Promoting Evidence-Based Practices in Programs for Children and Youth with Autism
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University of North Carolina at Chapel Hill

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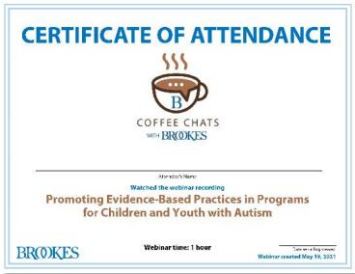
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BROOKES    Webinar time: 1 hour

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# Acknowledgements

**Participating Students, Families, and School Professionals**

**The Efficacy Student for Elementary Learners with Autism Spectrum Disorder (TESELA)**
▪Grant #R324A150047 from the Institute of Education Sciences, U.S. Department of Education

**National Professional Development Center on ASD (NPDC)**

**Autism Focused Intervention Resources and Modules (AFIRM)**

**Supporting  paraprofessional-Teachers use of Evidence-based practices with Learners with Autism Research (STELAR) grant**
▪Grant #R324A170028 from the Institute of Education Sciences, U.S. Department of Education

**FPG colleagues**

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# Disclosure

**Drs. Sam Odom and Ann Sam are among the authors of the Autism Program Environment Rating Scale, which will be published by Brookes Publishing Co. They have received modest honoraria for final development of the instrument, but royalties from the APERS will be donated to the National Clearinghouse for Autism Research and Practice.**

#CECLIVE

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## What Does it Take to Move Evidence-Based Practice into Use in Classrooms

- Strengthen the quality of the program
- Specify and scale student goals
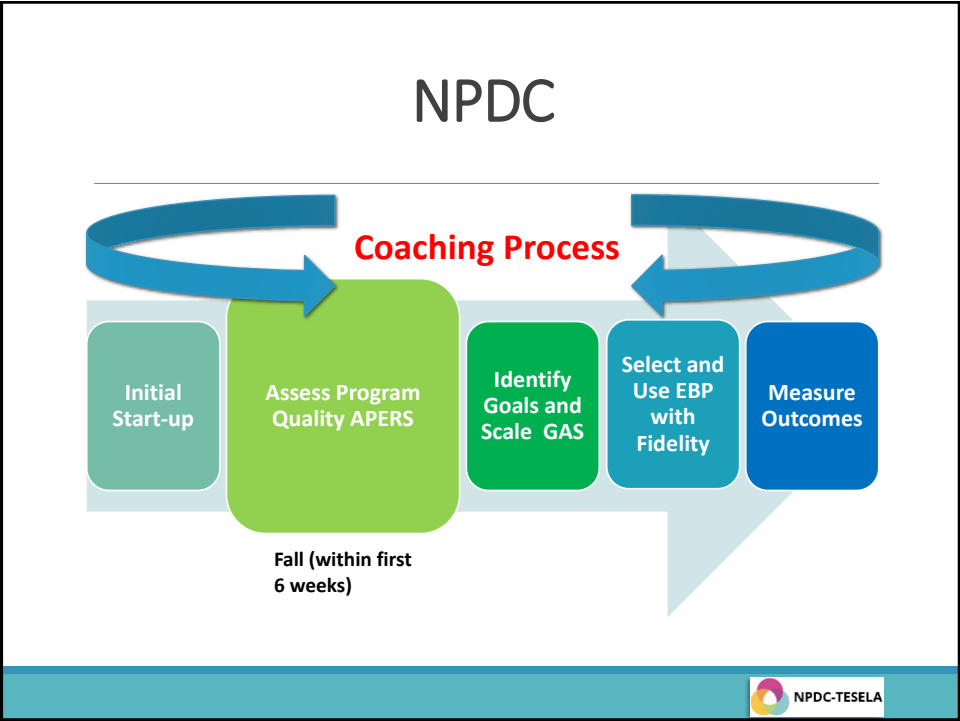- Select, implement, and assess progress of intervention (EBPs)
- Coaching process



"My grades could be better if the school had a data driven, evidence based curriculum in the classroom."

