Evidence-based Practices for Children and Youth with Autism in School Settings

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Questions Answered In This Presentation

- **What is autism?**
- **How do we measure program quality?**
- **What are the features of an effective school-based model?**
- **How do we chose goals for children and youth with autism?**
- **What are the EBPs for programs for children and youth with autism**
- **How do we select EBPs that support the goals for children and youth with autism?**

View This Presentation Through a Cultural Lens

- All of these practices developed in the United States
- Adaptations require more than a language translation
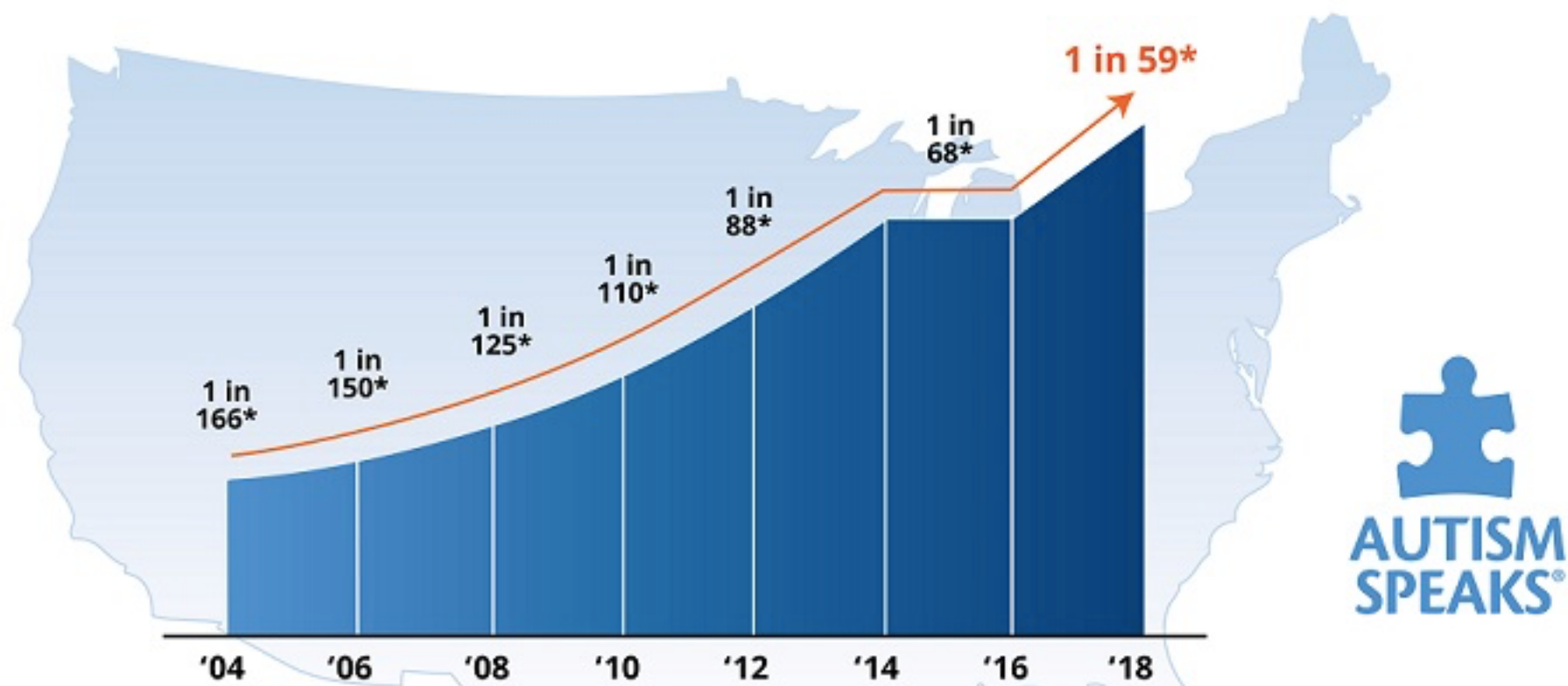- International adaptations
  - Sweden
  - China

Using a Common Language: What do we mean by Autism?

- DSM 5 -- Autism Spectrum Disorder and ICD-10—Autistic Disorder
  - Social communication
  - Restrictive and repetitive behavior
  - Onset before three years of age
- Mostly but not all boys (5:1)
- Associated difficulties
  - Social anxiety
  - Depression
  - Seizures

So What Does ASD Look Like Early On

- http://www.youtube.com/watch?feature=player_embedded&v=QMyJoOIqoQI

Red flags of autism in infants

Impairment in Social Interaction
- Lack of appropriate eye gaze
- Lack of warm, joyful expressions
- Lack of sharing interest or enjoyment
- Lack of response to name

Impairment in Communication
- Lack of showing gestures
- Lack of coordination of nonverbal communication
- Unusual prosody (little variation in pitch, odd intonation, irregular rhythm, unusual voice quality)

Repetitive Behaviors and Restricted Interests
- Repetitive movements with objects
- Repetitive movements or posturing of body, arms, hands, fingers

Preschool Children

- Limited communication
- Toilet training
- Limited symbolic play
- Avoid social interactions, especially with peer
- Stereotypic and repetitive behavior
- Sometimes sleep issues

School-Age Children

- Social skills
  - Initiating and responding
  - Social routines
- Emotional and Self Organization
  - Awareness of feeling/emotions
  - Strategies for dealing with anxiety
- Communication
  - Critical importance of establishing a communication system
- Personal-adaptive behavior
  - Self care skills

High School and Adolescence

- More complex organizational and social environment
- Mental health issues
  - Social anxiety
  - Depression
- Puberty and sexuality
- Transition

The National Professional Development Center
on Autism Spectrum Disorder

NPDC NEWS & UPDATES

Advances for Autism Challenge

READ MORE   More

AFIRM

AFIRM — Autism Focused Intervention Resources and Modules

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NCAEP

The National Clearinghouse on Autism Evidence & Practice

NCAEP • BRIDGING PRACTICE AND SCIENCE

NCAEP is updating the NPDC systematic review on evidence-based practices from

Since 2007, the National Professional Development Center on Autism Spectrum Disorder (NPDC) has worked to develop free professional resources for teachers, therapists, and technical assistance providers who work with individuals with ASD. Resources include detailed information on how to plan, implement, and monitor specific evidence-based practices.

NPDC Model

Assessment → **Implementation** → **Outcomes**

Program Quality
(APERS)

Learner IEP Goals
(GAS)

Family/Learner Strengths, Interests, History

Team Member Experience and Knowledge

training

Selection of Evidence-Based Practice (EBP)

Implementation of Evidence-Based Practice with Fidelity

Program Quality
(APERS)

Data Collection

Learner Progress
(GAS)

C O A C H I N G
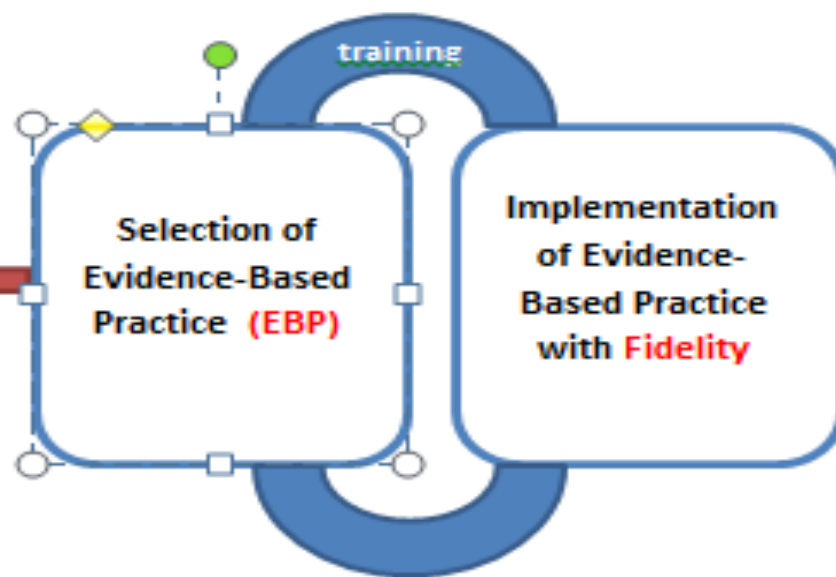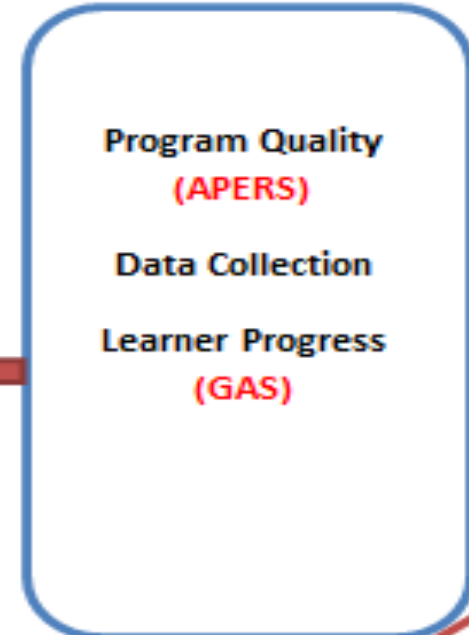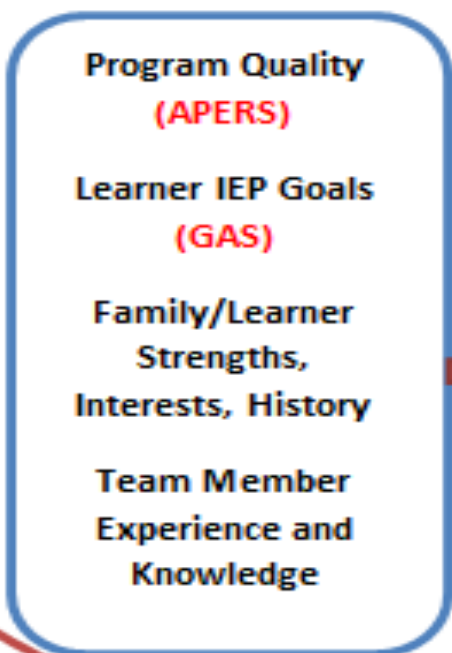
Essential Foundational Feature: Forming and A-Team

