



Autism and Evidence Based Practice

A Multi-agency Training for Parents, Professionals, Service
Providers and Regional Center Staff

Los Angeles, CA

September 28, 2016



Multi-Agency Participation







Goodwill Enrichment Center







CAPTAIN LA - Foothill





Attendees



3%



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

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About Us:

The California Autism Professional Training and Information Network (CAPTAIN) is a cross agency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.

Leadership Team:

The Leadership Team is comprised of professionals from the California Department of Education, Diagnostic Centers, University Centers for Excellence in Developmental Disabilities (UCEDDs), Regional Centers and Department of Developmental Services, Family Resource Center Network, and SELPAs. Our leadership participated as trainers in the National Professional Development Center for ASD statewide training project. As a part of the dissemination efforts of the NPDC-ASD, we have established CAPTAIN to support implementation of EBPs across our state.

Cadre Members:

Cadre members are nominated by SELPAs, Regional Centers, and Family Resource/Family Empowerment Centers. They receive training through our annual summit so that they can provide local training, implementation coaching, cross agency collaboration, and dissemination of the EBPs at the local level. Cadre members have access to the NPDC-ASD and CAPTAIN training materials and will assist with the statewide distribution of the EBPs by providing support and training locally.

For Further Information:

For further information about CAPTAIN, please contact:

Patty Schetter, MA, BCBA
Coordinator of Autism Education Initiatives
CEDD at the MIND Institute
pschetter@autismandbehavior.com

Ann England, M.A., CCC-SLP-L
Assistant Director at the Diagnostic Center North
California Department of Education
aengland@dcn-ode.ca.gov

Quick Links

[National Professional Development Center On Autism Spectrum Disorders](#)

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[National Autism Center](#)

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[Ask a Specialist - ASD CAPTAIN Cadre](#)

[Regional Plans](#)

[CAPTAIN Leadership](#)

[Learn the Signs. Act Early. \(CDC\)](#)

[Effective Early Childhood Transitions Guide](#)

[ASD Toddler Initiative](#)

[Autism Distance Education Parent Training](#)

[Center on Secondary Education for Students with ASD \(CSESA\)](#)

[Online Course Autism Across the Lifespan](#)

National Professional Development Center On Autism Spectrum Disorders

The National Professional Development Center on Autism Spectrum Disorder

HOME ABOUT NPDC NEWS EVIDENCE-BASED PRACTICES NPDC MODEL



Autism throughout the lifespan



Autistic artist Stephen Wiltshire draws spellbinding 18ft picture of New York from memory after a 20-minute helicopter ride over city.

Autism T

A

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lined up all the animals and counted them.