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# National Professional Development Center on ASD

NPDC MODEL

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# Strengthening the Quality of the Program

AUTISM PROGRAM ENVIRONMENT RATING SCALE - APERS

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**What are the elements of
high quality educational programs
for children with ASD?**

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**Interdisciplinary Teaming**

**Program Ecology**

Learning Environment:
Structure & Schedule

Positive Learning Climate

Curriculum & Instruction

Communication

Social Competence

Personal Independence

Functional Behavior

Assessment & IEP

**Family Participation**

**Program Quality**

**Student Outcomes**

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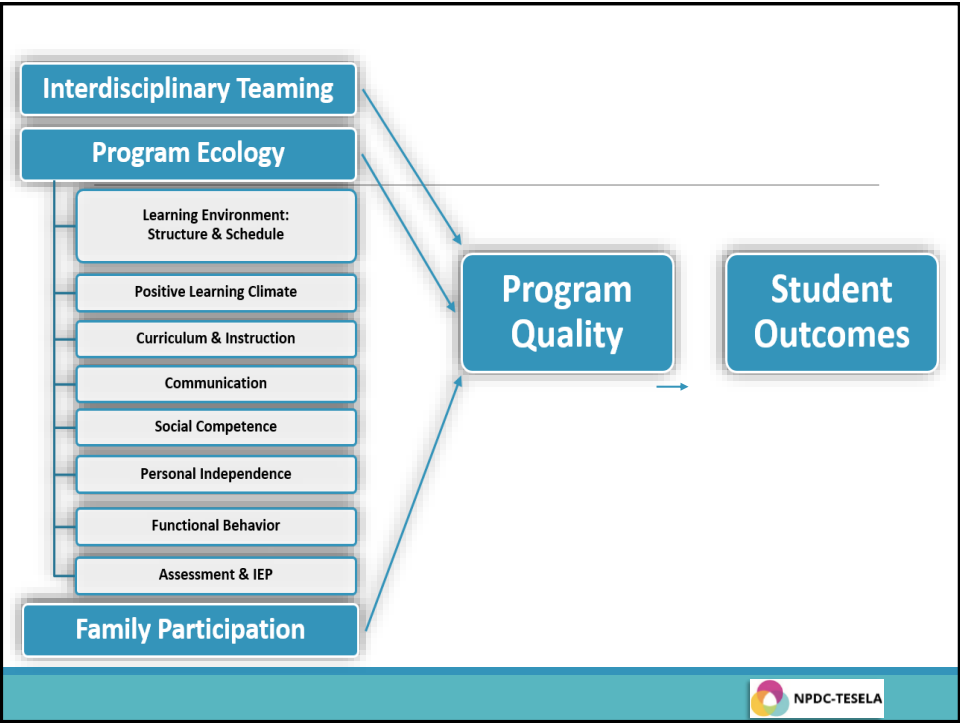
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# Autism Program Environment Rating Scale: What is it?

- Two versions: PE and MHS
- APERS-PE: 62 items across 10 domains/subdomains
- APERS-MH: 69 Items across 11 domains/subdomains
- Item Format: 5 point Likert Scale
- Yields information that identifies program strengths and areas in need of improvement; measure of change in program quality