o **Special Education Teacher**

o **General Education Teacher**

o **Speech Pathologist**

o **School Psychologist**

o **Administrator (Principal, Assistant Principal)**

What Can We Accomplish Through Teamwork

- https://www.youtube.com/watch?v=K2v895MJWyY

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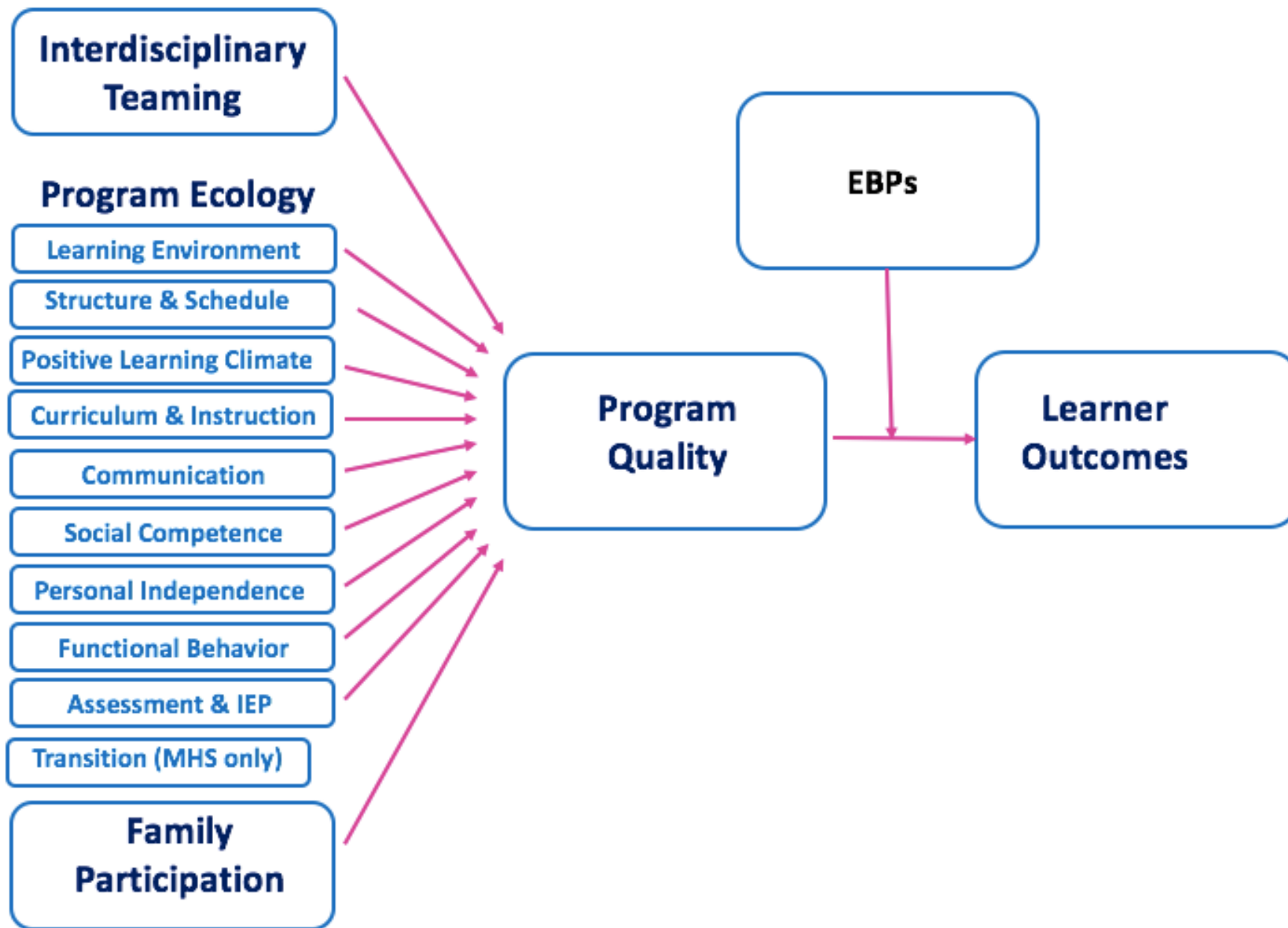## C O A C H I N G

Assessment

o **Assessment of the program environment**

o **Assessment of the child**

o **Development of goals from the assessment information**

Preparing the Context:
Building a Foundation of Quality

Interdisciplinary Teaming

Program Ecology

Learning Environment

Structure & Schedule

Positive Learning Climate

Curriculum & Instruction

Communication

Social Competence

Personal Independence

Functional Behavior

Assessment & IEP

Transition (MHS only)

Family Participation

EBPs

Program Quality

Learner Outcomes

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Autism Program Environment Rating Scale

APERS

Autism Program Environment Rating Scale: What is it?

- Two versions: Preschool/Elementary and Middle/High School

- APERS-PE: 59 items across 10 domains/subdomains

- Administered by research staff at two time points: Early fall and late spring.

- Yields information that identifies program strengths and areas in need of improvement; measure of change in program quality

NPDC-TESELA

APERS Data Collection

Observation – 6 hours (variety of settings at school)

Interviews – approx. 7; parents, teachers/team members, administration

Record Review- 3 target students, different program types and ages

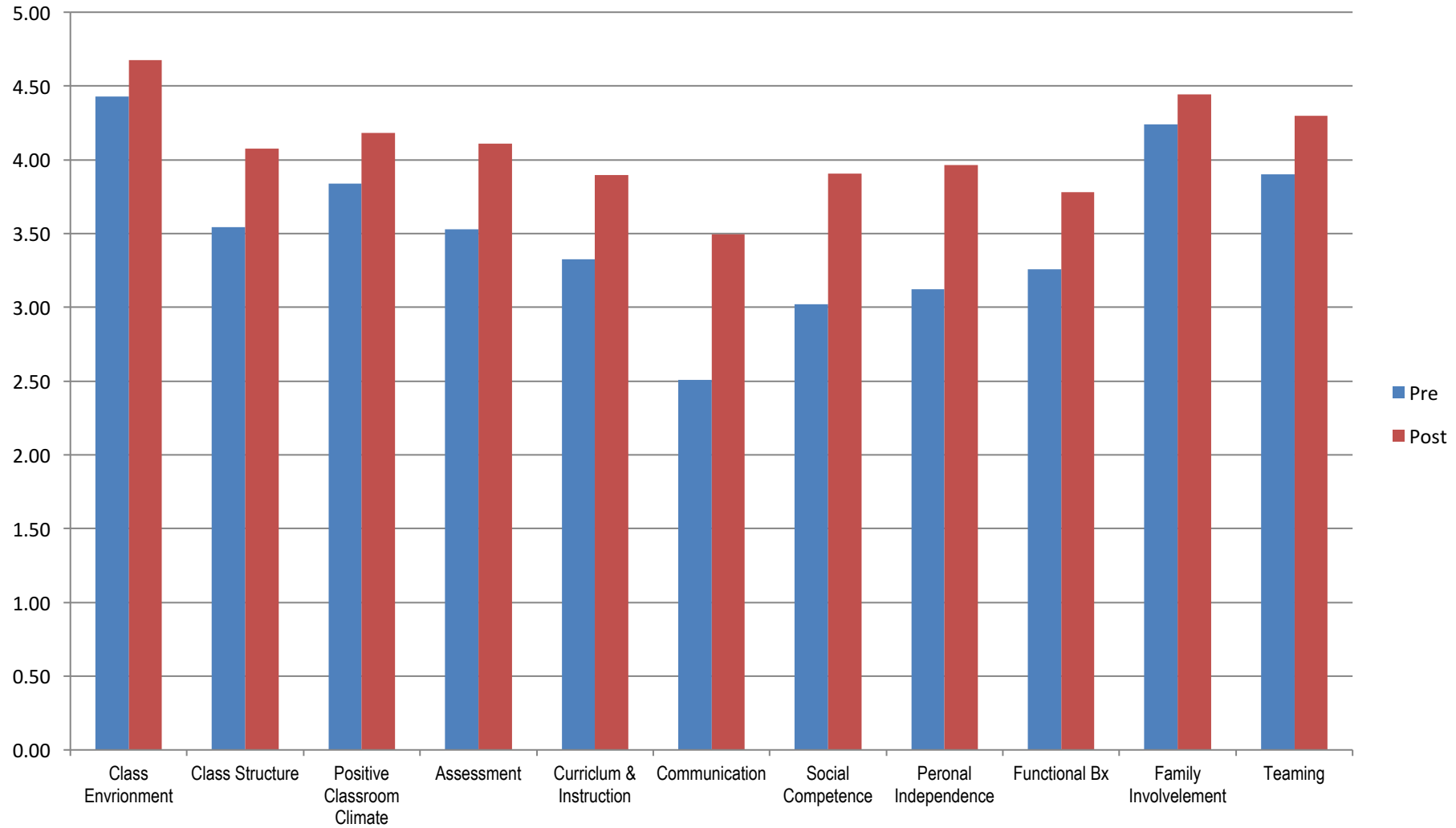NPDC-TESELA

Autism Program Environment Rating Scale

APERS Sample Item

| 27* | ☐ Team members consistently over-prompt students during instruction.
☐ Team members consistently under-prompt or use no prompts during instruction.
☐ When team members use prompts only one form is used with students (e.g., physical, verbal, gestural). | ☑ When needed, key team member uses a clear prompting hierarchy during instruction (e.g., less intensive prompts followed by increased support as needed).
☐ When needed, key team member uses a variety of prompts during instruction to meet individual student needs (e.g., physical, verbal, gestural). | ☐ When needed team members use a clear prompting hierarchy during instruction (e.g., less intensive prompts, graduated guidance, simultaneous instruction).
☐ When needed, team members use a variety of prompts to meet individual student needs. |

Mean APERS Subdomain Scores: Preschool/Elementary Version
(n = 22)

Legend: Pre, Post

How do we use the results?