CHOOSE YOUR EBP BREAKOUT SESSIONS

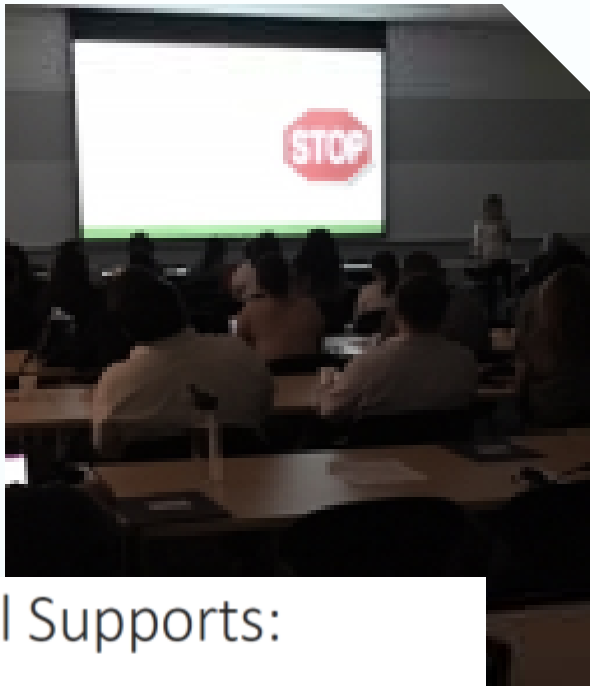
NAME: _____

Please select one break out session for each time slot. |

TIME	<u>EBP</u> Foundational	<u>EBP</u> Intermediate
10:30 – 11:30 (choose 1)	<input type="checkbox"/> <p>Visual support is an evidence-based practice that uses visual tools to increase understanding of language, environmental expectations, and to provide structure and support for learners. This practice has evidence-based support for learners ages preschool (2-5 years) to high school-age learners (12-22 yrs.) with ASD, to address social, communication, behavior, play, cognitive, school readiness, academic, motor, and adaptive outcomes.</p>	<input type="checkbox"/> <p>Video modeling is a mode of teaching that use video recording and display equipment to provide a visual model of the targeted behavior or skill. The evidence-based research suggests that video modeling can be effectively implemented with learners from early childhood (2-5 yrs.) through high school learners (12-22 yrs.). Video modeling has been shown an effective strategy to address social, communication, behavior, self-attention, play, cognitive, school readiness, academic, motor, adaptive and vocational outcomes.</p>
11:30 – 12:30 (choose 1)	<input type="checkbox"/> <p>Reinforcement increases the likelihood that a learner with ASD will perform a target skill or behavior in the future.</p> <p>Prompting reduces incorrect responding as learners with ASD acquire new skills.</p> <p>Time delay is a response prompting procedure that systematically fades prompts during instructional activities. These practices used together have evidence-based support for learners ages preschool (2-5 years) to high school-age learners (12-22) with ASD, to address social, communication, behavior, play, cognitive, school readiness, academic, motor, adaptive and vocational outcomes.</p>	<input type="checkbox"/> <p>Self-management interventions help learners with autism spectrum disorders (ASD) learn to independently regulate their own behaviors and act appropriately in a variety of home, school, and community-based situations. With these interventions, learners with ASD are taught to discriminate between appropriate and inappropriate behaviors, accurately monitor and record their own behaviors, and reward themselves for behaving appropriately. Self-management interventions are an evidence-based practice within the early childhood, elementary, middle, and high school age groups. This practice can be used to promote the development of play, social, adaptive, behavior, and language/communication skills.</p>



EBP: Visual Supports









Visual Supports:

AN EVIDENCE-BASED PRACTICE FOR WORKING WITH CHILDREN WITH AUTISM

PRESENTED BY:
MARIE BENNETT
AUTISM SUPPORT TEACHER, LAUSD

A visual schedule titled "SCHEDULE BEDTIME ROUTINE" on a green background. It lists six steps with corresponding icons: 1. Take bath (bathtub), 2. Brush teeth (toothbrush), 3. Put on pajamas (pajamas), 4. Read story (book), 5. Say prayers (prayer hands), 6. Say good night (person sleeping).