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# APERS Sample Item

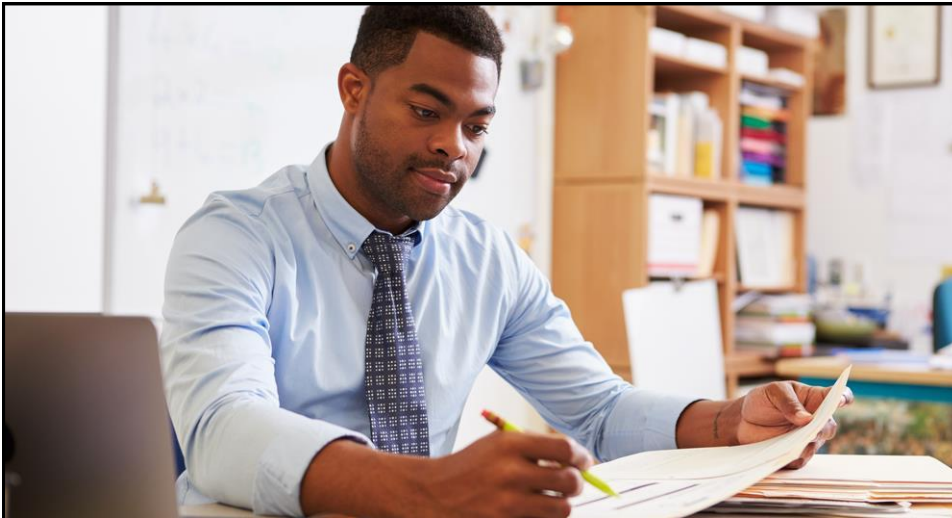| Curriculum and Instruction | | | | |
|---|---|---|---|---|
| | 1 | 3 | 5 | |
| 26*, ☐ | ☐ Team members consistently over-prompt students during instruction.<br>☐ Team members consistently under-prompt or use no prompts during instruction.<br>☐ When team members use prompts only one form is used with 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).<br>☐ 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).<br>☐ When needed, team members use a variety of prompts to meet individual student needs. | Classroom Instruction |

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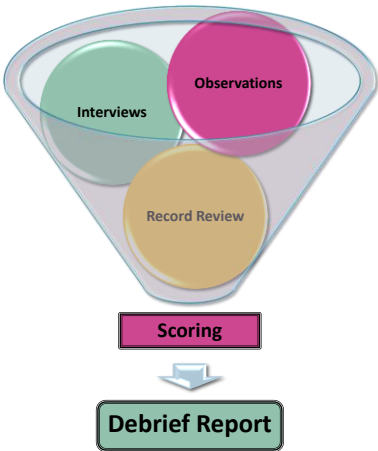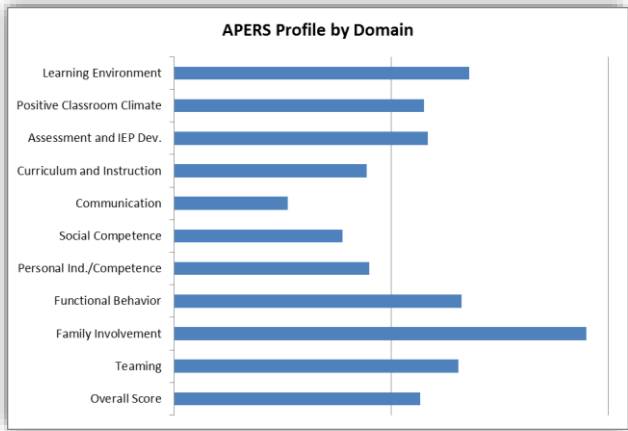


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## How Do We Use the Results?

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

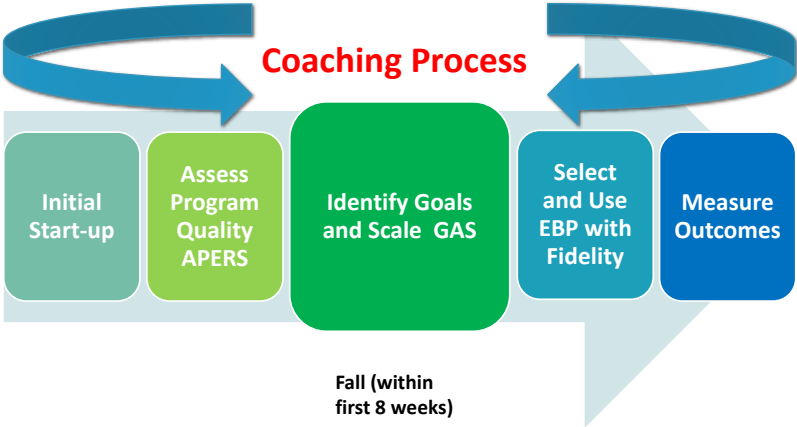NPDC-TESELA

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# Evidence-based Practices
Selecting and Using EBPs