- Share the results as a profile of the school program with A team
- Discuss and identify recommendations for improvement
- Help identify resources/training for improvement
- Provide technical assistance and coaching to team and teachers

NPDC-TESELA

To Use In Your Program:
APERS Self-Assessment

- Self-assessment design to give formative feedback to improve your program
- Read over items completely before rating
- Complete self-assessment as a team
- Come to consensus on items where there is disagreement
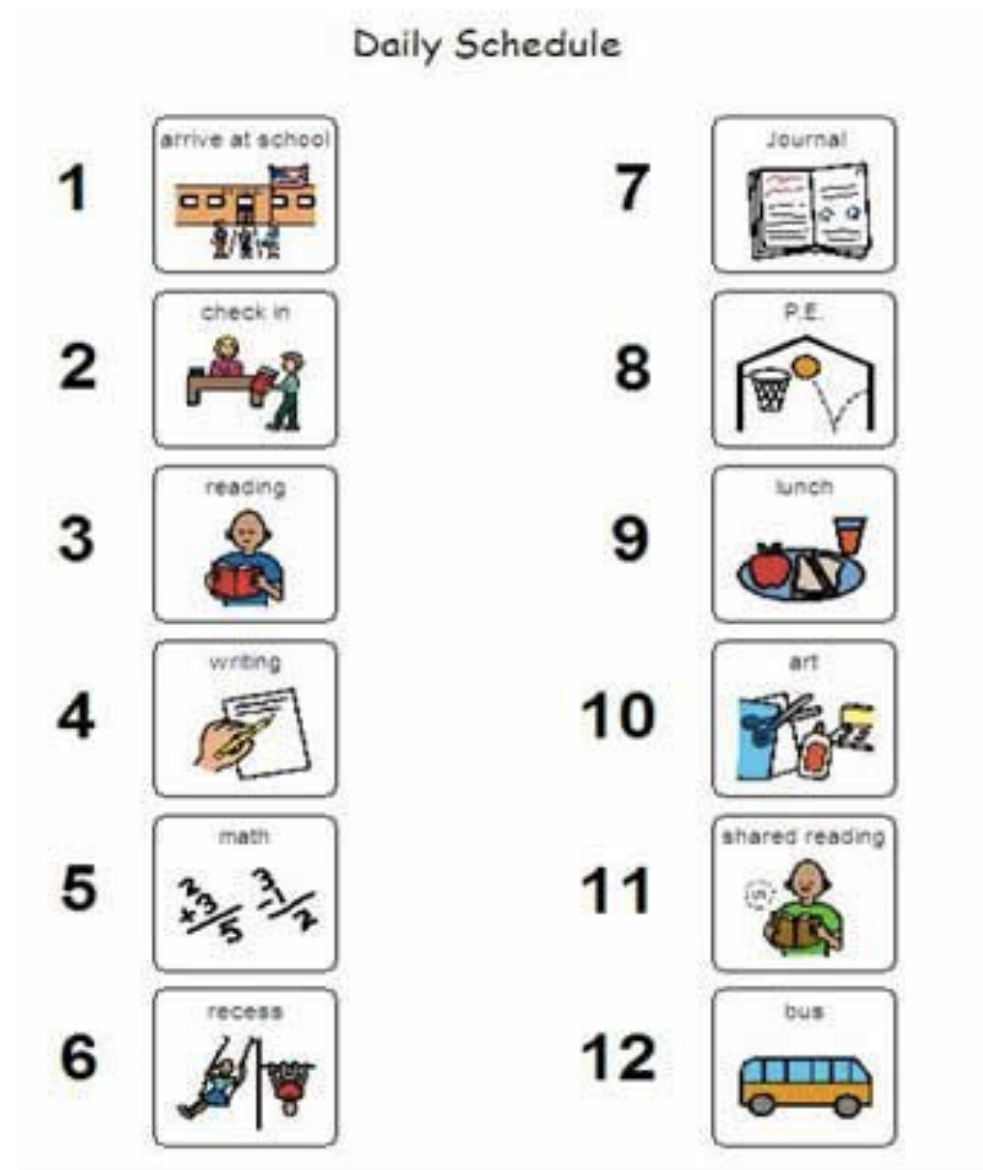- Use self-assessment to develop an action plan

Elements of a High Quality Classroom: Learning Environment

- **Distribution of team members across the classroom/setting**
- **Students access personal space and materials**
- **Physical structure or boundaries**

Elements of a High Quality Classroom: Learning Environment

- **Written or visual schedules**

- **Students prepared for**
  - **Transitions**
  - **Changes in routines**
  - **Unstructured periods of time (e.g., what to do while waiting in lunch line)**

Daily Schedule

1. arrive at school
2. check in
3. reading
4. writing
5. math
6. recess
7. Journal
8. P.E.
9. lunch
10. art
11. shared reading
12. bus

ACTIVITY

Monday

Tuesday

Wednesday

Thursday

SCHEDULE

Time	Activities
9:00 - 9:30	Hello, Sunscreen, Bathroom, Choose
9:30 - 10:30	Surf, Swim, Boogie Board, Choose
10:30 - 10:45	Snack, Sunscreen, Bathroom
10:45 - 12:00	Surf, Swim, Boogie Board, Choose
12:00 - 12:30	Lunch, Bathroom, Sunscreen
12:30 - 1:30	Surf, Swim, Boogie Board, Choose
1:30 - 2:00	Bathroom, Get dressed, Good bye
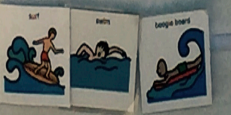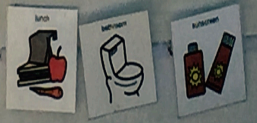
Elements of a High Quality Classroom:
Positive Learning Climate

- **Engage students in positive, respectful, and warm interactions**

- **Consistently acknowledges students' efforts in an individualized way**

Elements of a High Quality Classroom: Assessment

- **Family members actively involved in child assessment**

- **Data-based instruction drives instructional planning.**

- **Comprehensive assessments for transition**

Elements of a High Quality Classroom:
Curriculum and Instruction

- **Instruction directly targets IEP goals.**
- **Instruction capitalizes on students' strengths and interests.**
- **Activities an appropriate length**
- **Students are positioned to maximize focus on task or person**

Elements of a High Quality Classroom: Communication

- **Opportunities to communicate with multiple partners**
- **Instructional strategies promote student communication development**
- **Communication systems serve multiple functions (e.g., commenting,) and/or forms (e.g., gesture, verbal)**

Elements of a High Quality Classroom: Social Competence

- **Activities encourage social interaction with peers and adults**
- **Peer social networks are part of the school's core curriculum**
- **Multiple neurotypical peers serve as peer buddies**

Elements of a High Quality Classroom: Independence

- **Multiple strategies promote students' personal independence (e.g., picture schedules)**

- **Self-management skills (e.g., recognize their behavior by labeling it, evaluate how they performed, keeping track of assignments)**

Elements of a High Quality Classroom: Functional Behavior

- **Functional Behavior Assessment**
- **Team members develop and consistently implement a comprehensive intervention plan**

Which function is it?

Johnny is biting Miguel, what is the function of the behavior?