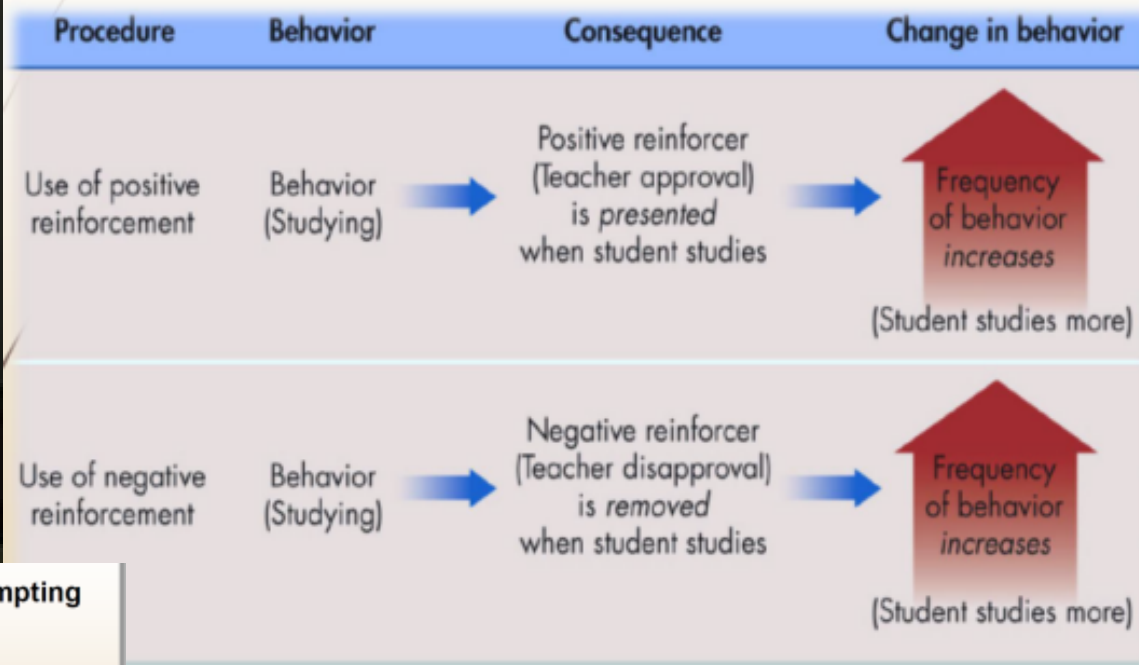
**SCHEDULE
BEDTIME ROUTINE**

1. Take bath 
2. Brush teeth 
3. Put on pajamas 
4. Read story 
5. Say prayers 
6. Say good night 



EBP: Reinforcement, Prompting, and Time Delay

Positive Reinforcement vs. Negative Reinforcement



Reinforcement and Prompting
(Evidence-Based Practices)

Burbank Unified School District
Presented by: Veronika Najarian, M.A., Behavior Interventionist and
Vanessa Norrington, M.A., Behavior Interventionist

source: www.psu.edu



EBP: Self-Management



OVERVIEW

Prepare the

Te

Implement the

Promo

Morning Routine

	6:15 am Wake Up	<input checked="" type="checkbox"/>
	6:20 am Feed & Water Dog	<input checked="" type="checkbox"/>
	6:25 am Make Bed	<input checked="" type="checkbox"/>
	6:30 am Brush Teeth/ Wash Face	<input type="checkbox"/>
	6:35 am Brush Hair	<input type="checkbox"/>
	6:40 am Get Dressed	<input type="checkbox"/>
	7:00 am Take Medication	<input type="checkbox"/>
	7:10-7:20 am Get on Bus	<input type="checkbox"/>

SELF-MANAGEMENT

AMY TSENG

LAUSD
AUTISM SUPPORT TEACHER



EBP: Video Modeling



SIMPLE STEPS FOR VIDEO MODELING

1. Target a behavior for teaching
2. Collect baseline data
3. Plan for the video recording
4. Make the video
5. Arrange the environment for watching the video
6. Show the video
7. Monitor progress
8. Troubleshoot if the learner is not making progress
9. Fade the video and prompting