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# From IEP to EBP

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# NPDC Study Timeline

**Coaching Process**

Initial Start-up

Assess Program Quality APERS

Identify Goals and Scale GAS

Select and Use EBP with Fidelity

Measure Outcomes

**Fall (within first 8 weeks)**

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# Goal Attainment Scale

| | | |
|---|---|---|
| **PRESENT LEVEL OF PERFORMANCE (BASELINE)** | 0 | Level of current performance for the target behavior. Based on data and includes prompting strategies, settings, persons, materials, etc. |
| **INITIAL OBJECTIVE** | 1 | Determine initial objective based on the present level of performance and the annual goal. |
| **SECONDARY OBJECTIVE** | 2 | Determine secondary objective based on initial objective and annual goal. |
| **ANNUAL GOAL** | 3 | Based on the present level of performance, develop a measurable and observable annual goal (includes antecedent, behavior, and criteria). |
| **EXCEEDS ANNUAL GOAL** | 4 | Determine exceeds annual goal based on annual goal. |

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# NPDC Initial Start Up Timeline

Training Academy
(before school starts)

APERS – TESELA staff
(first 6 weeks of school)

GAS training – ½ day
(first 4 weeks of school)

School/Student Planning Workshop – ½ day
(first 8 weeks of school)

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# NPDC Study Timeline

**Coaching Process**

| Initial Start-up | Assess Program Quality APERS | Identify Goals and Scale GAS | Select and Use EBP with Fidelity | Measure Outcomes |

**Fall, Winter, Spring**

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# 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)

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

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**EBPs: Basic Applied Behavior Analysis Practices**

- *Reinforcement*
- *Prompting*
- *Time Delay*
- *Modeling*

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**EBPs: Applied Behavior Analysis-- Assessment**

*Functional Behavior Assessment*

*Task Analysis*

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EBPs:
Applied
Behavior
Analysis--
Assessment

*Functional Behavior Assessment*

*Task Analysis*

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EBPs:
Behavioral
Instruction

*Discrete Trial Training*

*Direct Instruction*

*Behavioral Momentum*

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## EBPs: Positive Behavior Intervention and Supports

*Antecedent Intervention*

*Redirection*

*Extinction*

*Differential Reinforcement of Other Behavior*

*Functional Communication Training*

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## EBPs: Natural Environments

Naturalistic Intervention

JASPER

Milieu Teaching

Pivotal Response Training

Parent-implemented Interventions

Project ImPACT

Stepping Stones (Triple P)

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**EBPs: Social and Communication**

Social Skills Training
PEERS®

Peer-based Interventions

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**EBPs: Social and Communication**