Elements of a High Quality Classroom:
Family Involvement

- **Regular communication with family members**
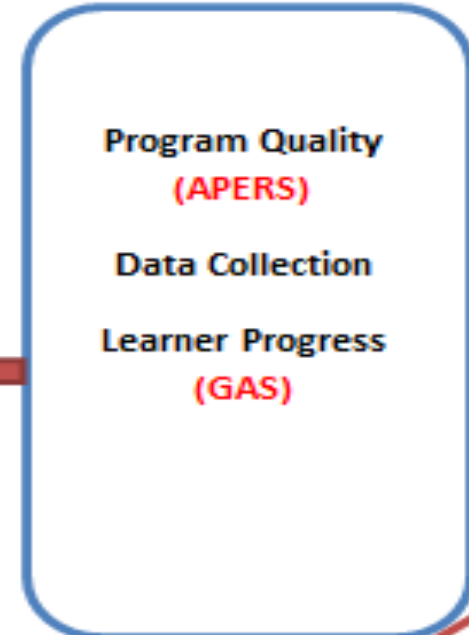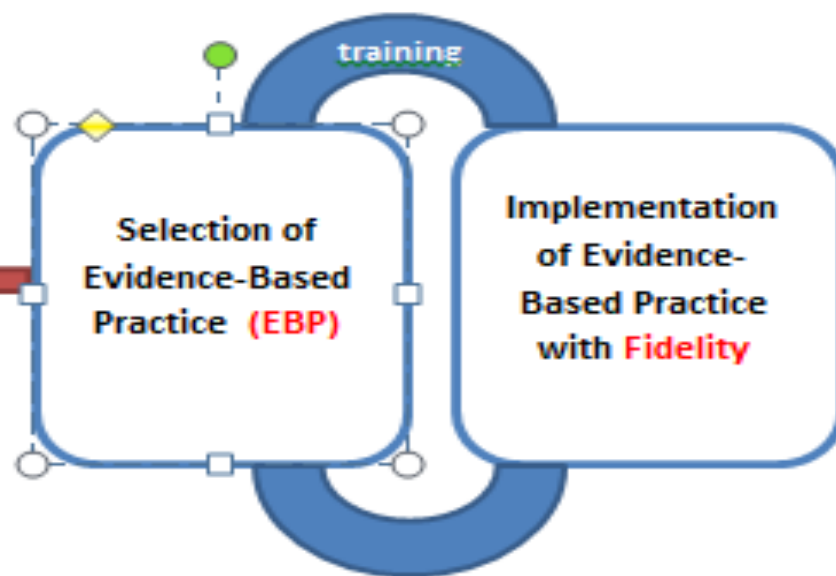- **Provide information that is important and individualized for families**
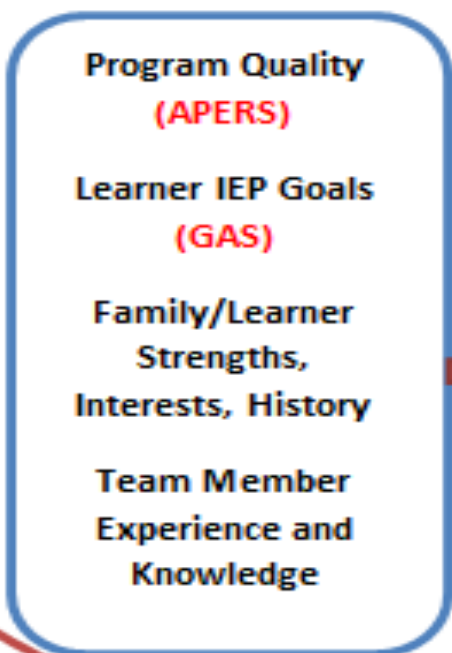
Elements of a High Quality Classroom: Teaming

- **Regular team meetings**
- **Organization for making decisions**
- **A key team member (e.g., special education teacher, SLP) assigned as leaders**
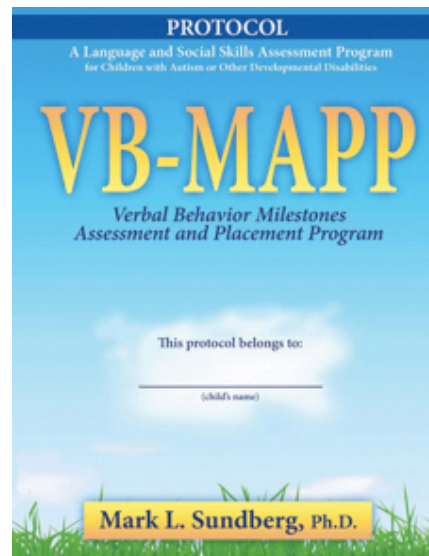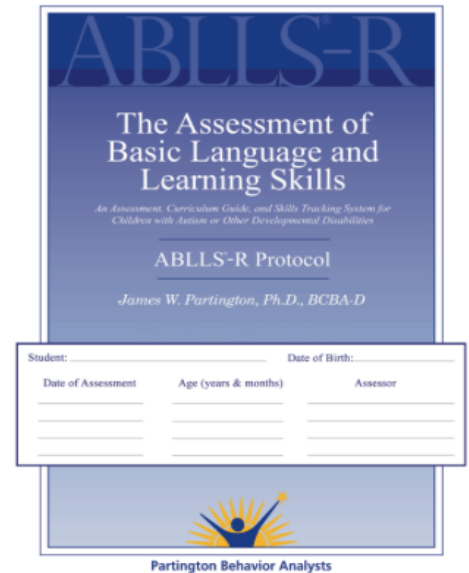
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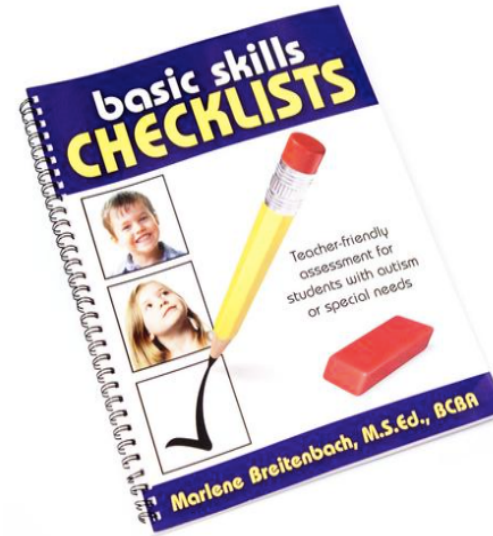## COACHING

Assessing the Child/Youth for Developing Goals

o **Criterion referenced measure that provides information on skills**

basic skills
CHECKLISTS

Teacher-friendly assessment for students with autism or special needs

Marlene Breitenbach, M.S.Ed., BCBA

ABLLS-R

The Assessment of Basic Language and Learning Skills

An Assessment, Curriculum Guide, and Skills Tracking System for Children with Autism or Other Developmental Disabilities

ABLLS-R Protocol

James W. Partington, Ph.D., BCBA-D

| Student: | Date of Birth: |
| Date of Assessment | Age (years & months) | Assessor |

Partington Behavior Analysts

PROTOCOL

A Language and Social Skills Assessment Program
for Children with Autism or Other Developmental Disabilities

VB-MAPP

Verbal Behavior Milestones Assessment and Placement Program

This protocol belongs to:

_____

(child's name)

Mark L. Sundberg, Ph.D.

Brigance Diagnostic Comprehensive Inventory of Basic Skills

- Primarily used to:
  - Assess elementary and middle school students
    - Prekindergarten to grade nine
  - Assess basic academic skills
- Measurement is:
  - Criterion-referenced
    - Focus on the content rather than comparison to others

- Assessment of 203 skill sequences in:
  - Readiness
  - Speech
  - Listening
  - Reading
  - Spelling
  - Writing
  - Research and study skills
  - Graphs & Maps
  - Math

Sources of Information for Developing Goals

o **Assessment information**
o **Family priorities**
o **Students goals if they can participate**
o **Skills needed in the current environment**
o **Skills needed in the next and future environments**
o **Need to have clear outcome**

Components of a Measurable IEP Goal

Antecedent	Behavior	Criteria
➤ Setting ➤ With whom ➤ Supports provided ➤ High v. low structure	➤ Specific ➤ Observable ➤ Measurable	➤ # of times ➤ Amount of time ➤ Percent ➤ Consistency ➤ Data collection method
"When this event occurs,	*the student will do this behavior(s),*	*at this rate or level of proficiency."*

NPDC-TESELA

EXAMPLE: ANDREW

Which goal is a highly measurable goal?

EXAMPLE 1:

Andrew will be more social with his peers.

EXAMPLE 2:

During a peer network activity with visual scripts, Andrew will initiate conversations with at least 2 peers, 4 out of 5 opportunities.
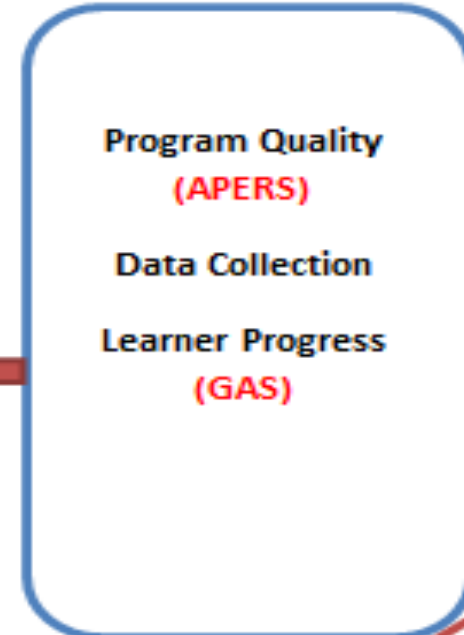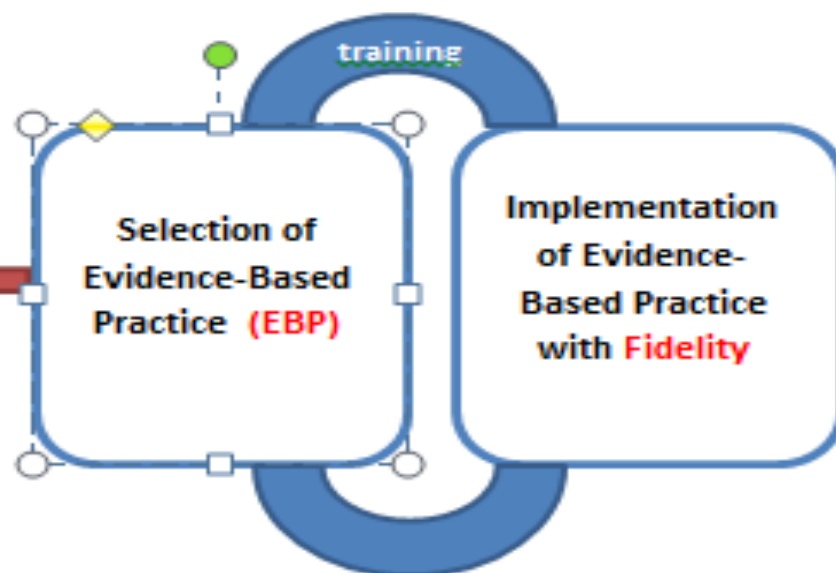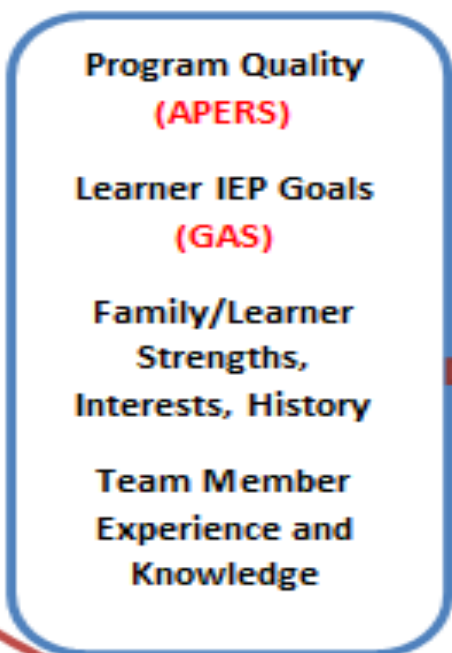
NPDC-TESELA

A Highly Measurable Goal

Antecedent	Behavior	Criteria
During a peer network activity with visual scripts,	Andrew will initiate conversations with at least 2 peers,	4 out of 5 opportunities.