Transition Panel

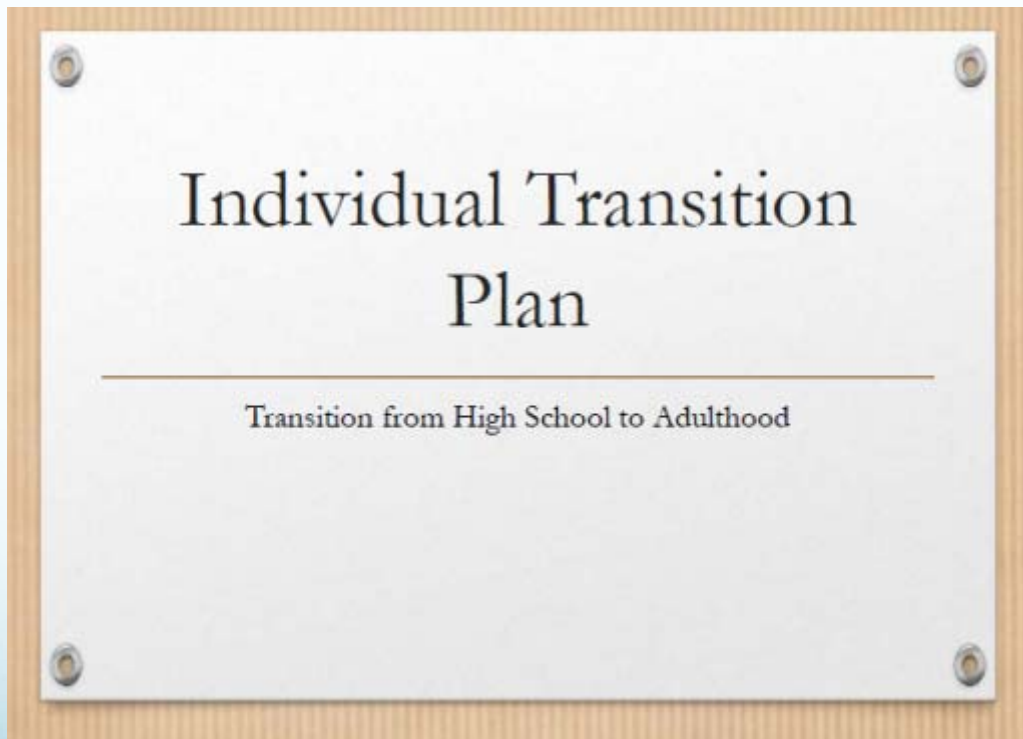


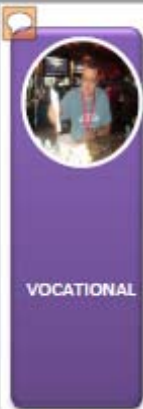
Transition Focus





Lanterman Law Clinic





Goal: Become contributing adults within our society and increase opportunities of obtaining employment





Project SEARCH

OR and ICU

Supply Stocking





It's all about work



I WANT TO WORK.....



..... HIRE ME



Resource Tables





ARCA Learn

The screenshot shows the ARCA Learn website interface. At the top, there is a navigation bar with a home icon, a language dropdown set to 'English', and buttons for 'Register', 'Enter email', 'Enter passw', and 'Log in'. Below this is the header for 'FRANK D. LANTERMAN REGIONAL CENTER' with the tagline 'Partners in Lifelong Support Since 1966'. A search bar is located on the right side of the header. A secondary navigation bar contains links for 'Catalog', 'My Agenda', 'My Courses', 'Forums', 'My Learning Paths', 'Search Courses', and 'My Transcripts'. The main content area features several featured articles and navigation tiles. The featured articles include: 'Emergency Preparedness' (with an icon of people in a boat), 'Pay by Credit Card' (with an icon of credit cards), 'Early Intervention' (with a photo of a child), 'Cutting Home Care Costs CA' (with a photo of a family), and 'Help Wanted' (with a photo of a woman). Below these are four navigation tiles: 'Catalog' (with an icon of books), 'My Agenda' (with a calendar icon for January), 'My Courses' (with a photo of hands on a laptop keyboard), and 'Forums' (with a photo of a hand writing in a notebook).

Emergency Preparedness
Learn more about getting your organization ready for a case of fire or emergency. Learn about your family ready too.

Pay by Credit Card
You can now use your credit card to purchase training tokens to distribute to your employees. Learn more.

Early Intervention
When parents learn that their child has a disability, they begin a journey that takes them into a life that is often filled with strong emotion, many specialists, and a need for information.

Cutting Home Care Costs CA
People with disabilities are out in force, protesting new state budget cuts to their home-care providers' salaries. These care providers allow disabled Californians to live on their own.

Help Wanted
Service providers are looking for people with diverse ages and background to provide care to people with developmental disabilities. We will assist in building full and new.

Catalog
Browse the catalog of available courses and learning paths.
[Click Here](#)

My Agenda
See a list of all your upcoming Instructor-Led Events, Activities and important Course and Learning Path dates and details.

My Courses
Click here to interact with the eLearning and Instructor-Led Courses you are currently taking, have completed and those you may wish to register for.

Forums
Calling all levels of learners and moderators to join our forums. Here you can start a conversation on what's important to you and track the popularity of