*Social Narratives*
Social Stories™

*AAC*
PECS®

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## EBPs: Visually-based

**Visual Supports**

**Video Modeling**

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## EBPs: Cognitive-Based

Cognitive Behavior Intervention

Self-management
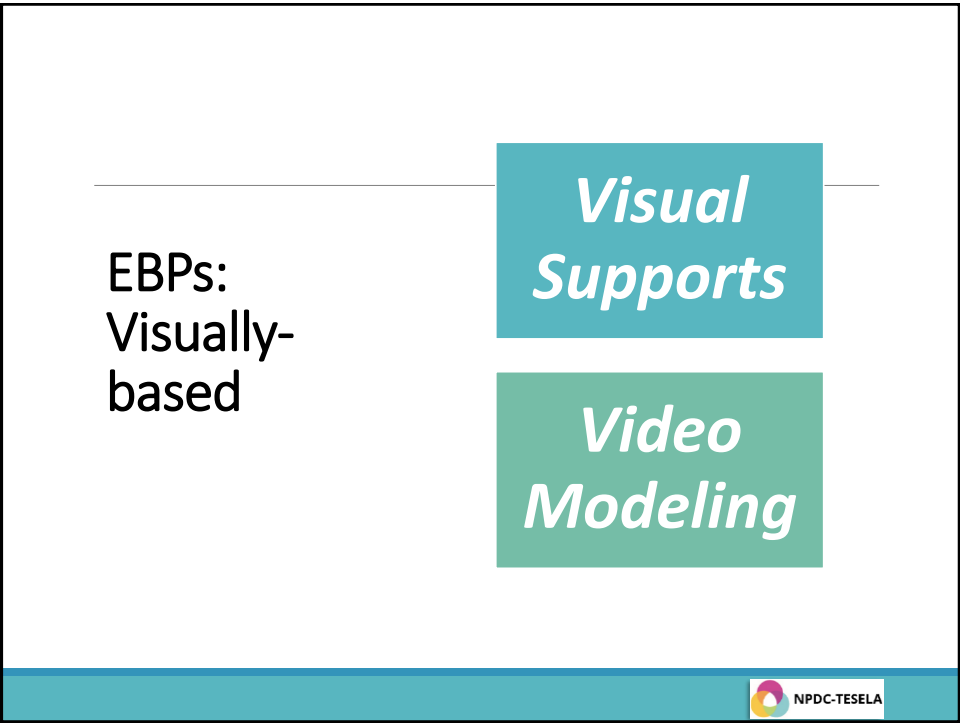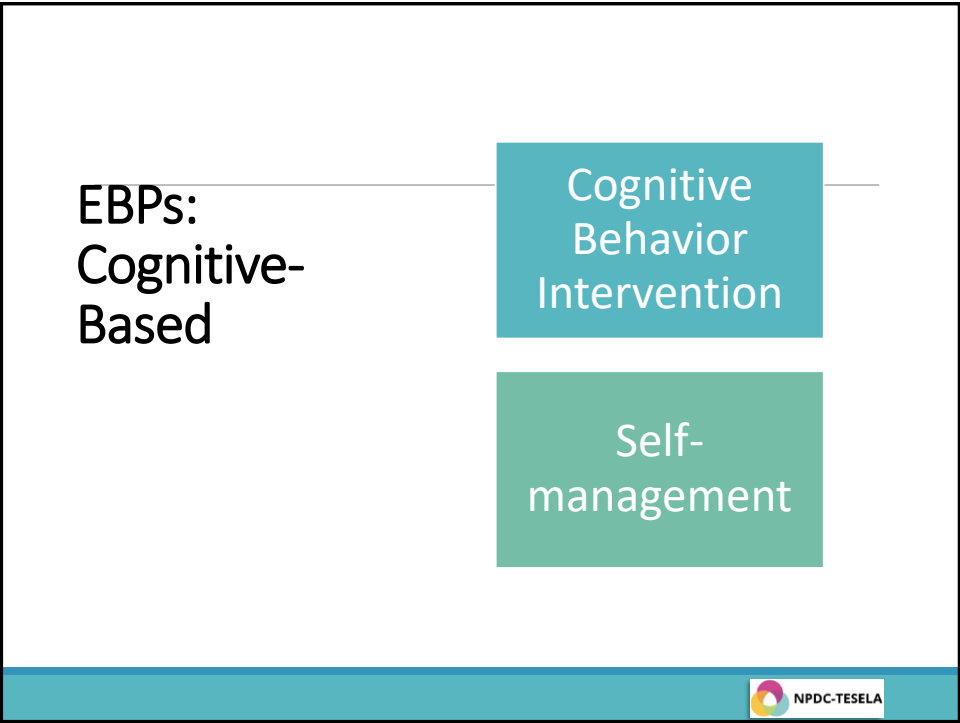
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EBPs:
Modality
Specific

**Exercise and Movement**

**Music-mediated intervention**

**Sensory Integration**
Ayres Sensory Integration®

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EBPs:
Technology

**Technology Assisted Instruction and Intervention**
Face Say ®
Mindreading

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# Process for Choosing and Using the EBP