NPDC-TESELA

Example of Observable and Measurable Goals

- At the beginning of class, Chen will turn in his homework when assigned 100% of the time for three days in a row.

- At lunch, Ling-Ling will make four statement to peers, 75%% of the time for one school week.

- During class academic activities, Martin will follow two-step directions from the teacher 80% of the time for three days in a row.

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Selection of Evidence-Based Practice **(EBP)**

Implementation of Evidence-Based Practice with **Fidelity**

Program Quality
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C O A C H I N G

From Goals to EBP

Selecting and Using

Evidence-based Practices

What are EBPs?

Focused 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)

NPDC-TESELA

Evidence-Based Practices

- Wong et al. 2014 recently updated Odom et al. (2010) EBP review http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf

- Began with pool of 29,105+ articles and reduced to 456

- 27 EBPs identified

Evidence-Based
Practices for
Children, Youth,
and Young Adults
with
Autism Spectrum Disorder

Connie Wong, Samuel L. Odom,
Kara Hume, Ann W. Cox, Angel Fettig,
Suzanne Kucharczyk, Matthew E. Brock,
Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz

Autism Evidence-Based Practice Review Group
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

Evidence – Based Practices (2014)

Antecedent-based interventions

Cognitive behavioral intervention

Differential reinforcement

Discrete trial training

Exercise

Extinction

Functional behavior assessment

Functional communication training

Modeling

Naturalistic interventions

Parent-implemented intervention

Peer-mediated instruction/intervention

Picture Exchange Communication System™

Pivotal response training

Prompting

Reinforcement

Response interruption/redirection

Scripting

Self-management

Social narratives

Social skills training

Structured play groups

Task analysis

Technology-aided intervention/instruction

Time delay

Video modeling

Visual supports

NPDC-TESELA

Evidence-Based Focused Intervention Practices

Fundamental Applied Behavior Analysis Practices

- Reinforcement
- Prompts
- Time delay
- Modeling
- Task analysis

Positive Behavior Intervention and Support

- Functional assessment
- Antecedent-based intervention
- Extinction
- Response interruption/redirection
- Differential reinforcement of alternative/other behavior
- Functional communication training

NPDC-TESELA

Evidence-Based Focused Intervention Practices

Social Communication Interventions

- Social skills training
- Peer-mediated interventions and instruction
- Social narratives
- Structured play groups
- Picture Exchange Communication System (PECS®)

Broad Teaching Strategies

- Visual supports
- Discrete trial training
- Naturalistic interventions
- Pivotal response training
- Parent implemented interventions
- Scripting
- Exercise

NPDC-TESELA

Evidence-Based Focused Intervention Practices

Cognitive Behavior

- Self management
- Cognitive behavior interventions

Technology Oriented

- Technology-assisted instruction and intervention
- Video modeling

NPDC-TESELA

Instructional Domains

- Social
- Communication
- Behavior
- Joint attention
- Play
- Cognitive

- School readiness
- Academic
- Motor
- Adaptive
- Vocational
- Mental health

Matrix of Evidence-based Practices by Outcome and Age

Legend for cells: Y = yellow, B = teal/blue, P = pink/magenta, (blank) = empty

EBP - Evidence-based Practice	Social 0-5	Social 6-14	Social 15-22	Comm 0-5	Comm 6-14	Comm 15-22	Joint Att 0-5	Joint Att 6-14	Joint Att 15-22	Behavior 0-5	Behavior 6-14	Behavior 15-22	School-Read 0-5	School-Read 6-14	School-Read 15-22	Play 0-5	Play 6-14	Play 15-22	Cognitive 0-5	Cognitive 6-14	Cognitive 15-22	Motor 0-5	Motor 6-14	Motor 15-22	Adaptive 0-5	Adaptive 6-14	Adaptive 15-22	Vocational 0-5	Vocational 6-14	Vocational 15-22	Mental 0-5	Mental 6-14	Mental 15-22	Academic 0-5	Academic 6-14	Academic 15-22
Antecedent-based Interventions (ABI)	Y	B	P		B	P				Y	B	P	Y	B		Y	B						B		Y	B								Y	B	P
Cognitive Behavioral Intervention (CBI)		B			B						B	P								B						B						B				
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)	Y	B			B			B		Y	B	P	Y	B			B						B		Y	B	P								B	
Discrete Trial Training (DTT)	Y			Y			Y																		Y									Y		
Exercise (ECE)											B		Y										B		Y									Y		
Extinction (EXT)		B			B	P					B	P														B										
Functional Behavior Assessment (FBA)		B									B	P														B								Y	B	
Functional Communication Training (FCT)	Y	B		Y	B	P				Y	B	P				Y	B					Y	B		Y	B	P									
Modeling (MD)	Y	B	P	Y	B	P											B										P							Y	B	
Naturalistic Intervention (NI)	Y	B		Y	B		Y									Y	B																			
Parent-implemented Interventions (PII)	Y	B		Y	B		Y				B		Y	B		Y			Y			Y			Y									Y		
Peer-mediated Instruction and Intervention (PMII)	Y	B	P	Y	B	P	Y						Y	B		Y	B																		B	P
Picture Exchange Communication System (PECS)	Y			Y																																
Pivotal Response Training (PRT)	Y	B		Y	B		Y									Y	B																			
Prompting (PP)	Y	B		Y	B		Y			Y	B	P	Y	B	P		B					Y	B		Y	B	P		B	P				Y	B	
Reinforcement (R+)	Y	B	P	Y	B	P		B	P	Y	B	P	Y	B		Y	B	P		B			B		Y	B		Y	B					Y	B	P
Response Interruption/Redirection (RIR)											B																									
Scripting (SC)	Y	B	P	Y	B	P							Y	B		Y	B		Y	B						B										
Self-management (SM)		B			B						B	P	Y	B	P		B										P					Y			B	
Social Narratives (SN)	Y	B			B					Y	B	P		B		Y	B								Y	B								Y	B	
Social Skills Training (SST)	Y	B	P		B	P				Y			Y	B		Y	B	P																		
Structured Play Group (SPG)	Y	B														Y	B																		B	
Task Analysis (TA)		B						B			B												B		Y	B			B						B	
Technology-aided Instruction and Intervention (TAII)	Y	B	P	Y	B	P		B	P	Y	B	P	Y	B		Y	B		Y	B						P		Y	P					Y	B	P
Time Delay (TD)	Y	B		Y	B	P				Y	B		Y	B								Y	B		Y	B										
Video Modeling (VM)	Y	B	P	Y	B		Y			Y	B		Y	B	P	Y	B		Y			Y	B		Y	B	P		B	P				Y	B	
Visual Support (VS)	Y	B	P	Y	B					Y	B		Y	B		Y	B		Y				B											Y	B	

AFIRM

Autism Focused Intervention
Resources & Modules

AFIRM Modules   **Learn with AFIRM**   **Earn CE Credits**   **Selecting EBPs**

Username or e-mail

Password

Request new password

Log in

Access free AFIRM online modules and resources for each of the 27 evidence-based practices

identified by the National Professional Development Center on Autism Spectrum Disorder (ASD)

Sign Up   It's free and only takes a few minutes

Earn a free professional development certificate for completing each EBP module

Learn with AFIRM through engaging case examples, videos, and interactive assessments

Download resources and materials that support your use of EBPs with children and youth with ASD

View modules   **Find out more**   **View Resources**

https://afirm.fpg.unc.edu
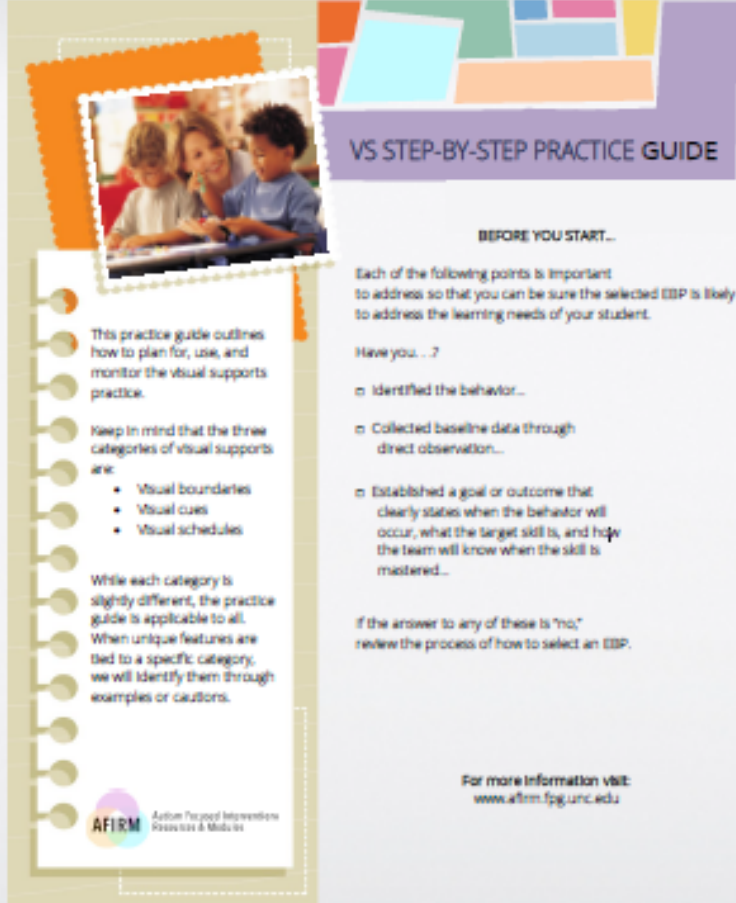
Evidence-based Practice Resources

