tr>
<td>A. A mother taps her daughter’s hand to prompt her to use her fork when eating.</td>
<td>B) Gestural Prompt</td>
</tr>
<tr>
<td>C. A teacher provides a learner with ASD pictures of each of the steps for making a peanut butter and jelly sandwich.</td>
<td>C) Visual Prompt</td>
</tr>
<tr>
<td>B. A teacher mimics writing with a pen to prompt a learner with ASD to write his name.</td>
<td>D) Model Prompt</td>
</tr>
<tr>
<td></td>
<td>E) Verbal Prompt</td>
</tr>
</tbody>
</table>

- A focal learner with ASD: student at the desk.
- Think about how prompting could be used to increase learner engagement.
Additional materials to help you with applying prompting (PP):

1. Use the PP Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor PP. Each step includes a brief description as a helpful reminder while learning the process.

2. Use the PP Implementation Checklist to determine if the practice is being implemented as intended.

3. Use the PP Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.

4. Use the PP Parent Guide to help parents or family members understand basic information about the practice being used with their child.

5. Use the Additional Resources to learn more about the practice.

New NPDC-ASD Early Start Website!!!

http://asdtoddler.fpg.unc.edu
www.captain.ca.gov
Questions

Next Steps
How do you plan to use this information?
thank you!

lcomstock@vcoe.org