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# The EBP Process

- **Select and Plan for EBP**

- **Implement with Fidelity**

- **Assess Progress**

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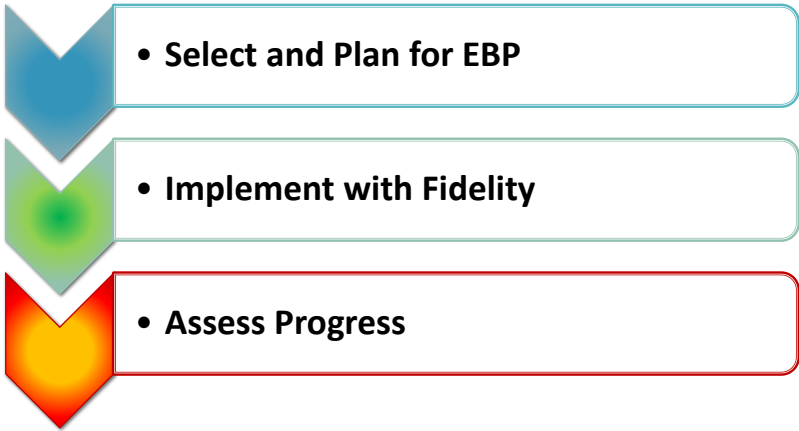
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## When Selecting EBP Consider:

| | |
|---|---|
| **Child & Family Characteristics** | **Clues found in the Outcome/Goal** |
| | **EBP** |
| **Teacher/Team Characteristics** | **Other Resources Available** |

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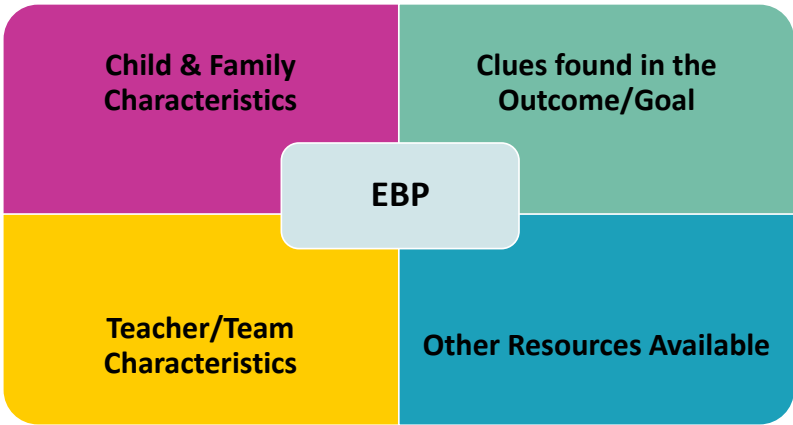
## Instructional Domains

**Table 6. Outcomes Identified In Studies**

| Outcomes related to | Studies (n) |
|---|---|
| **Social** Skills needed to interact with others | 165 |
| **Communication** Ability to express wants, needs, choices, feelings, or ideas | 182 |
| **Challenging/Interfering Behaviors** Decreasing or eliminating behaviors that interfere with the individual's ability to learn | 158 |
| **Joint Attention** Behaviors needed for sharing interests and/or experiences | 39 |
| **Play** Use of toys or leisure materials | 77 |
| **Cognitive** Performance on measures of intelligence, executive function, problem solving, information processing, reasoning, theory of mind, memory, creativity, or attention | 15 |
| **School Readiness Skills** Performance during a task that is not directly related to task content | 67 |
| **Pre-Academic/Academic** Performance on tasks typically taught and used in school settings | 58 |
| **Motor** Movement or motion, including both fine and gross motor skills, or related to sensory system/sensory functioning | 18 |
| **Adaptive/Self-Help** Independent living skills and personal care skills | 55 |
| **Vocational** Employment or employment preparation or relate to technical skills required for a specific job | 12 |
| **Mental Health** Emotional well-being | 1 |

SECTION 4: EBPs    From IEP to EBP    NPDC-TESELA

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# The NPDC Coaching Process

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# Coaching should...