- EBP Briefs

(http://autismpdc.fpg.unc.edu)

- Overview of Practice
- Evidence-base for Practice
- Steps for Implementation
- Implementation Checklist
- Data Collection Forms (optional)

NPDC-TESELA

Example: Step-by-Step Directions

Example: Implementation Checklist

Visual Supports (VS)
---Implementation Checklist---

Before you start:

Have you...

☐ Identified the behavior

☐ Collected baseline data through direct observation

☐ Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website: afirm.fpg.unc.edu

Observation	1	2	3	4
Date				
Observer's Initials				
Step 1: Planning				
1.1 Identify visual supports needed to acquire or maintain target skills				
1.2 Develop/prepare visual support for learner based on individualized assessments				
1.3 Organize all needed materials				
Step 2: Using				
2.1 Teach learner how to use visual support				
- Boundaries:				
☐ Introduce boundary to learner				
☐ Use modeling to teach learner to stay within boundary				
☐ Use reinforcement to encourage learner to stay within boundary				
☐ Use corrective feedback when learner does not stay within boundary				
- Cues:				
☐ Show learner visual cue				
☐ Stand behind learner when prompting use of visual cue				
☐ Use concise, relevant words/terms while teaching visual cue				
☐ Assist learner in participating in activity/event with visual cue				
-Schedules				
☐ Stand behind learner when prompting use of visual schedule				
☐ Place schedule information in learner's hand				
☐ Use concise, relevant words/terms				
☐ Assist learner in getting to designated activity/location, and prompt learner to place schedule materials in appropriate location				
☐ Ensure learner remains in scheduled location until prompted to use schedule to transition				
☐ Repeat steps until learner is able to complete the sequence independently across activities/locations				
2.2 Fade prompts as quickly as possible when criterion met				
2.3 Use visual supports consistently and across settings				
Step 3: Monitoring				
3.1 Collect data on target behaviors and use of visual supports (independence during use and progress through forms/types of supports)				
3.2 Determine next steps based on learner progress				

AFIRM Autism Focused Intervention Resources and Modules

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Example: Data sheet

AFIRM
Autism Focused Intervention
Resources & Modules

Differential Reinforcement
(DR)

---DR Frequency Data Collection---

Learner's Name: _____   Date/Time: _____
Observer(s): _____
Interfering Behavior(s): _____
_____

Frequency Data:
Use frequency recording to collect data on every instance of the target behavior.

Setting:							
Operational Definition of Interfering Behavior:							
Date	**Start Time**	**Stop Time**	**Total Time**	**Tally**	**Total**	**Rate**	**Before, During, After** (circle one)
							Before During After
							Before During After
							Before During After
							Before During After
							Before During After
							Before During After
							Before During After
							Before During After
							Before During After

For more information, visit:
www.afirm.fpg.unc.edu
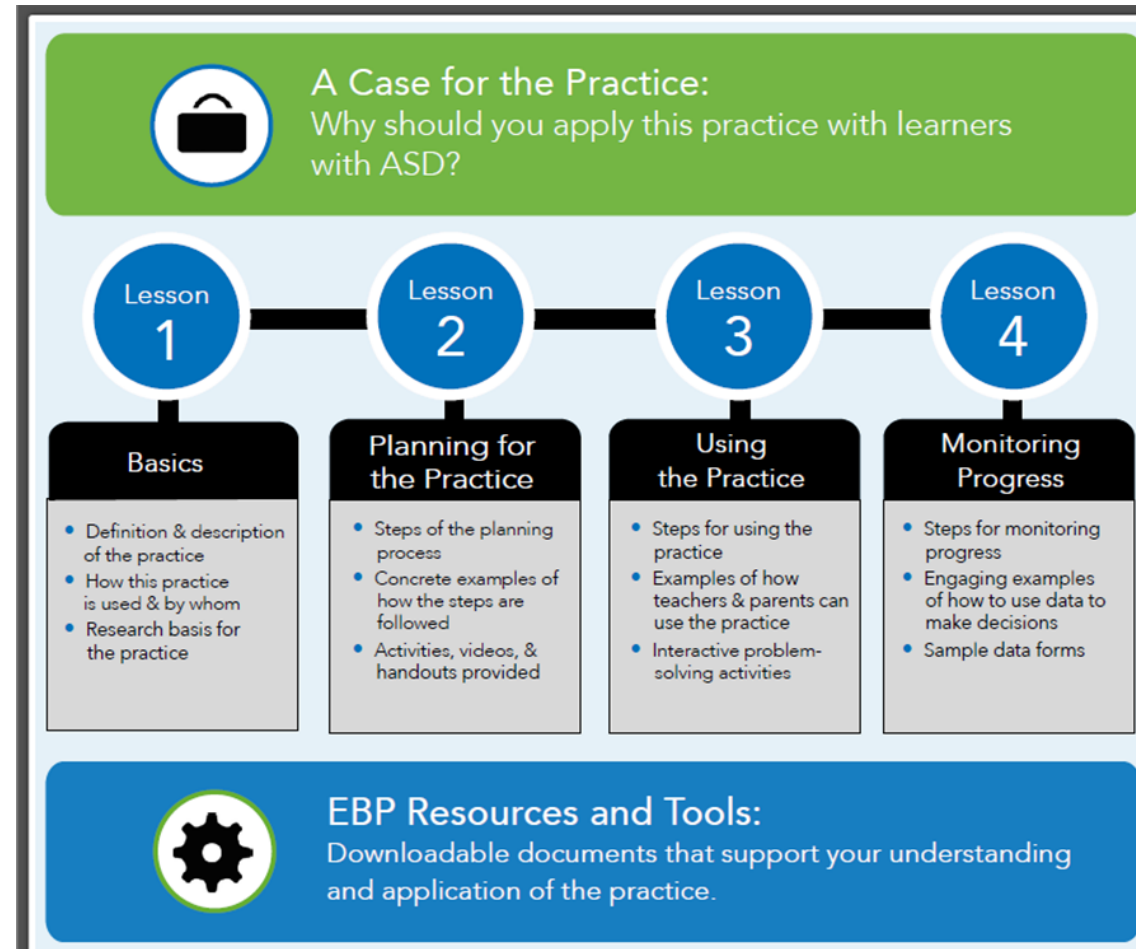
Other Website Resources

- CSESA Resources

http://csesa.fpg.unc.edu/resources/learning-resources

- AIM Modules
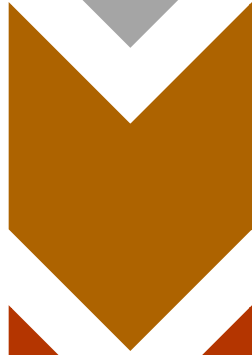
www.autismInternetmodules.org

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Process for Choosing and Using the EBP

The EBP Process

- **Select and Plan for EBP**

- **Implement with Fidelity**
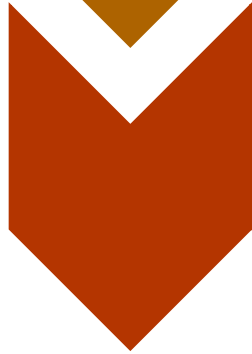
- **Assess Progress**