✓ Support **YOUR** ability to apply knowledge to skills

✓ Focus on content that encourages **YOUR** use of data to inform practice (The Annenberg Institute for School Reform, 2004)

✓ Use adult learning principles by respecting **YOUR** professionalism, role, and ability to make decisions

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# Components of the Coaching Process

**Pre-observation Conference**
Select coaching target, observation plan, and data collection plan

**Post-observation Conference**
Discuss observation and discuss ways to change behavior, plan for ongoing support

**Observation/Action**
Collect data for meaningful discussion and planning; Provide modeling and support

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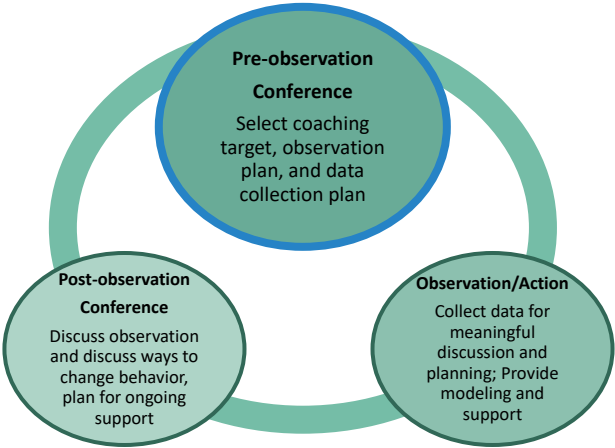
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# Implementing EBPs

**Where do I turn?**

**Now what?**

**Next steps?**

**How do I know what to do?**

GOOD LUCK

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MPH



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# Autism Focused Intervention Resources & Modules - AFIRM

- E-learning modules for EBPs
  - http://afirm.fpg.unc.edu/

- Target audience
  - Special educators
  - General education teachers
  - Related service personnel
  - Early interventionists

- Planning, using, monitoring EBPs



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## AFIRM Certificates

**Now offering CEU credits & Type-II CEs!**

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## AFIRM Supplemental Materials

- **Implementation checklist**
- **Step-by-step practice guide**
- **Parent's guide**
- **Tip sheet for professionals**
- **Data sheets**
- **Evidence-base**

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# AFIRM for Paraprofessionals



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# Home Companion Guide

AFIRM FOR
PARAPROFESSIONALS



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# Introduction to ASD

https://afirm.fpg.unc.edu/introduction-asd

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# COVID Specific Resources

https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times

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# 7 Support Strategies for COVID

1. **Support understanding**
2. **Offer opportunities for expression**
3. **Prioritize coping and calming skills**
4. **Maintain routines**
5. **Build new routines**
6. **Foster connections (from a distance)**
7. **Be aware of changing behaviors**

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# UNC FPG Autism Projects

AFIRM Autism Focused Intervention Resources & Modules

https://afirm.fpg.unc.edu

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A S A P

https://www.med.unc.edu/ahs/asap/

The National Clearinghouse on Autism Evidence & Practice

NCAEP • BRIDGING SCIENCE AND PRACTICE

https://ncaep.fpg.unc.edu

AFIRM for Paraprofessionals
Autism Focused Intervention Resources and Modules
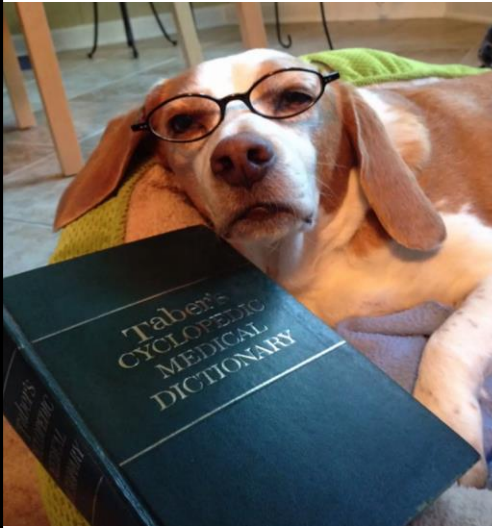
Part of AFIRM

Family Implemented TEACCH for Toddlers
TEACCH strategies that fit into your day

https://fitt.fpg.unc.edu

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