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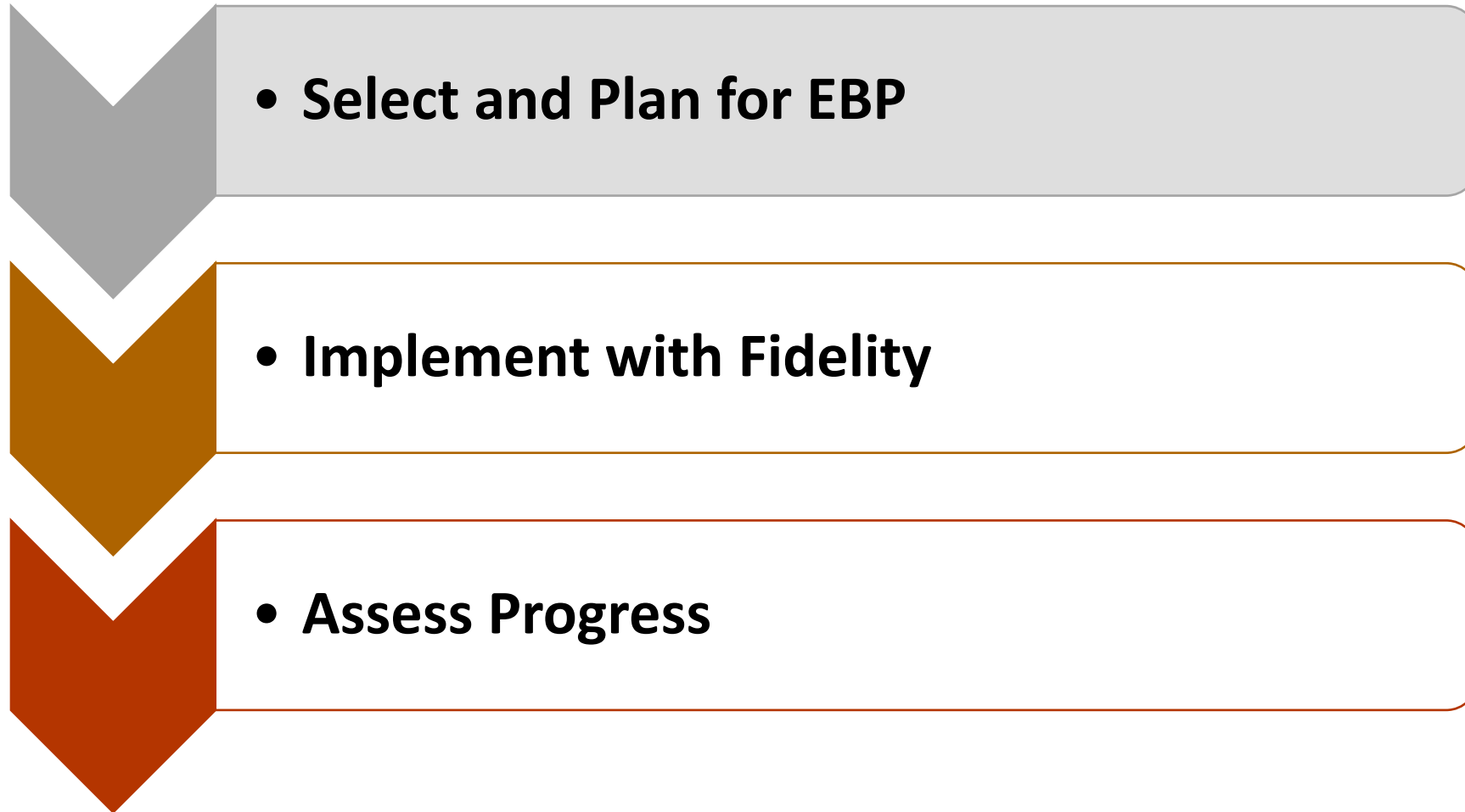
The EBP Process

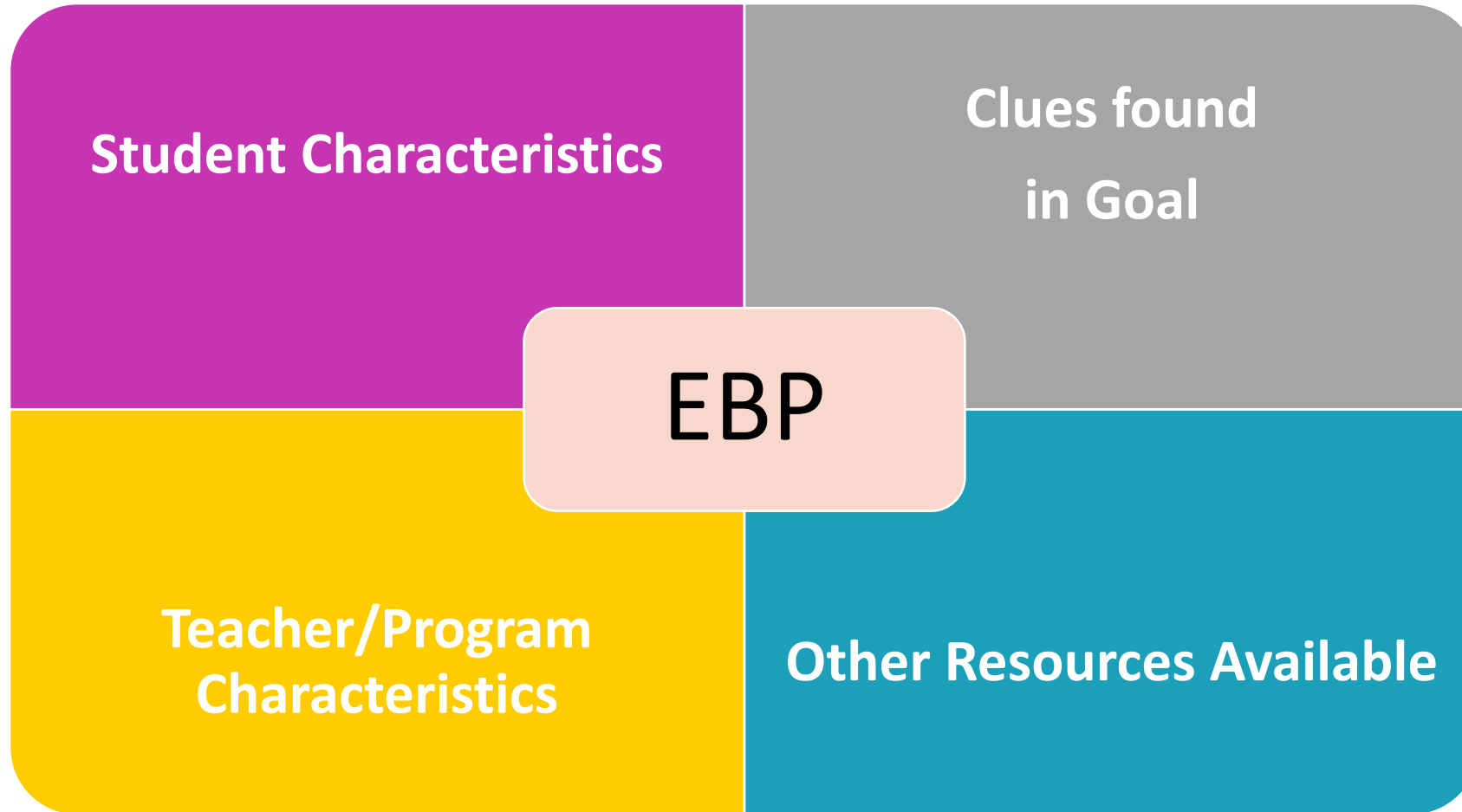- **Select and Plan for EBP**

- **Implement with Fidelity**

- **Assess Progress**

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When Selecting EBP Consider:

Matthew

When given an assignment, Matthew will present completed to-do list and assignment to teacher by the due date for 4of 5 assignments per week.

- 11 year old
- General education setting
- Wants to fit in
- Disorganized

EBP(s):

_____

- Great relationship between SPED and Gen Ed English teacher
- Student teacher present in English class; teacher is able to help individual students

- Student received iPad for birthday to use at school
- iPads allowed in school

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Matrix of Evidence-based Practices by Outcome and Age

EBP - Evidence-based Practice	Social 0-5	Social 6-14	Social 15-22	Communication 0-5	Communication 6-14	Communication 15-22	Joint Attention 0-5	Joint Attention 6-14	Joint Attention 15-22	Behavior 0-5	Behavior 6-14	Behavior 15-22	School-Readiness 0-5	School-Readiness 6-14	School-Readiness 15-22	Play 0-5	Play 6-14	Play 15-22	Cognitive 0-5	Cognitive 6-14	Cognitive 15-22	Motor 0-5	Motor 6-14	Motor 15-22	Adaptive 0-5	Adaptive 6-14	Adaptive 15-22	Vocational 0-5	Vocational 6-14	Vocational 15-22	Mental 0-5	Mental 6-14	Mental 15-22	Academic 0-5	Academic 6-14	Academic 15-22
Antecedent-based Interventions (ABI)																																				
Cognitive Behavioral Intervention (CBI)																																				
Differential Reinforcement of Alternative, Incompatible, or Other Behavior (DRA/I/O)																																				
Discrete Trial Training (DTT)																																				
Exercise (ECE)																																				
Extinction (EXT)																																				
Functional Behavior Assessment (FBA)																																				
Functional Communication Training (FCT)																																				
Modeling (MD)																																				
Naturalistic Intervention (NI)																																				
Parent-implemented Interventions (PII)																																				
Peer-mediated Instruction and Intervention (PMII)																																				
Picture Exchange Communication System (PECS)																																				
Pivotal Response Training (PRT)																																				
Prompting (PP)																																				
Reinforcement (R+)																																				
Response Interruption/Redirection (RIR)																																				
Scripting (SC)																																				
Self-management (SM)																																				
Social Narratives (SN)																																				
Social Skills Training (SST)																																				
Structured Play Group (SPG)																																				
Task Analysis (TA)																																				
Technology-aided Instruction and Intervention (TAII)																																				
Time Delay (TD)																																				
Video Modeling (VM)																																				
Visual Support (VS)																																				

Allison

During lunch, Allison sits at the end of the table in the cafeteria by herself without speaking and watches her classmates. Her teacher would like for Allison to participate in the lunchroom conversation with her classmates.

- In self-contained 4th grade setting but goes to Art class
- Has a "best " friend in the class
- Allison can verbally communicate

EBP(s):

_____

- Teacher and para have good relationship with Allison
- Have tried sitting with Allison and modeling a conversation during lunch without success

- Parents concerned about limited social interaction and want the school to help with this

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# Matrix of Evidence-based Practices by Outcome and Age

EBP - Evidence-based Practice	Social			Commun-ication			Joint Attention			Behavior			School-Readiness			Play			Cognitive			Motor			Adaptive			Vocational			Mental			Academic		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22
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Implement EBP with Fidelity

Why Is Implementing with Fidelity Important?

- For a practice to work, it has to be implemented as designed.

The EBP Process

- **Select and Plan for EBP**

- **Implement with Fidelity**

- **Assess Progress**

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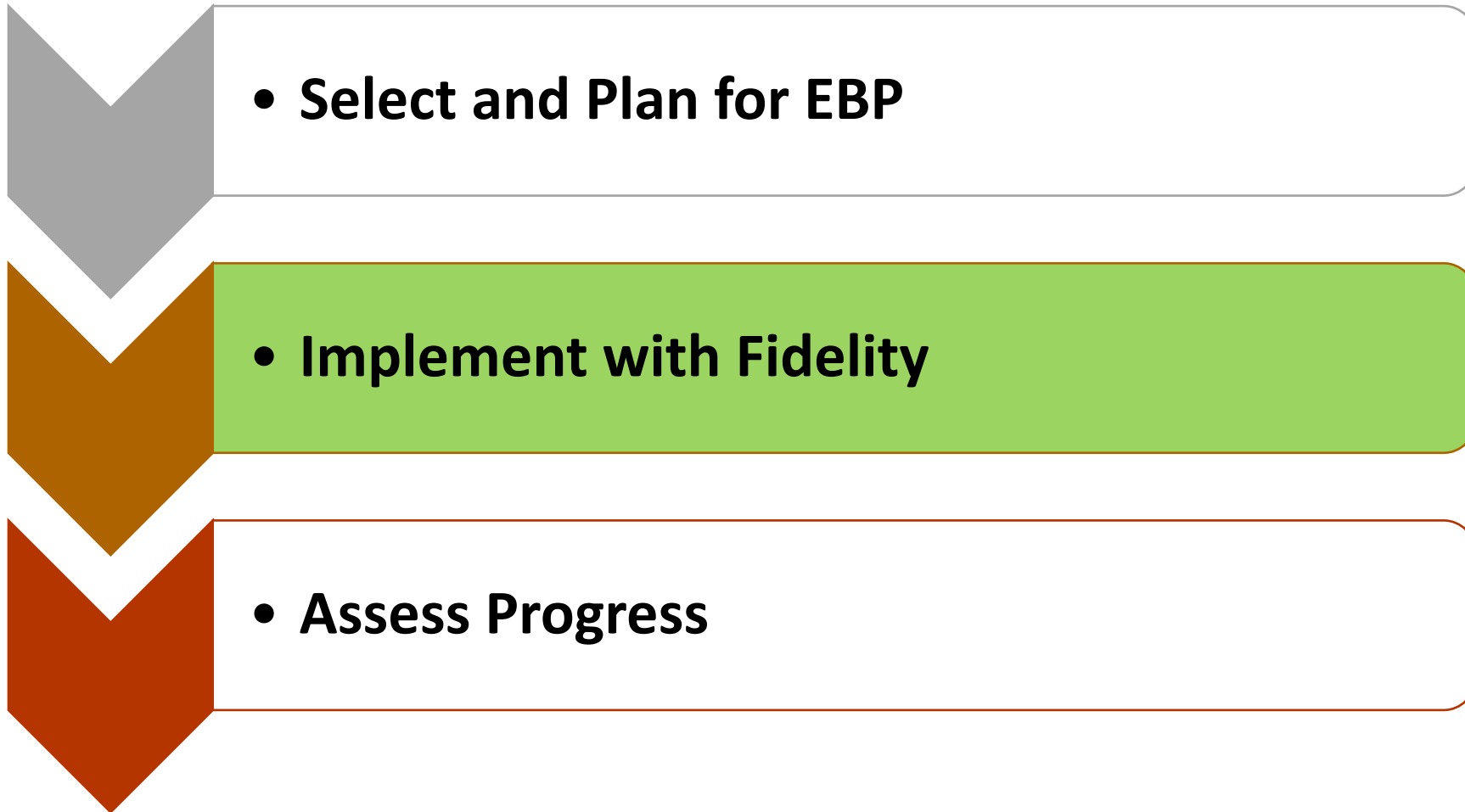
Now What?

Implementation

What you know!	**What you need to do!**
✓ Understand student characteristics	• Determine who will implement
✓ Clear, observable, and measureable goal that is scaled	• Decide how to best learn about practice
✓ Resources available in your classroom or at the school	• What data will I need to collect and on what form
	• Check fidelity of implementation
	• Who to help!

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When learning something new…

- **Do It Yourself (DIY)**
- Training
- Coaching

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When learning something new...

- Do It Yourself
- **Training**
- Coaching

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When learning something new…

- Do It Yourself
- Training
- **Coaching**

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Classic Coaching Model

https://www.youtube.com/watch?v=0Cd7Bsp3dDo

Coaching

- Key ingredient in all components of the model
- Internal and external coaches
- Relationship-based

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Coaching Is an Essential Feature of Implementation

- A minimum of one day per week on site or remotely
- Rapport and relationship
  - Mutual respect
  - Agreed upon goals
- Time
- Tools
  - EBP or other practices
 - Fidelity checklists
- Feedback
- Planning

Guidance & Coaching on Evidence-based Practices for Learners with Autism Spectrum Disorders

Suzanne Kucharczyk
Evelyn Shaw
Brenda Smith Myles
Lisa Sullivan
Kate Szidon &
Linda Tuchman-Ginsberg

http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/NPDC_CoachingManual.pdf

The EBP Process

- **Select and Plan for EBP**

- **Implement with Fidelity**

- **Assess Progress**

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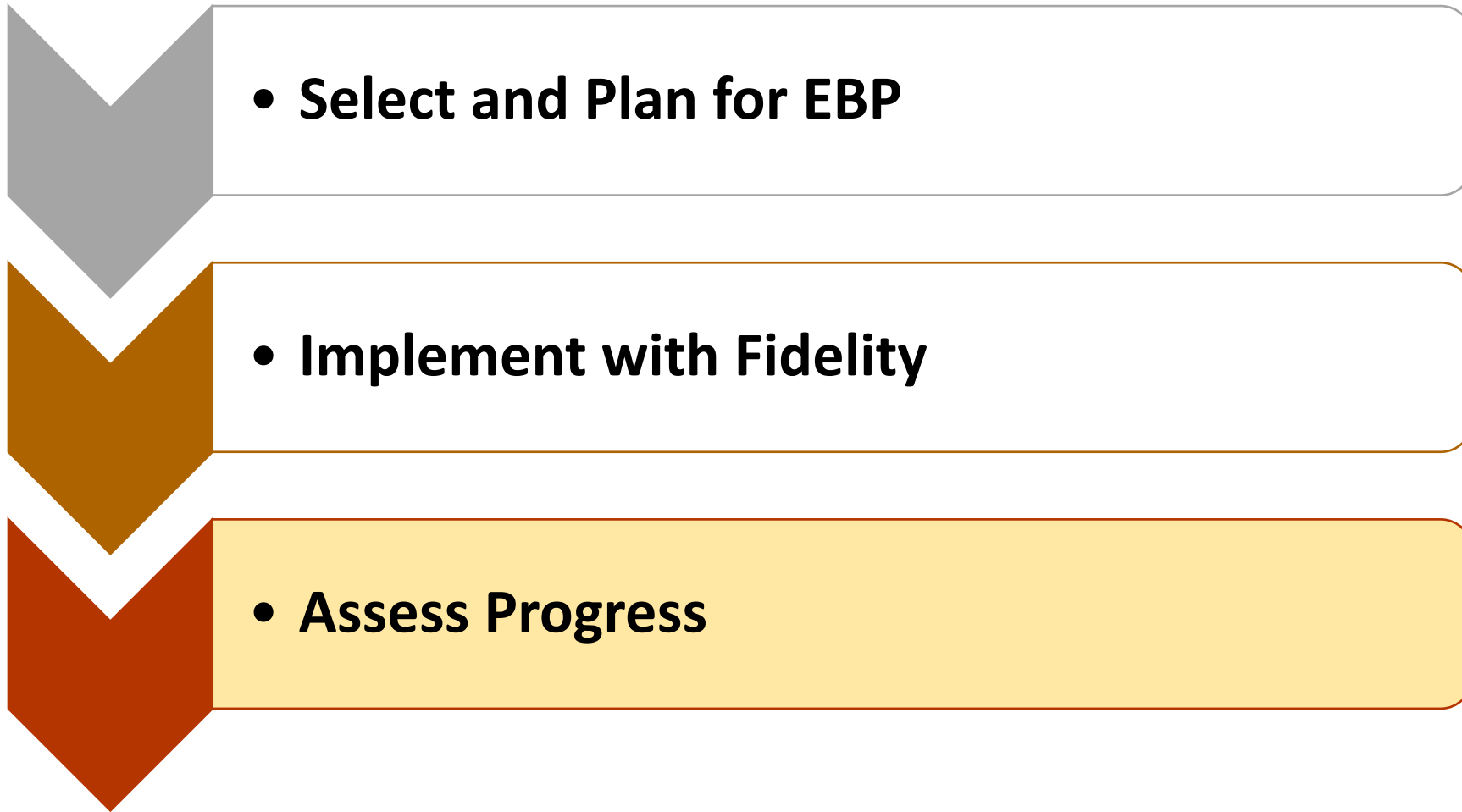
Gather and Analyze Progress

- Student Progress
  - Goal based data collection
- Implementer Progress
  - Implementation Checklists
- Revise Plan as necessary

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Example Data Sheet

Website Resources

- NPDC
- https://autismpdc.fpg.unc.edu
- AFIRM
- https://afirm.fpg.unc.edu
- CSESA Resources
- http://csesa.fpg.unc.edu/resources/learning-resources
  - AIM Modules
  - www.autismInternetmodules.org

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PRESENTATION FINISHED

...ANY QUESTIONS?